

Greymouth High School
Te Kura Tuarua O Mawhera

Tertiary Charter



July 2004

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(Mawhera: The awa (river) draining the major catchment of the now named Grey River from the mountains to the sea).

Section 1: Mission

Greymouth High School's mission statement is: ***To provide pathways and opportunities for all to succeed.***

The school's four tertiary divisions serve to foster learning pathways and opportunities for students of Greymouth High School, for unskilled West Coast school leavers (including early leavers) and adults, and for adult learners throughout New Zealand for whom foundation distance learning is the most appropriate mode of learning.

Although Karoro Learning has a unique mission statement, all four tertiary divisions are part of the school's strategies to deliver on its mission statement:

1. Karoro Learning

Mission: *Karoro Learning creates opportunities for foundation training. We aim to provide exemplary student support and to use best practices for the delivery of adult education. Through West Coast on-campus, and national distance learning programmes we build student capability for active participation in training, employment and the community.*

Mission Slogan: *Creating Opportunities*

2. Mawhera Services Academy

The Mawhera Services Academy provides a pathway based around the services, for students at risk of having no qualifications or who wish to aim for a career in the services. Mawhera Services Academy aims for a highly structured learning environment that builds confidence through adventure activities, personal life skills and achieving qualifications.

3. Adult & Community Education

The Adult and Community Education programme provides access to quality affordable community-based learning opportunities for adults. There is also a commitment to meet identified community learning needs. Through these opportunities Greymouth High School desires to encourage lifelong learning and build personal and social skills.

4. Gateway

The Gateway Programme at Greymouth High School provides pathways for senior school students through facilitating learning and assessment opportunities in the workplace. Gateway is targeted at students at risk of leaving without a pathway and/or a qualification.

Section 2: Special Character

Each of Greymouth High School's Tertiary divisions has its own special character:

1. Karoro Learning

Karoro Learning commenced activities in 1994, and has subsequently developed into a large division of the school, employing 25 FTE staff in 2004, and attaining an annual turnover of almost \$2,000,000. Karoro Learning is the largest foundation training provider for adults in the West Coast region, and is likely to be one of the largest providers of distance foundation computer training (that includes assessment), in New Zealand.

Campuses in Greymouth & Hokitika deliver Training Opportunities and rangatahi/Youth Training programmes with maximum flexibility, utilising individual learning, and pathway plans for around 100 people annually.

Karoro Learning is committed to employing skilled staff and providing for their ongoing professional development. Tutors are entitled to professional development leave and are assisted to complete adult teaching qualifications, if not already held.

Specialist and assistant literacy tutors support students in all on-campus programmes as well as those engaged in funded distance programmes in rural Otago and Canterbury.

Foundation computer training at levels 2 & 3 is a speciality, with the provision of foundation distance computer training throughout New Zealand an important niche for Karoro Learning. All distance learners are loaned a computer, printer, and internet connection to facilitate their learning. A distance learning support centre employs ten FTE staff (2004) to maximise student engagement and support student learning for over 600 individual students annually.

As one of Greymouth High School's pathways for its students and young people in the community, Karoro Learning benefits from being part of Greymouth High School, with management and governance input and it in turn assists and supports the Secondary Division as is appropriate.

2. Mawhera Services Academy

Mawhera Services Academy is a unique provider on the West Coast and one of only four throughout NZ. It offers foundation skills as well as NCEA levels One and Two. There is an emphasis, initially, on every student achieving their Literacy and Numeracy credits for NCEA Level One.

The programme is facilitated by the director supported by a part-time assistant and is delivered mainly off site, sharing a campus with Karoro Learning for 60% of the time and the remainder is delivered by secondary teachers. There is a significant amount of support for the students who also have access to the specialist skills and services of the staff at both Greymouth High School and Karoro Learning.

As one of Greymouth High School's pathways for its students and for young people in the community the Academy is an integral part of the school's wider service delivery and helps it meet its strategic objectives.

