



Kohia Terrace School

Charter

2011

Contents

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Strategic Plan (including Student Achievement Targets)

Annual Plan

Kohia Terrace School

'The power to dream and the passion to achieve'



The word Kohia, after which the street and school are named, is the Maori name for the *Passiflora tetrandra*, commonly known as the New Zealand passion fruit - a vine which often clings to the highest trees in the forest canopy (pictured, front cover). Because the wood of this vine burned very slowly, Maori used it to carry a spark from village to village.

Our aim is to cultivate that flame at Kohia Terrace School and kindle the fire within the minds of all our students.

Who we are

Kohia Terrace School is a Decile 10 public school for primary and intermediate students (years 1 to 8) located in Epsom, in central Auckland. The school was first established during the 1920s as a model country school, used by the Auckland College of Education, which is situated alongside, followed sometime later by a teachers' centre. In 1996 the facility was re-established as a primary school.

The school operates within a government zoned enrolment scheme and draws from a diverse community with the main ethnic representatives being:

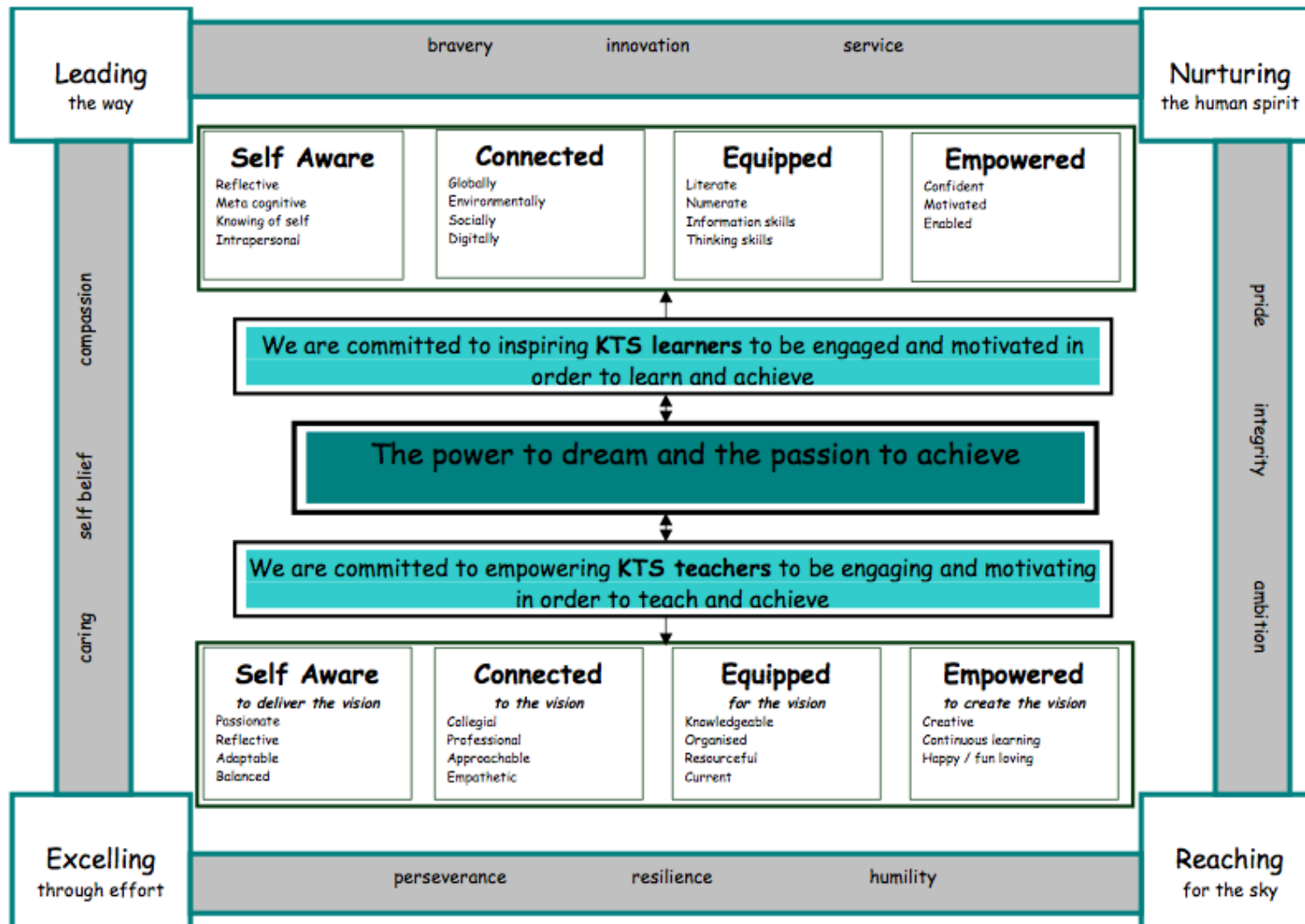
51%	N.Z. European
20%	Chinese
8%	Indian
4%	Korean
3%	Sri Lankan
2%	Maori
2%	Pacific Island
10%	Other

