

MELVILLE HIGH SCHOOL BOARD OF TRUSTEES CHARTER 2010

PURPOSE

Ko te whāinga.

“Creating Pathways to a Positive Future”

Hangaia ngā momo huarahi ki te whai ao marama.

MISSION

Ko te whakatakanga

To provide quality learning that engages all students to fulfill their potential

Mā te akoranga huanga o te kura e whakaawe i ngā tauira kia whai hua pai mā rātou.

MOTTO

To serve and to work

Hei awhi hei mahi

CREST



MHS Values	Key statement	Meaning
Care <i>Tiaki</i>	Look after each other <i>Me tiaki tētahi tangata i tētahi atu.</i>	Care is reflected in how we show hospitality, generosity and inclusiveness to visitors, students, staff, parents, caregivers, whanau and community, how we support each other
Achieve <i>Whakatutukitanga</i>	Fulfill your potential. <i>Karawhiua. Whakatutukingia ō māiatanga, ō wawatanga me ō moemoea.</i>	Students engage in learning, grow and achieve their potential through different pathways

Respect <i>Whakaute</i>	Be thoughtful and considerate of self, others, community, environment <i>Me whakautengia ki tōu mana ake, ki ētahi atu mana tangata, ki te iwi whānui me te taiao.</i>	Show pride in self and school, celebrate identity and diversity, care for self, each other and the environment, respect between teachers and students
Participate <i>Whai wāhi atu</i>	Be actively involved in school activities <i>Me whai wāhi atu i ngā momo mahi-ā-kura ahakoa he mātauranga, he ahurea, he hākinakina rānei.</i>	Student involvement in academic, cultural and sporting activities
Celebrate <i>Whakanui</i>	Recognise success <i>Me whakanuia ngā angitu.</i>	Recognise and reward academic, cultural and sporting achievement and excellence, service to school and community

STRATEGIC GOALS 2010 - 2014

- To improve **student achievement** – academic, cultural and sporting
- To develop safe, supportive and constructive **relationships** between students, staff and our community
- To provide **multiple pathways** for educational success
- To develop a high quality learning **environment**
- To sustain leadership in the integration of technology and **best practice** in learning and teaching
- To successfully **implement the New Zealand Curriculum**

MELVILLE HIGH SCHOOL BIENNIAL PLAN 2010 - 11

CURRICULUM REQUIREMENTS – NAG 1 TARGETS

SPECIFIC GOAL	TARGETS	ACTION NEEDED	RESOURCES REQUIRED	MONITORING AND REVIEWING
<i>What we want to achieve.</i>	<i>Targeted achievement area</i>	<i>Tasks to be completed and by when.</i>	<i>Costs and Personnel.</i>	<i>Who is responsible? Who do they report to?</i>
<i>To improve student achievement</i>	<ul style="list-style-type: none"> To improve overall student NCEA pass rates : Level 1 to 58% in 2010, : Level 2 to 59% in 2010, : Level 3 to 43 in 2010. A further 2% Percentage Point (PP) increase is targeted for each level in 2011. To Improve Maori NCEA Level 1 & 2 pass rates by 8 Percentage Points (PP) in 2009 and in 2010. NCEA Level 3 rates to 25% in 2010. A further 4% Percentage Point (PP) increase is targeted for each level in 2011. 	<ul style="list-style-type: none"> HOF's will identify strategies for each Department to lift student achievement. Specific outcome indicators will be identified for each staff member of their department on a term by term basis. SLT, through the Tracking Committee will review mentoring programme and refine teacher support. Continuation of Te Kotahitanga programme, including all teachers implementing participating in some key aspects of PL and strategies. Adoption of a revised Maori Achievement Plan (MAP) in Term 1 2010 	<ul style="list-style-type: none"> Nil Release time for facilitation team (.5) Appointment of a new MAP Facilitator 	<ul style="list-style-type: none"> SLT Interim report on NCEA to BOT in February each year. -Principal Full Report, including comparisons and outcome of Mentoring, May each year-Principal. Progress report on tracking in October TK Facilitation team Once term reports to Te Whanau Te Manaaki Tangata. Annual Reports to BOT June and each year.

