



KIO KIO SCHOOL

**Whakatangata
Playing the Game of Life**

2024 CHARTER



1701 Otorohanga Road
RD4
Otorohanga 3974
School ID: 1779

CONTENTS

INTRODUCTION

Description of Kio Kio School and community

School vision

School mission

Core values

Teaching and learning framework

Cultural dimensions

Board of Trustees' undertakings

STRATEGIC PLAN 2024

Strategic Goal 1: *Learning and Achievement*: Kio Kio School ensures success for all

- **Annual Goal 1:** To accelerate the progress of students who are either meeting or are above curriculum levels in Reading, Writing, and Mathematics

Strategic Goal 2: *School Culture*: Kio Kio School nurtures positive partnerships within the school and wider community

- **Annual Goal 2.** To continue to develop the Positive Behaviour for Learning School-Wide programme in partnership with our school families
- **Annual Goal 3.** To strengthen partnerships between home and school with all whānau to ensure students' maximum engagement in learning

SCHOOL OPERATIONS, GOVERNANCE & MANAGEMENT SECTION

Curriculum

Human resources

Finances

Property

Health & Safety



DESCRIPTION OF KIO KIO SCHOOL COMMUNITY

Kio Kio School is a rural, full primary (Year 0–8) co-educational school sited 8 km north of Otorohanga on State Highway 3, and was established in 1905. The school is located 23 km south of Te Awamutu and 51 km south of Hamilton.

There are seven full-time teachers, 2 part-time teachers, an LSC (Learning Support Coordinator), 6 teacher aides, 2 office staff and a caretaker. The student roll is currently around 151 students with a predicted roll of 163 students by the end of the 2024 year. Approximately 62% of students are drawn from the local Kio Kio rural community, with the remaining 38% from the local township of Otorohanga and outer-lying rural areas. The school has an enrolment zone, and at present a ballot is arranged for out-of-zone applications. There are two Ministry of Education funded bus routes within the school's Transport Entitlement Zone.

Kio Kio School aims to provide a learning environment that is inclusive, physically and emotionally safe, and highly focused on encouraging and enabling all students to be their best. It is a school at which students are challenged; where leadership, problem solving and risk taking are promoted; and where learning and success are celebrated in a variety of ways, including website, assemblies, newsletters, class Seesaw app and displays.

Kio Kio School has introduced the Positive Behaviour for Learning School Wide Programme (PB4L-SW) in 2020. PB4L-SW directly supports schools to develop and maintain a culture and learning environment that maximises students' opportunities to develop socially and academically. Our Kio Kio POWER Values are at the core of everything we do: Perseverance, Ownership, Wonder, Excellence, and Respect

Kio Kio School is focused on being culturally responsive and inclusive, with emphasis on embracing diversity and catering for students requiring learning support and high-achieving students.

Many enrichment and learning support opportunities, additional to the curriculum, are offered for students throughout the school. Many of Kio Kio School's students participate in a variety of sporting codes. The school places emphasis on outdoor education programmes, including annual camps for all classes. In 2014 Kio Kio School became an Enviroschool, enabling students, parents and their families to contribute to the development of a sustainable community. In 2019 the school was awarded Enviroschool Silver.

Kio Kio School has focused on providing a broad, challenging and enriching range of learning and leadership opportunities for Year 7 and 8 students, including digital learning, leadership roles, event management, local and national competitions, leading roles in school shows, and technology classes. When Year 8 students graduate from Kio Kio School many move on to various colleges and succeed to a high standard, in which we are extremely proud.

We are a family-oriented school. We enjoy significant support from our school community, with active, enthusiastic participation in the Board of Trustees, Supporters' Committee, sports teams, camps and events. The school values its history and tradition, as shown by strong community support for its popular, long-standing annual events, including the Agricultural Day and Fireworks and Gala Evening. Some families have had three or four generations attend the school.

Kio Kio School has approximately two hectares of attractive and spacious grounds that are being developed as an outdoor classroom and community resource. So far we have developed vegetable gardens, tunnel house, butterfly garden, bug hotel, recycling centre, and a worm farm.

The school has seven classrooms, one of which is the original school building from 1905, which has been restored to create a unique learning environment.

Kio Kio School takes pride in its well-resourced community facilities (recreation centre, library/information centre and swimming pool) that have been partly funded by significant community fundraising over many years. Other facilities include learning support and resource areas, astroturf tennis and netball courts, cricket net, playing fields, newly-extended playgrounds, and a shaded sandpit.

