



KAI IWI SCHOOL

to be the best we can be

CHARTER 2020

VISION STATEMENT

“Together building a community of caring, enthusiastic discoverers and creators for today and tomorrow”

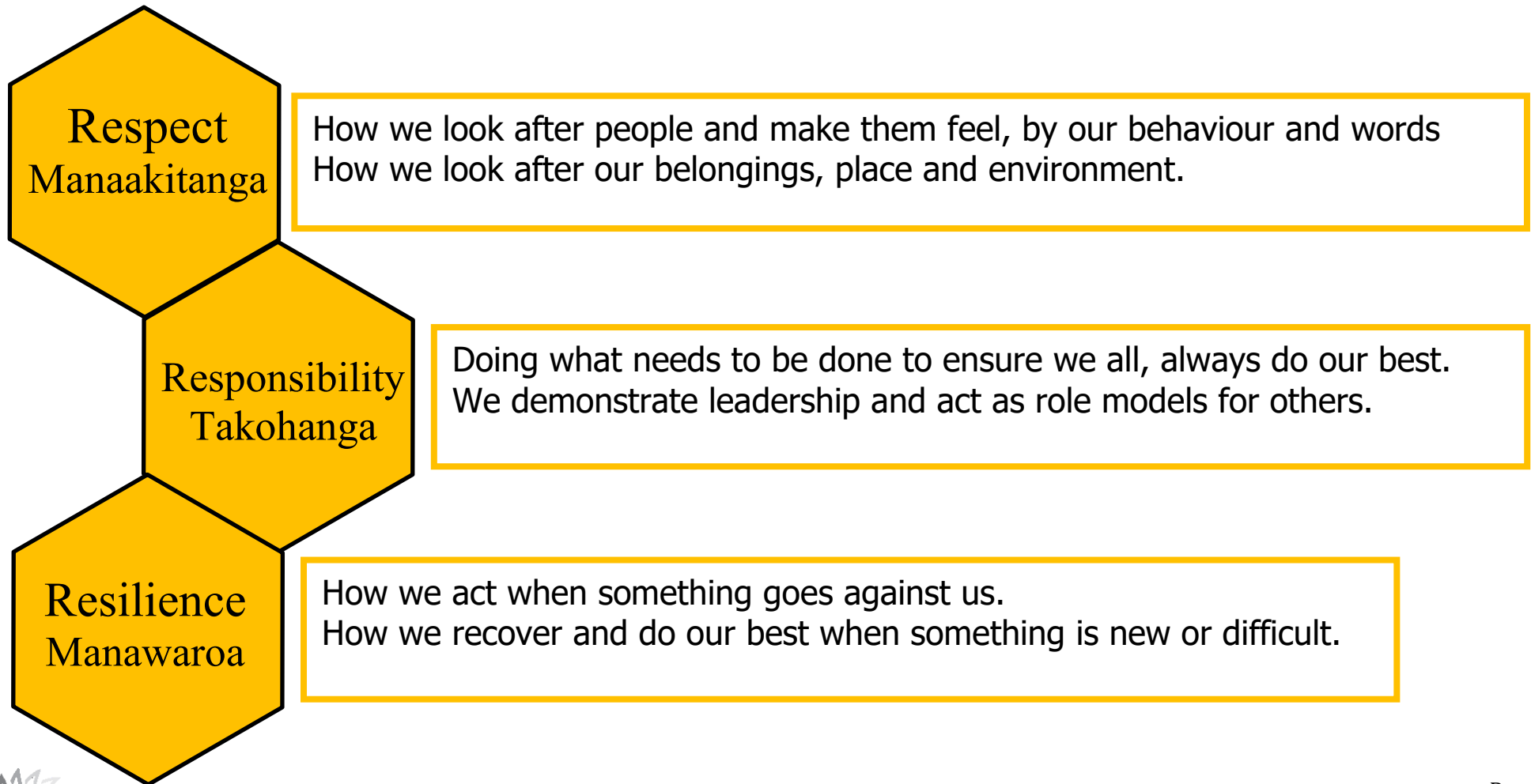
MOTTO

To be the best we can be



KAI IWI SCHOOL VALUES

Our values of Resilience, Respect and Responsibility are actively promoted, taught, explored and modelled throughout the school. Our values underpin our school expectations and behaviour, along with Restorative Practices. We believe that our thinking determines actions, our actions determine our habits and our habits determine our character. As a school and community of learners, we co-construct what each value looks like in different contexts around the school. These are then displayed and describe:





