

Charter 2023



— 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 various teaching techniques, including Project-Based Learning (PBL). 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 have been designed and built over the previous two years are configured to suit the student's learning needs.

Kaikorai School is committed to leading PBL and Science, Technology, Engineering and Mathematics (STEM) education in Dunedin. Our commitment to PBL/STEM concepts includes a robust professional development programme for teachers, dedicated learning spaces and access to high-quality resources and working collaboratively with our local schools in the Hill Suburbs of Ōtepoti Dunedin.

Strategic Goals

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 remains 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.
- Improve 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 and the Kaikorai School Values



After staff, student, community and whānau consultation, the following are our cornerstone statements for the school. The new visuals and designs are representative of our local environment and context. The imagery reflects the maunga - Whānau Paki that we see from all areas of our Kura.



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 are 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 occur
- 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 nonlinear
- Self-belief and confidence affect 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



Māori Achievement

Kaikorai Primary School recognises the unique position of the Māori 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 bicultural 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 Tikanga Māori and Te Ao Māori through

- Teaching te reo Māori and incorporating reo is all we do each day (e.g. greetings, counting, mihi, basic vocabulary, pronunciation, place names).
- Incorporating Tikanga and Te Ao Māori in school life, daily karakia to start and end the school day, karakia before kai, waiata (songs) and investing in excellent tutoring in kapa haka, allowing time and space and accessibility for all to attend.
- 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
- Holding whānau hui (family meetings).
- Each theme taught will have a Te Ao Māori focus.
- Encouraging staff to upskill in Tikanga, Te Ao and Reo Māori through offering external professional development opportunities, making these easily accessible.

- Providing 'in-house' professional development sessions learning about our local context, honouring Te Tiriti and ensuring all Māori students are taught as Māori.

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 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's goal for Pasifika children and children of other cultures is to:

- Ensure that children from other cultures have an equal opportunity to achieve their full potential academically, socially and through extracurricular pursuits.
- Recognise the importance of their own culture.
- Share their culture with other children.

- Utilise the experiences and knowledge of families and the broader community of children from other cultures in the school's programme.
- Ensure children are taught through an integrated curriculum.



Kaikorai Primary School Strategic Goals

Learning Strategic Goals

1. Provide accelerated learning for children with identified learning needs
2. Support students to develop increased ownership of their learning.
3. Improve 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	Commentary
<p style="text-align: center;">1.</p> <p style="text-align: center;">Reading</p> <p style="text-align: center;">Year 3 20% below</p> <p style="text-align: center;">Year 4 22% below or well below</p> <p style="text-align: center;">Whole School</p> <p style="text-align: center;">Above = 31.6% At = 49.8%</p> <p style="text-align: center;">(total 81.4%)</p> <p style="text-align: center;">Below = 14.8% Well Below = 3.8%</p> <p style="text-align: center;">(total 18.6%)</p>	<p style="text-align: center;">Reading</p> <p style="text-align: center;">Year 3 85% at or above</p> <p style="text-align: center;">Year 4 85% at or above</p> <p style="text-align: center;">Whole School</p> <p style="text-align: center;">At/Above 85%</p>	<p style="text-align: center;">Principal</p> <p style="text-align: center;">Deputy Principal/SENCO</p> <p style="text-align: center;">Middles Team Leader</p> <p style="text-align: center;">Support staff</p>	<p style="text-align: center;">Structured literacy approach timetabled daily for all classes</p> <p style="text-align: center;">Quick 60 targeted groups</p> <p style="text-align: center;">Twice termly reviews in middle syndicate meetings</p> <p style="text-align: center;">Monitor reading recovery 2022 participants and report to the BOT on their progress</p>	<p style="text-align: center;">Annual Ideal Learning platform subscription</p> <p style="text-align: center;">\$259/user</p>	