Our Philosophy









We have framed our school philosophy around four cornerstones '**Reaching for the Sky**', '**Leading the Way**', '**Excelling through Effort**' and '**Nurturing the Human Spirit**'. They underpin the achievements of four iconic New Zealanders: Sir Edmund Hillary, Kate Sheppard, Peter Snell and Kiri Te Kanawa. We seek to instill these skills and attitudes within and throughout our learning community.

Informing our decisions around curriculum, and the basis of teaching and learning throughout the school, is our KTS Learner. Stemming from our mission statement to '**inspire KTS Learners to be engaged and motivated in order to learn and achieve**' these four key attributes; self aware, connected equipped and empowered, are our key competencies. These underpin decisions around curriculum delivery and the way in which that delivery manifests itself in terms of the teaching and the learning.

Curriculum implementation & development



What makes our school unique?

-  We are a full primary (Year 1 – 8) in a central Auckland city location
-  We are a small school with a big community spirit.
-  We actively promote leadership potential
-  We promote and value student voice
-  We embrace our multi-cultural community
-  We celebrate achievement: academic, sporting and artistic.
-  We strategically integrate new technologies to engage students and staff
-  We strive to succeed and be the very best we can be

Our organisation

The school is divided into four teams.

Kohia Terrace	Years 0 – 2	4 classes
Koru	Years 3 & 4	4 classes
Harakeke	Years 5 & 6	4 classes
Pohutukawa	Years 7 & 8	3 classes

Our two associate principals support the special needs and gifted and talented programmes that operate within the school and do not have full time teaching responsibilities.

Leadership opportunities are extended in the more formal setting to team leaders, and also to a sport specialist, ICT leaders, special areas of interest and to special projects. Additional staff include an executive officer, two office support staff, a librarian and a part time caretaker and gardener. Learning assistants also support identified children throughout the school.

Board of Trustees

The school has an active and capable Board of five elected parent representatives alongside the teacher representative and the Principal. The Board takes its role as governors and trustees of the school seriously and welcomes input from the community. KTS has an active and community focused PTA who are charged with strengthening our sense of community through various fundraising and community based events.

Community Links

We value effective communication within and between the school and its community by;

1. ensuring honest and clearly understood information that reflects a child's academic and social successes and next steps
2. actively developing strong home – school partnerships
3. celebrating success and achievement
4. enhancing our sense of pride and belonging
5. promoting in students a clear understanding of their identity and their roles and responsibilities in our local, national and global communities

Consultation with Maori community

All achievement data presented to the Board of Trustees identifies Maori and Pacific Island students both within the school data and separately. Tikanga Maori (Maori culture) and Te Reo Maori (Maori language) are evident in classroom programmes. Tikanga through song and dance, literature, art and theme delivery, Te Reo in greetings and instructions. Currently the school does not have a lead teacher in Maori, however this is desired and will be considered in future staff appointments.

Annual consultation with our Maori community focuses on the sharing of achievement data and to ascertain issues or concerns on a variety of policies and programmes.

Consultation with our school community

The Board values the thoughts and opinions of the school community. At the end of each term a Board Of Trustees newsletter is distributed to all families with an update of board operation for that term and outlines the Board focus for the term, achievements and plans for the next term.

We also use various tools to ascertain the community view points on various matters from time to time. The most common form is through an on-line survey tool however we also use strategies such as focus groups if warranted.

Bi annual consultation with the community on Health education in the school is also carried out.

Resourcing

The Board is vigilant in its responsibilities to provide a quality, resourced learning environment. Guiding all decision-making is the commitment to ensuring the school environment is a safe place to learn and grow – physically, emotionally and spiritually. Review practices ensure the Board of its legal obligations to comply with health and safety requirements and model use of best practice. The school's land and buildings are maintained and developed in a responsible manner with our special character being preserved.

