



# KINGSGATE SCHOOL

To know, to love, to serve. Kia mohio, ki te aroha, ki te mahi.

## SCHOOL CHARTER AND ANNUAL PLAN

2021-2023

Principals' endorsement:	YES	NO
Board of Trustees' endorsement:	YES	NO
Submission date to Ministry of Education:	16 <sup>th</sup> February 2021	

# KINGSGATE SCHOOL

## Introductory Section - Strategic Intentions

Our Vision Statement	<p><b>Te Reo Māori:</b> Kia whakatata atu tātou ki Te Atua me te oho anō ki tōna hira.</p> <p><b>English:</b> That we may be drawn closer to God and inspired to excellence.</p>
Our Mission Statement	<p><b>Te Reo Māori:</b> He hapori whakapono tātou, he hapori ako tahi hoki, ka whakanuia te katoa o ia tamaiti, Ā, ka whakapakarihia ia kia whakahōnoretia te Atua, kia ngākaunui ki te ako, kia āwhina i tangata kē atu, heoi kia eke tonu ki ngā taumata e tika ana mōna, i roto i te korōriatanga o te Atua.</p> <p><b>English:</b> We are a community of faith and learning, who celebrate the whole child and equip them to; honour God, love learning, serve others and fulfil their potential in Christ.</p>
Our Values	<p><b>Te Reo Māori:</b> Kaha, Aroha, Whakarangatira, Tūruapō, Manawa Piharau</p> <p><b>English:</b> Strength, Empathy, Respect, Vision, Endurance (S.E.R.V.E)</p>
Our Guiding Principles	<p><b>Te Reo Māori:</b> Kia mohio, ki te aroha, ki te mahi</p> <p><b>English:</b> To know, to love, to serve</p>
Māori Dimensions	<p>KingsGate School strives to develop an awareness of Te Tiriti o Waitangi and foster better cultural responsiveness and practices. KingsGate School will ensure the delivery of Te Reo and Tikanga Māori in the following ways:</p> <ul style="list-style-type: none"><li>• Tikanga Māori and Te Reo Māori integrated into all curriculum areas as appropriate.</li><li>• Integrated Te Reo and Tikanga Māori will help facilitate culturally responsive acts of teaching.</li><li>• Te Reo is the compulsory second language taught in Years 7 and 8.</li></ul>
Special Character	<p>Full Primary (Years 1-8) State-Integrated and member of the South East Christian Kahui Ako (SECKA)</p>

## Baseline Data 2020

READING	WRITING	MATHS	HEALTH AND PE	THE ARTS	TOPIC AS INQUIRY
<ul style="list-style-type: none"> <li>88/106 eligible students are working from the mid-point to the upper limit of their appropriate curriculum developmental band at the end of 2020</li> </ul>	<ul style="list-style-type: none"> <li>58/106 eligible students were working from the mid-point to the upper limit of their appropriate curriculum developmental band at the end of 2020</li> </ul>	<ul style="list-style-type: none"> <li>66/106 eligible students were working from the mid-point to the upper limit of their appropriate curriculum developmental band at the end of 2020</li> </ul>	<ul style="list-style-type: none"> <li>100/106 eligible students were working from the mid-point to the upper limit of their appropriate curriculum developmental band at the end of 2020</li> </ul>	<ul style="list-style-type: none"> <li>95/106 eligible students were working from the mid-point to the upper limit of their appropriate curriculum developmental band at the end of 2020</li> </ul>	<ul style="list-style-type: none"> <li>100/106 eligible students were working from the mid-point to the upper limit of their appropriate curriculum developmental band at the end of 2020</li> </ul>

## The Context

### Assessment

Our 2020 focus on Assessment for Learning has significantly helped teachers wean themselves away from the old National Standard concepts of the “average student” and the descriptor of a child's success being linked to one very small marker of achievement within each curriculum level. We now use the NZC developmental bands for exploring student's achievement and as such need to adhere to new ideologies, the two most fundamental being

- a) No matter where a child falls within the NZC yellow developmental band it needs to be accepted that they are travelling the width and breadth of the curriculum at an acceptable pace for them.
- b) In any population there will always be a point where more of said population gather. Unlike the national standards era which stated at which point and at which time success was attached to, it is now accepted that when using the developmental bands that the mid-point of the band is just another point of achievement, not the only point of achievement. It can and should be used to help indicate trends but is not the measure of individual student success.

