

KAIKORAI VALLEY COLLEGE



CHARTER, STRATEGIC PLAN and ANNUAL PLAN



2019 – 2021

Table of Contents

Page No.

Summary of Goals for 2019	3
This is who we are	4
Mission Statement	5
How do we see this happening?	6
This is why we are doing it	6
How will we measure our success?	7
These are the values that we apply	7
Cultural diversity	8
How we are going to get there.	10
Keeping on track	11
Consultation	11
Supporting Documentation	12
National Priorities	14
Strategic Plan 2019 – 2021	15
Annual Plan 2019	

Summary of Annual Goals

- *Goal 1* - student achievement (PJ/GR)
 - Student progress (added value) is able to be demonstrated using baseline data across core subjects in Years 7 to 10.
 - Based on roll based data (includes ORS funded and LS students) for domestic students, the school achieves a 70% (National average) pass rate at Level 1, 64% pass rate (a 5% lift from Level 1) at Level 2.
 - Based on those entered for a full Level 3 course (five of more subjects) 75% of students will achieve.
 - The school explores/investigates mentoring/tutor groups in the senior school. This will include gathering feedback from key stakeholders through electronic surveys (e.g. survey monkey).
 - Work with the Urban Farm gains momentum with a farm manager being employed and learning links with partnering schools are strengthened.
- *Goals 2* – Curriculum design (PJ/MW/GR)
 - The school explores/investigates the design of its Year 9 & 10 curriculum that might bring about higher levels of student engagement. We will look at ways in which we might have a more integrated programme that better prepares them for NCEA. This will include gathering feedback from key stakeholders through surveys
 - Consider reporting regimes to see if there is a less intensive way of doing this
 - Introduce Robotics to Year 9
- *Goal 3* - School Culture (BD/GR)
 - There is a refocus on the PB4L processes that sees a shift in the ways students and staff interact bringing about an improved school culture.
 - PLD is provided to staff around well being
- *Goal 4* - Māori/Pasifika community engagement (NK/GR)
 - KVC monitors Māori/Pasifika achievement
 - A mentor of Māori/Pasifika students is appointed
 - KVC is more "in touch" with its Māori/Pasifika community.
- *Goal 5* - Staff Appraisal and inquiry (MW/GR)
 - the appraisal process implemented in 2018 is consolidated
 - this appraisal process includes a personal 'teaching as inquiry' focus requiring all teaching staff to look reflectively at an aspect of their teaching from an evidence-based perspective

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 505 students plus an additional 35 - 40 internationals (total roll 540). 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, although our experience is that Dunedin is becoming one large school zone with parents nominating to take their children across the city to a particular school. The school has a relationship with the Araiteuru Marae which is growing and this was strengthened in 2019 with all staff visiting the marae for some much needed PLD. We hope to have a student visit in 2019.

Kaikorai Valley College has a reputation for providing a sound education, where academic studies are the number one priority. This was clearly demonstrated in 2017 with eight scholarships and one student gaining four scholarships, two of these in the outstanding category. 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.

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 of Participation, Respect, Inquiry, Diversity and Environment (PRIDE) were relaunched in 2014, 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 and this is duplicated each year with Head Students speaking about the importance of these values.

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 inclusion and *diversity*, catering well for the needs of students with high needs, and the schools Braithwaite 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 their schooling within a normal classroom setting (mainstreamed). As a result all students at KVC are very accustomed to having them in their classes, social settings, and all aspects of school life. This also prepares them well for the future.

This inclusive approach extends to the school's international programme, well recognised as one of the biggest international contingents in the city (7.5% of the school population). This department includes students from Austria, China, France, Germany, Hong Kong, Italy, Japan, Korea, Thailand and Vietnam.

The 'Positive Behaviour for Learning School Wide' (PB4LSW) initiative introduced at the school in 2013, forms a basis for a culture of school-wide improvement. This initiative is about improving academic and behavioural outcomes for all students. The groundwork has now been done and behavioural data that is gathered drives our decision-making. However, we believe we need to refocus on school culture and tone in 2019 to reinforce expectations for both staff and students.

Kaikorai Valley College's decile status currently sits at 5, and is a fair reflection in the broadest sense of the socio-economic status of the students and their families who make up the school roll.

Links to the 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. The Urban Concept farm, Active Education Project and Young Enterprise Group continue to allow us to develop close ties with community groups, local business and employers, furthering learning opportunities for our students.

