



**KARORI NORMAL SCHOOL  
CHARTER  
2015-17  
(Updated 2016)**

**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.

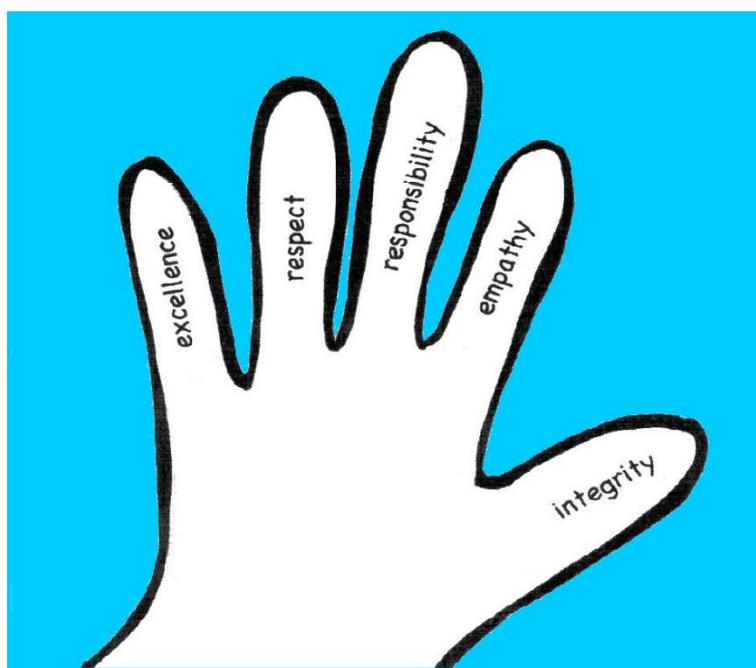
EXCELLENCE is about trying to do our best in everything we do. It includes aiming high, thinking creatively and critically, and reflectively.

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 review 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 2016 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](http://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](http://www.kns.school.nz/files/1ac8051de911005f/folders/3/Curriculum_Plan_2014.pdf)

**Karori Normal School  
Annual Plan 2016**

**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><b>Objective 1. (Literacy &amp; Numeracy)</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The 2016 achievement targets set in reading, writing and mathematics will be achieved.</li> <li>Support programmes which meet the individual needs of children identified as achieving below National Standards (NS) will have been put in place and actioned.</li> <li>Teachers will have ownership of and commitment to the setting and achievement of 2016 achievement targets.</li> <li>Teachers will be supported in investigating and trialling new teaching strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching teams review the analysed National Standards (NS) Overall Teacher Judgements (OTJs) data from 2015 and set achievement targets and action plans for 2016.</li> <li>Mid-year OTJs will be analysed to inform children's progress and teacher planning and practice.</li> <li>End of year OTJs will be collated and teaching teams will review the analysed data and set achievement targets and action plans for 2017.</li> <li>Professional development will 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 using the Universal Design for Learning (UDL) framework.</li> <li>CORE Education will provide professional development to all staff around using UDL, Innovative Learning Environments (ILE) and cultural responsiveness. The Core/Rich team will work alongside CORE Education to support teachers and teams with new learning.</li> <li>Team Leaders will receive ongoing mentoring and support in their leadership role to promote strong leadership of learning in teams.</li> <li>Practice Analysis Conversations (PAC) will be used to promote and encourage teachers to reflect on and investigate their own teaching practice. Teachers will be encouraged to trial new practice linked to UDL.</li> <li>Review appraisal processes to ensure that our process meets the new requirements of the Education Council of Aotearoa New Zealand (EDUCANZ).</li> <li>Teachers will continue to 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.</li> <li>The librarian will support teachers in the use of and development of relevant digital and print resources.</li> <li>The progress and achievement of our Māori and ESOL students will be regularly monitored and discussed. Cultural responsiveness will be a focus in staff development.</li> </ul>	<ul style="list-style-type: none"> <li>DPs and Team Leaders</li> <li>"</li> <li>"</li> <li>SLT and CORE Education</li> <li>"</li> <li>SLT</li> <li>SLT and Team Leaders</li> <li>SLT and Team Leaders</li> <li>ESOL Leader</li> <li>Librarian</li> <li>SLT, Māori Curriculum Team, CORE Education</li> </ul>	<ul style="list-style-type: none"> <li>March</li> <li>July</li> <li>February 2017</li> <li>Ongoing throughout the year.</li> <li>"</li> <li>"</li> <li>Terms 2 &amp; 3</li> <li>December</li> <li>Ongoing throughout the year.</li> <li>"</li> <li>"</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> <li>PD Budget (\$45000)</li> </ul>	<ul style="list-style-type: none"> <li>Teaching teams will have set measurable reading and writing targets for 2016.</li> <li>2016 targets in reading, writing, mathematics in relation to the NS will have been achieved.</li> <li>CORE Education will provide an evaluation of progress in December 2016.</li> <li>Progress &amp; achievement of Māori &amp; ESOL students will have been regularly monitored, action plans developed and implemented.</li> </ul>
<p><b>2017</b></p> <ul style="list-style-type: none"> <li>Implement any changes from the review of Teacher Appraisal Process</li> <li>Staff development related to UDL continues</li> <li>Implement any action plans related to the achievement of Māori and/or ESOL learners.</li> <li>Continue to support teachers in the use of ILE</li> </ul>		<p><b>2018</b></p> <ul style="list-style-type: none"> <li>Continue to support staff in the implementation of UDL</li> <li>Continue to monitor and support Māori and ESOL learners</li> <li>Continue to support teachers in the use of ILE</li> </ul>				

