

Draft 2023 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 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 54%; Asian 26%; Māori 12%; Pacific peoples 4% and MELAA (Middle Eastern/Latin) 4%.</i></p> <p><i>These children enhance the 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 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, however, Kirkwood has entered the redevelopment programme during 2018, with upgraded facilities being established over the next few years.</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.</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 more than 35 different schools each year provides some challenges but the staff work hard to support each and every learner.</i></p> <p><i>The school is continuously 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 and staff and student wellbeing 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 reflect 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 ensuring Māori and Pasifika student achievement in particular is a focus for our school.

Statement of National Education and Learning Priorities (NELP)

The Priorities are:

Learning at the centre: Learners and their whānau are at the centre of education.

- *Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.*
- *Have high aspirations for every learner and ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.*
-

Barrier free access: Great education opportunities and outcomes are within reach for every learner.

- *Reduce barriers to education for all, including Māori and Pacific learners, disabled learners and those with learning support needs.*
- *Ensure every learner gains sound foundation skills, including language, literacy and numeracy.*

Quality teaching and leadership: Quality teaching and leadership make the difference for learners and their whānau.

- *Meaningfully incorporate Te Reo Māori and tikanga Māori into the everyday life of the place of learning.*
- *Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.*

Future of learning and work: Learning what is relevant to the lives of New Zealanders today and throughout their lives.

- *Collaborate with industries and employers to ensure learners have the skills, knowledge and pathways to succeed in work.*

World class inclusive public education: New Zealand education is trusted and sustainable.

- *Enhance the contribution of research and Mātauranga Māori in addressing local and global challenges (Tertiary Education Strategy (TES) only).*

Kirkwood Intermediate will ensure that the NELP's are duly considered and integrated into our Strategic and Annual Plans as appropriate.

National Administration Guidelines

- *The Kirkwood Intermediate School Board 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 and that they see their school as a positive and friendly place 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="width: 50%;"><i>Manaakitanga</i></td> <td style="width: 50%;"><i>Respect and Caring</i></td> </tr> <tr> <td><i>Kaitiakitanga</i></td> <td><i>Guardianship</i></td> </tr> <tr> <td><i>Whanaungatanga</i></td> <td><i>Relationships</i></td> </tr> <tr> <td><i>Rangatiratanga</i></td> <td><i>Leadership</i></td> </tr> <tr> <td><i>Tohungatanga</i></td> <td><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>
<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>										

Overarching Strategic Goals 2021 - 2024

Goal 1

Curriculum - Tohungatanga

1. Coherent curriculum delivery
2. Consistent Assessment
3. Excellence in teacher practice
4. Engaged learners

Goal 2

Developing capability – Rangatiratanga

5. Targeted programmes for all learners focusing on priority learners
6. Use of coaching framework for all staff to develop leadership and teacher capability
7. Positive Professional Development as part of the Appraisal programme

Goal 3:

Community - Whanaungatanga

1. Develop and sustain positive and meaningful partnerships with parents, whanau and community
2. Continue to refine and improve transition processes
3. Continue to develop programmes to reach out to those in our community who may not traditionally engage

Goal 4:

Well Being – Manaakitanga

1. High level of staff retention
2. Continued focus on the whole child approach, including provision for physical, mental and individual support
3. A positive, safe and fully inclusive school culture which safeguards the physical and emotional well-being of both staff and students

Goal 5:

Physical environment – Kaitiakitanga

1. School refurbishment will reflect the values of the school and community and will be implemented in a way that causes minimal disruption to student learning
2. Supports staff and students to achieve the best teaching and learning experiences possible in line with the school's vision, goals and values

