

# 2019 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>Stand up Kahikatea, our roots intertwine, strengthening and supporting each other, we are strong together. E tū kahikatea, hē whakapai ururoa, awhi mai awhi atu, tātou tātou e</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 20 and 30 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 61%; Asian 20%; Māori 12%; Pacific peoples 4% and MELAA (Middle Eastern/Latin) 3%.</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> <p><i>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.</i></p> <p><i>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 2019, with upgraded facilities being established over the next few years.</i></p> <p><i>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 70 different schools each year provides some challenges but the staff work hard to support each and every learner.</i></p> <p><i>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.</i></p>	

## 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

*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:*

*Our Commitment card  
Student behaviour  
Parent involvement*

**Values**

At Kirkwood Intermediate School these are our tikanga, our values that we uphold:

<i>Manaakitanga</i>	<i>Respect and Caring</i>
<i>Kaitiakitanga</i>	<i>Guardianship</i>
<i>Whanaungatanga</i>	<i>Relationships</i>
<i>Rangatiratanga</i>	<i>Leadership</i>
<i>Tohungatanga</i>	<i>Pursuit of knowledge</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.*

*To achieve this, the school will provide:*

- A two-year curriculum plan for classes to follow*
- In-class programmes in Te Reo me Tikanga Māori in every classroom*
- Opportunities for students to participate in a Kapahaka group and to access extra Te Reo as requested.*

*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.*

*Reference also to:*

**Kirkwood Intermediate School Docs Policies:**

- Recognition of Cultural Diversity;**
- Improving Educational Outcomes for Māori Students.**

## Strategic Goals 2019 - 2021

**Goal 1**

**Goal 2**

**Goal 3**

<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.	<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.	<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.
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***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>2019:</b></p> <ul style="list-style-type: none"> <li>• <i>Work with Grow Waitaha and MoE on building programme;</i></li> <li>• <i>Review School Curriculum and teaching pedagogies</i></li> <li>• <i>Reporting to Parents Review</i></li> <li>• <i>Prepare to implement Digital Literacies Curriculum</i></li> <li>• <i>Implement ERO recommendations around Target Students;</i></li> <li>• <i>Māori and Pasifika student Achievement</i></li> </ul> <p><b>2020:</b></p> <ul style="list-style-type: none"> <li>• <i>Review Performing Arts Curriculum</i></li> <li>• <i>Implement Digital Literacies</i></li> <li>• <i>Review Student Support programmes and Gifted and Talented programmes</i></li> <li>• <i>Māori and Pasifika Student Achievement</i></li> </ul> <p><b>2021:</b></p> <ul style="list-style-type: none"> <li>• <i>Review Team structure</i></li> <li>• <i>Māori and Pasifika Student Achievement</i></li> <li>• <i>Review implement updated Performing Arts and Health and Sexuality</i></li> </ul>	<p><b>2019:</b></p> <ul style="list-style-type: none"> <li>• <i>Focus on Student Attendance particularly Māori and Pasifika</i></li> <li>• <i>Enhance student voice through House Captains and Student Council</i></li> <li>• <i>NZCER – me and my school</i></li> </ul> <p><b>2020:</b></p> <ul style="list-style-type: none"> <li>• <i>Review Blues Criteria</i></li> <li>• <i>NZCER me and my school</i></li> <li>• <i>Review wellbeing policies.</i></li> </ul> <p><b>2021:</b></p> <ul style="list-style-type: none"> <li>• <i>Examine other forms of student leadership</i></li> </ul>	<p><b>2019:</b></p> <ul style="list-style-type: none"> <li>• <i>Review changing legislation re: Charters/Strategic Plan/Annual Plan;</i></li> <li>• <i>Review and enhance community consultation.</i></li> <li>• <i>Implement redevelopment plan – ensure clear communication with all <b>stake holders</b>.</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> <p><b>2021:</b></p> <ul style="list-style-type: none"> <li>• <i>Examine all weather surfaces – possible development of all weather basketball or hockey area.</i></li> </ul>
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# Annual Plan 2019

