# KAIKORAI VALLEY COLLEGE

## CHARTER, STRATEGIC PLAN and ANNUAL PLAN

Tā Mātou Haerenga
PREPARING FOR THE REAL WORLD

## 2014 – 2016

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*Note: Those goals that are shaded are the priority goals for 2014*

*He manu whai huruhuru - Opportunity and Success for All*

## WHO WE ARE?

*"In order to be an effective teacher, who makes an impact on a young person's life, teachers need to foster a culture built around relationships and learning. Without these, the best intentions in the world will not bring about improved learning.... To get the best from their students, teachers need to foster the values of empathy, caring and respect."* (School Prospectus)

Kaikorai Valley College (KVC), situated in a park like setting in south-west Dunedin, is a co-educational Year 7 - 13 State Secondary School with a roll of approximately 495 students plus an additional 50 internationals. Its catchment area includes the contributing schools of Abbotsford, Balaclava, Bradford, Brockville, Concord, Fairfield, Green Island, Halfway Bush, Kaikorai, Mornington, Wakari and the south coast areas. The school has a loose relationship with the Araiteuru Marae and one of the strategic goals will be to establish closer links and foster this relationship.

Kaikorai Valley College has a reputation, and this was confirmed in its recent ERO visit in 2014, for providing a sound education, where academic studies are the number one priority. Students are provided with a wide range of opportunities, developing into well-rounded young adults, ready for their place in society. It is not uncommon for students at the school to lead very busy lives, as they often end up participating in a number of sports, as well as a multitude of other activities.

The school's international programme is well recognised and is easily the biggest international contingent in the city (10% of the school population). This department includes students from Brazil, China, Germany, France, Hong Kong, Japan, Korea, Thailand and Vietnam.

Due to its size, there is a real family atmosphere ("Ahua orite te Kura ki te whare whānau - family feel"), where students are well known by the staff who take a personal interest in their students. At Kaikorai Valley College, teaching is not just seen as a job, it is a vocation. Teachers are motivated by emotions, beliefs, personal growth and collegiality. As a team, we invest time, energy and effort into every single student, making a difference each day.

The school's philosophy is based around strong relationships, built on the values of empathy, caring and respect. Teachers at the school pride themselves on patience, perseverance and a belief in the student. The school's core values are Participation, Respect, Inquiry, Diversity and Environment (PRIDE), and underpin everything we do here at the school. Tā matou haerenga (preparing for the real world), kei ia akoka te mana, te awe me te kaha (with each student lies the capacity and strength for self-management). Considerable attention was given to these values through school assemblies in 2014.

The 'School Wide Positive Behaviour for Learning' (SWPB4L) initiative introduced at the school in 2013, forms a basis for a culture of school-wide improvement. This school wide initiative is about improving academic and behavioural outcomes for all students. Much of the groundwork has been done in 2012 and 13 where data has been gathered and consultation with the student body has been undertaken. The school is ready for a full launch of various initiatives and will rebrand this initiative as 'Learning through Respect' in 2014.

Learning through Respect is a framework that will be consistently applied across both classroom and non-classroom settings (such as the playground, corridors, buses and toilets), where appropriate behaviours are clearly defined and taught by all the staff of the school.

The focus of the approach is on:
- preventing problem behaviours

- developing student's social skills
- reinforcing desired behaviour
- consistently addressing and reducing inappropriate behaviours
- using data-based assessment and problem-solving to address concerns.

Kaikorai Valley College's decile status currently sits at 5, and is a fair reflection of the socio-economic status of the students and their families who make up the school roll. Links to community continue to develop with whānau and employers enjoying the open door policy of the school. A local curriculum is being developed to support the learning needs within the community, whilst providing a pathway to all three levels of NCEA, tertiary education and/or the workforce.

Computer Technology is particularly well catered for in both quality and quantity. Networked computers throughout the school offer all students access to computer technology and the internet. The school is a member of Dunedin Net, a network of 9 city schools, sharing high level computer technology to deliver aspects of the curriculum that might otherwise be inaccessible.

In every decision made, the focus is on that all important question, "*What has it got to do with student achievement?*" If the answer is "nothing!" then we ask, "why are we doing it?"

## MISSION STATEMENT
*"Kaikorai Valley College is committed to innovation and the promotion of excellence in teaching and learning. In partnership with our community we seek to provide broad based educational opportunities which address the needs of individual students in a safe, co-educational environment."* He manu whai huruhuru – Opportunity and Success for All.

*The motto:*

*"Quaerite et Invenietis!" – Seek and you shall find*

## HOW DO WE SEE THIS HAPPENING?
We believe the Mission Statement has been achieved when students demonstrate the following skills:
- Self-Management Skills based on a "can-do" attitude
- Social and Co-operative Skills that see students relating to others
- Work and Study Habits that focusing on "Thinking"
- Numeracy Skills
- Literacy Skills
- Physical Skills that promote participation and contributing
- Communication Skills including the use of language, text and symbols
- Information Skills

- Attitudes and Values that promote learning and reflect the values of our community.

As you will see the key competencies are implicit in these skills. People use these competencies to live, learn work and contribute as active members of their communities of which school is one. They are also the key to learning in each of the curriculum areas.

## THIS IS WHY WE ARE DOING IT...
- To create a safe physical and emotional environment that sees students become participators in all aspects of educational outcomes on offer at our school.
- To help students realise their potential as individuals and develop the values needed to become well-rounded citizens ready for their place in society.
- To respect and recognise the diverse cultural heritage of New Zealand as a developing nation.
- To acknowledge and recognise the unique place of Māori in New Zealand and develop amongst the students an understanding of their heritage, and provide for increased participation and success through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.
- To provide a broad education, with very high levels of competency in basic Literacy, Numeracy, Science and Technology.
- To provide a pathway for all students to move onto tertiary education, or the workplace, so they may compete successfully in a modern, ever-changing world.
- To provide access to nationally and internationally recognised qualifications in a setting that encourages all to head down the pathway to their selected career, or participation in post-school education.
- To cater for students with special learning needs and allow them to experience success at KVC.
- To provide professional development for staff, which includes building their ability to implement the goals in the Ka Hikitia (Māori and Te Kete o Aoraki documents.

## HOW WILL WE MEASURE OUR SUCCESS?
- Kaikorai Valley College will measure its success against specific annual targets, developed from analysed data from the previous year as set out in Department, Annual and Strategic Plans.
- These annual success targets will identify and incorporate Iwi Māori ways of measuring through their values' systems; tiakitaka, manaakitaka, whānaukataka, mōhiotaka, tautokotia.
- In the senior school, data analysis will compare our success against national statistics in NCEA examinations, as well as those of similar decile and school types.
- In the junior school (Years 7 and 8), data analysis will compare our success against National Standards.
- In Years 9 and 10 achievement targets will be based on historical data developed over a period of time, as well as setting the foundation for senior studies.
- The development and measuring of these targets will be reviewed by the Board through annual reports of achievement data, as well as independent auditors i.e. MOE and ERO

- Through the development of formative assessment practice from Years 7 – 13.
- By monitoring the number of students leaving school with qualifications, and acting upon any areas of concern.
- By monitoring the success of our school leavers anecdotally.

## THESE ARE THE VALUES THAT WE APPLY...

In 2010 the Board, staff, students, whānau and community, developed five characteristics or core values that encompass the culture we are developing at the school. During 2014 these values were revisited and significant work was done with the student body to promote the following:

P – *Participation* in academic, sporting and cultural interests; the attitude of "giving things a go"
R – *Respect* for self, others and the environment
I – *Inquiry* both in teaching and learning
D – *Diversity* in the cultural, international, special needs, gifted and talented aspects of school life
E – *Environment* school buildings, grounds, stream, local environment, global issues

These characteristics/core values underpin all that we do at Kaikorai Valley College and are embedded in the culture of the school. SWPB4L will allow them to be revisited over the next three years. Allocated time will be set aside in the weekly timetable to teach the meaning of these terms, as well as the desired teaching and learning practices we see as important at KVC.

## CULTURAL DIVERSITY

At Kaikorai Valley College we put students first. The principles as found in the revised curriculum pg 9, are encompassed throughout this document and embody what we see as important and desirable in all students who attend our school.

Kaikorai Valley College is a school with students from many diverse cultures. We have approximately 13% of students identifying as Māori and 4% Pasifika. We wish to recognise and value the place of all within our school and continually strive to increase our understanding of what is important to them.

We recognise the growing number of Māori and Pasifika students attending our school and the legal, acknowledged and rightful place of Te reo Māori in New Zealand society. We wish to address this in our plans, practices and policies, helping all students to develop an understanding and appreciation of other cultures.

