

# Charter 2021



— 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.

Kaikorai School provides an environment in which children continue to develop a love of learning and respect for others. Learning at Kaikorai School uses a range of teaching techniques including Project Based Learning. We want learning to be relevant, engaging and integrated across the curriculum.

Flexible learning spaces enable social and collaborative learning, integrated curriculum delivery, a mix of teacher-directed and student-directed teaching and learning, project work and relationship building. The spaces that are being designed and built over the next two years will be configured in ways to suit the learning needs of the students.

Kaikorai School is committed to being a leader in PBL and Science, Technology, Engineering and Mathematics (STEM) education in Dunedin. Our commitment to PBL/STEM concepts includes a strong professional development programme for teachers, dedicated learning spaces and access to high-quality resources.

### **Resources**

- Invest our resources into the remediation and redevelopment project to ensure the physical spaces, furniture and equipment enable and support the school's pedagogy.
- Secure the funding required to deliver the agreed remediation and redevelopment project brief.
- Invest our financial resources into innovation and responsive learning programmes that improve student learning.
- Ensure the school is financially sustainable after the remediation and redevelopment project.

### **People**

- Equip our students with future focused skills and attitudes so that they may be successful lifelong learners.
- Promote, encourage and provide a high standard of teaching.
- Support our staff by providing access to professional development that supports the transition into Innovative Learning Environments (ILEs).
- Integrate the community into learning programmes to provide an authentic context for learning

## Learning

- Provide accelerated learning for children with identified learning needs
- Students will develop increased ownership of their learning.
- Improving learning outcomes in the essential areas of literacy and numeracy for every individual student.
- Provide innovative and collaborative experiences to enhance critical thinking and problem-solving skills through PBL (Project Based Learning).

## What We Value

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



## **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.**

We respect the unique position of Māori as tangata whenua (the indigenous people) of New Zealand and te reo Māori (Māori language) as an official New Zealand language.

“The curriculum acknowledges the principles of the Treaty of Waitangi, and the bi-cultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga.” *The New Zealand Curriculum, p. 9*

We foster Māori culture through:

- teaching te reo Māori (e.g. greetings, counting, mihi, basic vocabulary, pronunciation, place names) through Education Perfect.
- incorporating tikanga (the Māori way of doing things) in school life (e.g. mihi whakatau (greeting/welcome speech), pōwhiri (welcome ceremony), waiata (songs) and kapa haka (Māori cultural group))
- accessing Māori cultural advisors
- integrating Māori, and using resources that recognise New Zealand’s dual cultural heritage, through all curriculum areas where appropriate
- fostering relationships with local iwi and visiting marae, as appropriate
- holding whānau hui (family meetings).

If whānau request a higher level of Māori education, staff and whānau will discuss and explore options such as:

- explaining existing programmes more fully
- extending existing programmes if and as appropriate
- providing in-school support and resources to further enhance inclusion of te reo and tikanga Māori for the student
- exploring other schools that may offer programmes closer to their expectations
- using community expertise (people and organisations) to help with any of the above.

# **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.

## **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. Provide accelerated learning for children with identified learning needs
2. Students will develop increased ownership of their learning.
3. Improving learning outcomes in the essential areas of literacy and numeracy for every individual student.
4. Provide innovative and collaborative experiences to enhance critical thinking and problem-solving skills through PBL (Project Based Learning).

### Annual Plan

Situation	Target	Who	Indicators	Cost	Progress	Commentary
<b>1 and 3.1</b> 55% in Maori Writing (3 students)	70% At or Above in Maori Writing	Simon Clarke Kristen Ferguson	<ul style="list-style-type: none"> <li>- IEP Meetings with whanau</li> <li>- Support from the Principal</li> <li>- Offer external writing support</li> </ul>	\$0	T2	
					T3	
					T4	
<b>1 and 3.2</b> 77% of students at or above for mathematics in Year 3 and 4	80% of Year 4 and 5 students At or Above in Mathematics with a focus on girls achievement.	Heidi Cleland Mark Pickering	4 hours per week of small group teaching in addition to the classroom programme	\$14,000 (Staffing)		
<b>1 and 3.3</b> 82% in reading 76-79% in Writing	Middles Syndicate Literacy. 85% in Reading 80% in Writing	Kristen Ferguson	<ul style="list-style-type: none"> <li>- Structured Literacy Programme</li> <li>- Teacher Aide Support</li> <li>- Teacher support for one hour per day</li> <li>- Teaching Sprints PD for teachers</li> </ul>	\$14,000 (Staffing)		
<b>2.1</b>	Investigate integrating current	Senior Management	- Review our current reports via community consultation	\$4,000		

Using Google Docs to capture student agency	student agency google docs goals with parent reporting		<ul style="list-style-type: none"> <li>- <a href="https://schooltalk.co.nz/">https://schooltalk.co.nz/</a></li> <li>- If we go with this company provide PD and support to teachers.</li> </ul>			
<b>4.1</b> 3rd year of the PBL project completed by all teachers. Needs one more year to embed and run PBL throughout the year.	Improved professional knowledge and practice of teachers in Project-Based Learning and STEM education.	Rosie Hardie PBL Cluster	<ul style="list-style-type: none"> <li>- - 2021 programme designed for maximum delivery opportunities of PBL based programme</li> </ul>	\$6,000		
			<ul style="list-style-type: none"> <li>- - PBLworks PD for all teachers</li> </ul>			
			<ul style="list-style-type: none"> <li>- - Staff Meetings</li> <li>- - Deliberately planning for and assessing PBL based upon BIE workshops via all topics</li> </ul>			
			<ul style="list-style-type: none"> <li>- - Improvement in Generating and Selecting Ideas</li> <li>- - PBL documentation formalised in long term planning documents</li> </ul>			



