



**KARORI NORMAL SCHOOL
CHARTER
2015-17**

Karori Normal School welcomes close to 800 students from years 1-8 each year, who are supported by the entire school community to achieve their personal best in a positive environment

*We encourage our children to be the best they can be
Tino pai ake*



KARORI NORMAL SCHOOL

Karori Normal School (KNS) is a large, full primary school (Year 1 – 8) situated on a compact, multi-level site of 1.7 hectares, with a roll at February 2015 of 730. The school's large roll brings many benefits, particularly in the area of professional support, resourcing and asset development.

The majority of the students (70%) are NZ European, 4% are Māori, and more than 25 other ethnic and cultural backgrounds make up the remaining student population.

KNS promotes a whole school approach where children and teachers encourage involvement, and support each other in a caring and safe environment.

The parent community has high expectations of the school and in return, provides a high level of support for its children and the school.

KNS also plays an important role in providing practical learning experiences and opportunities for teacher trainees attending the neighbouring Victoria University of Wellington.

KNS Mission Statement:

KNS provides quality education in which excellence is pursued and individual potential is realised.

**We encourage our children to be the best they can be
Tino pai ake**

KNS Vision:

Our vision is for children at Karori Normal School to be:

- Confident
- Connected
- Caring and Safe
- Actively Involved
- Lifelong Learners

KNS Goals for 2015-2017:

1. All students are stimulated to achieve their personal best through a wide range of engaging and effective teaching and learning practices and experiences.
2. Students and staff have a strong sense of belonging and pride in their school environment that supports student well-being and a positive school culture.
3. Student learning is supported and understood through positive communications, engaged families and opportunities for parent involvement.

Guide to this Charter

The charter is a document that explains the Board of Trustees's strategic direction for the school. It offers an insight into the thinking behind the development of students and staff, teaching plans and how the goals that the charter contains will be achieved. In the following pages you will find:

1. The school values, how they were agreed and what they mean (p 3)
2. The goals and current action plans that the school has developed to achieve the three goals spelled out on the previous page. These plans are updated every year (p 4)
3. Background on how the charter was developed and how the school meets its Treaty requirements.
4. Links to documents which provide more information to explain how teaching is designed and supported.

How has the charter changed since it was last set in 2012?

The previous charter's goals were focused on teaching and learning, use of ICT, and governance of the school. The Board used the experience and results of the last three years work, the current need for work on the schools grounds and building and, the survey results from parents and teachers to update the goals. Once drafted, the school leadership team work-shopped the goals to test their relevance to the work ahead. They found a good fit.

The Charter was approved by the Board of Trustees in February 2015.

The Charter will be submitted to the Ministry of Education by 01 March 2015.

KNS VALUES

To be encouraged, modelled, and explored

Values are deeply held beliefs about what is important or desirable. They are expressed through the ways in which people think and act. Our values have emerged through discussion with staff, students and the community. The KNS values encompass those stated in the NZ Curriculum.

The values will be interwoven through our learning experiences. They will be both explicit and implicit in our teaching and learning, will underpin our behaviour expectations and become part of our school environment and culture.

The values will be encouraged, modelled and explored in all classes, in teams, as a school and with our community. We will reflect on and review our values over time.

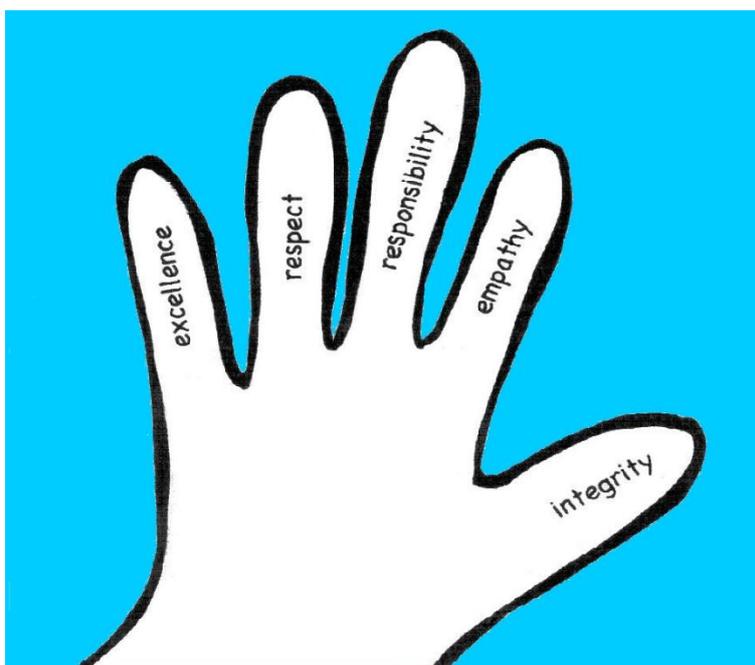
EXCELLENCE is about trying to do our best in everything we do. It includes aiming high, thinking creatively and critically, and reflectively.

