

Kaikōura Suburban School Charter 2020-2025



Motto:

Reaching New
Heights

*Kia eke eke
taumata*






Vision:

Fyffe FORCE
learners will
commit to climb
the mountain of
learning for life

Values:

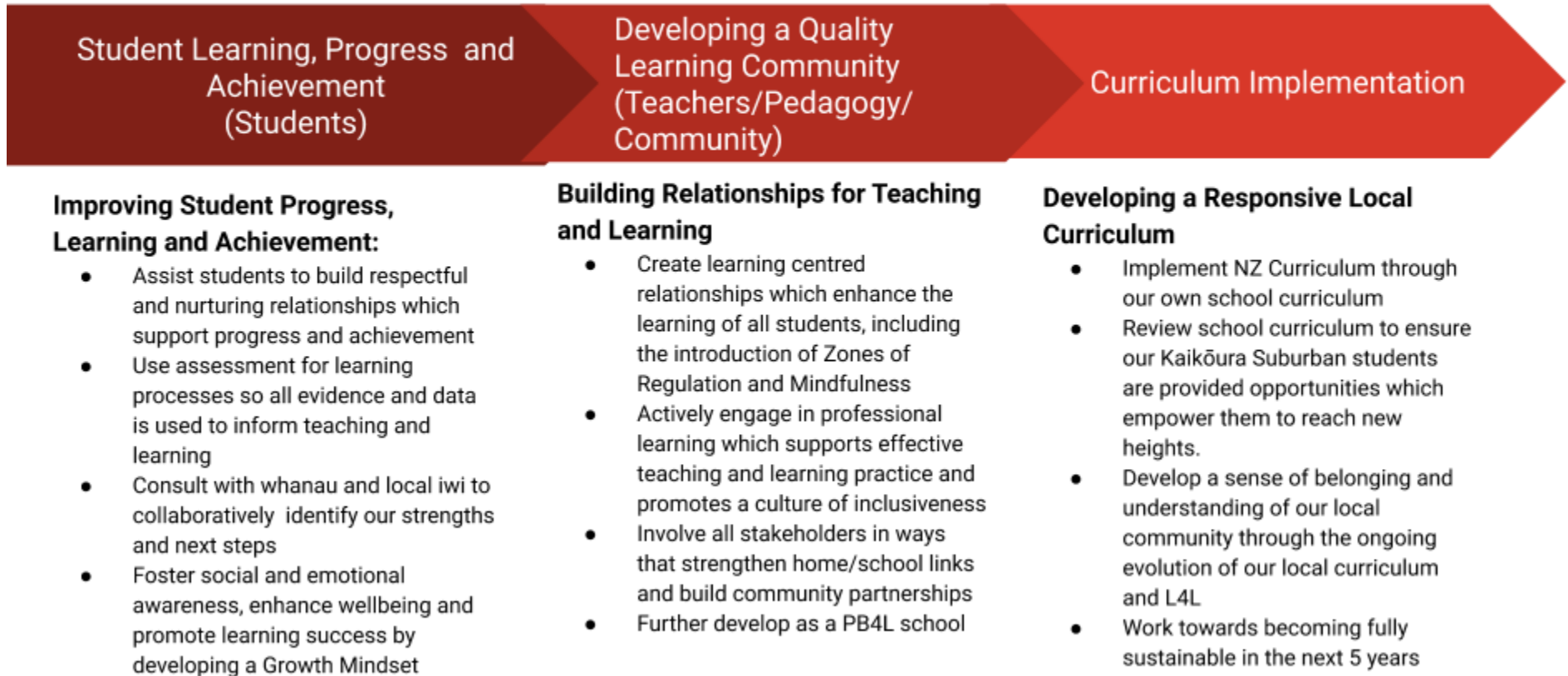
Fun
Organised
Respect
Communication
Excellence