Computer Technology is catered for in both quality and quantity. The school trialled a BYOD class in 2017 and made the decision to go to a full BYOD approach in Year 9 for 2018. This will mean the school is fully BYOD school by 2022. As more and more devices come on board, the need for computer suites will diminish. Robotics was also to be introduced in the Junior College in 2018 as part of the digital Technology focus and over time we would envisage this subject to gain momentum as we introduce it to other year levels

In every decision made at KVC, 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 for 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 Cooperative Skills that see students relating to others
- Work and Study Habits that focusing on 'Thinking'
- Numeracy Skills
- Literacy Skills
- Physical literacy that promote participation and contributing
- An innovative approach to curriculum design and delivery
- 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 principles and key competencies (*pgs 9 & 12 NZC*) are implicit in these skills. People use these competencies to live, learn, work and contribute as active members of their communities, of which the 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, which 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 Digital 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 build international understanding through exchange and education.
- To cater for students with special learning needs and allow them to experience success at KVC.
- To provide professional learning and development for staff, which includes building their ability to implement the goals in the Ka Hikitia, Tātaiako and Te Kete o Aoraki documents.

HOW WILL WE MEASURE OUR SUCCESS?

- Kaikorai Valley College will measure its success against specific annual goals, developed from analysed data from the previous year as set out in Department, Annual and Strategic Plans. Some of these goals will have specific targets set to allow for measurement to occur.
- These annual success targets will identify and incorporate Iwi Māori ways of measuring through their values' systems; tiakitaka, manaakitanga, 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 College (Years 7 and 8), data analysis will compare our success against Curriculum Levels and other nationally recognised measuring tools which all will help to form OTJs.
- 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. We will be measuring against Curriculum Levels as well as using some nationally recognised assessment tools that allow us to measure progress against previous performance (e.g. asTTle, PAT, Probe). This data will be able to demonstrate a progression of learning.
- Numbers in the Braithwaite Centre remain steady and students are being engaged where possible in mainstream classes.
- Particular attention will be focused on the accelerated learning of priority learners.
- 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 – 10.
- 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 2013 - 14 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.

CULTURAL DIVERSITY

At Kaikorai Valley College we put students first. The principles as found in the NZC document (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 15% 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 classroom, 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, if numbers allow, or through distance learning,

where numbers are small. Where students nominate to continue with Te Reo, the school provides additional support through teaching staff and the kaiārahi.

One of our strategic goals (found later in this document) is to develop 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 Teachers 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.

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 registered teaching criteria and professional standards, whilst linking into professional learning and development around educational goals.
- 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 have implemented 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 improvement is taking place. Policies and procedures will be reviewed on a triennial cycle. One of our goals for 2019 will see us continue in our efforts to provide meaningful data analysis on student achievement to the Board. This will ensure it is 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 any other information evenings.

SUPPORTING DOCUMENTATION

The following documentation supports us in fostering excellence in curriculum:

- Annual Plan
- Curriculum Plan
- Triennial Self-Review Cycle
- 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
- Class profiling
- Ongoing evaluation of teaching programmes
- Performance management system
- Staff and Student Handbooks

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 and the parent portal (SMS).
- Open door 'policy'
- Social Media and Website

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
3. Employer Responsibilities
4. Finance and Property
5. Health and Safety
6. Legislation and Administration

NATIONAL PRIORITIES

Kaikorai Valley College encompasses the National Priorities as set out in the MOE Statement of Intent 2014 - 2019:

- Raise teaching quality and leadership
- Use information more effectively to lift achievement
- Target resources to address disparity in achievement
- Engage students, their families and whānau, to sustain participation and transitions in education
- Create modern learning environments

We will do this by:

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

- 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 curriculum levels.
- 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
- Implementing A.R.T. – Achievement, Retention and Transition initiatives

Kaikorai Valley College: Annual Goals (PJ/GR)

KVC = Kaikorai Valley College
HoD = Head of Department

SMT = Senior Management Team
SCT = Specialist Classroom Teacher

BoT = Board of Trustees

Goal 1: To set measurable targets that demonstrate progressions of learning for achievement across the school

- Student progress (added value) is able to be demonstrated using baseline data across core subjects in Years 7 to 10
- A 5% lift in NCEA pass rates is achieved at each year level from 11 – 13
- The school explores/investigates mentoring/tutor groups in the senior school. This will include gathering feedback from key stakeholders through electronic surveys (e.g. survey monkey)
- Work with the Urban Farm gains momentum with a farm manager being employed and learning links with partnering schools are strengthened.

