



2010
Charter

'Inspiring Future Stars'

Executive Summary

The School Charter

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

A key feature of the Charter is showing clearly how Khandallah School's defining statements, such as our Vision and Values are aligned with those set out in the revised New Zealand Curriculum.

The Charter is a living document and is formally reviewed and updated by the Board of Trustees on an annual basis.

Introduction: Who We Are

The School's Vision, "**Inspiring Future Stars**", reflects the high aspirations and expectations that the community has for students attending the school. Being a "future star" is about preparing learners to fulfill their aspirations and potential as individuals and as contributing members of society.

The Khandallah school community was actively involved in reviewing the School's existing Values as part of their review of this Charter. The community confirmed the following set of shared values:

**"People; Passion; Success for all; Community; Excellence;
Innovation; Cultural diversity; and Ecological sustainability".**

Khandallah School's shared Values will be evident in the School's philosophy, structures, curriculum, classrooms and relationships. They should underpin every decision relating to curriculum and every interaction that takes place in the School.

The Board of Trustees has adopted a definition of governance and management that sees the Board emphasise strategic leadership rather than administrative detail and concentrate on the future rather than the past or present. The Board works co-operatively with the

Principal, to whom the Board delegates all authority and accountability for the day-to-day operational organisation of the school.

Strategic Plan: Where We Want To Be

The School's Mission Statement states our reason for being – what are we here to do?

“To work together to inspire and nurture learning.”

The paramount reason for a primary school to exist is to foster student learning and achievement. The Khandallah School Board of Trustees and staff worked closely together to develop a set of principles or beliefs of what is important in maintaining high standards of student achievement in primary school education. These beliefs, in turn, underpin the development of the School's strategic improvement plan and the sustainability of the School's day-to-day operation.

The Strategic Plan incorporates 5 goals clustered within 6 key areas:

- **Student Learning and Achievement**
- **Quality Teaching**
- **Professional Leadership**
- **Effective Governance**
- **Learning Environment**
- **School Community**

The goals are intentionally broad and yet they make simple, powerful statements about what is important at Khandallah School. It is imperative that 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. Only by acting upon the same set of agreed goals does everyone within the School act in a cohesive manner with the common objective of delivering the School's Vision.

Annual Plan: How Will We Get There?

The Strategic Goals are “unpacked” each year in the Annual Plan and specific targets and actions are set and agreed. An overview of the Annual Plan is set out in Section 4 of the Charter. It includes targets for improving student achievement which were identified in the Analysis of Variance, contained in the previous year's Annual Report.

Procedural Information

The School's planning year runs from 1 January to 31 December. The revised Charter and the Annual Report and Financial Statements are lodged with the Ministry of Education by 31 May each year. Copies of both documents are available on request at the School office and are published on the school website.

The School Charter

The Charter of every state or state-integrated New Zealand school includes several key sections, as defined in the Education Standards Act (2001):

- **Introduction: “Who We Are”** – information on the school and its community, including its Vision and shared Values;
- **Strategic Plan: “Where We Want To Be”** – Mission, Goals and Priorities;
- **Annual Plan: “How Will We Get There?”** – Targets, Actions;

In addition, the Board of Trustees must prepare an **Annual Report: “How Did We Do?”** The annual report must include an evaluation of progress against the targets set for student achievement and include the school’s financial statements.

Development and review of the school’s charter is the most important role of the Board of Trustees. The Charter is the document that expresses the 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 is a living document and is formally reviewed and updated by the Board of Trustees on an annual basis. By combining planning and review into an annual cycle the Board of Trustees is better placed to either respond to evidence that changes in strategy may be necessary or to incorporate new or amended goals. These may include new or amended government policy changes or initiatives or community priorities that evolve over time.

This version of the Khandallah School Charter was developed over the 2008/09 period and involved engagement and consultation with the school community. The Charter was released in draft form to the school community in 2009. Final amendments and updates were made to release the 2010 Charter after approval by the Board of Trustees.