RESPECT is about being considerate and valuing others. It includes understanding of others', opinions and ideas and caring about what's around us.

RESPONSIBILITY is about doing something we have committed ourselves to do and following it through. It includes doing the job we are supposed to do, being sensible and owning up when we have done wrong.

EMPATHY is about caring for one another and putting ourselves in the other person's shoes. It includes helping and supporting others, understanding how others feel, and considering how we need to respond to others.

INTEGRITY is about making our yes be yes and our no be no. It includes being honest and truthful, being sincere and sticking to what we believe.



SCHOOL GOALS AND PLANS TO ACHIEVE THEM 2015 - 2017

1. All students are stimulated to achieve their personal best through a wide range of engaging and effective teaching and learning practices and experiences. The annual plans will contain actions to achieve this goal which address the following areas:
 - Diverse learners focus – catering for individual learning styles, support and extension
 - Professional development support for teachers in catering for needs within the class
 - Development of opportunities to celebrate success throughout the school
 - Consistency of practice – all children will experience a challenging, engaging programme regardless of who their teacher is.
 - Strengthen performance management systems, including a review of the teacher appraisal process
 - Use of target setting at class, team and school level

2. Students and staff have a strong sense of belonging and pride in their school environment that supports student well-being and a positive school culture. The annual plans will contain actions to achieve this goal which address the following areas:
 - Development of opportunities to engage children in developing the school's physical environment.
 - Engagement with families and the community on what makes people proud of the school
 - Development of a school-wide positive behaviour management plan.
 - Development and implementation of a landscaping plan and implementation of the schools building programme

3. Student learning is supported and understood through positive communications, engaged families and opportunities for parent involvement. The annual plans will contain actions to achieve this goal which address the following areas:
 - Helping parents better understand the programmes we offer
 - Consistent communication expectations from the staff to parents including a reivew of the effectiveness of school communications
 - Taking advantage of the skills parents have to offer
 - Greater use of technology to keep parents informed of what is happening at the school including investigation of a more interactive website
 - Re-engage with Maori community to check the current direction of the school in relation to Maori learning needs.

Details of how the goals will be implemented for 2015 follow in the attached annual plan. This section of the charter is updated each year.

Meeting Te Tiriti O Waitangi Requirement

Aspects of tikanga Māori and te reo Māori which are taught in all classrooms throughout the school. All children participate in weekly Kapa Haka and a Kapa Haka performance group with membership from Karori Normal School, Karori West Normal School and St Teresa's School was formed in 2012. Te Reo is taught throughout the school by a specialist teacher.

The board is currently working on a consultation process with our Māori community which will:

- create stronger links with this community and our school
- ensure their views are considered in all consultation processes
- enhance involvement of whanau, iwi and the wider Māori community.

Two Whanau Hui were held in 2013 to begin this consultation process. Feedback from these hui was considered and acted upon in 2014 and further hui are planned for 2015.

Meeting the needs of priority learners

Karori Normal School welcomes all learners in our community. The board is committed to provide a programme which meets the needs of all learners. Learners with diverse learning needs are supported to engage in school activities and achieve against the key competencies and learning areas of The New Zealand Curriculum. Catering for diverse learning needs within the classroom programme was a staff development focus in 2013 and this will continue in 2014. In 2013 systems around inclusive practice and were developed. These systems were implemented in 2014 and further development in this area is planned for 2015.

Further resources used in planning teaching in the school and where to find them.

1. New Zealand curriculum, including the core competencies www.nzcurriculum.tki.org.nz
2. Karori Normal School curriculum plan, including the principles for learning http://www.kns.school.nz/files/1ac8051de911005f/folders/3/Curriculum_Plan_2014.pdf

**Karori Normal School
Annual Plan 2015**

Goal 1 - All students are stimulated to achieve their personal best through a wide range of engaging and effective teaching and learning practices/experiences.

