

KAIKORAI VALLEY COLLEGE: CHARTER, STRATEGIC PLAN and ANNUAL PLAN



WHO WE ARE?

"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 ākonga in a safe, co-educational environment." He manu whai huruhuru – Opportunity and Success for All. (School Mission Statement) The school motto: "Quaerite et Invenietis!" – Seek and you shall find

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 540 ākonga plus including 10 - 15 international ākonga. Our area includes the contributing schools of Abbotsford, Balaclava, Bradford, Brockville, Concord, Fairfield, Green Island, Halfway Bush, Kaikorai, Mornington, Wakari and the south coast areas. We have a loose a relationship with the Araiteuru Marae which we hope to build on in 2021.

The school's philosophy is based around strong relationships which have been re-inforced in 2020 with the implementation of whānau groups from Years 9 – 13. The school's core values of Participation, Respect, Inquiry, Diversity and Environment (PRIDE) underpin everything we do here at the school. Due to its size, there is a real family atmosphere ("Ahua orite te Kura ki te whare whānau - family feel"), where ākonga are well known by the staff who take a personal interest in their ākonga and this is one of the things we hang our hat on. At KVC, teaching is not just seen as a job, it is a vocation. As a team, we invest time, energy and effort into every single student, making a difference each day.

Section 34 of the Education and Training Act 2020 states "...ākonga 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 ākonga have significant physical, sensory, neurological, psychiatric, behavioural or intellectual impairment. Some of these ākonga qualify for Ongoing Resourcing Schemes (ORS). KVC has a proud reputation of inclusion and *diversity*, catering well for the needs of ākonga with high needs, and the schools Brathwaite Centre works very hard to ensure that ākonga gain the highest possible level

of education and wherever possible, ākonga are placed within a normal classroom setting (mainstreamed).

Links to the community continue to develop with whānau and employers enjoying the open-door policy of the school. The Gateway and work experience programmes are growing from strength to strength and this is evidence of the closer links we have established with the community. The number of ākonga who study through the Otago Secondary Tertiary College (OSTC) whilst in the senior school is growing each year.

Local curriculum continues to evolve and supports 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 has come along in leaps and bounds and has further developed in the last 12 months with the introduction of further learning opportunities.

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?"

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NATIONAL PRIORITIES

The Statement of National Education and Learning Priorities (NELP) issued in 2020 sets out the Government's priorities for education that will ensure the success and wellbeing of all learners. These NELPs directs government and education sector activities towards the actions that will make the biggest difference, and ensure that we are able to strengthen the education system to deliver successful outcomes for all learners and ākonga. We believe the strategic goals imbedded in this document encompass the following five objectives:

1. **Learners at the centre** - learners with their whānau are at the centre of education
2. **Barrier free access** - great education opportunities and outcomes are within reach for every learner
3. **Quality teaching and leadership** - quality teaching and leadership make the difference for learners and their whānau
4. **Future of learning and work** - learning that is relevant to the lives of NZers today and throughout their lives
5. **World class inclusive public education** - NZ education is trusted and sustainable

These priorities will help create education environments that are learner-centred and where more learners are successful. They support KVC to:

- Be safe and inclusive and free from racism, discrimination, and bullying
- Strengthen the quality of teaching to give learners the skills they need to succeed in education, work and life
- Collaborate more with whānau, hapū, iwi, employers, industry and communities
- Take account of learners' needs, identities, languages and cultures in their practice
- Incorporate te reo Māori and tikanga Māori into everyday activities.

Kaikorai Valley College: Strategic Goals



"He mana whai huruhuru - Opportunity and Success for ALL"