ADMINISTRATION : NAG 6

TARGETS

SPECIFIC GOAL	TARGETS	ACTION NEEDED	RESOURCES REQUIRED	MONITORING AND REVIEWING
<i>To improve student attendance levels</i>	<ul style="list-style-type: none"> To increase Year 13 attendance to 75% in 2010. (Actual target yet to be identified.) Reduce truancy and unexplained attendance to ensure 85% attendance rate. 	<ul style="list-style-type: none"> Revise 2010 Year 13 Student Expectations and develop Outcome Targets for Year 11 and 12 & 13 Deans and Tutor Teachers. Implement Horizontal Tutor system and develop Outcome targets for Deans and Tutors Teachers. Tighten timeframes for referral to SASH and “Rock On”. 	<ul style="list-style-type: none"> Nil Additional training in the use of KAMAR Attendance systems. Cost of using Txtng Software (\$3,000.00) SASH (\$2,500.00) 	<ul style="list-style-type: none"> SLT review Deans performance outcomes on a term by term basis. Principal reports to Board in May, August and October.

CURRICULUM REQUIREMENTS – NAG 1

OBJECTIVES

OBJECTIVE	ACTION NEEDED	PERFORMANCE INDICATORS	RESOURCES REQUIRED	MONITORING AND REVIEWING
<i>To continue to develop teachers teaching and learning strategies.</i>	<ul style="list-style-type: none"> Continued implementation Te Kotahitanga programme. All new Staff participate in Te Kotahitanga and undergo training. Non Te Kotahitanga Staff demonstrate a PD strategy to support improving Maori Student Achievement. Use Te Kotahitanga data to support initiatives in the areas of attendance and engagement. 	<ul style="list-style-type: none"> Te Kotahitanga milestones are met. Teacher effectiveness is improved. 75% of staff demonstrate positive movement on the <i>discursive continuum</i>. One staff member and the new RTLB, undertake facilitation training Non Te Kotahitanga staff submit PD Action plan by March 8th. By term 2 establish some targets for presence and engagement 	<ul style="list-style-type: none"> Contract funding \$39,000. Staffing entitlement 0.8 in 2010 and a yet to be identified amount in 2011. Broadening the base of the Te Kotahitanga Team will require additional release time for training (6 days @) Timetable release time to facilitate observations. Use of KAMAR and findings from earlier Phase Schools involved in Te Kotahitanga Use of School Support Adviser, Tania Miles 	<ul style="list-style-type: none"> Principal Report to Board in November. TK Facilitation Team. Appraisal documentation. Principal Principal
<i>To continue to provide a variety of pathways for students to gain success.</i>	<ul style="list-style-type: none"> Explore participation in Trades Academy Implement support strategies for ITO partnerships. Pilot Strength Based teaching programmes with LID and technology classes. Learning Initiative Department (LID) revise scheme and procedures. Skilled permanent staff appointed 	<ul style="list-style-type: none"> Appropriate staff appointed and programme adopted. Undertake the training in the My-Voice programme and begin implementation. New leadership appointed Students stay at school. Students are engaged in their learning. Students gain NCEA credits. Systematically review staffing needs. 	<ul style="list-style-type: none"> Resourcing is funded by the MOE. Space and facilities for Futures Department. (\$3,000) Provision for extra release time for additional staff Provision of release time. All travel, resourcing and accommodation costs are met by providers. Appointment of Teachers Aides. Additional resourcing (\$2000) Nil 	<ul style="list-style-type: none"> Director of Careers Principal. Report to the BOT in August. Report to the BOT in July on progress to date. Principal Principal

CURRICULUM REQUIREMENTS – NAG 1 Cont'd

OBJECTIVES Cont'd

OBJECTIVE	ACTION NEEDED	PERFORMANCE INDICATORS	RESOURCES REQUIRED	MONITORING AND REVIEWING
<p><i>To review current NZQA Quality Management System and school moderation practices</i></p>	<ul style="list-style-type: none"> To improve National Moderation success rate up 13 PP to a school wide 78%. 	<ul style="list-style-type: none"> Each curriculum area records assessment practice in accordance with MHS QMS system. NZQA Moderation Support person appointed from HOF network. 	<ul style="list-style-type: none"> Use of NZQA Liaison Officer Ewen MacDonald 	<ul style="list-style-type: none"> SLT member appointed. Report to Board August Meeting.

