

## 2018 Kirkwood Intermediate School Charter

Mission Statement	Vision
<p><i>To engage each student to do his or her best through delivering a balanced curriculum in an inclusive learning environment.</i></p>	<p><i>Achieving personal excellence now and for the future – Kia eke panuku, eke tangaroa i ngā wā katoa.</i></p>
School Description	
<p><i>Kirkwood Intermediate is a decile 7 Intermediate school located in Riccarton, near Canterbury University in Christchurch. Its roll is changeable, depending on parental choice. Kirkwood has one contributing school which contributes between 30 and 40 pupils each year. The other pupils choose to come to Kirkwood from a range of other schools, mainly leaving full primary schools or avoiding attending Year 7 – 13 schools. These children bring very positive attitudes and parental support and help to make our school a pleasant and friendly place to learn and to work. We have a good mix of ethnicities. They are as follows: NZ European/Pākehā/Other European 62%; Asian 17%; Maori 16%; Pacific peoples 3% and MELAA (Middle Eastern/Latin 2%.</i></p> <p><i>These children enhance our multi-cultural nature of our school. The school has a strong reputation as a provider of International Education and is developing programmes again, after the effects of the Canterbury earthquakes.</i></p>	

*The school is in a strong position in resourcing, with a healthy bank balance and well-resourced and maintained classrooms, technology rooms and hall. The administration areas need redevelopment, especially with an increased staff roll. The school was due to re-develop these areas but the earthquake and subsequent freeze on property spending has meant this has not happened. A feature of our school is the amount and quality of technology education available to both our pupils and to client schools. We have very well resourced and, maintained specialist rooms and our Technology staff are well skilled and are implementing the Technology curriculum to a high standard. Kirkwood will enter the redevelopment programme during 2018, with upgraded facilities being established over the next few years.*

*The staff are committed to the success of our pupils, as can be clearly seen in our results. Children appreciate the friendly yet well-structured learning programmes and the support the teachers provide. Working with children from as many as 37 different schools each year provides some challenges but the staff work hard to support each and every learner. Currently the school is reviewing changing approaches to teaching and learning. It is certain that any change that happens at our school will be based on the best evidence we can find. Student learning outcomes are the focus of Kirkwood Intermediate.*

### **Ministry of Education and School Priorities.**

*The school is committed to working with our school community to develop programmes and pedagogy that reflects not only best practice, but also the richness that an Intermediate school curriculum should include. We regularly review each curriculum area on a three-year cycle and each year review programmes in Reading, Writing and Mathematics. This is done through our Student Target groups. The Board is given high quality information on which to base its decision making. The School is well aware of the need to prioritise student achievement in the areas stressed by the Ministry of Education and is currently working hard to ensure Māori and Pasifika student achievement in particular is a focus for our school.*

## **National Administration Guidelines and National Standards**

- *The Kirkwood Intermediate School Board of Trustees will comply with all relevant legislative and regulatory requirements.*

## **Procedural Information**

### **Consultation with the school community:**

#### **The Board will consult with the community through:**

- *Regular, publicised Board meetings;*
- *Published Board Contact Lists available for all parents by request;*
- *Communication through the school newsletter.*

#### **The Board will consult with the Māori community by:**

- *All means as above;*
- *Personal contact when issues of particular importance to Māori are being considered;*
- *Through the school, and the local advisors as appropriate.*

#### **Each year the Board will:**

- *Send to the Ministry its annual report by the due date;*
- *Forward to the Ministry its updated charter within two months of its annual report being forwarded.*

Values	Māori dimensions and Cultural Diversity
<p><i>At Kirkwood, we endeavour to work within a set of values that promote a child centred school. It is important to us that each and every child feels both welcome and valued, that they see their school as a positive and friendly place and where they can continue their emotional, physical and academic growth in a warm caring environment. To this end we have focused on three main strategies:</i></p> <p style="padding-left: 40px;"><i>Our Commitment card</i> <i>Student behaviour</i> <i>Parent involvement</i></p> <p><b>Values</b> <i>At Kirkwood Intermediate School we value:</i></p> <ul style="list-style-type: none"> <li>• <i>Achieving our best – aiming high and persevering;</i></li> <li>• <i>Innovation, Inquiry, Curiosity and Flexibility- by thinking critically, creatively and reflectively;</i></li> <li>• <i>Diversity – as found in our different abilities, languages, cultures and heritages;</i></li> <li>• <i>Inclusiveness and belonging – through equal opportunity and fair treatment of all;</i></li> <li>• <i>Caring and compassion within our community;</i></li> <li>• <i>Our environment – our classrooms, shared spaces and recreational areas;</i></li> <li>• <i>Honesty and trustworthiness;</i></li> <li>• <i>Courtesy and respect;</i></li> <li>• <i>Responsibility and reliability.</i></li> </ul>	<p><i>Kirkwood Intermediate School, as appropriate to our community, will develop procedures and practices that reflect New Zealand’s cultural diversity and the unique position of Māori culture.</i></p> <p><i>To achieve this, the school will provide:</i></p> <ul style="list-style-type: none"> <li>• <i>A two-year curriculum plan for classes to follow</i></li> <li>• <i>In-class programmes in Te Reo me Tikanga Māori in every classroom</i></li> <li>• <i>Opportunities for students to participate in a Kapahaka group and to access extra Te Reo as requested.</i></li> </ul> <p><i>In recognizing the unique position of the Māori culture, we will take all reasonable steps to provide instruction in Tikanga (Māori culture) and Te Reo (Māori language) for students whose parents request it.</i></p> <p><i>Reference also to:</i></p> <p><b><i>Kirkwood Intermediate School Docs Policies:</i></b></p> <ul style="list-style-type: none"> <li>- <b><i>Recognition of Cultural Diversity;</i></b></li> <li>- <b><i>Improving Educational Outcomes for Māori Students.</i></b></li> </ul>