The school is actively upgrading all classrooms and learning support areas into innovative learning environments. The computer network has been upgraded to high speed broadband, and all classrooms are being enhanced to provide e-learning opportunities for all students. The school provides a range of networked digital devices for all learning areas including chromebooks, ipads and TVs. Older students are able to bring their own electronic devices to school for learning purposes.



SCHOOL VISION

Kio Kio School students will be confident, relate well to others, strive to achieve the Kio Kio core values, and become lifelong learners

- Students are at the heart of all decision making
- Learning is holistic and life-long
- Quality teaching and learning is paramount
- All learners will be challenged and encouraged to take risks
- All people will feel valued and respected
- School values and culture are important. They are reinforced every day by our actions
- We aim to be a culturally responsive and inclusive learning community where diversity is embraced
- School and family partnerships are valued and promoted
- History and tradition are valued and important
- We aim to be future focused in our thinking, learning and planning
- We aim to live and work sustainably as a school and community
- Learning and life at school should be fun, lively and engaging
- School is a safe place, both physically and emotionally
- The school is a community resource - the hub of its community

SCHOOL MISSION

Kio Kio School will provide all learners with a positive, safe learning environment, with maximum opportunities to excel

- All students are encouraged to reach their potential
- We deliver a diverse, future-focused educational programme based on the *New Zealand Curriculum*
- Professional learning and development is key for all staff members
- We utilise the principles of relational and restorative practices to foster our school culture
- We focus on developing attitudes and values as well as skills and knowledge
- We develop childrens' thinking, questioning and problem solving skills
- We foster independence, self-esteem, creativity, responsibility and curiosity
- We provide programmes tailored for student needs, including enrichment and extension for able students, and learning support programmes where appropriate
- Māori students will enjoy success as Māori; Pasifika students will enjoy success as Pasifika; students with special learning needs will enjoy success appropriate to their situation
- We will provide resources to meet the identified learning needs of students
- E-learning will be integrated appropriately across the curriculum



CORE VALUES

The “Kio Kio Learner” shows the following core values with our new logo: Knowledge is POWER:

- PERSEVERANCE
- OWNERSHIP
- WONDER
- EXCELLENCE
- RESPECT

Relational and restorative practices are aimed at developing school culture

- There are prominent displays of all school values around the school
- All core values are individually promoted school-wide
- Values are discussed in relation to day-to-day life at school
- Student voice is utilised – examining what the values look, feel and sound like
- Leadership and role modelling by students, staff and parents is encouraged
- Opportunities are provided for students to demonstrate, recognise and celebrate positive values
- School values are aligned with community values through strong community engagement and partnerships with parents and whānau

Ma whero ma pango ka oti ai te mahi

When red and black come together the work is complete

This refers to cooperation, collaboration and partnership to achieve great things

Kio Kio proudly wears the two colours – **red** and **black**



TEACHING AND LEARNING FRAMEWORK

The philosophy of the school is to provide all students with a balanced education where there is an emphasis on literacy and numeracy, and learning as inquiry.

Learning is co-constructed by students and teachers. This emphasises the need for us all to work together, a spirit encapsulated in the school motto “*Whakatangata – Playing the Game of Life*”.

The mission statement stresses that the development of students shall be our priority. Teachers must ensure that all students are provided with an education that enables them to reach their full potential.

The teaching and learning framework is based on:

- Our Local Curriculum
- inclusion and cultural responsiveness
- co-constructivism
- learning as inquiry
- Identifying Priority Learners across all Year Levels
- reflection by teachers
- principles and values of the *New Zealand Curriculum*
- key competencies – being lifelong dispositions encompassed in all learning
- a balanced curriculum across all eight learning areas
- Assessment focusing on NZ Curriculum Levels
- quality teaching and learning
- focused goal-setting with students to identify next learning steps
- consistent assessment practices across the school to inform teaching and learning
- professional learning and development of staff targeted to learning needs
- effective performance management for all staff
- appropriate resourcing to meet teaching and learning needs
- sustainability - through implementation of *Enviroschools*



CULTURAL DIMENSIONS

Cultural perspectives

Kio Kio School's curriculum recognises the unique position of Māori within New Zealand society. Our goal is to ensure that the needs of our Māori students and whānau are addressed in a manner that promotes New Zealand's cultural diversity. Our curriculum will provide students with experiences in and understandings of cultural traditions, Te Reo, waiata, local traditions and history.

Te Reo Māori me ona Tikanga Māori

Kio Kio School will take all reasonable steps to provide learning opportunities in Tikanga Māori and Te Reo Māori. All teachers incorporate aspects of Tikanga and Te Reo Māori into their regular classroom programme. Where possible the school utilises the expertise of whānau and supporting agencies to promote and develop Tikanga and Te Reo Māori.