Kaikōura Kāhui Ako

KA Schools & ECE Providers	 Kaikōura Suburban	 St Joseph's Kaikōura	 Kaikōura High School	 Hapuku	 Kaikōura Primary School	ECE Providers Barnardos Kaikōura Playcentre Little Tamariki Whales Tales
KA Vision Why?	Giving our tamariki every opportunity to experience success Kia whai angitu a tatou tamariki					
Aspiratio nal Goals How?	For all generations to value, engage, celebrate and protect the integrity and uniqueness of the Te Reo me nga tikanga of Ngati Kuri through educational opportunities.					
	Tamariki in Kaikōura will...					
	be empowered to explore various opportunities to experience their own success. Equity Mana taurite	be supported to identify and achieve their own personal excellence. Excellence Hiranga	be supported to achieve at or above their expected curriculum level. Achievement Tutkitanga	have the knowledge and skills to manage their own health and wellbeing and support that of others. Wellbeing Hau ora		
	Relationships/ Manaakitanga/Whanaungatanga - Tamariki in Kaikōura will benefit from teachers, leaders and whānau who put quality relationships at the heart of all learning.					
Themes 2019-2020 What are we all doing?	To support us in reaching our aspirational goals, the Kaikōura Kāhui Ako staff will engage in ongoing professional learning and development in 2019-2020 based around these themes: 1. Digital Fluency: improving the digital fluency of teachers and collaboration between and across schools will provide more opportunities for students and improve teaching and learning programmes. 2. Collaborative practice for middle leadership: by improving the collaboration of middle leaders across all schools in Kaikōura, we will grow leaders for the future and improve consistent practices across and within our schools. 3. Teaching as Inquiry: by all teachers engaging in across school collaborative teaching inquiries, we will improve how we					

	<p>collaborate as well as share best practice. Our Teaching as Inquiry Themes for 2019 are:</p> <ol style="list-style-type: none"> Relationships: To create learning centred relationships that enhance the learning of all students. <i>How can improved relationships between teachers, students and whanāu raise the achievement of our target students in writing?</i> Growth Mindset: To foster social and emotional awareness, enhance psychological well being and promote academic success. This means that by helping students to develop a growth mindset, we can help them to be more effective and efficient in all areas. <i>How can Growth Mindset pedagogies raise achievement and engagement of our target students in writing?</i> Localised Curriculum: To develop a sense of belonging and understanding of our local community, by developing a localised curriculum in response to the principles, values and vision of the New Zealand Curriculum. <i>How can a localised curriculum raise the achievement of our target students in writing?</i> 			
	<p>Our Achievement Challenges still remain the same (outcome) for 2019 (as they were in 2015-2018). We have set targets for our Kāhui Ako to accelerate learning in these areas.</p>			
Achievement Challenges	<p>AC 1 - 2019</p> <p><u>Primary:</u> <u>Raising years 1-8 Māori boys' achievement in reading, writing, mathematics:</u></p> <ul style="list-style-type: none"> to accelerate (make progress of more than one year) 7 Maori boys in reading by the end of 2019. to accelerate (make progress of more than one year) 17 Maori boys in writing by the end of 2019. to accelerate (make progress of more than one year) 8 Maori boys in mathematics by the end of 2019. 	<p>AC 2 - 2019</p> <p><u>Primary:</u> <u>Raising overall years 1-8 boys' achievement in reading, writing, mathematics:</u></p> <ul style="list-style-type: none"> to accelerate (make progress of more than one year) 16 boys in reading by the end of 2019. to accelerate (make progress of more than one year) 37 boys in writing by the end of 2019. to accelerate (make progress of more than one year) 17 boys in mathematics by the end of 2019. 	<p>AC 3 - 2019</p> <p><u>Primary:</u> <u>Raising years 1-8 girls' achievement in mathematics:</u></p> <ul style="list-style-type: none"> to accelerate (make progress of more than one year) 10 girls in mathematics by the end of 2019. 	<p>AC 4 - 2019</p> <p><u>Secondary NCEA:</u></p> <ul style="list-style-type: none"> Level 2 NCEA: The percentage of 2019 leavers with NCEA Level 2 will be at least 85%. Using school data from KAMAR, 85% of NCEA Level 2 students will gain a minimum of one Pathway Qualification. Level 3 NCEA: All students will gain the qualification required for their chosen career pathway

School Organisation and Structure are the foundation for **Developing a Quality Learning Community** which creates and supports the environment for **Student Learning and Achievement**.



