

Toko School Charter 2009

Quality Learning for all in a Caring Community



This document has been developed by the Principal, Staff, and Board of Trustees with the engagement of the Toko School Community.

It works with other important documents including:

**Strategy Plan
Annual Plan
Curriculum Framework
Procedures
Policies**

Ratified August ...2009 by the Toko School Board of Trustees.

TOKO SCHOOLS IS

Quality Learning for all in a Caring Community

We strive for an environment where all our children are personally known and valued, supported and secure.

We strive for children's success, and development of responsibility.

We encourage all children and all parents to participate in school life and not just be spectators.

Our children will develop:

RESPECT

RESPONSIBILITY

and make the

RIGHT CHOICES



National Education Priorities

Success for All

All year 1 to 10 students will be given opportunities to gain the knowledge, skills, attitudes and values identified in the New Zealand Curriculum Framework and the national curriculum statements.

A Safe learning Environment

Schools will provide a safe physical and emotional environment for all students.

Improving Literacy and Numeracy

Schools will place priority on improving student achievement in literacy and numeracy, especially in years 1 to 4. Special emphasis will be placed on students whose further education or training may be at risk through under achievement in literacy and/or numeracy.

Better use of Achievement Information

Schools will gather sufficiently comprehensive assessment evidence to evaluate the progress and achievement of students and to inform future teaching and learning priorities.

Improving outcomes for students at risk

Drawing on dependable assessment evidence, schools will improve outcomes for students who are not achieving or are at risk of not achieving, or have special learning needs.

Improving Maori Outcomes

Schools will work with Maori communities to plan set targets for and achieve better outcomes for Maori students.

Providing Career Guidance

Schools will provide career education and guidance in Year 7 and above. Special emphasis will be placed on career guidance for at risk students who are unprepared for the transition to the workplace or for further study.

Reporting

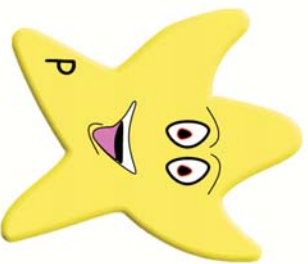
Schools will report to students and their parents on the achievement of individual students and the schools community on the achievement of students as a whole. They will also report on the progress of groups identified in these national education priorities.

nb Years 1 to 4, students who are not achieving, or are at risk of not achieving, or have special learning needs, Maori.



Toko School

Key Competencies, Values and Principles develop into Learning Stars.



Participating

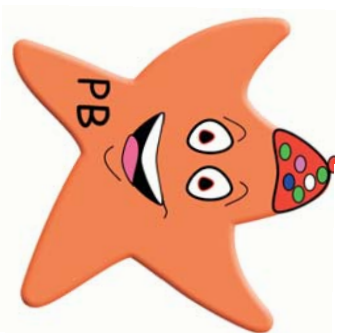
Contributing

Community

Participation

Equity

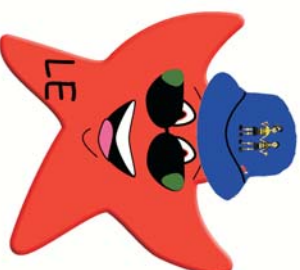
Principles
Treaty of
Waitangi
Community
Engagement



Managing
Self

Excellence
Effort
Integrity,
honesty,

Principles
High
Expectations



Relating to
Others

Diversity
Respect
Equity
Encouragement

Principles
Inclusion
Cultural
Diversity



Thinking

Using
Language
Symbols

Ecological

Principles
Future Focus
Coherence



Managing
Self

Innovation

Principles
Learning to
Learn

Principles Values and Key Competencies, far from being marginally relevant.... are in fact the core of the new curriculum.

Because of this we need to reconsider our teaching styles, methods, philosophies and actions.

Note that EFFORT AND ENCOURAGEMENT are two important additions to Toko School Values

Personal Best

Always encourage and celebrate children's
Personal Best through management of oneself.



Our Learning Environment

Relating to others in a focussed learning environment is essential.

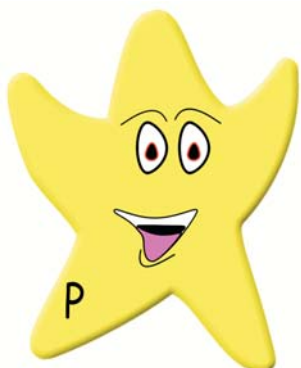
A healthy environment celebrates and demonstrates children's learning.



