



2018 Charter for Community Feedback

please provide any feedback to the
Khandallah School
Board of Trustees by 26 February 2018
bot@khandallah.school.nz



Tātai ki te rangi

Our School Charter

Our Charter is the document that expresses our School and Community's aspirations and desired outcomes for the students attending our School and forms the base from which all significant decisions are made. These include:

- the design and development of the School curriculum;
- implementation of the teaching and learning programmes within the School;
- the professional development of our staff;
- the development and maintenance of the School's infrastructure;
- the allocation of financial resources.

Our Charter, and annual and strategic plans, are reviewed and updated by the Board of Trustees on an annual basis. This allows the Board to regularly assess our goals and the strategies that are required to successfully deliver them. This includes response to any new or amended government policy changes or naturally evolving initiatives or community priorities.

Khandallah School Profile

Khandallah School is a Year 1 to 6 primary school with approximately 390 to 460 learners, 36 staff and an actively involved community. An integral part of the Khandallah community, our school was established in 1893 and has some 3rd generation students. Khandallah School is located at the base of Mt Kaukau with the bush setting and recreation opportunities of Khandallah Park close by. Set in amongst native bush, our school has extensive grounds and play and learning areas spread over a unique and beautiful hill site. Our unique site is part of the character of our school and caring for our environment is our ongoing focus.

Our 2018 starting roll of 393 comprises 124 Kauri (Y5/6), 147 Matai (Y3/4) and 122 Kowhai (Y1/2) students. While most students are from the local area, as the school was only zoned in October 2017, children also attend Khandallah School from other suburbs. Khandallah School has a roughly even mix of boys and girls and children from a wide variety of ethnic backgrounds. In 2018, approximately 77% of our children identify as NZ European, 2% Māori, <1% Pasifika, 14% Asian, and the remaining 6% identify across a range of different ethnicities. All children and whanau are valued for the unique and valued perspective and contribution they bring to our community

Our school has 19 teaching spaces, many of which function as highly successful collaborative teaching and learning spaces; a well-resourced library; an administration block; a hall; and a covered, heated swimming pool (extensively renovated in 2012). Our school's 36 staff comprise the Principal, Deputy Principal and Assistant Principal, 17 full time teachers and 5 part-time teachers, a Reading Recovery teacher, and support staff including 6 Learning Support Assistants, an Executive Officer, Receptionist, Library/Resource Manager and Caretaker.

With strong contributions from our local community in the form of fundraising and parent donations, our School's finances are in good health. This has allowed the Board of Trustees to fund additional support for teaching and learning, such as Learning Support and Reading Recovery, pedagogical coaching, Special Education Needs Coordination, and support for a wide range of extension activities. Fundraising from the school's active Home and School Association has also been critical in funding playground improvements, technology acquisition and the renovation of the Pool Building.

Khandallah School Vision

Inspiring Future Stars - *Tātai ki te rangi*

Fully integrated, connected and meaningful learning to inspire our future stars.

'Inspiring Future Stars', the vision at Khandallah School for many years, reflects the high aspirations and expectations our community holds for all our students. In 2011, a whakatauki chosen by the Whanau Support Group, "Tātai ki te rangi" (Reach for the Stars), was included as part of our Vision.

At Khandallah School we believe in striving for equity and excellence, and that **all** children can be future stars. Our vision of 'Inspiring Future Stars' means preparing all our learners to realise their own aspirations and potential as individuals and as resilient, self-driven, contributing members of society.

The nature of stars as bright, shining individuals who join together to form constellations, is reflected in the value placed on collaboration both within our school and as we work together with our whanau and wider community.

Our vision of a Khandallah School learner is consistent with the vision outlined in the New Zealand Curriculum: "Confident, Connected, Actively Involved Life-Long Learners".

Khandallah School Values – He Waka Eke Noa

(all together, one canoe, no exception)

Our community has a set of core values that underpins our practice, decision making, teaching and learning.

These values are at the heart of school, our learners, our staff, our whanau and our wider community.

At Khandallah School we strive for:

- **Creativity** – in all our learning. Our school is a positive, engaging place in which our flexible curriculum encourages differentiated learning which inspires and engages **all** learners.
- **Care** – in everything we do. Our school is a safe place where we build resiliency and care for each other and our environment.
- **Collaboration** – between all children, staff and whanau. Our school is a place where we work together, support each other and celebrate each other's strengths and contributions.
- **Communication** – at all levels. Our school is a place where communication is valued and encouraged
- **Collective responsibility** – shared by all children, staff, and whanau. Our school is a place where we take shared ownership of our successes and challenges and work together towards equity and excellence for all.
- **Celebration** – of our unique and special place in the world. Our school is a place where the multi-cultural nature of Aotearoa is honoured and promoted in everything we do and where tikanga, te to and te reo Māori is our most valued taonga.