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><b>Objective 2. (Rich Curriculum)</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will be supported in investigating and trialling new teaching strategies which cater for individual needs.</li> <li>The 2016 achievement targets set in reading, writing and mathematics will be achieved.</li> <li>Children's individual learning needs will be catered for.</li> </ul>	<ul style="list-style-type: none"> <li>Professional development will be provided which focuses on the diverse learning needs of our children; teachers will develop strategies to plan effective teaching and learning programmes for <b>all</b> children using the Universal Design for Learning (UDL) framework.</li> <li>CORE Education will provide professional development to all staff around using UDL, ILE and cultural responsiveness. Core/Rich team will work alongside CORE Education to support teachers and teams with new learning.</li> <li>Practice Analysis Conversations (PAC) will be used to promote and encourage teachers to reflect on and investigate their own teaching practice. Teachers will be encouraged to trial new practice linked to UDL.</li> <li>Team Leaders will receive ongoing mentoring and development related to leadership with a focus on student achievement.</li> <li>Curriculum Leaders will receive ongoing mentoring regarding leading and managing change.</li> <li>E-Learning Leaders will work with CORE Education to develop a digital strategy for KNS.</li> <li>The librarian will support teachers in the use of and development of relevant digital and print resources.</li> <li>A school-wide positive behaviour plan will be implemented.</li> <li>The ESOL leader will continue to support teams in planning and catering for the needs of ESOL children.</li> <li>Teachers will participate in one staff development session per term related to teaching PE/Sports skills effectively.</li> <li>The effectiveness of programmes in the Arts will be reviewed.</li> </ul>	<ul style="list-style-type: none"> <li>SLT and CORE Education</li> <li>Curriculum Team</li> <li>SLT and CORE Education</li> <li>SLT</li> <li>SLT</li> <li>E-Learning Leaders and CORE Education</li> <li>Librarian</li> <li>SENCO</li> <li>ESOL Leader</li> <li>Sport/PE Leaders</li> <li>Arts Leader</li> <li>E-Learning Leaders</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing throughout the year.</li> <li>"</li> <li>Terms 2 &amp; 3</li> <li>Ongoing throughout the year.</li> <li>"</li> <li>Oct 2016</li> <li>Ongoing</li> <li>Dec 2016</li> <li>Ongoing</li> <li>Termly</li> <li>Oct 2016</li> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> <li>PD Budget (\$45000)</li> <li>Library Budget</li> <li>E-Learning Budget</li> </ul>	<ul style="list-style-type: none"> <li>2016 targets in reading writing, mathematics in relation to the NS will have been achieved.</li> <li>CORE Education &amp; SLT will present a progress report to the December BoT Meeting</li> <li>A review of the Arts programmes will have been completed</li> <li>A KNS Digital Strategy will have been developed</li> </ul>
<p><b>2017</b></p> <ul style="list-style-type: none"> <li>Implement any changes from the review of programmes in the Arts</li> <li>Continue to provide staff development in the teaching of PE/Sport skills</li> <li>Participate in the second year of staff development with CORE Education</li> <li>Continue to support teachers in the use of ILE</li> </ul>		<p><b>2018</b></p> <ul style="list-style-type: none"> <li>Review the effectiveness of the staff development in Sport/PE</li> <li>Continue to provide learning opportunities for teachers related to UDL</li> <li>Continue to support teachers in the use of ILE</li> </ul>				