Consultation with Māori

An annual hui will be held each year. All families of Māori students attending Kio Kio School will be invited to attend this hui, and will be encouraged to bring members of their whānau. The hui will focus on Māori student achievement and future goals. Plans discussed at this hui may be implemented immediately, or incorporated into the school's annual plan for the following year, where appropriate.

Ko Puketarata te maunga
Ko Mangaorongo te awa
Nau mai haere mai kite kura
tuatahi o Kio Kio

Puketarata is the mountain
Mangaorongo is the river
Welcome, welcome to Kio Kio School

BOARD OF TRUSTEES' UNDERTAKINGS

Consultation

The Kio Kio School Board of Trustees consults annually with both the Māori community and the wider school community. Processes for consultation include: school notices and newsletters, Supporters' Committee and Board meetings, parent meetings, learning conferences, curriculum evenings, hui for Māori families, and face-to-face meetings.

Planning year

Kio Kio School's planning year is December 1st to November 30th, with the implementation of school plans being from the beginning of each new school year.

School Charter

The school's *Charter* and *Analysis of Variance* report is submitted electronically to the Ministry of Education each year. This includes a copy of the previous year's Assessment information, based on the requirements of the Ministry of Education.

Annual Report

The Board of Trustees sends copies of the *Annual Report* to the Ministry of Education annually by 31st May.



Kio Kio School Annual Plan 2024

End of Year Data - 2023

E-asTTe Writing Level

All Students	Below	Met/Above	Total
Totals	49	106	155
%	32%	68%	
Māori Students	Below	Met /Above	Total
Totals	15	24	39
%	38%	62%	

Mathematics Numeracy Stage

All Students	Below	Met/Above	Total
Totals	42	115	157
%	27%	73%	
Māori Students	Below	Met/Above	Total
Totals	13	26	39
%	33%	67%	

Reading Skills Record Level

All Students	Below	Met/Above	Total
Totals	34	120	154
%	22%	78%	
Māori Students	Below	Met/Above	Total
Totals	12	27	39
%	31%	69%	

Percentage comparisons data from end of 2022 to end of 2023

Writing - Whole School (Met/Above) = +6%

Reading - Whole School (Met/Above) = +12%

Maths - Whole School (Met/Above) = +8%

Māori students (Met/Above) = + 1%

Māori students (Met/Above) = +17%

Māori students (Met/Above) = +9%

Strategic Goal: Learning and Achievement: Kio Kio School ensures success for all

Annual Goal 1: To accelerate the progress of students who are either meeting or are above curriculum levels in Reading, Writing and Mathematics by the end of 2024:

- Writing - whole school (68% to 78%), Māori students (62% to 72%)
- Reading - whole school (78% to 88%), Māori students (69% to 79%)
- Mathematics - whole school (73% to 83%), Māori students (67% to 77%)

NELP OBJECTIVE 1. LEARNERS AT THE CENTRE - Learners with their whānau are at the centre of education:

- NELP Priority 2 - Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

NELP OBJECTIVE 3. QUALITY TEACHING AND LEADERSHIP - Quality teaching and leadership make the difference for learners and their whānau:

- NELP Priority 4 - Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy
- NELP Priority 6 - Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

New Zealand Curriculum Refresh - Ensure that the Draft Curriculum changes are added to our Kio Kio Curriculum as it is rolled out. Ensure that it:

- Gives effect to the Treaty of Waitangi
- Is inclusive
- Clear about the learning that matters for our learners
- Is easy to use

Assessment and Data:

- All 2023 students who were below curriculum levels in Reading, Writing, and Mathematics to be added to Kio Kio Student Register (Rosie Jones Learning Support Coordinator)
- Any new students to be assessed in Term 1 and added to register if required
- Updates to the register will occur each term

Literacy

- Karen Coleman to lead the Writing Revolution
 - * Professional Development with Cheryl Hickford from the Kahui Ako, teachers and support staff - Wednesday 6.3.24 & Wednesday 3.4.24 staff meetings (This will continue in Terms 2 and 3)
 - *Cheryl modelling a Writing Revolution lesson to teachers in their classrooms on Tuesday 9.4.24