Shaping and extending through these are the core values of te Ao Māori

- **Manaakitanga** (aroha, hospitality, generosity, respect),
- **Rangatiratanga** (self-determination),
- **Whanaungatanga** (valuing the dynamics of the family),
- **Kotahitanga** (unity),
- **Kaitiakitanga** (guardianship),
- **Mana Whenua** (recognition of Tangata Whenua as Kaitiaki)

Cultural Diversity

When developing policies and practices for our School, we strive to reflect New Zealand's cultural diversity and the unique position of Māori as Tangata Whenua.

At Khandallah School, we are committed preparing our children for their future in a multi-cultural New Zealand. We believe it is essential that we support our children to be confident and comfortable in a New Zealand that reflects its bicultural origins.

To facilitate this commitment, we engage a specialist kaiako i te reo, and te reo Māori is supported encouraged in all classes. We strive to provide all children with an understanding of te Ao and tikanga Māori.

When a parent/caregiver of a full-time student requests that their child(ren) be instructed in tikanga Māori (Māori culture) and te Reo Māori (the Māori language), the Principal will:

- Discuss with the parent/caregiver the ways that the School currently involves te reo and tikanga Māori in School life and programmes;
- Discuss with the parent/caregiver whether the student would have access to te reo outside the School with a view to supporting this method of learning;
- Investigate options for learning through correspondence school or commercial programmes.

Whanau Support

In 2010 a Whanau Support Group was established at Khandallah School. In 2012 the group developed its own vision, mission and goals to support the integration of te Ao and te reo Māori into the school. The founding whanau have since graduated and moved from our school, however we continue to actively seek whanau group members and support the values established by the group.

Vision

Bring Te Ao Māori to the Khandallah Valley

Mission

Work with our community partners to encourage others to participate in initiatives that actively promote Te Ao Māori within our school and our community

Goals

Work with our school and community partners to:

1. Create a physical environment at the school that is alive with Māori art and stories that are inspiring for those that come into contact with them
2. Provide a supportive environment at the school where our children treat each other with respect and a sense of whanau both at and outside of school
3. Encourage our teachers and community to have a level of awareness of tikanga that enables them to feel comfortable in situations that involve tikanga Māori
4. Ensure all our children can understand basic protocols and use basic phrases in te reo Māori
5. Organise ourselves so that we can be a resource for the community and the school for many generations to come.

The Board of Trustees is informed by and supports these goals.

Strategic Planning

Khandallah School Principles

Khandallah School is guided by six core principles.

Student Learning and Achievement

- All students can learn and achieve to their full potential.
- The primary purpose of assessment is to guide teaching and learning. Khandallah School is committed to embedding formative assessment practices including the use of evidence to inform teaching and learning decisions and formative assessment practices.

Quality Teaching

- Quality teaching is the key influence for improving student achievement. Khandallah School is committed to making Khandallah “The School of Choice”, creating an environment that attracts and retains high quality teachers.
- Targeted and school-wide professional learning is the best means of growing the expertise of the school’s teachers and improving the quality of their teaching practice.
- Enhancing the quality of the teacher:student interaction is the key to improving student achievement.

Professional Leadership

- Developing professional and distributed leadership is essential for quality teaching and learning.

Effective Governance

- Effective governance involves a partnership between the Board of Trustees and the Principal, based on trust, two-way accountability and support.

Learning Environment

- A safe, healthy, caring and innovative learning environment is vital to support effective teaching and learning.

School Community

- All families and caregivers should be encouraged to be involved in school life and to support their children’s learning.
- Cultural diversity is welcomed and celebrated.
- Reporting to parents and the community on the achievement of individual students and the school as a whole is an important element of school accountability. Khandallah School is committed to reporting to parents and children in clear English, showing how students are achieving in relation to expectations, what next steps are planned and how parents can be involved in supporting their children’s learning.

Khandallah School Strategic Goals

The strategic goals are intentionally broad and yet they make simple, powerful statements about what is important at Khandallah School. All those involved in leadership, teaching or support roles within the School carry out both their day-to-day activities and their medium-term improvement and development tasks with these goals firmly in mind.

- 1. Consolidate and extend high-levels of achievement in all aspects of the curriculum, especially literacy and numeracy.**
- 2. Enhance the quality of teaching through professional development inquiry into practice.**
- 3. Create innovative physical and learning environments that support effective teaching.**
- 4. On-going development of the school curriculum to reflect expectations of NZ Curriculum and community aspirations.**
- 5. Continually enhance partnerships and collaboration with parents, caregivers, and the wider community.**

Strategic Plan 2018 to 2021 Overview

The Strategic Goals outline the broad areas that are priorities for Khandallah School. Strategies are the areas of change. They cover the areas we need to focus on in the next five years and are intended to address the gap between where we are now and the vision we have for the future of the school - strategic initiatives. Annual Plan activities will address the strategies (over the five-year period) but will also include activities to maintain and continue to develop areas under the strategic goals that are not included in the Strategies – business as usual or continuing activities.

