



Papakura High School Charter 2017 - 2019



“Continuous Transformation for Student Success”

INTRODUCTION

Papakura High School is embarking on a new phase of its development as a secondary school in the South Auckland region.

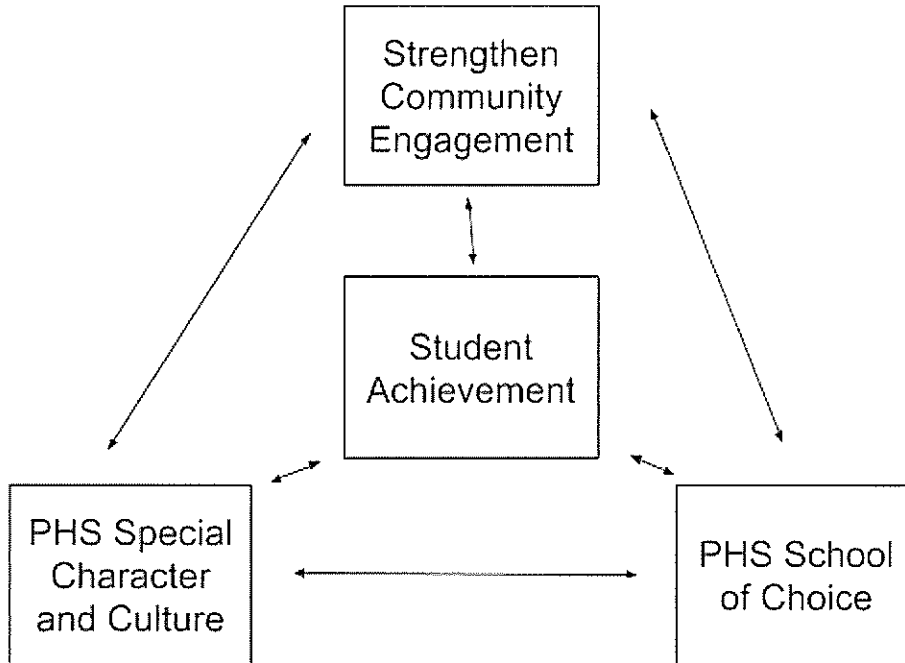
The school has gone through a phase of significant decline and is in the process of re-establishing itself as a school of choice in the Papakura community. It has had to battle a declining roll, unfavorable ERO reports highlighting variable teaching quality, and poor public perception. Lack of effective public transport networks, a new secondary school in the area and unhelpful MOE planning within the Papakura schools' network have all contributed to this decline. In addition, the MOE has reneged on its plan to rebuild the campus, with the expenditure of hundreds of thousands of dollars, which have been lost to the maintenance and refurbishment of the existing property. This has meant that much of the school property is in a poor and substandard condition. The school is in the process of seeking to recover these funds.

Over the past 18 months, Papakura High has appointed two new Deputy Principals and a new Principal. The new Board which was elected in May 2016, has a mandate to make significant changes which will affect the school's identity and direction. While there have been community surveys completed over the past decade, changes to the current school landscape will require the BOT to gauge community opinion afresh.

The new Principal and three Deputy Principals who form the leadership team, are totally committed to moving the school forward into its new future, with the support and energy of the new Board of Trustees. From the beginning of 2017, a new body, Te Kaunihera a Kura, (school council) has taken over a significant decision making role in the life of the school.

Papakura High School is part of a small group of schools under the umbrella of the Kootuitui Trust. Together with five other schools, and with the support of the Manaiakalani Outreach, our school has started the process of full digital immersion for its teaching and learning. This involves the provision of chromebooks to students for their learning. In 2017 all Year 9 - 11 students will be expected to have a chromebook for their classwork. With the assistance of the Kootuitui Trust, families can purchase the devices with up to a three year hire purchase agreement.

Strategic Goals 2017 - 2019



“Continuous transformation for student success”

This is the vision statement decided upon by the BOT for the next 3 year period. It is the over-arching goal of our school. It requires a commitment by our Board of Trustees, staff and students alike to actively collaborate together in the process of school improvement. The Board will constantly review the school’s progress in achieving its strategic goals and future direction.

The BOT has identified four areas of focus for the Strategic goals for the 2017 - 2019 period. There is some overlap between them and these objectives are all interconnected

1. Improve Student Achievement:

Develop a curriculum and style of delivery that supports aspirational achievement for all students, allowing them to graduate from PHS as confident, motivated, able and responsible young people with a clear path for their future success.

- Attendance at school
- Lifting NCEA levels
- Year 10 NCEA programme
- Extra tuition and holiday programmes
- Mentoring programmes
- Teacher professional development
- Changes in pedagogy and improved teacher performance
- Engagement with culturally responsive pedagogy
- Transitioning junior programme
- Graduate profile
- Implement collaborative learning programmes with other schools

2. Strengthen community engagement:

Strengthen community engagement such that our whanau and local schools, businesses and community groups feel they have a stake in the successes of our students.

