

# KAIKORAI VALLEY COLLEGE: CHARTER, STRATEGIC PLAN and ANNUAL PLAN



OPEN 7.1



## 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 450 ākonga including 20 - 25 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.

The school's philosophy is based around strong relationships and this will remain a focus in 2023 as we work through a kura cultural reset, informed by people's voice, including kaimahi, ākonga and whānau. 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 kaimahi 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 ākonga 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 employees enjoying the open-door policy of the school. The Gateway and Work Experience programmes are a strength of the school and this is evident in the closer links we have established with the community. The number of ākonga who study through the Otago Secondary Tertiary College (OSTC) is also a very important pathway for many.

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 Farm has now become a very important part of the way we do things at KVC, adding another pathway to learning about taonga (treasures) and what it means to be kaitiaki (guardians).

In every decision made at KVC, the focus is on that all important question, "What has it got to do with ākonga achievement?" If the answer is "Nothing!" then we need to ask, "Why are we doing it?"

## 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 direct 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 are going to do over the next three years to achieve this Strategic Goal			Annual Plan	Monitoring
<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 2024?</i>	<i>How will we know we are getting this right? What will we need to measure?</i>
			<b>2022</b>	<b>2023</b>	<b>2024</b>		
<b>All ākonga at KVC are achieving to their highest potential as unique individuals of New Zealand</b>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• After significant investigation in 2020 - 2021 a new semester system was trialled in Yr 10 in 2022 as well as changes to the module system in Years 7 &amp; 8.</li> <li>• Based on feedback from ākonga, kiamahi and whānau the decision was made at the end of 2022 to extend this semester system into Year 9 in 2023.</li> </ul>	<ul style="list-style-type: none"> <li>• A new module structure is being trialled for Year 7 &amp; 8 ākonga</li> <li>• A new semester system is trialled in Yr 10 and reviewed at the end of the year.</li> <li>• Planning for Year 9 begins.</li> </ul>	<ul style="list-style-type: none"> <li>• New semester system for Year 9 is implemented</li> <li>• PLD learnings (see above) are weaved into curriculum design and classroom practice</li> </ul>	<ul style="list-style-type: none"> <li>• Revised curriculum across Yrs 7-10 is fully imbedded</li> </ul>	<ul style="list-style-type: none"> <li>• More feedback and data are required to assess the impact of the module programme at year 7-10. Carry out staff/student/community surveys and whole school data collection.</li> </ul>	<ul style="list-style-type: none"> <li>• 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 anecdotal student voice.</li> <li>• Differentiated delivery is in place to address ākonga needs</li> </ul>
	<ul style="list-style-type: none"> <li>• Ākonga in Years 11 – 13 are accessing multiple opportunities to gain the credits required and are being provided with career and pathway planning</li> </ul>	<p>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, yet 2021 saw a lift in overall NCEA performance through the hard work of many people.</p> <p>Some ākonga are not always making the best choices around coursing, career and/or pathway planning</p> <ul style="list-style-type: none"> <li>• Kaiako have engaged in multiple days of NCEA training however the changes in NCEA have been moved out a year.</li> </ul>	<ul style="list-style-type: none"> <li>• Career planning and goal setting is discussed in each year level throughout the year and at whānau conferences.</li> <li>• OSTC opportunities are advertised and some students directed to these.</li> <li>• Ākonga are made aware of vocational pathways and encouraged to work towards these qualifications whilst still at school</li> <li>• NCEA levels 1- 3 are at or above the national average for decile 5</li> </ul>	<ul style="list-style-type: none"> <li>• Ākonga are making well informed subject choices</li> <li>• Ākonga are guided to apply in OSTC and vocational courses</li> <li>• Kaiako engage in PLD training days for L1 and/or L2 NCEA</li> <li>• NCEA levels 1- 3 are at or above the national average for decile 5</li> </ul>	<ul style="list-style-type: none"> <li>• Identified and appropriate ākonga are enrolled in OSTC and vocational courses.</li> <li>• Kaiako engage in PLD training days for L2 NCEA and planning is undertaken for new L2 courses</li> </ul>	<ul style="list-style-type: none"> <li>• Provide PLD and resources for whānau teachers on academic and pathways mentoring for senior students.</li> <li>• Continue to build on the relationships with industry/tertiary organisations.</li> <li>• Track academic progress of students.</li> <li>• Staff continue to build upon their understanding of the NCEA changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Ākonga are more aware of career/study pathways and are selecting courses accordingly.</li> <li>• More recognition is given to vocational awards.</li> <li>• Kaiako are prepared and confident in delivering the new standards.</li> </ul>