Objective	Key Outcomes (What will happen because we achieve this objective)	Key Tasks (What will we do as we work towards achieving this objective)	Led By	By When?	Cost/Resource Implications	Success Indicators
<p>Objective 1. (Literacy & Numeracy)</p> <ul style="list-style-type: none"> Improving student achievement by, targeting children who are 'at risk' or 'causing concern' as well as providing programmes that cater for children well above the standard for their year group. Children's learning will be enhanced through the provision of engaging and relevant teaching and learning programmes in which strong links to rich curriculum programmes are evident. 	<ul style="list-style-type: none"> The 2015 achievement targets set in reading, writing and mathematics will be achieved. Support programmes which meet the individual needs of children identified as achieving below National Standards (NS) will have been put in place and actioned. Teachers will have ownership of and commitment to the setting and achievement of 2015 achievement targets. Teachers will be supported in investigating and trialling new teaching strategies. 	<ul style="list-style-type: none"> Teaching teams review the analysed National Standards (NS) Overall Teacher Judgements (OTJs) data from 2014 and set achievement targets and action plans for 2015. Mid-year OTJs will be analysed to inform children's progress and teacher planning and practice. End of year OTJs are collated and teaching teams review the analysed data and set achievement targets and action plans for 2015. There will be a strong focus in staff meetings on core and rich curriculum teams working together to promote a relevant and holistic approach to teaching and learning, promoting teaching strategies that are transferable across all learning areas. Professional Development Programmes (PDP) will focus on the diverse learning needs of our children; teachers will develop strategies to plan effective teaching and learning programmes for all children. Team Leaders will receive ongoing mentoring and development related to leadership with a focus on student achievement. Practice Analysis Conversations (PAC) promote and encourage teachers to reflect on and investigate their own teaching practice. Teachers are encouraged to trial new practice. Appraisal processes will continue to be strengthened to ensure a greater focus on teacher inquiry and the learning needs and progress of 'target children'. Teachers will work with the ESOL Leader to track ESOL children's progress against the English Language Learning Progressions (ELLP) and to use ELLP data to plan. The librarian will support teachers in the use of and development of relevant digital and print resources. A school-wide positive behaviour plan will be developed. 	<ul style="list-style-type: none"> DPs and Team Leaders " " DPs and Curriculum Leaders DPs and SENCO Team DPs and Principal DPs and Team Leaders DPs and Team Leaders ESOL Leader Librarian SENCO Team 	<ul style="list-style-type: none"> March July February 2016 Ongoing throughout the year. " " Term 2 December Ongoing throughout the year. " December 	<ul style="list-style-type: none"> Time PDP (\$35000) 	<ul style="list-style-type: none"> Teaching teams will have set measurable reading and writing targets for 2015. 2015 targets in reading, writing, mathematics in relation to the NS will have been achieved. Feedback from teachers indicates that they have been supported in investigating and trialling new teaching strategies.
<p>2016</p> <ul style="list-style-type: none"> Continue target setting at class, team and school level related to National Standards Review Teacher Appraisal Process Review effectiveness of core and rich curriculum teams working together Implement school-wide positive behaviour plan Professional development focus on Modern Learning Environments and Practice 		<p>2017</p> <ul style="list-style-type: none"> Continue target setting at class, team and school level related to National Standards Implement any changes from the review of Teacher Appraisal Process Implement any changes from the review of core and rich curriculum teams working together Teachers are supported in the implementation of Modern Learning Practice 				