The purchasing of information and communication technologies within the school is strategically considered and reflects the priorities established by the Board. The use of these digital tools is an integral and natural component of the learning experiences for our students.

The Board is committed also to operating within its means and without significant reliance on non- ministry funds.

Inclusion and Diversity

We are intent on valuing and celebrating each persons individuality. We aim to promote a strong sense of pride in ones own cultural identify. We promote an understanding of, and sensitivity towards, the cultural, spiritual and religious beliefs of students. We strive to finds ways to value, respect and champion the diverse groups within the school to ensure an inclusive community.

Strategic Plan

Kohia Terrace School

2011 – 2013

The strategic plan for Kohia Terrace School has been developed around our four cornerstones which stem from four notable New Zealanders and what we believe they represent. These cornerstones guide decision making not just for the Board, but for the school as a whole. The cornerstones are as follows:

Excelling through Effort

Leading the Way

Nurturing our Human Spirit

Reaching for the Sky

Whilst our cornerstones are fundamental to the strategic plan, the National administration guidelines are embedded within these. Decision making in relation to our goals is evidence based and reflects where we want to be, and how we are going to support their development. The commitment is very much aimed at meeting the needs of our learners – both staff and students, and fostering our vision of having ‘the power to dream and the passion to achieve’.

Excellence Through Effort

(this section reflects our focus on quality management; the focus on improvement of our curriculum)

Goal	2011	Asset support	Review
To inspire each child to be the best that they can be	Target 1 - For those 28 children reading below national standard expectancy in years 6, 7 and 8 to improve at least 2 sub levels by the end of the year.	\$3300 – reading resources	
	Target 2 - For the children writing below national standard expectancy in years 1 – 3 to improve at least 2 sub levels by the end of the year.	0.1 staffing	
	Target 3 - For our school average mastery level to be 77% or better by the end of the year, for each year 4 - 8, in statistics and measurement / geometry, using PAT data.	\$2000 – external facilitator	

2011 – 2013 new initiatives

Leading the Way

Goal	Key Indicators	Asset support	Review
To recognise and grow leaders	Enhancement of the formal student leadership role, responsibilities and skills.		
	Enrichment of the leadership opportunities for staff to ensure the ongoing development of leaders within the school		
	Alumni mentoring of current leaders		

Goal	Key indicators	Asset support	Review
To develop a growth strategy for *ICT integration to support quality learning and teaching.	Introduction of *m-learning capability that enhances current pedagogical best practice		
	Upgrade of school backbone (cabling) to support *m-learning and *e-learning	\$20 000	
	To actively promote students as IT leaders		

**ICT – Information and communication technologies e.g. computer, recording devices, TV etc)*

**m-learning – mobile learning (learning with mobile devices such as ipad, itouch etc)*

**e-learning - comprises all forms of electronically supported learning and teaching*

Nurturing our human spirit

Goal	Key indicators	Asset support	Review
To strengthen our sense of	Enhancement of the Mandarin language and Chinese culture at KTS	Principal delegation to China (\$2000)	

cultural intelligence (CQ)	Identification and development a leader of Maori within the school to ensure more visibility of tikanga Maori throughout the school		
	Consolidation of our cultural diversity		

Goal	Key indicators	Asset support	Review
To celebrate success in order to build a strong sense of self efficacy	Reward successes that reflect our cornerstone inspirations and KTS Learner attributes		
	Development of vehicle that maintains and fosters ongoing links with past pupils in order to recognise ongoing success		

Reaching for the sky

Goal	Key indicators	Asset support	Review
To be a leading school	Provide learning and teaching opportunities that embrace innovation, creativity and flexibility (extending the curriculum)		
	Identify each learners passions and strengths so they can drive their own achievement		

Kohia Terrace School Annual Plan 2011

Excelling Through Effort

Please note that our Maori and Pacifica students are implicit within these targets and are tracked and reported on as a separate cohort.