- Relationship with our contributing schools
- Full involvement and commitment to the Papakura COL and the Kootuitui schools
- Fostering our links with the business community
- Engagement with Maori Pasifika and other communities
- Engagement and relationship building with our tertiary providers
- Harness the potential benefits to the school of the alumni initiative and the Charitable Trust
- Continue to grow and develop the school's relationship with mana whenua, ie with our local iwi Ngati Tamaoho
- Continue to engage with Waikato - Tainui through the school's special status as a school within the Waikato - Tainui Kawenata.

3. Promote Papakura High as school of choice:

Build the culture, opportunities and educational provision at PHS so that this is a school of choice, attractive to our young people, their Whanau and to staff.

- Improve the appearance of our students
- Improve student behaviour
- Reduce stand downs
- Introduce specialist academic pathways
- Promote student successes, through public forums and events, through the means of our newsletter and website, facebook page
- Promote a culture of ownership and pride
- Strengthen the educational environment that attracts quality staff
- Encourage Board of Trustee members to act as strong and effective ambassadors for our school

4. Develop Papakura High Special Character and culture:

Create an innovative special character (point of difference) for Papakura High School that is empowering and enjoyable for all students and staff, and promotes transformational aspirations for all.

- Develop and promote our point of difference as a culturally affirming and responsive school
- Strengthen the facets of our school which makes it special - innovative and transformational, built on the successes of the past
- Develop, strengthen and expand our whanau structure
- Introduce alternative programmes eg Carving & Weaving; Services Academy, Rugby and Rugby League academy
- Portray and develop our school iconography with fresh, relevant and culturally appropriate imagery and symbols
- Portray and promote our cultural diversity as our strength
- Consult with the school community to introduce a new and contemporary logo, to assist with the rebranding of our school identity and special character

THE ORGANISATION OF PAPAKURA HIGH SCHOOL

At the beginning of 2017, the school adopted a plan known as "Papakura Moving Forward" which entailed a major re-think and overhaul of our school structures and operations, and which is based on the overarching principle of **whanau**.

The background to the adoption of this principle is the school's recognised need to:

- Embrace our student community and families
- Affirm student identities and diversity
- Provide students with leadership opportunities at every year level
- Provide a voice for the student body to influence decision making
- Ensure students do not fall through the gaps in terms of learning and pastoral needs
- Provide both teaching and non-teaching staff with a meaningful opportunity to participate in activities which promote school culture
- Promote positive school spirit
- Connect our school identity with important iwi roles
- Change our school identity to reflect the contemporary culture of a modern school
- Promote student engagement and achievement
- Promote positive staff - student relationships

The Development of the Whanau Identities

The process of the development of the three whanau for the structure and culture of our school was initiated in consultation and partnership with our local iwi, Ngati Tamaoho.

Our school is extremely grateful to the kaumatua group and other key individuals within the iwi, who spent a great deal of time deliberating and researching through their archives, before making the decisions regarding the names. We wish to acknowledge them as our local iwi and as a school are committed to upholding the respectful use and the mana of these names.

Te Aparangi - Taiaha

The Taiaha is a powerful weapon that represents defence and protection. It has been used to protect people, defend land and strengthening mana. Symbolising the confidence to stand up for what you believe in.

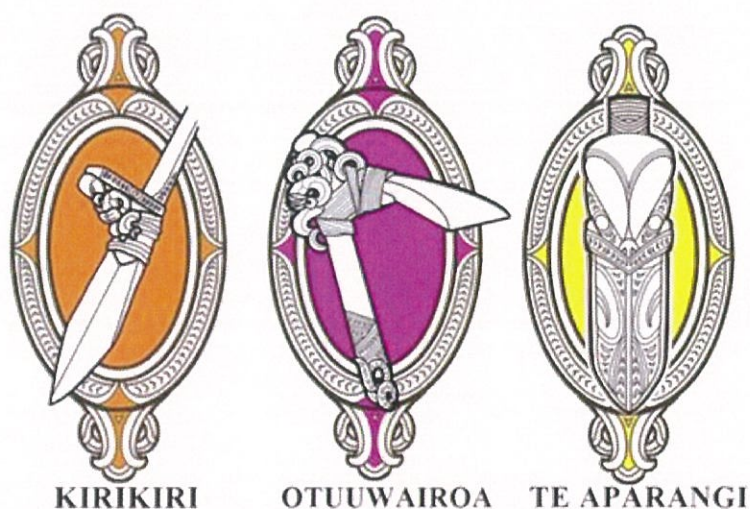
Otuuwairoa - Toki

A Toki is a tool used for building and shaping wood. It represents to build and rebuild positive mindsets in our rangatahi and community. The Toki is a symbol of the capability of achieving great things like our tipuna who used this tool to create waka which travelled from hawaiki Nui. Aotearoa.

