

Charter 2020



— 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


KAIKORAI
PRIMARY SCHOOL
PONDERI, NEW ZEALAND

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 Education Perfect.

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	Commentary
1 and 2.1 55% in Maori Writing (3 students)	30% below in Maori writing	Simon Clarke Sarah Gilbert Mark Pickering	<ul style="list-style-type: none"> - IEP Meetings with whanau - 40 mins per day – 2 20min sessions - Offer external writing support 	\$0	T2	
					T3	
					T4	
1 and 2.2 33% of Maori students below or well below in reading	20% of Maori students below in reading	Paula Fisher Teacher Aide	<ul style="list-style-type: none"> - IEP Meetings with whanau - Quick 60/Parent reading - Offer external reading support 	\$3,200		
1 and 2.3 24% of students in Year 3 Mathematics Below or Well Below	16% of students in Year 4 Below or Well Below	Heidi Cleland	<ul style="list-style-type: none"> - 4 hours per week of small group teaching in addition to classroom programme 	\$14,000		
3.1 2nd year of the PBL project completed	Improved professional knowledge and practice of teachers in	Maggie Adlam PBL Cluster	- 2020 programme designed for maximum delivery opportunities of PBL based programme	\$3,720		

by all teachers. A framework has been agreed upon by the staff but due to production, kaikville and reunion teachers haven't had the chance to fully implement	Project Based Learning and STEM education.		<ul style="list-style-type: none"> - BIE PD for all teachers - Lead Teacher sessions - Staff Meetings - Deliberately planning for and assessing PBL based upon BIE workshops via hospital project 			
3.2 Students have had multiple experience of STEM based programme. Inquiry/PBL is not fully embedded.	Student access to Project Based Learning and STEM based activities and programmes.	Maggie Adlam PBL Cluster	<ul style="list-style-type: none"> - Students will utilise the KAIKspace - Kaikorai teachers will presenting at mini conference in June holidays. - Teachers will use PBL concepts with their students - Staff meetings introduce STEAM tool each session - Students use STEAM tools to solve hospital rebuild problems 			
4.1 All classes have used seesaw regularly 200-1000 (AVG-500). Needs tighter expectations on what is being shared and goals - 2020	All classes using Seesaw to share information.	Rosie Hardie	<ul style="list-style-type: none"> - Procedure created on what and when information is sent to parents - Students know their learning goals in math, writing - The range of seesaw use AVG 500 –Range 200 	\$2,000		

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 Support our staff by providing access to professional development that supports the transition into ILEs

Annual Plan

Situation	Target	Who	Indicators	Cost	Progress	Commentary
1.1 Teachers have had two years of PD on STEM based activities. Inquiry/PBL is not fully embedded. Framework has been created by backend support and time to implement is needed.	Improved professional knowledge and practice of teachers in Project Based Learning and STEM education.	Maggie Adlam PBL Cluster	- BIE PD (101 or 201) for 11 teachers - Lead Teacher sessions - Staff Meetings - Deliberately planning for and assessing PBL based upon BIE workshops			
2.1 SSR evolving into Teaching Sprints	Senior leaders will implement Dr Simon Breakspears Teaching Sprints to focus on improved teaching.	Maggie Adlam Sarah Gilbert Beth Downie	- SSR reflect Teaching Sprints - Teachers visited and visit each other as part of each learning sprints - Maggie, Amy and Beth attended Teaching Sprints conference	\$4000		
2.2	Staff participates in personal professional development.	Simon Clarke	- Staff participates in professional development opportunities as identified in the appraisal process.			
2.3 5 years of Manawa Enterprises support has meant strong skills with teachers who	Improved confidence and capability in Te Ao Maori	Sarah Gilbert Mark Pickering	- Teachers use their own skills developed over the last 5 years and education perfect for 30 mins per week to implement effective Te Reo programme. - Teachers increase in vocabulary and understanding for all children. Mihi significantly expanded			

have had support but new staff not as strong.			- School attends poroporoaki at the end of the year at the marae.			
2.4	Develop a staff scholarship <i>Strategic Goal = 2</i>	Simon Clarke BOT	- Criteria established and shared with staff - External agencies contacted and contracted if necessary - Applications sought for and BoT select inaugural recipient	\$5000		

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.
- Ensure the school is financially sustainable after the remediation and redevelopment project.

Annual Plan

Situation	Target	Who	Indicators	Cost	Progress	Commentary
1.1 1:1.5 devices in senior and middle school 1:2 in junior school	1:1 devices in senior and middle school 1:2 in junior school	Simon Clarke Amy McBeath	- Replace ipads from ipad2 to latest version - Add to Chromebook numbers to maintain ratio	\$30,000		
1.3 Plans completed and signed off	Start construction and have first stage partially completed	Property Sub Committee	- Project is being delivered on time and on budget - Project reflects education brief	\$300,000		
1.4 Junior playground in poor condition	Build junior playground	Simon Clarke BOT	- Deliver project	\$130,000		

1.5	Invest 175,000 into key infrastructure in the school.	Simon Clarke BOT	- MOE provides approval - Contractor sourced -	\$175,000		
2.1 \$100,000 for playground	Approach funding sources both locally and nationally to raise \$20,000 for reunion gates	Simon Clarke BOT	Otago Community Trust RSA Pub Trusts Lotto	\$50,000		
3.1 School is well placed with physical resources to support STEM programmes.	Provision of STEM learning resources to support programmes.	Maggie Adlam PBL Cluster	Purchase expertise for PD to support PBL and STEM learning			
4.1 \$700,000 in reserves	Ensure that we don't go into reserves by more than \$50,000 to fund the playground and \$20,000 for the gates.	Simon Clarke Katie Devereux	Monitor reserves and create a plan for expenditure MOE receive the schools contribution to project	\$300,000 \$250,000 5YA		







Governance Strategic Plan						
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	Commentary
1.1 Governance and Curriculum policies reviewed in 2019	Review Policy	BOT	Review Documentation and Self Review (Including privacy) and Curriculum policies			

1.2 Last community consultation completed in 2018	Gather information from the school community on strengths and weaknesses of the school.	BOT	<ul style="list-style-type: none"> - Develop questions for parents including areas of emphasis - Include Health and PE review - Review information - Share outcomes 		

	Not Started
	On Track
	Completed
	At Risk

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.