## Strategic Goals 2018 - 2020

Goal 1	Goal 2	Goal 3
<p><b>Student Learning:</b> Provide quality teaching and learning programmes that reflect our school curriculum and embodies the Vision and Principles of the NZ curriculum.</p>	<p><b>Student Engagement:</b> Provide a safe engaging and effective learning environment through detailed self-review, strategic planning and by ensuring the most appropriate teaching practices are in place.</p>	<p><b>Community Engagement:</b> Build partnerships with students, staff, parents/caregivers, cluster school, contributing schools, local high schools and wider community agencies to enhance engagement and achievement.</p>

### *Links to National Administration Guidelines*

<b>NAG 1</b>	<i>Fostering Student Achievement</i>	<b>NAG 1</b>	<i>Fostering Student Achievement</i>	<b>NAG 4</b>	<i>Allocating and managing school funds</i>
<b>NAG 2</b>	<i>Strategic planning, self-review of reporting</i>	<b>NAG 2</b>	<i>Strategic planning, self-review and reporting</i>	<b>NAG 5</b>	<i>Provides physically and emotionally safe environment for students and staff</i>
<b>NAG 2A</b>	<i>Implementing and reporting on National Standards</i>	<b>NAG 2A</b>	<i>Implementing and reporting on National Standards</i>	<b>NAG 6</b>	<i>Compliance with general legislation</i>
<b>NAG 3</b>	<i>Develop and implement personal policies and being a good employer</i>			<b>NAG 7</b>	<i>Annual update of school charter</i>
				<b>NAG 8</b>	<i>Analysis of Variance</i>

<p><b>2018:</b></p> <ul style="list-style-type: none"> <li>• <i>Complete Education Brief;</i></li> <li>• <i>Community consultation on this;</i></li> <li>• <i>Health and Wellbeing;</i></li> <li>• <i>Māori Student Achievement;</i></li> <li>• <i>Pasifika Student Achievement.</i></li> </ul> <p><b>2019:</b></p> <ul style="list-style-type: none"> <li>• <i>Teaching Pedagogies' reviewed;</i></li> <li>• <i>Curriculum reviewed/updated;</i></li> <li>• <i>Digital Technology curriculum begins;</i></li> <li>• <i>Review Gifted &amp; Talented Programmes.</i></li> </ul> <p><b>2020:</b></p> <ul style="list-style-type: none"> <li>• <i>Reporting to parents review;</i></li> <li>• <i>Use of Digital Technology review.</i></li> </ul>	<p><b>2018:</b></p> <ul style="list-style-type: none"> <li>• <i>Student leadership;</i></li> <li>• <i>Student involvement in school community.</i></li> </ul> <p><b>2019:</b></p> <ul style="list-style-type: none"> <li>• <i>Review student transition;</i></li> <li>• <i>Examine possibilities of change of National Standard reporting and use of Ministry of Education tools.</i></li> </ul> <p><b>2020:</b></p> <ul style="list-style-type: none"> <li>• <i>Examine other forms of student leadership.</i></li> </ul>	<p><b>2018:</b></p> <ul style="list-style-type: none"> <li>• <i>Review changing legislation re: Charters/Strategic Plan/Annual Plan;</i></li> <li>• <i>Enhance community consultation.</i></li> </ul> <p><b>2019:</b></p> <ul style="list-style-type: none"> <li>• <i>Implement redevelopment plan;</i></li> <li>• <i>Ensure enough facilities are available for school to function.</i></li> </ul> <p><b>2020:</b></p> <ul style="list-style-type: none"> <li>• <i>Review use of space and physical resources to ensure best use is being made of these.</i></li> </ul>
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# Annual Plan 2018