The thoughts and goals found in the Ka Hikitia – Accelerating Success and the Tataiako documents for teachers, will be embedded in the way we do things at Kaikorai Valley. We have high expectations of all students to achieve success, not only in the class room, but in the wider experiences of school life. We also have high expectations of our teaching staff and their ability to deliver the curriculum to all students. Each department will set annual goals, as well as school wide goals (stretch targets) for academic performance, including separate goals for Māori and Pasifika students, individuals and groups in each of their classes.

Instruction in Te Reo is compulsory for all students in Years 7, 8 and 9 and becomes a full Year option in Years 10 - 13.  In the senior school, students are able to continue with their Te Reo studies, either in a face to face class setting, or through distance learning, dependant on numbers.  Where students nominate to continue with Te Reo, the school provides additional support through teaching staff and kaiārahi.

One of our strategic goals (found later in this document) lays out the targets we have set around developing stronger links with our community.  This will include a hui/fono to be held twice per year with our Māori and Pasifika students, providing them with a voice in the school.  This hui will be facilitated by Teacher in Charge of Māori and Pasifika.  It will provide an avenue for affirmation of what is going well and with suggestions on how we might better meet the needs of our Māori and Pasifika students.

Kaikorai Valley College continues to work towards incorporating tikanga into all aspects of school life, including the curriculum.  One of the strongest examples of this are the Mihi Whakatau held to welcome our new staff and students onto the school grounds, in a way that recognises them as part of Kaikorai Valley family/whānau and acknowledges Māori and Pasifika traditions/protocol twice per year.

## INCLUSIVENESS

At Kaikorai Valley College we are committed to providing a learning environment where our students become lifelong learners, striving for personal excellence in academic achievement, cultural endeavour and the sporting arena.  Values built around relationships are integral to everything we do in the school as well as in our personal lives, and form the basis of what we hold dear.  Because of its size of around 500 students, a family atmosphere is maintained, and is supported through the form class structure.

As stated in Section 8 of the Education Act 1989 *"….people who have special educational needs (whether because of disability or otherwise) have the same rights to enrol and receive education in state schools as people who do not."*

It is estimated that three per cent of the student population nationwide have high needs. These students have significant physical, sensory, neurological, psychiatric, behavioural or intellectual impairment. Some of these students qualify for Ongoing Resourcing Schemes (ORS).

Kaikorai Valley College has a proud reputation of catering well for students with high needs, and the schools Brathwaite Centre works very hard to ensure that these students gain the highest possible level of education. Our students with high needs undertake, where possible, a large degree of schooling within a regular classroom setting (mainstreamed).  As a result, all students at KVC are very accustomed to having these students in their classes, social settings, and all aspects of school life.  This also prepares all students well for the future.

Students with identified learning needs that require additional assistance, may be channelled into the school's Learning Support programme that targets their learning needs.  This programme has proven to be very successful in ensuring no one is 'left behind'.

Students who are identified as having particular strengths (Gifted and Talented) are given extension work through targeted programmes.

As previously mentioned, the school has a large international department (approximately 10% of the school roll).  The school works very hard to ensure these students are fully integrated in the life of the school, not only academically, but also in out of class activities.  These students add another very valuable aspect to school life and allow us to develop and strengthen our skills in diversity.

Staff at Kaikorai Valley College demonstrate a commitment to educate ALL students, including those with particular learning needs.  This commitment goes beyond offering a welcoming environment and extends to ensuring that adaptions are made to cater for learning needs, as well as the wishes of the family.

## LEARNING PATHWAYS 2014

At the end of 2014 KVC introduced new course pathways for senior students, particularly at Years 12 and 13, called "Learning Pathways". These pathways focus on learning in different contexts, including those that help meet the government's newly launched vocational pathways initiative.

Courses offer students learning and assessment opportunities that support them in obtaining credits towards achievement at NCEA Level 2 while also meeting the vocational pathways requirements in most of the following:
- Construction and Manufacturing
- Manufacturing and Technology
- The Primary Industries
- The Service Industries
- Social and Community Services
- Creative Industries (in discussion)

To obtain a *Vocational Pathways Award as part of achievement within NCEA,* learners must:
- achieve NCEA level 2 which includes literacy (10 credits) and numeracy (10 credits) at level 1 or above,

AND
- achieve 60 Level 2 credits from the *Recommended* Assessment Standards for a Vocational Pathways sector e.g Primary Industries, *including* 20 Level 2 credits from *Sector-Related* Standards for that sector e.g Primary Industries.
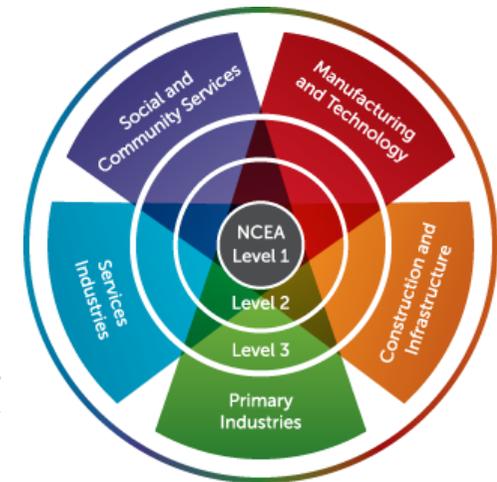
## HOW WE ARE GOING TO GET THERE?
- Our school will continually develop, implement and monitor learning initiatives that focus on student achievement.
- We will strive for excellence in education and student achievement at both junior and senior levels.
- We will establish measurable academic, sporting and cultural targets, with a focus on improved student outcomes.
- Our BoT, through the senior management team, implements a performance management system designed to promote high levels of staff performance, measured in the context of the new teaching criteria and professional standards, whilst linking into professional development around educational goals.
- Implement the Ka Hikitia and Tataiako documents as part of the measurables against which the school and its BoT performs.
- We will allocate funding, the acquisition and maintenance of property to achieve our educational goals in accordance with assessed priorities.

- As part of this strategic plan, the Board and Management Team will develop a very robust three year self-review cycle that monitors departmental performance, making recommendations for continued improvement and learning outcomes.
- We will provide a safe and stimulating learning environment that promotes student achievement.
- Comply with general legislation relating to school administration.

## KEEPING ON TRACK...

*We will annually review the strategic plan and construct a new three year and annual plan to ensure that a culture of continual growth is taking place.* Policies and procedures will be reviewed on a triennial cycle. One of our goals for 2014 will see us renew our efforts to provide meaningful data analysis on student achievement to the Board. This will ensure they are well informed about student progress and that staff are reflective in practice and continually looking to the next step in teaching and learning. The school will also continue to consult with our school community through short surveys, parent teacher interviews and public meetings.

## SUPPORTING DOCUMENTATION

*The following documentation supports us in fostering excellence in curriculum:*
- Annual Plan
- Curriculum Plan
- Triennial Self Review Cycle
- Quality Management System document
- Policies and Procedures around senior assessment practice
- Senior Option booklet
- Staff Handbook
- Annual Curriculum review
- Annual departmental reports
- Board Assurance statement

*The following documentation supports us in fostering excellence in teaching:*
- Annual Plan
- Triennial Self Review Cycle
- Annual reporting to the Board on student achievement
- Professional Development plan
- Weekly reflection journals
- Performance management system
- Staff and Student Handbooks

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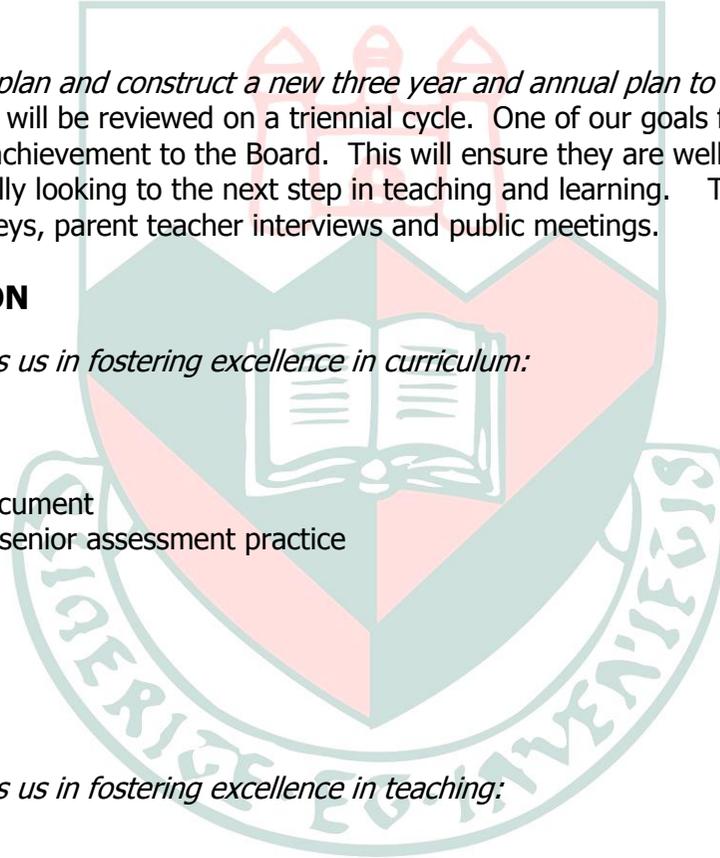
*The following documentation supports us in fostering excellence in school organisation:*

