

**KAHAROA SCHOOL
CHARTER
STRATEGIC AND ANNUAL PLAN
2015 - 2017**



1. INTRODUCTION

KAHAROA SCHOOL

Kaharoa School is a U4 State, Full Primary School with a range of 170 to 220 pupils. The ethnicity of the children who attend is predominantly New Zealand European with between 10% and 20% of the children classified as Maori. Kaharoa School first opened in 1907

THE BUILDINGS

Kaharoa School enjoys modern and up to date facilities, this includes a 25 metre solar heated pool, Kokako Centre (that is used for a diverse range of activities including art displays, guitar tuition, choir, drama and assemblies), community kitchen, camping facilities with changing rooms and showers, multipurpose all weather floodlit astroturf courts and expansive grounds. The school has 8 well-resourced classrooms equipped with electronic whiteboards and other information and communication technology, a modern administration block and library.

SCHOOL COMMUNITY

Kaharoa School benefits from a very supportive community. As there is no local store, church, hotel, or major clubrooms, the school and adjacent Hall form the focal centre of Kaharoa.

CHARTER PRINCIPLES

The Charter is an undertaking by the Board of Trustees to the Minister of Education. In it:

- The Board undertakes to provide “education which enhances pupils learning builds on their needs and respects their dignity.”
- And to “accept the obligation to meet the New Zealand curriculum objectives.”
- The Minister undertakes to provide “funding for salaries and operation of the school out of the monies appropriated by parliament.”

COMMUNITY DESCRIPTION

The Kaharoa Community is undergoing steady evolution. Changes to the district scheme (first proposed in 1993) have facilitated an increase in the number of “lifestyle” lot subdivisions taking place. The community has grown substantially where landowners have exercised their options to subdivide off lifestyle lots.

Currently the school roll is drawn from:

- Families residing within the Kaharoa area
- Families from adjacent areas especially the lakeside settlement of Hamurana and the township of Ngongotaha.

Enrolment Schemes implemented in 1994 and again in 2001 have meant a greater proportion of the pupils that have enrolled have been from within the Kaharoa zoned area and just outside the zone, in Hamurana.

Kaharoa is a rural area, largely surrounded by open farmland with attractive pockets of native bush. The majority of Kaharoa residents derive their principal income from workplaces in Rotorua or further afield so could be classified as a community of ‘lifestylers’. The balance derives their principal income from farming (dairy, sheep, cattle, deer) or are retired. Virtually all Hamurana residents derive their principal income from work in Rotorua City with a small number involved in homebased service or cottage industry.

The community hall is owned by the Rotorua District Council and is administered by the Kaharoa Community Association made up of local people. The hall is an important facility (that complements our own Kokako Centre) is still regularly used by the school. The Hamurana Playcentre and the Orchard Childcare Centre are important facilities (just outside the school’s current enrolment scheme boundaries and many of its children at 5 years contribute to the Kaharoa School roll. The school works at building a close relationships with local marae.

Kaharoa residents tend to commute to Ngongotaha and Rotorua for club and sporting activities. However, community use of facilities within the school is supported e.g. swimming pool, tennis club and Kokako Centre. Kaharoa has a significant recreation reserve. This facility was developed with the Kaharoa Community Association actively supporting a campaign to encourage the Rotorua District Council to purchase land at the focal centre of Kaharoa for a Domain.

THE ENROLMENT SCHEME

As a consequence of the Education Amendment Act 2000 Kaharoa School was placed in the situation by the Secretary of Education of having to adopt an enrolment scheme for the school.

The purposes of the scheme as detailed by the Ministry in Section 11A are:

- To avoid overcrowding or the likelihood of overcrowding
 - To ensure that the selection of applicants for enrolment is fair and transparent
 - To enable the Secretary of Education to make use of existing networks of State Schools
- The Principles of the Scheme are to ensure as far as possible:

- The scheme does not exclude local students;
- No more students are excluded than necessary to avoid overcrowding

Under this scheme, students will be enrolled if they live within the home zone described below.

The boundary on Tauranga Direct Road is the Mangorewa Gorge and to a point down towards Lake Rotorua where Tauranga Direct crosses the Hauraki Stream. All residences in Jackson Road are included and all residences on Central Road above the Jackson Road intersection, including Sunnex Road. Kaharoa Road, Roy Road, Lagoon Road, Dudley Road, Kapukapu Road, Stewart Road and Penny Road are in zone. The zone includes all residences on Hoko Road and all residences on Te Waerenga Road above Hoko Road back to the Tauranga Direct Road intersection. The enrolment of out of zone students is governed by the Provisions of the Education Act 1989.

