

THAMES HIGH SCHOOL
Te Kura Tuarua O Hoterani



CHARTER 2019-2021

“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 2019 the school's domestic roll is 455, with an additional 25 international students making a total roll of 480. 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 Tapu.

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.
- 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 (23 students in 2019)
- 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 continues to be a disparity between the attendance rates for Māori and non-Māori students.
- Membership of the Thames Kauaeranga Kāhui Ako - Community of Learning (COL) is resulting in closer links with local primary schools. An achievement target that focuses on writing and mathematics has been identified across the COL and will be a focus in 2019. One across-school teacher and three within-school teachers are based at Thames High School.
- The ambitious property improvement plan initiated by the Board of Trustees will continue in 2019. This will see work start on the re-development of the school's science laboratories and mathematics learning spaces.

VISION, MISSION AND VALUES

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 2019 – 2021

Following extensive consultation with the school and wider community in 2018, the following strategic goals were set:

1. School internal evaluation and review processes will use evidence-based practices to reduce disparity in achievement between boys and girls, and Māori and non-Māori students.
2. Communication, both within and beyond the school, will be effective.
3. Thames High School is recognised as the school of choice in the Thames community.

The following Annual Goals and Annual Targets identify specific areas and actions which will be a focus in 2019, as the school works towards achievement of the Strategic Goals:

ANNUAL GOALS 2019

1. Our community will have a positive perception of Thames High School.
2. School discipline practices will be fair, consistent and effective, with well-understood boundaries and consequences.
3. Student behaviour and appearance, both within and beyond school, will be of a high standard.
4. Review and evaluation of school processes will include restorative practices, whānau/rōpū teacher role, reporting to parents, effective use of student achievement data and teacher inquiry into practice.
5. There will be an improvement in NCEA results for boys
6. There will be an improvement in NCEA results for Māori boys

ANNUAL TARGETS 2019

1. Communication indicators – parent survey data will show 20% positive change
2. Community survey to check for changes in perception – community survey data will show 20% positive change
3. NCEA Level 3 boys target – 60% (to be at the 2018 national and decile rate for boys at level 3)
4. NCEA Level 1 Māori boys target – 73% (to be at the 2018 national rate for boys at level 1)
5. Merit endorsements target – increase to 22% at level 1, 2 and 3