**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><b>Objective 3. (Curriculum – Celebrating Success and Promoting a Positive School Culture)</b></p> <ul style="list-style-type: none"> <li>Students and staff have a strong sense of belonging and pride in their school environment.</li> </ul>	<ul style="list-style-type: none"> <li>Children and staff will feel valued, safe and well supported.</li> <li>Children have a wide range of opportunities to participate in sporting, cultural and arts programmes.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a strong sense of pride in achievement through students and teachers sharing classroom learning in a range of ways e.g. displays, performance, blogs etc.</li> <li>Promote and reflect on the school values as an intrinsic, planned part of teaching and learning programmes.</li> <li>Teaching teams will actively seek opportunities to celebrate success within classes and across teams.</li> <li>Continue to develop the staff/parent sports committee which has the acknowledgement and celebration of children’s participation, effort and achievements as a key focus.</li> <li>Provide and encourage participation in a wide range of opportunities for children in the performing arts to perform and share their learning at team, school and community events and occasions.</li> <li>Encourage quality visual arts displays within classrooms and communal areas to enrich the school environment and foster a sense of pride.</li> <li>Build up a repertoire of waiata for all students and staff to sing at whole school events</li> <li>Develop KNS powhiri and poroporoaki kawa.</li> <li>Provide professional learning for staff around ‘cultural responsiveness’.</li> <li>Implement the KNS positive behaviour plan.</li> <li>Further develop opportunities for children to contribute to the ongoing development of the school’s physical environment.</li> <li>The idea of a school archive is investigated and a plan developed if necessary</li> </ul>	<ul style="list-style-type: none"> <li>Team Leaders (TLs)</li> <li>Curriculum Team</li> <li>TLs</li> <li>Sports Leaders</li> <li>Sports, Arts and Māori Leaders</li> <li>Arts Leader</li> <li>Māori Leaders</li> <li>“</li> <li>SLT &amp; CORE Education</li> <li>SLT &amp; TLs</li> <li>“</li> <li>Librarian</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing throughout the year.</li> <li>“</li> <li>“</li> <li>“</li> <li>“</li> <li>”</li> <li>Term 4</li> <li>Ongoing throughout the year.</li> <li>“</li> <li>“</li> <li>”</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> <li>PD Budget (\$45000)</li> <li>Archive Budget (\$2600)</li> </ul>	<ul style="list-style-type: none"> <li>Strong evidence that staff and children’s successes have been celebrated.</li> <li>Feedback from staff and students demonstrates a sense of pride in being a member of the KNS community.</li> <li>Evidence that opportunities were provided for children to participate in a range of sports, arts and cultural activities.</li> <li>Evidence that children contributed to the ongoing development of the school’s physical environment.</li> <li>KNS powhiri and poroporoaki kawa will have been developed</li> </ul>
<p><b>2017</b></p> <ul style="list-style-type: none"> <li>Implement KNS powhiri and poroporoaki</li> <li>Review how our environment acknowledges the bi-cultural/multi-cultural background of our children</li> <li>Review the effectiveness of the staff/parent sports committee</li> <li>School archive plan agreed and implemented</li> </ul>		<p><b>2018</b></p> <ul style="list-style-type: none"> <li>Implement any plans from our 2017 review of how our environment and practice caters for the bi-cultural/multi-cultural background of our children</li> <li>Implement any changes to the structure of sports leadership resulting from the 2017 review</li> </ul>				