This Charter is the first written to reflect the revised New Zealand Curriculum, introduced in late 2007, and expected to be fully introduced into New Zealand schools from 2010 onwards. A key feature of the Charter is showing clearly how Khandallah School’s defining statements, such as our Vision and Values are aligned with those set out in the revised New Zealand Curriculum.

Introduction: “Who We Are”

Khandallah School is a Year 1 to 6 primary school with approximately 350 to 400 learners, 31 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.

Community consultation emphasized that “Our People and Our Place” are an important part of the character of the school, highlighting both the strong sense of community that is at the heart of the school and also its unique, inspiring location. Within the community a sense of history and pride in the School’s achievements are complemented by the vision to create an innovative learning environment focused on developing 21st Century learners.

The 2010 starting roll of 355 students is showing gradual growth. 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 an even mix of boys and girls and also has children with a wide variety of ethnic backgrounds. At present approximately 78% of children are NZ European with 14% Asian, 4% Maori, 1% Pasifika and the remaining 3% spread over a multitude of nationalities.

The school’s facilities include 16 classrooms, an ICT suite, a well resourced library, an administration block, a hall, a covered heated swimming pool and an on-site dental clinic. The school’s 31 staff comprise the Principal, 16 classroom teachers, an ICT Coach (a special project for 2010), Reading Recovery teacher (0.3 position), and support staff including Teacher Aides, an Office Manager, Office Assistant, Library/Resource Manager and Caretaker. The School is the base for four itinerant Resource Teachers of Learning & Behaviour (RTLBs) who work in 12 local schools in the wider area, assisting teachers and students.

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 initiatives that support teaching and learning, such as the use of specialist positions to provide support and focus in areas such as Literacy (in 2009) and ICT (in 2010) and to also fund ongoing additional support such as Teacher Aides and Reading Recovery. Community fundraising from the school’s active Home & School Association has also been crucial in funding the fit-out of the School’s new ICT Suite.

Khandallah School Vision

“Inspiring Future Stars”.

“Inspiring Future Stars” has been the motto at Khandallah School for many years and reflects the high aspirations and expectations that the community has for students attending the school.

What is a “future star”? When our community was asked to define what Khandallah School learners should be like key themes emerged. “Future Stars” are:

- Ready for the future, inspired, prepared, confident and resilient.
- Good citizens, valuing community, respecting other people and cultures as well as the environment.”

Khandallah School believes all children can be “future stars”. In this way “Inspiring Future Stars” is about preparing all our learners to fulfill their own aspirations and potential as individuals and as contributing members of society. This is reflected in the School Value “Success for all”.

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

Values are deeply held beliefs about what is important or desirable. They are expressed through the ways in which people think and act. The Khandallah school community was actively involved in reviewing the School’s previous Values as part of their review of this Charter. The community confirmed and refreshed the explanations for following set of shared values:

“People...valuing people and treating each other and ourselves with respect, honesty and integrity;

Passion...enjoyment, energy, drive and a commitment to life-long learning;

Success for all...all students can learn and achieve to their full potential;

Community...recognizing and utilizing the contribution of all of our people;

Excellence...valuing achievement and encouraging high expectations;

Innovation... encouraging creativity, curiosity and critical and reflective thinking;

Cultural diversity...valuing the multi-cultural nature of our school and the special place of Tikanga Māori and Te Reo Māori;

Ecological sustainability...respecting and protecting the world we live in and particularly the special environment in and around our school.”

These values align well with those set out in the New Zealand Curriculum:

“Excellence...by aiming high and by persevering in the face of difficulties;

Innovation, inquiry and curiosity...by thinking critically, creatively and reflectively;

Diversity...as found in our different cultures, languages and heritages;

Equity...through fairness and social justice;

Community and Participation...for the common good;

Ecological Sustainability...which includes care for the environment;

Integrity...which involves being honest, responsible and accountable, and acting ethically;

and to respect themselves, others and human rights.”

Values are not assessed but are to be encouraged, modeled and explored.

Khandallah School’s shared Values will be evident in the School’s philosophy, structures, curriculum, classrooms and relationships. They should underpin every decision relating to curriculum and every interaction that takes place in the School.