A “Challenging Curriculum”
A challenging varied curriculum is motivating.
It promotes thinking and using language,
texts and symbols

Learning to Learn

Children need “know how” learning strategies. They should think about their learning and their actions.



Partnership

Teachers, Board, Community and children participating and contributing hold the keys to children's learning.

Learning to Learn

Key Competency

Managing Self

Children thinking about their own learning is important. This is referred to as metacognition. Metacognition is at the heart of “**Managing Self**”. Managing Self is a key component of our “Learning to Learn” Star.

Elements of Costa’s “**Habits of the Mind**” are important... Particularly persisting, managing impulsivity, taking responsible risks and remaining open to continuous learning.

Teach a range of **explicit thinking skills** and strategies so children become aware of appropriate strategies and can use them independently.

When needed **teach cooperative skills** so that children can work together in teams and groups.

Help children **set realistic achievement goals** and then monitor and reflect back on these goals. Teachers should offer feedback to help goal setting become meaningful.

Children should **develop an awareness of how they learn**, but not be solely focused on this

Use the inquiry learning model developed by Gwen Gawith so that children develop the research skills needed to find things out. Teachers should complete professional development in this area and identified units should have an inquiry learning focus!

Integration of learning areas helps develop meaningful learning experiences.

Information Communication Technology offers many exciting tools for children to further learn how to learn. At Toko School there is a long held belief that the integration of IT into the learning programs is fundamental to **Learning to Learn**.

Incorporate children's questions into teaching and learning programs.

Allow children to demonstrate their learning by completing a study of their own choice. This may be most appropriate at the Year 7 and 8 level, but younger children could also benefit. This may be more useful at the end of a year as a demonstration of our Learning to Learn Star.

This is particularly useful with children that have been exposed to years of inquiry learning modelling!

Quality Learning for all in a caring Community

Principles
Learning to Learn



Key Competency Participating and Contributing

We believe that all children can learn. As a team, teachers, parents *and* children, we can make significant development in children learning.

Develop a positive coaching role to help students set challenging and realistic standards for themselves.

Ensure the classroom provides safe, predictable environment where students know what is expected of them and feel free to take necessary learning risks.

Assist students develop positive self esteem by developing pride in self and team achievements through positive reinforcement and feedback focused on children achieving personal goals and learning intentions.

Through the use of Information Communication Technology forge partnerships with others.

Plan for conversations with colleagues about children's learning.

The shared values of communication and participation are embedded in the Partnership Learning Star.

Plan collaboratively and frequently with other teachers.

Work cooperatively with colleagues in other schools.

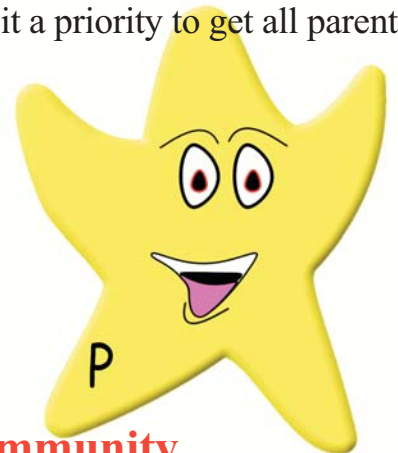
Develop links with the wider community.

Share learning with parents on a regular and ongoing basis. Make it a priority to get all parents to school.

Encourage and ask for parent support.

Formally welcome parents into our school on a regular basis to celebrate and show children's learning.

Work in partnership with the schools committees.



Quality Learning for all in Caring Community

**Principles
Treaty of Waitangi
Community Engagement**

Key Competencies of Thinking and Using Language, symbols and Text

Future learning hinges on foundation skills being firmly in place.

This Learning Star is all about the quality of the Toko School curriculum.

Classroom programmes will reflect the emphasis that is placed on literacy, numeracy and oratory **without losing sight of the holistic nature of learning.** These skills are associated with the broader curriculum delivered across the school day.

Implement the agreed school assessment procedures Keep data and analyse data to show parents, teachers and children growth and skills development.

Identify children at risk and those with special abilities and ensure they are catered for through supplementary or intervention programs.

Ensure our own teaching is focussed on achieving quality rather than quantity: depth rather than coverage.

"We have to do alot fewer things in school. The greatest enemy of understanding is coverage. As long as you are determined to cover everything, you actually ensure that most kids are not going to understand. You have to take enough time to get kids deeply involved in something so they can think about it in lots of different ways"
Gardener 1993.