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><b>Objective 4. (Property)</b></p> <p><b>Landscaping</b></p> <ul style="list-style-type: none"> <li>A long-term (20 – 25 year) grounds/landscaping plan will have been developed, costed and initial steps in implementing the plan will have begun.</li> </ul> <p><b>Buildings</b></p> <ul style="list-style-type: none"> <li>MoE – A timeframe for the Building Improvement Projects (BIP) will have been agreed and planning will have begun.</li> <li>5YA and Board Funded Property Projects planned for 2016 will be completed.</li> </ul>	<ul style="list-style-type: none"> <li>Kereru Block will be complete and the surrounding area upgraded.</li> <li>The upgrades of Rooms 1, 2 &amp; 3 and the library will have been completed.</li> <li>The board will have begun to implement the long-term development plan for the school grounds, i.e. an assault course / playground will have been constructed on the field.</li> <li>The field will have been upgraded.</li> <li>The board will have developed a long-term financial plan to contribute towards the funding of property projects.</li> </ul>	<ul style="list-style-type: none"> <li>Work with Ashby Property Management Ltd to: <ul style="list-style-type: none"> <li>Upgrade Rooms 1, 2 &amp; 3 and the library</li> <li>Build an assault course/playground at the base of the bank on the field.</li> </ul> </li> <li>Work with Portacom and the MoE to: <ul style="list-style-type: none"> <li>Ensure the work on Kereru Block is completed to a satisfactory standard.</li> <li>Ensure that the area adjacent to Kereru Block including the decking on the Northern side of the building is upgraded.</li> <li>Upgrade the field.</li> </ul> </li> <li>Work with the MoE to agree a timeframe for the planning and development work related to Building Improvement Projects (BIP), these projects are: <ul style="list-style-type: none"> <li>The Senior Block</li> <li>The Old Admin Block</li> </ul> </li> <li>Work with the MoE and school community to develop a plan around future sources of funds for property projects possibly including: <ul style="list-style-type: none"> <li>The KNS Gala</li> <li>Parent/community donations for a development fund</li> <li>5YA contingency</li> </ul> </li> <li>Engage with VUW, WCC and the MoE in discussions and consultation processes regarding possible future uses of the VUW Karori Campus.</li> </ul>	<ul style="list-style-type: none"> <li>Ashbys &amp; Principal</li> <li>Jack Morris (MoE), Portacom, &amp; Principal</li> <li>Jack Morris (MoE), MoE BIP Team &amp; Principal</li> <li>Designated board member/s</li> </ul>	<ul style="list-style-type: none"> <li>Term 3</li> <li>Term 2</li> <li>December 2016</li> <li>December 2016</li> </ul>	<ul style="list-style-type: none"> <li>BoT Reserves</li> <li>MoE - 5YA</li> <li>MoE - Transportable Project</li> <li>MoE - BIP</li> </ul>	<ul style="list-style-type: none"> <li>Kereru Block will be completed &amp; the surrounding area upgraded.</li> <li>The upgrades of Rooms 1, 2 &amp; 3 and the library will have been completed.</li> <li>An assault course / playground will have been constructed on the field.</li> <li>The field will have been upgraded.</li> <li>The board will have developed a long-term financial plan to contribute towards the funding of property projects.</li> </ul>
<p><b>2017</b></p> <ul style="list-style-type: none"> <li>2017 actions in grounds/landscaping plans are implemented</li> <li>Planning for the renovation of the Old Admin Block will have begun</li> <li>Planning for the BIP work in the Senior Block will have will have begun</li> <li>Investigate how our environment and practice caters for the bi-cultural/multi-cultural background of our children as part of our property planning processes</li> <li>Continue to engage with VUW, WCC and the MoE regarding the VUW Karori Campus</li> </ul>		<p><b>2018</b></p> <ul style="list-style-type: none"> <li>2018 actions in grounds/landscaping plans are implemented</li> <li>Planning for the renovation of the Old Admin Block will have been completed and the work will have begun</li> <li>Planning for the BIP work in the Senior Block will have been completed and if possible work will have commenced</li> <li>Implement any plans from our 2017 review of how our environment and practice caters for the bi-cultural/multi-cultural background of our children</li> </ul>				