### Environment

Student achievement in 2020 has to be placed in context of the events of this year. Our students had to endure two lockdown periods where they were required to adapt to an unfamiliar online learning environment as best as their family's resources could allow. Therefore, we must remember that this year young minds have not been afforded normality and consistency of environment and experience, and consequently much of their attention this year has been focused on simply making sense of what has been occurring in the world around them, both at macro New Zealand and world levels and family, whānau and school micro levels.

# Strategic Section

## HIGH-LEVEL STRATEGIC GOALS: 2021-2023

Students Learning  
2021-2023

### Writing General

- Incrementally and purposefully increase the progress and achievement of all students in the subject of writing to a level where a minimum of 80% of students are achieving in the mid to upper half of their appropriate NZC developmental bands. This requires a 25% increase from 2020 end of year data.

### Maths General

- Incrementally increase the progress and achievement of all students to a level where a minimum of 80% of students are achieving in the mid to upper half of their appropriate NZC developmental bands. This requires a 15% increase from 2020 end of year data.

### History Curriculum

- Be informed and develop an embedding plan for the new NZ History Curriculum to be progressively integrated into our local curriculum delivery from 2022 onwards.

### Writing Specific

- Incrementally and purposefully increase the progress and achievement in writing for Pacific Nations students against curriculum level indicators. This requires a 44% increase from 2020 end of year data.

### Maths Specific

- Incrementally and purposefully increase the progress and achievement of our Māori Student cohort and both Girls and Boys cohorts respectively against curriculum level indicators. This requires a 40% increase for our Māori students and a 35% for both Girls and Boys cohorts respectively from the 2020 end of year data.

### Digital Technologies Curriculum

- To work in partnership with the Kahui Ako in response to further embedding and integrating the DTC into our curriculum delivery processes.

### Writing Pedagogy

- Identify strengths and weaknesses in each teacher's ability to teach writing and then work towards eliminating areas of professional weakness.
- Investigate and Implement research-based literacy strategies with a history of benefiting Pacific Nations and Māori students.

### Maths Pedagogy

- Identify strengths and weaknesses in each teacher's ability to teach math and then work towards eliminating areas of professional weakness
- Investigate and implement research based mathematical strategies which have a proven history of increasing student engagement in math for boys and girls and Māori students respectively.

### Culturally Responsiveness

- Continue to explore ways to embrace a "Culturally Responsive Pedagogy" in partnership with our Kahui Ako.

## Student Engagement 2021-2023

### Local Curriculum Development

- The Christian Stewardship Education (CSE) Local Curriculum will continue to be developed over the 2021-2023 period. The curriculum will be purposefully designed to engage students through a Christian talents-based approach to learning.

### Student Inquiry and Innovation

- A frame-worked inquiry process will be established and incrementally implemented in curriculum delivery over the 2021-2023 period. This framework will be aligned with the talent-based concept of curriculum engagement and will offer passion-based opportunities for student engagement.

### PB4L (Positive bahviour for learning)

- The school will continue to work with our PB4L facilitator as a means to engage students in their learning through positive behaviour strategies. It is a 5-year agreement with the MoE which will see it as core to our 2021-2023 strategic development period.

## School Organization and Structures 2021-2023

### School Transition Committee

- At the end of 2020 the Board of Trustees created a Transition Committee of which all Trustees were members. The goal of this committee is to ensure the school is responsive to all foreseeable needs as they transition from Victoria Street to Blake Road.

### Senior Leadership Team (SLT)

- Investigate and develop a SLT responsibilities framework that provides for changing duties and job descriptions as school growth demands over the period 2021-2023

### Middle Management Team

- Investigate middle management structures and responsibilities and create a development plan for middle management implementation as per readiness and demand of roll growth.

### High School Curriculum

- Investigate models for curriculum flexibility in response to potential Year 9 student cohort in 2022/23 period.

### Service Learning

- The development of a platform within the local curriculum delivery that allows students the opportunity to learn through providing acts of service to the school and wider community will be developed.

### SeeSaw Online Learning Platform

- A development plan for effective and incremental use of the Seesaw online Learning platform will be established. This has relevance for the "Covid responsive environment" we will be teaching and learning in over the 2021-2023 period.

### Learning through Play

- The Junior Gateway will continue to explore Play-Based Learning in partnership with our Kahui Ako as means of engaging our transitioning students from EEC facilities and develop a framework for its incremental implementation.