Kai Iwi School is a full primary school situated in rural surroundings on State Highway 3, 10km north of Whanganui.

LEARNING VISION:

At Kai Iwi School we pride ourselves on a rich integrated programme founded on quality literacy and numeracy programmes. We are in the process of redesigning and localising our curriculum, which will also include the Ngā Rāuru curriculum/Te Kooiwi Roa and are developing our Digital Technology and Inquiry Learning.

RELATIONSHIPS:

The school fosters a caring, family oriented atmosphere where children are encouraged to step forward and take action. We teach positive relationships and emotional wellbeing through the use

of circles and school values, using Restorative Practices to rebuild relationships when things go wrong.

CATCHMENT:

The majority of our students come from within our enrolment scheme zone of Kai Iwi, Maxwell and Mowhanau. The school also attracts students from families living outside the enrolment zone and our BOT owned school bus continues to be filled to near capacity.

COMMUNITY:

The school is very fortunate to have the support from our school families who volunteer for a wide range of activities, to provide exciting and challenging learning experiences that engage students to be the best they can be.

FACILITIES:

The school playground includes: in ground trampolines, swings, bike track, an adventure playground, climbing wall, large concrete court, swimming pool - which is

available for the community to use during the summer months and grassed area which has been increased in size to give the children more space. The children are very active in their recreation time and make good use of the facilities to build positive relationships.

ENVIRONMENTAL EDUCATION:

Caring for the environment and our sustainable practices are important. We are exploring the opportunities to include community members to reinvigorate this kaupapa. Children will be encouraged to take an active role in planning, and caring both for our school gardens and orchard. The orchard provides children with fruit that they can eat at school.

As part of our commitment to the health and well-being of our students and staff, we have been certified as a "Sunsmart School", we promote healthy eating, are involved in the Fonterra Milk in Schools programme, and at various times have our own vegetables from school gardens.





All cultures within the school will be valued and accepted through active encouragement of an inclusive school culture.

Staff members ensure that children from all cultures are treated with respect and dignity and will actively work towards maximising the potential of each learner.

Kai Iwi School, as appropriate to its community, is developing policies and practices that reflect New Zealand's cultural diversity and the unique position of Māori.

MĀORI CULTURE

Kai Iwi School has around 25-30% of students who identify as Māori and we recognize the importance of New Zealand's bicultural heritage. Kai Iwi

School will develop an awareness of Te Mana o Aotearoa and provide the means of fostering better cultural understanding consistent with the Treaty of Waitangi.

INCORPORATING TIKANGA MĀORI AND TE REO INTO THE SCHOOL'S CURRICULUM

Classrooms and school celebrations will reflect Māori culture through Inquiry Learning (NZC Principles), Te Kooiwi Roa, use of basic vocabulary, Kapa Haka, and mihi. Kai Iwi School integrates Te Reo and Tikanga within its programmes and daily practices.

MĀORI CONSULTATION

Kai Iwi School consults with the Maori community on an annual basis. Through whānau hui, school review meetings, focus groups and panui, parents are informed and engaged in the plans and targets for Māori learners and outcomes of achievement.

PARENT CONSULTATION

Kai Iwi School encourages parents and whānau to be active in supporting the school to achieve the objective of improving learning outcomes for all learners.