Annual Plan 2021

Strategic Goal 1: Student Learning, Progress and Achievement Improving student learning, progress and achievement		
Annual Aims	Actions	Review - Notes
<ul style="list-style-type: none"> Assist students to build respectful and nurturing relationships which support progress and achievement 	<ul style="list-style-type: none"> Continue to develop and strengthen FORCE Values in all areas and across the curriculum. Further develop Fyffe FORCE Year 6 leadership programme. Establish and maintain Student agency through Student Council and Waka Ako (as part of PB4L) meetings and activities. Continue the learning from the MindUP curriculum to strengthen self management and emotional well being. 	
<ul style="list-style-type: none"> Use assessment for learning processes so all evidence and data is used to inform teaching and learning. 	<ul style="list-style-type: none"> Staff PLD to continue AfL so learners can articulate their learning in reading and writing. Continue to introduce school wide AfL practices which engage students in self reflection and articulation of their own learning. Review our annual assessment plan to include AfL across the curriculum. 	
<ul style="list-style-type: none"> Consult with whanau and local iwi to collaboratively identify our strengths and next steps 	<ul style="list-style-type: none"> Consult with Kahui Ako leads to maintain and develop existing relationships. Initiate collaboration with Hapuku Kura, including shared cross-curricula, sporting and cultural events Consult 1:1 with whānau to establish perceived strengths and next steps. Continue to build on reciprocal relationships with parents, whānau, iwi and community to support learning at Kaikōura Suburban School. 	
<ul style="list-style-type: none"> Foster social and emotional awareness, enhance wellbeing and promote learning success by developing a Growth Mindset 	<ul style="list-style-type: none"> Continue MindUP as part of our Hauora/ Health and Wellbeing (NZC) to further develop and foster a Growth Mindset. Continue to foster strong teacher/student relationships which contribute to learning successes. Engage in meaningful triangulated learning conversations through three way conferences, parent teacher interviews and ongoing reporting. (HERO, Seesaw) Further development of student agency through online sharing of learning (HERO, Seesaw) 	

Strategic Goal 2: Developing a Quality Learning Community (Teachers/Pedagogy/Community)
Building Relationships for Teaching and Learning

Annual Aims	Actions	Review - Notes
<ul style="list-style-type: none"> Create learning centred relationships which enhance the learning of all students, including the introduction of Zones of Regulation and Mindfulness 	<ul style="list-style-type: none"> Enable students to play a meaningful role in deciding what to learn and how they learn it through 'Learning Map', L4L inquiry 'big questions', genius hour and AfL. Introduce Zones of Regulation across the school, linked to MindUp, starting with Year 4-6, to empower students to monitor and self-regulate their feelings and emotions Begin to build Zones tool boxes which include Mindfulness as a tool Begin to introduce PBS across the school (Pause, Breathe, Smile) as a mindfulness tool - potential for PLD in this area 	
<ul style="list-style-type: none"> Actively engage in professional learning which supports effective teaching and learning practice and promotes a culture of inclusiveness 	<ul style="list-style-type: none"> Engage in staff centrally funded PLD with Jacqui Clayton around Literacy (Writing and Reading) and PaCT (Kāhui Ako) Develop individual teacher goals with Jacqui to enhance teaching practices in literacy Engage in Digital Technology curriculum PLD with Digital Circus (Kāhui Ako goal) Collaborate with RTLit to develop programmes of learning for focus students 	
<ul style="list-style-type: none"> Involve all stakeholders in ways that strengthen home/school links and build community partnerships 	<ul style="list-style-type: none"> Consult with community as part of self-review schedule, starting with the Health curriculum Fortnightly newsletters which include teaching and learning highlights Continued implementation and development of staff capabilities in SMS (Hero) to ensure continuous communication and reporting to school community Continue to promote progress, learning and achievement through assemblies and Learning Celebrations 	
<ul style="list-style-type: none"> Further develop as a PB4L school 	<ul style="list-style-type: none"> Begin to implement professional learning from Tier 2 PB4L in 2020 Promote Waka Ako as part of PB4L around the school through new signage and communication with our school community Meet as a Waka Ako committee at least once a term to monitor progress towards implementation of Tier 2 	

Strategic Goal 3: Curriculum Implementation
Developing a responsive local curriculum

Annual Aims	Actions	Review - Notes
<ul style="list-style-type: none"> Implement NZ Curriculum through our own school curriculum Review school curriculum to ensure our Kaikōura Suburban students are provided opportunities which empower them to reach new heights. Develop a sense of belonging and understanding of our local community through the ongoing evolution of our local curriculum and L4L Work towards becoming fully sustainable in the next 5 years 	<ul style="list-style-type: none"> Ensure that Kaikōura Suburban School curriculum links directly to NZC Achievement Objectives across the school Continue to develop a responsive school curriculum which engages all students in meaningful, contextualised learning On-going review of local curriculum as a staff, to monitor progress and achievement of all learners against NZC 	
	<ul style="list-style-type: none"> Further develop student agency through L4L and AfL to empower and provide opportunities for all learners to be the best that they can be. Actively seek student voice around learning opportunities and overall school improvement, e.g student council, surveys 	
	<ul style="list-style-type: none"> Engage in local community events that ensure all learners are developing a sense of belonging and contributing to their community. Actively involve all learners, staff and school community in identifying ways they can contribute to the growth of their local community through student agency 	
	<ul style="list-style-type: none"> Establish and begin work on identified 10YPP projects from July 2021, starting with P2 projects Engage and develop learners understanding of the overriding L4L theme of Citizenship Include student voice in potential improvements across the school based on their learning, with a view to including community in later years, Stage 2 refurbishment of A Block classrooms to bring them up to modern teaching space standards Work towards becoming a totally Zero Waste school by 2025. Continue to implement the Leaves of Green Playground project. 	

