



KAUKAPAKAPA SCHOOL

CHARTER 2017-2019

*Be strong, aim high
Kia kaha, runga rawa*

Kaukapakapa School students will have a strong foundation in numeracy and literacy, thus preparing them for the ongoing journey to further education, equipped with the confidence and self esteem to become good citizens.

Forward

The Kaukapakapa School Strategic Plan provides the framework for school development.

A large part of the strategic plan is set out for the school in regulations in the National Education Goals (NEG's) and the National Administration Guidelines (NAG's). Therefore, this Strategic Plan combines regulatory requirements combined with local aspirations and needs. Strategic planning allows the school to identify its goals and systematically set about achieving them.

In an ever-changing education environment, the strategic plan is in reality, a statement of intent. The impetus of the plan is to ensure ongoing improvements for the school and to establish a climate that the Board of Trustees and school management can work and think strategically. On-going evaluation of how the actions of the Board and management contribute towards the strategic intent will determine the success of the plan.

Any legislative changes will be appended to this plan and incorporated into the new plan when developed.

Tony Westrupp
Principal

KAUKAPAKAPA SCHOOL

Charter Mission Statement

Kaukapakapa School students will have a strong foundation in numeracy and literacy, thus preparing them for the ongoing journey to further education, equipped with the confidence and self esteem to become good citizens.

Vision	Values Attitudes and Beliefs	Goals
<p>We at Kaukapakapa School would like our students to be life long learners and well informed - that is, to understand ideas that are important, useful, beautiful and powerful.</p> <p>We also want them to have the desire and ability to ask questions and the skills with which to seek the answers; to think analytically and critically, to be able to speculate and imagine, to see connections among ideas and cultures and be able to use what they know to enhance their own lives and the lives of those around them.</p> <p>‘adapted from Eisner’</p>	<p>To develop a sense of:</p> <ul style="list-style-type: none"> • Honesty and Integrity • Confidence • Resilience • Leadership • Self esteem <p>To enable students, staff and community to develop positive relationships within the school and wider community</p> <ul style="list-style-type: none"> • Positive and Responsible attitude • Personal excellence <p>To acknowledge student’s progress and achievement</p> <ul style="list-style-type: none"> • Love of learning • Thinker • Self Improving • Self motivated • Inter/Independent • Actively involved <p>To appreciate difference</p> <ul style="list-style-type: none"> • Respect • Caring for others <p>The above are fostered through our CARE programme.</p>	<ul style="list-style-type: none"> • Kaukapakapa students will use a range of strategies to help them succeed in daily life in our ever-changing society and become independent life long learners. • Kaukapakapa students will have high self esteem, pride, confidence and a sense of responsibility. • Kaukapakapa students will attend school regularly in a safe, happy and attractive environment. • Kaukapakapa students will be taught by top quality professionals who demonstrate curriculum best practice. • Kaukapakapa students will have sound learning habits through being given the best programme for each individual. • Kaukapakapa students will develop an awareness of health and well-being and the need for a balanced, healthy lifestyle.

Charter Undertaking :

This Charter was ratified by the BoT on 23/2/17 and will be submitted to the Ministry of Education.

Consultation process :

Staff and BoT initially discussed the values / attitudes / beliefs they believed were relevant to Kaukapakapa School. The community were consulted regarding their beliefs and a base document formed. This base document was further discussed by staff and the BoT.

Chairperson, Board of Trustees

Date

Cultural Diversity and Maori Dimension

The school will reflect.....

New Zealand's Cultural Diversity.....	The unique position of the Maori culture.....
<p>By</p> <ul style="list-style-type: none"> • Respecting and recognising diverse cultural backgrounds • Encouraging students to share their cultures and celebrations and identify different cultures within classes • Developing class programmes to encourage open-minded exploration of cultures • Using a variety of languages in such situations as greetings • Using resources supplied by the Ministry of Education and other resources available. 	<p>By</p> <ul style="list-style-type: none"> • Using Te Reo Maori regularly as part of the classroom programme where possible. • Staff development including Te Reo Maori, Tikanga Maori, and cultural awareness. • Kaumatua and other resource personnel being invited to the school where possible to provide input into programmes. • Providing a welcoming atmosphere for all parents by reflecting both cultures. • Opportunities being given for students to experience Tikanga Maori, with the possibility of visiting a local Marae. • Utilising local Maori expertise to provide for the instructional needs of Maori children or any other student who wishes to learn in depth Maori culture. • Involving representatives from the Maori community in any decisions affecting Maori students and programmes. • Including Maori student achievement in reports to the Board of Trustees. • Starting assembly with the National Anthem in English and Te Reo • Promoting the Kapa Haka group • Acknowledging Maori language week – using language, art, dance, artefacts, guest speakers