Objective	Key Outcomes (What will happen because we achieve this objective)	Key Tasks (What will we do as we work towards achieving this objective)	Led By	By When?	Cost/Resource Implications	Success Indicators
<p>Objective 2. (Rich Curriculum)</p> <ul style="list-style-type: none"> Children's learning will be enhanced through the provision of engaging and relevant teaching and learning programmes in which strong links to literacy and numeracy programmes are evident. 	<ul style="list-style-type: none"> Teachers will be supported in investigating and trialling new teaching strategies. The 2015 achievement targets set in reading, writing and mathematics will be achieved. There will be greater consistency of teaching practice across teams. 	<ul style="list-style-type: none"> There will be a strong focus in staff meetings on core and rich curriculum teams working together to promote a relevant and holistic approach to teaching and learning, promoting teaching strategies that are transferable across all learning areas. KNS Curriculum expectations will be a focus for staff development, discussion and planning. Professional Development Programmes (PDP) will focus on the diverse learning needs of our children; teachers will develop strategies to plan effective teaching and learning programmes for all children. Team Leaders will receive ongoing mentoring and development related to leadership with a focus on student achievement. Curriculum Leaders will receive ongoing mentoring regarding leading and managing change a staff development. The librarian will support teachers in the use of and development of relevant digital and print resources. A school-wide positive behaviour plan will be developed. The ESOL leader will support teams in planning and catering for the needs of ESOL children. Sport/PE Leaders will develop a schoolwide overview of programmes and assist teams with planning and development where required. The development of a staff/parent sports committee that has high levels of participation and an inclusive approach to sport/PE as a key focus. Professional development opportunities will be provided for teachers in visual arts. ICT Leaders role becomes more focussed on supporting teachers and providing targeted professional development. 	<ul style="list-style-type: none"> DPs and Curriculum Leaders " DPs and SENCO Team DPs and Principal DPs and Principal Librarian SENCO Team ESOL Leader Sport/PE Leaders " Arts Leader ICT Leaders 	<ul style="list-style-type: none"> Ongoing throughout the year. " " " " December Ongoing throughout the year. " " " " 	<ul style="list-style-type: none"> Time PDP (\$35000) 	<ul style="list-style-type: none"> 2015 targets in reading writing, mathematics in relation to the NS will have been achieved. Feedback from teachers indicates that they have been supported in investigating and trialling new teaching strategies. End of year parent survey feedback will indicate high satisfaction levels with teaching staff.
<p>2016</p> <ul style="list-style-type: none"> Review the effectiveness of programmes in the Arts Review effectiveness of ESOL programmes Develop a school plan for ICT Implement school-wide positive behaviour plan Professional development focus on Modern Learning Environments and Practice 		<p>2017</p> <ul style="list-style-type: none"> Implement any changes from the review of programmes in the Arts Implement any changes from the review of ESOL programmes Review the effectiveness of the staff/parent Sport/PE Committee Review schoolwide procedures and processes related to diverse learners 				

Goal 2 - Students and staff have a strong sense of belonging and pride in their school environment that supports student well-being and a positive school culture.

Objective	Key Outcomes (What will happen because we achieve this objective)	Key Tasks (What will we do as we work towards achieving this objective)	Led By	By When?	Cost/Resource Implications	Success Indicators
<p>Objective 3. (Curriculum – Celebrating Success and Promoting a Positive School Culture)</p> <ul style="list-style-type: none"> Students and staff have a strong sense of belonging and pride in their school environment 	<ul style="list-style-type: none"> Children and staff will feel valued, safe and well supported. 	<ul style="list-style-type: none"> A celebration staff meeting will be held each term. The school values will be a regular focus in staff meetings and staff will actively model the values in their interactions. The development of a strong sense of pride in achievement through students and teachers sharing the work produced in class through meetings, blogs, displays etc. The promotion of and reflection on the school values are an intrinsic part of teaching and learning programmes A commitment from teaching teams to actively seek opportunities to celebrate success within classes and across teams. The development of a staff/parent sports committee which has the acknowledgement and celebration of children’s achievements as a key focus. Provide greater opportunities for students who participate with the performing arts to perform and share their skills/talents at team, school and community events and occasions. Encourage quality visual arts displays within classrooms and communal areas to enrich the school environment and foster a sense of pride. Build up a repertoire of waiata for all students and staff to sing at whole school events A school-wide positive behaviour plan will be developed. Opportunities for children to contribute to the ongoing development of the school’s physical environment will be actively sought. 	<ul style="list-style-type: none"> Curriculum Leaders Principal Class Teachers “ Team Leaders Sport/PE Leaders Arts Curriculum Leader “ Maori Curriculum Leaders SENCO Principal 	<ul style="list-style-type: none"> Termly Termly Ongoing throughout the year. Ongoing throughout the year. “ Ongoing throughout the year. “ “ “ “ 	<ul style="list-style-type: none"> Time BoT Reserves (Property) 	<ul style="list-style-type: none"> Strong evidence that staff and children’s successes have been celebrated. Feedback from staff and students demonstrates a sense of pride in being a member of the KNS community. Evidence that opportunities were provided for children to contribute to the ongoing development of the school’s physical environment.
<p>2016</p> <ul style="list-style-type: none"> Review the impact of focus on pride and student and staff well-being based on 2015 feedback. Amend and/or further develop programmes based on this feedback Further develop opportunities for children to contribute to the ongoing development of the school’s physical environment. Review how our environment and practice caters for the bi-cultural/multi-cultural background of our children. 		<p>2017</p> <ul style="list-style-type: none"> Review the impact of focus on pride and student and staff well-being based on 2016 feedback. Amend and/or further develop programmes based on this feedback Further develop opportunities for children to contribute to the ongoing development of the school’s physical environment. Implement any plans from our 2016 review of how our environment and practice caters for the bi-cultural/multi-cultural background of our children. 				