- Triennial Self review programme
- Annual Plan
- Annual budget
- Financial management procedures
- 10 year cyclical maintenance plan
- 5 year property plan
- All policies and Procedures
- Term calendar

*The following procedures support us in fostering positive community partnerships:*

- Weekly newsletters
- Public meetings
- Hui resulting in closer liaison with the whānau and the Araiteuru Marae.
- Regular parental contact through parent/teacher/student interviews, three way conferences, telephone calls, letters and meetings
- Open door 'policy'

## The NEGs by Summary

1. High standards of achievement
2. Equality of education
3. Development of knowledge
4. Foundation for future learning
5. Broad education
6. Excellence through clear objectives and monitoring
7. Success for all – special needs
8. Access to qualifications
9. Increased Māori and Pasifika participation
10. Cultural diversity

## The NAGs by Summary

1. Student achievement
2. Self-review
2a. National Standards
3. Employer Responsibilities
4. Finance and Property
5. Health and Safety
6. Legislation and Administration

## NATIONAL PRIORITIES

Kaikorai Valley College encompasses the National Priorities into its curriculum by:

- Providing a safe physical and emotional environment for its students
- Providing opportunity for success in all of the essential learning areas as outlined in the NZC

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- Placing emphasis on literacy and numeracy by requiring strategies to be included in all units planning at Years 7 – 10 and setting specific targets in NCEA
- Placing emphasis on literacy and numeracy in Years 7 and 8 and measuring these against implemented National Standards
- Keeping students, parents/whānau, community and Board up to date with student progress
- Setting specific achievement targets for individuals and groups of Māori and Pasifika students

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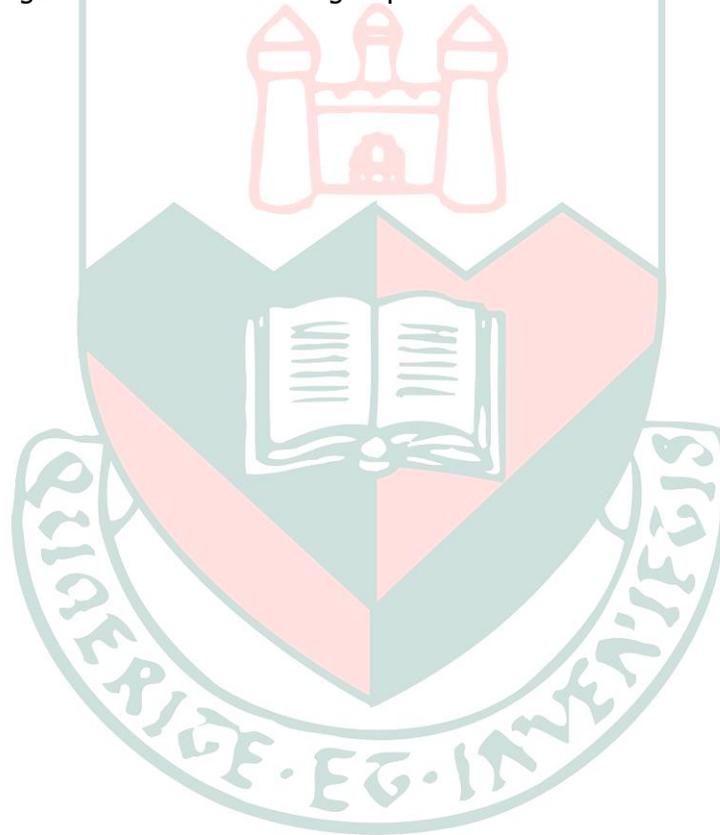
# Kaikorai Valley College Strategic Plan 2014 - 2016

*"Kaikorai Valley College is committed to innovation and the promotion of excellence in teaching and learning. In partnership with our community, we seek to provide broad based educational opportunities which address the needs of individual students in a safe, co-educational environment."* He manu whai huruhuru – Opportunity and Success for All

## Improving Student Learning & Achievement

- **Student Achievement**
  - Annual, specific and achievable targets for achievement are set for all students
  - Priority learners are identified, profiled, interventions put in place and monitored
  - Students are achieving numeracy and literacy in Level 1 of NCEA over a two year cycle.
  - Performance levels in reading, writing and mathematics as measured against the national standards (see annual plan) are raised.
  - Literacy and numeracy recovery programmes target Year 7 – 10 students.

- **Learning programmes**
  - Learning and teaching programmes make use of *learning intentions (WALT)* and *Success Criteria (SC)*
  - Learning Pathways are developed for senior students that better prepare our students for life beyond school.
  - Greater emphasis is placed on the monitoring of progress of students who might be at risk of not acieving the governments target of 85% at NCEA Level 2.

- **Targeted Groups**
  Annual, specific and achievable targets for achievement are set and monitored for priority learners including individuals as well as identified groups.

- **Sport in Education Project**
  Improved academic and social outcomes for students are achieved using sport as a context for learning.

Students

## Developing A Quality Learning Environment

- **Curriculum Development**
  - Seamlessness to curriculum delivery from Yrs 7 to 13
  - Department documentation and unit planning is revisited to ensure all aspects of the NZC ie. Vision, Principles, Values, Key Competencies and effective pedagogy are incorporated to curriculum delivery.
  - Documentation and practice that ensures the safety of all personal involved in EOTC, in line with recent ERO publications

- **Recognising New Zealand's Cultural Diversity**
  Procedures and practices reflect NZ's cultural diversity and those practices as found in the Ka Hikitia a & Tataiako documents are implemented.

- **School Wide Positive Behaviour for Learning**
  Effective systems and pedagogy that bring about behavioural change that moves away from punitive measures to positive reinforcement and is built on relationships (SWPB4L) are in place.

- **Maintain small classes in Years 7 & 8**
  Class sizes at Years 7 & 8 are managed to ensure they do not climb beyond the high twenties.

- **Professional Growth**
  School wide professional development programmes focus on SIE, ALL, ALM, SWPB4L and independent learning skills.

- **Teacher Appraisal**
  The school's teacher appraisal system incorporates the Registered Teacher Criteria.

Teaching

## School Organisation & Structure

- **Property**
  - A renovation programme to modernise classrooms is in place
- **Personnel**
  - Staffing is in line with the GMFS, not prohibiting BoT and International Dept initiatives.
  - The appraisal system ensures professional growth.

- **Community**
  - A strategy plan is developed and implemented that promotes KVC and raises the profile of the school within the community.
  - Parents are actively involved in the learning of their children.