The enrolment scheme, which includes a precise description of the home zone, may be viewed at the school office.

SCHOOL VISION AND VALUES

VISION

“A school’s vision briefly describes **the future the school community sees for itself and what students will be like** when they are confident, connected, actively involved, lifelong learners.

Preparing to Lead Curriculum Change: Vision, Principles and Values

Ministry of Education (2007), p1

Our shared vision is a brief statement that gives us a clear picture of what Kaharoa students are expected to be like. It keeps our school and the efforts of our staff, students and parent community on target.

Our motto is: **“OUR BEST ALWAYS”**

MISSION

- KAHAROA SCHOOL: LEARNING, VALUES, COMMUNITY

VISION

A Kaharoa Kid is:

Competency	‘Kids Speak’	Definition
➤ A Thinker	‘Stop, Think...Do’	Curious, Creative, Critical and Caring
➤ A Communicator	‘Give and Receive’	Literate, Numerate and an Effective Listener
➤ A Self-Manager	‘Manage Me’	Adaptable, Organised, Balanced and Goal Focused
➤ A Can Do Kid	‘Give it a Go’	Motivated. A Risk taker, a Participator and Enterprising
➤ Friendly	‘Team Player’	Kind and Caring, Respectful and Cooperative

VALUES (Maori)

Our values are our deeply held beliefs about what is important. We express them through the way we think and act and in our daily lives. **Our values will enable our learners to thrive in the diverse communities in which they live.**

We aim to build character through the Cornerstone Values approach. Children learn that through their decisions and subsequent actions there are positive or negative consequences. The following values are taught, modelled and practiced every day while we emphasise one value per term.

1. **Respect (Whakamana)** - **'Willingness to treat with courtesy; to hold in high regard; to honour, to care about yourself and others.'** *This means being caring.*
2. **Responsibility (Whakapono)** – **'Willingness to be answerable, to be trustworthy and accountable, for your own conduct and behaviour.'** *This means being trustworthy.*
3. **Duty (Herenga Pono)** – **'Willingness to do what is right or what a person ought to do, obligation.'** *This means doing the right thing.*
4. **Compassion (Atawhai)** – **'Willingness to help, empathise with, or show mercy to those who suffer.'** *This means helping those in trouble*
5. **Obedience (Aronga Taringa)** – **'Willingness to obey rightful authority.'** *This means doing what you are asked for those who care.*
6. **Honesty and Truthfulness (Hara Kore)** – **'Willingness not to steal, cheat, lie or be unfair.'** *This means telling the truth.*
7. **Consideration (Whai Whakaarotanga)** - **'Willingness to be kind, thoughtful and consider the interest of others before self.'** *This means thinking of others.*
8. **Kindness (Ngakau aroha)** – **'Willingness to help, show concern for and be friendly to others.'** *This means being a friend.'*

(1 – 4 odd years)

(5 – 8 even years)

Four pieces of research were identified and discussed when considering, “**what students will be like** when they are confident, connected, actively involved, lifelong learners.”

Preparing to Lead Curriculum Change: Vision, Principles and Values. **Ministry of Education (2007), p.1**

1. Herrmann Brain Dominance Model

A key outcome of effective teaching and learning is that students develop all aspects of their brain. An excellent model, based on brain research over many years, is the Herrmann Brain Dominance Model. This relates thinking processes to brain physiology and provides an excellent basis for planning effective teaching and learning to ensure that all aspects of brain thinking are developed.

2. NCREL 21st Century skills

This piece of research, completed at the North Central Regional Educational Laboratory, identified a set of 21st Century skills. They were developed through a process that included literature reviews, research on emerging characteristics of the Net Generation, a review of current reports on workforce trends from business and industry, analysis of nationally recognized skill sets, input from educators, data from educator surveys and reactions from constituent groups.

3. Claxton’s Powerful Learning Skills

This model is about helping students become better learners, both in school and out. It is about systematically cultivating habits and attitudes that enable young people to face difficulty and uncertainty calmly, confidently and creatively. It’s about building learning power, teaching students how to learn, so they may become effective lifelong learners.