**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><b>Objective 6. (Positive Communication)</b></p> <ul style="list-style-type: none"> <li>Children's, social, cultural and academic learning is enhanced through positive communication between families and the school.</li> </ul>	<ul style="list-style-type: none"> <li>Parents/Caregivers will have a clear understanding of class, team and school learning programmes and who to approach with concerns.</li> <li>Parents/caregivers will have opportunities to support children's learning.</li> <li>The school's 'open-door' policy will be maintained and further developed.</li> </ul>	<ul style="list-style-type: none"> <li>Open communication regarding individual children's learning between classroom teachers will be actively promoted both formally and informally.</li> <li>Teachers will choose and use a communication method to communicate regularly with parents/caregivers regarding classroom learning.</li> <li>Professional development will be offered to enhance teachers' knowledge and use of digital methods of communication.</li> <li>The school's use of social media to support children's learning will be investigated.</li> <li>Continue to develop the staff/parent sports committee to enhance communication with staff and parents regarding sports opportunities.</li> <li>A series of ESOL information sessions will be held for parents/caregivers of ESOL children.</li> <li>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.</li> <li>At least one Whānau Hui will be held, in which feedback will be sought and the achievements of our children will be celebrated.</li> <li>CORE Education will provide professional development for staff around cultural responsiveness.</li> <li>Greater use of the school's Student Management System to communicate student achievement information digitally with parents/caregivers will be investigated and if possible implemented.</li> </ul>	<ul style="list-style-type: none"> <li>Class Teachers</li> <li>Class Teachers and TLs</li> <li>E-Learning Leaders</li> <li>SLT</li> <li>Sports Leaders</li> <li>ESOL Leader</li> <li>Arts Leader</li> <li>Māori Leaders</li> <li>CORE Education and SLT</li> <li>SLT</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing throughout the year.</li> <li>"</li> <li>"</li> <li>Term 4 2016</li> <li>"</li> <li>Termly</li> <li>"</li> <li>June 2016</li> <li>August 2016</li> <li>September 2016.</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> <li>PD Budget (\$45000)</li> </ul>	<ul style="list-style-type: none"> <li>Evidence that each teacher has communicated regularly with parents/caregivers regarding classroom learning</li> <li>Proposals will have been made regarding the school's use of social media and the SMS for reporting to parents / caregivers</li> <li>A series of ESOL workshops for parents and a Whānau Hui will have been held.</li> <li>Teachers will have participated in learning around cultural responsiveness</li> </ul>
<p><b>2017</b></p> <ul style="list-style-type: none"> <li>Feedback from 2016 Whānau Hui acted upon and host at least one Whānau Hui</li> <li>Implement recommendations from the review of the opportunities provided in the Arts</li> <li>Feedback from 2016 parent survey related to communication is considered and acted upon</li> <li>Community consultation takes place to assist with the development of the KNS Charter 2018 – 2020</li> </ul>		<p><b>2018</b></p> <ul style="list-style-type: none"> <li>Feedback from 2017 Whānau Hui acted upon and host at least one Whānau Hui</li> <li>Feedback from 2017 parent survey related to communication is considered and acted upon</li> <li>Begin to Implement KNS Charter 2018 - 2020</li> </ul>				

