

**THAMES HIGH SCHOOL**  
*Te Kura Tuarua O Hotereni*



**CHARTER 2018-2020**

***“To inspire life-long learners who actively build a diverse, just and sustainable society”***

## **SCHOOL CONTEXT**

*Thames High School is a community secondary school serving the provincial town of Thames. In 2018 the school's domestic roll is 509, with an additional 19 international students making a total roll of 528. Students at the school come from Thames and also travel by bus from Tairua/Pauanui/Hikuaia on the eastern coast of the peninsula, from Hikutaia to the south, and from further north up the Thames Coast as far as Coromandel.*

*Although the school is rated as decile 5, in reality there is a spread of students from diverse backgrounds – from socio-economically advantaged to disadvantaged.*

*Important features of Thames High School that have an impact on student learning and achievement include:*

- *Changing cultural make-up of the school, with an increase in the proportion of students who identify as Māori (currently 35%), and in the number of international students from a range of cultural backgrounds*
- *Up until now a relatively stable teaching staff, with little change from year to year. Several retirements are anticipated at the end of this year as a wave of staff reach retirement age.*
- *The prevailing economic circumstances have meant that more students are finding employment, with an increase in the number of students moving to apprenticeships and other work-based training and employment.*
- *Continued expansion of work-based learning (including the Gateway programme) and increased numbers of students involved in the Trades Academies.*
- *The continued focus on academic achievement has meant that the number of students attending tertiary training once they have completed year 13 is above the national rate – in 2017 41% of year 13 leavers enrolled in a university course.*
- *The links between student attendance and achievement are well understood. Robust and consistent processes for encouraging and monitoring student attendance are used to support the target of 90% attendance at school for all students. There is a disparity between the attendance rates for Māori and non-Māori students.*
- *Membership of the Thames Kāhui Ako - Community of Learning (COL) is resulting in closer links with local primary schools. An achievement*

*target that focuses on writing has been identified across the COL and will be a focus in 2018. One Across-school teacher and four within-school teachers are based at Thames High School.*

- *The ambitious property improvement plan initiated by the Board of Trustees will continue in 2018. This will see the opening of a new indoor sports facility that will be shared with the wider community, refurbishment of facilities for distance learning and our international department, and re-development of the school's science laboratories and mathematics learning spaces.*

## **VISION STATEMENT**

*Thames High School students will:*

- *Achieve to their potential in national qualifications*
- *Enjoy success today and be prepared for tomorrow*
- *Embrace the school values*

## **MISSION STATEMENT**

- *To inspire life-long learners who actively build a diverse, just and sustainable society*

## **VALUES STATEMENT**

*The Thames High School community upholds and promotes the values of:*

- *respect for others, learning, environment, self*
- *integrity, honesty and responsibility*
- *service for the common good*
- *excellence through perseverance and resilience*
- *equity through fairness and social justice*

*We embody the spirit of turangawaewae or belonging. We honour the Treaty of Waitangi and the wairua of all. In partnership with our community we prepare for tomorrow's world.*

## **HOW WE CONTRIBUTE TO THE NATIONAL EDUCATION PRIORITIES**

*Thames High School will ensure:*

- *High standards of achievement through quality programmes*
- *Inclusiveness and equality of educational achievement for all students*
- *On-going review of educational programmes so that they remain up-to-date and relevant to our students*
- *A broad and balanced curriculum*
- *A planned approach to curriculum delivery*
- *Special learning needs (remedial, enrichment and extension) are catered for*
- *Students have access to qualifications*
- *All Māori students have opportunities to achieve success*
- *Acknowledgement and promotion of the special place of Māori and Māori culture, while also valuing the diversity of cultures within our local context and New Zealand society*

## **HOW WE PLAN TO MEET OUR RESPONSIBILITIES FOR MĀORI STUDENT OUTCOMES**

*Thames High School will meet its responsibilities for Māori student outcomes through:*

- *Provision of learning programmes in Tikanga Māori and Te Reo Māori*
- *Provision of programmes which acknowledge and promote Māori culture, and make it visible in the school*
- *Consultation with the school's Māori community to develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students*

