

Charter 2019



Toko School

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

Ratified December 2017 by the Toko School Board of Trustees

Toko School 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.



Our vision of a Toko School Learning Star . .



A Toko School Learning Star uses a range of thinking strategies confidently.



A Toko School Learning Star will wonder, seek and evaluate.



A Toko School Learning Star will express their own ideas and understands the ideas of others.



A Toko School Learning Star perseveres to achieve their best.



A Toko School Learning Star will take responsibility for their own wellness.



<i>Alignment with the Key Competencies of the New Zealand Curriculum</i>				
Thinking / Using Language Symbols and Texts	Managing Self	Managing Self	Participating and Contributing / Relating to Others	Managing Self
<i>Alignment with the Values of the NZ Curriculum</i>				
Ecological Sustainability	Excellence	Innovation	Community & Participation	Respect
Inquiry	Integrity	Integrity	Integrity	
Curiosity		Inquiry	Respect	
Innovation			Equity	
			Diversity	
<i>Alignment with the Principles of the NZ Curriculum</i>				
Cultural Diversity	High Expectations	Learning to Learn	Treaty of Waitangi	Inclusion
Inclusion			Cultural Diversity	
Coherence			Inclusion	
Future Focus			Community Engagement	

Challenging Curriculum

A Toko School Learning Star uses a range of thinking strategies confidently.

We believe that Challenging Curriculum is built around

- applying new learning
- being curious
- problem solving
- challenging ideas (creativity)



<i>Applying new learning</i>	<i>Being curious</i>	<i>Problem Solving</i>	<i>Challenging Ideas</i>
<ul style="list-style-type: none"> ☺ Pays attention to the world around you ☺ Strives for accurate communication – written and oral forms ☺ ‘Think flexibly’ ☺ Able to change perspectives, generate alternatives and consider options ☺ Creates new knowledge 	<ul style="list-style-type: none"> ☺ Using your senses for learning ☺ Trying new things constantly ☺ Finds the world intriguing ☺ Tests ideas and solutions ☺ Thinking about our thinking 	<ul style="list-style-type: none"> ☺ Wants to find out about things ☺ Having a questioning attitude ☺ Accessing prior knowledge, transferring knowledge beyond the situation in which it was learned ☺ Find problems to solve ☺ Thinking critically 	<ul style="list-style-type: none"> ☺ Being adventurous ☺ Risk taking ☺ “Creating, imagining, innovating, generating novel ideas, fluency, originality ☺ Making decisions based on evidence ☺ Challenging assumptions

Connected

A Toko School Learning Star will express their own ideas and understands the ideas of others.

We believe that Connected is built around

- a sense of belonging and ownership
- awareness of how our words and actions affect others
- taking on roles and seeking responsibilities
- participating and contributing



<i>A sense of belonging and ownership</i>	<i>Awareness of how our words and actions affect others</i>	<i>Taking on roles and seeking responsibilities</i>	<i>Participating and Contributing</i>
<ul style="list-style-type: none"> ☺ Actively involved ☺ Deliberate choice about school/community activities ☺ Pride in our school ☺ Knows the benefits of being included ☺ Continually involved ☺ Embraces diversity 	<ul style="list-style-type: none"> ☺ Listening to others ☺ Body language ☺ Being aware of your own thoughts, strategies, feelings and actions and their effect on others ☺ Listening with understanding and empathy ☺ Cares for our environment 	<ul style="list-style-type: none"> ☺ Carries out roles and responsibilities ☺ Pride and independence of having a role ☺ Using initiative to carry out responsibilities ☺ Understands that everyone's role is important and adds value ☺ Actively seeks responsibilities 	<ul style="list-style-type: none"> ☺ Able to work together ☺ Works and learn from others ☺ Communicates information and ideas ☺ Uses knowledge and skills learned in everyday contexts ☺ Actively engages in learning ☺ Works co-operatively and constructively ☺ Access and produce messages with communication technologies

Learning to Learn

A Toko School Learning Star will wonder, seek and evaluate.

