

2020 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>E tū kahikatea, hē whakapai ururoa, awhi mai awhi atu, tātou tātou e Stand up Kahikatea, our roots intertwine, strengthening and supporting each other, we are strong together.</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 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.</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 school continues to work on a single cell model of classroom instruction, this has been clearly supported by staff, our students and our community. 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 2020, 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 50 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										
<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>Values <i>At Kirkwood Intermediate School these are our tikanga, our values that we uphold:</i></p> <table style="width: 100%; border: none;"> <tr> <td style="padding-left: 40px;"><i>Manaakitanga</i></td> <td style="padding-left: 40px;"><i>Respect and Caring</i></td> </tr> <tr> <td style="padding-left: 40px;"><i>Kaitiakitanga</i></td> <td style="padding-left: 40px;"><i>Guardianship</i></td> </tr> <tr> <td style="padding-left: 40px;"><i>Whanaungatanga</i></td> <td style="padding-left: 40px;"><i>Relationships</i></td> </tr> <tr> <td style="padding-left: 40px;"><i>Rangatiratanga</i></td> <td style="padding-left: 40px;"><i>Leadership</i></td> </tr> <tr> <td style="padding-left: 40px;"><i>Tohungatanga</i></td> <td style="padding-left: 40px;"><i>Pursuit of knowledge</i></td> </tr> </table>	<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>	<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"> • <i>A two-year curriculum plan for classes to follow</i> • <i>In-class programmes in Te Reo me Tikanga Māori in every classroom</i> • <i>Opportunities for students to participate in a Kapahaka group and to access extra Te Reo as requested.</i> <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><i>Kirkwood Intermediate School Docs Policies:</i></p> <ul style="list-style-type: none"> - <i>Recognition of Cultural Diversity;</i> - <i>Improving Educational Outcomes for Māori Students.</i>
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Strategic Goals 2020 - 2022

Goal 1	Goal 2	Goal 3
<p>Student Learning: Provide quality teaching and learning programmes that reflect our school curriculum and embodies the Vision and Principles of the NZ curriculum.</p>	<p>Student Engagement: 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>Community Engagement: 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

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

<p>2020:</p> <ul style="list-style-type: none"> • Review Performing Arts Curriculum • Implement Digital Literacies Curriculum • Review Student Support programmes and Gifted and Talented programmes • Māori and Pasifika Student Achievement • Review Social Science Curriculum • Review Technology Curriculum • Review Mathematics Curriculum <p>2021:</p> <ul style="list-style-type: none"> • Review Team structure • Māori and Pasifika Student Achievement • Review implement updated Performing Arts and Health and Sexuality • Review Science Curriculum • Review International Languages Curriculum • Review Performing and Visual Arts • Continue Implementation of Digital Literacies Curriculum <p>2022</p> <ul style="list-style-type: none"> • Review Career Education • Review English Curriculum • Review Health and PE Curriculum • Review Values 	<p>2020:</p> <ul style="list-style-type: none"> • Review Blues Criteria • NZCER me and my school • Review wellbeing practices. • Review use of space in and around school. • Continue review of attendance and punctuality <p>2021:</p> <ul style="list-style-type: none"> • Examine other forms of student leadership • NZCER “me and my school” • Focus on student wellbeing through review of anti-bullying programmes <p>2022</p> <ul style="list-style-type: none"> • Review School Values NZCER “ me and my school” • Student leadership review – look at House Captains and other structures. 	<p>2020:</p> <ul style="list-style-type: none"> • Review use of space and physical resources to ensure best use is being made of these. • Review out of school programmes involving our community. • Review of donations and out of school activities. <p>2021:</p> <ul style="list-style-type: none"> • Examine all weather surfaces – possible development of all weather basketball or hockey area. • Review work of PTA – is this still viable? What other parent groups exist and where should we go. <p>2022</p> <ul style="list-style-type: none"> • Review Community engagement in school activities – Blues assemblies, end of year assemblies, first day contact for new families etc
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Annual Plan 2020