- Emma Telfer to lead Structured Literacy
- Staff continue to use Learning Matters platform for resources and assessments
- Continue to develop knowledge in-house (set aside time at staff meetings)
- Provide PLD sessions for staff if required (Learning Matters / Emma Nahna)
- Structured Literacy whānau information evening week 4 Term 1 - presented by Louise Payne from Learning Matters
- Purchase new resources when required
- Ensure staff are familiar with and are using Kio Kio Literacy Curric. Doc.
- Assessment Data in spelling and reading skills record collected in Terms 1 & 3. Writing Sample moderation across all curriculum levels collected in Terms 1-4, PAT Listening (Senior school Term 1), e-asTTLE Mathematics & Reading (Senior School Terms 1-4), JAM (Juniors Terms 1 & 3)
- Ngā Awa ki te Moana Kāhui Ako - Achievement Challenges
Literacy - Student engagement and individual growth in literacy will improve for all learners:
 1. Build Teachers Literacy practices across the curriculum
 2. Strengthen our assessment for learning strategies across the NAKTM

Mathematics - Develop a document for the new Mathematics Curriculum Refresh - Teacher-in-charge Helen Twentyman:

- Liaise with PLD providers, MOE
- Collaborate with staff

Community Consultation:

- Health Curriculum - Term 2
- Whānau hui - Larna Culpan (lead teacher in Te Ao Māori)
- Community Consultation (Term 4 2023) - continue to develop

Staff Appraisals:

- Set up new staff Professional Growth Cycle document in Term 1. Ensure that professional and personal goals are set collaboratively and timeframes for meetings are included.

Spotlight Reporting System (School, student, parent app):

- Develop our knowledge of the Spotlight online collaborative platform for planning, assigning goals, sharing evidence of learning, tracking progress & reporting.
- Time-slot viewing Spotlight app at staff and team meetings
- PLD - Initial Contact with PD coach (1 hour)
Whole staff PD (1-3 hours)
Team Meetings (1 hour)
Staff Meetings (1 hour)
(Approx. \$1500 plus GST)
- Plan start date for using Spotlight (possibly Term 3)
- Plan parent meeting to share Spotlight Learning app

Local Curriculum and NZC/TeMātaiaho and Aotearoa NZ Histories Curriculum:

- Provide staff continued PLD via MOE contacts (Nada Harpur, MOE)
- Allow time-slot at staff and team meetings to develop staff knowledge

- Research local history - use this to develop our Local Curriculum Plan
- Engage with local iwi (Maniapoto) to learn about the history of our local area
- Weave this curriculum into Kio Kio School Local Curriculum

Strategic Goal: Kio Kio School nurtures positive partnerships within the school and wider community

Annual Goal 2. To continue to develop the Positive Behaviour for Learning (PB4L) Programme in partnership with our school families

NELP OBJECTIVE 1. LEARNERS AT THE CENTRE - Learners with their whānau are at the centre of education:

- NELP Priority 1 - Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

Positive Behaviour for Learning including partnerships with whānau:

- Kirsten Beck teacher-in-charge
- Time-slot at each staff and team meeting
- Continue to develop a rewards programme
- Place extra POWER signs and characters around the school
- Ngā Awa ki te Moana Kāhui Ako - Achievement Challenges

Well-Being/Hauora - Students feel happy, safe, respected and included:

3. Develop a shared understanding of Hauora practices (whole person) across our Kāhui Ako.
4. Develop a Transitions programme
5. Establish a NAKtM Learner Profile
6. Organise student well-being survey Term 2

Annual Goal 3: To strengthen partnerships between home and school to ensure all whānau to ensure students' maximum engagement in Learning

NELP OBJECTIVE 1. LEARNERS AT THE CENTRE - Learners with their whānau are at the centre of education:

- NELP Priority 2 - Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

NELP OBJECTIVE 2. BARRIER FREE ACCESS - Great education opportunities and outcomes are within reach for every learner:

- NELP Priority 3 - Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

NELP OBJECTIVE 3. QUALITY TEACHING AND LEADERSHIP - Quality teaching and leadership make the difference for learners and their whānau:

- Nelp Priority 5 - Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Te Ao Māori - Te Ao Māori - Demonstrate culturally responsive practices across our Kāhui Ako with a strong emphasis on identity and belonging:

7. Build our Kio Kio School local curriculum (Support from Nada Harpur from MOE)
8. Demonstrate culturally responsive practices across our Kāhui Ako with a strong emphasis on Te Ao Māori

Teacher in charge (Larna Culpan)

- Review Kio Kio School Māori Curriculum Doc through staff review and community consultation (by the end of Term 2)
- Organise a whānau hui Term 1
- Whānau and communities assist with the design and delivery of education and in the learning environment
- Review Ngā Awa ki te Moana Kāhui Ako - Achievement Challenges
- Develop pepeha for all students
- Research our local history as part of the Aotearoa NZ Histories Curriculum