

# KAHAROA SCHOOL CHARTER & STRATEGIC PLAN

*2022-2024*



## **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 15% 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, floodlit Astroturf courts, basketball court and expansive grounds. The school has eight well-resourced classrooms, 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 Kaharoa School Board to the Minister of Education. The Board undertakes to:

1. provide education which enhances pupils' learning, builds on their needs and respects their dignity; and
2. 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 evolvment. 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; and
- 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 or Ngongotaha

Kaharoa is a rural area, largely surrounded by open farmland with attractive pockets of native bush. The majority of Kaharoa residents derive their main income from workplaces in Rotorua or further afield and live on small lifestyle blocks. The balance derives their main income from farming (dairy, sheep, cattle, deer) or are retired. Virtually all Hamurana residents derive their main 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) and 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 close relationships with local marae. The school has a connection with Te Rangikaheke Kiri-patea as our School Kaumātua.

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 are:<sup>1</sup>

- To avoid overcrowding or the likelihood of overcrowding.
- To ensure that the selection of applicants for enrolment is fair and transparent.

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<sup>1</sup> Education Amendment Act 2000, s11A.

- 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 as.

Starting at 452 Hamurana Road, travel east along the edge of Lake Rotorua to 983 Hamurana Road.

From 983 Hamurana Road travel north, capturing all addresses on Unsworth Road and continue to 54 Hoko Road.

From 54 Hoko Road, travel in a north-east direction to the eastern boundary of 1300 Kaharoa Road, then travel north-west to capture 899 Kapukapu Road.

From 899 Kapukapu Road, continue north to the Paraiti River. Follow the southern bank of the Paraiti River to where it meets the Ohaupara Stream. Continue along the southern bank of the Ohaupara Stream to the point it meets Pyes Pa Road at Bridge No. 280 (located in the Mangorewa Gorge). This bridge marks the boundary between the Rotorua Lakes Council with the Western Bay District Council.

From Bridge 280, travel in a south-west direction, crossing the Mangorewa River, to the end of Lagoon Road.

From the end of Lagoon Road travel south to capture all addresses on Scott Douglas Drive, then travel along Central Road, capturing addresses on both sides of this road. Continue to the intersection of Central Road and Jackson Road. From this intersection, travel south-east to the intersection of Hamurana and Tauranga Direct Roads.

Cross Hamurana Road, ending at 452 Hamurana Road.

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

# 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.<sup>2</sup>

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.

## MOTTO

Our motto is: **Our Best Always - Tā Mātou Pai Ake**

## 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 Participator	‘Give it a Go’	Motivated. A Risk taker, a and Enterprising
Friendly	‘Team Player’	Kind, Caring, Respectful and Cooperative

<sup>2</sup> Preparing to Lead Curriculum Change: Vision, Principles and Values, Ministry of Education (2007), p1.

# VALUES

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 emphasize 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 by 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)

# DEVELOPING OUR VISION AND VALUES

## Research

Four pieces of research were identified and discussed when considering, **“what students will be like** when they are confident, connected, actively involved, lifelong learners.”<sup>3</sup>

### 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 21<sup>st</sup> Century skills.

This piece of research, completed at the North Central Regional Educational Laboratory, identified a set of 21<sup>st</sup> 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 (OECD). The OECD 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.

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<sup>3</sup> Preparing to Lead Curriculum Change: Vision, Principles and Values, Ministry of Education (2007), p1

## **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 Kaharoa School Board 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 21<sup>st</sup> 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 6<sup>th</sup> 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.

In 2021 the Charter was reviewed and found to still meet the needs, hopes and aspirations of the community. Through surveying and consultation an updated strategic plan was developed for 2022 and beyond.



# KAHAROA SCHOOL'S COMMITMENT TO OUR COMMUNITY

## **Kaharoa Vision for Māori**

At Kaharoa School we believe in actively teaching and incorporating te reo and tikanga into our everyday curriculum.

All tamariki have a right to learn and know about our NZ heritage.

The native kōkako is the emblem for our school.

Just like our kōkako, our NZ Māori language and culture is to be nurtured and protected for the benefit of future generations.

## **Mā te huruhuru, ka rere te manu**

## **Adorn the bird with feathers so it can fly**

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. Students learn basic te reo that can be used in communication and identifying the world around them and tikana Māori kaupapa is considered throughout the learning experiences prepared by teachers. Our culturally Responsive Relational Pedagogy is both used as an aspirational framework, and to set professional development goals. To date there has not been a call from our Māori community to provide curriculum learning in Te Reo Māori as is offered in Rumaki or Full Immersion classrooms. Should bilingual teaching be requested we will pattern with our local community to explore this possibility.

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 Māori me onga tikanga in the classroom.
- Staff & Kaharoa School Board 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.
- Consultation with our community.
- Collection and analysis of assessment data on Maori achievement levels in literacy and numeracy.
- A visible Māori 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 / Tā Mātou Pai Ake 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, with a focus on equity and excellence, is to develop can do kids who demonstrate the cornerstone values and self-manage as they give their best always to achieve highly, as confident and friendly communicators and effective thinkers.**

## **Strategic Intention 1: Curriculum**

**(C3)** All learners experience a responsive and challenging curriculum using effective design for learning to engage, respond and succeed across the NZ curriculum with particular emphasis on English(literacy), Mathematics, Science & Technology, and Health.

## **Strategic Intention 2: Positive Inclusion**

**(C4)** All learners experience a positive and inclusive learning-focused culture based on respect, inclusion, empathy, student agency, collaboration, and safety. This is experienced through the school values in action and doing 'Our Best Always' as a 'Kaharoa Kid'.

## **Strategic Intention 3: Identity and Culture**

**(C5)** All learners will develop an understanding and respect for New Zealand's diverse cultural heritage. Te reo Māori and te aō Māori will be integrated into the everyday life of the school.

## **Strategic Intention 4: Diverse Opportunities**

**(C6)** All learners experience diverse opportunities with a focus on learning connected to the rural environment, sporting, and artistic pursuits. All learners explore new things and develop their passions and interests to catch a spark and imagine what the world could be with their contribution.

## **Strategic Intention 5: Operational Effectiveness**

**(C7)** Resources and systems are refined to support the effective operations of the school and ongoing success with strategic goals.

Please refer to the full page graphic on the next page that provides an overview of our strategic plan. **Note:** the codes C3, C4, C5, C6, C7 refer to the Kaharoa School Board review structure.



# KAHAROA SCHOOL STRATEGIC PLAN

2022-2024



## Cornerstone Values

**Respect - Whakamana**

**Responsibility - Whakapono**

**Duty - Herenga Pono**

**Compassion - Atawhai**

**Obedience - Aronga Taringa**

**Honesty and Truthfulness - Hara Kore**

**Consideration - Whai Whakaarotanga**

**Kindness - Ngakau aroha**

## *Tā Mātou Pai Ake - Our Best Always*

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### **C5 Identity and Culture**

All learners will develop an understanding and respect for New Zealand's diverse cultural heritage. Te reo Māori and te aō Māori will be integrated into the everyday life of the school.

### **C6 Diverse Opportunities**

All learners experience diverse opportunities with a focus on learning connected to the rural environment, sporting, and artistic pursuits. All learners explore new things and develop their passions and interests to catch a spark and imagine what the world could be with their contribution.

### **C7 Operational Effectiveness**

Resources and systems are refined to support the effective operations of the school and ongoing success with strategic goals.



**Kaharoa School: Learning, Values, Community**