### Teaching and Learning as Inquiry

- A professional growth cycle for teachers will be implemented and refined over the 2020-2023 period. The PGC will take the form of Personal Learning Networks. Developing innovative teaching practices through inquiry will be fundamental to its purpose.

### Kahui Ako (Community of Learning)

- The school will continue to be a member of the South Easter Christian Kahui Ako, supporting its purposes and incorporating as many of its targets that align to the needs and growth of the school.

### School Procedures Manual

- To ensure that the Staff Procedures Manual is kept up to date as school growth occurs, and to ensure that it is referred to in all circumstances of school management and governance decision making.

## Personnel

### **Teacher Recruitment**

- A teacher recruitment process will be developed over the 2021-2023 period reflecting the school's potential and expected roll growth and need for further teachers.

### **Teacher Aide Recruitment**

- A Teacher Aide recruitment process will be developed over the 2021-2023 period reflecting the school's potential and expected roll growth and need for further teacher aides.

## Property

### **New School Custodial Responsibilities**

- A plan will be developed that will oversee the growing requirement for more complete school cleaning and custodial services as per our transition to the new school site

### **New School Aesthetics**

- The School Transition Committee will be responsible for developing the aesthetic look of the Blake Road Site in particular for the planting of trees and shrubbery.

## Finance

### **Consistent Financial Management**

- The Financial Committee will maintain a healthy operating capital and capital reserves of the school and to develop an investment plan for improving facilities for student learning in conjunction with the Senior Leadership Team.

### **Financial oversight**

- The financial committee will continue to scrutinize the schools spending and ensure the principal is following correct procedures in regard to all matters financial.

### **School Custodial Services**

- Investigate how many cleaners will be required to provide custodial services over the next 3 years based on roll growth.

### **School Administration**

- Investigate the growing roll of the school administrator and identify how the roll will respond and evolve to growing demands over the 2021-2023 period.

### **New School Play Ground**

- To investigate and develop a plan for the placement and consequent purchase of school playground equipment for the Blake Road site.

### **Current Site Restoration**

- The School Transition Committee will have a short-term project to ensure that the Victoria Street Site is restored to a condition acceptable to the proprietors for the eventual return to the owners.

### **Alignment of Budget and Goals**

- The Finance Committee will be required to continue to refine budget allocation to align with strategic goals.

### **Financial relationships**

- The principal and the school administrator will enhance their relationship with the school's accountant and bank manager and investigate ways to more carefully monitor the school's financial situation and utilize the school's money for the most productive returns

# Annual Improvement Plan: Goal 1

## STUDENT ACHIEVEMENT: GOAL 1 - Pacific Nations Students Progress and Achievement in Writing

**GOAL 1a: All Pacific Nations students who are starting the 2021 two or more curriculum stages away from the middle of their appropriate curriculum developmental band in writing will move 2 stages over the course of the year.**

**Result if Goal 1a is achieved:** Based on current student number it will mean that **73% of Pacific Nations students** will be achieving at the middle or in the upper half of their appropriate NZC developmental band.

**Goal 1b: All Pacific Nations students who are starting the 2021 three or more curriculum stages away from the middle of their appropriate curriculum developmental band in writing will move 3 stages over the course of the year.**

**Result if Goal 1a and 1b are achieved:** Based on current student numbers it will mean that **96% of Pacific Nations students** will be achieving the middle or in the upper half of their appropriate NZC developmental band by the end of 2022.

The tables below indicate where current and all known Pacific Nations Students will start their year in relation to the NZC developmental bands.

	Start Level 1	Mid-Level 1	End Level 1	Start Level 2	Mid-Level 2	End Level 2	Start Level 3	Mid-Level 3	End Level 3	Start Level 4	Mid-Level 4	End Level 4	Start Level 5	Mid-Level 5
Y8									1	2				
Y7					1	1	3			1				
Y6						1								
Y5				4			1							
Y4				1		1								
Y3		3		2										
Y2	4													
Y1	3													
	7	3		7	1	3	4		1	3				
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Data interpretation