Khandallah School Governance and Management

The New Zealand education system operates essentially as a partnership between the Ministry of Education and school boards of trustees, under a devolved model introduced in 1989, known as “Tomorrow’s Schools”. Under the Education Act the board of trustees is entrusted to work on behalf of parents, caregivers, staff and students to achieve both broad education goals and objectives set by the government and the school community’s aspirations for its students.

The legal responsibility of boards of trustees and the authority to control the School is determined by Section 75 of the Education Act 1989:

“Education Act 1989, Sections 75 and 76

s.75 Boards to control management of schools:

Except to the extent that any enactment or the general law of New Zealand provides otherwise, a school’s board has complete discretion to control the management of the school as it thinks fit.

s.76 Principals –

(1) A school's principal is the board's chief executive in relation to the school's control and management.

(2) Except to the extent that any enactment or the general law of New Zealand provides otherwise, the principal –

(a) Shall comply with the board's general policy directions; and

(b) Subject to paragraph (a) of this subsection, has complete discretion to manage as the principal thinks fit the school's day to day administration.”

The Khandallah School Board of Trustees has adopted the following statement of how it wishes to define Governance and Management:

“Governance

The Board emphasises strategic leadership rather than administrative detail, has a clear distinction of Board and staff roles, concentrates on the future rather than the past or present and works co-operatively with management.

Management

The Board delegates all authority and accountability for the day-to-day operational organisation of the school to the Principal.”

The Board of Trustees is in the process of creating a set of brief Board “Statements of Policy” that reflect the agreed governance / management relationship. These will constitute the “...board's general policy directions” as referred to above in s.76 (2) (a) of the Act. The community will be consulted on all proposed changes to Board policies and the policies will be published in the Board's Governance Manual and on the school website.

Most of the Board Statements of Policy were developed in 2009 with two more policies out for consultation in early 2010 and a further two policies to be developed during 2010.

National Education Guidelines

The National Education Guidelines provide the framework for state and state-integrated school education in New Zealand. They are made up of three main parts:

- National Educations Goals (NEGs)
- National Curriculum Statements
- National Administration Guidelines (NAGs)

National Education Goals

These are statements of the Government's priorities for education.

- The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.
- Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.
- Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.
- A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.
- A broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence (knowledge and skills) in literacy and numeracy, science and technology and physical activity.
- Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.
- Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.
- Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.
- Increased participation and success by Māori through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.
- Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.

The Board of Trustees recognises these goals. Khandallah School implements them at governance and operational levels by giving them full consideration when planning School developments and/or School and class programmes.

National Curriculum Statements

The New Zealand Curriculum was previously published as a series of statements covering seven Essential Learning Areas. These Statements were published separately and over a period of time. In 2007, a revised New Zealand Curriculum was published and this is being progressively implemented in New Zealand schools from 2010.

The Board of Trustees, through the Principal and staff, is developing and implementing a Khandallah School curriculum that is consistent with the requirements of the revised New Zealand Curriculum. This on-going work is included in the strategic goals outlined in Section 3.

National Administration Guidelines

These are guidelines to assist a school board in ensuring that it meets all its obligations.

They cover 7 key areas of school operation:

- NAG 1: Curriculum implementation
- NAG 2: Planning, reporting and review
- NAG 2A: National Standards
- NAG 3: Employer responsibilities
- NAG 4: Financial and Property management
- NAG 5: Health and Safety
- NAG 6: Administration

The Board recognises and uses these guidelines in its planning, Charter and Policy review and development. Khandallah School undertakes to comply with all its statutory and legal obligations.

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 the Maori culture.

Te Reo Maori is encouraged in all classes with children having, at the very least, an understanding of Taha Maori.

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

- Discuss with the parents the ways that the School currently involves Te Reo and Tikanga Maori 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.

Strategic Plan: “Where We Want to Be”

Khandallah School Mission

“To work together to inspire and nurture learning.”

The Mission Statement of a school states our reason for being – what are we here to do? The paramount reason for a primary school to exist is to foster student achievement.