Report to the BOT at intervals on the achievement of children within groups in the areas of literacy and numeracy in particular

Look for oportunitites for collaboration across age groups.

Use gathered data and share gathered data to inform further teaching and learning.

Analyse data to clarify needs and directions.

Use our own individual strengths. A child on their journey through Toko School will remember our teaching passions.

Be open to new ideas and discuss their development. As a teacher we must be continually learning.

Foster childrens motivation... the 'Lure of Learning' ! Intellectual pursuits can be enthralling!



children need to have the opportunity to discuss, debate, and challenge their learning and encourage metacognition.

Understand that children learn best when learning intentions, activities and units are realistic and meaningful. Share with children why this learning is important...

All large units undertaken need to be meaningful... They should help children discover the world and encourage a love of learning!

A challenging curriculum involves children learning to set, organise, monitor and evaluate their own goals as well as teacher directed goals.

Teachers should develop and use their own strengths and passions and share these with their children. The curriculum needs to be flexible enough to allow this to happen.

Our Toko School Teaching Framework is a powerful document which identifies best practice. It should be used and regularly updated by all teachers. It is a framework of good ideas and practices .

Make use of the local environment and local people. Children need a strong sense of where they are from. The younger the child the greater the need to have the learning founded close to home.

Involve the children in planning and preparation when practical.

The values of innovation, enquiry and curiosity, and ecological sustainability are embedded in the Challenging Curriculum Star.

Prepare for visitors to our school, and prepare for our visits away from school.

Look for meaningful competitions and events to participate in to compare our results with a wider audience.

Quality Learning for all in a Caring Community

Principles **Future Focus, Coherence, Treaty of Waitangi**

Key Competency Relating to Others

Developing learning relationships is essential.

Students need skills to interact and consider different points of views.

We want a learning environment where everyone accepts that they have the right to be free from harrassement and that they have the responsibility to support their peers

Students need the ability to think and feel what it might be like to be other than themselves. To be able to put yourself in anothers shoes so to speak..

Ensure students, community and teachers are aware of and work toward our school vision.
Quality Learning for all in a Caring Community.
Lets call this Talk the Walk. It should be visible.

Accept students for who they are and where they are, and then help them extend their learning.

What we are learning needs to be clear in our classrooms.

Classrooms should look interesting be vibrant.

Headings, key questions, and outcomes, should be available to see for the visitor to the classroom.

The shared values of Respect, Diversty, Equity and *Encouragement* are embedded in the Learning Environment Star.

Value children's completed work in books, charts, displays and digital format.

Completed work needs a home!

Specific teaching in collaborative group work forms part of the development of learning environment.

Clear guidelines to solve conflict should be understood.

Clear expectations and consequences need to be available to ensure a safe working environment

Teach the skills children need to present work well then demand quality in presentation in books and in displays.

Dedicate time with children to maintain and develop displays, informing and celebrating children work.

Put room environment high on our priority 'to do' list. Ensure a visually stimulating environment to learn. Key units should have a display component built into them during planning

Have clear timetables for children available.

Quality Learning for all in a Caring Community

**Principles
Inclusion, Cultural Diversity**



Key Competency Managing Self

High expectations are developed by teachers, other children, and parents and community for the children to aspire to.

Displaying manners and showing respect for others is important.

Children need to have good models to look up to.

Children need to set their own learning goals and monitor them.

Children need to develop skills to work collaboratively with others.

Making mistakes is natural and helps us achieve our Personal Best..

Children need to be taught how to present work tidily, and with content that is their own. This helps children to develop pride in their own work.

School wide standards are essential (appropriate to age).

The shared values of Excellence and Integrity are embedded in the Personal Best Learning Star.

Personal habits like homework, physical activity and healthy eating need to be established and maintained.

Children's exercise books are actually samples of work. As such they need to be valued and cared for.

Reward systems eg "Toko School Learning Stars" and house points that children value are useful to encourage and reward effort and perseverance and achievement.

Developing children's personal best is an ongoing commitment throughout our school and on into adult life. It may start extrinsically but we hope that it becomes an intrinsic value.

Quality Learning for all in a Caring Community

**Principles
High Expectations**



Community Profile

Toko is a small rural village situated 10 km east of Stratford. It includes a small settlement, a garage, tavern, transport firm, engineering shops, volunteer fire brigade, community hall and church. Toko School is located approximately 1.5 kilometers east of the village on Highway 43, the Forgotten World Highway.