Mawhera Services Academy has high recognition in the community and consequently strong support from community leaders and businesses.

3. Adult and Community Education

Our adult and community education courses are focused on meeting the identified needs of our wider community with a range of courses based around the specialist skills of the tutors. The range extends from community-based courses through to foundation courses in using computers and in languages including Te Reo when there is a demand. On the whole courses are demand driven. Again these courses fit in well with the school's strategic objectives.

4. Gateway

The intention here is to enable the school to offer more opportunities for students through workplace learning and assessment. A whole network of community and business providers is being developed. This programme has been entered into as part of the school's commitment to its mission.

Section 3: Contribution to New Zealand's Identity and Economic, Social and Cultural Development

1. Karoro Learning

a. Economic & Social Development

Karoro Learning makes important contributions to the economic and social development of New Zealand. Through its focus on foundation level training, especially literacy and computer literacy, it helps to raise skill levels to a point where individuals are ready to participate in the workforce, higher tertiary level programmes, or industry training. A more highly skilled workforce is a key contributor to economic growth.

Almost 100% of Karoro Learning's students are beneficiaries with low or no formal school qualifications. A high proportion of our students have young children. Through Karoro Learning, each year, over five hundred beneficiaries throughout New Zealand are gaining their first formal qualifications and experiencing success in the education system.

Whole families are benefiting from the new opportunities arising from literacy and computer literacy development, and the loan of a computer in their home while training with us. The skills learned through our programmes are assisting our students to move from benefits to paid employment.

By offering much of our training through distance learning, hundreds of sole parent families are gaining access to training that would otherwise be inaccessible due to child-care or geographical constraints.

On the West Coast in particular, Karoro Learning is one of Greymouth's larger employers, with a 25-strong skilled workforce, injecting around \$2,000,000 annually into the small local economy.

Karoro Learning also contributes some management time to allow for managers to participate in voluntary projects on behalf of regional economic development agencies such as Venture West Coast. As the region's largest computer trainer, we consider we have an obligation to contribute to the development of the region's Information and Communication strategic plans and the like. This involvement brings us into close contact with industry leaders, employers and politicians and helps to inform our training directions. Further to this Karoro Learning works to ensure that its courses do not impact negatively, down the track, on the environment.

b. Cultural Development

Karoro Learning assists in the preservation and promotion of Tikanga Māori. In our on-campus programmes we are increasingly including the teaching of aspects of Māori language and culture, and sharing the traditional stories of our region.

From time to time, programmes are offered that specifically target he tangata/Māori. The curriculum for these programmes is developed by he tangata/Māori for he tangata/Māori.

In distance programmes, our training materials and interactions with students are becoming more inclusive of he tangata Māori, with Māori vocabulary increasingly featuring in our computer training materials.

Our staff are participating in planned professional development opportunities to encourage a bicultural approach to training.

c. Specific Contribution to the Tertiary Education Strategy

Karoro Learning primarily contributes to strategy three of the Tertiary Education Strategy, by developing foundation literacy & computer skills through classroom and distance learning, and wananga training environments. (Objective 14) All tutors are engaged in professional development leading to nationally recognised tutor qualifications – increasing their awareness of

best practice teaching for our students. Tutors also retain memberships of relevant national teaching bodies related to their specialities. (Objective 16)

As a provider that focuses on foundation training, we facilitate excellent links between school and further tertiary education, and staircase first-time adult learners on to higher level training with other providers. (Objective 17)

In our funded training, we individualise needs assessment and learning goals, measure progress against the draft adult literacy achievement framework, and focus on credit achievement and the achievement of employment and further training outcomes for our students. (Objectives 15,16,23)

Our niche distance learning programmes, targeting beneficiaries (long-term unemployed, domestic purposes and invalids, generally with low/no qualifications) provide access and qualifications to low income people who have traditionally faced barriers to participation and achievement in tertiary education. (Objective 20)