There are open and effective pathways of communication between parents and school. This will be promoted and activated in a variety of ways, such as: Newsletters, website, parent meetings, school surveys, focus groups, parent/teacher group "FOKIS" (Friends of Kai Iwi School), whānau hui, local Iwi Hui, and School educational and social events. Parents are encouraged to attend Board meetings and become Trustees. Parents are welcome to meet informally with teachers and the Principal to discuss their views/thoughts on the direction of Kai Iwi School.





Kai Iwi School Charter is supported by:

- Kai Iwi School Policies and procedures
- Self-review schedule.
- Assessment and Curriculum handbook
- Board Handbook
- 5/10 Year Property Agreement
- NEGS/NAGS
- Annual Budget
- Annual Plan and Supporting reviews
- Job descriptions
- Curriculum Action Plans
- New Zealand Curriculum
- Performance Standards and agreements.



STRATEGIC PLAN 2020

SCHOOL VISION

VISION STATEMENT

"Together building a community of caring, enthusiastic discoverers and creators for today and tomorrow"



Respect/Manaakitanga
Responsibility/Takohanga
Resilience/Manawaroa



GOALS

1. Continuous academic improvement for all learners
2. Provide a safe physical and emotional environment promoting positive relationships and hauora
3. Extend and enrich learning through student agency, creative processes and programmes.



Strategic Plan 2020



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Strategic Goals		Core Strategies for Achieving Goals 2018 – 2020
<p>Students' Learning Student Engagement Personnel DOMAINS Leading and managing Students learning engagement, progress and achievement Effective teaching School Culture</p>	<p><i>Continuous academic improvement for all learners</i></p>	<ol style="list-style-type: none"> 1. Based on current research and best practice provide tailored, specific targeted support aimed at optimising student achievement. 2. Assessment that is robust, equitable for all learners and informs practice will be used in conjunction with moderation to improve the consistency and dependability of teacher judgements about student achievement. 3. Through participation in collaborative and connected learning communities, opportunities to extend and enrich teaching and learning will be created. 4. Targeted professional development for all staff especially in our target areas (Writing, Mathematics) and Digital Technology 5. Using evidence based decision making to inform, direct and improve teaching and learning. 6. All teachers working cooperatively and collaboratively throughout the school. 7. To identify language and culture by integrating aspects of Ngaa Rauru curriculum/Te Kooiwi Roa to enhance and accelerate success of our ākonga Māori (Māori students) as Māori
<p>Health & Safety Community/Engagement DOMAINS Educationally powerful connections and relationships School Culture</p>	<p><i>Provide a safe physical and emotional environment promoting positive relationships and Hauora (Well Being)</i></p>	<ol style="list-style-type: none"> 1. Improved hauora of students through fitness, nutrition/oral health, and emotional well being 2. Further develop restorative practice for all staff 3. Continue to refine our behaviour management plan.
<p>DOMAINS Educationally powerful connections and relationships Students learning engagement, progress and achievement</p>	<p><i>Extend and enrich learning through student agency, creative processes and programmes.</i></p>	<ol style="list-style-type: none"> 1. Through participation in collaborative and connected learning communities, opportunities to extend and enrich teaching and learning will be created. 2. Encourage community participation using the parents expertise to provide challenging and authentic learning 3. Enable our students to be active, confident, creative and innovative thinkers and learners. 4. Provide ākonga with rich experiences and opportunities. 5. Encourage use of student agency through the learning inquiry process.






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ANNUAL SECTION



	<p>opportunities to extend and enrich teaching and learning will be created.</p> <ul style="list-style-type: none"> 4. Targeted professional development for all staff especially in our target areas (Writing, and Maths) Digital Technology and Student Agency. 5. Using evidence based decision making to inform, direct and improve teaching and learning. 6. All teachers working cooperatively and collaboratively throughout the school. 	<p>social, physical and academic progress.</p> <p>3/4/5 Professional development for teachers, principal and support staff, with writing, maths and digital technology.</p> <p>Cluster and outside school activities and enrichment classes attended by students.</p> <p>Cluster moderation and other shared learning activities across the curriculum both within cluster and outside agencies.</p> <p>ICT being used innovatively and across the curriculum</p> <p>Staff to engage in collaborative research and presentation of professional readings.</p> <p>7. Planning/ meetings/sharing of areas of expertise/ Feedback on good practise in staff meetings from classroom practice and professional development conferences/ classroom observations/conversations</p>	<p>Relievers</p> <p>Prof Dev</p>	<p>TCH</p> <p>PR</p> <p>Cluster</p> <p>PR</p> <p>TCH</p>		
						