The school has always enjoyed an excellent relationship with its community. This is apparent in the high level of local involvement in many school activities including calf and lamb day, fundraising cabarets, school concerts, rural group sports days, school events and working bees and parent helpers.

The school staff and Board of Trustees are also well supported by various groups such as P.T.A. and Fundraising Committee which show a strong interest and parent involvement in the school.

A small number of children come to Toko School from Stratford. The reasons for this is the country school style, coupled with excellence in teaching programs. Parents of children coming to Toko from outside the district speak of the safe environment, great resources, good discipline, and the caring community.

The wider Toko district has a strong community spirit and provides many social and recreational facilities within the immediate area. The many sports and service clubs include - Toko Rugby Club, Toko Tennis Club, Lions, Rural Women's Division and Church groups.

Toko School is an important part of this community and is situated in a healthy rural environment.



Toko School opened in 1892 in a hayloft above a milking shed while the permanent school buildings were being built.

This was opened in 1892 on the present site. It was burnt down in 1937 and replaced with the building which forms the senior block today.

Kotu School joined Toko School in 1943.

Toko School is a well resourced school with five classrooms, library, resource room and attached reading recovery area.

The school completed an Education Development Initiative programme in 1992 with neighbouring Huinga School. This was one of the country's first. This involved a major upgrade of the administration area and relocation of four buildings to cope with the school growth.

The school celebrated its 75th jubilee in 1968 and its centennial in 1993.

In early 2000 a major deferred works upgrade of the hard-court and grounds took place. In 2005 Stanley School closed and 6 children started attending Toko School. In 2006 Douglas School closed and fourteen children from that school were enrolled at Toko School. These increased numbers maintained the school's 5 teacher status until 2007.

The school remains in tip top condition, an environment that supports learning.

Toko School Today

“ Learning Stars” were introduced into Toko School at the beginning of 2006.

There are five Learning Stars which focus on the learning and well being of our children.

They may be understood in light of Key Competencies, Principles and Values introduced in the new NZ curriculum in 2008. They are at the core of our purpose and support our school vision of:

Quality Learning for all in a Caring Community!

We are very well established, and set in most attractive grounds providing recreational and sporting facilities for families in the community.

Regular upgrading and maintenance of the property is seen as important by the community and Board.

The school has developed a friendly and caring approach which is values based.

We recognise that a good school climate is vital to achieving our long term learning goals, as is ongoing, meaningful professional development for teachers with parental input essential.

Toko School pupils are predominately rural of European descent and from two parent families who are in paid employment and are well nourished. A large number come from the local play centre.

Most have very positive attitude to learning and good concentration spans.

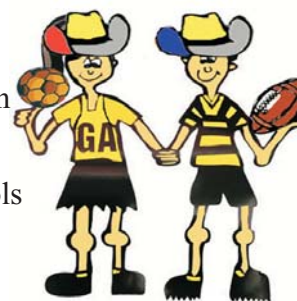
Good behaviour is the norm. However, at the same time Toko School caters for children from widely ranging backgrounds and abilities.

Toko School has an active, interested and supportive Board of Trustees which is also supported by hardworking P.T.A. and Fundraising Committees. With a large core of dual working parents time is a factor. The time dedicated by members of the working arms of the school is fundamental to our ongoing success, and is greatly appreciated by staff and Board.

The development of a robust information communication network has been a feature of the school in recent times and the integration of Information Communication Technology across the curriculum is seen as essential.

A final belief is that our wonderful Year 8 “leavers” are the true testament of our school's ongoing success.

Each year excellent Year 8 children leave Toko and head off to High School well equipped emotionally socially and educationally for their further learning.



New Zealand's Cultural Diversity

Within our school environment the achievement of all children will be monitored and trends identified. This is true of cultural grouping as well.

If it appears that a cultural group is not doing well we will review teaching and learning programmes to reflect identified needs. We anticipate all children no matter what their backgrounds to succeed within our school environment.

If a family asked for the delivery of the curriculum totally through a Maori medium we would need dual enrollment at the Correspondence School of NZ.

We at this stage have neither the directive from the community nor an individual family requesting to deliver the curriculum in this way.

However, we would take all reasonable steps to provide instruction in Tikanga Maori (Maori medium) and Te Reo Maori (Maori Language) to full time students whose parents request it.