## Strategic Goal 1: Student Learning

<b>Background</b>	<b>Target</b>	<b>Who</b>	<b>Report &amp; When</b>
<p><i>Work with Grow Waitaha and MoE on building programme. The school has completed the required Education Brief. Grow Waitaha is currently organising a committee to begin master planning. The school will need to take an active role to ensure the needs of the school remain paramount.</i></p>	<ul style="list-style-type: none"> <li>• <i>To participate fully in the refurbishment phase of our school's redevelopment by               <ul style="list-style-type: none"> <li>○ <i>Participating in the committee</i></li> <li>○ <i>Ensuring school needs are considered first.</i></li> </ul> </i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Selected Board of Trustees representative</i></li> <li>• <i>Principal</i></li> <li>• <i>Deputy Principal</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Progress to be reported to the Board termly</i></li> </ul>
<p><i>Review School Curriculum and teaching pedagogies: It is important that the school curriculum reflects the needs and aspirations of our community, within the context of the New Zealand curriculum. An integral part of implementing the curriculum revolves around the teaching pedagogies we choose to use. We need to ensure we are using best practice.</i></p>	<p><i>To review school curriculum and teaching pedagogies by:</i></p> <ul style="list-style-type: none"> <li>• <i>Consultation with parents and pupils</i></li> <li>• <i>Examine and report on other Intermediate School curriculum and pedagogy</i></li> <li>• <i>Develop curriculum that reflects the above, discuss with the community and prepare for any changes so that implementation can happen in 2020.</i></li> </ul>	<p><i>Principal Deputy Principal Senior Management</i></p>	<p><i>Formal written report to Board by August, with implementation plan established by end of 2019.</i></p>

<p><i>Reporting to Parents Review:</i> As we review our curriculum and teaching pedagogies it seems sensible to review the way we report to parents.</p>	<p><i>Review Reporting to Parents by:</i></p> <ul style="list-style-type: none"> <li>● Consultation with current community <ul style="list-style-type: none"> <li>○ Are we meeting their needs?</li> <li>○ Should we make changes?</li> <li>○ Do we meet current legislation?</li> <li>○ What are other Intermediate schools doing?</li> <li>○ What more can our Student Management System do to assist us?</li> </ul> </li> </ul>	<p><i>Principal</i> <i>Deputy Principal</i> <i>Senior Staff</i></p>	<p><i>Written report to Board by September 2019 with any suggested changes</i></p>
<p><i>Prepare to implement Digital Literacies curriculum:</i> The introduction of the Digital Literacies curriculum needs to be ready for implantation in 2020. During 2019 it makes sense to focus on how our school can best do this.</p>	<p><i>Prepare to implement Digital Literacies curriculum by:</i></p> <ul style="list-style-type: none"> <li>● Establish staff group to investigate and scope what we need to do</li> <li>● Group deliveries recommendation to senior management as part of curriculum review cycle.</li> </ul>	<p><i>Staff</i> <i>Deputy Principal</i></p>	<p><i>Interim report to senior management in August.</i> <i>Report to Board in October with recommendations and any budget requests</i></p>
<p><i>In 2018, ERO made suggestions regarding the way we identify our target students</i></p>	<p><i>Target students:</i> <i>In 2019, we will more specifically identify and monitor target students.</i> <i>Target students will:</i></p> <ul style="list-style-type: none"> <li>● Be clearly identified</li> <li>● Be regular discussions at team meetings</li> <li>● Progress will be closely monitored and reported to the board 3 times per year.</li> </ul>	<p><i>Principal</i> <i>Deputy Principal</i> <i>Team leaders</i> <i>All staff</i></p>	<p><i>Those selected will have achievement reported in April, August and October.</i></p>
<p><i>Māori and Pasifika Student Achievement.</i> <i>Previous year's analysis of achievement suggests that Maori and Pasifika student enter our school at a lower academic level than other students. Whilst we make significant gains, they are still not enough to ensure future success.</i></p>	<p><i>To improve Māori and Pasifika student achievement by:</i></p> <ul style="list-style-type: none"> <li>● More effective targeting, teaching and monitoring of Māori and Pasifika students.</li> <li>● More effective monitoring of attendance and punctuality.</li> <li>● Better communication pathways.</li> </ul>	<p><i>Principal</i> <i>Deputy Principal</i> <i>All staff</i></p>	<p><i>Target reporting as above.</i> <i>Attendance reporting to BoT 3 times per year.</i> <i>Achievement overview in April, August and October.</i></p>
<p><b>Strategic Goal 2: Student Engagement</b></p>			