- **Finance**
  - Effective financial management systems are in place and Board personnel are actively involved in the planning and monitoring of spending

- **Computer Network/Systems**
  - The school is connected to Fibre for the internet
  - KVC is connected to the N4L providers
  - A support contract around the school's computing network is implemented
  - A strategic plan is in place for ICT, that takes into account current plant and what might be needed in the future
  - A managed learning environment allows much wider access from all key stake holders

Systems

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# Kaikorai Valley College Annual Plan 2014

## Goals to improve Student Learning and Achievement

- Achievement targets are set for all year levels, with a particular focus on priority learners, and these are monitored to ensure they are fully engaged. (HOD/TICs)
- The place of Māori & Pasifika students in our school is recognised and acknowledged; learning needs are catered for and celebrated. (NK/Ep)
- Teaching practice and resources around Learning Pathways are developed (Wf/HOD/TICs)
- Student profiling, achievement data and interventions are developed to meet the needs of *all* students and inform teaching staff at transitions points within the school. (HOD/TICs)
- Improve academic and social outcomes for students by using sport as a context for learning and engagement (SIEP). (Re)
- Tailor school based responses for students well below or below NZC standards in reading and/or writing. (ALL/ALM) (Fl/My)

Students

## Goals to achieve a quality learning environment

- Curriculum delivery in Years 7 & 8 is revisited to meet the needs of the students and community. (Mngt Team & all teachers of Junior Sch)
- Department documentation, and unit planning is revisited to ensure all aspects of the NZC such as; Vision, Principles, Values, Key Competencies, Literacy and Numeracy initiatives, effective pedagogy and *local flavour* are incorporated to curriculum delivery. (HOD/TICs)
- Effective systems and pedagogy that bring about behavioural change that moves away from punitive measures to positive reinforcement and is built on relationships (SWPB4L) are being implemented. (Ch/Sw)
- Teacher appraisal systems evolve to incorporate the Registered teacher criteria. (Do/Bm)

Teaching

## Goals for the KVC environment to support Learning

- Emphasis is given to marketing strategies that might grow the schools intake in Years 7 & 9 for 2015 (BoT, Mngt Team)
- KVC is connected to fibre. (BoT, Sa)
- Opportunities for professional growth and effective governance is promoted for those currently working on the Board. (BoT)
- Effective financial management to bring about a surplus position by the end of 2014 is in place. (SV/LBr)
- Staffing is managed within the schools GMFS, not prohibiting BoT and international dept. initiatives. (Gr/LBr)

Systems

# Kaikorai Valley College: Annual Goals

**HOD/TICs**

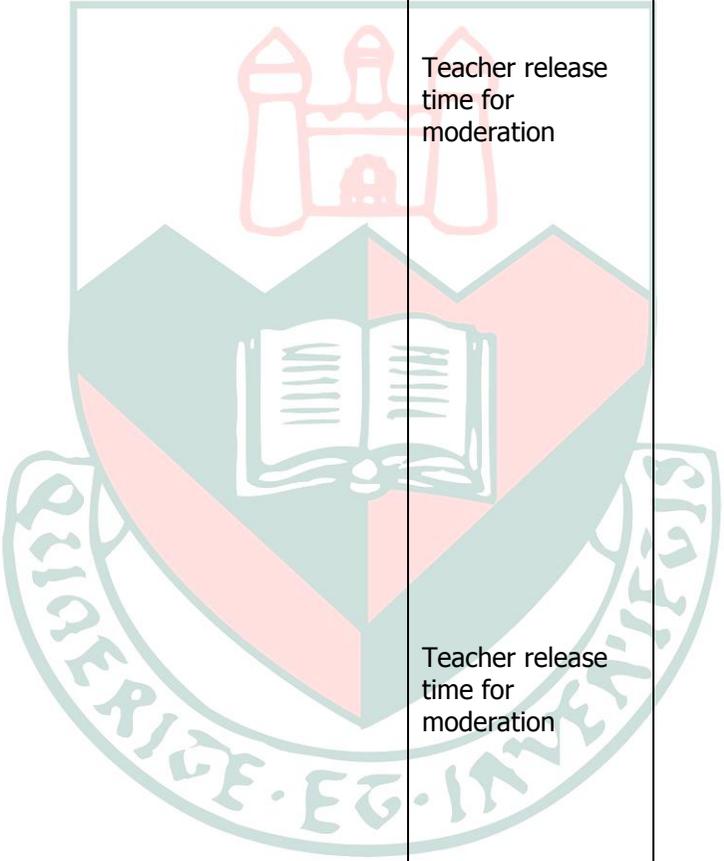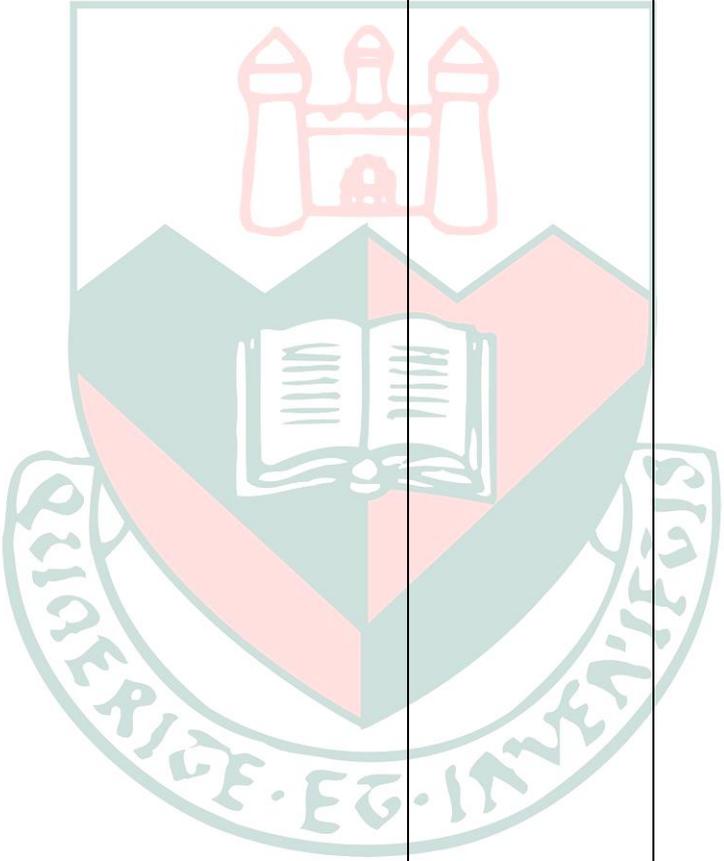| | | |
|---|---|---|
| **KVC = Kaikorai Valley College** | **ELA = Essential Leaning Area** | **SMT = Senior Management Team** |
| **HoD = Head of Department** | **BoT = Board of Trustees** | **SCT = Specialist Classroom Teacher** |

**Goal 1:** To set specific, measurable targets for achievement across the school, with particular focus on priority learners, and monitor these to ensure groups and individuals are fully engaged.
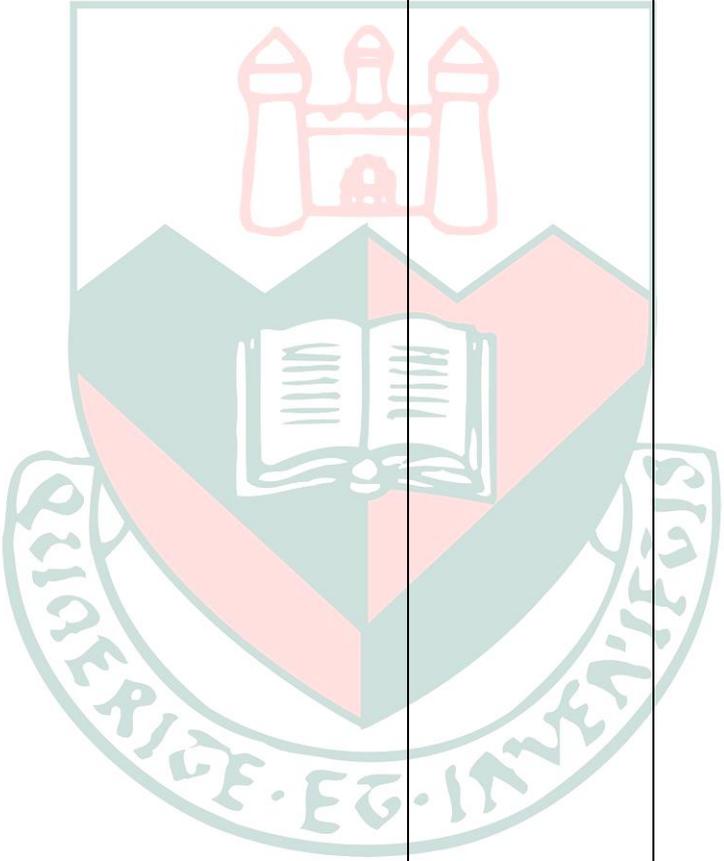
**Current State:** Achievement targets in 2013 were very ambitious in the detail they required and in the end were simply not manageable in the times lines required for analysis of variance.

