

# **KOWHAI INTERMEDIATE SCHOOL**

## **C H A R T E R & STRATEGIC PLAN 2011 – 2013**



**This document contains the Kowhai Intermediate School Charter, an outline of the strategic goals for the period 2011-13 and the 2011 Annual Plan, including targets.**

# KOWHAI VISION



*Ko taku toa he toa takitini\**

We Learn. No Exceptions.

## ***We are a learning community***

- › At Kowhai we are all learning - students, staff and whanau - all the time and from each other.
- › Our children are at the centre of this community.
- › Each student will feel secure, appreciated and have sense of belonging here.
- › Our multi-ethnic school will be an example of how New Zealanders of all backgrounds can work and play together.
- › The rich resources, contexts and experiences of our community will support the learning of our children.

## ***We have high expectations for our children***

- › We believe that all children have the capacity to learn - there are no exceptions.

## ***It is our MISSION to***

**Grow** our children's skills and knowledge in academic, creative, social, service and sporting fields.

**Scaffold** each child to his/her next stages of learning.

**Promote** a 'can-do' attitude that will break through any limitations that hinder our children from excelling and achieving their goals

**Develop** resilient and adaptable students, who are willing to take risks in their learning and can face the future confidently.

**Extend** gifted children to greater challenges.

**Equip** our children to take up their responsibilities as just, caring and involved citizens.

\* My strength comes from my whanau and those who came before me.

## KOWHAI GUIDING PRINCIPLES

*Treating others with kindness, fairness and consistency.  
Taking pride in and responsibility for our environment.*

*Implementing our Treaty of Waitangi responsibilities.  
Showing acceptance and understanding of individual differences.*

## What Shapes Us

- Kowhai is New Zealand's first intermediate school (est. 1922). It was established in recognition of the particular educational needs of emerging adolescents. For almost 90 years it has been meeting those changing needs and launching young people into life.
- We provide forward-looking programmes that prepare students for the future with the attitudes, understanding, knowledge and skills upon which they can build in the decades ahead.
- We are committed to raising the achievement levels of all our students.
- We consider the education of students to be a shared responsibility between students, parents, teachers and community.
- Research shows that the quality of the teacher has the biggest impact on how students achieve; therefore we are committed to ongoing, school-wide professional development of teachers.
- We align resources, programme plans, learning tasks and assessment to students' learning goals.
- We value a learning environment that is safe (emotionally, socially and physically) attractive, enriching and responsive?
- We are leaders in Maori education, incorporating the provision of bi-lingual and full immersion classes.
- We believe that the integration and harnessing of our diverse students' backgrounds will benefit all who learn here.
- We have a special relationship with Eden Park one of our nation's premier sporting facilities.
- We are committed to fulfilling the **National Education Goals** and the **National Administration Guidelines** and delivering instruction according to the **Essential Skills** and **Learning Areas**.

## The Essence of Kowhai

*A handful of priorities sum up*

1. Learning to Learn
2. Quality Teachers
3. Attention to Literacies
4. Fun and Challenge
5. Personalised Learning



*spirit of Kowhai:*

## The National Education Goals

1. The highest standards of achievement, through programmes, which enable all students to realise their full potential as individuals and which develop the values needed to become full members of New Zealand's society.
2. An equality of educational opportunity for all New Zealanders, to be attained by identifying and removing barriers to achievement.
3. Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the world.
4. A sound foundation in the early years for future learning and achievement through programmes that include support for parents in their vital role as their children's first teachers
5. A broad education through a balanced curriculum covering essential learning areas with high levels of competence in basic literacy and numeracy, science and technology.
6. Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives and programmes to meet individual need.
7. Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.

8. Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.
9. Increased participation and success by Maori through the advancement of Maori education initiatives, including education in Te Reo Maori, consistent with the Treaty of Waitangi.
10. Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgement of the unique place of Maori, and New Zealand's role in the Pacific and as a member of the international community of nations.

## The National Administration Guidelines

### NAG 1

Each Board of Trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in the New Zealand Curriculum 2007 or Te Marautanga o Aotearoa.