	<ul style="list-style-type: none"> <li>• Quality teaching and leadership are making a difference. Kaiako are setting high expectations for individual ākonga by focusing on strength based learning</li> <li>• The school is committed to strengthening the way it incorporates mātauranga (knowledge) Māori into teaching and learning programmes and gauging whānau voice in what they would like to see more of in teaching and learning programmes.</li> <li>• Kaiako are integrating Māori perspectives and mātauranga into learning programmes</li> <li>• Kaiako know how to access teaching and learning resources to support the above goals</li> <li>• Kaiako seek to learn about ākonga prior knowledge, strengths</li> </ul>	<ul style="list-style-type: none"> <li>• Over the past few years there have been significant steps forward in the understanding and acceptance of mātauranga (knowledge) Māori and a start has been made to incorporate this into teaching and learning programmes as required by the MOE. However, we don't know what we don't know and kaimahi (staff) are keen to develop our understanding with the assistance of MOE funded facilitators.</li> <li>• While kaiako (teachers) are able to identify ākonga with differing levels of ability across the whole school and progress was made in 2021, more can be done to break the curriculum down to allow them access to successful outcomes.</li> <li>• More work needs to be done on determining the strengths of each individual and building on those so all can experience success.</li> </ul>	<ul style="list-style-type: none"> <li>• Kaiako will participate in MOE funded PLD to develop their knowledge of local mātauranga Māori (local landmarks, history, customs and integrating Māori perspectives and mātauranga into learning programmes</li> <li>• Kaiako will begin to understand how to and where to access teaching and learning resources to support all students in things to do with mātauranga Māori</li> <li>• Under the guidance of Core Education (MOE facilitators) the school will have sought people's voice (ākonga, kaimahi and whānau) that might help us better understand what success and inclusion means for all ākonga and from that, plan and implement changes that will lift performance across the board.</li> </ul>	<ul style="list-style-type: none"> <li>• Kaiako will continue participating in MOE funded PLD to further develop their knowledge of local mātauranga Māori (local landmarks, history, customs and integrating Māori perspectives and are beginning to incorporate mātauranga into learning programmes.</li> <li>• Kaiako will develop their understanding of how to and where to access teaching and learning resources to support mātauranga Māori and are beginning to incorporate this into classroom practices.</li> <li>• Kaiako are aware of other minority groups e.g. Pasifika, Asian, Migrant, LGBT+ etc in their classes and are meeting their needs along with majority groups</li> <li>• All ākonga feel their voices are heard in the classroom and life of the kura</li> </ul>	<ul style="list-style-type: none"> <li>• Kaiako will demonstrate a good knowledge of local mātauranga Māori (local landmarks, history, customs and integrating Māori perspectives and are incorporating mātauranga into learning programmes</li> <li>• Kaiako understands how to and where to access teaching and learning resources to support mātauranga Māori and do so whenever planning and implementing teaching and learning programmes.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff engage with new Matauranga Māori PLD provider.</li> <li>• Transfer learning from PLD provider into classroom practice.</li> <li>• Staff have high expectations for priority learners.</li> <li>• Utilise Māori and Pasifika mentors to provide PLD to staff.</li> <li>• Improve whānau engagement with the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Data is showing a lift in performance of year groups and individuals.</li> <li>• Improved engagement is seen in classroom activities, particularly in priority learners and ākonga with special learning needs.</li> <li>• There is a reduction in off task behaviours and referrals for undesired behaviours in identified groups..</li> <li>• The whole school community feels more involved in contributing to the successes of our ākonga and how they feel about the school.</li> <li>• Ākonga have higher levels of pride in themselves and the school</li> <li>• All ākonga feel recognised and catered for in teaching and learning programmes and the life of the kura.</li> </ul>
	<ul style="list-style-type: none"> <li>• Ākonga (student) progress is being monitored at all Year levels, with particular emphasis on at risk ākonga including: Maori, Pasifika, international, ESOL/migrant, gender diverse ākonga and those with learning needs both at the lower and upper ends of student achievement</li> <li>• The Learning Support team including the LSC, the new SENCO, HOD of Special Needs, RTLB and SLT are able to quickly identify those ākonga needing additional support and provide support for their learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvements have taken place in the monitoring of progress, but this data is not always made the best use of to inform next steps.</li> <li>• In 2021 Maori/Pasifika students performed to a higher level in NCEA but this is yet to become a pattern. They are not highly represented in the STEM subjects.</li> <li>• International students continue to perform to a high level.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to improve and embed systems and processes for data collection and analysis that clearly demonstrate shifts in learning, for whole cohorts, and individual ākonga.</li> <li>• Data around identified groups are becoming more concise</li> </ul>	<ul style="list-style-type: none"> <li>• Programmes of learning for cohorts are being adapted to bring about improvements in identified areas of weakness</li> <li>• Individual weaknesses are being supported with interventions</li> <li>• The SLT and Board are receiving concise and informative achievement data</li> </ul>	<ul style="list-style-type: none"> <li>• Identified gaps are shrinking</li> </ul>	<ul style="list-style-type: none"> <li>• Collect regular and timely data which can be analysed and used to inform classroom teaching practice.</li> <li>• Develop a schoolwide literacy and numeracy programme.</li> <li>• Use the Pastoral Network to track academic progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Board reports are concise and informative, painting the picture of student achievement at each year level</li> <li>• Data allows staffing and resources to be channelled into areas of weakness.</li> <li>• Identified groups, including Māori and Pasifika, success is being measured through whānau and fono korero and through NCEA Data</li> </ul>