| **Target** – by the end of 2014 | **Actions** | **Personnel Resources** | **Review** | **Outcome** |
|---|---|---|---|---|
| All teaching staff will set achievement targets for EACH unit of work, or unit/achievement standard, for EACH of their classes.<br><br>**Year 13** By December 2014<br>  - 85% of students who complete a Yr 13 academic course, i.e. Studying 4 or more approved subjects will gain UE<br>  - Of the remaining 15%, 3/4 gain level 2 NCEA.<br>  - The remaining 5% Complete a Yr 13 school year gaining valuable employment skills.<br><br>**Year 12** By December 2014 | Based on data collected from the analysis of last year's student achievement, ALL teachers will set targets for each unit of work. Individual targets shall be set for those students identified as priority learners. Targets will be measurable and based on achievement.<br><br>Each Essential Learning Area (ELA) will be responsible for developing an action plan to implement the following achievement targets.<br><br>The DPs of senior school (Years 11 – 13) and junior school (Years 7 – 10) respectively will monitor student achievement through HOD meetings held once per month<br><br>Three way conferences will be held at the end of Term 1, Term 2 and in Term 3 with each student, their families, whānau, and teaching staff, to establish goals for the remainder of the year and | All teaching staff<br>Data administrator<br>**HOD/TICs**<br>SCT<br>Form Teachers<br>Teacher Aides<br>SMT | Unit evaluations<br>Reflection journals<br>Regular reports to BoT<br>Dept reviews<br>Updates on strategic goals to BoT<br>Dept annual reports<br>Annual variance report | |

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| - 80% of eligible students who complete Yr 12, gain L2<br>- 15% who complete Yr 12 gaining merit endorsement<br>- 5% who complete Yr 12 gaining excel Endorsement<br>- Of the remaining 20%, 15% gain 40 level two credits.<br>- The remaining 5% gain 30 level 2 credits and valuable employment skills.<br><br>**Year 11** By December 2014<br>- 80% of eligible students who complete Yr 11 gain L1<br>- 94% literacy over a two year period<br>- 94% numeracy over a two year period<br>- 15% Merit Endors.<br>- 4% Excel Endors.<br>- Of the remaining 20%, 3/4 gain 50 level 1 credits.<br>- The remaining 5% gain 40 level 1 and 5 literacy and numeracy credits.<br><br>**Year 9 and 10** By Dec 2014<br>- 80% of students are | in the lead up to NCEA externals. | | | |

| | | | | |
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| | working at or above the appropriate NZC level | | | |
| | - Of the remaining 20%, ¾ progress from "well below" to "below" the standard | | | |
| | - The remaining 5% are provided with learning support to shift them by more than 1 curriculum level | Teacher release time for moderation | | |
| **Year 7 and 8 Reading:** By December 2014<br><br>*Year 8*<br>- To have 80% of students working "At" or "Above" the National Standard<br>- To move 75% of those currently working "Below" the National Standard to "At" or "Above" the National Standard<br>- To have 100% of students working "Well Below" the National standard to progress to "Below" the National standard or better.<br>- Māori and Pasifika<br>To have 100% of Māori and Pasifika students working "At" or "Above" | | Teacher release time for moderation | | |
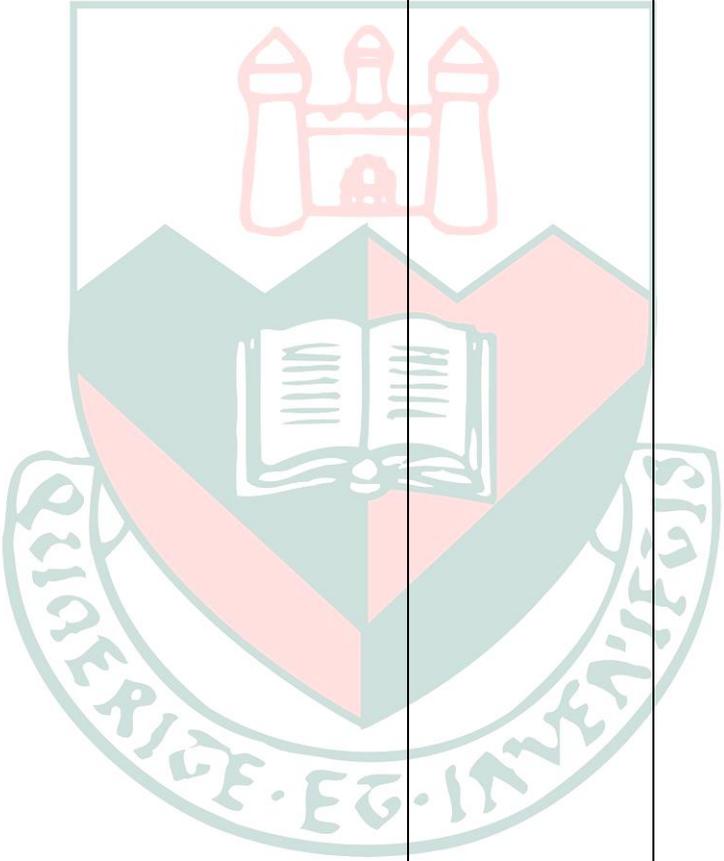
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| the National Standard. | | | | |
| **Year 7** | | | | |
| - To have 80% of students working "At" or "Above" the National Standard | | | | |
| - To have the remaining 15 % progress from "Well Below" to at least "Below" the National Standard. | | | | |
| - Māori and Pasifika To have 100% of Māori and Pasifika students working "At" or "Above" the National Standard. | | | | |
| **Year 7 and 8 Writing:** | | | | |
| *Year 8* | | | | |
| - To have 70% of students working "At" or "Above" the National Standard | | | | |
| - To move 80% of those currently working "Below" the National Standard to "At" or "Above" the National Standard | | | | |
| - To have 100% of students working "Well Below" the National standard to progress to "Below" the National standard or better. | | | | |
| - Māori and Pasifika To have 100% of Māori | | | | |

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| and Pasifika students working "At" or "Above" the National Standard. | | | |
| **Year 7** | | | |
| - To have 70% Students working "At" or "Above" the National Standard | | | |
| - To move 80% of those currently working "Below" the National Standard to "At" or "Above" the National Standard | | | |
| - Māori and Pasifika To have 100% of Māori and Pasifika students working "At" or "Above" the National Standard. | | | |
| **Year 7 and 8 Mathematics:** | | | |
| **Year 8** | | | |
| - To have 70% of all students achieving "At" or "Above" the National Standard. | | | |
| - To have 75% of those students achieving at "Below" the National Standard to progress to "At" or Above" the National Standard To have 100% of students working "Well Below" the National standard to progress to "Below" the National standard or better. | | | |

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|---|---|
| - Māori and Pasifika<br>To have 100% of Māori and Pasifika students working "At" or "Above" the National Standard.<br><br>*Year 7*<br>- To have 70% Students working "At" or "Above" the National Standard<br>- To move 80% of those currently working "Below" the National Standard to "At" or "Above" the National Standard<br>- Māori and Pasifika<br>To have 100% of Māori and Pasifika students working "At" or "Above" the National Standard.<br><br>*Note:  The Targets for Year 7 will be re-assessed by Week 4 Term 1 2014* | |

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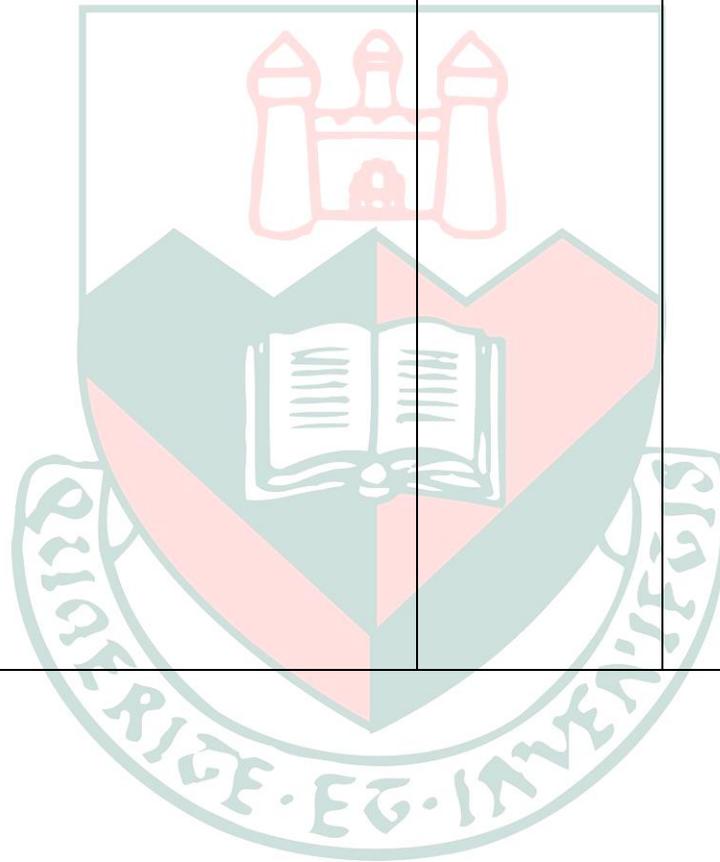
# Kaikorai Valley College: Annual Goals