| Strategic Goal 1 | | What does the data say? | Strategic Plan - What we going to do over the next three years to achieve this Strategic Goal? | | | Annual Plan | Monitoring |
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| <i>What do we want to achieve? Aspirational, inspirational and long term.</i> | <i>What will this look like if we get it right?</i> | <i>Where are we now?</i> | <i>Prioritise actions for stepped results - What do we need to do to get from where we are now to where we want to be? Consider resourcing - skills, finances, environments, etc</i> | | | <i>How do we do this?</i> | <i>How will we know we are getting this right? What will we need to measure?</i> |
| | | | 2021 | 2022 | 2023 | | |
| All ākonga at KVC are achieving to their highest potential as unique individuals of Aotearoa | <ul style="list-style-type: none"> Quality teaching and leadership are making a difference. Kaiako are setting high expectations for individual ākonga by focusing on strength based learning Whole school PLD is provided for staff in differentiating work for those with special needs The wider LS team are very responsive to identified needs or weaknesses Dept's, in conjunction with the LSC develop programmes and resources for ākonga working at Level 1 or 2 of the curriculum | <ul style="list-style-type: none"> While kaiako (teachers) are able to identify ākonga with differing levels of ability, more can be done to break the curriculum down to allow them access to successful outcomes. There is occasionally an element of deficit thinking, where student achievement is blamed on external factors. More work needs to be done on determining the strengths of each individual and building on those | <ul style="list-style-type: none"> Staff will develop and implement strength-based learning practices across the school to meet individual student needs. Development of differentiated curriculum work plans for students with special educational requirements | <ul style="list-style-type: none"> Strength-based learning practices will be embedded throughout the school as evidenced by Dept review cycles, conversations in the staffroom and annual reporting reflecting a change away from deficit thinking. | | <ul style="list-style-type: none"> Motivational PLD is given to all teaching staff around the use of positive language when discussing their achievements. Work is differentiated to map student needs, Focus is on what they CAN achieve Regular reminders are given to staff about focussing on the positives and using the right language in conversations and communications home Senior ākonga are channelled into appropriate courses Whānau, as partners are encouraged to support their child in areas of weakness | <ul style="list-style-type: none"> Data is showing a lift in performance of year groups and individuals. Improved engagement is seen in classroom activities, particularly in priority learners and ākonga with special learning needs. There is a reduction in off task behaviours, referrals for undesired behaviours. Student, staff and community surveys show improved outcomes in engagement, wellbeing and how ākonga feel about the school. Ākonga have higher levels of pride in themselves and the school |
| | <ul style="list-style-type: none"> Ākonga (student) progress is being monitored at all Year levels, with particular emphasis on at risk ākonga including: Maori, Pasifika, international, ESOL ākonga and those with special needs both at the lower and upper ends of student achievement The Learning Support team including the new LSC, the SENCO HOD of Special Needs, RTLB and SMT are able to quickly identify those ākonga needing additional support and provide support for their learning needs. | <ul style="list-style-type: none"> Progress is monitored, but tracking data is not always made the best use of to inform next steps Ākonga with special needs are being catered for and are mainstreamed where possible. Mainstream kaiako sometimes lack the ability/knowledge in being able to provide for the needs of these ākonga in their classes. Staffing pressures in the Brathwaite Centre also mean that they are not provided with adequate break times to get through the day without being exhausted | <ul style="list-style-type: none"> Improve and embed systems and processes for data collection and analysis that clearly demonstrate shifts in learning, for whole cohorts, and individual ākonga | <ul style="list-style-type: none"> Programmes of learning for cohorts are being adapted to bring about improvements in identified areas of weakness Individual weaknesses are being supported with interventions The SMT and Board are receiving concise and informative achievement data | <ul style="list-style-type: none"> Identified gaps are shrinking | <ul style="list-style-type: none"> A schedule of data entries points is given to HODs to ensure timely data entry across the school. DP/Aps are monitoring that data is being entered HODs continue to develop skills in reading and analysing this data have this provided Principal develops skills to become proficient at extracting this data for reporting purposes There is a real emphasis on literacy and numeracy to ensure ākonga are performing at or above in relation to their respect curriculum levels (Years 7 – 10) The additional COVID funding allocation is being used to alleviate some of the pressure points in the first half of the year. | <ul style="list-style-type: none"> Board reports are concise and informative, painting the picture of student achievement at each year level Data allows staffing and resources to be channelled into areas of weakness. Maori and Pasifika success is being measured academically as well as through whanau and fono korero |