DOCUMENTATION AND SELF REVIEW - NAG 2

OBJECTIVES

OBJECTIVE	ACTION NEEDED	PERFORMANCE INDICATORS	RESOURCES REQUIRED	MONITORING AND REVIEWING
<i>To affirm the school Charter and ensure it is compliant with NZC.</i>	<ul style="list-style-type: none"> Implement and advertise the 2010 School Charter including Vision, Principles, Values, Crest and School Motto. 	<ul style="list-style-type: none"> Charter drafted and distributed end of Term 1 2010 Charter becomes the framework for Biennial Plan. Consultation over draft Charter completed end of Term 2 2010. 	<ul style="list-style-type: none"> Release time for key staff Use of skilled facilitators Use digital survey company Survey feedback. 	<ul style="list-style-type: none"> BOT Chairperson. New Charter adopted by February 2010 Board of Trustees
<i>To design and implement a school curriculum using an evidence-based inquiry.</i>	<ul style="list-style-type: none"> Implement the MOE NZC expectations outlined in the NZ Gazette statement on p17 of August 24th 2009. Provide opportunities for staff to develop their understanding of the NZC 	<ul style="list-style-type: none"> Learning to Learn Curriculum leadership team develop implementation plan by end of Term 1 Learning to Learn Curriculum leadership team establish a PD programme for NZC implementation by end of February 2010. 	<ul style="list-style-type: none"> Implementing a once a fortnight shortened Day to facilitate PD for staff Teacher release 	<ul style="list-style-type: none"> Principal Report to the April BOT meeting
<i>To review School Policies and Procedures as part of a two year Self Review process.</i>	<ul style="list-style-type: none"> Policy committee continues to work through it's timetable for review of policy in consultation with BOT and staff 	<ul style="list-style-type: none"> School processes and procedures effectively support learning. The timeframe milestones are met. Priority and areas of need identified by the BOT are addressed. 	<ul style="list-style-type: none"> Nil 	<ul style="list-style-type: none"> BOT Chairman Principal
<i>To adopt an outcome based implementation programme</i>	<ul style="list-style-type: none"> To systematically develop an outcomes based format for key areas based on a scheduled plan 	<ul style="list-style-type: none"> To report to the BOT on Pastoral Care and SLT responsibilities in this format. Present Implementation plan. 	<ul style="list-style-type: none"> Support from external provider 	<ul style="list-style-type: none"> Report to April BOT meeting
<i>To review the school Appraisal process</i>	<ul style="list-style-type: none"> Review Appraisal Policy Rewrite all Job descriptions. 	<ul style="list-style-type: none"> Review existing policy and appraisal practice. Include school and individual goals in performance objectives Ensure regular observation and feedback Include aspects of Restorative Practices in formation. That Job descriptions are written to include identifiable and measureable outcomes. 	<ul style="list-style-type: none"> Nil 	<ul style="list-style-type: none"> SLT Member leads review Principal reports to Board in June and October on progress.