## Personnel Strategic Goal

1. Equip our students with future focused skills and attitudes so that they may be 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 Innovative Learning Environments (ILEs).
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### Annual Plan

Situation	Target	Who	Indicators	Cost	Progress	Commentary
<b>1.1</b> Teachers have had three years of PD on STEM-based activities. PBL is becoming fully embedded. The 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.	Rosie Hardie Beth Downie PBL Cluster	- BIE PD (101 or 201) for 6 teachers - Lead Teacher sessions - Staff Meetings - Deliberately planning for and assessing PBL based upon BIE workshops	<b>\$6,000</b>		
<b>2.1</b> SSR evolving into Teaching Sprints	Senior leaders will implement Dr Simon Breakspears Teaching Sprints to focus on improved teaching.	Felicia Ward Amy McBeath Beth Downie	- SSR reflect Teaching Sprints - Appraisal system linked to Teacher Sprints - Teachers visited and visit each other as part of each learning sprints	<b>\$1000</b>		
<b>2.2</b>		Simon Clarke		<b>\$5000</b>		

	Staff participates in personal, professional development.		- Staff participates in professional development opportunities as identified in the appraisal process. - Trial the staff scholarship idea nationally			
<b>2.3</b> TAs currently get little to no formal training or PD	Teacher Aide Professional Development to allow TAs to be working at a C grade  <i>Strategic Goal = 2</i>	Kristen Ferguson	- All teacher aides receive appropriate PD - ESL login used by all TA to book PD - C Grade TAs receive support to achieve development goals, paper work collected and appraisal completed confirming increment	<b>\$2000</b>		

## 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 school's pedagogy.
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4. Ensure the school is financially sustainable after the remediation and redevelopment project.

### Annual Plan

Situation	Target	Who	Indicators	Cost	Progress	Commentary
<b>1.1</b> Plans completed and signed off	Start construction and have the first stage completed with students entering their new classrooms in October.	Property Sub Committee	- Project is being delivered on time and on budget - Project reflects education brief	\$0		
<b>1.2</b> The Board has \$800K in investments	Invest 230,000 into key infrastructure in the school. See notes in budget.	Simon Clarke BOT	- Confirm plans for admin block - Board prioritise variation list - ICT purchased for existing and new classes	\$230,000		
<b>2.1</b>	Approach funding sources both locally and nationally to raise \$50,000 for reunion gates	Simon Clarke BOT	- Create plans - Use project manager to source further information. - Seek funding from Otago Community Trust, RSA, Pub Trusts, Lotto, Heritage Dunedin	\$50,000		
<b>3.1</b> School is well placed with physical resources	Provision of STEM learning resources to support programmes.	Rosie Hardie Amy MacBeath PBL Cluster	- Purchase expertise for PD to support PBL and STEM learning	\$46,950		

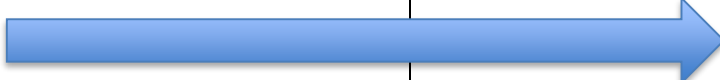


to support STEM programmes.			- Purchase of IWB/Chromebooks and Ipads			
<b>4.1</b> \$800,000 in reserves		Simon Clarke Katie Devereux Ros Alison	Monitor reserves and create a plan for expenditure	<b>\$0</b> <b>\$250,000</b> <b>5YA</b>		

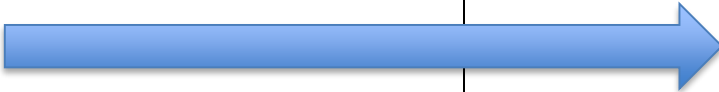
<b>Governance Strategic Plan</b>						
The Board will provide strong governance leadership, ensuring they are a good employer and provide a framework for a sustainable and successful school.						
<b>Annual Plan</b>						
<b>Situation</b>	<b>Target</b>	<b>Who</b>	<b>Indicators</b>	<b>Cost</b>	<b>Progress</b>	<b>Commentary</b>
<b>1.1</b> Documentation and Self Review (Including privacy), Child Protection and Health and Safety policies reviewed in 2019	Review Policy	BOT	Review Documentation and Self Review (Including privacy), Child Protection and Health and Safety policies			
<b>1.2</b> Last full community consultation completed in 2018	Gather information from the school community on the strengths and weaknesses of the school.	BOT	- Develop questions for parents including areas of emphasis - Include Health and PE review - Review information - Share outcomes - Whanau hui in Feb			

Not Started
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On Track
Completed
At Risk

### Three Year Plan

	2021 - Development	2022 – Consolidate	2023 - Maintain
<b>Learning</b>			
	Improved professional knowledge and practice of teachers in Project Based Learning and STEM education.		
		Review Structured Literacy with a view for implementation	
	Review written reports with a view to integrate more student agency		
<b>People</b>			
		Review Management Structure once LSC, Improved management funding is put in place	
	Improved professional knowledge and practice of teachers in Project Based Learning and STEM education.		
	Develop an understanding of ILE teaching with staff and students	Consolidate the understanding of ILE teaching with staff and students	Maintain the understanding of ILE teaching with staff and students
<b>Finance and Property</b>			
	Complete and move into the stage 1 building	Complete and move into the stage 2 building	Implement 5YA
	Invest our resources into the remediation and redevelopment	Work with contractors to complete the landscaping with	

	project to ensure the physical spaces, ICT, furniture and equipment enable and support the schools pedagogy.	remaining rebuild budget. Eg Tiger turf etc.	
	Secure the funding required to deliver the agreed remediation and Memorial Steps Project	Implement the Memorial Steps Project	
	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.	