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
<b>Objective 7. (Effective Governance)</b> The best possible trustees stand for election.	<ul style="list-style-type: none"> <li>Our community will be advised well in advance of the elections timeline.</li> <li>Prospective candidates will be informed of the roles and responsibilities of trustees.</li> </ul>	<ul style="list-style-type: none"> <li>A trustee will take responsibility for developing an election timeline which includes all legislative dates and decisions.</li> <li>Prospective candidates will be provided with information regarding the role of a trustee.</li> <li>New trustees will be provided with training opportunities to help them better understand the roles and responsibilities of a trustee.</li> </ul>	<ul style="list-style-type: none"> <li>Delegated trustee</li> <li>"</li> <li>The board</li> </ul>	<ul style="list-style-type: none"> <li>February 2016</li> <li>May 2016</li> <li>December 2016</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> <li>NZSTA Training (No cost)</li> <li>Board training budget (\$500)</li> <li>Election Budget (\$6,000)</li> </ul>	<ul style="list-style-type: none"> <li>Timeline approved and actioned.</li> <li>Information available for prospective trustees.</li> <li>Training provided for new trustees.</li> </ul>
<b>2017</b> <ul style="list-style-type: none"> <li>Board members continue to access NZSTA training as required</li> </ul>			<b>2018</b> <ul style="list-style-type: none"> <li>Board members continue to access NZSTA training as required</li> <li>Planning for 2019 trustee elections begins</li> </ul>			