Current State/background:

For the many years percentage targets have been set for each year level against curriculum levels and NCEA but what these targets do not take into account are the particular cohorts. They tend to work towards a national target based on a ministerial dictate (e.g. 85%). These targets may well be achievable in some schools but are far better tailored to the abilities of each year group while still being aspirational.

Student achievement also tends to be measured by academic targets yet means many different things for different people ie. ORS funded students, international students, those with particular needs.

What we would prefer to do is to look at added value and have judgements made, particularly at Years 7 – 10, around moving away from one of assessment tasks/activities.

We are also a little concerned with what appears to be a drop off in senior academic performance and wonder if some of this is due to a lack of adequate mentoring/guidance. Students need to be taught how to take responsibility for their own learning. After attending a mentoring workshop the school learnt of the success other schools have experienced through the implementation of senior tutor/mentor groups. We intend to explore ways in which schools similar to ourselves have undertaken this approach.

This year we wish to place emphasis on progression of learning from Years 7 – 10 in the areas of Mathematics, Reading and Writing, against curriculum levels and nationally recognised assessment tools.

Targets will also include specific goals around accelerated learning for those who are below the expected level. NCEA data will be measured against similar type, co-educational schools.

Target – by the end of 2019	Actions	Personnel Resources	Review	Outcome
<p>All teaching staff will set SMART achievement targets for ākonga at the beginning of each topic, unit of work or standard.</p> <p>This will also include targets set for priority learners that aim for accelerated progress.</p> <p>The targets set below do not include those students in the Brathwaite Centre (Special Needs). Individual targets shall be set for these students.</p> <p>Years 13 By the end of December 2019 -Based on those entered for a full Level 3 course (five of more subjects) 75% of students will achieve Level 3.</p> <p>Years 11 & 12 By the end of December 2019 - Based on roll based data for domestic students (which includes ORS funded and LS students), the school achieves a 70% (National average) pass rate at Level 1 and 64% pass rate (a 5% lift from Level 1, 2018) at Level 2.</p> <p>Year 10 Reading, Writing and Mathematics:</p>	<p>Data collected across Years 7 - 10 will all be against <i>curriculum levels</i> allowing for a measure of progression of learning (added value).</p> <p>In Years 7 - 10 in the core subjects' class profiles will be used to measure progression from the start of the year to a midpoint and end of year. However, all teachers of full year subjects will also be required to generate a profile of their class that demonstrates their knowledge of Akonga.</p> <p><i>Other measures</i> such as asTTle, PAT, Probe and Stanines may be used to support progression of learning. Where used, there will need to be consistency across all year levels.</p> <p>ALL teachers will set targets against <i>strands of the curriculum</i> as agreed by each department, and submit these to the Head of Curriculum by the end of March</p> <p><i>Individual targets</i> shall be set for those students identified as priority learners (not performing at the expected level). Individual targets must be measurable and based on achievement against curriculum levels. These targets must look to <i>progress learning</i> across more than one curriculum level.</p> <p>Each Essential Learning Area (ELA) will be responsible for ensuring data in <i>inputted to the SMS</i> within one week of</p>	<p>All teaching staff Data administrator HOD/TICs A.R.T. Coordinator SCT Form Teachers Teacher Aides SMT</p>	<p>Achievement data Unit evaluations Regular reports to BoT Dept reviews Parent portals Updates on strategic goals to BoT Dept annual reports Annual variance report</p>	

