



2017 Charter

Tātai ki te rangi



The School Charter

The Charter is the document that expresses the School and Community's aspirations and desired outcomes for the students attending the 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.

The Charter, and the annual and strategic plans, are reviewed and updated by the Board of Trustees on an annual basis. This allows the Board to regularly assess goals and the strategies required to deliver on them, including in response to any new or amended government policy changes or initiatives or community priorities that evolve over time.

Khandallah School Profile

Khandallah School is a Year 1 to 6 primary school with approximately 400 to 460 learners, 35 staff and an actively involved community. An integral part of the Khandallah community, the school was established in 1893 and is now teaching 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. The school itself has extensive grounds spread over a hill site. Its native bush and spread out playing and learning areas are part of the character of the school and caring for the environment is an ongoing focus at the school.

The 2017 starting roll of 405 students is made up of 198 in the Senior School and 207 in the Junior School. While the majority of students are from the local area, as the school is not zoned, children also attend Khandallah School from other suburbs. Khandallah School has a relatively even mix of boys and girls and also has children with a wide variety of ethnic backgrounds. At present approximately 79% of children identify as NZ European, 3% Māori, 1% Pasifika, 11% Asian, and the remaining 6% reflect a multitude of nationalities.

The school's facilities include 18 teaching spaces, many of which are already physically linked together in the Junior School, a well-resourced library, an administration block, a hall, and a covered, heated swimming pool (extensively renovated in 2012). The school's 35 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 the local community in the form of fundraising and parent donations, the School's finances are in good health. This has allowed the Board 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 & School Association has also been crucial 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” has been the motto at Khandallah School for many years and reflects the high aspirations and expectations the community holds for students attending the school. In 2011, a whakatauiki chosen by the Whanau Support Group, “Tātai ki te rangi”, was included as part of the Vision.

Khandallah School believes all children can be future stars. “Inspiring Future Stars” is about preparing all our learners to fulfil their own aspirations and potential as individuals and as contributing members of society. This is reflected in our School Values. The concept of stars as they 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 and concept of a Khandallah School learner is consistent with the New Zealand Curriculum Vision: “Confident, Connected, Actively Involved Life-Long Learners”.

Khandallah School Values

The School and its community have a set of values that underpin the school, its learners and the wider community.

The values continue to emerge from consultation with the school community on a range of topics. At Khandallah School we strive:

- To inspire and engage all learners.
- For creativity in all our learning.
- For collaboration between teachers, students, and other interested people.
- For a flexible curriculum which encourages differentiated learning.
- To have a caring school culture which helps resiliency.
- To value individual agency and personal ownership.
- To celebrate the multi-cultural nature of our school and promote the special place of Tikanga Māori and te Reo Māori
- To ecologically sustain the special environment in and around our school.

Informing and supporting 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 the School, every endeavour is made to reflect New Zealand's cultural diversity and the unique position of Māori as Tangata Whenua.

Khandallah School is committed to preparing our children for their future in a multi-cultural New Zealand. We believe it is in the best interests of our children to be comfortable in a New Zealand that reflects its bicultural origins. To support this te reo Māori is encouraged in all classes with children having, at the very least, an understanding of te ao Māori.

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

- Discuss with the parents the ways that the School currently involves te reo and tikanga Māori in School life and programmes;
- Discuss with the parents 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 Group

In 2010 the 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:

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 supports these goals.

Strategic Planning

Khandallah School 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.