4. The New Zealand Curriculum Key Competencies

The NZ key competencies framework was formed by international work conducted by the Organisation for Economic Cooperation and Development (OCED). The OCED sought to identify and describe what people should know and be able to do in order to lead a ‘successful life’ in a ‘well-functioning society’. The Key Competencies are intended to be a central and embedded part of the curriculum. The Key Competencies framework represents a revision and development from the Essential Skills.

5. Consultation

When a school has a shared and focused vision, students’ outcomes are more likely to improve. The more beliefs and values are shared, the greater the ongoing effort to sustain them. To ensure our vision and values represented the views of the school community; it was created in consultation with all stakeholders (staff, students, the board of trustees and parent community). We invited people from different groups to our school to hear about the curriculum and to discuss their views. We examined current research and sent out a questionnaire about our vision and values and the characteristics our school would need for students to be successful 21st century, lifelong learners. From the responses we wrote the draft vision and values, and then gathered further feedback. We used this feedback to publish the final version. The Cornerstone Values process was carried out during 2003 and we became the 6th school to be accredited in March 2004 by the New Zealand Foundation for Character Education. The process to define our school vision began in 2008 and we continue to review, refine and develop our learning and practice related to this vision.

COMMUNICATING OUR VISION AND VALUES

Our vision for ‘**what students will be like**’ is an integral part of the day-to-day running of our school. It is communicated and promoted in such a way that it is understood by all members of our community, **especially our students.**

- Kaharoa Learner posters are displayed in every classroom and in public areas around the school.
- Main mosaic mural at front of Miro classroom
- The Kaharoa Learner logo is displayed on materials that are sent out from the school.
- The vision and values are promoted during school events, such as assemblies and sports days and through adult and student modelling.
- In our written reports supporting our Cornerstone Values.
- In our parent/teacher interviews.

ENVIROSCOOL

Kaharoa School recognises that environmental education is an important part of lifelong learning. We want our children to own, work and play in a healthy environment that they have created, maintained and that they will pass on to future generations. For this to be possible, children will need to be able to make informed choices that affect the surroundings, curriculum, operation and management of their school and in turn their future communities.

Kaharoa School will use an integrated approach to learning that develops the knowledge, awareness, attitudes, values and skills that will enable individuals and the community to contribute towards maintaining and improving the quality of the environment.

The aims of environmental education are for students to develop:

Aim 1: awareness and sensitivity to the environment and related issues;

Aim 2: knowledge and understanding of the environment and the impact of people on it;

Aim 3: attitudes and values that reflect a feeling of concern for the environment;

Aim 4: skills involved in identifying, investigating and problem solving associated with environment issues;

Aim 5: a sense of responsibility through participation and action as individuals, or members of groups, whanau, or iwi, in addressing environmental issues.

Guidelines for Environmental Education in NZ Schools p 9

At Kaharoa School we will focus on the four key concepts of

- **Interdependence** – the relationships between all living things and their physical environment.
- **Sustainability** – the equitable sharing and management of both renewable and non-renewable resources in order to maintain and improve the quality of the environment.
- **Biodiversity** – the variety of life on earth.
- **Personal and Social Responsibility for Action** – children taking positive action to help resolve environmental problems. Guidelines for Environmental Education in NZ Schools p11

KAHAROA SCHOOL'S COMMITMENT TO OUR COMMUNITY

Kaharoa School is committed to acknowledging the bicultural foundations of *Aotearoa* New Zealand and the needs and aspirations of our community through a responsive partnership. Our programmes and cornerstone values approach reflect this commitment to all children in our care. To date there has not been a call from our Maori community to provide learning in Te Reo Maori. Should bi-lingual teaching be requested we will endeavour to cater to this need.

Kaharoa School aims for high achievement for all children.

This has been and will continue to be delivered through;

- An expectation that all classrooms recognise and reflect the community's cultural diversity.
- Staff Development to support *te reo Maori me onga tikanga* in the classroom.
- Staff & BOT education about the Treaty of Waitangi.
- An outline of expectations in our implementation plan, for the inclusion of *te reo Maori onga tikanga* in all classrooms throughout the school.
- A schedule of consultation with our community.
- Collection and analysis of assessment data on Maori achievement levels in literacy and numeracy that is reported to our community.
- A visible Maori dimension around the school as appropriate.
- Dual enrolment with Te Aho o Te Kura Pounamu - Correspondence School if required

Local Goals

While giving Our Best Always a Kaharoa Kid is ...