<p>By December 2019</p> <p>Reading - Based on last year's data (60% at or above the expected level) 75% of all students are beginning to work at an early Level 5 stage of the curriculum or higher by the end of the year.</p> <p>Writing - Based on last year's data (80% at or above the expected level) 90% of all students are beginning to work at an early Level 5 stage of the curriculum or higher by the end of the year.</p> <p>Mathematics - Based on last year's data (72% at or above the expected level) 80% of all students are beginning to work at an early Level 5 stage of the curriculum or higher by the end of the year.</p> <p>Accelerate the learning of students working more than one curriculum level below the expected level e.g. students beginning to work at Level 4 will be beginning to work at Level 5 by December 2019.</p> <p>Year 9 Reading, Writing and Mathematics:</p> <p>By December 2019</p> <p>Reading - Based on last year's data (80% at or above the expected</p>	<p>an assessment activity being marked and moderated.</p> <p>Each of the assessment points (Beg, Mid and End of year will be entered by all staff into the school's SMS by given deadlines.</p> <p>The SMT will explore with staff ways in which it might minimise the demands of <i>reporting</i> to parents, e.g. parent portals.</p> <p>The school explores/investigates mentoring/tutor groups.</p> <ul style="list-style-type: none"> • Discuss investigation with staff and the motivation of this research. • Establish a team of interested staff. • Survey students about motivators for success, self-monitoring • Visit schools in Otago/Southland who have adopted a mentoring/tutor programme. Listen carefully to their stories and the results of such a move. Also listen to the barriers that needed to be overcome. • Look at times lines of implementation. • Explore parent/student conferencing that were included in the above. • Explore the reporting regimes in these schools. • Report findings back to wider staff. <p>Work with the Urban Farm gains momentum with a farm manager being employed and learning links with partnering schools are strengthened.</p>			
--	--	--	--	--

<p>level) 85% of all students are beginning to work at an early Level 5 stage of the curriculum or higher by the end of the year.</p> <p>Writing - Based on last year's data (68% at or above the expected level) 75% of all students are beginning to work at an early Level 5 stage of the curriculum or higher by the end of the year.</p> <p>Mathematics - Based on last year's data (75% at or above the expected level and considering there have been a number of priority learners join the cohort) 80% of all students are beginning to work at an early Level 5 stage of the curriculum or higher by the end of the year.</p> <p>Accelerate the learning of students working more than one curriculum level below the expected level e.g. students beginning to work at Level 3 will be beginning to work at Level 4 by December 2019.</p> <p>Year 8 Reading, Writing and Mathematics: By December 2019 Reading - Based on last year's data (73% at or above the expected level) 80% of all students are</p>	<ul style="list-style-type: none"> • identify staffing required to support this initiative. • Establish priorities for farm in 2019. • Employ part-time farm worker. • Bring stock onto farm. • provide learning opportunities for students of KVC and contributing schools. • Provide reporting milestones to OCT. 			
---	---	--	--	--

<p>working at Level 4 of the curriculum or higher by the end of the year.</p> <p>Writing - Based on last year's data (55% at or above the expected level) 65% of all students are working at Level 4 of the curriculum or higher by the end of the year.</p> <p>Mathematics - Based on last year's data (73% at or above the expected level) 80% of all students are working at Level 4 of the curriculum or higher by the end of the year.</p> <p>Accelerate the learning of students working more than one curriculum level below the expected level e.g. students beginning to work at Level 2 will be beginning to work at Level 3 by December 2019.</p> <p>Year 7 Reading, Writing and Mathematics: By December 2019 - 75% of all students are beginning to work at an early Level 4 stage of the curriculum or higher by the end of the year in Reading, Writing and Mathematics.</p>				
--	--	--	--	--

Accelerate the learning of students working more than one curriculum level below the expected level e.g. students beginning to work at Level 2 will be beginning to work at Level 3 by December 2019.				
---	--	--	--	--

Kaikorai Valley College: Annual Goals (PJ/MW/GR)

KVC = Kaikorai Valley College
HoD = Head of Department

SMT = Senior Management Team
SCT = Specialist Classroom Teacher

BoT = Board of Trustees

Goal 2: Curriculum design (PJ/MW)

- The school explores/investigates the design of its Year 9 & 10 curriculum that might bring about higher levels of student engagement. We will look at ways in which we might have a more integrated programme that better prepares them for NCEA. This will include gathering feedback from key stakeholders through surveys
- Consider reporting regimes to see if there is a less intensive way of doing this
- Introduce robotics to Year 9

Current State:

Research would suggest that there is a direct correlation between student engagement and achievement. It could also be argued that highly engaged students are less likely to be involved in wayward behaviour. Over the past few years the school has been considering ways in which it may make the curriculum more engaging for students. We have heard that several schools have redesigned their curriculums at Years 9 & 10 to make them more engaging. KVC would like to take the opportunity to look at some of these schools to see what they have done a whether that could work in our context.

At this stage we do not wish to move in a redesign in the senior school until there are firmed established pathways from the many reviews currently being undertaken by the MOE.