Career planning is an important aspect of Karoro Learning programmes, and all funded trainees prepare career plans, accessing up-to-date career and course information through the Careers Service on-line services and the Career Quest database. (Objective 21)

2. Mawhera Services Academy, Adult and Community Education and Gateway

All three operations contribute to New Zealand's identity and economic, social and cultural development through encouraging qualifications and career pathways (Academy and Gateway) and lifelong learning (ACE). The Academy and Gateway are both focused on successful transitions of vulnerable young people from school to work. Both programmes encourage rangatahi to participate and achieve success. The Academy in particular is an innovative pathway, one of only four in New Zealand and Gateway itself is a relatively recent innovation.

All three programmes offer courses that encourage and promote personal development and life skills. ACE is used frequently by community groups to access courses and/or funding for courses.

Section 4: Contribution to the Tertiary Education System as a Whole

1. Karoro Learning

Karoro Learning is a foundation provider offering training predominantly at levels 1-3 on the Qualifications Framework, and having a special focus on foundation training via distance learning to beneficiaries who are isolated geographically, through disability or through insufficient access to childcare. Karoro Learning aims to develop foundation skills to the point where trainees are ready to engage successfully in tertiary training opportunities, and/or they are equipped to participate in meaningful employment opportunities.

On the West Coast, Karoro Learning participates actively in local provider groups, and Education West Coast. As a division of Greymouth High School, we also enjoy a good relationship with Secondary School providers, and with Tai Poutini Polytechnic.

Outcomes, targets, and benchmarks as measures of the success of Karoro Learning's contribution.

Karoro Learning's success is largely measured in terms of employment and further training outcomes, National Certificate and Unit Standard passes achieved, and progression on the draft Adult Literacy Achievement Framework.

Student and stakeholder satisfaction ratings for our programmes are an important measure of our performance. We aim to exceed the expectations of both our students, and their funding agencies.

2. Mawhera Services Academy, Adult and Community Education and Gateway

All three organisations contribute to Strategies 3 & 4 of the TES. In both the Academy and Gateway there is also a focus on Strategy 2 (objective 12). Whenever there is the opportunity and/or demand the ACE programme contributes to Strategy 2.

All programmes encourage equity of access and the Academy and Gateway also offer qualifications opportunities. There is also an emphasis on foundation skills in the Academy. Over all three operations the school contributes to Strategy 1(objectives 2, 5, 6 & 7).

Section 5: Approach to Collaboration and Co-operation with Other Tertiary Education Providers and Organisations

1. Karoro Learning

Karoro Learning seeks a collaborative relationship with other Training Providers at all levels. Collaborative relationships are evidenced through such things as active membership of Education West Coast (A West Coast collaborative sector group that ranges from pre-school through to tertiary) and local PTE provider groups. Currently Karoro Learning is actively pursuing the formation of a West Coast wide tertiary providers forum to bring together all involved in post-compulsory education on the West Coast – including REAPs, Careers Service, ITO representatives and the like.

Education West Coast is developing a strategic plan for education on the West Coast. We believe that we have an important part to play in this plan – particularly in the area of developing literacy & foundation skills in the West Coast's adult population.

We consider it a duty to our students to be informed on opportunities available through other providers, so that we can assist students with exploring training pathways that extend beyond our own organisation.

We frequently purchase training from other providers, where this is an appropriate part of a student's learning plan.

2. Mawhera Services Academy, Adult and Community Education and Gateway

All three organisations have strong links to other tertiary education providers. Our ACE programme is part of the ACE Network on the West Coast and a member of the national ACE organisation. We use Runanga Computer Courses Ltd (Bruce Annabel) in our ACE programme and have links with WestREAP.