GROWING TEACHER EFFECTIVENESS TO PERSONALISE LEARNING AND DEVELOP STUDENT AGENCY	Personalising Learning and Student Agency	Teachers will develop teaching and learning programmes that personalise learning and develop student agency so that students are engaged and motivated to learn and are successful.	Teachers collectively and individually use inquiry process to build their capacity to personalise learning to develop student agency in our learners. Build a common understanding about what is meant by "personalising learning" and "student agency" and what that looks like in practice.	Prof Dev Relievers ICT - Devices	Tch BOT FOKIS Parents	Term 1-4	
	Digital Technologies Hangarau Matihiko	Implement and embed Digital Technologies in meaningful and relevant ways so that we equip our children and young people to participate, create, and thrive in this fast-evolving digital world.	Teachers collectively and individually participate in professional learning sessions and use the inquiry process to review and implement researched strategies around Digital Technologies, Computational Thinking and Computer Science to build teachers confidence and competence. DT teacher working alongside teachers. Teachers will be supported to implement Digital Technologies Hangarau Matihiko into teaching and learning				
PROVIDE A SAFE PHYSICAL AND EMOTIONAL ENVIRONMENT PROMOTING POSITIVE RELATIONSHIPS AND HAUORA (WELL BEING)	<ol style="list-style-type: none"> Improved hauora of students through fitness, nutrition/oral health, and emotional well being Further develop restorative practice for all staff Continue to refine our behaviour management plan. Insure parents feel welcome in the school environment 	<ol style="list-style-type: none"> Outside agencies delivering information on Nutrition/Oral health and Emotional well-being. Units/Lessons on the above throughout the year. Further PLD in restorative practices for staff and students, observing restorative practice working in the playground and throughout the school. Parents/caregivers and others from the community working within our school in different capacities assisting our students with their learning across the curriculum. 	Prof Dev	TCH PR AGN TCH PR TCH PR	Term 1-4 Term 1-4		





KAI IWI SCHOOL

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SCHOOL TARGETS



Kai Iwi School WRITING Annual Target 2020

STRATEGIC GOAL	To lift learner engagement, progress & achievement in school-wide Literacy	CURRICULUM AREA	Writing
ANNUAL GOAL	To lift the achievement of learners in Writing		
ACHEIVEMENT TARGET	We will be targeting 27 students ranging from year 3 to 8 identified as below at the end of 2019 and especially focusing on writing for boys as 19 of the 27 are boys and 7 of those boys are Maori. Therefore, our <i>aim</i> will be to have the 'Below' cohort meeting their New Zealand Curriculum Writing Standard appropriate for their year level by the end of 2020.		
BASELINE DATA	EXPECTED OUTCOMES	ACHIEVED OUTCOMES	
<ul style="list-style-type: none"> EOY 2019 Achievement Reports (NZ Curriculum Standards OTJs) patterns of achievement show: <ul style="list-style-type: none"> End of year writing results for 2019 <ul style="list-style-type: none"> 66 students are at or above their expected curriculum level for their year 37 students are below their expected curriculum level for their year 6 students are well below their expected curriculum level for their year 27 students starting 2020 below and 3 well below 8 Maori students starting below and 1 well below. 	To have at least 20 of our 27 students identified as below at the end of 2019 to be at or above the New Zealand Curriculum Writing Standard appropriate for their year level, and the other 7 students to have made significant progress towards meeting the appropriate curriculum level by the end of 2020.		
ACTIONS	WHO	WHEN	ANALYSIS/REFLECTION
<ol style="list-style-type: none"> Support for lead teacher to undertake training. Staff tracking of Priority and Targeted learners. Continued focussed PD on teaching writing ALL (accelerated learning in Literacy) programme Continued use and development of Guided writing strategies. All Staff to attend ALL PD Liaise/Visit other schools in regards to their school's achievement successes on their journey to improve and stimulate boys writing. Share ideas during Principal Cluster meetings as to what schools have done to improve their boys writing. Mid-Year Curriculum Writing Standards report (Analyse and plan) 	<ol style="list-style-type: none"> Staff and Leadership/PLD supporters/Rtlb Teachers Leader Principal/Teachers/Pld supporters Teachers/Principal/Programme coordinators Principal/Teachers Principal/Teachers Principal, Teachers Principal/Teachers Principal/Teachers Teachers Teachers/Students Students/Teachers 	Throughout 2020	