Target – by the end of 2019	Strategy	Personnel Resources	Review	Outcome
Will have surveyed students and other key stakeholders about the relevance of our current Year 9 & 10 curriculum and any possible changes that might bring about higher levels of engagement.	Discuss with the Board and staff the motivation behind this goal early in the year. Select a members of staff to form a driving team behind this research. Design surveys to go out to students, staff and other key stakeholders.	\$5000 Board SMT All teaching staff HOD/TICs Investigating team		

<p>Visited other schools to look at their changes to curriculum delivery at Year 9 & 10. What brought that about, how well was it received by students and community, what were the teething problems, things that went really well and things they might have done differently.</p> <p>Whilst visiting these schools consider their modular structure in Year 9 as well as their reporting regimes and if there is a less labour intensive way of reporting to parents.</p> <p>Robotics will have been introduced as a full module.</p>	<p>Team considers any other written research this topic.</p> <p>Investigate and select schools to visit.</p> <p>Write up specific questions and issues we are wanting to investigate in visiting schools.</p> <p>Visit schools.</p> <p>Discuss findings.</p> <p>Write a report to be presented to the Board and staff for discussion.</p> <p>Consider next steps.</p>			
--	---	--	--	--

Kaikorai Valley College: Annual Goals (BD/MW/GR)

KVC = Kaikorai Valley College
HoD = Head of Department

SMT = Senior Management Team
SCT = Specialist Classroom Teacher

BoT = Board of Trustees

Goal 3: School Culture (BD/MW/GR)

- There is a refocus on the PB4L processes that sees a shift in the ways students and staff interact bringing about an improved school culture.
- PLD is provided to staff around well being

Current State:

KVC has very well established behavioural systems that have been refined over the years. This is supported by comprehensive data that informs decision making. Whilst a very large majority of staff have embraced the PB4LSW philosophy there is some evidence of a lack of ownership or a punitive approach still being used on the odd occasion.

Over the past two years there have been a number of decisions made that have been motivated by trying to reduce staff workload and reduce stress. However, there is opportunity for us to build upon this work by offering some PLD to staff about personal wellbeing.

Target – by the end of 2019	Strategy	Personnel Resources	Review	Outcome
<p>PB4LSW strategies have been revisited, this includes: 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.</p> <p>Teachers can:</p>	<p>SWPB4L team will meet monthly to plan and implement strategies that are developed and recorded in an <i>action plan</i> for 2019.</p> <p>Lesson plans will be provided by the PB4LSW team to assist teachers in delivering a consistent approach to behaviour strategies.</p> <p>Staff will consistently model the practices they wish to see from students.</p>	<p>PB4LSW team</p> <p>Coach</p> <p>SCT</p> <p>All staff</p> <p>Form teachers</p> <p>SMT</p> <p>Board</p> <p>Community</p>		

<ul style="list-style-type: none"> · define specific inappropriate behaviours · analyse the behaviour · specify and support replacement behaviour. <p>Posters and other visible material are used throughout the school that explains the core values/rules we expect of all people involved in Kaikorai Valley College have been updated.</p> <p>Further functionality in EDGE is being utilised.</p> <p>Parents and caregivers are being contacted after every classroom withdrawal.</p> <p>All staff are fully engaged in the teaching and modelling of appropriate behaviours, and this is embedded into teaching practice.</p> <p>ALL teaching staff will engage in PLD sessions around staff wellbeing. From this they can identify specific strategies they are adopting to reduce stress.</p>	<p>All behaviour entries will be done on EDGE. Staff will be familiar with the functionality of this programme.</p> <p>New promotional material will be designed and introduced to the school. This may include te reo.</p> <p>Specific categories from SWPB4L will be built into classroom observation sheets for appraisal purposes.</p> <p>PB4LSW will become a regular feature in school assemblies, and school newsletters.</p> <p>Competitions will be developed to reinforce expectations around core values.</p> <p>PLD will be offered to all staff around staff wellbeing.</p>			
--	--	--	--	--

Kaikorai Valley College: Annual Goals (NK/GR)

KVC = Kaikorai Valley College
HoD = Head of Department

SMT = Senior Management Team
SCT = Specialist Classroom Teacher

BoT = Board of Trustees

Goal 4: To recognise and acknowledge the place of Māori & Pasifika students in our school, catering for their learning needs, celebrating their success as Māori & Pasifika and engaging with whanau/fono.

Current State:

The percentage of ethnicities of students other than European/Pakeha is becoming more significant at KVC. The numbers of students identifying as Māori is around 15% 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 improving and a visit by staff to the marae last year was a highlight. The school, whilst it monitors academic achievement, identifies Māori and Pasifika as priority learners, has not engaged well with them and celebrate their place in our community.