<p>The school will take the following steps to incorporate Tikanga Maori (Maori culture and protocol) into the school's curriculum.</p>	<p>The school will provide instruction in Te Reo Maori (Maori Language) for full time students whose parents ask for it.</p>
<p>Kaukapakapa School recognises our bi-cultural society by the integration of Te Reo and Tikanga Maori in to all teaching and learning programmes.</p> <ul style="list-style-type: none"> • Included in long term and daily planning • Have resources available to assist with the programme • On-going professional development • Use of staff / community expertise • Support and fostering of School Kapa Haka group • Celebrate Waitangi Day 	<p>Parents will be informed that Te Reo is part of the daily programme in school at a basic level e.g. greetings, basic vocabulary, waiata. If they require more than this they need to approach the Board of Trustees with their request in writing, which would be submitted with the principal's report to the next Board meeting.</p> <p>The Board of Trustees will give full and careful consideration to any requests with regard to personnel with pre requisite skills and qualifications, the schools overall financial position and availability of accommodation within the school when making its decision.</p>
<p>Steps that will be taken to discover the views and concerns of the school's Maori community.</p>	<p>Areas which make our school unique and are important to the community</p>
<ul style="list-style-type: none"> • Consultation – formally or informally when appropriate • Survey parents • Parent interviews - an opportunity to ask a set of questions re the school meeting the needs of the community • Open door policy : invites parents to express opinions • Approach key people in the community to encourage parents to attend information gathering sessions and to express their views to the school. • School events e.g. family sports night which is well supported by our Maori parents 	<ul style="list-style-type: none"> • Supportive environment • Commitment / follow-up / home school partnership • Programmes offered <ul style="list-style-type: none"> ○ Kapa Haka group ○ School productions ○ Wide range of sporting opportunities ○ Music lessons • Behaviour modification programmes / initiatives • Acceptance of all • Access to trips / camps / shows • Positive culture • Supportive community – BoT/SSG • Commitment to student development through responsibilities <ul style="list-style-type: none"> ○ Librarians ○ ICT support ○ Organising Assemblies ○ Leading BEST initiatives ○ Buddy Reading ○ Role Modelling ○ School organisational duties • Proximity to Early Childhood Education which leads to transition to school. • CARE/Assertive Discipline programmes • Open Door policy

Key Competencies

The Key Competencies are developed over time, and are shaped by interactions with people, places, ideas and things. They must link with the values and learning areas that form part of our learning journey that underpin our vision of building a future for our students that “actively prepares, in partnership with the home and community, each child to take responsibility for their own life-long learning, values and behaviour.

The New Zealand Curriculum identifies five key competencies:

- Thinking
- Using language, symbols, and texts
- Managing self
- Relating to others
- Participating and contributing

At Kaukapakapa School these key competencies permeate all aspects of the learning environment and are an integral part of expectations and skill development. They align with our CARE programme and the individual goals become life skills.

- **Thinking** – using mental processes to make sense of information, experiences and ideas which help develop our understanding, decision making shaping, actions or constructing knowledge. This is a proactive process which helps students become reflective learners asking questions and challenging assumptions and perceptions.

This particularly relates to the CARE programmes emphasis on **Achievement**.

- **Using language, symbols, and texts** – is about making meaning of the codes in which knowledge is expressed. It is both expressive and receptive and assists in communicating information, experiences and ideas.

This particularly relates to the CARE programmes emphasis on **Achievement**.

- **Managing Self** – is associated with self-motivation, a “can-do” attitude, and with students seeing themselves as capable independent learners. They espouse enterprising, resourceful, reliable and resilient attitudes and have a range of strategies for being a leader and a follower and knowing how to act independently.

