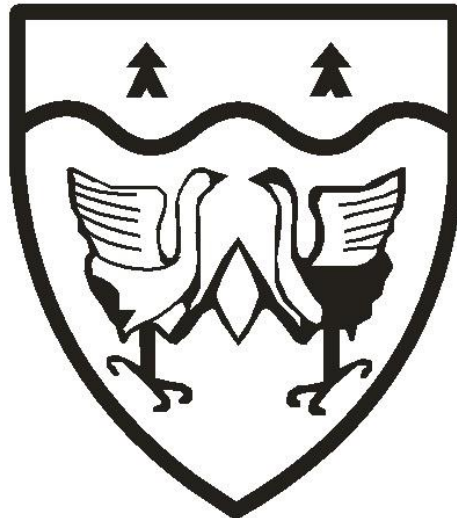


Melville High School CHARTER

March 1

2017

Hei Awhina Hei Mahi



To Serve and To Work

Melville High School has a commitment to excellence by providing quality educational opportunities for all of our students. We actively encourage all students to achieve their best and we do so in an inclusive, caring, equitable and supportive environment. We seek to promote within our students a positive vision for their future as we help them become balanced and successful citizens.

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 fulfil their potential

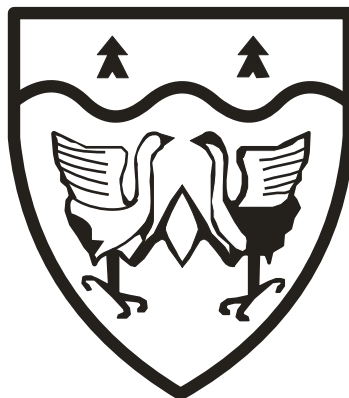
Mā te akoranga huanga o te kura e whakaawe i ngā tauira kia whai hua pai mā rātou.

MOTTO

To serve and to work

Hei awahi hei mahi

CREST



Melville High School Values¹



Melville High School Strategic Aims

1. Raising all students' achievements.
2. Strengthening parents, whanau, community and school partnerships to benefit students.
3. Aim High

Whakatauki:

Whāia te iti kahurangi ki te tūohu koe me he maunga teitei
*Seek the treasure you value most dearly: if you bow your head,
let it be to a lofty mountain*

Melville High School Major Goals for 2017

- a) Raising student achievement
 - i. Student Achievement Project – (A partnership with the MOE)
 - ii. Junior Student Achievement Team – (Whole school targeting Year 10 writing)
 - iii. A focus on Year 11, 12 and 13 who need additional support to achieve NCEA
- b) Extending Academic Counselling to include Years 9 and 10
- c) Completing the implementation of our Appraisal Programme
- d) Integrating Professional Learning and Development (PLD) strategies including: Kāhui Ako/Community of Learning (COL), Behaviour Management, Learning with Digital Technology (LwDT) and Culturally Responsive and Relational Pedagogy (CRRP)

National Requirements

The Melville High School Board of Trustees is guided by and accepts the requirements and responsibilities set out in the National Educational Goals (NEGs) and National Administrative Guidelines (NAGs).

<http://www.minedu.govt.nz/NZEducation/EducationPolicies/Schools/PolicyAndStrategy/PlanningReportingRelevantLegislationNEGSAndNAGS/TheNationalEducationGoalsNEGs.aspx>

Melville High School Board of Trustees is also committed to meeting the requirements of the relevant legislation that applies to all aspects of school operation.

The **New Zealand Curriculum** is the document that guides teaching and learning at Melville High School. It sets the direction for student learning and provides guidance to the school as we implement and review curriculum delivery.

<http://nzcurriculum.tki.org.nz/Curriculum-documents/The-New-Zealand-Curriculum>

Profile

Melville High School is a co-educational, Year 9 –13 state funded secondary school which caters for 600 students from 12 to 18 years old based at a campus in southwest Hamilton. We have a decile 4, low to medium socio-economic parent community with a rich and diverse cultural mix comprising 49% Māori, 31% European, 7% Asian, Pasifika 5% and 4% Indian students.