**Nk/Ep**

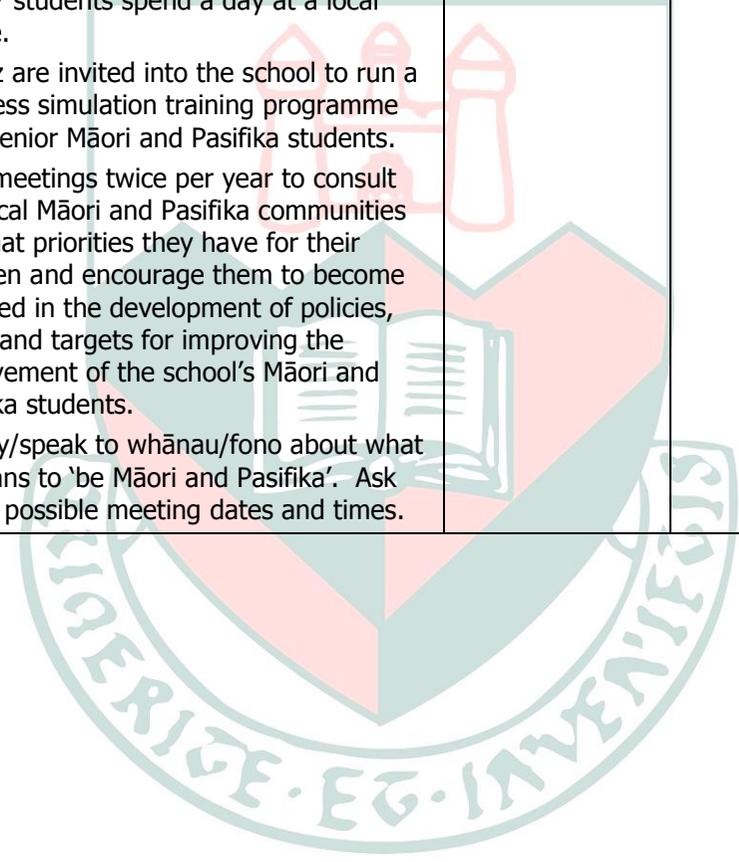| | | |
|---|---|---|
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**Goal 2:** To recognise and acknowledge the place of Māori and Pasifika students in our school, catering for their learning needs and celebrating their success as Māori and Pasifika.

**Current State:** The percentage of ethnicities of students other than European/Pakeha is significant at KVC. This includes almost 10% of our student population who are fee paying internationals. The numbers of students identifying as Māori is around 13% and Pasifika is 4%, but these percentages could possibly be higher. A working relationship and any involvement with the mana whenua of the district (Araiteuru Marae), is almost non-existent.

| **Target** – by the end of 2014 | **Strategy** | **Personnel Resources** | **Review** | **Outcome** |
|---|---|---|---|---|
| Māori and Pasifika students are identified as priority learners by all teachers and strategies are in place to address their learning needs.<br><br>Māori and Pasifika are fully engaged in their programmes of study.<br><br>Systems, processes and professional development are continue to be implemented, empowering staff to respond quickly to emerging needs<br><br>Achievement is monitored throughout the year and strategies are in place to respond to at risk students (also see Goal 1).<br><br>Staff adopt inclusive practices with Māori and Pasifika students | ALL teachers set specific targets for Māori and Pasifika students for each unit of work. Targets will be measurable and based on achievement (also see Goal 1).<br><br>These will be monitored by department heads throughout the year and discussed in department meetings as a regular item on agendas.<br><br>Where concerns arise, these will be brought to the attention of the pastoral team.<br><br>The school also seeks support through Student Achievement Function (SAF) to provide assistance in raising achievement.<br><br>Short intensive learning interventions are used with identified students.<br><br>A kaiārahi position is maintained to work closely with our Māori studies.<br><br>The kaiārahi will formally meet with each | All teaching staff<br>**Kaiārahi**<br>Outside tutors<br>Data administrator<br>HOD/TIC<br>Form teachers<br>Māori and Pasifika mentors<br>**SCT**<br>SMT<br>Board<br>Local Marae<br>Kia (hui)<br>Outside assistance with PD | Reflection journals<br>Regular reports to BoT<br>Dept reviews<br>Updates on strategic goals to BoT<br>Dept annual reports<br>Annual variance report | |

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being given a voice through half yearly meetings.

Māori and Pasifika have a raised profile within the school

Attendance levels are on a par with the whole school.

New signage is introduced around the College that recognises Te Reo as our native language.

Staff are professionally growing in their abilities to teach and relate with Māori and Pasifika students.

Strong relationships exist between the school and whānau.

Māori and Pasifika students are engaging in out of class activities and succeeding.

The Board and community are informed about Māori and Pasifika achievement.

A strong working relationship with a local Marae to bring about improved learning outcomes for those students identifying as Māori and

Significant involvement of Māori, Pasifika and the wider school community in the development of policies, plans and targets for improving the achievement of Māori and Pasifika students at KVC.

of the students individually, at least twice during the school year, to establish goals and will make contact with whānau to engage the home.

Māori and Pasifika student leaders are elected by their cohorts.

A hui will be held early in the year to explain the role of the kaiārahi as well as building and fostering relationships. Further huis will be held during the year.

Kaiārahi to make connections with local iwi to establish a working relationship.

Individual programmes of support will be set up for students who identified as being at risk. This may include TA assistance, additional tutorials or enlist the help of outside agencies where required.

Tutors from outside of the school are engaged to come in and work with students wanting to engage in kapa haka.

Professional development in and around the Ka Hikitia documents will be facilitated by the professional development committee.

End of year data will be analysed to inform progress and planning for the next year.

Participation in out of class activities will be monitored for Māori and Pasifika students. Where obstacles or barriers are identified, the school will work with whānau/fono around identifying and implementing resolutions.

Attendance records for Māori and Pasifika will be monitored and, where students are identified as being at risk, those with

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| | responsibilities will work with whānau/fono and outside agencies, where necessary, to bring about improved attendance. | | |
| | Year 7 students spend a day at a local Marae. | | |
| | MaiBiz are invited into the school to run a business simulation training programme with senior Māori and Pasifika students. | | |
| | Hold meetings twice per year to consult the local Māori and Pasifika communities on what priorities they have for their children and encourage them to become involved in the development of policies, plans and targets for improving the achievement of the school's Māori and Pasifika students. | | |
| | Survey/speak to whānau/fono about what it means to 'be Māori and Pasifika'.  Ask about possible meeting dates and times. | | |

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# Kaikorai Valley College: Annual Goals

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|---|---|---|
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**Goal 3:** Teaching practice and resources around Learning Pathways are developed

**Current State:** During 2013 the school explored the introduction of Learning Pathways based around the Ministry's Vocational Pathways. Course lines were developed and a new process for course selection was introduced in Years 12 and 13. This took into account the students thoughts about what life beyond school may involve.

| **Target** – by the end of 2014 | **Actions** | **Personnel Resources** | **Review** | **Outcome** |
|---|---|---|---|---|
| Students, parents and families have a good understanding of the learning pathways being offered at KVC and how these will allow them to build skills and gain credits in a number of different vocational pathways.<br><br>Teachers are developing, through learning conversations, courses that are much more integrated in their approach, avoiding duplication of skills and processes. | Parent information evenings are held to inform parents and community members of these latest developments.<br><br>Three way conferences are held with the student, families, whānau and teachers of Years 12 and 13 throughout the year to discuss progress and achievement. In between, parent/teacher interviews will occur based on mid-year reports.<br><br>Schoolwide PLD is held as part of the regular Monday schedule with specific focus on planning strategies around Learning Pathways and contextualised learning.<br><br>Information on Learning Pathways is built into the school's wider documentation, including: student handbooks, school website and promotional material. | Year 7 and 8 Teaching staff<br><br>**HoD Year 7 and 8**<br><br>Management Team<br><br>Website Coordinator<br><br>Jumbo Day<br><br>TRDs | Dept reviews<br><br>Updates on strategic goals to BoT<br><br>Annual variance report | |

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# Kaikorai Valley College: Annual Goals

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**Goal 4:** To further develop the use of assessment data collected throughout the year to inform various transitions points, with particular focus on priority learners.

