

Charter 2019



— KAIKORAI —
PRIMARY SCHOOL
DUNEDIN, NEW ZEALAND

Our Vision

Happy, confident lifelong learners

Mission Statement

To provide an environment in which children continue to develop a love of learning and respect for others.

What We Value

After staff, student and community consultation the following are our cornerstone statements for the school.

KAIKORAI KIDS
Are:

ASPIRING
To be a thinker
To be a life long learner
To be the best you can be

KIND
To resources
To the environment
To yourself and others

INDEPENDENT
To work hard
To make good decisions
To look after belongings

KEEN
To be confident
To try new activities
To make new friends



Our key beliefs about learning; to support the achievement of our vision and values.

A “One School” philosophy that sees the staff and children striving to achieve our goals

Achievement and success for all

Recognise in our practice the varied cultures represented in our school

Encourage family/whanau participation in school life and maximise the use of community support

Everyone can learn. Learning is a lifelong process

High expectations from learners, staff and parents/caregivers is critical to success

Learning is profoundly influenced by social relationships

Learners are unique and they can make some of their own decisions about their learning

Learning is a process of making sense of the world

Learning is enhanced by learners being aware of how thinking and learning occurs

Learning is demonstrated when learners can apply their understandings in a new situation, in flexible and thought provoking ways

Learning has no boundaries. Learners demonstrate the ability to use their learning skills anytime, any place, anyhow and with anyone

Learning can be complex and non-linear

Self-belief and confidence affects motivation and learning

Learning is more effective when information is embedded in purposeful and meaningful experiences

Learning is enhanced when there is a partnership between the whanau/family and the school

Learning happens when passionate, professional and knowledgeable staff recognise and include these beliefs in their programmes

Learners who are resilient are more likely to be successful

Maori Achievement

Kaikorai Primary School recognises the unique position of the Maori culture in the school.

Treaty of Waitangi

To fulfil the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage.

Our programmes

Children will receive 30 minutes per week of quality Te Reo/Tikanga with the support of Manawa Enterprises.

Include Te Reo and Tikanga Maori throughout our learning programmes

Utilise personnel to further develop the Kapa Haka group.

Identify and consult with the Maori community

Refer request of parents who wish to have further Te Reo instruction for their child to the Correspondence School or the resource teacher of Maori.

Ensure programmes celebrate the differences between cultures and that children understand the importance of their own culture as part of their identity

Kaikorai Primary School Goals for Maori Children are:

To ensure that Maori children have an equal opportunity to achieve their full potential academically, socially and through extra curricular pursuits.

Recognise the importance of their Maori culture

Share their cultural experiences with other children

Utilise the experiences and knowledge of whanau and wider community of children from the Maori culture into the schools programmes

Cultural Diversity

Kaikorai Primary School recognises the importance of the cultural diversity within the school.

Our programmes

Examine the similarities and differences that cultures share through our programmes

Celebrate other cultures and raise awareness of issues faced by other cultures.

Provide teacher and support staff time for English speakers of other languages

Provide opportunities for children to learn other languages such as French and Mandarin

Kaikorai Primary School Goals for Pasifika and other cultures children is to:

To ensure that children from other cultures have an equal opportunity to achieve their full potential academically, socially and through extra curricular pursuits

Recognise the importance of their own culture

Share their cultural with other children

Utilise the experiences and knowledge of families and wider community of children from other cultures into the schools programmes

Children are taught through an integrated curriculum.

Kaikorai Primary School Strategic Goals

Curriculum Strategic Goal

1. The essential areas of literacy and numeracy will have a targeted success rate of 80-90% of the school.
2. To provide accelerated learning for children with identified learning needs
3. To equip our students with future focused digital skills and attitudes so that they may be successful lifelong learners.
4. Students will have increased agency in their learning.