New Zealand's Dual Cultural Heritage

Bi-cultural perspectives

The school has a commitment to the principles of the Treaty of Waitangi and Mana Whenua. We utilize Culturally Responsive and Relational Pedagogy to improve Maori student achievement through developing quality teaching and quality classroom relationships and interactions in a culturally appropriate setting.

Our school Marae, Te Manaakitanga, was the first marae established on a state school site in New Zealand and is a focal point of the school.

Melville High School is a proud to be a Kawenata school This partnership with Waikato-Tainui has a focus on mutual education goals, which align to the tribe's three education priorities:

- Reo me ona tikanga
- Tribal connection
- Meaningful Pathways

Melville High School is committed to providing instruction in Tikanga Māori and Te Reo Māori to NCEA Level 3. The principles of cultural responsive and relational pedagogy form an integral part of how Melville High School will attempt to meet our strategic goals, support the attainment of objectives and targets, monitor, review and report annually on the achievement of Māori students. Ka Hikitia provides the framework for the governments initiatives in this area. [Summary of Ka Hikitia - Accelerating Success 2013-2017: English version](#) [PDF, 703 KB]

The Board of Trustees maintains its consultation with the Māori community through annual consultation hui with families and whanau, Māori student hui, surveys and dialogue with kaumatua. The purpose of the consultation is to ensure that Māori aspirations and needs are addressed. The school Marae, Te Manaakitanga, was the first marae established on a state school site in New Zealand and is a focal point of the school.

Melville High School also acknowledges its students from other cultures. The school values the richness that cultural diversity brings to the school, celebrates students' ethnic origins and actively develops understanding and empathy between cultures.

Unique Environment

The school has a supportive culture based on historical values of care and hard work which are strengthened by our extensive pastoral care support network. This platform has been supported and reinforced by our implementation of a unique blend of behaviour management which includes aspects of **PB4L**³ and **Restorative Practices**⁴, and culturally responsive and relational pedagogy, which have collectively supported improvement in student achievement and behaviour.



Melville High School has a significant number of students with learning and behaviour needs and, with the reducing external resourcing for such students, has developed a range of **Supportive Learning interventions**⁵ to support such students' success. These students are a valued part of our school community. The school also has a satellite class of Patricia Avenue School on the school site which caters for very high needs secondary students.

To support English as an Additional Language (ESAL), a specialist teacher provides both intensive English and support programmes for those students who are second language learners.

Melville High School encourages active involvement in all aspects of physical education including EOTC and has established a **Sports Institute**⁶ for selected students to develop their elite sporting skills. Education Outside the Classroom (EOTC) is a vital aspect of the school curriculum with two out of every students being engaged in a major EOTC activity each year. Melville High School is very fortunate to have the financial support of the Perry Outdoor Education Trust (POET) and the Gallagher Trust to be able ensure an excellent attendance at such an important outdoor education activity.

Melville High School ensures that information technology is available to assist teaching and learning. The school has connectivity through Wi-Fi and ultra-fast broadband access is through N4L, the Government provider. The school provides various on-line learning opportunities including computer suites, portable banks of laptops/netbooks, remote and wireless applications and has a Year 9 and a Year 10 BYOD class this year. The Board supplies laptops to all permanent teaching staff.

The school utilises its own PLD to support **Google Apps** and the **KAMAR** Student Management System. Melville High School operates the **Access-It** library programme and is part of the **Volcanics** (Central North Island Secondary Schools) ICT Networks. The school extends students' learning opportunities beyond the confines of the Melville High School timetable and campus through the **Virtual Learning Network** via Video Conferencing, *Adobe connect* and other web based software.

The School is involved in the Ministry of Education achievement programmes established to support our strategic goals. The Achievement Retention and Transition (**ART**) initiative complements our senior student assistance strategy which identifies and supports students who need more time or support to achieve success in NCEA. While ART focuses on Year 12 students gaining NCEA level 2, we have similar programmes at Year 11 and 13.

A further initiative undertaken this year is the **Student Achievement Project** which focuses on improving student achievement at Year 9 and 10. It involves very regular meeting with the Student Achievement Facilitator and the Junior Achievement Team which comprises the leaders of the curriculum areas of English and Mathematics, the Assistant Principals of Year 9 and 10 and the principal.