A Thinker (Stop, Think....Do) - A Kaharoa Learner is curious. They are creative, critical, caring and reflective thinkers

To achieve this, a Kaharoa Learner uses these thinking skills to seek, understand, use and create knowledge. They ask questions, challenge assumptions, are open-minded and reflect on their learning. They use a range of thinking tools to make decisions and solve problems. Their resulting actions show that they care about themselves, others, and the sustainability of their environment.

Friendly (Team Player)-A Kaharoa Learner is friendly. They can relate to a diverse range of people in a variety of contexts.

To achieve this, a Kaharoa Learner is inclusive; a team player, who listens, is open to different points of view and is willing to negotiate and share ideas. They show empathy and are polite. They are aware of how their words and actions affect others and interact appropriately. They know when to compete and when to co-operate; how to respond when winning or losing.

A Communicator (Give and receive) - A Kaharoa Learner can confidently and clearly communicate, interpret and respond to messages.

To achieve this, a Kaharoa Learner has gained an early understanding, and application of literacy and numeracy. They use language, symbols and texts to work with and make meaning of knowledge expressed in a variety of written, spoken and visual ways, appropriate to the audience and purpose. This provides the foundation for conveying and receiving information. They can justify and evaluate the techniques used to convey the intended message. They are confident users of ICT and are able to adapt to the changing complexities of communication in our world.

A Self Manager (Manage me) - A Kaharoa Learner has the ability to set goals, make plans and evaluate their progress.

To achieve this, a Kaharoa Learner is self-motivated, organised, can manage distractions, and shows perseverance. They have strategies for meeting challenges, recognise their strengths and weaknesses and are resilient to difficulties they may face. They understand that making mistakes is an important part of the learning journey. They can recognise when to lead or follow, and when and how to act independently. A Kaharoa Learner gains satisfaction from knowing they have carried out the task to the best of their ability.

A Can Do Kid (Give it a Go) - A Kaharoa Learner 'Can Do'. They take risks, participate and contribute. They are ready, willing and able to give new things a go.

To achieve this, a Kaharoa Learner is an important contributor to Kaharoa School life. They have a sense of belonging and actively involve themselves in school, local and wider communities. They contribute to the quality and sustainability of social, physical and economic environments.

STRATEGIC AIMS

Our aim by the end of Year 8 is to develop can do kids and team players, who will self-manage and give their best always to achieve highly, as confident communicators and effective thinkers (see definitions of these competencies)

Strategic Intention 1

All students are able to access The New Zealand Curriculum. This is evidenced by progress and achievement across the curriculum with particular emphasis on reading, writing, mathematics and science using a variety of learning contexts and assessment tools

Strategic Intention 2

All students are empowered to identify and reflect on their individual learning pathways so that they can progress in relation to The New Zealand Curriculum and fully participate in and contribute to the school and their community.

Strategic Intention 3

All students will have an understanding of New Zealand's bicultural heritage and status; and integrate this into the life of the school.

Strategic Intention 4

The unique strengths of being a school in a country community are recognised as an important and valued aspect of the students' learning.

STRATEGIC PLAN 2015 – 2017

Each year specific goals are developed from this strategic plan. Full community consultation is undertaken every 3 years (next due in 2016) to obtain feedback on the importance of goals formulated, as well as perceptions of current school performance in relation to these goals. The outcomes of this consultation cycle provide the basis for the development of this document. A full consultation was carried out in 2013.

Ongoing procedures and actions plans for goals are found within the 5 Year Property Plan, Kaharoa School ICT Plan, GATE future goals, BOT Triennial Attestation, BOT Audit and Reporting Plan, Regular Principal and Board Reports, Health Promoting Schools Action Plan, Curriculum Reviews, Conceptual Curriculum, School Organisation, Guidelines and Policy.