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| | | <ul style="list-style-type: none"> • Māori ākonga feel valued and have pride in their cultural heritage, and are achieving to their highest potential <i>as</i> Māori. • Pasifika ākonga feel valued and have pride in their cultural heritage, and are achieving to their highest potential <i>as</i> Pasifika | <ul style="list-style-type: none"> • All staff will demonstrate an understanding of basic Māori tikanga, and be using correct Māori language and pronunciation when addressing ākonga | <ul style="list-style-type: none"> • Māori tikanga, Mātauranga Māori and te ao Māori will be woven into general classroom practice | <ul style="list-style-type: none"> • Expand cultural practice and understanding across all aspects of school life. | <ul style="list-style-type: none"> • Kaiako are becoming much more confident in their use of Te Reo • Kaiako understand what success for Maori means • A staff mentoring team is established • All staff engage in PLD around the correct pronunciation of commonly used Maori language, names and phrases • PLD also addresses what success for Maori means. • All tchg staff visit the marae for PLD • Year 7 & 8 ākonga visit the marae | <ul style="list-style-type: none"> • Partnership with Māori whānau and Pasifika fono in the development of a culturally rich curriculum that is engaging and meets the learning needs of these ākonga |
| <ul style="list-style-type: none"> • Ākonga in Years 7 – 10 are engaging in learning that is relevant to the lives of NZs today and throughout their lives. It is innovative and forward thinking, and develops those key competencies at the front end of the NZC document | <ul style="list-style-type: none"> • Our current Year 7 – 10 curriculum is still silo based in traditional subjects. Module structures mean ākonga are repeating similar content over a three year period. The timing of those modules means that occasionally there is little time to get through the content | <ul style="list-style-type: none"> • A new module structure is designed for Year 7 & 8 ākonga • A new engaging, localised curriculum package is planned for 2022 in Yr 9 & 10 | <ul style="list-style-type: none"> • New modular structure at Years 7 & 8 and curriculum in Years 9 & 10 is implemented • PLD learnings are weaved into curriculum design and classroom practice | <ul style="list-style-type: none"> • Revised curriculum delivery is imbedded in Yrs 7-10 | <ul style="list-style-type: none"> • The curriculum investigation is completed and presented to the staff and Board • Planning for a new Year 7 & 8 modular structure and curriculum design at Yrs 9 & 10 is undertaken by relevant staff • This will be engaging, and will include localised curriculum | <ul style="list-style-type: none"> • Ākonga in Years 7 – 10 are more engaged in their studies and we are seeing less behaviour referrals. Ākonga are enjoying school, measured through behaviour data and student voice. | |
| <ul style="list-style-type: none"> • Ākonga in Years 11 – 13 are accessing multiple opportunities to gain the credits required and are being provided with career and pathway planning | <ul style="list-style-type: none"> • The number of ākonga in the senior school who are struggling to acquire the 60 or 80 credits to gain their NCEA Certificate without radical intervention seems to be expanding each year. • Some are not always making the best choices around coursing, career and/or pathway planning • Kaiako have only engaged in one day of NCEA training around the changes in NCEA moving forward | <ul style="list-style-type: none"> • Career planning and goal setting is discussed in each whānau conference • OSTC opportunities are advertised and some students directed to these • Ākonga are made aware of vocational pathways • UE pass rate improves to 35% | <ul style="list-style-type: none"> • Ākonga are making well informed subject choices • Ākonga are guided to apply in OSTC and vocational courses • Kaiako engage in PLD training days for L1 and/or L2 NCEA • UE pass rate improves to 40% | <ul style="list-style-type: none"> • Identified and appropriate ākonga are enrolled in OSTC and vocational courses • New L1 NCEA courses implemented. • Kaiako engage in PLD training days for L2 NCEA and planning is undertaken for new L2 courses | <ul style="list-style-type: none"> • Ākonga are self-selecting OSTC and vocational courses • Kaiako engage in PLD training days for L1 NCEA and planning is undertaken for new L2 courses • All NCEA teaching staff are involved in two NCEA Teacher Only days • Subject selection in the senior school is scrutinised by DP, Deans and whānau kaiako at an early enough time to intervene if necessary • Ākonga capable of achieving UE are encouraged to make this a goal | <ul style="list-style-type: none"> • Ākonga are more aware of career/study pathways and are selecting courses accordingly • More recognition is given to vocational awards • Staff are prepared and confident in delivering the new standards | |

Kaikorai Valley College: Strategic Goals

"He mana whai huruhuru - Opportunity and Success for ALL"