The Khandallah School Board of Trustees and staff worked closely together to develop a set of principles or beliefs of what is important in maintaining high standards of student achievement in primary school education. These beliefs, in turn, underpin the development of the School’s strategic improvement plan and the sustainability of the School’s day-to-day operation.

Khandallah School Principles

Student Learning and Achievement

- Khandallah School believes that all students can learn and achieve to their full potential;
- Khandallah School believes that the primary purpose of assessment is to guide teaching and learning. Khandallah School is committed to making evidence-based decisions using rigorous analysis of student achievement data, including comparisons with national expectations, and utilizing recognised assessment tools.

Quality Teaching

- Khandallah School believes that the quality of a school or schooling system cannot exceed the quality of its teachers (Source: McKinsey & Co report – see external references in Section 5). Khandallah School is committed to making Khandallah “The School of Choice”, creating an environment that attracts and retains high quality teachers;
- Khandallah School believes that targeted school-wide professional learning is the best means of growing the capacity of the school’s teachers and improving the quality of their teaching practice;
- Khandallah School believes that enhancing the quality of the teacher:student interaction is the key to improving student achievement;

Professional Leadership

- Khandallah School believes in the value of developing professional leadership, for leading learning;

Effective Governance

- Khandallah School believes that effective governance involves a partnership between the Board and the Principal, based on trust, two-way accountability and support.

Learning Environment

- Khandallah School believes that a safe, healthy and innovative learning environment is vital to support effective teaching and learning.

School Community

- Khandallah School believes that all families and caregivers should be encouraged to be involved in school life and to support their children's learning.
- Khandallah School believes that 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 School's strategic goals are derived from the Principles, set out above, that underpin the School's beliefs about what are the most important determinants of success in primary education. These goals are intentionally broad and yet they make simple, powerful statements about what is important at Khandallah School. It is imperative that 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. Only by acting upon the same set of agreed goals does everyone within the School act in a cohesive manner with the common objective of delivering the School's Vision.

1. "To consolidate and extend high levels of achievement in all aspects of the curriculum, especially Literacy and Numeracy, through effective teaching/learning pedagogy (including clear articulation of learning intentions, use of success criteria and formative assessment practice)."
2. "To promote the quality of teaching through whole-school professional development programmes linked to school goals."
3. "To foster an innovative physical and learning environment that supports effective teaching."
4. "To develop a school curriculum which reflects the expectations of the revised New Zealand Curriculum and the aspirations of the Khandallah School community."
5. "To strengthen partnerships with parents, caregivers and the wider community and to collaborate and consult fully on all key decisions affecting the School."

Annual Plan: “How Will We Get There?”

This section contains an overview of the Annual Plan. The Strategic Goals 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.

2010 Annual Plan Highlights: “Doing the Right Things; Doing Things Right”

Student Achievement Priorities

- Reading
- Writing
- Numeracy

Whole-School Professional Development

- Assessment to Learn (AToL) contract focusing on writing
- Information and Communication Technologies
- Numeracy
- Reading

Learning Environment

- Outstanding Health and Safety issues addressed
- Playground equipment audit
- Swimming pool upgrade investigation

School Curriculum

- Continue development and implementation of Khandallah School Curriculum
- Key concepts for rich learning
- National Standards

Community Partnership

- Communication: Trial e-mail newsletters; review reporting to parents
- Collaboration: Parent engagement meetings; involvement in school activities
- Consultation: Board Policies on Curriculum and Reporting to Parents; Khandallah School Curriculum; National Standards

2010 ANNUAL PLAN OVERVIEW

Values:-

“Doing the Right Thing; Doing Things Right” “Kia tika te mahi; Kia mahi tika”

(People: Diversity; Environment)

Teaching and learning programme development

Literacy

- Writing – formative assessment.
- Reading – guided reading.
- Intervention for low-achievers.