<ul style="list-style-type: none"> 10. Use end of 2019 NZ Curriculum Standards report to plan. 11. Targeted plans for SN learners & Target Cohort 12. Continuing Junior School-wide Phonological awareness and MSL programmes 13. Buddy writing/Peer writing 14. Literacy leader to observe writing in the classrooms and feedback. Teachers to observe each other's teaching of writing and feedback 15. Literacy leader act as mentor for teachers needing assistance 16. Writing moderation programme school-wide and Cluster wide to continue 17. Student agency- Students having more say in what they want to write about (Their interests) 	<ul style="list-style-type: none"> 13. Teachers/students 14. Teachers/literacy leader teachers 15. Literacy Leader 16. Teachers/cluster/literacy leader 17. Students/teachers 		
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Kai Iwi School Annual Target 2020

Mathematics

STRATEGIC GOAL	To lift learner engagement, progress & achievement in school-wide Mathematics	CURRICULUM AREA	Mathematics
ANNUAL GOAL	To lift the achievement of learners in Mathematics		
ACHEIVEMENT TARGET	We will be targeting 21 students, ranging from year 3-8 who have been identified as below their required curriculum level at the end of 2019. Our aim would be to progress 21 students to be 'AT or 'ABOVE' their appropriate curriculum level by the end of 2020.		
BASELINE DATA	EXPECTED OUTCOMES	ACHIEVED OUTCOMES	
<ul style="list-style-type: none"> EOY 2019 Achievement Reports (NZ Curriculum OTJs) patterns of achievement show: We have 25 pupils below their year level We have 4 pupils well below the expected level for their year We have 5 Maori students below and 1 Maori student well below for 2020 We will be starting 2020 with 21 students below in mathematics and 2 well below 	<p>Our expected outcome would be to have at least 13 of the 21 students at or above their appropriate curriculum level by the end of 2020 and the other 8 students to have made significant progress towards the appropriate level by the end of 2020</p>		



ACTIONS	WHO	WHEN	ANALYSIS/REFLECTION
<ol style="list-style-type: none"> 1. Staff tracking of Priority and Targeted learners. 2. Seek Professional development in required areas needed by teachers 3. Ongoing support of Numeracy leader to attend PD and lead teacher training. 4. Continued use and development of small group teaching. 5. Targeted observations by senior teachers to observe and identify good practice in a maths classroom. 6. Inclusion of Maths in TAI 7. Monitor class data identifying those students performing Below in Mathematics. 8. Mid-Year (MY) Achievement Report 9. End of Year (EOY) November BOT final OTJ data and Achievement Report. 10. Targeted plans for SN learners & Target Cohort. 11. Continue Prime maths programme and support. 	<ol style="list-style-type: none"> 1. Teachers and Principal 2. Maths Ldr, Principal, DP 3. Principal Num Ldr 4. Teachers 5. Principal, Leader 6. Tchrs, Num Ldr/Pr 7. Principal, Num Ldr, Tchrs 8. Principal/Teachers 9. Tchrs, SENCO 10. SENCO 11. P/T 	<p>Throughout 2020</p>	