**Current State:** Teachers are currently collecting a variety of student achievement data; however, they could be making better use of this to inform them of the strengths and weaknesses of individuals, as well as groups of students.

| Target | Strategy | Personnel/ Resources | Review | Outcome |
|---|---|---|---|---|
| That student achievement data gathered from our contributing schools is appropriately distributed prior to the beginning of the school year. <br><br> That this data is validated. <br><br> That all student achievement data gathered, including our own, is being used to inform teachers of the strengths, weaknesses, and/or points of interest for individual students as well as groups, eg male, female, Māori, Pasifika, and other priority learners, in a timely manner. <br><br> That this data is analysed and used to inform the next step in teaching programmes to the benefit of all students in the class. | Data is collated from a variety of assessment practices and stored in a central data base (student profile) in the student management system, during or at the end of each unit. <br><br> Moderation meetings are established with teachers of Year 6 classes in our contributing schools to come to a more consistent understanding of achievement levels (validation). <br><br> Class profiles are developed by every teacher for each of their classes.  These profiles will include the following headings: priority learners, physical and medical conditions, reading profiles, behavioural and social profiling, special interests, ESOL requirements, students at risk, and G and T.  These profiles will also require an action/intervention plan to be submitted and regularly monitored and adjusted. These profile sheets will then be passed on to the next teacher. | All teaching staff <br> **HOD/TICs** <br> SCT <br> Deans <br> Snr Mngt <br> BoT <br> ERO publication on Transitions <br> Contributing schools <br> TRDs | Class profiles <br><br> Reflection journals <br><br> Unit evaluations <br><br> Dept meetings <br><br> Curriculum mtgs <br><br> Dept reviews <br><br> Updates on strategic goals to BoT <br><br> Annual variance report | |

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| | | Individual data is analysed to monitor progress of priority learners. | | |
| | | Group data is analysed to identify any adjustments required to teaching programmes and inform the next step. | | |
| | | This information is shared with other teachers of these individual students or groups at dean meetings (all staff attend) and is also entered into class profiles. | | |
| | | A data base of achievement data needs to be established throughout the year. | | |
| | | This data is shared with all teachers at transition points along with the class profiles from year to year or module to module. | | |
| | | This data is shared with the HoDs, senior management and is included in the annual reports presented to the Board. | | |
| | | This data is available to any review team. | | |
| | | The collection of this data becomes a school-wide goal monitored through school-wide self-review and staff appraisal. | | |

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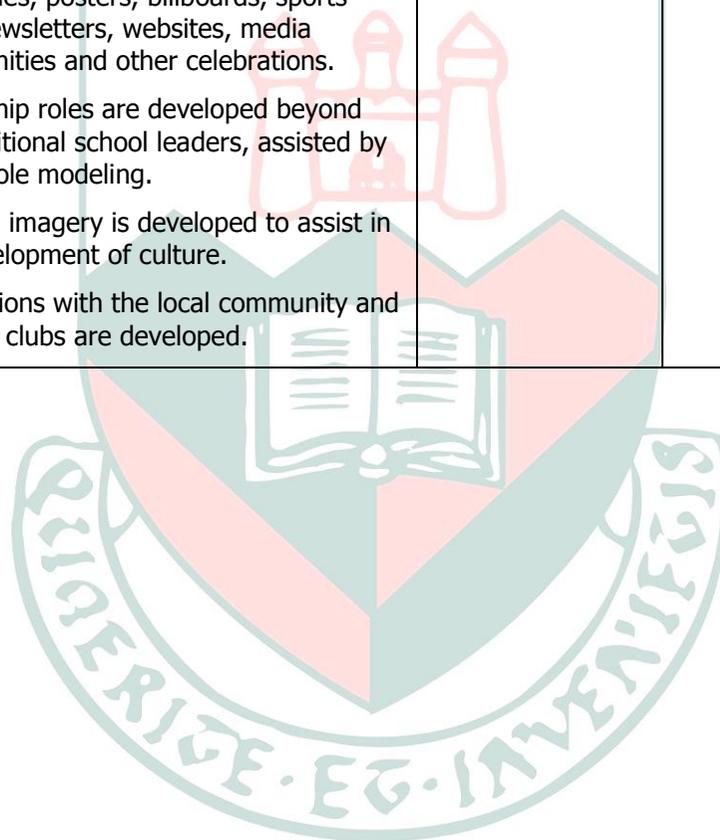| KVC = Kaikorai Valley College | ELA = Essential Leaning Area | SMT = Senior Management Team |
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**Goal 5:** To improve academic and social outcomes for students by using sport as a context for learning and engagement (SIE).

**Current State:** Kaikorai Valley College applied to participate in a Sport in Education Project in 2012 and was selected as one of eight schools nationwide. From 2013 – 2015 onwards we will be involved in this exciting project. Our motivation for doing so was to bring about improved outcomes for students in a number of areas including academic performance, engagement, increased participation in sport and PE, improved school attendance, as well as a reduction in stand-downs and suspensions.

| Target – by the end of 2014 | Strategy | Personnel/Resources | Review | Outcome |
|---|---|---|---|---|
| Improved academic performance in Mathematics, English, and Physical Education (see Goal 1).<br><br>Increased involvement of teaching staff in this project.<br><br>Delivery of the academic stream in Year 10 as well as Year 9.<br><br>Improved student engagement resulting in a further reduction of 10% in student referrals, stand-downs and suspensions.<br><br>Improved attendance – 3% overall increase.<br><br>Increased student participation in sport – 5%<br><br>Increased teacher, support | Sport in Education Project staff are identified and professional development opportunities provided.<br><br>Mathematics, English and Physical Education departments, with the assistance of the project leader, develop teaching and assessment resources using sport as a context for learning and engagement.<br><br>Curriculum aligned leadership programmes are explored and implemented eg Growing Coaches. These programmes provide experience for students in both primary and secondary school environments.<br><br>Professional development opportunities are created for contributing school PE staff in primary schools, facilitated by lead KVC staff.<br><br>Enhanced school sports programmes are | Identified teaching staff<br><br>HoDs of PE, Maths and English<br><br>SIE team<br><br>**Project Leader**<br><br>Sports Coordinator<br><br>Sports Council<br><br>**Sport NZ**<br><br>Snr Mngt<br><br>BoT<br><br>MOE<br><br>Contributing school Principals and sport leaders<br><br>TRDs | Reflection journals<br><br>Unit evaluations<br><br>Dept meetings<br><br>Curriculum mtgs<br><br>Data analysis<br><br>Dept reviews<br><br>Updates on strategic goals to BoT<br><br>Annual variance report | |

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| staff involvement in sport – 5%<br><br>5% increase in student coaches and leaders.<br><br>Improved relationships/contact with identified Contributing Schools. | created both within KVC, contributing schools and links between.<br><br>School culture (PRIDE) is developed by utilising sport inside schools, eg school assemblies, posters, billboards, sports days, newsletters, websites, media opportunities and other celebrations.<br><br>Leadership roles are developed beyond the traditional school leaders, assisted by strong role modeling.<br><br>Sporting imagery is developed to assist in the development of culture.<br><br>Connections with the local community and sporting clubs are developed. | | | |
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# Kaikorai Valley College: Annual Goals

**Mngt/KVJC staff**

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**Goal 6:** To redesign curriculum delivery in Years 7 and 8 to meet the needs of the students and community.

**Current State:** As part of our self-review processes questions were raised about the curriculum delivery in Years 7 and 8 and if this was still meeting the needs of the students, whānau and community. Part of this discussion focused on assessment and what was perceived to be an over-emphasis. After lengthy discussion it was decided to redesign the delivery with particular emphasis on the modular/elective courses offered.

| **Target –** by the end of 2014 | **Strategy** | **Personnel/ Resources** | **Review** | **Outcome** |
|---|---|---|---|---|
| Modular/elective courses are rewritten, placing a greater emphasis on student engagement, practical activities and less on assessment.<br><br>Student learning becomes more hands-on and enjoyable for students.<br><br>Teaching staff are engaging in teaching and learning conversations across curriculum areas.<br><br>Reporting systems are simplified to reflect the activities taking place in the classroom. | Initial discussions take place at a Board level in response to questions raised at about current practices.<br><br>Snr Mngt in consultation with Junior College staff present a proposal to the Board.<br><br>This proposal is woven into an action plan for the Junior College.<br><br>Discussions take place at an HOD/TIC level and a consensus sought.<br><br>Wider meeting with all teaching staff of modules/electives and an agreement arrived at over a change in emphasis.<br><br>Senior managers work with HOD/TICs around reporting regimes.<br><br>Continued meeting with the wider teaching staff to share ideas in planning and developing shared resources so that learning becomes more integrated. | HOD/TICs<br><br>Other teaching staff<br><br>**Year 7 and 8 teaching staff**<br><br>SMT<br><br>Board | Student achievement data<br><br>Regular reports to SMT and BoT<br><br>Updates on Action plan to BoT<br><br>Dept annual reports showing achievement data<br><br>Annual variance report | |

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**Goal 7:** School Wide Positive Behaviour for Learning *(SWPB4L)* **-** To explore and implement effective systems and pedagogy that brings about behavioural change that moves away from punitive measures, to positive reinforcement and is built on relationships.