We believe that Learning to Learn is built around

- asking questions/being curious
- setting goals
- searching for information
- reflecting on our learning journey



<i>Asking questions/being curious</i>	<i>Setting goals</i>	<i>Searching for Information</i>	<i>Reflecting on our learning journey</i>
<ul style="list-style-type: none"> ☺ Engaged ☺ Can ask a question related to the topic ☺ Leads questions ☺ Sees value in the context ☺ Can ask a question to further learning ☺ Dept in curiosity ☺ Having a questioning attitude ☺ Evaluates ☺ "Did I learn anything?" ☺ Develops further questions, understands that inquiry never stops 	<ul style="list-style-type: none"> ☺ Can share class/group goals ☺ Can articulate steps to achieve the goal ☺ Sets individual goals with support and understands how to achieve them ☺ Identify own learning goals ☺ Can make a plan to achieve ☺ Applies goal setting over a range of contexts (life skills) 	<ul style="list-style-type: none"> ☺ Learns to use a variety of resources and research tools ☺ Knows where to find information ☺ Can use a variety of resources and research tools ☺ Developing more skimming, scanning, key word skills 	<ul style="list-style-type: none"> ☺ Participates as a group or whole class ☺ Listening to the teacher ☺ Talking with peers ☺ Discuss thoughts and opinions ☺ Use evidence to support reflections ☺ Informs next steps ☺ Assessing own work ☺ In a range of contexts

Personal Best

A Toko School Learning Star perseveres to achieve their best.

We believe that Personal Best is built around

- an "I can..." attitude
- persistence
- high expectations
- managing ourselves and our belongings.



<i>An "I can attitude</i>	<i>Persistence</i>	<i>High expectations</i>	<i>Managing ourselves and our belongings</i>
<ul style="list-style-type: none"> ☺ Give things a go ☺ Approaches tasks as challenges rather than obstacles ☺ Displays initiative 	<ul style="list-style-type: none"> ☺ Finishes tasks with teacher support and encouragement ☺ Stays focused ☺ Takes instructions – feedback/feed forward on board ☺ Tries their best even when it is hard ☺ Has a positive attitude ☺ Looks for ways to overcome obstacles and challenges ☺ Knows when to seek help 	<ul style="list-style-type: none"> ☺ Follows models and can meet expectations ☺ Aspires to be the best they can ☺ Recognises strengths and weaknesses and believes in themselves ☺ Healthy competitiveness with self and others ☺ Reflects on performance 	<ul style="list-style-type: none"> ☺ Takes responsibility for belongings ☺ Responds to routines ☺ Completes work within set timeframes ☺ Makes good choices in a range of situations ☺ Uses time productively ☺ Self motivated ☺ Takes responsibility for own actions

Well Being

A Toko School Learning Star will take responsibility for their own wellness.



We believe that Wellbeing is built around

- healthy lifestyle choices
- having pride in ourselves and our environment
- resilience
- having fun

<i>Healthy lifestyle choices</i>	<i>Having pride in ourselves and our environment</i>	<i>Resilience</i>	<i>Having fun</i>
<ul style="list-style-type: none"> ☺ Can talk about healthy lifestyle choices ☺ Can showing healthy lifestyle choices ☺ Making changes/attitudes ☺ Apply healthy choices 	<ul style="list-style-type: none"> ☺ Knowing strengths ☺ Using strengths ☺ Admitting when we don't know ☺ Resisting complacency ☺ Confidence ☺ Cares for our environment 	<ul style="list-style-type: none"> ☺ Having the courage to continue ☺ Maintaining progress/focus against the odds 	<ul style="list-style-type: none"> ☺ Enjoy what you are doing ☺ Sense of humour ☺ Relating to others ☺ Optimism ☺ Establishing friendships ☺ Having fun figuring it out ☺ Being able to laugh at one self

Toko School Pepeha

Ko Taranaki te maunga

Ko Waiwiri te awa

Ko Tokomaru te waka

Ko Ngati Maru te iwi

Ko te Upoko o Te Whenua te marae

Ko Toko te kura

Ko Kim Waite te tumuaki

Tihei mauri ora!