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 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. **Promote 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 2017 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	Strategic Goal 2	Strategic Goal 3	Strategic Goal 4	Strategic Goal 5
Consolidate and extend high levels of achievement in all aspects of the curriculum, especially literacy and numeracy.	Promote the quality of teaching through professional development inquiry into practice.	Create innovative physical and learning environments that support effective teaching.	On-going development of the school curriculum to reflect expectations of the NZ Curriculum and community aspirations	Continually enhance partnerships and collaboration with parents, caregivers and the wider community.
Strategies				
<ul style="list-style-type: none"> ★ Target 1: Tātai ki te rangi Re-introduce our “aim high” target - 90% or more achieving at or above expectation in Reading (87.3%), Writing (84%), Mathematics (88%) ★ Target 2: Raise boys’ engagement and achievement in literacy, especially writing – from 74% to 85%. ★ Target 3: Increase the percentage of students achieving above expectation in Mathematics (36.9%) and Writing (26%) 	<ul style="list-style-type: none"> ★ Objective 1: Enhance collective capacity to recognise and respond to the needs of individual learners through collaborative teaching and personalised learning. ★ Objective 2: Further embed “Teaching as Inquiry”, as spirals of inquiry, into each teacher’s practice with links to school target areas. 	<ul style="list-style-type: none"> ★ Objective 3: Continue to increase the availability and integration of information communication technologies in learning ★ Objective 4: Continue to modernise learning spaces to provide more flexibility and enable greater responsiveness ★ Objective 5: Create safe, engaging playground learning & development experiences for students. 	<ul style="list-style-type: none"> ★ Objective 6: Refocus on our commitment to sustainability by reviewing our status as an Enviro-School. ★ Objective 7: Further develop our integrated inquiry approach across the curriculum including arts, science, technology and social sciences 	<ul style="list-style-type: none"> ★ Objective 8: Plan and prepare for the school’s 125 Jubilee celebration in 2018 ★ Objective 9: Provide students, staff and whanau with opportunities for increasing cultural competence with the advice of the Whānau Support Group ★ Objective 10: Provide opportunities for community engagement – creating a feeling of ownership and belonging for all whanau

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 is developed by the Principal and Lead Team and is approved by the Board of Trustees. Implementation and reporting are the responsibility of the Principal.

Annual Plan 2017

Strategic Goal 1 Consolidate and extend high levels of achievement in all aspects of the curriculum, especially literacy and numeracy.	
Targets	Actions
★ Target 1 Tātai ki te rangi Re-introduce our “aim high” target of 90% or more achieving at or above expectation in: Reading (87.3%), Writing (84%), Mathematics (88%)	<ul style="list-style-type: none"> • Ensure all teaching and learning team are aware of our “aim high” target. • Identify students achieving below and well below expectation in reading, writing and mathematics. Update following beginning of year assessments. • Analyse assessment data and plan explicit teaching based on the evidence utilising the strengths of the teaching team within each learning hub. • Ensure regular (daily) teaching occurs to promote accelerated progress • Utilise student voice to promote agency and leverage achievement • Provide time to practice and reinforce skills learnt during deliberate teaching • Track and monitor achievement at individual, learning hub, team and school level to retain focus on progress • Identify with teaching team, areas for ongoing professional learning and development to support “aim high” target (including curriculum expectations; clarification of judgment criteria, and moderation across the levels).
★ Target 2 Boys’ achievement Raise boys’ engagement and achievement in literacy, especially writing – from 74% to 85%.	<ul style="list-style-type: none"> • Ensure all teaching and learning team are aware that “engaging boys in literacy” is a whole school focus • Get to know what ignites boys’ interest and enthusiasm and leverage off this to promote learning through literacy. <ul style="list-style-type: none"> • Use an engagement survey to find out student engagement levels • Identify the trends within assessment data - applying the right approach, adapting teaching practise • Use wide curriculum to engage • Revisit 2013/14 Professional Learning and Development undertaken with Gail Loane based on her book, “I’ve got Something to Say” to develop shared knowledge and practice. • Professional Reading - SET: Boys will learn like boys. 25 Jan 2015 • Track and monitor achievement regularly at individual level, learning hub, team and school level through documentation to retain focus on accelerated progress • Leverage off \$6 million new build project due to commence in Term 2 and our 1:2 access to devices to promote engagement. • Build resources to support boys’ engagement in Literacy especially at Y4-6.