**Current State:** Kaikorai Valley College has now been part of the SWPB4L project for two years and significant progress around systems and data collection has taken place. The number of referrals is reducing and staff, management and the Board feel better informed.
Progress has, however, stalled a little and 2014 presents the challenge to regain some momentum and begin with the development of a reward system.

| **Target** – by the end of 2014 | **Strategy** | **Personnel Resources** | **Review** | **Outcome** |
|---|---|---|---|---|
| SWPB4L is rebranded as "Learning through Respect". A team approach for creating and sustaining a safe and effective school is established. Behaviour management focuses on preventing problem behaviours through developing social skills, reinforcing desired behaviours through teaching, consistent management of inappropriate behaviours, and using data-based assessment and problem solving to address concerns. A reward system is developed to reinforce positive behaviour. Posters and other visible material are used throughout the school that explains the core values/rules we expect of | SWPB4L team will meet monthly to plan and implement strategies that are developed and recorded in an *action plan* for 2014. Small and regular PLD sessions will be run with staff around specific behaviours we want to change. Lesson plans/strategies will be provided by the SWPB4L team to assist teachers in delivering a consistent approach to SWPB4L strategies. Staff will consistently model the practices they wish to see from students. Accurate data will be kept on student behaviour, be considered at fortnightly pastoral meetings and will form the basis for further decision making. Systems will be developed throughout 2014 to reward positive behaviours. | SWPB4L team **Coach** **SCT** Secretary All staff Data administrator Form teachers SMT Board Community MOE funding | Data analysis of discipline data Departmental reviews Staff appraisal Updates on strategic goals to BoT Annual variance report | |

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| all people involved in Kaikorai Valley College.<br><br>Accurate data continues to be collected and is informing the decision making process.<br><br>All staff are fully engaged in the teaching and modelling of appropriate behaviours, and this is embedded into teaching practice.<br><br>By the end of 2014 students and teachers can:<br><br>• define specific inappropriate behaviours<br><br>• analyse the behaviour<br><br>• specify and support replacement behaviour | Specific categories from SWPB4L will be built into classroom observation sheets for appraisal purposes.<br><br>Competitions will be developed to reinforce expectations around core values. | | | |

# Kaikorai Valley College: Annual Goals

**Do/Bm**

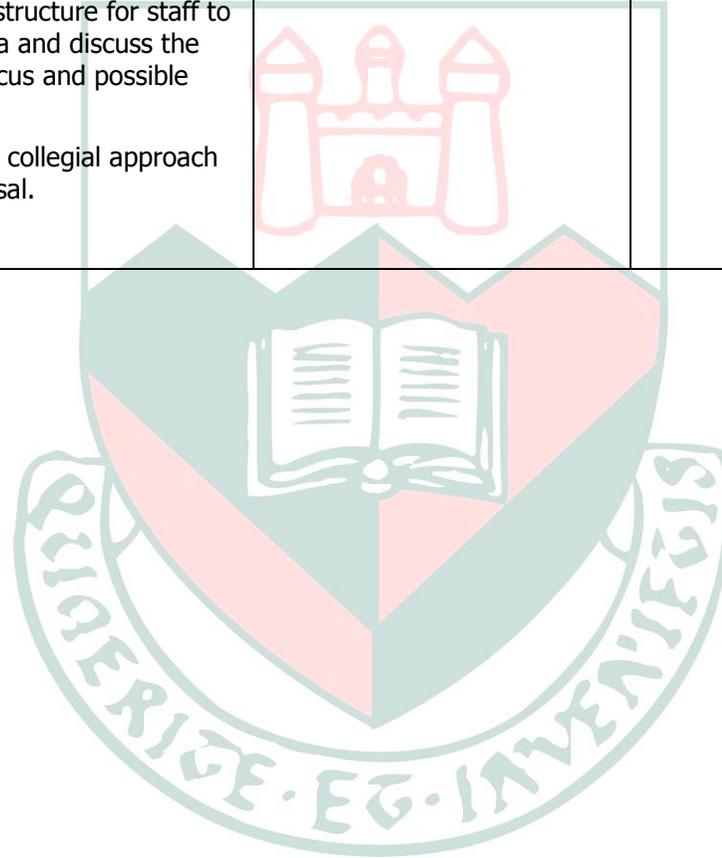| KVC = Kaikorai Valley College | ELA = Essential Leaning Area | SMT = Senior Management Team |
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**Goal 8:** To develop and maintain a robust appraisal process which reflects the Registered Teacher Criteria and clearly demonstrates its links to the school's annual goals and professional development.

**Current State:** An appraisal cycle/process that appears very robust has been in place at KVC for many years. It is based on the Teachers Professional Standards rather than the Register Teacher Criteria. Links to professional development, school wide and personal goals are in place.

| Target | Strategy | Personnel/Resources | Review | Outcome |
|---|---|---|---|---|
| An appraisal process focusing on professional growth.<br><br>An appraisal process that is based on the Registered Teacher Criteria.<br><br>An appraisal process that requires the gathering of evidence, personal reflection and evaluation.<br><br>An appraisal process that is clearly linked to:<br>• the school's annual plan/goals<br>• a departmental plan/goals<br>• personal goals<br>• professional development that impacts on what is | Senior management staff engaged in MOE PLD around appraisal/performance management.<br><br>Re-design appraisal documentation to incorporate the Registered Teacher Criteria.<br><br>Provide templates for staff to fill in and can build from year to year.<br><br>Share through regular school wide PLD sessions - to discuss examples of evidence that can be used in appraisal documentation that might be generic to all, eg weekly reflection journals, unit evaluations, achievement data, annual reports, etc. | Principal<br>Curriculum Chair<br>Professional Development Committee<br>SCT | | |

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| happening in the classroom; and<br>• improved teaching practice | Discuss other examples that teachers might gather as evidence of good practice.<br><br>Provide time in the current meeting structure for staff to input data and discuss the school focus and possible goals.<br><br>Provide a collegial approach to appraisal. | | | |

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# Kaikorai Valley College: Annual Goals

**BOT/Mngt**

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**Goal 9:** Emphasis is given to marketing strategies that might grow the school's intake in Years 7 and 9 for 2015.

**Current State:** The intake of students at Year 7 for 2014 was below prediction. Yet throughout the remainder of the school was well above prediction, so ultimately the school roll is reasonably stable.  However, KVC is unhappy with this low intake at Year 7 and wishes to address this through a multifaceted action plan.

| Target – by the end of 2014 | Strategy | Personnel Resources | Review | Outcome |
|---|---|---|---|---|
| To rebrand Year 7 and 8 as Kaikorai Valley Junior College.<br><br>That KVJC is recognised as a progressive and advanced option for prospective students and their parents.<br><br>Have increased our intake at Year 7 to 75 plus students. | Rebrand Year 7 and 8 as "Kaikorai Valley Junior College (KVJC) – A Stepping Stone to Secondary Education."<br><br>Look at curriculum delivery in Year 7 and 8 with particular emphasis being placed on student engagement.<br><br>Update ICT/Technology capabilities in homeroom area.<br><br>Repaint the junior block a slightly different colour and introduce signage.<br><br>Build a play area for the Year 7 and 8s on the E block tennis courts.<br><br>Introduce leadership positions/opportunities in the Junior College.<br><br>Incorporate clubs, built on fun activities. | | | |

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| | | Initiate a badge system to recognise participation in school activities, including academic, cultural and sporting. | | |
| | | Introduce a new Junior College Jacket (paid for by the school), to give students a point of difference, something they will be very proud of and also very visible out in the community. | | |
| | | Look to implement more Outdoor Education opportunities. | | |
| | | Target promotion activities including a separate billboard and prospectus for the Junior College. | | |
| | | Hold an Open Day (weekend) for Year 7 and 8 towards the end of Term 2, followed by an Open Night for the whole school. | | |
| | | Implement a detailed marketing strategy for both the Junior and Senior college including TV, radio, letterbox drops, bus advertisements, billboards, work with contributing schools, brochures, school visits, open day, open nights. | | |
| | | Work on an urban farm and environmental focus, to be up and running in 2015. | | |

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BoT Chair's Signature _____  Principal's _____  Date: _____

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