## Strategic Goal 1: Student Learning

<b>Background</b>	<b>Target</b>	<b>Who</b>	<b>Report &amp; When</b>
<p><i>As we enter the rebuild phase, we need to develop an Education Brief. We need to ensure we include the thoughts of the whole community.</i></p>	<ul style="list-style-type: none"> <li>• <i>Hold discussions with our community where we discuss our curriculum and our pedagogy. Canvas the community for their thoughts and input into our education brief, and from their own school development.</i></li> </ul>	<p><i>Board of Trustees Principal Deputy Principal</i></p>	<ul style="list-style-type: none"> <li>• <i>Discussions with community in Term 1</i></li> <li>• <i>Education Brief completed by the end of Term 2.</i></li> </ul>
<p><i>Health and Wellbeing continue to and needs to be a major focus for our school.</i></p>	<ul style="list-style-type: none"> <li>• <i>Increase the amount of time available for our SENCO and School Counsellor.</i></li> <li>• <i>Ensure more support for Principal and staff is available through release time for Deputy Principal and/or Assistant Principal</i></li> <li>• <i>Implement school wide programmes focused on Health and Well Being.</i></li> </ul>	<p><i>Board of Trustees Principal Health and Wellbeing Coordinator Counsellor/SESCO</i></p>	<p><i>Pastoral Care report Term 4 Health and Wellbeing programme overview to Principal by end of Term 1</i></p>
<p><i>We continue to see a need for staff development in Māori that will impact on our Māori student achievement.</i></p>	<ul style="list-style-type: none"> <li>• <i>Continue to employ kapa haka tutor;</i></li> <li>• <i>Ensure Education Brief includes cultural narrative and that our community is aware of this;</i></li> <li>• <i>Continue to monitor the achievement of our Māori students and develop programmes to enhance their achievement.</i></li> </ul>	<p><i>Board of Trustees Principal Deputy Principal Teacher in Charge of Māori</i></p>	<ul style="list-style-type: none"> <li>• <i>Education brief end of Term 2</i></li> <li>• <i>All reports to outline Māori student achievement</i></li> <li>• <i>Overall report to BoT with student target reports.</i></li> </ul>

<p><i>We see a continuing need to enhance our awareness of Pasifika students and their achievement.</i></p>	<ul style="list-style-type: none"> <li>• <i>Through staff professional development focus on the Pasifika student plan;</i></li> <li>• <i>Monitor achievement of Pasifika students and develop programmes to enhance this.</i></li> </ul>	<p><i>Teacher in Charge of Pasifika Deputy Principal Principal</i></p>	<ul style="list-style-type: none"> <li>• <i>Record of Personal Development and changes made at school to be kept and presented to Principal at end of Term 3</i></li> <li>• <i>Reports to BoT outlining Pasifika progress</i></li> <li>• <i>Establish parent Pasifika Reference Group</i></li> </ul>
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## Strategic Goal 2: Student Engagement

<b>Background</b>	<b>Target</b>	<b>Who</b>	<b>Report &amp; When</b>
<p><i>We see a need to allow more children to have opportunities to contribute to our school and community and for this to be recognised.</i></p>	<ul style="list-style-type: none"> <li>• <i>To further develop Blues criteria to include citizenship type criteria. Also to investigate the idea of student clubs – environment, garden, outside school activities – such as peer reading at Ilam, Early Child Hood centres or old people’s home.</i></li> <li>• <i>To review the leadership positions available at our school, to compare with other intermediates, and examine what can be done to enhance these.</i></li> </ul>	<p><i>Teacher in Charge of Blues. Deputy Principal Assistant Principal All Staff</i></p> <p><i>Deputy Principal Teacher in Charge of Student Council</i></p>	<p><i>Report to Principal by end of Term 1</i></p> <p><i>Progress report to BoT by July and then again in November.</i></p> <p><i>Report to Principal by end of Term 1. Report to Board on progress by November.</i></p>

### Strategic Goal 3: Community Engagement

<b>Background</b>	<b>Target</b>	<b>Who</b>	<b>Report &amp; When</b>
<p><i>The MoE is changing the way school use Charter, Strategic and Annual Plans.</i></p> <p><i>Our consultation with the various groups in our community continues to need development</i></p>	<ul style="list-style-type: none"> <li>• <i>To ensure the school is well placed for any changes to Charter, Strategic and Annuals plans by attending relevant meetings and keeping up with the process.</i></li> <li>• <i>Ensure active participation in Whanau hui</i></li> <li>• <i>Establish Pasifika advisory group within the school</i></li> <li>• <i>Re-establish International Parents group</i></li> <li>• <i>Ensure views from our Asian community are sought and taken notice.</i></li> </ul>	<p><i>Board of Trustees Principal</i></p> <p><i>Teacher in Charge of Maori Teacher in Charge of Pasifika International Coordinator Senior Management Principal Board of Trustees</i></p>	<p><i>Ongoing – ensure 2019 documentation is correctly in place by end of 2018</i></p> <p><i>Ongoing reports through Principal and Board. Paper to Board at end of the year outlining progress and future developments.</i></p>