EMPLOYER RESPONSIBILITIES – NAG 3

OBJECTIVES

SPECIFIC OBJECTIVE	ACTION NEEDED	PERFORMANCE INDICATORS	RESOURCES REQUIRED	MONITORING AND REVIEWING
<i>To seek out well trained & passionate staff</i>	<ul style="list-style-type: none"> To follow school procedures and allow suitable timeframes to appoint staff. 	<ul style="list-style-type: none"> Quality innovative staff are appointed. Staff appraised against the professional standards. 	<ul style="list-style-type: none"> Discretionary spending for advertising for staff (\$7,00.00) Additional provision for department support including the provision of additional teacher release. 	<ul style="list-style-type: none"> Principal BOT Personnel sub-committee.
<i>To develop a positive staff culture</i>	<ul style="list-style-type: none"> Continue the development of a positive and professional code of practice in collaboration with school staff 	<ul style="list-style-type: none"> School staff climate improves 	<ul style="list-style-type: none"> Nil 	<ul style="list-style-type: none"> Principal
<i>To develop the leadership capacity of SLT and HOD's</i>	<ul style="list-style-type: none"> Implement a PD plan for SLT using an outside provider Plan in collaboration with middle leaders a skill sharing and development programme to support HOD leadership growth. 	<ul style="list-style-type: none"> Senior Leaders leadership capacity is improved. HOD's develop a greater understanding of their role and responsibility; and are better able to support their teams and the school's strategic goals. 	<ul style="list-style-type: none"> Consultancy fees (\$3,000) Nil 	<ul style="list-style-type: none"> Principal

FINANCIAL AND PROPERTY MANAGEMENT – NAG 4

OBJECTIVES

OBJECTIVE	ACTION NEEDED	PERFORMANCE INDICATORS	RESOURCES REQUIRED	MONITORING AND REVIEWING
<i>Manage Financial resources to meet current and future needs.</i>	<ul style="list-style-type: none"> • Implement policies and procedure to ensure that finance and related services optimize outcomes for students and staff • To monitor income and expenditure to ensure they remain within budgeted limits. 	<ul style="list-style-type: none"> • To raise additional finance, services and resources to meet school needs (\$100.000 pa). • A budget surplus is created. 	<ul style="list-style-type: none"> • Nil 	<ul style="list-style-type: none"> • Finance Committee • BOT •
<i>Establish a property development programme which meets current and future need</i>	<ul style="list-style-type: none"> • Establish a property plan to improve school facilities. • Ensure ongoing construction projects are properly managed.. • Implement developments in collaboration with community and other partners 	<ul style="list-style-type: none"> • 5YP for 2010 – 2014 approved. • Upgrade of School Administration Block, Hall and school entrance • Affirm PMIS footprint, dispose of all MOE accepted surplus property and ensure best use of current facilities. • Establish property priorities for 2010 -2011. 	<ul style="list-style-type: none"> • Current Five Year Property funds. • Additional resourcing is sought 	<ul style="list-style-type: none"> • Property Committee Convenor • Error! Reference source not found. • Board Chairperson.
<i>Create the ICT environment to support the implementation of the NZC.</i>	<ul style="list-style-type: none"> • Authorize the expenditure of funds to purchase appropriate hardware and infrastructure needs. • Implement the resourcing needs of the Learning to Learn Implementation Plan. • Affirm MHS commitment to CentreNet and refer relationship with Volcanics • Explore Fibre Optic connections. 	<ul style="list-style-type: none"> • New Equipment is purchased. • Key staff receive training. • Affirm contract with Totali • Develop our capacity to use KnowledgeNET. • Utilizes external Technical support. 	<ul style="list-style-type: none"> • \$70,000 is budgeted for hardware acquisition. • Training support is provided. • CentreNet ICT PD facilitator, Martin Hughes. • Volcanics e-Principal Conor Bolton. 	<ul style="list-style-type: none"> • Learning to Learn Committee • Principal. • Principal reports to the BOT in November.

HEALTH AND SAFETY – NAG 5

OBJECTIVE	ACTION NEEDED	PERFORMANCE INDICATORS	RESOURCES REQUIRED	MONITORING AND REVIEWING
<p><i>Continue the development of the restorative practices programme and relationship building.</i></p>	<ul style="list-style-type: none"> • Review and refine strategies for the management of student behaviour utilizing RP • Continue the staff professional development, consultation and communication skill development. 	<ul style="list-style-type: none"> • Integrate Restorative Practices data in appraisal process. • Work through horizontal Deans structure to address common behaviour challenges. 	<ul style="list-style-type: none"> • Use of school’s counseling personnel. 	<ul style="list-style-type: none"> • Assistant Principal • Principal • BOT Chair