Goals	Initiatives	2021 - 2024 outcomes to achieve	Our vision - 2024
1. Curriculum - Tohungatanga	<p>CT1: Coherent curriculum delivery</p> <p>CT2: Consistent Assessment</p> <p>CT3: Excellence in teacher practice</p> <p>CT4: Engaged learners</p>	<p>CT1: All staff have input into our curriculum which reflects our community and location. Collaborative planning is commonly used.</p> <p>CT2: Professional development will be held in Assessment involving all staff and including commentary from the community.</p> <p>CT3: The appraisal system and team construction will ensure all teachers will gain from a shared understanding of excellent teaching.</p> <p>CT4: Learners will be supported to develop engagement with their learning programmes.</p>	<p>CT1: A complete curriculum overview for all essential learning areas and how they are taught at Kirkwood.</p> <p>CT2: An assessment system that is accurate, works consistently across the school and provides summative and formative assessment information.</p> <p>CT3: All teachers involved in an appraisal system that enhances and improves their teaching.</p> <p>CT4: All learners are engaged in the classroom and school programmes. Involvement in extra curricula activities and work around the school is enhanced.</p>
2. Developing capability - Rangatiratanga	<p>DR1: Targeted programmes for all learners focusing on priority learners</p> <p>DR2: Use of coaching framework for all staff to develop leadership and teacher capability</p> <p>DR3: Positive Professional Development as part of Appraisal programme</p>	<p>DR1: All students will be achieving at or making accelerated progress towards their expected curriculum level</p> <p>DR2: A coaching framework will be developed that supports and encourages staff to seek leadership opportunities</p> <p>DR3: Using the Teachers Council framework the school will design an effective and positive appraisal programme.</p>	<p>DR1: All learners achieving at or above expectations.</p> <p>DR2: Staff actively seek and willingly accept leadership roles.</p> <p>DR3: Appraisal programme co-designed between staff and senior management. Acknowledged to be of value to all in the process.</p>

<p>3. Community - Whanaungatanga</p>	<p>CW1: Develop and sustain positive and meaningful partnerships with parents, whānau and community</p> <p>CW2: Continue to refine and improve transition processes</p> <p>CW3: Continue to develop programmes to reach out to those in our community who may not traditionally engage with our school</p>	<p>CW1: Regular celebrations (e.g. Blues) and partnership meetings (e.g. whānau hui) will be held to engage whanau in learning.</p> <p>CW2: Students will feel a strong sense of belonging at Kirkwood.</p> <p>CW3: Opportunities for wider community engagement is planned for in learning and school wide programmes.</p>	<p>CW1: Positive partnerships with parents whānau and community are clearly established.</p> <p>CW2: Transition into and out of our school supports all learners and their whānau.</p> <p>CW3: All sectors of our community feel safe and valued in their interactions with our school.</p>
<p>4. Well Being - Manaakitanga</p>	<p>WM1: High level of staff retention</p> <p>WM2: Continued focus on the whole child approach, including provision for physical, mental and individual support.</p> <p>WM3: A positive, safe and fully inclusive school culture which safeguards the physical and emotional well-being of both staff and students.</p>	<p>WM1: Clear appointment and appraisal policies will ensure the best teachers are hired and retained by the school. Staff will feel empowered to contribute to the school.</p> <p>WM2: Continued development of health curriculum, along with access to specialist services including the school counsellor.</p> <p>WM3: Regular checks on the wellbeing of staff and students, along with plans to reduce bullying and improve positive relationships.</p>	<p>WM1: The school has a settled staff.</p> <p>WM2: Children feel safe and supported at school.</p> <p>WM3: Children and staff will feel included and valued at our school. All will feel safe to be themselves and supported in their growth.</p>

<p>5. Physical environment - Kaitiakitanga</p>	<p>PK1: School refurbishment will reflect the values of the school community and will be implemented in a way that causes minimal disruption to student learning</p> <p>PK2: Support staff and students to achieve the best teaching and learning experiences possible in line with the school's vision, goals and values</p>	<p>PK1: Continue to work collaboratively with Board, staff and community to resolve issues with refurbishment.</p> <p>PK2: Work with staff and students to ensure learning spaces allow for the best possible programmes.</p>	<p>PK1: School refurbishment will be completed and in a way that aligns with our values.</p> <p>PK2: School facilities allow for all to achieve the best they can in line with school's vision, goals and values</p>
---	---	---	--

