# Kohimarama School

## Charter – Introduction

**Vision Statement:** To become the New Zealand Primary School of choice where:
- As a student I belong & achieve
- As a staff member I am empowered to be an educational leader
- As a parent I am informed & engaged in partnering the school
- As a community member I connect & contribute

**Purpose**: To instil a passion for life-long learning, and for making positive contributions to society

## The Kohimarama Way

| Kohimarama Learners are: | Kohimarama Citizens are: |
| --- | --- |
| Collaborative | Honest |
| Self-Motivated | Respectful |
| Reflective | Committed |
| Creative | Friendly |
| Curious | Compassionate |
| Effective Communicators | Reliable |

# Charter – Strategic Section

# Strategic Goals 2017 - 9

1. Our students have developed as well-rounded citizens through the depth and breadth of programmes.

2. Our students have been challenged and effectively supported to achieve to the best of their abilities.

3. Our students have utilized E-learning as an enabler to optimise learning across the curriculum.

4. Student achievement has been raised through our participation in Te Roopu Pourewa Community of Learning.

5. Our students have their school experience enhanced through consistent and pro-active communication between school and our community.

6. Our school has attracted high quality teaching staff who work collaboratively to achieve high quality outcomes for students.

7. Kohimarama School is the school of choice for years 7 & 8.

**8.** **Our school has an ongoing programme of investment in facilities to enhance the learning opportunities.**

# Strategic Plan 2017 - 19

| NUMBER | GOAL | OBJECTIVES | MAJOR TEACHING AND LEARNING STRATEGIES | ORGANISATIONAL/ SYSTEM/ RESOURCE SUPPORT |
|---|---|---|---|---|
| 1 | **Our students have developed as well-rounded citizens through the depth and breadth of programmes.** | 1. Students experience the breadth of the NZ curriculum on an annual basis<br>2. Learning opportunities are designed so they enable all students to explore and develop strengths and interests<br>3. The Kohimarama Way Citizenship values are embedded into the life of the school and carried in to the community<br>4. The curriculum planning recognizes, explores and celebrates cultural diversity.<br>5. Maori students feel valued and challenged as Maori learners. | ➢ Review the School Implementation Guides (SIGs) across the breadth of the curriculum.<br>➢ Planning learning opportunities where students are able to engage with areas of interest and relevance to them.<br>➢ Planning for student choice in units of work.<br>➢ Opportunities for staff to lead in curriculum areas of personal strength and interest.<br>➢ A review and development of the science curriculum<br>➢ Identify new opportunities to bring the Kohimarama Way values to life in our community<br>➢ Participation in the Asian Languages cluster to develop our teacher and student understanding of Mandarin culture and expertise in the Mandarin language<br>➢ Staff development in Tikanga and Te Reo Maori. | |

| 2 | **Our students have been challenged and effectively supported to achieve to the best of their abilities.** | 1. Students understand and are able to articulate their current learning achievement, their learning goals and how they expect to achieve them (student agency). <br> 2. Our students are engaged in learning programmes that enable them as future learners and problem solvers <br> 3. Teachers are engaging in an inquiry process each year to understand their students' achievement, develop the quality of learning programmes and make an impact for all learners <br> 4. Teaching programmes that support learners at risk of underachievement have been reviewed and developed so we optimize resources and outcomes for them. | ➢ Develop school resources so staff and students are able to readily access information to support next steps in learning. <br> ➢ Review and develop the utilization of the SOLO taxonomy as a tool to support student agency. <br> ➢ Build the staff capability so they can effectively engage learners. <br> ➢ Embed the Kohimarama Way Learner Dispositions within the learning programmes. <br> ➢ Teaching as inquiry is a key focus with the teacher development and teacher appraisal processes. <br> ➢ Explore ways to measure the wider curriculum <br> ➢ Monitor and refine intervention programmes and the value they add to student learning and achievement outcomes. | |