This is reflected in the CARE programme through **Responsibility**

- **Relating to others** – is about interacting effectively with a diverse range of people in a variety of contexts. This means students have the ability to listen actively, recognise and appreciate different points of view, negotiate and share ideas.

This is reflected in our CARE programme through **Citizenship**

- **Participating and contributing** - is about being actively involved in communities which include family, whanau, the school, cultural groups, and community based activities. The focus is about making connections, creating opportunities and contributing appropriately.

This is reflected in our CARE programme through **Effort**

Kaukapakapa School 2017 - 2019
Strategic Direction
Summary of Intentions

Nag 1 Curriculum

- All students will be competent readers achieving at or above their appropriate level
- To raise the level to or beyond student's chronological age in writing.
- All students to be competent mathematicians in all strands at or above their appropriate numeracy stage as defined by the Numeracy Project 'Global Strategy Grid'.
- To continue to develop assessment systems that provide relevant and valid information for teachers, parents, students on the progress and achievement of students and review the effectiveness of programmes delivered.
- All students and staff will be ICT literate and integrate ICT usage into classroom programmes and practice to enhance learning outcomes for all students.
- To identify Maori students who are achieving below their chronological age in literacy and numeracy and develop teaching and learning strategies to meet their needs.
- Inquiry Learning will be an integral part of classroom programmes
- To ensure all students take part in a comprehensive physical education programme
- To provide appropriate career education guidance for Years 7 & 8.

<p>NAG 2 : Self Review</p> <ul style="list-style-type: none"> • Develop and implement an effective and meaningful self review programme to support the shared vision of the school. • To implement National Standards assessment in reporting to parents and Board of Trustees. 	<p>NAG 6 : Compliance</p> <ul style="list-style-type: none"> • The Board will ensure that all legislative requirements are met. <p style="text-align: center;">Kaukapakapa School 2017 - 2019</p> <p style="text-align: center;">Strategic Direction Summary of Intentions</p>	<p>NAG 3 : Employment and Personnel</p> <ul style="list-style-type: none"> • To provide professional development that will support the strategic direction of the school and the personal goals of all staff as identified during the appraisal process.
<p>NAG 4 : Finance/Property</p> <ul style="list-style-type: none"> • To provide / allocate funds to support the school to realise its shared vision through its charter. • To develop buildings, facilities and grounds to support the shared vision of the school. 	<p>NAG 5 : Health & Safety</p> <ul style="list-style-type: none"> • To provide a safe physical and emotional environment for students and staff. 	

**STRATEGIC PLAN FOR KAUKAPAKAPA SCHOOL
2017 TO 2019**

2017

2018

2019

***Strategic goal for Literacy:** Every child attending Kaukapakapa School will make progress to reach the National Standards in Reading and Writing, regardless of their ethnicity, if they have a disability or have special education needs. The principal and teachers will respond quickly and effectively to the learning needs of students who are not achieving. The school will report to students and their parents on the students' progress and achievement in relation to National Standards in Literacy in plain language twice a year.*

- Review Grammar usage.
- Review Reading.
- Review Writing.

***Strategic goal(s) for Numeracy:** Every child attending Kaukapakapa School will make progress to reach the National Standards in Mathematics, regardless of their ethnicity, if they have a disability or have special education needs. The principal and teachers will respond quickly and effectively to the learning needs of students who are not achieving. The school will report to students and their parents on the students' progress and achievement in relation to National Standards in Mathematics in plain language twice a year.*

- Review and consolidate use of problem solving in the teaching of Mathematics.
- To review and implement the teaching of the Strands in Mathematics.
- Review Basic Facts.

2017

2018

2019

Strategic goal(s) for Assessment, including formative assessment: *To continue to develop assessment systems that provide relevant and valid information for teachers, parents, students on the progress and achievement of students and review the effectiveness of programmes delivered.*

- Streamline assessment processes and revise where necessary.
- Review moderation techniques and the use of moderation.

Strategic goal(s) for Digital Learning: *All students and staff will integrate digital learning into classroom programmes and practice to enhance learning outcomes for all students and will be digitally competent.*

- To review digital learning and revise Scheme.
- Purchase updated technological resources as identified in the review and provide staff PD on these.