Numeracy

- Advanced strategy development
- Intervention for low-achievers

Key Competencies

- Thinking – Meta-cognitions

NZ Curriculum

- Key concepts for rich learning
- “Being Prepared”
- Material World – Science
- Visual Arts through a bi-cultural lens

Perceptual Motor Programme

- All Year 1 students

Diversity

- Within the world of the Arts - Visual
- Te Reo / tikanga development

Finance

- Budget development & review
- Monthly financial reports
- Meet annual audit requirements.
- Review asset register
- Review cyclical maintenance provision

Property

- Complete ongoing maintenance
- Review 10 year property plan
- Review 5 year agreement
- Continue property development – painting schedule, playground upgrade, health & safety projects

Priority areas for improving student achievement

To **consolidate** and **extend** high levels of achievement in Literacy / Numeracy with at least 90% achieving at or above expectation (norm referenced tools)

Reading:- To reduce underachievement in Year 5 and 6 to 10% or below.

Writing:- Extend number of students achieving in the above expectation range.

Numeracy:- To reduce underachievement at Year 3 and Year 5 as specified below.

Health and Safety

- Health & Safety officer (staff)
- Regular building checks
- Update Hazard Register
- Emergency Preparedness
- Electrical Checks
- Sewer / Drain upgrade

Self Review / Reporting

- Charter / Strategic Plan / Annual Targets
- School Curriculum Work in Progress
- Curriculum / Assessment / Reporting Policies
- Annual report
- Policy Review Timetable

Human Resources

Staffing, professional development, performance management

- Fund Reading Recovery (.3)
- Fund ICT Coach position
- Fund ESOL + teacher aide for each syndicate
- Priority Whole-School Professional Development
 - AtoL (formative assessment)
 - Literacy (writing)
 - ICT
 - National Standards (Reading / Mathematics)
- Personal Professional Development
 - Beginning Teacher
 - Numeracy Lead Teacher
 - Literacy Lead Teacher
 - Leadership Team development
- Performance Management
 - Job Description Review – Administration Staff
 - Appraisal Cycle – all staff

Partnership with the Community

Communication

- Home & School – staff rep/Principal
- Weekly Newsletters
- Portfolios /End of Year Summary Reports

Collaboration

- Parent information/engagement evenings
- 3-way Learning Conferences
- Support for Home & School projects
- Parent involvement in school activities

Consultation

- Charter / Strategic Plan Review – goals
- Board Policy Development
 - Ongoing Curriculum Development

Procedural Information

The School's planning year runs from 1 January to 31 December. The Charter is reviewed annually by the Board of Trustees and the revised Charter and the Annual Report and Financial Statements are lodged with the Ministry of Education by 31 May each year. Copies of both documents are available on request at the School office and are published on the school website.

Community Consultation

8 September 2008: Community meeting: Introduction to the revised New Zealand Curriculum and Engagement workshop on School Vision and Values.

24 November 2008: Community meeting: Initial feedback on Vision and Values

29 June 2009: Community Meeting: Consultation on draft Charter.

Staff Consultation

April 2009: Lead Team review of initial draft of Charter

18 May 2009: Workshop with teaching staff to consult on draft Charter;

10 June 2009: Workshop with support staff to consult on draft Charter;

Internal References

2007 Education Review Office Report on Khandallah School;

2008 / 2009 Student achievement analysis and results: Reading, Writing and Numeracy.

External References

"The New Zealand Curriculum", Ministry of Education, 2007.

"What Matters Most?" Ministry of Education, 2005.

"How The World's Best-Performing School Systems Come Out on Top". McKinsey & Co. September 2007

Best Evidence Syntheses, Ministry of Education, Various Dates

Approval and Review

The 2010 Charter was approved by the Board of Trustees at its meeting on 29 April 2010.

The Charter will be reviewed by the Board of Trustees on or before 31 May 2011

Board of Trustees

	Term began	Term expires
Bill Courtney	Elected 04/2007	04/2010
Fiona Whyte	Elected 04/2007	04/2010
Conrad Healy	Elected 04/2007	04/2010
Andrew Croad	Co-opted 03/2008	04/2010
Steven Ware	Re-elected 09/2008	09/2011
Catherine Cooper	Elected 09/2008	09/2011
Peter Boniface	Elected 09/2008	09/2011
Louise Green – Principal	03/2008	
Mark Leggett – Staff Rep.	Elected 03/2008	04/2010
Gary Anaru	Selected 11/08	04/2010

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