| Strategic Goal 2 | | What does the data say? | Strategic Plan - What we going to do over the next three years to achieve this Strategic Goal? | | | Annual Plan | Monitoring |
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| <i>What do we want to achieve? Aspirational, inspirational and long term.</i> | <i>What will this look like if we get it right?</i> | <i>Where are we now?</i> | <i>Prioritise actions for stepped results - What do we need to do to get from where we are now to where we want to be? Consider resourcing - skills, finances, environments, etc</i> | | | <i>How do we do this?</i> | <i>How will we know we are getting this right? What will we need to measure?</i> |
| | | | 2021 | 2022 | 2023 | | |
| <p>School culture at KVC means everyone holds a special place; are valued, feel safe and equipped to achieve their aspirations</p> | <ul style="list-style-type: none"> • Ākonga (ākonga), with their whanau, are at the centre of education • School Culture reflects local tikanga Māori, mātauranga Māori, and te ao Māori. • KVC is a place where there is a true sense of belonging, regardless of ability, ethnicity, or family circumstance. • Ākonga conduct and behaviour exemplifies the schools values • Every student is comfortable in who they are and what success means for them • Ākonga and kaiako are confident in the use of te reo in everyday conversations (i.e. normalised) • Signage around the school immediately identifies the bicultural heritage of NZ • Whānau groups become an integral part of who we are and how we seek to care for the needs of our ākonga and their whanau • The schools facilities, including the urban farm, are utilised to their fullest extent to provide learning opportunities that support an innovative curriculum • Interactions between different age groups within the school is strengthened to include break times and house activities. • Māori and Pasifika ākonga are identified and their learning monitored. More work is required on what success means for these ākonga and providing learning contexts that are meaningful and relevant for their learning | <ul style="list-style-type: none"> • With the introduction of whanau groups in 2020, as well as the development of the Māori and Pasifika mentoring role, we have made some gains in this area. However there is still work to be done in gaining the full involvement of all parties. • There also needs to be further development with kaiako and ākonga in understanding of what success means for them and their whanau • Likewise gains have been made in 2020 in the use of Te Reo but it is important this is seen as a journey that needs to be worked on daily. For some the use of te reo is normalised while for the majority it is something that needs to be practiced each day • There is little bicultural signage around the school. The only references you may notice are around school values and in school notices • Over the years we have seen an increase in the number of ākonga coming to us with behaviour issues. This is reflected in pastoral entries as well as the number of stand-downs and suspensions in Years 8 – 10. This year we did some analysis of our year 9 & 10 cohort and found that between 30 – 35% were on the pastoral register that would place them in category of high offenders. Generally by the time ākonga get the senior school they have settled down and little intervention is required. On the whole there is a good understanding of the school values and what they means. The pride card system (reward) works well and ākonga enjoy the PRIDE drawers held in assemblies. | <ul style="list-style-type: none"> • The three way partnership with ākonga, kaiako, and whanau is strengthened through multiple methods of communication, including hui/fono, three way conferences, and korero. • Staff PLD around the correct pronunciation of students and local place names is provided. • An investigation looking at curriculum design in Yrs 7 – 10 that includes the front end of the NZC and localised curriculum in a more relevant way is completed • The karakia is used on a weekly basis without prompts • The school values are relaunched with new signage around the school • Emphasis is placed on using the school values in conversations with students for correction purposes • Kaiako engage in PLD and implement restorative practices • Where possible Kaiako are well informed about the presenting issues students are bringing with them to school • Kaiako are reminded very regularly about all being on the same | <ul style="list-style-type: none"> • A localised curriculum that meets the needs of our Māori and Pasifika ākonga, whānau and wider community will be developed through collaboration at Māori hui and Pasifika fono. • Our bicultural heritage is more visible and easily recognized at the front end of the school and in the use of signage around the school • Restorative PLD continues and practices are embedded • Ākonga, Kaiako and whanau/fono voice on school culture is sought • Various carpets replaced around school • Refurbishment of buoys toilet block in gymnasium | <ul style="list-style-type: none"> • The use of te reo is becoming common place at KVC | <ul style="list-style-type: none"> • Engage with MOE to provide PLD for kaiako in restorative practices • Ask our school Kaiārahi to provide school wide PLD in use of te reo • Support and approve kaiako undertaking individual PLD in te reo • Establish clear links with local marae • Organise annual visits by groups from the school to the marae • Principal diaries and communicates regular reminders to kaiako about expectations and the use of restorative practices in resolving behaviour issues • Head ākonga speak about values in assemblies • New signage in te reo is put up around the school • Kaiako are actively inviting whānau/fono to three way conferencing | <ul style="list-style-type: none"> • Te reo is more audible around the school and in class observations • Kaiako are more confident in the use of te reo (surveyed) • All PLD is delivered • Kaiako complete individual course in te reo • Ākonga are clearly able to articulate school values • Kaiako are referring to the values in their correction. (ākonga voice) • Signage is up • Attd numbers at three way conferences is in the high 80s to 90-% • Students are better equipped to talk about their learning • Whānau/fono feel engaged in child's learning (survey) • School property is looking more modern • There is a good working relationship with the marae • It is immediately obvious once coming through the gate that there is a place for everyone at KVC and our maori heritage is recognised and respected |

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| | | <ul style="list-style-type: none"> • The implementation from form classes to whanau groups has gone reasonably smoothly. Good relationships are forming and a majority of staff are spending time working on these during the time available. We are finding that the whanau times can often be interrupted for administration tasks. • Significant refurbishment has taken place around the school over the past 5 years. However many of those just touch the surface and little structural changes are possible given the funding available in our 5YA. The urban farm continues to develop with the addition of learning opportunities, but a lack of funding prevents this from being fully utilised. | <p>page in their dealing with school routines and expectations</p> <ul style="list-style-type: none"> • Support is given to gender diverse ākongā to ensure they and their whanau feel supported • Kaiako and Yr 7 & 8 ākongā visit the marae for PLD and learning • Science labs and Foods room refurbished • LSC office established • Urban Farm development continues • | | | | |
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