Both the Academy and Gateway make use of other tertiary providers such as Karoro Learning, Tai Poutini Polytechnic, ITO's, National Trades Academy, Modern Apprenticeships, NZ Police, NZ Navy, NZ Army and Royal NZ Air Force, Muritai Training and work in partnership on Gateway with other secondary schools.

Section 6: Approach to Fulfilling Treaty of Waitangi Obligations

1. Karoro Learning

Karoro Learning seeks to be responsive to the needs of all students, and to ensure appropriateness of training, and equity of access and outcomes regardless of ethnicity.

To help ensure that we are able to live up to these goals for Māori, we:

1. Have mana whenua representation on the governance body
2. Provide opportunities for staff professional development that focuses on increasing skills and understandings related to improving skills for working with Māori students.
3. Seek to appoint staff who are culturally sensitive
4. Have a position of responsibility entitled Kaiwhakaata, the role being one of advisor to the Management Team on fostering relationships with he tangata/Māori, establishing professional development goals in relation to identifying needs of Māori that we may be able to address as an organisation, and to assist departments to consider Māori students and the Māori dimension in curriculum development and delivery.
5. Seek to moderate training materials and resources to consider their cultural inclusiveness and appropriateness.

Learning at home, and through occasional wananga, is a preferred mode of learning for many Māori. Our distance learning programmes fit this mode of learning very well.

2. Mawhera Services Academy, Adult and Community Education and Gateway

We fulfil our Tiriti o Waitangi obligations through specific reference to Māori Student Outcomes in our School Charter and Strategic Plan - "Greymouth High School takes responsibility for Māori student outcomes through promoting Tikanga Māori, Te Reo Māori, a Māori dimension in all learning areas and through regular whanau hui and Tū Rangatahi, a governance sub-committee dedicated to positive Māori education pathways and outcomes".

As a school we are also committed to meeting the targeted outcomes for Māori students defined in Te Kete o Aoraki, the memorandum of understanding between Te Runanga o Ngai Tahu and the Ministry of Education. The Academy and Gateway student outcomes will help us meet these targets.

Section 7: Approach to Meeting the Needs of Pacific Peoples

1. Karoro Learning

The West Coast, Rural Canterbury, and Rural Otago have low populations of Pacific peoples, so we have not developed specific systems to support Pacific students on funded programmes.

We do have significant numbers of Pacific enrolments in our Learn@Home distance programme however, as this programme is highly accessible to Pacific peoples in receipt of certain benefits. Currently, in an effort to make the enrolment process user-friendly and simple, we collect no formal ethnicity statistics for this programme, so we are unable to provide formal statistics on participation and success rates. From January 2005, we will maintain records of ethnicity so that we can gather statistical data, and monitor achievement in relation to ethnicity and other factors.

2. Mawhera Services Academy, Adult and Community Education and Gateway

We normally have very few Pasifika students in our community or in our school. At present there are none in the above programmes.

Section 8: Approach to Meeting the Educational Needs of Learners.

1. Karoro Learning

We are careful to ensure that our training fits around an individual's needs. In our funded programmes, student learning needs are assessed and reviewed regularly, with each student having individual learning & pathway plans. On-campus classes involve some whole class learning, but consider it very important to include a large component of self-paced learning so that students may follow individualised plans and progress as quickly as they are capable of progressing.

Where literacy needs are identified, we provide additional literacy support for participants in funded programmes.

Our distance learning computer students are offered "set" and "a-la-carte" learning menus, according to their needs. We provide assistance with programme selection to help students achieve qualification goals, building on whatever units they may have already achieved with other providers. The programme offers an "all you can eat" approach, with no limit to the number of units that a learner can undertake while enrolled in the programme.

We are developing a close relationship with our referral agencies (mainly Work & Income Case Managers) and are increasingly advising agencies on 'appropriate' referrals to our distance programmes.

Our distance learning tutors assist students with ongoing pathway planning, and assist in introducing students to higher level training programmes with other tertiary organisations.