<p>2 and 4. Collaborative and co-teaching opportunities are deliberately planned for, taught and evaluated on a weekly cycle.</p>	<p>Syndicates explore different co-teaching methods and models. A professional growth cycle teaching sprint is dedicated to the implementation and review of co-teaching.</p>	<p>Principal Deputy Principal/SENCO Team Leaders Class teachers</p>	<p>In each unit of work, opportunities are identified that allow co-teaching models to be explored, trialed and reviewed.</p> <p>A plan is implemented based on the review and reflections of the teachers.</p>		
<p>1.</p> <p>Writing Year 3 20% below Year 4 28.9% below or well below</p> <p>School wide writing data Above = 16.7% At = 60.8% (total 77.5%) Below = 18.2% Well Below = 4.3%</p>	<p>Writing Year 3 90% at or above Year 4 80% at or above</p> <p>School wide writing data At/Above 85%</p>	<p>Principal Deputy Principal/SENCO Middle Team Leader Class teachers Support staff</p>	<p>Boys targeted writing group daily lead by SENCO</p> <p>Specialist teacher aide to provide support during timetabled key literacy time</p> <p>The fortnightly team meetings to have a literacy focus to share results, successes and areas of concern</p> <p>Daily timetabled structured literacy</p>	<p>Teacher aide 5 hours paid C-grade rates</p> <p>Ideal platform login for all teachers and SENCO.</p> <p>\$259/user</p>	
<p>3. Numeracy</p>	<p>School wide balanced mathematics programme</p>	<p>Principal Deputy Principal/SENCO</p>	<p>A balanced mathematics approach is planned and</p>	<p>PLD provided by Tash McLellan from ImpactED</p>	

<p>Above = 24.8% At = 55.9%</p> <p>(total 80.7%)</p> <p>Below = 17.8%</p> <p>Well Below = 1.5%</p> <p>(total 19.3%)</p>	<p>that follows the new NZ curriculum refresh model of understand/know/do.</p> <p>Planning is to reflect a balanced maths programme approach and consistencies should be seen across the school in the planning approach.</p> <p>Target At/Above 85%</p>	<p>Middle Team Leader Class teachers Support staff Mathematics unit holder PLD provider - ImpactEd</p>	<p>delivered across the school following the same structure and guidelines that vary for the needs of the pupils' ages.</p>	<p>\$3000+GST. Will apply for MOE funded PLD hours for Term 3-4. (Unavailable in T1-2)</p>	
<p>4. PBL</p> <p>Project based learning is well embedded into the Kaikorai Curriculum. The Junior school needs to modify into a more play based approach in order to meet the needs of the tamariki.</p>	<p>Play based and project based learning interwoven in the junior school. Using the new understand / know / do model.</p> <p>Assessment of future focused skills is aligned with the middle and senior school.</p>	<p>Principal Junior syndicate PBL unit holder</p>	<p>PBL unit of work is planned with a play based approach to meet the needs of the juniors.</p> <p>Planning is reflective of understand/know/do and is of gold standard PBL expectations.</p>		

People Strategic Goals

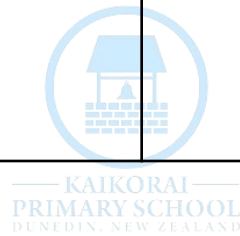
1. Equip our students with future-focused skills and attitudes to become successful lifelong learners.
2. Promote, encourage and provide a high standard of teaching.
3. Support our staff by providing access to professional development that supports the transition into flexible Learning Environments (FLEs).
4. Integrate the community into learning programmes to provide an authentic context for learning.

Annual Plan

Situation	Target	Who	Indicators	Cost	Commentary
<p>1. Project-based learning is fully embedded into the Kaikorai curriculum</p>	<p>Improved assessment of Project Based Learning gold standard project and future-focused skills.</p> <p>Develop a robust assessment rubric that shows progression and achievement in FFS and attitudes.</p> <p>Create a learner profile for each syndicate of skills and attitudes that we will</p>	<p>Principal Deputy Principal/SENCO Team Leaders Class teachers PBL unit holder</p>	<p>Create a rubric that is used termly to assess progress and achievement. Ākonga can use this to reflect on their learning</p> <p>Project-based learning unit holder to lead professional development and moderation of skills, attitudes, progress and achievement in PBL</p>	<p>\$4000 unit holder allocation</p>	

	see in Project-based learning				
<p>2. 2023 is the first year of the new Professional Growth Cycle (PGC)</p>	<p>All teaching staff complete two teaching sprints annually. Teaching sprints are linked to the strategic plan and reference the Teaching Council teaching standards.</p>	<p>Principal Deputy Principal/SENCO Team Leaders Class teachers</p>	<p>Teaching sprints to show a focused area of an in-depth investigation into making a change in the way we teach. This will positively impact assessment data.</p> <p>A curriculum coach will work alongside team leaders and teachers. Open-to-learning conversations will happen with teaching sprints and best practice observations. Teachers will complete a PGC record annually and receive a statement of completion.</p>	<p>\$4000 unit holder allocation</p>	
<p>3. The past two years have considerably impacted transitioning into an FLE and developing co-teaching arrangements.</p>	<p>Teachers are using the new spaces using current pedagogy and trialling co-teaching and collaboration weekly.</p> <p>Teachers reflect on their teaching practice and co-teaching making.</p>	<p>Principal Deputy Principal/SENCO Team Leaders Class teachers</p>	<p>Teachers' planning reflects the trialled co-teaching and collaborative teaching arrangements and models. Teachers are not afraid to try a new method of collaboration, ensuring all ākonga are catered for and learning outcomes are being met.</p>	<p>\$4000 unit holder allocation</p>	