- a) **8 students** are working at the middle or in the upper half of their appropriate NZC developmental band.
- b) **7 students** are working 1 curriculum stage away from the middle. If only these students meet the goal then **52%** of Pacific Nations students will be working at the middle to upper half of their curriculum stage.
- c) **5 students** are working 2 curriculum stages away from the middle. If these students, plus those students working 1 stage away meet the goal then **69%** of Pacific Nations students will be working at the middle to upper half of their curriculum stage.
- d) **7 students** are working 3 curriculum stages away from the middle. If these students, plus those students working 1 and 2 stages away meet the goal then **93%** of Pacific Nations student will be working at the middle to upper half of their curriculum stage
- e) **2 students** are working 4 or more curriculum stages away from the middle. If these students, plus those students working 1, 2 and 3 stages away meet the goal then **100%** of Pacific Nations student will be working at the middle to upper half of their curriculum stage

WHO	WHAT	WHEN	INDICATORS OF PROGRESS
Classroom Teachers	Will know exactly where all their Pacific Nations students are starting at in terms of their NZCDB placement.	Terms 1	<ul style="list-style-type: none"> <li>• Differentiated learning experiences within classroom planning documents</li> </ul>
Classroom Teachers	Will create a literacy saturated classroom environment that refreshes every term and is relevant to their Pacific Nations students.	Terms 1 – 4	<ul style="list-style-type: none"> <li>• Students work regularly published and exhibited on classroom walls.</li> </ul>
Classroom Teacher	Will use a portion of their Gateways release time to analyze female progress	Terms 1 – 4	<ul style="list-style-type: none"> <li>• Snap shot and progressional data</li> <li>• Anecdotal notes</li> </ul>
Classroom Teacher	Will respond to analysis of female progress with innovative and creative responses to identified needs.	Terms 1-4	<ul style="list-style-type: none"> <li>• Evidence of classroom programmes being responsive through planning and implementation.</li> </ul>
Pacific Nations Liaison Unit Hodler	Will work alongside our Pacific Nations cohort, investigating and applying strategies that promote engagement and learner agency.	Terms 1 – 4	<ul style="list-style-type: none"> <li>• Monthly Reports to the Principal and Board.</li> </ul>



Literacy Unit Holder	Investigate and create opportunities to celebrate Pacific Nations Students writing in the school and community.	Terms 1 - 4	<ul style="list-style-type: none"> <li>• A minimum of two celebrations of Pacific Nations Writing will be planned in 2021.</li> </ul>
Deputy Principal	To investigate and acquire access to two Pacific Nations authors and arrange visits to the school.	Terms 1 – 4	<ul style="list-style-type: none"> <li>• A minimum of two Pacific Nations author visits to school. Teachers to note levels of engagement after visits.</li> </ul>
Principal	Will investigate opportunities for teachers to observe the delivery of writing in schools with significant Pacific Nations student populations.	Terms 1 – 4	<ul style="list-style-type: none"> <li>• Evidence in teachers Personal Planning Network observations.</li> </ul>

## Annual Improvement Plan: Goal 2

STUDENT ACHIEVEMENT: GOAL 1 – Girls Progress and Achievement in Maths

**GOAL 2a: All girls who are starting the 2021 two or more curriculum stages away from the middle of their appropriate curriculum developmental band in math will move a minimum of 2 stages over the course of the year.**

**Result if Goal 2a is achieved:** Based on current student numbers it will mean that **76% of all girls** will be achieving at the middle or in the upper half of their appropriate NZC developmental band by the end of 2021

**GOAL 2b: All girls who are starting the 2021 three or more curriculum stages away from the middle of their appropriate curriculum developmental band in math will move a minimum of 3 stages over the course of the year.**

**Result if 2a and 2b are achieved:** Based on current student numbers it will mean that **96% of all girls** will be achieving the middle or in the upper half of their appropriate NZC developmental band by the end of 2021.

The tables below indicate where current and all known Pacific Nations Students will start 2021 in relation to the NZC developmental bands.

	Start Level 1	Mid-Level 1	End Level 1	Start Level 2	Mid-Level 2	End Level 2	Start Level 3	Mid-Level 3	End Level 3	Start Level 4	Mid-Level 4	End Level 4	Start Level 5	Mid-Level 5
Y8									1	1	2			
Y7				1	1		1	3	1	1		1		
Y6					1									
Y5				2	4		2							
Y4		3	1	2	5									
Y3	2	3		2										
Y2		4												
Y1	2													
	4	10	1	7	11		3	3	2	2	2	1		
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## Data interpretation