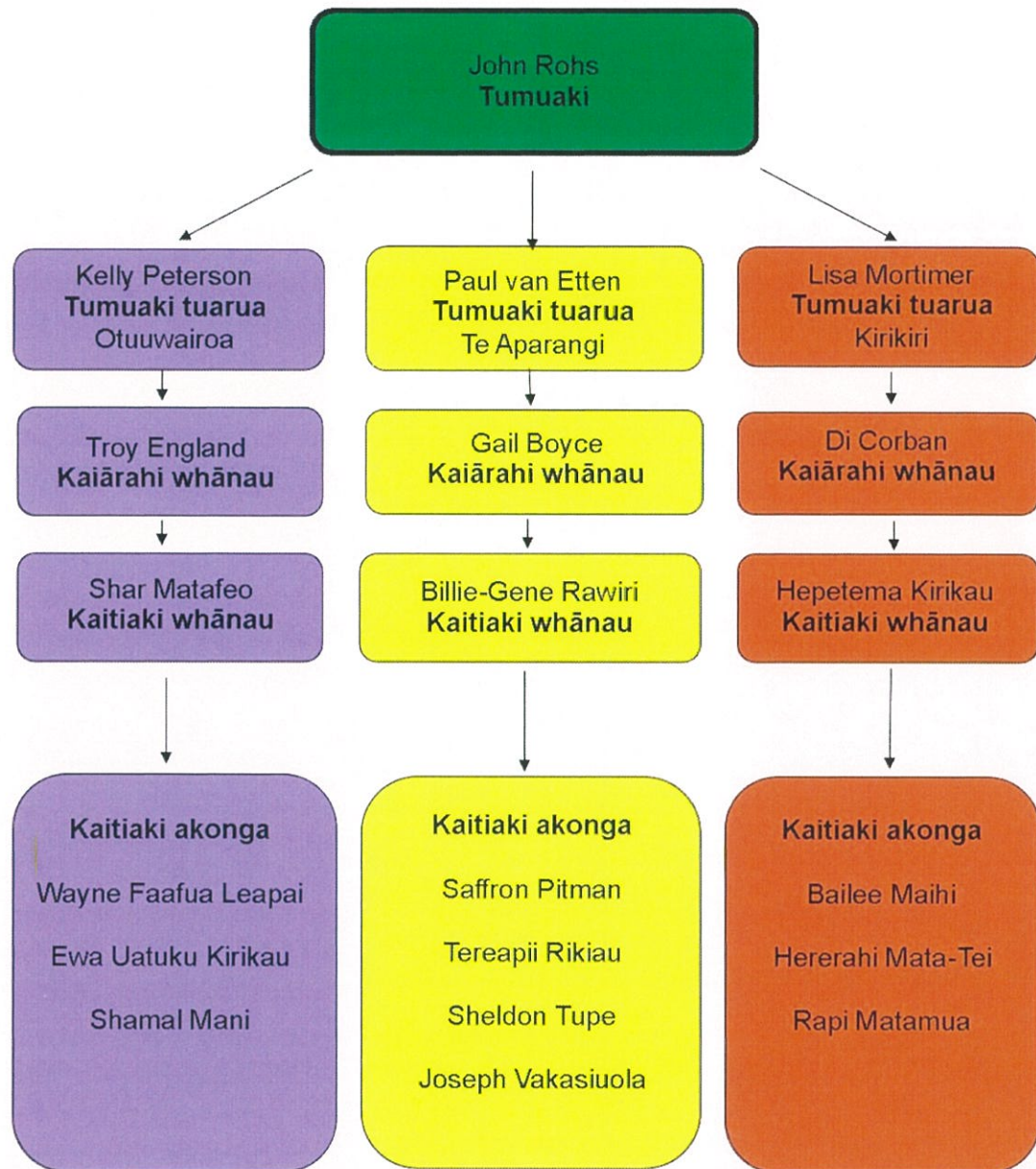
Kirikiri - Ko

Ko is a digging tool used for gardening. It is used to plant seeds that grow food and plants that sustain the hapu/community. It symbolises two meanings; the plentiful land and soil of the rohe and feeding the mind with knowledge that grows inside our rangitahi. This replants these names back into our community.

All three designs are surrounded by Wakahuia (treasure box)



The Development of the whānau identities



Annual Targets 2018

Continuous transformation for student success

NCEA L1 (Yr11)

Targets - 65 %Participation, 50% roll based

(2017 NCEA L1

Roll based - 44%

Participation based - 59.6%)

Participation has been chosen as well as roll based, as the transience level of year 11 both during year 11 as well as the transience level over the 3 year period of Year 9 to the end of NCEA significantly impacts on roll based achievement.