Objective	Key Outcomes (What will happen because we achieve this objective)	Key Tasks (What will we do as we work towards achieving this objective)	Led By	By When?	Cost/Resource Implications	Success Indicators
Objective 4. (Property – Landscaping) <ul style="list-style-type: none"> A long-term (20 – 25 year) grounds/landscaping plan will have been developed and initial steps in implementing the plan will have begun. 	<ul style="list-style-type: none"> The board will have a long-term development plan for the school grounds. The community will understand the board's long-term vision for the grounds. 	<ul style="list-style-type: none"> A landscape designer will be engaged to assist the board in developing a long-term plan for the grounds. The board will develop and implement a communication plan regarding the development of the grounds. Community support is sought to begin implementing the ground development plan. Commence work on grounds development. 	<ul style="list-style-type: none"> Designated board member " " " 	<ul style="list-style-type: none"> March March and ongoing throughout the year. " " 	<ul style="list-style-type: none"> BoT Reserves and MoE Funding (\$5,000) 	<ul style="list-style-type: none"> The board will have a long-term development plan for the school grounds. A grounds and landscaping group will have been set-up.
2016 <ul style="list-style-type: none"> 2016 actions in grounds/landscaping plans are implemented Funding is sourced to enable plans to be implemented 			2017 <ul style="list-style-type: none"> 2015 and 2016 grounds/landscaping plan actions are reviewed 2017 actions in grounds/landscaping plans are implemented Funding is sourced to enable plans to be implemented 			

<p>Objective 5. (Property - Buildings)</p> <ul style="list-style-type: none"> Continued implementation of the 2012 – 2022 10-Year Property Plan (10 YPP) and the 2012 – 2017 5-Year Property Agreement (5YA) MoE – Building Improvement Projects (BIP) will have been planned and begun to be implemented. Board Funded Property Projects planned for 2015 will be completed. 	<ul style="list-style-type: none"> Transportable Classrooms will be on site. Planning for the renovation of the Old Admin Block will have been completed and the work will have begun. Planning for the BIP work in the Senior Block will have been completed and if possible work will have commenced. The hall upgrade will have taken place. Planning for the renovation of the library and Rooms 1, 2 and 3 will be complete and the timeframe for this project will be known. 	<ul style="list-style-type: none"> The principal in conjunction with the project manager/s and MoE personnel will continue to implement the school's 5YA, BIP and board-funded projects. The principal will update the board regarding each project's progress as part of the monthly principal's report to the Board of Trustees. 	<ul style="list-style-type: none"> Principal Principal 	<ul style="list-style-type: none"> Ongoing throughout the year. Monthly 	<ul style="list-style-type: none"> 5YA BoT Reserves 	<ul style="list-style-type: none"> Three transportable classrooms will be on site. Planning for the renovation of the Old Admin Block will have been completed and the work will have begun. Planning for the BIP work in the Senior Block will have been completed. The hall upgrade will have taken place. Planning for the renovation of the library and Rooms 1, 2 and 3 will be complete and the timeframe for this project will be known.
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<p>2016</p> <ul style="list-style-type: none"> Old Admin Block renovated and occupied Senior Block renovated and occupied All school blocks given appropriate names which are significant to the school and wider Karori community School signage developed which is bi-lingual
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<p>2017</p> <ul style="list-style-type: none"> 2017 5YA projects implemented
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Goal 3 - Student learning is supported and understood through positive communications, engaged families and opportunities for parent involvement.