## Karori Normal School Reading Targets 2016

<b>Strategic Aim 1:</b>  All students are stimulated to achieve their personal best through a wide range of engaging and effective teaching and learning practices and experiences.	<b>Annual Aims:</b>  1a) To increase the number of students achieving at or above the NS in Reading. 2a) To increase the number of Māori students achieving at or above NS in reading.	<b>2016 Target:</b>  The group of Year 2 children reading below or well below NS in 2015 will have made more than one year's progress and be reading at NS at the end of 2016.
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<b>Baseline Data:</b> <ul style="list-style-type: none"> <li>• Analysis of school-wide reading data (OTJ'S against NS) in November 2015 identified that 16% of our current NE / Year 1 cohort were below or well below National Standard after one year at school. This is a significantly higher proportion than the general school population in which 8.1% of students were below or well below NS.</li> <li>• Analysis of school-wide reading data (OTJ'S against NS) in November 2015 identified that 20% of Māori students were below National Standard. This is a significantly higher proportion than the general school population in which 7.3% of students were below or well below NS. In 2016 11.5% of Māori students are below NS.</li> <li>• Analysis of school-wide reading data (OTJ'S against NS) in November 2015 identified that 13.6% of Asian students were below National Standard. This is a significantly higher proportion than the general school population in which 7.3% of students were below or well below NS.</li> </ul>
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<b>Actions to achieve targets (Actions in blue are new initiatives in 2016)</b>	<b>Led By</b>	<b>Budget</b>	<b>Time Frame</b>
<ol style="list-style-type: none"> <li>1. Review assessment data with staff and determine the particular learning needs of target students.</li> <li>2. Target students will be discussed regularly at staff meetings and team meetings.</li> <li>3. <span style="color: blue;">Team Leaders will work with DPs to track and resource the programme for target students with class teachers and utilise the support of teacher aides.</span></li> <li>4. <span style="color: blue;">Literacy support will be provided for children identified by teams and carried out by the Literacy Support Teacher. This will be short, intensive 2-3 week blocks, 3 days a week.</span></li> <li>5. <span style="color: blue;">6 year nets tracking system will provide for early identification of students at risk.</span></li> <li>6. <span style="color: blue;">Reading Recovery teacher will work alongside DP and Team Leaders to support those students on reading recovery or who have been discontinued.</span></li> <li>7. ESOL Leader released from class teaching 3 days each week to provide additional support for children and teachers.</li> <li>8. 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.</li> <li>9. <span style="color: blue;">Work with parents, families and whānau around ways to support students' learning through goal setting and celebration of learning. DPs and Māori curriculum leaders will have a focus on the wellbeing and achievement of our Māori students.</span></li> <li>10. 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.</li> <li>11. <span style="color: blue;">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 using the Universal Design for Learning (UDL) framework. CORE education will provide professional development to all staff around using UDL and cultural responsiveness.</span></li> <li>12. <span style="color: blue;">Core / Rich team will work alongside CORE Education to support teachers and teams with new learning.</span></li> <li>13. Teachers continue to reflect on and improve practice with a focus on effective reading through team meetings and practice analysis conversations, (PAC).</li> <li>14. Appraisal processes will be strengthened to ensure a greater focus on teacher inquiry and the learning needs and progress of 'target children'.</li> <li>15. Analyse mid-year and end-of-year data to inform progress, planning and practice.</li> <li>16. <span style="color: blue;">Teachers will be alerted through the rolling cycle of reporting to reflect on the progress of target children, and amend action plans accordingly.</span></li> <li>17. 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.</li> <li>18. The progress of all our Māori and ESOL students will be tracked and a focus for all teachers in reading.</li> </ol>	<ul style="list-style-type: none"> <li>• Core/Rich Curriculum Team: Actions 4, 5, 6, 12 &amp; 17</li> <li>• ESOL Leader: Actions 7, 8, 9 &amp; 18</li> <li>• Senior Leadership Team: Actions 1, 2, 3, 11, 14, 15 &amp; 18</li> <li>• Team Leaders: Actions 2, 3, 4, 9, 10 &amp; 13</li> <li>• Class Teachers: Actions 2, 4, 8, 9, 10, 13, 14, 15 &amp; 16</li> <li>• SENCO Team: Action 11</li> </ul>	<ul style="list-style-type: none"> <li>• \$45,000 allocated for teacher professional development.</li> <li>• 0.6 staffing allocated to ESOL</li> <li>• 0.6 staffing allocated to Literacy Support</li> <li>• Literacy Budget \$22,550</li> </ul>	<ul style="list-style-type: none"> <li>• All actions carried out February 2016 to December 2016</li> <li>• Rolling Cycle tracking as anniversary and progress timeframes occur.</li> <li>• Mid-Year Checkpoint SLT, Team Leaders and Curriculum Leaders review meetings– July</li> <li>• End-of-year data analysis – November/December</li> <li>• Termly assessment is reviewed for all Māori children.</li> </ul>