ACTION	WHO	WHEN
Whanau system with school based mentoring. Tracking student achievement, attendance and punctuality	Kaitohutohu from each whanau in small groups Two Kaiārahi per whānau (one each to oversee tracking of junior school and senior school).	Ongoing throughout the year. In 2018 kaitohutohu are being given more time to realistically track the year 11 students in the cohort.
Mentoring programmes for targeted Maori students	MOE Taimana Ngati Tamaoho team Principal	Ongoing throughout the year
Increase year 10 NCEA credit programme to 70% of year 10's completing a credit in year 10 and 50% of year 10's reaching 10 credits	All year 10 curriculum areas.	Term 4
Holiday catch up programme	Teachers of Level 1 classes	Term 3 vacation
Identification of lowest	Learning Support team	All year

group of achievers for Learning Support intervention with IEPS	Targeted core teachers	
Parent - subject teacher conferences	All staff	
Traffic light sign posting	PN - reporting process	Mid-late term 1

Literacy and Numeracy (Yr9&10)

Target: 65% of juniors being at/above national average in their subject areas
2017 data:

e-asTTle stats for 2017;

Assessment title	Number of students present for Term 1 and Term 4	% 2+
Yr 9 Maths	94	36%
Yr 10 Maths	53	19%
Yr 9 reading	83	55%
Yr 10 reading	46	33%
Yr 9 writing	79	39%
Yr 10 writing	50	46%

ACTION	WHO	WHEN
Year 9 and 10 assessment programme using E-Asttle and PAT reading and Maths	Kootuitui schools programme with collaboration with Woolf Fisher. Action plan from data analysis	Twice per year
Year 9 Writing programme within all core curriculum	Curriculum leaders Literacy specialists	Ongoing all year
Use of digital technology through chromebooks to enhance engagement and learning outcomes.	All year 9 and 10 teachers and classroom programmes	Ongoing all year

Relational pedagogy and cultural responsiveness professional training	All staff School team	Regular PLD sessions for staff
Professional support for staff	Centrally funded PLD facilitators in English, Literacy and Maths	Ongoing throughout year
Professional support for staff	Visits by core teachers to intermediate and year 8 classes	Ongoing throughout year

Attendance

2018 Target 85% Achieved 78.5%

2019 Target 85%

Student Greater than 90% Attendance

2018 Target 35% Achieved 20.8%

2019 Target 35%

ACTION	WHO	WHEN
Positive promotion of student attendance with incentives	whanau groups	Regularly throughout year
Home contact (phone calls and texts)	kaitohutohu, kaiarahi and attendance officer Contact with Solomon Group for persistent truancy	Regularly throughout year
Home visits	youth worker SWIS	When required
Programme with specified group of students with attendance concerns	Ngati Tamaoho champion	Regularly throughout year

Level 2 NCEA - Maori and Pasifika

Target NCEA 80%(roll based and participation)
 2017 Pasifika roll based 61.8% participation 77.8%
 Maori roll based 54.1% 71.7%

ACTION	WHO	WHEN
Credit catch up programme Individualised teaching for literacy and numeracy credits	Extra teacher employed	All February
Holiday programme - end of term 3.	Teaching staff	Term 3 holidays
Whanau - teacher report night.	All teaching staff	
Homework club in Fale Pasifika	Pasifika staff	Ongoing throughout year
Assessment calendar on the school website for whanau to use.	Lisa Mortimer DP & Principal's Nominee	All year
Traffic lights done with students and matched to teachers opinions. Parents notified and invited to conferences	All teachers, kaiarahi	End of term 1 and 3

Whanau Education Action Plans done	Kaitohutohu (staff mentors)	Term 1
Support for students outside of lesson time	class teachers	All year
Tracking to start weekly from Week 7	All teachers Lisa Moritmer DP & Principal's Nominee	Term 1
Extra support for ESOL students who struggle with language requirements for L2	New Migrant fund ESOL staff and teacher aides	On going all year 2 funding applications per year

Engaging at risk Maori students

<u>ACTION</u>	<u>WHO</u>	<u>WHEN</u>
Continuation of "Taimana" alternative programme now at two year levels High interest credit rich courses, i.e Outdoor Education and Catering	Staff team	All year
Mentoring of identified students	Ngati Tamaoho educational team	Terms 3 and 4
Implementation of whanau structure	Kaitiaki, kaiarahi	All year
Pastoral support to identify needs	Pastoral and health teams	All year
Development of high interest alternative programmes as and when MOE funding made available (eg Services Academy, Rugby League)	SLT	All year Introduction of Military programme through Advance Training Centre for terms 3 & 4 as pilot