Objective	Key Outcomes (What will happen because we achieve this objective)	Key Tasks (What will we do as we work towards achieving this objective)	Led By	By When?	Cost/Resource Implications	Success Indicators
<p>Objective 6. (Positive Communication)</p> <ul style="list-style-type: none"> Children's, social, cultural and academic learning is enhanced through positive communication between families and the school. 	<ul style="list-style-type: none"> Parents/Caregivers will have a clear understanding of class, team and school programmes and who to approach with concerns. Parents/caregivers will have opportunities to support children's learning. The school's 'open-door' policy will be maintained and further developed. 	<ul style="list-style-type: none"> Open communication regarding individual children's learning between classroom teachers will be actively promoted both formally and informally. Class blogs, emails and newsletters will be used to share work and take advantage of opportunities for parental involvement. Blogging will be supported and promoted as a means of communication with parents/caregivers Greater use of ICT to ensure that parents/caregivers are informed of what is happening in the library. Information on the school website will be maintained and kept up-to-date. At least one parent/caregiver information evening will be held each term. A series of ESOL information sessions will be held for parents/caregivers of ESOL children. A range of opportunities will be provided for families to enjoy performances by the school's performing arts groups; Artsplash, cushion concert, assemblies, etc. and to celebrate their children's visual arts creations. The development of a staff/parent sports committee which has the engagement of parent support in sport as a key focus. At least one Whanau Hui will be held, in which feedback will be sought and the achievements of our children will be celebrated. 	<ul style="list-style-type: none"> Class Teachers Class Teachers and Team Leaders ICT Leaders Librarian Office Team DPs and Principal ESOL Leader Arts Leader Sport/PE Leaders Maori Leaders 	<ul style="list-style-type: none"> Ongoing throughout the year. " " " Termly " Ongoing throughout the year. " August. 	<ul style="list-style-type: none"> Time 	<ul style="list-style-type: none"> End of year parent survey feedback will indicate high satisfaction levels regarding communication related to children's learning.
<p>2016</p> <ul style="list-style-type: none"> A more interactive school website is investigated Feedback from 2015 Whanau Hui acted upon and host at least one Whanau Hui Feedback from 2015 parent survey related to communication is considered and acted upon. Review the opportunities provided in the Arts as part of the review of Arts programmes Review how our environment and practice caters for the bi-cultural/multi-cultural background of our children. 		<p>2017</p> <ul style="list-style-type: none"> Implement changes suggested from the investigation of possibilities related to the school website becoming more interactive. Feedback from 2016 Whanau Hui acted upon and host at least one Whanau Hui Feedback from 2016 parent survey related to communication is considered and acted upon. Implement recommendations from the review of the opportunities provided in the Arts Implement any plans from our 2016 review of how our environment and practice caters for the bi-cultural/multi-cultural background of our children. 				

