

Charter 2018



— 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 Manawa Enterprises.

Include Te Reo and Tikanga Maori throughout our learning programmes

Utilise personnel to further develop the Kapa Haka group.

Provide extension Te Reo using the te rakau method.

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

Whanau groups exist within the school to share, collaborate, lead and be led.

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

Whanau groups exist within the school to share, collaborate, lead and be led.

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
1.1 81% of Year 2 students are reading At or Above our expectations.	90% of Year 2 students reading At or Above the standard	Junior Teachers Susan Oldfield Kristen Ferguson	Repeat the quality teaching programmes from 2017 which saw the dramatic gains for our Year 1 students including the Quick 60 programme.	\$3,000 – 0.05 staffing	
			We will also look at a range of ways to lift student engagement in reading including book weeks and reading marathons.		
1.2 Year 2 Writing – 60% of students writing At or Above our expectations.	85% of Year 2 students reading At or Above the standard	Junior Teachers Susan Oldfield Kristen Ferguson	Support from our SENCO will be allocated to deliver a programme. Parental involvement in developing their language skills will become part of this programme. The school will fund private speech therapy for students who would benefit from it but don't qualify for Ministry support as their lack of being able to sound the words impacts on their spelling.	\$3,000 – 0.05 staffing	
2.1 17% of Kaikorai students were working above in	25% of Kaikorai students working Above in Mathematics	Robin Hartley Susan Oldfield Simon Clarke	Extend extension programme to four hours per week.	\$12,000 – 0.2 Staffing	
			Identify high At students at each level. Syndicate self review		

mathematics.			Prime Mathematics across the senior and middle school.		
2.2 Dyslexia is recognized by teachers but little support for identification and ongoing support	Screen all children at risk for dyslexia. Provide options for parents and support for teachers	Kristen Ferguson	- Use Lucid CoPS to identify students with dyslexia. - Develop IEPs for all dyslexic students - Provide additional information on where else they can go to find support – SPELD, Davis - Provide PD and resources for teachers.	\$400	
3.1 Teachers have attended a TOD and had one experience each of STEM based programme. Inquiry/PBL is not fully embedded.	Improved professional knowledge and practice of teachers in Project Based Learning and STEM education.	Ryan Inglis PBL Cluster	- Two day release per year to visit other STEM lessons, reflect on own practice and develop new lessons - Jumbo Day - Lead Teacher sessions - Staff Meetings	\$14,000 – (OCT Funded)	
3.2 Students have had one experience each 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	- Lego Wedo being used in all 3-6 classes once per term at a minimum - Hatch Education will run demonstration lessons in all classes - Students will utilise the KAIKspace - Kaikorai teachers will provide 12 demonstration lessons throughout the year. - 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	Monitor and review the level of student agency compared to 2017 Action Research projects	Robin Hartley Paula Fisher	Survey students and families based upon 2017 Action Research Projects	\$0	

Personnel Strategic Goal

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
1.1 Teachers have attended a TOD and had one experience each of STEM based programme. Inquiry/PBL is not fully embedded.	Improved professional knowledge and practice of teachers in Project Based Learning and STEM education.	Ryan Inglis PBL Cluster	- Two day release per year to visit other STEM lessons, reflect on own practice and develop new lessons - Jumbo Day - Lead Teacher sessions - Staff Meetings	\$14,000 – (OCT Funded)	
2.1 Syndicate action research completed	Individual teachers will complete an Action Research Project on PBL	Sarah Gilbert	- A completed book of Action Research Projects - Teachers sharing and using best practice in PBL - Development of leadership and expertise in curriculum areas		
2.2	Staff participates in personal professional development.	Simon Clarke	- Staff participates in professional development opportunities as identified in the appraisal process.	\$13,000	

2.3	Improved confidence and capability in Te Ao Maori	Simon Clarke Manawa Enterprises	<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 	\$15,000	
2.4	Review the management structure and evaluate whether two or three syndicates is the best.	Simon Clarke Management Team	<ul style="list-style-type: none"> - Report on current strengths and weaknesses - Review other school management systems and assess strengths and weaknesses - Trial two syndicate from term 2. 		

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 Ipad in juniors.	1:1 devices in senior and middle school	Simon Clarke Amy McBeath	<ul style="list-style-type: none"> - Source prices from two companies - Purchase and set up equipment 	\$40,000	
	1:2 in junior school				
1.2 Education Brief completed	Analyse and select a masterplanner that best reflects the education brief	Property Sub Committee	<ul style="list-style-type: none"> - Follow Ministry of Education procurement guidelines 	\$0	

1.3 Education Brief completed	Work with the architect to ensure that the plan reflects education brief	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	Build playground when space is available	Simon Clarke BOT	- Identify possible playground sites once masterplan has been completed. - Source quotes from multiple companies - Seek funding from a range of sources - Deliver project	\$50,000	
3.1 School has a limited number of STEM based resources and employed facilitator for 5 hours per week in 2017	Provision of STEM learning resources to support programmes.	Ryan Inglis PBL Cluster	Purchase resources and expertise for PD to support PBL and STEM learning	\$10,000 for resources, \$14,000 for PD (OCT Funded)	
Project approved by MoE and master planning to commence April 2018	The physical spaces, ICT, furniture and equipment to be provided will enable and support the schools pedagogy.	Simon Clarke Gene Ollerenshaw	The Boards level of confidence at the conclusion of the following stages: 1. Master planning 2. Preliminary design 3. Development design 4. Detailed design	\$500,000 (2018/20)	
2.1 External/third party funding will probably be required to deliver the agreed remediation and redevelopment project brief.	External/third party funding commitments are sufficient to address project brief shortfalls.	Simon Clarke Gene Ollerenshaw	External/third party funding strategy and plan adopted by the board. The following targets are achieved: 2018 funding commitments of >=\$50K 2018 funding pledges >= \$150K	2018 - \$50K	
3.1 The 2018 budget includes	We allocate no less than the 2018 budgeted amount towards		Innovative and responsive learning programmes are achieving the expected results.	\$16,500 for Manawa Enterprises	

expenditure for innovative and responsive learning programmes that improves student learning.	innovative and responsive learning programmes.		Kaupapa Maori (See personnel 2.3) Prime Mathematics (See curriculum 2.1) PBL and STEM PD (See personnel 1.1)	\$4000 for Prime mathematics \$24,000 for Hills Cluster	
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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, Health and Safety, Personnel, Property and Curriculum policies reviewed in 2016/17	Review Governance Policy	BOT	Complete review in July	\$0	
1.2 Little data currently to inform Board on staff satisfaction.	Complete the Wellbeing at School surveys to ascertain if the BOT has been a good employer	BOT	Complete the Wellbeing at School surveys in April.	\$0	

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.	Impliment Education brief and develop systems to best teach and learn in 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.		
		2019 funding pledges \geq \$150K	2020 funding commitments of \geq \$300K