Code of Conduct

The Board of Trustees agrees to:

Ensure that the needs of the children and their learning is our first priority.

Ensure that all students are provided with an education which respects their dignity, rights and individuality, and which challenges them to achieve high personal standards and to reach their full potential.

Serve their school and their community to the best of their ability and be honest, reliable and trustworthy in all matters relevant to their roles and responsibilities as Board members.

Respect the integrity of staff, principal, parents and students.

Be loyal to the School Charter.

Maintain the confidentiality and trust vested in them.

Ensure strict confidentiality of papers and information related to their role as employers.

Act as good employers.

Do not act independently of Board decisions.

Acknowledge that variation of opinion is to be expected, but the view of the majority of the Board is to be respected and abided by.

Ensure any disagreement with the collective stance of the Board on matters relating to the employer position are to be resolved in house.

Exercise their powers of governance in a way that fulfills the intent of the Treaty of Waitangi by valuing New Zealand's dual heritage.

Use the Maori community's own processes to consult with the Maori community.

Within the Board's role of Governance, the Board key roles are:

Protect the special character / values of the school.

Ensure a sensible and feasible Strategic Plan is developed.

Approve and monitor the Annual Plan annually.

Develop and review policy using the review timetable.

Monitor and evaluate student learning outcomes as prepared by the Principal.

Assess the performance of the Principal.

Support the Principal.

Provide financial stewardship.

Approve major programme initiatives.

Oversee and enhance the resource base.

Manage risk.

Commit to Professional development.

Build a broad base of community support.

Toko School staff will follow the National Education Guidelines that include the National Administrative Guidelines and the National Curriculum Framework. In so doing pupils will receive an education which complies with our legal requirements as an educational facility.

The Principal and the Board of Trustees will lodge a copy of this updated Charter in August 2009.

Each year an annually updated Charter will be submitted in August.

Each year targets to improve student learning will be formulated by the principal by: discussion based on analysis of school wide assessment data
information gathered through daily working with children
information gathered through curriculum reviews and teachers professional beliefs.

Targets for the following year will be developed during November and December.

Staff will report to the community on how well we have achieved the learning targets outlined in this Charter.

This will also be achieved through Newsletters, Couriers, Website, and the **Annual Report to the Community.**

The Board will consider all formal requests to amend the Charter.

By:

Deciding to either begin the amendment process or decline to proceed.

In either case the Board of Trustees will notify the community of their decision.

If the Toko School Board of Trustees decides to amend this charter the following steps will be taken.

Consult with the community on the proposed amendment.

Alter the charter to include the amendment as the Board of Trustees considers necessary.

Inform the community of any alterations made and call for community feedback.

Submit the proposal to the Ministry of Education for its consideration and approval.

Charter renewal and Consultation 2009

In amending the charter key events occurred which formed the basis of consultation.

These included:

Having the Charter available on the web site

Encouraging feedback from the community via newsletters and Courier.

Copies were available at the school office.

The Toko School staff has been involved with the charter renewal process

The Board has been party to the development of the Toko School Learning Stars as stated within this Charter and fully supports the school's belief that they are at the core of the school.

The 2009 Annual Meeting discussed the clear links between Learning Stars and Key Competencies and Values and Principles.

Board Assurances

Toko School's three to five year financial objectives are:

Maintain the existing financial infrastructure at a level to cope with an unknown eventuality, without letting current employees and children miss out.
This may be in the form of buildings, external and internal, furnishings, grounds development, teaching resources, and ICT infrastructure.

Maintain existing financial service provider.

Fund the curriculum well so that excellent resources are available to teachers and children.

Fund professional development well so that our teachers are exposed to new teaching ideas and can pursue school and individual improvement.

Follow the guidelines of existing Property plans.

The Board will provide a safe and healthy learning environment by:

Renewing the 10 year property plan

Maintaining and updating the 5 year property plan

Maintain a staff and Health and Safety Officer to formulate and advise on safe practices.

Review school policy as needed.

Create new policy and procedures as needed

Development of Pandemic Planning.

Development of Crisis management Procedures.

Development of Health and Safety Program.

The Board will ensure prudent practices and meet its financial objectives by:

Being audited annually

Having a dedicated school treasurer

Minuting school financial activity

Maintaining a yearly budget

Seeking advice as needed

Referring to the 5 Year Property Plan

Referring to the 10 Year maintenance Plan

Maintaining current financial services





Notes for Review