Each Board, through the principal and staff, is required to:

- (i) develop and implement teaching and learning programmes:
  - (a) to provide all students in years 1-10 with opportunities to achieve for success in all areas of the National Curriculum;
  - (b) giving priority to student achievement in literacy and numeracy, especially in years 1-4;
  - (c) giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6;
- (ii) through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:
  - (a) student achievement in literacy and numeracy, especially in years 1-8;and then to:
  - (b) breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of the National Curriculum (as expressed in The New Zealand Curriculum or Te Marautanga o Aotearoa);

- (iii) on the basis of good quality assessment information, identify students and groups of students;
  - (a) who are not achieving;
  - (b) who are at risk of not achieving;
  - (c) who have special needs<sup>1</sup>
 and
  - (d) aspects of the curriculum which require particular attention;
- (iv) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (iii) above;
- (v) in consultation with the school's Maori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Maori students;
- (vi) provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

## NAG 2

Each Board of Trustees, with the principal and teaching staff, is required to:

- (i) develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, assessment and staff professional development;
- (ii) maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement;
- (iii) report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through 1(iii) above) including the achievement of Maori students against the plans and targets referred to in 1(v) above.

## NAG 2a

Where a school has students enrolled in years 1-8, the board of trustees, with the principal and teaching staff, is

required to use the National Standards to:

- (a) report to students and their parents on the student's progress and achievement in relation to the National Standards. Reporting to parents in plain language in writing must be at least twice a year.
- (b) Report school-level data in the board's annual report on National Standards under three headings: (i) school strengths and identified areas for improvement; (ii) the basis for identifying areas for improvement; and (iii) planned actions for lifting achievement.
- (c) Report in the board's annual report on (i) the number and proportions of students at, above, below or well below standards, including by Maori, Pasifika and by gender (where this does not breach an individual's privacy); and (ii) how students are progressing against the standards as well as how they are achieving.

These requirements do not apply to boards of trustees that are working towards implementing Te Marautanga o Aotearoa until 2<sup>nd</sup> Feb 2011. For avoidance of doubt, the first annual report to which subclauses (i) and (ii) apply is that which reports on the 2011 school year, except for boards of trustees that are working towards implementing Te Marautanga o Aotearoa when the relevant report is that which reports on the 2012 school year.

## NAG 3

According to the legislation on employment and personnel matters, each Board of Trustees is required in particular to:

- (i) develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students;
- (ii) be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

## NAG 4

According to legislation on financial and property matters, each Board of Trustees is also required in particular to:

- (i) allocate funds to reflect the school's priorities as stated in the charter;
- (ii) monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989;
- (iii) comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

## NAG 5

Each Board of Trustees is also required to:

- (i) provide a safe physical and emotional environment for students;
- (ii) promote healthy food and nutrition for all students;
- (iii) where food and beverages are sold on school premises, make only healthy options available; and
- (iv) comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

**NAG 6** Each Board of Trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

<sup>1</sup> including gifted and talented students

## The NZ Curriculum @ KOWHAI

**Vision: Confident, Connected, Actively Involved, Lifelong Learners**

### Key Competencies

At Kowhai, we call these **LIFE KEYS**

#### Competent in:

- › Managing self
- › Relating to others
- › Using languages, symbols and texts
- › Participating and contributing
- › Thinking



#### Essential Learning Areas

At Kowhai we regard these as **LENSES** through which we view the world to understand it and interact with it.

1. English
2. Mathematics
3. Health and Physical Education
4. Science
5. Social Studies
6. Second Languages
7. The Arts
8. Technology



## Kowhai Intermediate Strategic Goals 2011-2013

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### Six Key Goals for the Current 3 Years

<b>1</b>	<i>Best quality formative assessment practice is consistent in all classes, resulting in high levels of student engagement and achievement.(NAG 1)</i>	<i>Board self-review processes provide analysis of progress and guide next steps.</i>
<b>2</b>	<i>Pro-social programmes &amp; procedures are implemented that promote excellent student behaviour and support parents to raise confident, independent, well-rounded citizens. (NAGs 1 &amp; 5)</i>	
<b>3</b>	<i>Literacy and Mathematics programmes are driving and sustaining student performance at above national expectations. (NAG 1 and NAG 2a)</i>	
<b>4</b>	<i>Key Competencies become descriptors of the 'Kowhai Learner' and are understood by all stakeholders. (NAG 1)</i>	
<b>5</b>	<i>Kowhai's Pasifika students make sustained progress from their baseline achievement in literacy and mathematics. (NAG 1)</i>	
<b>6</b>	<i>Maori students make sustained gains in te reo Maori and te reo Pakeha literacy and in pangarau, to match national expectations. (NAG 1)</i>	