Distance learners are loaned all the equipment and training materials they need to complete their training. Students are provided with freephone and e-mail support. We aim to keep full-time student:tutor ratios below 40:1 so that our tutors can be very responsive, and can actively follow-up students to maximise student engagement. Phone records show that some students average as much as 40 minutes per day of telephone support.

2. Mawhera Services Academy and Gateway

The purpose of these programmes is to provide extra pathways to those that exist within the mainstream school for students at risk of leaving school without qualifications or leaving without having decided on which, if any, direction they want to take for their long term future. In the case of the Academy we are also trying to cater for those who have decide on a services pathway but need assistance to get onto it.

The focus is very much on individualised learning plans and support and gaining qualifications. A lot of effort is made by our Gateway co-ordinator to ensure placements meet student needs and align with the career choice the student is making.

At the Academy the emphasis is on achieving qualifications at Level One or Level Two (especially achieving the required number of literacy and numeracy credits) depending on each students needs. To that end it is compulsory for all students to learn English, Mathematics and Computer Studies – foundation skills for employment as well as the services.

In both programmes there is a high level of pastoral support to ensure learner participation and achievement. Parents and whanau are involved from an early stage and frequent monitoring is a feature.

3. Adult and Community Education

Our facilities and equipment are modern and in the case of the technology learning areas they are state of the art as the school has just completed building a \$2.6 million Technology Centre.

Our tutors are a mixture of trained teachers or enthusiastic specialists in their fields. As the classes are often small the tutor:student ratio is very low allowing much greater individual tuition and support.

Most classes are learner-centred and offer self-paced learning experiences – this is particularly important in the creative learning choices. All students choose to participate in these courses so motivation is usually not an issue. There are a significant number of continuing learners.

Section 9: Approach to Ensuring that the Organisation Develops and Supports a Staff Profile that Reflects its Mission and Special Character

1. Karoro Learning

Karoro learning staff are recruited for their skills, attitudes, and potential to fulfil their job descriptions. All staff, whether tutorial or administrative, are engaged in ongoing professional development. Tutorial staff initially work to achieve a National Certificate in Adult Education & Training as a core teaching qualification. Administrative staff are working towards a range of relevant qualifications. Some staff are also undertaking study towards degrees and diplomas.

Providing training at foundation levels may not call for advanced specialist qualifications, but the development of a sound pedagogical approach to our training is vital to our effectiveness and professionalism.

Karoro Learning provides a generous budget and time allocations for staff to engage in professional development. (Currently \$1,000+ and up to two weeks of paid professional development leave per staff member)

By June 2005, we anticipate that at least 60% of our tutorial staff will have achieved a National Certificate in Adult Education & Training (Level 5) or above.

2. Adult and Community Education

Our programme has a specific co-ordinator employed for 0.5FTE to facilitate and manage the tutors and the courses. All tutors are on an employment agreement and have position descriptions. Evaluations based around student surveys are carried out at the end of each course.

We are very fortunate in that many of our tutors are trained teachers or are enthusiastic specialists. They are a very experienced group of tutors as well. This is important as it is not always easy to recruit new staff with a background in education provision. Often local secondary teachers are seen as a useful group to recruit from.

The school has an EEO Policy and plan that is reviewed annually. All staff come under this.

3. Gateway

Our Gateway programme is delivered through our Futures Department but overseen by a deputy principal and supported by a specially recruited support staff member with considerable experience in placing people in work in the local marketplace. We also employ a broker to make work training placements. This person used to be our Careers Adviser but is now the local polytechnic's school liaison officer.

There are regular meetings with TEC staff and the co-ordinators from other schools in our region with the Gateway programme.

The school has an EEO Policy and plan that is reviewed annually. All staff come under this.

4. Mawhera Services Academy

The Academy is co-ordinated by a specially recruited person from a service background. The current director was a senior NCO in the Air Force. He is supported part-time by a local territorial officer with considerable training experience in the Army. The teachers providing the academic learning are handpicked by the school for their ability to manage multi-level learning.