		2014	2015	2016	2017
Strategic Intention 1: All students are able to access The New Zealand Curriculum. This is evidenced by progress and achievement across the curriculum with particular emphasis on reading, writing, mathematics and science using a variety of learning contexts and assessment tools	F1 English – Reading/Writing/Speaking	Consolidate writing across the school and explore new writing opportunities Develop and focus on opportunities to promote oral language through reading, speaking, technology and singing.		Review Reading and Writing programmes	Implement Reading and Writing findings
	F2 Mathematics	Implement maths review recommendations as primary focus	Monitor maths teaching and learning as major focus		Review Maths
	F3 Science	Implement science review recommendations as a secondary focus – science focus each term	Monitor and promote science teaching and learning opportunities – science each term as secondary focus	Review Science	Implement Science Review findings
	F4 Technology			Review Technology	Implement Technology Review findings
	F5 Health and Physical Education		Review Health and Physical Education – Report 24 August	Implement Health and Physical Education findings	Monitor Health and Physical Education findings
	F6 Social Sciences	Review Social Sciences	Review Social Sciences - Report BOT 21 Sept. 2015	Implement Social Sciences	
	F7 The Arts	Review Visual Arts	Implement Visual Arts findings and update curriculum plan.	Monitor Visual Arts	Review Visual Arts findings

	F8 Learning Languages		Review Languages – Report 25 May	Implement Languages	Monitor Languages
	ICT Integration	ICT – review and monitor plans and initiatives as per Kaharoa School ICT Plan	ICT – continue to explore ways to further empower children’s learning across the curriculum through Kaharoa School ICT Plan	ICT – continue to explore ways to further empower children’s learning across the curriculum through Kaharoa School ICT Plan	ICT – continue to explore ways to further empower children’s learning across the curriculum through Kaharoa School ICT Plan
Strategic Intention 2 All students are empowered to identify and reflect on their individual learning pathways so that they can progress in relation to The New Zealand Curriculum and fully participate in and contribute to the school and their community.		Teachers practice is inclusive and responsive to student’s needs. Opportunities provided for parents and children to share their diverse backgrounds/culture. Teachers use assessment triangle to identify children’s learning needs and weaknesses and implement strategies for improvement in reading, writing and maths.	Teachers practice is inclusive and responsive to student’s needs. Opportunities provided for parents and children to share their diverse backgrounds/culture. Teachers use assessment triangle to identify children’s learning needs and weaknesses and implement strategies for improvement in reading, writing and maths.	Ongoing	Ongoing
		Teachers with students will investigate learning and assessment tools and effective analysis to identify children’s learning pathways	Students with teacher support will identify and set their own learning pathways and know how to achieve success through the use of effective assessment	Students with teacher support will set and articulate their own learning pathways and know how to achieve success through the use of effective assessment	Students with teacher support will set and articulate their own learning pathways and know how to achieve success through the use of effective assessment
		Implement Gifted and Talented (Exceptionally Able) initiatives (as per GATE identified next steps)	Monitor Gifted and Talented (Exceptionally Able) programmes	Review Gifted and Talented (Exceptionally Able) programmes	Implement Gifted and Talented (Exceptionally Able) initiatives (as per GATE identified next steps)
		Electives/ lunch time clubs/ sport include opportunities for parents to teach and share a range of activities from their diverse cultures	Electives/ lunch time clubs/ sport include opportunities for parents to teach and share a range of activities from their diverse cultures	Ongoing	Ongoing

		Health Promoting Schools Team implementation of plan – begin planning and implementation of identified Sun Safety and Physical Activity actions	Health Promoting Schools Team implementation of plan -Continue identified Sun Safety and Physical Activity actions – begin planning and implementation of identified Healthy Eating and Communicable Diseases actions	Health Promoting Schools Team implementation of plan – ongoing actions	Health Promoting Schools Team implementation of plan – ongoing actions
Strategic Intention 3 All students will have an understanding of New Zealand's bicultural heritage and status; and integrate this into the life of the school.		Ongoing Kapahaka and Te Reo development, initiatives and innovation	Ongoing Haka, Waiata and Te Reo development, initiatives and innovation	Ongoing Haka, Waiata and Te Reo development, initiatives and innovation	Ongoing Haka, Waiata and Te Reo development, initiatives and innovation
Strategic Intention 4 The unique strengths of being a school in a country community are recognised as an important and valued aspect of the students' learning.		Monitor and improve communication methods	Ongoing	Ongoing	Review communication
		Two community days	Two community days	Two community days	Two community days
		Continue to implement recommendations from Civil Defence Day	Continue to implement recommendations from Civil Defence Day	Civil Defence Day	
		Incorporate local goals in unit planning	Incorporate local goals in unit planning	Ongoing	Ongoing
		Develop local rural initiatives at school	Develop local rural initiatives at school	Ongoing	Ongoing