<p>★ Target 3</p> <p>Stretch</p> <p>Increase the percentage of students achieving above expectation in Mathematics (36.9%) and Writing (26%)</p>	<ul style="list-style-type: none"> • Ensure all teaching and learning team are aware of our stretch target. • Identify students currently “at” expectation in mathematics and writing with potential to achieve “above” within learning hubs, and across teams and school. • Utilise strengths and student voice to promote awareness and agency in learning • Analyse assessment data to design learning programmes to accelerate achievement that utilise teaching strengths within the collaborative hub. • Track and monitor achievement at individual, learning hub, team and school level through documentation to retain focus on accelerated progress • Identify with teaching team, areas for professional learning and development to support “aim high” target.
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<p>Strategic Goal 2</p> <p>Promote the quality and effectiveness of teaching through targeted Professional Development and Teaching As Inquiry.</p>	
Objectives	Actions
<p>★ Objective 1:</p> <p>Enhance collective capacity to recognise and respond to the needs of individual learners through collaborative teaching and personalised learning.</p>	<ul style="list-style-type: none"> • Invest time to develop a collaborative staff culture and collaborative partnerships during team and staff meeting • Encourage collective ownership of progress (especially in relation to school targets) within each learning hub • Provide time to discuss narratives and reflect on goals, learning challenges and progress • Refresh PLD from 2015 (Rebecca Sweeney) and induct new teachers into Spirals of Inquiry, 7 Principles of Learning. • Identify and implement Professional Development required to support teachers to analyse student data and understand student needs. • Encourage and support teachers to explore various collaborative teaching models and implement with a focus on meeting diverse needs. • Use ‘student voice’ to identify needs and promote ‘student agency’ to increase engagement. • Utilise the expertise of the reading recovery teacher to support teacher learning and align assessment practice in reading throughout the school.
<p>★ Objective 2:</p> <p>Further embed “Teaching As Inquiry”, as spirals of inquiry, into each teacher’s practice with links to school target areas.</p>	<ul style="list-style-type: none"> • Each teacher, in collaboration with their colleagues, identifies a group of students in an area linked to school target areas, and develops an ‘Inquiry’ designed to accelerate success over a 10 to 20 week period. • Teaching As Inquiry’ is included in each teacher’s appraisal plan which is monitored by their appraiser and Team Leader. • An initial Inquiry will likely lead to other linked areas of Inquiry (Spirals) and these should also be considered, developed and pursued. • Develop collaborative inquiries based on our student’s needs based on evidence from assessment data.

Strategic Goal 3

Create innovative physical and learning environments that support effective teaching.

<p>★ Objective 3: Continue to increase the availability and integration of information communication technologies for learning.</p>	<ul style="list-style-type: none">• The ICT committee will conduct a hardware needs analysis for the Senior and Junior Syndicates annually and present the findings to senior management for action.• The Board of Trustees will endeavour to provide financial support to increase the number of available devices to reach the ratios requested by the ICT committee (1:2 in the Senior Syndicate and 1:3 in the Junior Syndicate) through an asset purchase plan.• The ICT committee will survey staff annually to identify areas for ongoing PLD and provide this or seek external support, where necessary.• Teaching staff will be encouraged to upskill themselves and use the ICT resources for all areas of the curriculum as an integrated resource.• The ICT committee will complete a digital technology strategic plan and purchasing plan to align with the Digital Technology Curriculum (due 2018)• The ICT committee will begin a strategic planning document that will align to the Digital Technology Curriculum and provide support for staff to follow best practice for integrating technology into learning programmes.• School Leaders will seek input from staff and students about the use of particular software and apps, which align to our strategic goals for learners, to support learning and report their findings.• A review into the current policies and usage of portfolios/celebrations of children's learning will be undertaken and a shared expectation created.• School leaders and staff will ensure that students are instructed in understanding the meaning of 'Digital Citizenship' and our expectations of the school's ICT Policy and Responsible Use agreement.
<p>★ Objective 4: Continue to modernise learning spaces to provide more flexibility and enable greater responsiveness</p>	<ul style="list-style-type: none">• The Lead Team will further develop the audit of classroom furniture to assess condition and suitability for a collaborative teaching environment and develop an asset purchase plan.• A furniture upgrade plan will be developed.• The Board will refurbish Kowhai Block (Stage 2) in line with the School Master Plan during 2017 and progress Stage 3 when funds allow.
<p>★ Objective 5: Create safe, engaging playground learning and development experiences for students.</p>	<ul style="list-style-type: none">• Reinforce the philosophy of KiVa, Bullying Prevention, Intervention and Monitoring Programme, and implement in Years 2-6.• Reposition and make safe the "old" jungle gyms and the spinner to be an alternative to the senior playground which will be demolished to make way for the new build: Kaukau Project.• Add to the Junior Playground following student suggestions from 2016.• Work with the construction company to retain the "second" fort and top slide while the main fort and bottom slide are removed to make way for the new build.• Integrate student voice into the Term 2 Inquiry to identify a range of play alternatives which can be implemented during the new build May 2017-September 2018.• Revitalise traditional/cultural games, rhymes and activities utilising the knowledge and skills within our community.