The director has access to personal as well as school wide professional development opportunities. He is appraised by the principal of the school and along with his conditions of employment his performance is reviewed annually.

The school has an EEO Policy and plan that is reviewed annually. All staff come under this.

Section 10: Governance and Management Structure and Principles (All Divisions)

The Greymouth High School Board of Trustees governs the whole organisation, including our tertiary operations. Through its sub-committee structure a direct oversight is maintained of all management activities. One of the sub-committees, the Resources Committee, has particular governance responsibility for both Karoro Learning and the ACE Programme. (See Appendix 2)

The Board has very clear and firm views on the demarcation between governance and management responsibilities. Annual and Strategic Plans, Charters and Profiles, Budgets, Policies and other important directional decisions and documents are governance responsibilities. Management is responsible for all of the organisation's operations, carrying out the governance decisions and reporting to and advising the board. While the Board has an input into the appointment of the Director of Karoro Learning all appointment decisions are the responsibility of the principal.

The "Chief Executive" is the Principal of Greymouth High School. Management is her/his responsibility. The Director of Karoro Learning reports to as well as meets weekly with the principal. Both the Director of Mawhera Services Academy and the Co-ordinator of the Adult and Community Education report to the principal as well as meet monthly with her/him. All of the tertiary operations except the Academy provide full written monthly management and financial reports for the board and principal.

Karoro Learning gets significantly more attention from both the board and the principal because of its size and significance to the overall organisation. It has its own separate management structure reporting to the director and its own policies and procedures as approved by the board. It is also financially separate from Greymouth High School apart from the consolidation required for the Annual Financial Statements. The other three operations are integrated into the school's operational management procedures, systems and structures.

The board carries out a full review of its charter and strategic plan every three years. Included in this cycle, now, will be the charter and profiles for our tertiary operations. Karoro Learning also has a business plan in preparation. An Annual Plan and Budget is approved each December for the following year.

A strong emphasis on self-review processes is in place throughout the organisation.

Section 11: Consultation Undertaken in Preparation of the Charter.

The timeframe for the development of this Charter has not made it possible for extensive consultation with stakeholders to occur.

Key stakeholders were identified as:

- The community of the Grey District
- All Staff employed by the Greymouth High School Board of Trustees
- Students of Greymouth High School, Karoro Learning, Mawhera Services Academy and Grey High Community Education Programmes
- Te Runanga O Ngati Waewae
- Te Runanga O Makāwhio
- Tai Poutini Polytechnic
- The West Coast Development Trust
- Venture West Coast
- The Grey District Council
- The Westland District Council
- The West Coast Regional Council
- West Coast, Rural Otago, and Rural Canterbury employers
- Work & Income New Zealand
- Private Training Establishments throughout the West Coast
- WestREAP

Public advertisements inviting feedback from these stakeholders were placed in the following daily newspapers on Saturday 17 July or Monday 19 July:

- The Greymouth Evening Star
- The West Coast Times
- The Otago Daily Times
- The Press

The advertisement also appeared in the West Coast Messenger, distributed free to homes throughout the West Coast.

Copies of the Draft Charter were posted to those stakeholders above that exist as entities, as well as to all Karoro Learning staff, and the Student Association.

Feedback was received from:

- Various Karoro Learning Staff Members
- Greymouth High School Staff & Board Members
- Buller High School
- Tai Poutini Polytechnic
- The West Coast Regional Council
- Te Runanga O Ngati Waewae

All feedback was positive, and resulted in only minor changes being made to the Draft Charter. These included:

- Replacement of the Karoro Learning Mission Statement
- Adjustments to he tangata/Māori dimensions
- Minor adjustments, typos etc.