- a) **19 students** are working either at the middle or in the upper half of their appropriate NZC developmental band.
- b) **4 students** are working 1 curriculum stage away from the middle of their appropriate NZC developmental band. If only these students meet the goal then **50% of all girls** will be working at the middle to upper half of their appropriate NZC developmental band in 2021.
- c) **12 students** are working 2 curriculum stages away from the middle of their appropriate NZC developmental band. If these students, plus those students working 1 stage away meet the goal then **76% of all girls** will be working at the middle to upper half of their appropriate NZC developmental band.
- d) **9 students** are working 3 curriculum stages away from the middle of their appropriate NZC developmental band. If these students, plus those students working 1 and 2 stages away meet the goal then **76%** of all girls will be working at the middle to upper half of their appropriate NZC developmental band in 2021
- e) **2 students** are working four or more stages away from the middle of their appropriate NZC developmental band. If these students, plus those students working 1, 2 and 3 stages away from the middle of their appropriate NZC developmental band

WHO	WHAT	WHEN	INDICATORS OF PROGRESS
Classroom Teachers	Will know exactly where all their female students are starting at in terms of their NZCDB placement.	Terms 1 - 4	<ul style="list-style-type: none"> <li>Differentiated learning experiences within classroom planning documents</li> </ul>
Classroom teachers	Will set measurable and incremental goals in all girl's knowledge domains as the yearly planner dictates.	Terms 1 - 4	<ul style="list-style-type: none"> <li>End of term cohort testing</li> <li>Snap-shot testing by SLT</li> </ul>
Classroom Teachers	Will use a portion of their Gateways release time to analyze female progress	Term 1 - 4	<ul style="list-style-type: none"> <li>Snap shot and progressional data</li> <li>Anecdotal notes</li> </ul>
Classroom Teachers	Will respond to analysis of female progress with innovative and creative responses to identified needs.	Term 1 - 4	<ul style="list-style-type: none"> <li>Evidence of classroom programmes being responsive through planning and implementation.</li> </ul>
Classroom Teachers	Will focus Personal Learning Network observational time on female math progressional elements.	Term 1 - 4	<ul style="list-style-type: none"> <li>Evidence from Personal Learning Network observations</li> </ul>
Pacific Nation Liaison Unit Holder	Will work alongside female Pacific Nations student as part of an investigation into workable	Terms 1 - 4	<ul style="list-style-type: none"> <li>Reports to the principal and Board of Trustees.</li> </ul>

	strategies that progress student agency across the curriculum for Pacific Nations students		
Principal	Will investigate opportunities for teachers to observe the delivery of in schools with significant pacific nations students	Terms 1- 4	<ul style="list-style-type: none"> <li>Evidence in teachers Personal Planning Network observations.</li> </ul>

## Annual Improvement Plan: **Goal 3**

SPECIAL CHARACTER: KWT Special Character Guidelines, Framework and Statement of Faith Adoption and Alignment

**GOAL 3(a): All teachers will complete PLD on the 7 Special Character Core Classroom Practices.**

**GOAL 3(b): To create a devotional framework that guides the practice and delivery of classroom or gateway devotional times.**

WHO	WHAT	WHEN	INDICATORS OF PROGRESS
Classroom Teachers	Will attend all PLD opportunities with Jacqui Lloyd (NZCPT Special Character Facilitator)	Terms 1 – 4	<ul style="list-style-type: none"> <li>Attendance at all PLD meetings.</li> </ul>
Classroom Teachers	Will observe Jacqui Lloyd in the delivery of devotions at each Year level or Gateway.	Terms 1 – 4	<ul style="list-style-type: none"> <li>As observed and assessed by Jacqui Lloyd upon implementation per school visit</li> </ul>
Classroom Teachers	Will incrementally incorporate the 7 core special character practices in their planning and curriculum delivery through conversations of curriculum development with Jacqui Lloyd.	Terms 1 – 4	<ul style="list-style-type: none"> <li>As observed, discussed and assessed by Jacqui Lloyd per school visit</li> </ul>
Classroom Teachers	Will create a Year levelled devotional outline that presents a seamless progression of student devotional engagement from Years one to eight.	Terms 1 – 4	<ul style="list-style-type: none"> <li>The production of a devotional framework for KingsGate School</li> </ul>
Deputy Principal/Principal	Will forward plan with Jacqui Lloyd to ensure teachers have the opportunity required to implement required actions	Terms 1 – 4	<ul style="list-style-type: none"> <li>Updated Special Character Planning Documents with Jacqui per school visit.</li> </ul>