Melville High School enhances the celebration of the arts and culture through the provision of: art, drama, kapa haka, Pasifika, debating, dance, film making, literature and through participation, study and specialist music tuition across the school.

Melville High School's Futures Department provides a breadth of support in learning through the careers, Gateway, STAR and Trades Academy programmes for students. The school also utilizes specialist practical Industry Training Organisations courses in Hospitality, Engineering and Building and Construction to assist students' employment prospects. Staff support students' career pathways through a variety of face to face and digital interactive platforms and networks.

Building an effective relationship between home and school is vital to students' success. Family support and partnership in nurturing good work habits, ensuring regular attendance and regular communication in supporting students' education is encouraged. Melville High School believes strongly in offering many opportunities for students to develop leadership skills and values the role of the student voice in decision-making.

A critical approach we are developing to support this partnership is **Academic Counselling**. This year the programme was introduced to Years 9 and 10. It will now ensure that all students will meet with their Tutor/ACP teachers to discuss their academic goals and identify barriers to learning, achievement and finding multiple pathways for employment. For junior students (Year 9-10), academic counselling takes place in their tutor time, and for senior students (Years 11-13) in their tutor time and in period 3 on a Wednesday.

This strategy involves a process where students meet with their tutor teachers to discuss their academic and social goals. Plans are developed and shared with parents and whanau and tutor teachers work systematically to identify strengths, respond to challenges and identify multiple pathways for personal growth, further academic study and employment.

As part of the programme two, twenty minute parent/student/teacher conferences are undertaken for seniors and a single conference for juniors. At this meeting time staff answer whanau questions; provided the latest information about individual student's goal setting; general NCEA data; and an NCEA information pack for parents and whanau to keep. The hui culminates in some collective goals setting. Currently conference attendance is high with 80% of junior students' whanau/families and 90% of seniors attending the conferences.

The **Services Academy** is a specialist programme developed in partnership with The High Wire Trust, an Auckland Philanthropic organisation. It is delivered as a cadet's programme at Year 10, a junior Service Academy programme at Year 11 and a senior programme at Year 12. The course work is recognised on the NZQA framework and students are eligible for NCEA credits. The course includes a large component of outdoor education activities and is timetabled as a separate class. Such initiatives celebrate our student's strengths and provide engaging pathways for success for them.

Finally, Melville High School is a member of the **Mangakotukutuku O Kāhui Ako** – Melville Community of Learning. We are a group of schools in the south Hamilton area including Melville Intermediate, Melville Primary, Koromatua, Whakawatea and Glenview schools working together to share teaching expertise and experience so we can identify common achievement goals and improve student achievement and well-being. There is Government funding available to release teachers and leaders to facilitate this programme.

SCHOOL VALUES

Value	Key statement	Meaning
Family <i>Whanaungatanga</i>	Family connections through shared experience. <i>He hononga whānau mā te whanaungatanga,</i>	Focus on strong relationships, kinship and having a sense of connection. A relationship where each member has a sense of belonging. It also describes others to whom one develops a close family like friendship or reciprocal relationship but don't necessarily have a biological connection.
Care <i>Tiaki</i>	Look after each other. <i>Me tiaki tētehi tangata i tētehi atu.</i>	Care is reflected in how one shows hospitality, generosity and inclusiveness to visitors, students, staff, parents, caregivers, whānau and community, and how one supports each other.
Respect <i>Whakaute</i>	Be thoughtful and considerate of self, others, community, environment. <i>Me whakaute i tōu mana ake, i ētahi atu mana tangata, i 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.
Achieve Whakatutukitanga	Fulfil your potential. Karawhiua. Whakatutukingia ō māiatanga, ō wawatanga me ō moemoea.	Students engage in learning, grow and achieve their potential through different pathways.
Participate Whai wāhi atu	Be actively involved in school activities. Me whai wāhi atu i ngā momo mahi-ā-kura ahakoa he mātauranga, he ahurea, he hākinakina rānei.	Student involvement in academic, cultural and sporting activities. Students active in supporting and growing the social, emotional and physical school environment.
Celebrate Whakanui	Recognise success. Me whakanui ngā angitu.	Recognise and reward academic, cultural and sporting achievement and excellence, service to school and community.