Strategic Goal 1 Consolidate and extend high levels of achievement in all aspects of the curriculum, especially literacy and numeracy.	Strategic Goal 2 Enhance the quality of teaching through professional development inquiry into practice.	Strategic Goal 3 Create innovative physical and learning environments that support effective teaching.	Strategic Goal 4 On-going development of the school curriculum to reflect expectations of the NZ Curriculum and community aspirations.	Strategic Goal 5 Continually enhance partnerships and collaboration with parents, caregivers, and the wider community.
Strategies				
<p>* Target 1: Tātai ki te rangi</p> <p>Work towards our “aim high” target - 90% or more achieving at or above expectation in Reading, Writing, Mathematics</p> <p>* Target 2: Raise boys’ engagement and achievement in literacy, especially writing (77%)</p> <p>* Target 3: Increase the percentage of students achieving above expectation in Mathematics (30%) and Writing (25%)</p>	<p>* Objective 1: Continue to enhance collective capacity to recognise and respond to the needs of individual learners through collaborative teaching and personalised learning.</p> <p>* Objective 2: Further embed “Teaching as Inquiry”, teachers inquiring into the impact of their own practice within school target areas.</p>	<p>* Objective 3: Continue to increase the integration of information communication technologies in learning</p> <p>* Objective 4: Continue to modernise learning spaces to provide more flexibility and enable greater responsiveness.</p> <p>* Objective 5: Create safe, engaging playground learning & development experiences for students.</p>	<p>* Objective 6: Continue our commitment to sustainability by enhancing our status as an Enviro-School.</p> <p>* Objective 7: Further develop and record our Khandallah Curriculum through the integrated inquiry approach across the curriculum.</p>	<p>* Objective 8: Plan, prepare and hold a celebration to mark our school’s 125 Jubilee (Labour Weekend 2018)</p> <p>* Objective 9: Provide students, staff and whanau with opportunities for increasing cultural competence and responsiveness.</p> <p>* Objective 10: Provide opportunities for community engagement into school goals and direction – creating a feeling of ownership and belonging for all whanau.</p>

Annual Plan: “How Will We Get There?”

This section contains an overview of the Annual Plan. The Strategic Goals and objectives are “unpacked” each year in the Annual Plan and specific targets and actions are set and agreed. These include targets for student achievement which are identified in the Analysis of Variance, contained in the Annual Report for the preceding year. *The full Plan will be developed by the Principal and Lead Team once the Targets and Objectives are approved by the Board of Trustees following feedback from our parent community.* Implementation and reporting are the responsibility of the Principal.

Procedural Information

The School’s planning year runs from 1 January to 31 December. The Charter is reviewed annually by the Board of Trustees. Charters must be submitted to the Ministry of Education by 1 March each year.

This Charter has continued to evolve since 2008 and has been updated for 2018 to reflect strategic planning work and consultation undertaken during 2017.

Copies of the Charter are available on request at the School office and are published on the school website.

Community and staff Consultation

- In 2016 we held four parent engagement sessions to get input from parents.
- In 2017 the draft Strategic Plan was discussed with staff and feedback was fed into the final document.

Internal References

2010, 2013, 2017	Education Review Office Reports on Khandallah School
2015 – 2017	Student achievement analysis and results: Reading, Writing and Numeracy
2015 – 2016	Revision of the Khandallah School Curriculum
2017	Health Education Consultation Parent Survey Responses

External References

“The New Zealand Curriculum”, Ministry of Education, 2007.

“What Matters Most?” Ministry of Education, 2005.

Best Evidence Syntheses, Ministry of Education, Various Dates

National Standards, Ministry of Education, various sources, 2009-2012

Tataiako – Cultural Competencies for Teachers of Māori Learners, Ministry of Education and NZ Teachers Council, 2011

Approval and Review

The 2018 Charter was approved, subject to school community feedback, by the Board of Trustees at its meeting on 7 February 2018.

The Charter will be reviewed by the Board of Trustees before the end of February 2019.

Glossary of Terms

Analysis of Variance	A statement in which the Board of Trustees provides an evaluation of progress made in achieving the aims and targets set out in the charter.
Kaiako i te reo	Teacher of Māori Language
Inquiry	Inquiry is an approach where the student is at the centre of learning. Students form and develop a learning inquiry to investigate aspects of the topic and build a depth of understanding through questioning, thinking and research.
Integrated Inquiry Approach	A framework to support thinking and conversation through the inquiry journey which generally happen in a cyclical or broadly sequential manner.
School Target Areas	Areas identified by the Board for focus during the year. These usually relate to improving student achievement in a particular area of the curriculum.
Teaching as Inquiry	An organising framework that teachers use to help them learn from their practice, build greater knowledge and improve outcomes for students.
Whakatauki	Proverb. A poetic form of the Māori language often merging historical events, or holistic perspectives with underlying messages which are extremely influential in Māori society.

Board of Trustees

	Term began	Term expires
Louise Green (Principal)	March 2008	on resignation
Shaun Twaddle	Elected 06/2016	06/2019
Anthony Taylor	Elected 06/2016	06/2019
Sarah Lewis	Co-opted 05/2017	06/2019
Beccy Haley (Staff Rep)	Elected 09/2017	06/2019
Angela Ogier	Elected 12/2017	12/2020
Rick Teal	Elected 12/2017	12/2020

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