STUDENT ACHIEVEMENT TARGET 1, 2021	
Focus Area:	Writing (Literacy)
Baseline Data:	<p>End of 2020:</p> <p>Number of students achieving at or above curriculum expectation: 82% (57/69)</p> <p>Number of students achieving below curriculum expectation: 18% (12/69)</p> <p>Year 6 students working towards expectation who left at the end of 2020 = 4</p>
Target:	<p>Kaikōura Suburban School target for 2021: <i>(Based on initial assessments for 2021)</i></p> <ul style="list-style-type: none"> To progress 6 out of the 8 focus students in writing from working towards curriculum expectation to working at curriculum expectation by the end of 2021
Actions	Progress and Next Steps
<p>Use e-asttle assessment tool across the school to identify students who require additional support in Writing (focus students) (using the Wave model and identification of focus students).</p> <p>As part of PLD staff will moderate to mark e-asttle and use scale scores to reflect on and monitor expected rates of learning.</p> <p>Writing Professional Development with Jacqui Clayton (Evaluation Associates) as a continuation from 2020 PLD in Reading and linked to our Kāhui Ako goals and PLD.</p> <p>Participate in Kāhui Ako PLD around the implementation and use of PaCT as a moderation tool as part of our AfL</p> <p>Continue to follow and implement the school wide Literacy programme and assessment plan, including periodic review about the purpose of these tools (with the support from the Literacy lead teacher).</p> <p>Use teaching as inquiry, and Professional Growth Cycles, to record evidence, to reflect on, improve and adapt teaching practices which improve student progress and achievement in Writing.</p>	

<p>Use the '7 Principles of Learning' to regularly reflect on their own and peer teaching practices (ie using the Principles of Learning in all planning).</p> <p>DP and Principal will work with all staff to identify focus students, implement effective interventions and accelerate progress and achievement of focus students.</p> <p>The Resource Teacher of Literacy will work with teachers and students (with the support of the Principal and DP) to improve teaching and learning practices in Literacy, and to accelerate progress and achievement in writing.</p>	
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STUDENT ACHIEVEMENT TARGET 2, 2021	
Focus Area:	Reading (Literacy)
Baseline Data:	<p>End of 2020:</p> <p>Number of students achieving at or above curriculum expectation: 81% (56/69)</p> <p>Number of students achieving below curriculum expectation: 19% (13/69)</p> <p>Year 6 students working towards expectation who left at the end of 2020 = 4</p>
Target:	<p>Kaikōura Suburban School target for 2021:</p> <ul style="list-style-type: none"> <i>To progress 9 out of the 11 focus students in reading from working towards curriculum expectation to working at curriculum expectation by the end of 2021</i> <p><i>(Based on initial assessments for 2020)</i></p>
Actions	Progress and Next Steps

Use the STAR reading assessment tool from Year 3 to identify students who require additional support in Reading (focus students) (using the Wave model and identification of focus students).

Use of 6 Year Net and Running Records in NE - Y2 to assess reading skills

As part of PLD staff will discuss and moderate reading assessments to ensure consistency, especially in Running Records

Reading Professional Development with Jacqui Clayton (Evaluation Associates) as a review of 2018/19 PLD in Reading and linked to our Kāhui Ako goals and PLD (in particular for new teaching staff).

Participate in Kāhui Ako PLD around the implementation and use of PaCT as a moderation tool as part of our AfL

Continue to follow and implement the school wide Literacy programme and assessment plan, including periodic review about the purpose of these tools (with the support from the Literacy lead teacher).

Use teaching as inquiry, and Professional Growth Cycles, to reflect on, improve and adapt teaching practices which improve student progress and achievement in Reading.

Use the '7 Principles of Learning' to regularly reflect on their own and peer teaching practices (ie using the Principles of Learning in all planning).

DP and Principal will work with all staff to identify focus students, implement effective interventions and accelerate progress and achievement of target students.

The Resource Teacher of Literacy will work with teachers and students (with the support of the Principal and DP) to improve teaching and learning practices in Literacy, and to accelerate progress and achievement in reading.