		<ul style="list-style-type: none"> <li>● It is difficult to generate data around our gender diverse ākonga as many have not "officially" identified as anything other than male/female.</li> <li>● The number of migrant students completing NCEA is very small and it would be inappropriate to make assumptions on patterns of achievement. This will change over the next couple of years.</li> <li>● Ākonga with identified learning needs are being catered for and are mainstreamed where possible.</li> <li>● Mainstream kaiako sometimes lack the ability/knowledge in being able to provide for the needs of these ākonga in their classes.</li> <li>● 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</li> </ul>					
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# 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 are going to do over the next three years to achieve this Strategic Goal			Annual Plan	Monitoring
<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>
			2022	2023	2024		
<p><b>School culture at KVC means everyone holds a special place; are valued, feel safe and equipped to achieve their aspirations</b></p>	<ul style="list-style-type: none"> <li>• Ākongā (ākongā), with their whānau, are at the centre of education</li> <li>• KVC is a place where there is a true sense of belonging, regardless of ability, ethnicity, or family circumstance.</li> <li>• Ākongā conduct and behaviour exemplifies the schools values</li> <li>• Every student is comfortable in who they are and what success means for them</li> <li>• Ākongā and kaiako are confident in the use of te reo in everyday conversations (i.e. normalised)</li> <li>• Signage around the school immediately identifies the bicultural heritage of NZ</li> <li>• Whānau groups are an integral part of who we are and how we seek to care for the needs of our ākongā and their whānau</li> <li>• The schools facilities, including the urban farm, are utilised to their fullest extent to provide learning opportunities that support an innovative curriculum</li> <li>• Interactions between different age groups within the school are strengthened to include break times and house activities.</li> <li>• School Culture reflects local tikanga Māori, Mātauranga Māori, and te ao Māori.</li> <li>• Identified groups including Māori and Pasifika ākongā are identified and their learning monitored.</li> <li>• There is a more indepth understanding of what success means for these ākongā and providing learning contexts that</li> </ul>	<ul style="list-style-type: none"> <li>• With the introduction of whānau 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.</li> <li>• Pastoral data, over a longer period of time, shows particular groups, including Māori and Pasifika being more highly represented.</li> <li>• There is not a common understanding across the whole school community of what success means for ākongā and their whānau</li> <li>• Gains have been made in 2019/20 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</li> <li>• There is bicultural signage around the school but visibility is limited at the school gates.</li> <li>• The karakia is used on a weekly basis without prompts</li> <li>• Over the years we have seen an increase in the number of ākongā 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.</li> <li>• Most students will be able to articulate the school values but ownership of these is waning amongst some of our younger students.</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• A school wide matrix around school values is developed through consultation with the students.</li> <li>• Emphasis is placed on using the school values in conversations with students for correction purposes</li> <li>• The three way partnership with ākongā, kaiako, and whānau is strengthened through capturing people's voice, including hui/fono, three way conferences, and korero.</li> <li>• Kaiako engage in PLD and implement restorative practices</li> <li>• Where possible Kaiako are well informed about the presenting issues students are bringing with them to school</li> <li>• MOE funded PLD around pronouncing and speaking basic te reo</li> <li>• Māori/Pasifika.migrant whānau understanding and participate in regular tikanga</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative PLD continues and practices are embedded</li> <li>• Kaiako will continue participating in MOE funded PLD to further develop their knowledge, understanding, application and participation in tikanga</li> <li>• Kaiako will continue developing their knowledge, confidence and use of te reo in multiple setting, i.e. classroom, staffroom and with whānau</li> <li>• Kaiako will through MOE funded PLD build confidence in challenging racism in the kura setting</li> <li>• Our bicultural heritage is more visible and easily recognized at the front end of the school</li> <li>• Kaimahi will strive the improve the experience of whānau in their engagement with the kura so they feel respected, valued and heard.