Strategic Goal 4

On-going development of the school curriculum to reflect expectations of the NZ Curriculum and community aspirations

<p>★ Objective 6: Refocus on our commitment to sustainability by reviewing our status as an Enviro-School.</p>	<ul style="list-style-type: none">• Re-establish a strong Enviro-Schools team• Utilise the expertise of external facilitator to lead us in a review of our commitment to caring for our environment.• Develop a vision “owned” by students, staff and community and an action plan to lead us to that vision.• Re-establish healthy alternatives to getting to and from school- walking school bus
<p>★ Objective 7: Further develop our integrated inquiry approach across the curriculum which includes arts, science, technology and social sciences</p>	<ul style="list-style-type: none">• Continue the curriculum review to develop a concept-based integrated inquiry approach that leads to changes in thinking and behaviour.• Students will have regular opportunities to link their learning to real world experiences.• Further develop The Khandallah School Vision and Learner Profile, which includes both knowledge (relates to the curriculum levels) and dispositions (relates to the Key Competencies).• Teachers will provide opportunities for all students to reflect and develop understanding of their current learning and their own learning pathway and that they can talk about this to others.

Strategic Goal 5

Continually enhance partnerships and collaboration with parents, caregivers and the wider community.

<p>★ Objective 8: Plan and prepare for the school’s 125th Jubilee celebration in 2018</p>	<ul style="list-style-type: none">• School leaders and staff will work with the Board and the school community to set up a Jubilee Committee to plan for celebrations to coincide with opening of new learning environment around Labour Weekend 2018.• Administrative staff will locate historic documents, including roll information, in preparation for the upcoming Jubilee.
<p>★ Objective 9: Provide students, staff and whanau with opportunities for increasing cultural competence</p>	<ul style="list-style-type: none">• The Board will fund a specialist teacher one day a week to work with children and teachers to develop understanding and use of Te Reo me Tikanga Māori.• School Leadership will continue to support and seek advice from Matua Alwyn Rees.• The school will emphasise the importance of Tikanga Maori through communications, protocols/tikanga including Powhiri for new children and their families, recognising Matariki and supporting the school’s Kapa Haka Group.• Explore options for providing more authentic experiences to build capacity and enhance cultural intelligence.• The school will seek opportunities to acknowledge the cultures, language and pastimes/games of other nationalities in our student community.

<p>★ Objective 10: Provide opportunities for community engagement – creating a feeling of ownership and belonging for all whanau</p>	<ul style="list-style-type: none"> • The school will use technology in a range of ways to provide information to parents and the wider community. • The Board and School Leadership will seek feedback and provide relevant information to parents and the wider community. • Support class reps to build community within classes/teams • Improve visibility of Home and School profile, communications and presence at school events. • Provide regular opportunities to engage with parents around learning and school development.
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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 2017 to reflect strategic planning work and consultation undertaken during 2016.

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.
- The draft Strategic Plan discussed with staff and feedback was fed into the final document.

Internal References

2010 and 2013 Education Review Office Reports on Khandallah School;
2015 - 2016 Student achievement analysis and results: Reading, Writing and Numeracy;
2015 – 2016 Revision of the Khandallah School Curriculum - ongoing

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
Taitaiako – Cultural Competences

Approval and Review

The 2017 Charter was approved by the Board of Trustees at its meeting on 1 May 2017.

The Charter will be reviewed by the Board of Trustees before the end of February 2018.

Board of Trustees

	Term began	Term expires
Louise Green (Principal)	March 2008	on resignation
Esther Praill- Chair	Elected 11/2014	11/2017
Rachel Winter	Elected 11/2011, re-elected 11/2014	11/2017
Sarah Parkes (Staff Rep)	Elected 06/2016	06/2019
Shaun Twaddle	Elected 06/2016	06/2019
Anthony Taylor	Elected 06/2016	06/2019

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