*Thames High School will foster teacher competencies which lead to Māori learners achieving education success as Māori, through developing:*

- *Ako (learning practice in the classroom and beyond)*
- *Whanaungatanga (relationships – students, school-wide, community – with high expectations of student participation and achievement)*
- *Tangata Whenuatanga (place-based, socio-cultural awareness and knowledge)*
- *Manaakitanga (values – integrity, trust, sincerity, equity)*
- *Wananga (communication, problem solving, innovation)*

## **STRATEGIC GOALS 2018-2020**

*Strategic Goal 1: Student achievement*

*To raise student achievement to rates that are consistently above national rates.*

*Strategic Goal 2: Achievement of Māori students*

*To ensure that achievement rates for Māori students are consistently above national rates.*

*Strategic Goal 3: Partnership with parents, caregivers, whānau*

*That the school builds strong and productive relationships with families and whanau, so that students learn and achieve to their potential.*

*The following Annual Goals and Annual Targets identify specific areas and actions which will be a focus in 2018, as the school works towards achievement of the Strategic Goals:*

### **ANNUAL GOALS FOR 2018**

- 1. Students are engaged with the school and with their learning programme, and this will be reflected in improved rates of student attendance*
- 2. There will be an improvement in NCEA results for boys*
- 3. There will be an improvement in NCEA results for Māori boys*
- 4. THS will participate in the Thames Community of Learning focus on student achievement in writing*
- 5. Curriculum change at year 9 and 10 will result in more personalised learning plus greater relevance and authenticity, resulting in higher levels of student engagement*

## ANNUAL TARGETS FOR 2018

1. Overall attendance rate for all students in 2018 is 90% (increase from 86.8% overall, and 82.4% for Māori students in 2017)
2. Achievement rates for boys at NCEA Level 1 will increase from 73% (2017 rate) to 85% in 2018
3. Achievement rates for Māori boys at NCEA Level 1 will increase from 70% (2017 rate) to 85% in 2018
4. Student achievement in writing will be at curriculum level 5 for 85% of students at the end of year 10 (COL goal)
5. Student rates for overall Excellence endorsements increase to 23%% for NCEA Level 1, to 27% for NCEA Level 2, and to 16% for NCEA Level 3.

**Strategic Goals:**

1. To raise student achievement to rates that are consistently above national rates.
2. To ensure that achievement rates for Māori students are consistently above national rates.
3. That the school builds strong and productive relationships with families and whanau, so that students learn and achieve to their potential.

**Annual Goals:**

1. Students are engaged in their schooling
2. There will be an improvement in NCEA results for boys
3. There will be an improvement in NCEA results for Māori boys
4. THS will participate in the Thames Community of Learning focus on student achievement in writing

**2018 Target:**

Overall attendance rate for all students is 90% (increase from 87.1% overall, and 78.6% for Māori students in 2016).

**Baseline Data:**

	2013	2014	2015	2016	2017
Overall attendance rate	87.6%	82.7%	89.8%	86.8%	87.1%
Attendance rate for Māori students	83.1%	80.6%	84.4%	82.4%	78.6%

Actions to achieve target	Led by	Resourcing	Time frame	On-going Monitoring / Review
Close monitoring of individual student attendance by year level deans	SLT, Deans	Dean time allowance		Weekly meeting agenda item
Improved processes for notifying parents about student absence	SLT, Deans			
Ongoing publicity to students and parents about the importance of student attendance	DSM			
Improve monitoring and tracking of student achievement through Learning Advisory, roopū and whānau	SLT, rōpū and whanau teachers			
Monthly reporting on student attendance to board of trustees, deans	DSM			Attendance report is part of monthly reporting.

**Strategic Goals:**

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**Annual Goals:**

1. Students are engaged in their schooling
2. There will be an improvement in NCEA results for boys
3. There will be an improvement in NCEA results for Māori boys
4. THS will participate in the Thames Community of Learning focus on student achievement in writing

**2018 Target:**

Achievement rates for boys at NCEA Level 1 will increase from 80.0% (2017 rate) to 85% in 2018.