Strategic goal(s) for Maori: *To identify Maori students who are achieving below their chronological age in literacy and numeracy and develop teaching and learning strategies to meet their needs.*

- Teachers to specifically contact Maori families to establish a Home/School relationship, ensure parents are aware we are developing learning programs to meet their child's needs and to document these occasions and to continue to build on this relationship.
- Explore programmes available to the community through outside agencies to empower caregivers to prepare their children for learning.
- Look at student achievement data to identify trends, seeking remedies where necessary.
- Contact local kaumatua for possibility of setting up pastoral care programmes within the school.

2017

2018

2019

Strategic goal(s) for Excellence: *To promote excellence in education at Kaukapakapa School.*

- To review the CARE programme.
- To review educational opportunities for our Year 7 & 8 students.
- Review CWSA programmes.
- Ensure all students set achievable goals which aim for excellence.

Strategic goal(s) for Regular quality physical activity: *To ensure all students take part in a comprehensive physical education programme.*

- Review PE skills teaching and programme effectiveness.
- Access PD as necessary for skills teaching in physical education.

Strategic goal(s) for our high achievers: *To identify and cater for our high achievers*

- Review programmes
- Continue to implement CWSA programmes.

Strategic goal(s) for Key Competencies: *To incorporate the Key Competencies in curriculum planning. See statement headed 'Key Competencies'.*

2017

2018

2019

Strategic goal(s) for Career Education: *To provide appropriate career education guidance for years 7 & 8.*

- Continued involvement in BEST (Building Enterprising Students Today) developing enterprising attributes.
- Develop financial literacy skills.
- Set goals for possible future career options.
- CV writing and interview techniques.
- Refer to website www.nzcareers .for students to plan possible career options.

Strategic goal(s) for Reporting to parents: (Nag 2) *To ensure all reporting is valid and accurate.*

- To report student achievement to Board of Trustees in accordance with the Curriculum reporting timeline.
- To report to Board of Trustees and community on previous years targets.
- To present to Board of Trustees targets for the year.
- To forward a copy of the Kaukapakapa School Charter annually to the Ministry of Education.
- To review the Strategic Plan annually.
- To present an Annual Plan.
- To ensure that reports to parents give a true and accurate indication of their child's achievement and that they include National Standards data.

Strategic goal(s) for Self review: (Nag 2) *To self review School operations against the Review Office compliance checklist.*

- Personnel
- Curriculum

Strategic goal(s) for Self review: (Nag 2) *To develop the future proofing of Curriculum*

- To review Maths
- To review Science
- To review English and the Arts

2017

2018

2019

Strategic goal(s) for Professional development: (Nag 3) *To provide professional development opportunities for all management and teaching staff based on curriculum priorities for identified personal development needs.*

- Maths
- English
- Digital learning and teaching

Strategic goal(s) for Performance management: (Nag 3) *To provide professional development that will support the strategic direction of the school and the personal goals of all staff as identified during the appraisal process.*

- Review appraisal process.
- Implement changes to appraisal processes.

Strategic goal(s) for Major property projects: (Nag 4) *To implement the 5 Year Property Plan.*

- 5YPP
- Oversee building of 6 new classrooms and Administration Block

Strategic goal(s) for property development: (Nag 4) *To plan and implement local property projects and initiatives*

- To continue to implement the grounds/landscaping development plan with particular emphasis on gardens.
- To continue to implement the grounds/landscaping development plan with particular emphasis on shade

2017

2018

2019

Strategic goal(s) for Health and Safety: (Nag 5) *To provide a safe physical and emotional environment for students, staff, school community and visitors.*

To provide ongoing programmes such as:

- CARE
- Conflict Resolution
- Stepping Out
- DARE
- Kia Kaha
- Keeping Ourselves Safe
- Assertive Discipline
- Kidpower

Strategic goal(s) for Health and Safety: (Nag 5) *To ensure Playground Safety.*

- To review and revise playground rules.
- To implement new playground rules.
- To review effectiveness of new playground rules and change where necessary.

Strategic goal(s) for Administration: (Nag 6) *Ensure all compliance requirements are adhered to.*

- To continue the Board of Trustees review of policies as per the review timeline.
- To follow up on ideas from community consultation.
- To consult with the Year 7 & 8 school community on Puberty Lessons.
- To consult with the school community for future direction on school matters.