GOAL	Objectives	Actions	who	when	Review
For those 28 children reading below national standard expectancy in years 6, 7 and 8 to improve at least 2 sub levels by the end of the year.	To ensure PAT data is fully utilised to inform teaching programmes	Administering Pat Feb to all students	Yr 4 – 8 teachers	Term 1 2011	
		Analysis of findings	Yr 4 – 8 teachers	Each term	
		LTP and daily planning reflects the identified gaps	Yr 4 – 8 teachers	Each term	
		Use of AsTTle as a targeted assessment when required	Team leaders / individual teachers	As required	
		Re administration of the test in October.	Yr 4 – 8 teachers	End of Term 3 2011	
	To enhance parent teacher links	Meet the Teacher reinforces the reading support programme		Individual teachers	
Profile for parent / teacher meetings clear information on how to help at home			Individual teachers overseen by team leaders	Term 2 2011	
Regular home hints in newsletter			Alison / Julie / Philippa	On going	
Student self responsibility	Clear communication of strengths and areas of weakness (PAT data, AsTTle, running records)		Individual teachers after PAT and assessments throughout the year	After each formal assessment	
		Student self monitoring of progress against a rubric	Individual students	On going	

GOAL	Objectives	Actions	who	when	Review
For the children writing below national standard expectancy in years 1 – 3 to improve at least 2 sub levels by the end of the year.	To provide additional learning support	Appointment of a part time teacher to support 1 ½ hours a day, three days a week	Alison	Term 4 2011	
		Identification of those children who require writing and reading support	Julie	Term 1 2011	
		Regular feedback to the classroom teaches of progress / areas of focus	Pip	Ongoing	
		End of term review of progress	Pip	End of each term	
	To provide focused teacher professional development on how to best meet the needs of Yr 1 / 2 writers	Development of a writing requirements / programme outline for new writers in Year 1 and 2	Julie and Kohia team	Term 1 /2 2011	
		Full moderation of writing samples in March and June to identify needs and progress.	Kohia team	Term 1 and 3	
Regular time in team meetings to consider what is going well and what needs modification		Rachael	On going		
To provide focused teacher professional development on how to best meet the needs of Yr 3 writers	Development of a writing requirements / programme outline for reluctant writers in Year 3	Alison / Jocelyn / Steph / Helen	Term 1 / 2 2011		
	Full moderation of writing samples in March and June to identify needs and progress.	Koru team	Term 1 and 3		
	Regular time in team meetings to consider what is going well and what needs modification	Ingrid / Alison	On going		

For our school average mastery level to be 77% or better by the end of the year, for each year 4 - 8, in statistics and measurement / geometry, using PAT data.	To ensure full utilisation of PAT data	Feb / March PAT (1) tests administered	All	Term 1 2011	
		Confirmation of national average level and school average	SLT	Term 1 2011	
		Ensure all staff have relevant data	Philippa / team leaders	Term 1 2011	
		Re administer PAT (2) in October	All	Term 3 2011	
	To identify and utilise resourcing to support strand maths development	ARB workshop	Pohutukawa Team	Term 1 2011	
		Workshops in staff PD related to strand focus for the terms	Julie and supporting staff	Term 2 and 3	
		Team meetings the forum for further extrapolation of information and development	Team leaders	Terms 2 and 3	
	To provide individual strand professional development	Identify a stand each term	Julie	Term 1 2011	
		Identify the learning needs for each class	Individual teachers	Term 1 2011	
		Develop a learning programme to meet those needs	Individual teachers	On going all year	
Team leaders to monitor planning and assessment processes		Team leaders	On going all year		
ClassRoom Manager is being used to track learning		Individual teaches / team leaders / Alison	On going all year		
School 2 year overview is developed	Julie	Term 4			

Leading the Way

GOAL	Objectives	Actions	who	when	Review
To grow and recognise leaders	To enhance the current formal student leadership roles, responsibilities and skills	Reposition the role of the deputy head students as leaders of school council	Alison	Term 1	
		Heighten the leadership role of the house captains	Alison	Term 1	
		Introduce student leaders throughout the year 2 – 7 areas of the school	Alison	On going	
		Deliver a programme of leadership training to head students and house captains	Alison with external links	On going	
		Conduct a full review of their leadership growth and development at the end of the year	Alison	Term 4	
	To enrich the leadership opportunities of our staff	Staff members to share their classroom programmes relating to ICT integration in our ICT PD cluster sharing and in school PD	All staff	On going	
		Establish a generic 'leadership' job description from which to identify strengths and areas for future development	Alison	Term 2	
		Staff to present an aspect of our school's ICT strategy at a New Zealand based conference (i.e. U learn)	Louis / Stu	Term 3	