Karori Normal School Reading Targets 2015

Strategic Aim 1: All students are stimulated to achieve their personal best through a wide range of engaging and effective teaching and learning practices and experiences.	Annual Aims: 1a) To increase the number of students achieving at or above the NS in Reading. 2a) To increase the number of Maori students achieving at or above NS in reading.	2015 Target: The group of Year 2 children reading below or well below NS in 2014 will have made more than one year's progress and be reading at NS at the end of 2015.	
Baseline Data: <ul style="list-style-type: none"> Analysis of school-wide reading data (OTJ'S against NS) in November 2014 identified that 15.7 % of our current Year cohort were below National Standard after one year at school. This is a significantly higher proportion than the general school population in which 7% of students were below or well below NS. Analysis of school-wide reading data (OTJ'S against NS) in November 2014 identified that 14.3% of Maori students were below National Standard. This is a significantly higher proportion than the general school population in which 7% of students were below or well below NS. Analysis of school-wide reading data (OTJ'S against NS) in November 2014 identified that 13.9% of Asian students were below National Standard. This is a significantly higher proportion than the general school population in which 7% of students were below or well below NS. 			
Actions to achieve targets (Actions in red are new initiatives in 2015)	Led By	Budget	Time Frame
<ol style="list-style-type: none"> Review assessment data with staff and determine the particular learning needs of target students. Target students will be discussed regularly at staff meetings and team meetings. Team Leaders will work with literacy team to track and resource the programme for target students with class teachers. Literacy support will be provided for children identified by teams, 3 days each week. ESOL Leader released from class teaching 3 days each week to provide additional support for children and teachers. Teachers will work with the ESOL Leader to track ESOL children's progress against the English Language Learning Progressions (ELLP) and to use ELLP data to plan. Work with parents, families and whanau around ways to support students' learning through 3 way conferencing and goal setting. ETap will provide all teachers with the ability to track reading progress as needed. Teachers will use systems built into eTap including wedge graphs, reading summary and expectations at curriculum and age levels. Professional development will continue to be provided which focuses on the diverse learning needs of our children; teachers will develop strategies to plan effective teaching and learning programmes for all children. Teachers continue to reflect on and improve practice with a focus on effective reading through team meetings and practice analysis conversations, (PAC). Appraisal processes will be strengthened to ensure a greater focus on teacher inquiry and the learning needs and progress of 'target children'. Analyse mid-year and end-of-year data to inform progress, planning and practice. Strong focus in staff meetings on core and rich curriculum teams working together to promote a relevant and holistic approach to teaching and learning, promoting teaching strategies that are transferable across all learning areas. The progress of all our Maori and ESOL students will be tracked and a focus for all teachers in reading. 	<ul style="list-style-type: none"> Core/Rich Curriculum Team: Actions 3 & 13 ESOL Leader: Actions 5 & 6 Senior Leadership Team: Actions 1, 8, 12 & 14 Team Leaders: Action 2 Class Teachers: Actions 7 & 10 SENCO Team: Action 9 	<ul style="list-style-type: none"> \$35,000 allocated for teacher professional development. 0.6 staffing allocated to ESOL \$7,000 to implement new SMS (e-Tap) Literacy Budget \$17,150 	<ul style="list-style-type: none"> All actions carried out February 2015 to December 2015 Mid-Year Checkpoint - July Team and curriculum review meeting – June End-of-year data analysis - November/December

Karori Normal School Writing Targets 2015

Strategic Aim 1: All students are stimulated to achieve their personal best through a wide range of engaging and effective teaching and learning practices and experiences.	Annual Aims: 1a) To increase the number of students achieving at or above the NS in Writing. 2a) To increase the number of Maori students achieving at or above NS in Writing.	2015 Target: The group of Year 4 children (writing below or well below NS (after 120 weeks) in 2014 will have made more than one year's progress and be writing at NS at the end of 2015.	
Baseline Data: <ul style="list-style-type: none"> Analysis of school-wide writing data (OTJ'S against NS) in November 2014 identified that 17.4% of the current Year 4 cohort were writing below NS. This is a significantly higher proportion than the general school population in which 11.7% of students were below or well below NS. Analysis of school-wide writing data (OTJ'S against NS) in November 2014 identified that 17.1 % of Maori students were below National Standard. This is a significantly higher proportion than the general school population in which 11.7% of students were below or well below NS. Analysis of school-wide writing data (OTJ'S against NS) in November 2014 identified that 17.6% of Asian students were below National Standard. This is a significantly higher proportion than the general school population in which 11.7% of students were below or well below NS. 			
Actions to achieve targets (Actions in red are new initiatives in 2015)	Led By	Budget	Time Frame
<ol style="list-style-type: none"> Review assessment data with staff and determine the particular learning needs of target students. Target students will be discussed regularly at staff meetings and team meetings. Team Leaders will work with literacy team to track and resource the programme for target students with class teachers. Literacy support will be provided for children identified by teams, 3 days each week. ESOL Leader released from class teaching 3 days each week to provide additional support for children and teachers. Teachers will work with the ESOL Leader to track ESOL children's progress against the English Language Learning Progressions (ELLP) and to use ELLP data to plan. Work with parents, families and whanau around ways to support students' learning through strong communication between parents and teachers. eTAP will provide all teachers with the ability to track writing progress as needed. Teachers will use systems built into eTAP including writing summary, spelling and expectations at curriculum and age levels. Professional development will continue to be provided which focuses on the diverse learning needs of our children; teachers will develop strategies to plan effective teaching and learning programmes for all children. Teachers continue to reflect on and improve practice with a focus on effective writing through team meetings and practice analysis conversations, (PAC). Moderation of writing will be a termly focus at staff and team meetings. Appraisal processes will be strengthened to ensure a greater focus on teacher inquiry and the learning needs and progress of 'target children'. Analyse mid-year and end-of-year data to inform progress, planning and practice. Strong focus in staff meetings on core and rich curriculum teams working together to promote a relevant and holistic approach to teaching and learning, promoting teaching strategies that are transferable across all learning areas. The progress of all our Maori and ESOL students will be tracked and a focus for all teachers in writing. 	<ul style="list-style-type: none"> Core/Rich Curriculum Team: Actions 4, 11 & 14 ESOL Leader: Actions 5 & 6 Senior Leadership Team: Actions 1, 8, 12, 13 & 15 Team Leaders: Action 2 & 3 Class Teachers: Actions 7 & 10 SENCO Team: Action 9 	<ul style="list-style-type: none"> \$35,000 allocated for teacher professional development. 0.6 staffing allocated to ESOL \$7,000 to implement new SMS (e-Tap) Literacy Budget \$17,150 	<ul style="list-style-type: none"> All actions carried out February 2015 to December 2015 Mid-Year Checkpoint - July Team and curriculum review meeting – June End-of-year data analysis - November/December