2

Culturally responsive and relational pedagogy is an inquiry based teacher professional development strategy with the purpose of improving Māori student achievement through developing quality classroom relationships and interactions in a culturally appropriate setting. It has a strong focus on being responsive to evidence of student performance and understandings.

The project's is underpinned by kaupapa Maori research, culturally responsive teaching, student voice, and relationship-based pedagogy. Initially developed through **Te Kotahitanga** and later through **Kia Eke Panuku**, it has improved the quality of teaching practice and has required teachers to make incremental improvements in their teaching practice as the result of quality feedback provided by skilled observers.

The research has also identified that the programme is effective at improving both Maori and non-Maori achievement.

While the Ministry of Education is no longer supporting this programme we have received Government funded PLD resourcing and have contracted the services of Raewyn Ngaamo from the University of Waikato to support us with the our further development in Culturally Responsive and Relational Pedagogy.

- All staff participate in a PLD programme.
- Intensive classroom observations, feedback and shadow coaching observations for new staff and staff at the beginning of their teaching careers.
- All staff are observed using a cultural responsive and relational pedagogical tool
- A two day induction hui whakarewa PLD is held for all new staff introducing and inducting them into the key elements of Te Kotahitanga.

The goals for our programme is to accelerate Māori student achievement in years 9-13 through:

- building leadership, teacher and school-wide capability to enable Māori student success
- creating and maintaining culturally responsive teaching and learning that enables Māori students to achieve success as Māori
- building and strengthening iwi and whānau relationships with schools (limited access)
- providing access to tools that ensure Māori success.

3

Melville High School has used **PB4L**, the heart of the MOE,s mainstream behaviour management strategy, to support our clearly defined set of expected behaviours which are based on the school values of Respect, Achieve and Participation (RAP).

We are establishing procedures for teaching and practicing these behaviours and will be rewarding appropriate behaviour. The PB4L programme works in conjunction with our Restorative Practices processes and is a MOE strategy being implemented across all schools.

However, for serious behaviours which challenge our school affirmations (e.g. physical and emotional violence, theft, drugs, alcohol, verbal abuse of staff and repeated and deliberate disobedience), we have a separate and immediate response including the use of our community police team.

4

Melville High School uses **Restorative Practices** to help restore breakdowns in relationships and improve behaviour. It is based on the understanding that when things go wrong in the classroom, students stop learning and when things go wrong out of class, relationships are damaged and people get hurt. Restorative conversations are used to restore the relationships between:

- students and students
- students and teachers
- adults and adults

Students who disrupt classrooms are required to retire to a supervised time-out space and engage in a conversation about their behaviour with their classroom teacher at the end of the day. Such instances are recorded and further interventions, including parent and whanau meetings, are implemented when the agreed behaviour plan is unsuccessful. Such structured conversations teaches us all how to resolve conflict and to better manage our own behaviour and therefore be better people.

5

Supportive Learning

The school has a range of strategies and programmes to meet the needs of students with high learning and behaviour needs. This strategy is led by our school Special Education Needs Coordinator (SENCO). The SENCO also liaises with RTLB, Group Special Education and outside agencies. We utilize an Assistant SENCO and a Director of the Learning Initiatives Department (LID) to support leadership of these programmes.

This provision includes:

- a. The Campbell Centre which is a home-roomed programme utilizing specialist teaching and support staff for students with very high learning and behavioural needs.
- b. Two Learning Support Classes, one at Year 9 and another at Year 10, which deliver a range of home-roomed and mainstream classes with teacher aide support and highly differentiated teaching programmes.
- c. The Learning Support Centre which contains a number of smaller rooms to accommodate individual and small group teaching for students. It includes a facility which utilizes **Successmaker** software, which offers individual computer based tuition in all key areas of the curriculum.

The Centre also provides resources and support for teachers for general classroom programmes.

6

The **Melville High School Institute of Sport** offers an exciting specialist sport programme which is additional to the core PE programme. The programme requires a commitment to before and after school activities. The Institute has specialist staff and is designed to nurture the development of students with aspirations for regional representation in sport.

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