GOAL	Objectives	Actions	who	when	Review
To develop a growth strategy for *ICT integration	To introduce *m-learning capability that enhances current pedagogical best practice	Data gathering around m-learning philosophy	Alison / Louis / Lucie	Term 1	
		Visiting of schools who have introduced m-learning	Louis / Lucie Lindsay	Term 1	
		Development of school m-learning pedagogical approach	Alison / Louis / Lucie / Stu	Term 1 / 2	
		Development of school documentation to support the introduction of student owned devices	Louis / Lucie Lindsay	Term 2	
		Parent communication sessions to share this approach	Alison/ Louis / Lucie Lindsay	Term 2	
		PMI (Plus, Minus, Interesting) review from the students, staff and community perspectives of the m-learning strategy	Louis / Lucie	Term 4	
	To upgrade our school backbone (ICT infrastructure) to support *m-learning and *e-learning * ICT– Information and Communication *m-learning – mobile learning (learning with devices such as iPad, iPad touch etc)	Carry out a wireless audit	Stu / Louis / Lucie / Joy	Term 1	
		Installation of a wireless system that will enable a dual system log in and allow for easy turn on / turn off functionality	Stu / Louis / Lucie / Joy	Term 1	
		Ascertain the costs of installation of fibre to the school	Alison	Term 1	
		Purchasing of mobile devices to support learning (iTouch / iPad)	Louis / Lucie / Joy	Term 2	

Nurturing Our Human Spirit

GOAL	Objectives	Actions	who	when	Review
To strengthen our sense of cultural intelligence (CQ)	To enhance the Mandarin language and Chinese culture at KTS	Introduce a Mandarin Language Assistant for 2011	Alison to apply to MOE	Term 4 2010	
		To deliver Mandarin language to year 3 – 8 students and to heighten a higher Chinese cultural awareness to all our students	Mengmeng / Julie	On going	
		Touch base meetings with the Chinese community each term	Alison	Each term	
		Introduce initiatives such as Chinese dance group / language classes for students to be involved in	Alison / Julie/ Mengmeng	Term 2	
		Redevelopment of the Chinese community liaison role	Alison/ PTA	Term 1	
		Application to Principal delegation trip to China	Alison	Term 1	
	To identify and develop a leader of Maori within the school	Offer the opportunity for a member of staff to deliver an extended curriculum programme to students	Julie	Term 1	
		Ensure a member of staff has the Maori liaison role to regularly share resources, ideas, initiatives	Alison	Term 1	
		To highlight the way in which Maori is integrated into our school programmes in various communication links	Staff with responsibility	Term 2 -4	

GOAL	Objectives	Actions	who	when	Review
		To reintroduce / redevelop our school song to the students	Gina / staff member with responsibility	Term 2	
	To consolidate and embed our cultural diversity	To highlight the different programmes students are involved in throughout the school regularly making explicit links to our goal Ensure there is a cross cultural component within all school / community events i.e. Art exhibition/ Pohutukawa Family Fun Day / Board reports	Senior staff Alison / PTA Board	On going On going	

GOAL	Objectives	Actions	who	when	Review
To celebrate success in order to build a strong sense of self efficacy	To align our recognition of our achievements with our cornerstone inspirations and KTS learner attributes	Develop icons to represent our KTS learner attributes	Working party	Term 1	
		Ensure classroom environments reflect these a	Senior staff	On going	
		tributes and the cornerstones and are explicitly used	outsourced	Term 1	
		Redevelopment of our school certificates to reflect these	all staff	On going	
		Ensure acknowledgements of success are linked to the KTS Learner attributes and cornerstone inspirations			

Reaching for The Sky

GOAL	Objectives	Actions	who	when	Review
To be a leading school	Provide learning and teaching opportunities that embrace innovation, creativity and flexibility (extended curriculum)	Formalising the documentation around our extended curriculum concept that highlight innovation, creativity, flexibility)	Julie	Term 1	
		Sharing of the extended curriculum opportunities for staff to apply for funding and delivery options for students	Julie	Each term	
		Team leaders will collaborate and share programmes within their teams that can be then celebrated on various media i.e. website / paper/ school newspaper	Senior leaders	Each term	
	Identify each learners passions and strengths so they can drive their own achievement	Each student will have the opportunity twice a year to share their achievements in relation to the KTS Learner attributes	Classroom teachers	Term 2 and 4	
		In our Celebrate Learning open morning, students will share their passions and strengths	Classroom teachers	Term 3	
		Develop a blog where current and past students can share their achievements and how KTS opportunities may have 'sparked' their passion	Louis / Lucie/ Alison	Term 2/ 3	
		Alison/ Philippa/ Julie	Once a term		

GOAL	Objectives	Actions	who	when	Review
		Sharing of these stories at school assemblies at a regular 'power aid' segment			