Greymouth High School (303) Charter

Introduction

The School and Its Community

Greymouth High School has a student population of approximately 630. Adult students are welcome, mainly through our Adult and Community Education evening classes, but also as day students. About half of the students are bussed in daily from outlying areas. The school is based on four sites including its hostel, the Karoro Accommodation Centre, which provides a boarding option for up to 12 students from isolated areas. Further operational areas are the school's Alternative Education programme for alienated students; Karoro Learning which is an adult education centre delivering Training Opportunities Programmes (TOPs) and a variety of other courses; and, Mawhera Services Academy which delivers a military orientated programme.

The main cultural groups are European (83%) and Māori (14%). The school is keenly aware of its bi-cultural responsibilities and is working hard on strategies to meet the needs of Māori students and ensure strong relationships with mana whenua, Ngati Waewae. Greymouth High School is committed to meeting the objectives of the memorandum of understanding with Te Runanga o Ngai Tahu. There are also students from a variety of cultures attending the school through exchanges, overseas fee paying and short-term stays.

While the school has not placed a huge emphasis on recruiting fee paying overseas students, it has played a major role in the ODENZ network. Through this students interested in outdoor pursuits have been recruited from Germany and Scandinavia.

Greymouth High School aims to have close ties to its community and to encourage a culture that makes it sensitive to the needs of its students and accessible to parents and caregivers. There is a strong emphasis on pastoral support. At each Year level there is a Dean and each student is part of a Form group with Peer Support leaders and a Form Teacher. Supporting the pastoral network is a Guidance Counsellor.

There is considerable diversity in learning needs and styles amongst the students at Greymouth High School. The school is fully staffed and delivers a full range of subjects and alternative programmes as well as meeting the requirements of the new curriculum. A lot of effort and resource goes into Special Education through our Special Programmes Department as well as targeted courses and programmes in the senior school. The school's senior school programmes offer a large variety of national certificates and two academies (Mawhera Services and CISCO) to suit students' choice of pathway.

The school has a comprehensive range of learning programmes support for students with Counselling, Careers, Transition and Gateway leading the way. The school also offers support to leavers as well through a joint venture with Work and Income.

The quality of teaching is high and is very well supported by the ancillary staff. There is a strong emphasis on pastoral support. A lot of emphasis is placed on professional development for all staff and there is a willingness to change and experiment to better meet the needs of students.

Greymouth High School is committed to being an effective learning organisation and so places a large emphasis on success and teaching and learning. The teacher in the classroom is the crucial element in our service to our students.

To further this Greymouth High School is part of the West Coast cluster in School Improvement, Westnet and Digital Opportunities Projects. These are professional development projects which help teachers to develop greater capacity to meet student needs.

At Greymouth High School there is a high participation rate in co-curricular activities by students and staff. The school is proud of its high quality drama productions and the many successes of its sporting teams and individuals. Co-curricular music and kapahaka groups are encouraged as well.

The school facilities are well maintained and spacious although the 2.1ha size of the campus means outdoor space is at a premium. Much of the school has been modernised significantly in the last 4 years

including a new state of the art technology building, new drama and music facilities and up to date ICT equipment. The grounds are well landscaped and include a newly renovated playing field thus creating a positive environment.

The school facilities are widely used by the community outside school hours especially the modern gymnasium and covered swimming pool. The National Library has a joint venture with Greymouth High School and this benefits the school's library which is used extensively by local primary schools and the community. The school's workshops are also used by Year 7 and 8 students from contributing schools for their Technology programme.

Greymouth High School is currently focussing strongly on how to improve teaching and learning and make the school a learning organisation that makes a difference for each student through raising student achievement. To support this, the Board and staff have made outstanding progress in providing modern learning facilities and equipment.

Community Consultation

The Board of Trustees carried out a major review of its strategic plan in 2003. Every three years the board carries out a major review and this is informed by a major community consultation process.