| | | | | |
|---|---|---|---|---|
| **3** | **Our students have utilized E-learning as an enabler to optimise learning across the curriculum.** | 1. A range of E-learning tools support students to access quality learning opportunities and resources across the curriculum that enhance their learning.<br>2. E-learning is embedded in the learning programmes across the curriculum, particularly from year 3 – 8.<br>3. Staff are confident and capable in designing learning programmes that utilize digital learning tools to optimize learning opportunities for students. | ➢ Review and update school technological infrastructure to support changing needs.<br>➢ Update the digital device buying programme to ensure it is sustainable and meets the needs of learners<br>➢ Review and develop the Digital Citizenship programme so students are able to manage their safety in the online environment<br>➢ Develop an online resource based on learning progressions that support students to set goals and engage with their next learning steps<br>➢ Develop opportunities for students to personlise their learning supported by digital resources<br>➢ Professional learning for staff so they are able to optimise the use of digital learning tools. | • Purchase replacement mobile technology for netbooks<br>• Allocate a unit for e-learning<br>• Plan and fund PD from external providers on e-learning<br>• Plan for continued implementation of BYOD |
| **4** | **Student achievement has been raised through our participation in Te Roopu Pourewa Community of Learning.** | 1. To lift the Writing achievement of all students at Kohimarama School so the % Above and At Standard is increased to greater than 92% and the % Below Standard reduced to less than 8%.<br>2. To lift the Mathematics achievement of all students at Kohimarama School so the % Above and At Standard is increased to greater than 94, there are more than 56% Above Standard and less than 6 % Below. | ➢ Utilize the SoLO taxonomy to support learners to understand their current learning achievement, their learning goals and how they expect to achieve them.<br>➢ Develop the expertise of key staff in the school to provide leadership in the development of our Writing and Mathematics programmes.<br>➢ Engage all staff in professional development within our school and as part of Te Roopu Pourewa.<br>➢ In school CoL leaders and school unit holders work together to lift achievement in Writing and Mathematics | • Each DP to take responsibility for either Literacy or Numeracy<br>• Additional FT Unit holders<br>• Engage external experts as required<br>• Utilize external courses for staff development<br>• Annual PD plan to include staff meetings focused on Literacy and Numeracy<br>• Identify and provide differentiated PD<br>• Plan for Team meetings focused on student data<br>• Utilize team meetings to share programmes |

| | | | | • Enable teacher release for testing when possible |
|---|---|---|---|---|
| **5** | **Our students have their school experience enhanced through consistent and pro-active communication between school and our community.** | 1. Parents and caregivers have had a range of opportunities to engage with and be supported to understand the school curriculum.<br>2. Parents and caregivers have been engaged as partners in supporting their children's learning process, progress and achievement.<br>3. Our school community has had consistent and timely communication through the full range of mechanisms available. | ➢ Parent information sessions on the curriculum through New Entrant induction and special events.<br>➢ Links through the website to curriculum information.<br>➢ Utilize a range of opportunities to communicate our students' academic success to the parents<br>➢ Review the way individual student achievement is shared including student achievement discussions, written reports and online tools.<br>➢ Review the communication with parents for 'At Risk' students<br>➢ Develop some guidelines for staff on the key features expected in a class blog for school wide consistency<br>➢ Undertake a review of communication to identify if there is a gap between what is needed and what is delivered. | • Review reporting to parents plan and documentation<br>• Plan parent information evenings that support understanding of the curriculum<br>• Fund external providers to support parent education where appropriate |
| **6** | **Our school has attracted high quality teaching staff who work collaboratively to achieve high quality outcomes for students.** | 1. Staff are engaged in regular quality professional learning opportunities that motivate them and build professional capacity<br>2. Staff have been able to develop their strengths and benefit from opportunities to lead in the development of the school<br>3. Staff have a culture of collaboration and collegial support where they are acknowledged and affirmed. | ➢ Plan for external experts and in school leaders to support and mentor staff<br>➢ Survey the staff annually on their professional learning needs, interests and career satisfaction<br>➢ Resource the time for staff to collaborate on their learning programmes<br>➢ Review the leadership roles in the school annually to support school and staff growth<br>➢ Identify regular opportunities to share and celebrate staff strengths and successes | • |

| 7 | **Kohimarama School is the school of choice for years 7 & 8.** | 1. Year 7 & 8 students are engaged in a motivating and effective learning programme that is sustainable and unique to Kohimarama School<br>2. Year 7 & 8 students have high quality opportunities across the curriculum.<br>3. To set and maintain high academic standards for our year 7 & 8 students.<br>4. The school maintains a strong relationship with Selwyn College to provide the best opportunities for Kohimarama students wishing to continue their education at their local college. | ➢ Build staff understanding and capability in meeting the needs of year 7 & 8 learners.<br>➢ Develop the collaborative practices of our year 7/8 teachers to develop high quality learning programmes.<br>➢ Identify ways to utilize student voice in developing year 7/8 learning programmes.<br>➢ Develop the opportunities for students to engage specialist skills such as the specialization programme within a balanced timetable.<br>➢ Utilize the networks within our CoLto build on the quality of our year 7/8 programmes and identify areas of school strength and development.<br>➢ Regularly promote the opportunities being provided in year 7/8 through the school and BoT newsletter. | • |
| :-: | :-- | :-- | :-- | :-- |
| 8 | **Our school has an ongoing programme of investment in facilities to enhance the learning opportunities.** | 1. The school has an updated plan for capital works that will enable the provision of a rich curriculum.<br>2. Staff and students enjoy a well maintained, safe and high quality physical learning environment.<br>3. The Board and school community has significantly progressed the hall extension project. | ➢ Completion of a concept and marketing plan for the hall which supports hall fundraising over the next three years.<br>➢ Undertake a stock take of capital works from the current 5 YA.<br>➢ Engage with a consultant to plan the 2018-23 5YA<br>➢ Review of school Health and Safety and maintenance procedures to ensure they are efficient and fit for purpose. | • |