Annual Plan

Situation	Target	Who	Indicators	Cost	Progress
1 and 2.1 40% of Year 1-3 Maori Students below or well below	25% of Year 1-3 Maori Students below or well below	Paula Fisher Kristen Ferguson Simon Clarke	- Whanau engagement - Access Kai Tahu funding for additional support - In school support programmes Quick 60 etc	\$4,000	
1 and 2.2 18% of students Above in mathematics	25% of Year 5 and 6 students Above in mathematics	Robin Hartley	Extend extension programme to four hours per week. Identify high At students at each level. Syndicate self review Prime Mathematics across the senior and middle school.	0.14 staffing	
1 and 2.3 23% of students in Year 4 and 5 writing Below or Well Below	18% of students in Year 5 and 6 writing Below or Well Below	Kristen Ferguson Robin Hartley Senior Teachers	- Writing a focus on SSR 3 out of 4 terms - Writing support programme developed	\$12,000 – 0.2 Staffing	
3.1 One year of the PBL project	Improved professional knowledge and practice of teachers in Project Based	Ryan Inglis PBL Cluster	- One day release per year to visit other STEM lessons, reflect on own practice and develop new lessons	\$9,360 – (OCT Funded)	

completed by all teachers. Better understanding of the tools but little on DT/PBL	Learning and STEM education.		<ul style="list-style-type: none"> - BIE PD for seven teachers - Lead Teacher sessions - Staff Meetings - Principal attending Ulead which is part funded by Cluster - Deliberately planning for and assessing PBL based upon BIE workshops 		
3.2 Students have had some experience of STEM based programme. Inquiry/PBL is not fully embedded.	Student access to Project Based Learning and STEM based activities and programmes.	Ryan Inglis PBL Cluster	<ul style="list-style-type: none"> - Kids conference in T1 where children are the experts and parents are the learners - Students will utilise the KAIKspace - Kaikorai teachers will presenting at mini conference in April holidays. - Teachers will use PBL concepts with their students 	\$6,000 (0.1 Staffing)	
4.1 Students have a good understanding of their writing goals and a developing understanding of their math goals and inquiry process	All classes using Seesaw to share information.	Emma Riley	<p>Parents regularly contacted about their child's work. Children knowing what their learning is and wanting to share with parents.</p> <p>Goals can still be found on Google Docs</p>	\$2,200	

Personnel Strategic Goal					
<ol style="list-style-type: none"> 1. To equip our teachers with the skills to teach future focused digital skills and attitudes so that their students are successful lifelong learners. 2. Promote, encourage and provide a high standard of teaching 3. Support our staff by providing access to professional development that supports the transition into ILEs 					
Annual Plan					
Situation	Target	Who	Indicators	Cost	Progress

<p>1.1 Teachers have had one year of PD on STEM based activities. Inquiry/PBL is not fully embedded.</p>	<p>Improved professional knowledge and practice of teachers in Project Based Learning and STEM education.</p>	<p>Ryan Inglis PBL Cluster</p>	<ul style="list-style-type: none"> - One day release per year to visit other STEM lessons, reflect on own practice and develop new lessons - BIE PD for seven teachers - Lead Teacher sessions - Staff Meetings - Principal attending Ulead which is part funded by Cluster - Deliberately planning for and assessing PBL based upon BIE workshops 	<p>\$9,360 – (OCT Funded)</p>	
<p>2.1 Individual action research completed</p>	<p>Individual teachers will complete an Action Research Project on Digital Technologies Curriculum</p>	<p>Robin Hartley</p>	<ul style="list-style-type: none"> - A completed book of Action Research Projects - Teachers sharing and using best practice in PBL - Development of leadership and expertise in DT curriculum 	<p>\$0</p>	
<p>2.2</p>	<p>Staff participates in personal professional development.</p>	<p>Simon Clarke</p>	<ul style="list-style-type: none"> - Staff participates in professional development opportunities as identified in the appraisal process. 	<p>\$13,000</p>	
<p>2.3</p>	<p>Improved confidence and capability in Te Ao Maori</p>	<p>Simon Clarke Manawa Enterprises</p>	<ul style="list-style-type: none"> - Teachers will deliver the programme for 30-45mins per week in conjunction with Manawa Enterprises. - Teachers Increase in vocabulary and understanding for all children. Mihi significantly expanded - Staff receive PD per week once per term 	<p>\$15,000 - Staffing</p>	
<p>2.4</p>	<p>Review the management and school structure with view to release Deputy Principal in 2020 Develop leadership skills and potential within</p>	<p>Simon Clarke Management Team</p>	<ul style="list-style-type: none"> - Monitor SENCO staffing changes - Analyze needs analysis in regards to ESOL, CRT, Learning Support plus some Principal roles to create new job description. - Identify key staff - Invest in PD opportunities for middle 	<p>\$0</p>	

	current teaching staff <i>Strategic Goal = 2</i>		management leadership Lead staff meetings and schoolwide programmes		
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Finance and Property Strategic Plan