Annual Plan 2023

Goals	How?	Who?	Reported by
<p>1. Curriculum - Tohungatanga</p> <p>CT1: Coherent Curriculum Delivery</p> <p>CT3 Excellence in Teacher Practice.</p>	<p>CT1: All staff involved in Curriculum Refresh Programme involving</p> <ul style="list-style-type: none"> a) Ensure leadership positions are well defined and have opportunities for Professional Development. b) Regular staff meetings lead by DP and curriculum leaders to engage staff. c) An evolving Kirkwood School curriculum that reflects developments. d) Inclusive opportunities for parents/whānau to be involved in curriculum development. <p>CT2: Excellence in Teaching Practice</p> <ul style="list-style-type: none"> a) Review of appraisal system to ensure it meets the needs of school and staff. b) Review of Principal's Appraisal and development of PGC (Professional Growth Cycle). 	<p>Senior Management</p> <p>DP and Curriculum Leaders</p> <p>DP and staff</p> <p>DP and Senior Management</p> <p>Senior Management</p> <p>Principal and Board</p>	<p>To Principal/Board by end of Term 1</p> <p>Plan for development to Principal by end of Term 1. On going reports to Board.</p> <p>Termly report to Principal then to Board</p> <p>Report to Principal and Board end of Term 3</p> <p>Report to Principal and Board end of Term 3</p> <p>Ongoing – report to Board by end of year.</p>

Goals	How?	Who?	Reported by
<p>2. Developing capability - Rangatiratanga</p> <p>DR2: Use of coaching framework for all staff to develop leadership and staff capability.</p>	<p>Staff meetings to focus on “Education Leadership Capability framework”.</p> <ol style="list-style-type: none"> 1. Deputy Principal to investigate programme 2. Implementation plan developed 3. Staff and team meetings to ensure understanding 4. Development of coaching framework school wide. 	<p>Deputy Principal</p> <p>Senior Staff</p> <p>All staff</p> <p>Assistant Principal</p>	<p>Presented to Senior staff by end of March 2023</p> <p>Completed by end of Term 1 2023</p> <p>Terms 2 and 3 2023 – recorded in minutes</p> <p>Term 1 plan developed and reported to Principal Term 2 with Term 3 implementation. Term 4 report to Board via Principal.</p>

Goals	How?	Who?	Reported by
<p>3. Community - Whanaungatanga</p> <p>CW3: Continue to develop programme to reach out to those in our community who may not traditionally engage with our school.</p> <p>Revisit this goal due to disrupted Covid 2022</p>	<p>School to develop plan to include diverse school community by:</p> <ul style="list-style-type: none"> • Whānau hui – termly • Pasifika meetings – termly • Chinese community – termly • Korean community – termly • PTA meetings as scheduled • Meetings will be an opportunity to get community feedback. Suggested topic include: <ul style="list-style-type: none"> Term 1 – transition to school or Year 8 Term 2 – Reporting to parents Term 3 – Ideas for inclusion Term 4 – Transition to next year 	<p>Assistant Principal and Teacher in Charge of Māori</p> <p>Assistant Principal and Teacher in Charge of Pasifika</p> <p>Assistant Principal and International Coordinator</p> <p>Assistant Principal and International Coordinator</p> <p>Principal and staff representative</p> <p>Deputy Principal to set and collect feedback</p>	<p>Minutes/records to be collected by Deputy Principal and presented to Principal at the end of each term.</p> <p>Principal to report to the Board at November 2023 meeting.</p>

Goals	How?	Who?	Reported by
<p>4. Well Being - Manaakitanga</p> <p>WM1: High level of staff retention.</p>	<p>WM1: Clear appointment and appraisal policies will ensure the best teachers are hired and retained. Staff will feel empowered to contribute to the school.</p> <ul style="list-style-type: none"> a) Review appointment policy and processes. b) Review appraisal process c) Review management units policy and process d) Survey staff on school climate focussing on wellbeing, ability to contribute, and school culture and tone. 	<p>Senior Management and Board.</p> <p>Senior Management and Board</p> <p>Senior Management and Board</p> <p>Principal with help from outside agency.</p>	<p>Principal and Board – end of Term 3</p> <p>Principal and Board – end of Term 3</p> <p>Principal and Board – end of Term 3</p> <p>Principal and support to Board end of Term 3.</p>

Goals	How?	Who?	Reported by
<p>5. Physical environment - Kaitiakitanga</p> <p>PK1: School refurbishment will reflect the values of the school community and will be implemented in a way that causes minimal disruption to student learning</p>	<p>Work with Ministry of Education, Architect, builders, Project Manager and staff to complete design and then to manage project with as little disruption as possible.</p>	<p>Board</p> <p>Principal</p> <p>Allied services</p>	<p>Principal to Board as part of Work Plan report.</p>