KVC needs to be more "in touch" with whanau/fono and this needs to be a priority in 2019.

Target – by the end of 2019	Strategy	Personnel Resources	Review	Outcome
<p>Māori & Pasifika students are fully engaged in their programmes of study and achieving on at least a par with their peers.</p> <p>Achievement is being monitored throughout the year and strategies are in place to assist priority learners.</p> <p>Staff adopt inclusive practices with Māori and Pasifika</p>	<p>ALL teachers set specific targets for Māori and Pasifika students for each unit of work. Targets will be measurable and based on achievement.</p> <p>These will be monitored by department heads throughout the year and discussed in department meetings as a regular item on agenda's.</p> <p>Where concerns arise, these will be brought to the attention of the pastoral team.</p>	<p>All teaching staff</p> <p>Data Administrator</p> <p>HOD/TIC</p> <p>Form teachers</p> <p>Māori and Pasifika mentors</p>		

<p>students being given a voice through quarterly meetings. Attendance levels are on a par with the whole school. Staff are professionally growing in their abilities to teach and relate with Māori and Pasifika students. Strong relationships exist between the school and whanau/fono. Māori & Pasifika students are engaging in out of class activities and succeeding. A strong working relationship with a local Marae to bring about improved learning outcomes for those students identifying as Māori and Pasifika. Significant involvement of Māori, Pasifika & the wider school community in the development of policies, plans and targets for improving the achievement of Māori and Pasifika students at KVC.</p>	<p>The school facilitates the appointment of a mentor for Māori/Pasifika students to monitor and implement short intensive learning interventions with identified students.</p> <p>The kaiārahi/mentor will formally meet with each of the students individually, at least twice during the school year, to establish goals and will make contact with whanau to engage the home. Māori and Pasifika student leaders are elected by their cohorts. A hui/fono meetings will be held early in the year to explain the role of the kaiārahi/mentor as well as building and fostering relationships. Further hui will be held during the year. 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. 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 whanau/fono around identifying and implementing resolutions. Attendance records for Māori and Pasifika will be monitored and, where</p>	<p>SAF & MOE Kaiārahi SCT SMT Board Local Marae Kia (hui) Outside assistance with PD</p>		
--	---	---	--	--

	<p>students are identified as being at risk, those with responsibilities will work with whanau/fono and outside agencies where necessary to bring about improved attendance.</p> <p>Year 7 & 8 students spend a day at a local Marae.</p> <p>Survey/speak to whanau/fono about what it means to 'be Māori and Pasifika'. Ask about possible meeting dates and times.</p>			
--	--	--	--	--

Kaikorai Valley College: Annual Goals (MW/GR)

KVC = Kaikorai Valley College
HoD = Head of Department

SMT = Senior Management Team **BoT = Board of Trustees**
SCT = Specialist Classroom Teacher

Goal 5: To consolidate a staff appraisal process introduced in 2018 for teaching staff that includes an inquiry process.

Current State:
 A new appraisal process based upon the six quality practice standards for the teaching profession was implemented in 2018. This process incorporated an inquiry to teaching aspect that, in 2018, was to a certain degree dictated around writing and literacy. In 2019 it is intended to consolidate this appraisal process, once again to include a personal teaching as inquiry focus requiring all teaching staff to look reflectively at an aspect of their teaching from an evidence-based perspective

Target – by the end of 2019	Strategy	Personnel Resources	Review	Outcome
ALL teaching staff will: - engage in a personal inquiry process that develops strategies to bring about improvements in their teaching practice. This is to be evidence based and will be supported by initial data, strategies/steps for implementation, monitoring, reflection, readjustments where necessary, final achievement data, conclusions and next steps. - as in 2018, will be appraised against the new Standards for the Teaching Profession - appraisal process will include a goal around personal wellbeing. - appraisal process will a checking of class profiles	School funded PLD sessions around staff wellbeing will be facilitated by an external provider. Class profiles will be generated by all teaching staff of core teaching classes as well as all year options. Initial profiles will be due by the end of February. Appraisers will be assigned by the end of February. Appraisers will meet with teaching staff in term 1 to discuss the focus of inquiries. This will be done in place of a Monday staff meeting. Appraisers will be assigned by the end of February. Staff new to KVC will be assisted in their understanding of the appraisal process.	PLD and mtg time Teacher release time PLD and teacher release time.		