</li> <li>• Building projects are underway in both the foods and science lab space.</li> </ul>	<ul style="list-style-type: none"> <li>• Work continues on pronunciation and speaking basic Reo and this is becoming prevalent throughout the school</li> <li>• We are seeing a large majority of the school community understand and participate in regular tikanga (karakia, waiata, mihi whakataua)</li> <li>• Ākongā and kaimahi have extensive knowledge of local mātauranga Māori (local landmarks, history, customs)</li> <li>• We are integrating Māori perspectives and mātauranga into learning programmes</li> <li>• Kaiako are accessing teaching and learning resources to support mātauranga Māori</li> <li>• Kaimahi continue learning about ākongā Māori prior knowledge, strengths</li> <li>• Ākongā, kaimahi and whānau are comfortable in identifying and challenging racism and unconscious bias</li> </ul>	<ul style="list-style-type: none"> <li>• Head ākongā speak about values in assemblies</li> <li>• Our bicultural heritage become more visible at the gate</li> <li>• Other identified groups e.g. Pasifika, migrant, gender diverse, international are recognised and have a visible presence.</li> <li>• Kaiako are actively inviting whānau/fono to three way conferencing Ensure we capture from whānau what they would like to see more of in programmes as well as what it is they want of the school.</li> <li>• Explore and foster opportunities to collaborate with runaka and whānau to enrich learning opportunities for students at KVC</li> <li>• Support and approve kaiako undertaking individual PLD in te reo</li> <li>• Engage with MOE to provide PLD for kaimahi around strengthening the way it incorporates mātauranga(knowledge) Māori into teaching and learning programmes.</li> <li>• Organise annual visits by groups from the school to the runaka</li> <li>• Principal diaries and communicates regular reminders to kaiako about expectations and the use of restorative practices in resolving behaviour issues that take into account the culture identities of our ākongā.</li> </ul>	<ul style="list-style-type: none"> <li>• Peoples voice has been captured and analysed</li> <li>• Ākongā are clearly able to articulate school values</li> <li>• Kaiako are referring to the values in their correction. (ākongā voice)</li> <li>• Attd numbers at three way conferences is in the high 80 -90% bracket</li> <li>• Students are better equipped to talk about their learning</li> <li>• Whānau/fono feel engaged in child's learning and heard</li> <li>• Te reo is more audible around the school and in class observations</li> <li>• Kaiako are more confident in the use of te reo (surveyed)</li> <li>• PLD is delivered</li> <li>• Kaiako are encouraged to complete individual courses in te reo</li> <li>• Racism is identified and challenged</li> <li>• Other minority groups feel recognised and catered for in classroom settings</li> <li>• School property is looking more modern</li> <li>• There is a good working relationship with the runaka</li> <li>• 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</li> </ul>

	<p>are meaningful and relevant for their learning</p>	<ul style="list-style-type: none"> <li>• The pride card system (reward) works well and ākonga enjoy the PRIDE drawers held in assemblies.</li> <li>• Significant barriers to the refurbishment of the Science labs and Foods room has meant the delay of this work. More discussion is needed with MOE to make these things happen.</li> <li>• The urban farm continues to develop with the addition of learning opportunities, but a lack of funding prevents this from being fully utilised.</li> </ul>	<p>(karakia, waiata, mihi whakatau)</p> <ul style="list-style-type: none"> <li>• The wider school community including ākonga, kaimahi and whānau idevelop their knowledge of local mātauranga Māori (local landmarks, history, customs)</li> <li>• Kaiako are reminded very regularly about all being on the same page in their dealing with school routines and expectations</li> <li>• Support is given to gender diverse ākonga to ensure they and their whanau feel supported</li> <li>• Kaiako and Yr 7 &amp; 8 ākonga visit the marae for PLD and learning</li> <li>• Science labs and Foods room refurbished</li> <li>• LSC office established</li> <li>• Urban Farm development continues</li> </ul>				
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