**Baseline Data:**

	2012	2013	2014	2015	2016	2017
Boys achievement NCEA L1	41.5% (65)	59.0% (61)	77.6% (58)	70.0% (70)	58.3% (60)	80.0% (56)
Actions to achieve target	Led by	Resourcing		Time frame	On-going Monitoring / Review	
Credit targets for each Level 1 course are set, average min.=14 credits	SLT, HODs and TICs of subject areas					
Continue with literacy and numeracy coordinator role	SIM	Time allowance				
Continue to develop tracking and monitoring of student achievement in Learning Advisory	Whānau teachers	Time allowance				
Close tracking and monitoring of achievement, including identification of students at risk of not achieving	Year 11 Dean BAV	Time allowance				

**Strategic Goals:**

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**Annual Goals:**

1. Students are engaged in their schooling
2. There will be an improvement in NCEA results for boys
3. There will be an improvement in NCEA results for Māori boys
4. THS will participate in the Thames Community of Learning focus on student achievement in writing

**2018 Target:**

Achievement rates for Maori boys at NCEA Level 1 will increase from 70.0% (2017 rate) to 85% in 2018.

**Baseline Data:**

	2012	2013	2014	2015	2016	2017
Māori boys achievement NCEA L1	31.6% (19)	12.5% (16)	68.4% (19)	54.2% (24)	56.5% (23)	70.0% (20)

Actions to achieve target	Led by	Resourcing	Time frame	On-going Monitoring / Review
Credit targets for each Level 1 course are set, average min.=14 credits	SLT, HODs and TICs of subject areas			
Continue with literacy and numeracy coordinator role	SIM	Time allowance		
Continue to develop tracking and monitoring of student achievement in Learning Advisory	Whānau teachers	Time allowance		
Ongoing support of TMR and kapa haka programmes				
Close tracking and monitoring of achievement, including identification of students at risk of not achieving	Year 11 Dean BAV	Time allowance		

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1. Students are engaged in their schooling
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4. THS will participate in the Thames Community of Learning focus on student achievement in writing

**2018 Target:**

Student achievement in writing will be at curriculum level 5 for 85% of students at the end of year 10.

**Baseline Data:**

Student achievement in writing – end of year 9, 2016

	Below the level	At the level	Above the level	
	30.2%	38.5%	31.3%	
<b>Actions to achieve target</b>	<b>Led by</b>	<b>Resourcing</b>	<b>Time frame</b>	<b>On-going Monitoring / Review</b>
Participation in PLD, targeted interventions to support raising student achievement in writing – these will be developed as part of the COL once the Achievement Challenge Plan is accepted.	DSM, BAK	COL resourcing for PLD, across-school and within-school positions		
Whole-staff participation in the Writing Symposium on 13 <sup>th</sup> April				

<b>Strategic Goals:</b>						
<ol style="list-style-type: none"> <li>1. To raise student achievement to rates that are consistently above national rates.</li> <li>2. To ensure that achievement rates for Māori students are consistently above national rates.</li> <li>3. That the school builds strong and productive relationships with families and whanau, so that students learn and achieve to their potential.</li> </ol>						
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<b>2018 Target:</b>						
Student rates for overall Excellence endorsements increase to 23%% for NCEA Level 1, to 27% for NCEA Level 2, and to 16% for NCEA Level 3.						
<b>Baseline Data:</b>						
	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018 Target</b>
Excellence rates at L1, L2 and L3 %	7.5 17.5 12.2	17.9 12.4 20.5	12.1 15.5 19.6	19.5 11.6 16.4	21.4 12.1 10.8	23 18 16
<b>Actions to achieve target</b>	<b>Led by</b>	<b>Resourcing</b>	<b>Time frame</b>			<b>On-going Monitoring / Review</b>
Credit targets for each Level 3 course are set, average min.=14 credits	SLT, HODs and TICs of subject areas					
Study sessions for students in term 2/3 will support increased focus on external assessments	Year 13 dean, senior academic dean					
Continue to develop tracking and monitoring of student achievement in Learning Advisory	Whānau teachers	Time allowance				
Close tracking and monitoring of achievement, including identification of students at risk of not achieving	Year 11 Dean BAV	Time allowance				