Background	Target	Who	Report & When
<p>Focus on student attendance particularly for Māori and Pasifika. Data from the attendance survey in 2018 indicated that in general our students attend at least as often as their peers at similar schools. However, we know that non-attendance and lateness at this age can be a pre cursor to non-achievement later. We want to do our best to have all children attending on-time, as often as possible.</p>	<p>Focus on student attendance – particularly Māori and Pasifika by:</p> <ul style="list-style-type: none"> <li>• Ensuring children who are frequently absent or late are identified.</li> <li>• Those identifies are investigated as to why, and what we can do as a school to support them and their whanau.</li> </ul>	<p>Principal Deputy Principal Team leader All staff</p>	<p>Reports will be prepared for the Board three times per year by senior management. Reports will include data analysis, and responses, focusing in results.</p>
<p>Enhance student voice through House Captains and School Council: We believe we have good student voice at our school, but we know that the more involved students are, the more engaged they can be with their learning.</p>	<p>Enhance student voice through House Captains and School Council by:</p> <ul style="list-style-type: none"> <li>• Examining appointment/election process</li> <li>• Interviewing students as to how we can give them more voice.</li> <li>• Finding out what other Intermediate schools are doing and seeing if that could work for us.</li> <li>• Developing an implementable plan.</li> </ul>	<p>Principal Senior Management Counsellor Designated teacher</p>	<p>Report to Principal Term 1 and Term 2. Plan discussed at senior management. Report to the Board in August as to what we have found, what we have done, and where to from here.</p>
<p>NZCER – me and my school. We have used this resource before to get an overall picture of our school. It is something that is worth doing as it tells us how we can improve.</p>	<p>Complete NZCER, met my school by:</p> <ul style="list-style-type: none"> <li>• Counsellor working with teachers and classes to ensure an understanding of cultural issues.</li> <li>• Survey administer and analysed</li> </ul>	<p>Principal Senior Management All staff Counsellor</p>	<p>A school culture and atmosphere discussed and developed in Term 1 Survey taken early in term 2 Report presented to the Board and others by the end of Term 2.</p>



	<ul style="list-style-type: none"> <li>• Discussion at senior management and team level as well as report to the Board.</li> <li>• Action plan established and implemented.</li> </ul>		<p>By Term 3 action plan established and implemented. Counsellor's report in Term 4 comments on success of action plan.</p>
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**Strategic Goal 3: Community Engagement**

<i>Background</i>	<i>Target</i>	<i>Who</i>	<i>Report &amp; When</i>
Review changing legislation re Charters/Strategic Plan/Annual Plan:	To review changing legislation re Charters/Strategic and Annual Plan by:	Principal Board	New information presented as it arises.

<p>With a newish coalition government, there have been significant changes to education. It is important that the Board remain up to date with legislative requirements.</p>	<p>Having clear information supplied          Discussing any changes and the impact of these on our school          Rewriting our Charter, Strategic and Annual Plan before the Board elections.</p>	<p>Community</p>	<p>Updated Charter, Strategic and Annual Plan by May 2019.</p>
<p>Review and enhance community consultation.          Consultation with the community is essential if the school is to reflect the needs of our community.</p>	<p>To review and enhance community consultation by:</p> <ul style="list-style-type: none"> <li>• School newsletters – Termly update from the Board</li> <li>• Promotion of, and attendance of school events.</li> <li>• Survey the community as to preferred communication methods.</li> </ul>	<p>Board          Principal</p>	<p>Newsletters termly.          Board survey by end of Term 2.          Attendance and promotion ongoing.</p>
<p>Implement redevelopment plan – ensure clear communication with all stakeholders.          The opportunity that exists in the near future to re-develop our school is one that we should ensure works well, for the benefit of our wider school community.</p>	<p>To implement the re-development plan, ensuring clear communication with all stakeholders by:</p> <ul style="list-style-type: none"> <li>• Attendance at committee meetings.</li> <li>• Ensuring open discussions at Board meetings</li> <li>• Presenting articles on development for school newsletter/website</li> <li>• Inviting parent/community input as appropriate</li> </ul>	<p>Board</p>	<p>At Board meetings as appropriate.          To the community as appropriate.</p>