			Professional development in teaching in an FLE/Collaborative teaching is given priority during staff meeting scheduling.		
4. Community engagement in Project-Based Learning	All project-based learning units of work have an authentic context that engages the parent or broader community.	Principal Deputy Principal/SENCO Team Leaders Class teachers Project-based learning unit holder	Unit plans for PBL have specifically who in the community this project engages with and who can be identified as specialists in the area of context.	\$4000 unit holder allocation Play based learning online course for Junior School \$140 Play based manipulatives \$1000	



Resources Strategic Goals

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.
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 improve student learning.
4. Ensure the school remains financially sustainable after the remediation and redevelopment project.




Annual Plan


Situation	Target	Who	Indicators	Cost	Commentary
<p>1. Building work on the administration block and play space area is ongoing.</p>	<p>The project and the handover of the buildings is completed by April 2023 including the official school opening.</p> <p>Play spaces are suitable for 300+ children and allow different types of play and physical activity. → Climbing, messy play, active play, creative play,</p>	<p>BOT and the Property sub-committee</p>	<p>The official opening and handover have occurred.</p> <p>The new play spaces are suitable for 300 children. Children can play comfortably in the space at the same time.</p> <p>The library space is modern and flexible and is being used to support the</p>	<p>Furniture and shelving \$50,000</p> <p>Furniture for the staff room and board room. \$30,000</p>	

	<p>collaborative play, physical play</p> <p>The library and breakout space is a modern and flexible learning environment.</p> <p>The staff room and board room are being completed and being well utilised.</p>		<p>school's pedagogy. The library is a space that encourages a love of literacy and the opportunity for STEAM activities to take place in the breakout space</p> <p>The staffroom is a space that is conducive and focused on wellbeing.</p> <p>The boardroom is a work space that is a modern workspace suitable for flexible working arrangements and size of groups.</p>		
<p>2.</p> <p>Funding is needed to create a new play space.</p>	<p>A new climbing structure will be built outside Room 13.</p> <p>Court marking will be made.</p> <p>The garden/spaces around Room 13 will be redeveloped.</p>	<p>BOT and the Property sub-committee</p>	<p>A play structure will be built that allows many children to climb at once.</p> <p>A fitness trail will be painted on the available court spaces.</p> <p>The administration area is a modern, welcoming,</p>	<p>\$200 000 AMS funding</p>	

			<p>inclusive area that showcases</p> <p>Room 13 garden spaces will be redeveloped, creating areas that allow for creative outdoor play and learning opportunities.</p> <p>Room 13 upgrade will occur.</p>		
<p>3.</p> <p>School is well placed with physical resources to support STEM programmes.</p>	<p>Provision of STEM learning resources to support programmes.</p>	<p>Principal ITC/PBL Unit holders</p>	<p>Purchase expertise for PD to support PBL and STEM learning</p> <p>Purchase of TV/Chromebooks and Ipads</p> <p>STEM table for breakout space in library</p>	<p>\$8000 unit holders</p> <p>two new TVs \$2000</p> <p>replace and update chromebooks and ipads \$10,000</p> <p>= \$20,000</p>	
<p>4.</p> <p>\$500,000 in reserves</p>	<p>Have \$150,000 in reserves once all projects are completed.</p>	<p>Principal BOT Finance Subcommittee</p>	<p>Monitor reserves and create a plan for expenditure</p>		

Three Year Plan

	2021 - Development	2022 – Consolidate	2023 - Maintain
Learning			
	Improved professional knowledge and practice of teachers in Project Based Learning and STEM education.		
		Review Structured Literacy with a view to implementation	
	Review written reports to integrate more student agency		
People			
		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 FLE teaching with staff and students	Maintain the understanding of FLE teaching with staff and students

Finance and Property			
	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 project to ensure the physical spaces, ICT, furniture and equipment enable and support the school's pedagogy.	Work with contractors to complete the landscaping with the remaining rebuild budget. E.g. 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 improve student learning.		
		Ensure the school is financially sustainable after the remediation and redevelopment project.	