In 2003 the consultation involved a hui with Te Runanga o Ngati Waewae and surveys of

- parents and whanau
- staff and students
- community organisations
- contributing schools

The Board also had information available from Quality of Service Delivery surveys of whanau, parents, students, staff, management and board members that had been carried out in 2000 and 2001. Further to these there were the SATIS surveys of students in 2001 & 2002.

Appendix 2: Greymouth High School Strategic Plan 2004-2006

Purpose	Philosophy / Values / Attributes
<p>Bilingual Motto: Strive for Success <i>Whaia te iti Kahurangi</i></p> <p>Arahura / Mission To provide pathways and opportunities for all to succeed.</p>	<ul style="list-style-type: none"> • Achievement • Effort • Harmony • Respect • Self-esteem • Serving the Community
<p>National Education Priorities</p> <ul style="list-style-type: none"> • Greymouth High School contributes to the NEP's by focussing its planning, efforts and actions on the priorities. 	
<p>Māori Student Outcomes Greymouth High School takes responsibility for Māori student outcomes through promoting tikanga Māori, te reo Māori, a Māori dimension in all learning areas and through regular whanau hui and Tū Rangatahi, a governance sub-committee dedicated to Māori Education.</p>	
<p>Strategic Objective Greymouth High School aims to raise student achievement. It will achieve this through:</p> <ul style="list-style-type: none"> ▪ having a positive teaching and learning environment which values effort and achievement ▪ developing respect for ourselves, each other, our cultures and our school ▪ providing resources to meet teaching, learning and safety needs in all activities. 	
<p>Strategic Goals</p>	
<p><u>Part One Teaching and Learning for Achievement</u></p> <p>Target 1: <i>Raising senior school achievement</i> By 2007 all students will leave Greymouth High School with a minimum of a national certificate at Level 1 and have had value added to their achievement results <u>OR</u> they will be in further education and/or employment with prospects of gaining qualifications.</p> <p>Target 2: <i>Raising junior school achievement</i> By 2007 every student at Year 9 and 10 will have their levels of achievement raised each year.</p> <p>Target 3: <i>Promoting Tikanga Māori</i> By 2007 tikanga Māori will be prominent throughout the school.</p> <p>Target 4: <i>Ensuring quality teaching.</i> By 2007 every teacher will be able to focus on achievement for diverse learners through having the ability to deliver a range of teaching techniques and strategies to promote learning in their classrooms.</p> <p><u>Part Two Student Support for Achievement</u></p> <p>Target 5:</p> <p><i>Behaviour, Safety & Engagement</i> By 2007 there will be a significant improvement in harmony, student engagement and student behaviour at Greymouth High School.</p> <p>Target 6:</p> <p><i>Enhancing the school's image in the community</i> To build on and enhance the school's positive reputation in its community.</p>	<p><u>Part Three Resource Management for Achievement</u></p> <p>Target 7:</p> <p><i>Modernising Facilities</i> To continue improving facilities for staff and students.</p> <p>Target 8: <i>Ensuring a positive financial position.</i> By 2007 the school will have a positive working capital position.</p> <p><u>Part Four Other Programmes</u> These include tertiary programmes which will be added to our charter once guidance is received from Ministry of Education and TEC. For Greymouth High School this will cover:</p> <ul style="list-style-type: none"> ▪ Karoro Learning – Training Opportunities, Youth Opportunities, Learning at Home programmes. ▪ Mawhera Services Academy – Training Opportunities, Youth Opportunities ▪ Adult and Community Education ▪ Gateway <p>Target 9: <i>Overseas Students</i> To build on the school's membership of ODENZ to a maximum of 15 students by 2007.</p> <p>Target 10: <i>Karoro Accommodation</i> To determine the future of Karoro Accommodation by 2007.</p> <p>Target 11: <i>Fresh Start (Alternative Education)</i> To continue to provide a quality alternative for the education of students alienated from secondary schooling in the Grey and Westland districts.</p>

Appendix 3

Board of Trustees Structure