Karori Normal School Mathematics Targets 2015

Strategic Aim 1: All students are stimulated to achieve their personal best through a wide range of engaging and effective teaching and learning practices and experiences.	Annual Aims: 1a) To increase the number of students achieving at or above the NS in Mathematics. 2a) To increase the number of Maori students achieving at or above NS in Mathematics.	2015 Target: The group of Year 5 and Year 6 children below NS in 2014 will have made more than one year's progress and be achieving at NS at the end of 2015.	
Baseline Data: <ul style="list-style-type: none"> Analysis of school-wide mathematics data (OTJ's against NS) in November 2014 identified that 12.1% of the current Year 5 cohort were below NS. This is a higher proportion than the general school population in which 9.2% of students were below or well below NS. Analysis of school-wide mathematics data (OTJ'S against NS) in November 2014 identified that 20 % of Maori students were below National Standard. This is a significantly higher proportion than the general school population in which 9.2% of students were below or well below NS. 			
Actions to achieve targets (Actions in red are new initiatives in 2015)	Led By	Budget	Time Frame
<ol style="list-style-type: none"> Review assessment data with staff and determine the particular learning needs of students. Students will be discussed regularly at staff meetings and team meetings. Strong focus in staff meetings on core and rich curriculum teams working together to promote a relevant and holistic approach to teaching and learning, promoting teaching strategies that are transferable across all learning areas with an emphasis on mathematics. Numeracy team will support the Year 5/6 team to analyse data from PAT's and diagnostic assessment to meet the needs of students. Teachers continue to reflect on and improve practice with a focus on effective maths through team meetings and practice analysis conversations, (PAC). Teachers seek opportunities to work with individuals and small groups using effective teaching strategies. Work with parents, families and whanau around ways to support students' learning through strong communication between parents and teachers. Appraisal processes will be strengthened to ensure a greater focus on teacher inquiry and the learning needs and progress of 'target children'. Analyse mid-year and end-of-year data to inform progress, planning and practice. The progress of all our Maori students will be tracked and a focus for all teachers in writing. 	<ul style="list-style-type: none"> Core/Rich Curriculum Team: Actions 3 & 4 Senior Leadership Team: Actions 1, 8, 9 & 10 Team Leaders: Action 2 Class Teachers: Actions 5, 6 & 7 SENCO Team: Action 9 	<ul style="list-style-type: none"> \$35,000 allocated for teacher professional development. \$7,000 to implement new SMS (e-Tap) Numeracy Budget \$7,350 	<ul style="list-style-type: none"> All actions carried out February 2015 to December 2015 Mid-Year Checkpoint - July Team and curriculum review meeting – June End-of-year data analysis - November/December

Operational Budget Summary for the year ended 31/12/15

INCOME	
Government Grants	\$ 958,102
Investment Income	\$ 27,000
Local Fundraising	\$ 236,000
TOTAL INCOME	\$ 1,221,102
EXPENDITURE	
Administration	\$ 347,541
Property Management	\$ 304,050
Depreciation	\$ 110,000
Learning Resources	\$ 454,525
TOTAL EXPENDITURE	\$ 1,216,116
NET SURPLUS	\$ 4,986