1. Invest our resources into the remediation and redevelopment project to ensure the physical spaces, ICT, furniture and equipment enable and support the schools pedagogy.
2. Secure the funding required to deliver the agreed remediation and redevelopment project brief.
3. Invest our financial resources into innovative and responsive learning programmes that improves student learning.
4. Ensure the school is financially sustainable after the remediation and redevelopment project.

Annual Plan



Situation	Target	Who	Indicators	Cost	Progress
1.1 1:2 Chromebooks in the senior and middle school. 1:3 Ipads in juniors.	1:1 devices in senior and middle school	Simon Clarke Amy McBeath	- Replace ipads	\$5,000	
	1:2 in junior school				
1.3 Education Brief completed Masterplan completed and signed off	Work with the architect to ensure that the plans reflects education brief and schools needs.	Property Sub Committee	- Compile ideas from the large number of schools visited over the years. - Ensure that architect is delivering on the education brief.	\$0	
1.4 Junior playground in poor condition	Gather designs, prices and appoint a contractor	Simon Clarke BOT	- Source quotes from multiple companies - Seek funding from a range of sources - Deliver project	\$50,000	
2.1 \$3000 each year from Bendigo.	Approach funding sources both locally and nationally to raise \$50,000	Simon Clarke BOT	Otago Community Trust Pub Trust Sargoods Lotto	\$0	

			Reunion		
3.1 School is well placed with physical resources to support STEM programmes.	Provision of STEM learning resources to support programmes.	Ryan Inglis PBL Cluster	Purchase expertise for PD to support PBL and STEM learning	\$2,000 for resources – School funded, \$5,000 for PD at the BIE workshop (OCT Funded)	
4.1 \$700,000 in reserves	Ensure that we don't go into reserves by more than \$50,000 to fund the playground.	Simon Clarke Gene Ollerenshaw	Monitor reserves and create a plan for expenditure MOE receive the schools contribution to project	\$300,000 \$250,000 5YA	

Governance Strategic Plan					
1. The Board will provide strong governance leadership, ensuring they are a good employer and provide a framework for a sustainable and successful school.					
Annual Plan					
Situation	Target	Who	Indicators	Cost	Progress
1.1 Finance, Personnel, Property and Curriculum policies reviewed in 2018	Review Governance and Curriculum Policy	BOT	Review Documentation and Self Review (Including privacy) and Curriculum policies	\$0	
1.2 Highly effective Board with a mix of experience and skill set	Ensure we have the best possible people stand for election for the new Board	BOT	<ul style="list-style-type: none"> - Identify key people in the community - Advertise election widely and effectively - Co-Opt key people to support building project. 	\$1,500	

Three Year Plan

	2018 - Development	2019 – Consolidate	2020 - Maintain
Learning			
	Improved professional knowledge and practice of teachers in Project Based Learning and STEM education. ●	→	
	Student access to Project Based Learning and STEM based activities and programmes. ●	→	
	Provide accelerated learning for children with identified learning needs – Dyslexia and Math Extension ●	→	Provide accelerated learning for children with identified learning needs – Writing extension
People			
	Review Management Structure	Impliment new management structure ●	→
	Improved professional knowledge and practice of teachers in Project Based Learning and STEM education. ●	→	
	Review Boards strategic Plan	Monitor new strategic plan	
Finance and Property			
	Develop architectual designs that reflect the Education Brief ●	→	Support the Ministry of Education with the construction of the new build.
	Invest our resources into the remediation and redevelopment project to ensure the physical ●	→	

	spaces, ICT, furniture and equipment enable and support the schools pedagogy.		
	Secure the funding required to deliver the agreed remediation and redevelopment project brief.		
	Invest our financial resources into innovative and responsive learning programmes that improves student learning.		
			Ensure the school is financially sustainable after the remediation and redevelopment project.