Community Profile

Toko is a small rural village situated 10 km east of Stratford. It includes a small settlement, 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 parent help.

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, Toko Fire Brigade and Church groups.

Toko School is an important part of this community and is situated in a healthy rural environment that is predominantly sheep & beef and dairy farming.

Toko School History

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. Kota 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 schools 5 teacher status until 2007. In 2008 Matau School closed with the pupils moving to Toko School. In 2012 increased numbers saw the school roll increase to 5 classroom teachers once again. The school remains in tip top condition, an environment that supports learning.

In 2011 we officially opened the school vehicle turnaround which now ensures our students enter and exit school away from the main road. In 2015 a new roll growth classroom was built and our existing Resource Room was demolished and re built attached to the new classroom. The school currently has 6 classroom teachers.

Toko School Today

“ Learning Stars” were introduced into Toko School at the beginning of 2006 and have since been revised and revamped in 2012.

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

They align with the 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. In 2012, through the support of many parents and community members we created our very own heritage orchard in this same year we were awarded a Bronze Award for our commitment to the Enviro Schools Memorandum of Agreement. In 2013 our school was awarded a Taranaki Regional Council Environmental Award in recognition of the schools commitment to Environmental Education and Sustainability. In 2015 our school was recognised and awarded a Silver Enviro School.

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 attitudes 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. Ultra fast Board Band has installed to the school gate and our school is now connected to the Network for Learning. In 2015 our wireless network was upgraded which caters for multiple devices using the network at one time. It is also set up to cater for Bring Your Own Device (BYOD) which was established in our school in 2015.

A final belief is that our wonderful Year 8 “leavers” are the true testament of our schools 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 Behaviour

Each Board of trustees is charged with governance of its school. Effective governance is a successful blend of professional expertise and community involvement. This co-operation should lead to effective and positive relationships between the trustees and staff and ensure that the educational well-being of students is maintained.

Trustees shall:

1. Maintain and understand the values and goals of the school
2. Protect the special character of the school
3. Ensure the needs of all students and their achievement is paramount
4. Be loyal to the school and its vision
5. Publicly represent the school in a positive manner
6. Respect the integrity of the principal and staff
7. Observe the confidentiality of non-public information acquired in their role as a trustee and not disclose to any other persons such information that might be harmful to the school
8. Be diligent and attend board meetings prepared for full and appropriate participation in decision making
9. Ensure that individual trustees do not act independently of the board's decisions
10. Speak with one voice through its adopted policies and ensure that any disagreements with the board's stance are resolved within the board
11. Avoid any conflicts of interest with respect to their fiduciary responsibility
12. Recognise the lack of authority in any individual trustee or committee/working party of the board in any interaction with the principal or staff
13. Recognise that only the chair (working within the board's agreed chair role description or delegation) or a delegate working under written delegation, can speak for the board
14. Continually self-monitor their individual performance as trustees against policies and any other current board evaluation tools
15. Be available to undertake appropriate professional development

Within the Boards role of Governance, the Board key roles are:

Ensure Board members understand the difference between governance and management

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 teachers professional development.
Build a broad base of community support.

The Board of Trustees accepts the following:

The Principal is the Board's chief executive in relation to the school's control and management; is the professional leader of the school and is responsible to the Board of Trustees. The responsibilities of the Principal will be stated in the Principals annual Performance Agreement.

Planning and Reporting

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.

Each year an annually updated Charter will be submitted to the Ministry of Education.

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

These include:

Having the Charter available on the web site

Encouraging feedback from the community via newsletters and Courier.

Copies are 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.

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 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: