

Charter 2023 - 2025

Strategic and Annual Plan for Toko School



Toko School

Quality learning for all in a caring community

Nau mai ki te kura tuatahi Toko

Principals' endorsement:	9 December 2022
Board of Trustees endorsement:	September 2022
Submission date to the Ministry of Education:	March 2022

Toko School Pepeha

Ko Taranaki te maunga

Ko Wawiri 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!



Toko School is Quality learning for all in a caring community

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

We strive for tamariki success and development of responsibility.

We encourage all tamariki and all whanau to participate in school life and not just be spectators

Our tamariki will develop:

RESPECT

RESPONSIBILITY

And make the

RIGHT CHOICES



National Education and Learning Priorities

Objective 1: Learners at the Centre

Learners with their whanau are at the centre.

- Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
- Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

Objective 2: Barrier free Access

Great education opportunities and outcomes are within reach for every learner.

- Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs
- Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

Objective 3: Quality Teaching and Leadership

Quality teaching and leadership make the difference for learners and whanau.

- Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning
- Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Objective 4: Future of Learning and Work

Learning that is relevant to the lives of New Zealanders today and throughout their lives.

- Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

Objective 5: World Class Inclusive Public Education

New Zealand education is trusted and sustainable.

- Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)



Our vision of a Toko School Learning Star . .



A Toko School Learning Star will make a difference and give back.



A Toko School Learning Star will think in different ways.



A Toko School Learning Star will co-operate, collaborate and connect with others.



A Toko School Learning Star will be the best they can be.



A Toko School Learning Star will develop a sense of Hauora and personal identity.

Wellbeing

Goals that focus on this:



Develop and provide opportunities for tuakana/teina relationships.

Students will discuss their unique identity and show increasing self awareness and acceptance.

Provide opportunities for children to talk about their thoughts and feelings and understand how to regulate their emotions.

Teach children how the brain works and the importance of good hygiene, healthy exercise and eating.

Create opportunities to understand what makes a healthy friendship and learn strategies to build and maintain friendships.



Citizenship

Goals that focus on this:



Create a sustainable school.

Provide environmental education.

To continue to investigate emerging technologies and their potential to enhance learning.

Engagement in evidence based decision making.

Maintain a collegial, hard working, attractive and organised environment.

Teach children inquiry and investigative skills as per school models making real life connections.

Encourage and create opportunities for learning in the outdoor environment.

Provide opportunities to consider and care for the world around us from a global, national and local perspective



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STRATEGIC PLAN



2022 - 2024

Board priorities over a three period established by the school through Annual Community Meetings and ongoing review.

Personal Best

Goals that focus on this:

Build teacher capability so all Toko School Learning Stars are achieving their potential.



Learning behaviours, executive functions and growth mindsets are explicitly taught.

Internal and external expertise is selected to build capacity in evaluation and inquiry.

Invest strongly in teacher professional development.

Give feedback and feedforward based on learning goals.

Create an environment in which it is safe to take risks and errors are regarded as opportunities for learning.

Assessment activities are inclusive, authentic and fit for purpose; they provide meaningful evidence of achievement and progress and a basis for determining next steps.



Learning To Learn

Goals that focus on this:

To continue to investigate emerging technologies and their potential to enhance learning.



Teach children inquiry and investigative skills as per school models making real life connections.

Ensure a variety of tools and resources are used to support the learning programme.

Extend children and develop programmes to ensure children's talents are recognised and enhanced.

Effective communication and collaboration supports the sharing and dissemination of new knowledge in ways that promote learning and innovation.

Provide a range of quality data and evaluative information to the Board of Trustees.

Connected

Goals that focus on this:

To work with the community to share and seek collaboration.



Parents and whanau receive information and participate in learning opportunities that enable them to constructively support their child's learning.

Widen the curriculum to ensure children develop an appreciation of values and cultures other than their own and embrace diversity.

Include Maori perspectives to enrich learning where appropriate and build student capability in speaking and understanding a wider vocabulary of Te Reo.

Develop and provide opportunities for leadership across the school.

Teach conflict resolution skills.

The learning community is characterised by respect, empathy, relational trust, cooperation and teamwork.



TOKO LEARNING STARS



	 <p>WELL BEING HAUORA</p>	 <p>PERSONAL BEST PUHITAIOREORE</p>	 <p>CONNECTED WHANAUNGTANGA</p>	 <p>LEARNING TO LEARN NGA AKORANGA HOROHU</p>	 <p>CITIZENSHIP MANAAKITANGA</p>
<p>Learning Stars DEVELOP qualities, skills and attitudes</p>	<p>SENSE OF WELLBEING</p>	<p>STRIVE FOR PERSONAL BEST</p>	<p>BE CONNECTED TO OTHERS</p>	<p>DEEP THINKING, DEEP LEARNING</p>	<p>CITIZENSHIP</p>
	<p>... to develop a sense of Hauora and personal identity</p>	<p>...to strive to be the best they can be</p>	<p>...to cooperate, collaborate and connect with others</p>	<p>...to think deeply in different ways</p>	<p>...to make a difference and give back</p>
<p>Learning Stars CAN</p>	<ol style="list-style-type: none"> 1. Show self awareness and self belief 2. Be proud of my own unique identity 3. Build and maintain healthy friendships 4. Regulate my emotions 5. Make healthy choices 	<ol style="list-style-type: none"> 1. Set goals and make plans 2. Make good learning choices 3. Take responsibility for managing myself 4. Have a "Can Do" attitude to challenge and change 5. Reflect, Self and Peer Assess and Evaluate 	<ol style="list-style-type: none"> 1. Participate and take an active role 2. Accept diversity and differences 3. Consider others and show leadership 4. Negotiate and compromise 5. Deal with conflict situations appropriately 	<ol style="list-style-type: none"> 1. Make connections and apply knowledge and strategies 2. Consider perspectives, feelings, values & beliefs 3. Make and Justify Opinions, Judgements & Decisions 4. Solve problems 5. Generate innovative ideas 	<ol style="list-style-type: none"> 1. Consider the world around me 2. Find opportunities to contribute to the community 3. Use an inquiry process for project based learning 4. Understand the relationship between people and the environment 5. Participate in our school enviro programme
<p>Learning Stars ARE</p>	<ul style="list-style-type: none"> ▪ SELF AWARE ▪ CONFIDENT ▪ HEALTHY ▪ POSITIVE ▪ PROUD 	<ul style="list-style-type: none"> ▪ RESILIENT ▪ INDEPENDENT ▪ COURAGEOUS ▪ FOCUSED ▪ REFLECTIVE 	<ul style="list-style-type: none"> ▪ RESPECTFUL ▪ ACCEPTING ▪ TRUSTWORTHY ▪ ASSERTIVE ▪ EMPATHIC 	<ul style="list-style-type: none"> ▪ CREATIVE ▪ CRITICAL ▪ ANALYTICAL ▪ FLEXIBLE ▪ OPEN MINDED 	<ul style="list-style-type: none"> ▪ CURIOUS ▪ PROACTIVE ▪ PERSISTENT ▪ THOUGHTFUL ▪ RESOURCEFUL

Our Toko School Learning Stars are the qualities, skills and attitudes that we want all our children to develop and grow whilst learning at our school. These are based on the Key Competencies from the New Zealand Curriculum and information collated from staff, students and our school community.

Teachers plan for many opportunities for the children to learn about what the Learning Stars look, sound and feel like in action. Children are able to share what they have learnt in assemblies via class items through role plays/displays/class work etc.

Learning stars are awarded weekly to children in Assembly. They receive a certificate to take home and a sticker to go on their Learning Star chart in their classroom. When the children have four Learning Stars they visit the Principal to receive a Principal Learning Star on their Principals Award Certificate. When the children receive 3 Principal Learning Stars they receive a small gift in recognition of displaying our schools Learning Stars.

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, 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 **Friends of Toko School** 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, centennial in 1993 and 125th Jubilee in 2018.

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.

In 2018 the Toko School Board of Trustees introduced an enrolment scheme to reduce the risk of overcrowding.

Toko School Today

“ Learning Stars” were introduced into Toko School at the beginning of 2006 and continue to be revised and revamped through our cycle of school review.

There are five Learning Stars which focus on the learning behaviours and well being of our children. They align with the Key Competencies, Principles and Values in the 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 2016 our school was recognised and awarded a Green Gold Enviro Award, the first in Taranaki.

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. 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 Friends fo Toko School Committee. The time dedicated by members of this committee is fundamental to our ongoing success, and is greatly appreciated by staff and Board.

The school has a robust information communication network. The integration of Information Communication Technology across the curriculum is seen as essential. Ultra fast Board Band is installed to the school gate and our school is 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.

Toko School is part of Te Kahui Ako o Tranaki Mohoao. This community of learning is made up of kura across Stratford and the surrounding districts: from Midhirst in the north to Eltham in the south, as far east as Makahu, and all the schools sitting under the eastern slopes of Mount Taranaki. Te Kāhui Ako o Taranaki Mohoao encompasses approximately 2079 students from year 1 to year 13. The main two ethnicities represented across these schools are NZ Māori (25%) and NZ European (73%) however the schools are quite diverse in their make-up.

The kura tumuaki in the Kāhui Ako have a long association of working together. Sub-groups of smaller professional development clusters have been seeking to strengthen students’ learning and teacher skills over the past years. This has seen a strong foundation of trust established which will be strengthened by the work of the community of learning.

The area also has a considerable number of varied early learning opportunities. Connections and links are established between ECE and schools.

Our kura fall within the following Iwi:



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.

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, 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.

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.

Notes for Review:

2023 is a transition year. As an interim arrangement, only the Annual Plan section of a school's Charter is required to be updated for 2023.