Strategic Goal 1: Student Learning

Background	Target	Who	Report & When
<p>As part of our cycle of improvement we review curriculum areas on a regular cycle. This year we will review these areas.</p>	<ul style="list-style-type: none"> • Performing Arts Curriculum • Social Science Curriculum • Technology Curriculum • Mathematics Curriculum 	<p>Overseen by Deputy Principal and Teacher in Charge of curriculum areas</p>	<p>Initial Report to Board by end of Term 1</p> <p>Final Report to Board by at November meeting.</p>
<p>The school is implementing the new Digital Literacies Curriculum this year. Work was done preparing for this in 2019, but the implementation phase needs to be carefully managed.</p>	<ul style="list-style-type: none"> • Implement Digital Literacies Curriculum <ul style="list-style-type: none"> ○ Classroom programme ○ Within Technology 	<p>Overseen by Deputy Principal and Teacher in Charge of curriculum areas</p>	<p>Initial Report to Board by end of term 2.</p> <p>Final report and recommendation to Board by November meeting.</p>
<p>With the growth of the SENCo position it would be timely to review our student support programmes and our work with our gifted and talented students.</p>	<ul style="list-style-type: none"> • Review Student Support programmes including role of SENCo, Teacher Aides and classroom programme support. • Review our work with Gifted and talented students including extension programmes and in class support. 	<p>Senior Management (Deputy Principal and Assistant Principal), SENCo, Teacher Aides, Teaching staff, Students and Parents.</p>	<p>Initial guidelines and report to Principal by end of Term 1.</p> <p>Report to Board at October meeting.</p>

Strategic Goal 2: Student Engagement

Background	Target	Who	Report & When
The Blues programme has been through many changes. A review is needed to ensure it still meets our needs.	Review Blues Programme. Consult with students, staff and community if necessary, recommend changes.	Teacher in Charge: Blues Staff Parents Students	Final Report and recommendations to Principal and Board at September meeting.
Student Wellbeing leads to student engagement. Engagement leads to success. It is timely to review our wellbeing practices, including the use of NZCER “me and my school” to ensure we are meeting the needs of our students.	<ul style="list-style-type: none"> • Examine correct approach and student wellbeing. • Examine use of, and worth of, NZCER “me and my school” 	Deputy Principal and Assistant Principal SENCo Staff	<p>Interim report to the Principal by the end of Term 2</p> <p>Final report and recommendations to the Board at the October meeting.</p>
Continue focus on Attendance and Punctuality. Build on work from 2019 to ensure all students achieve minimum goals.	<ul style="list-style-type: none"> • Track Attendance and Punctuality • Analyse, then work with staff and families to ensure a minimum standard is achieved. 	Deputy Principal Staff Truancy (through office)	<p>Report at end of Term 1, 2 and 3 to Principal.</p> <p>Term 2 report to Board at August meeting</p> <p>Term 4 report and recommendations to Board at November meeting</p>

Strategic Goal 3: Community Engagement

Background	Target	Who	Report & When
<p><i>With the school refurbishment imminent, we should consult with our community to ascertain their expectations.</i></p>	<ul style="list-style-type: none"> • Review the use of space and physical resources to ensure the best use is being made of these. 	<p><i>Board</i></p>	<p><i>Board communication with parents as refurbishment begins to happen. Board members report to full Board in a timely manner.</i></p>
<p><i>With the first year of the no donations policy in place we need to review what activities we can afford to do.</i></p>	<ul style="list-style-type: none"> • <i>Review activities the children undertake. Explain the costs involved and seek feedback from our community.</i> • <i>As part of this review any out-of-school activities the children take part in.</i> 	<p><i>Board Senior Management Staff</i></p>	<p><i>Ongoing financial information available at every board meeting.</i></p> <p><i>Report to the Board from staff mid-year and end of year.</i></p>