## Karori Normal School Writing Targets 2016

<b>Strategic Aim 1:</b>  All students are stimulated to achieve their personal best through a wide range of engaging and effective teaching and learning practices and experiences.	<b>Annual Aims:</b>  1a) To increase the number of students achieving at or above the NS in Writing. 2a) To increase the number of Māori students achieving at or above NS in Writing.	<b>2016 Target:</b>  The group of Year 8 children writing below or well below NS in 2015 will have made more than one year's progress and be writing at NS at the end of 2016.
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<b>Baseline Data:</b> <ul style="list-style-type: none"> <li>• Analysis of school-wide writing data (OTJ'S against NS) in November 2015 identified that 18.1% of the current Year 8 cohort were writing below NS. This is a significantly higher proportion than the general school population in which 12.3% of students were below or well below NS.</li> <li>• Of these 19 students, 5 children who were identified as below left before the start of 2016.</li> <li>• Analysis of school-wide writing data (OTJ'S against NS) in November 2015 identified that 28.6% of Māori students were below National Standard. This is a significantly higher proportion than the general school population in which 12.3% of students were below or well below NS.</li> <li>• Analysis of school-wide writing data (OTJ'S against NS) in November 2015 identified that 15.5% of Asian students were below National Standard. This is a higher proportion than the general school population in which 12.3% of students were below or well below NS.</li> </ul>
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<b>Actions to achieve targets (Actions in blue are new initiatives in 2016)</b>	<b>Led By</b>	<b>Budget</b>	<b>Time Frame</b>
<ol style="list-style-type: none"> <li>1. Review assessment data with staff and determine the particular learning needs of target students.</li> <li>2. Target students will be discussed regularly at staff meetings and team meetings.</li> <li>3. <b>Team Leaders will work with DPs to track and resource the programme for target students with class teachers and utilise the support of teacher aides.</b></li> <li>4. <b>Literacy support will be provided for children identified by teams. This will be short, intensive 2-3 week blocks, 3 days a week from the classroom teacher. Authentic purposes for writing will be designed.</b></li> <li>5. <b>Targeted teaching shared between collaborating classes to maximise teaching to target children.</b></li> <li>6. <b>Assistive technology and software will be used to support identified students to maximise support eg. Word Q.</b></li> <li>7. <b>The platform of google docs is used to support and engage students in writing. Regular feedback and feedforward between children and classroom teachers is promoted.</b></li> <li>8. ESOL Leader released from class teaching 3 days each week to provide additional support for children and teachers.</li> <li>9. 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.</li> <li>10. Work with parents, families and whānau around ways to support students' learning through goal setting and <b>celebration of learning. DPs and Māori curriculum leaders will have a focus on the wellbeing and achievement of our Māori students.</b></li> <li>11. <b>Transition to College is supported by DP, SENCO, RTLB, Deans and Support Staff for those students with Assistive Technology. This will begin in Term 3 to ensure smooth sharing of data and devices.</b></li> <li>12. Professional development will continue to be provided which focuses on the diverse learning needs of our children; teachers will develop strategies to plan effective <b>and engaging</b> teaching and learning programmes for <b>all</b> children <b>using the Universal Design for Learning (UDL) framework. CORE education will provide professional development to all staff around using UDL and cultural responsiveness.</b></li> <li>13. <b>Core / Rich team will work alongside CORE Education to support teachers and teams with new learning.</b></li> <li>14. Teachers continue to reflect on and improve practice with a focus on effective writing through team meetings and practice analysis conversations, (PAC).</li> <li>15. Moderation of writing will be a termly focus at staff and team meetings <b>to ensure opportunities for writing across the curriculum are provided.</b></li> <li>16. Appraisal processes will be strengthened to ensure a greater focus on teacher inquiry and the learning needs and progress of 'target children'.</li> <li>17. Analyse mid-year and end-of-year data to inform progress, planning and practice.</li> <li>18. 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.</li> <li>19. The progress of all our Māori and ESOL students will be tracked and a focus for all teachers in writing.</li> </ol>	<ul style="list-style-type: none"> <li>• Core/Rich Curriculum Team: Actions 13, 15 &amp; 18</li> <li>• ESOL Leader: Actions 8, 9 &amp; 19</li> <li>• Senior Leadership Team: Actions 1, 2, 3, 11, 12, 14, 16 &amp; 17</li> <li>• Team Leaders: Actions 1, 2, 3, 4, 5, 6, 7, 9, 10, 14, 16 &amp; 17</li> <li>• Class Teachers: Actions 1, 2, 4, 5, 6, 7, 9, 10, 14, 15 &amp; 17</li> <li>• SENCO Team: Actions 6, 11 &amp; 12</li> </ul>	<ul style="list-style-type: none"> <li>• \$45,000 allocated for teacher professional development.</li> <li>• 0.6 staffing allocated to ESOL</li> <li>• Literacy Budget \$22,550</li> </ul>	<ul style="list-style-type: none"> <li>• All actions carried out February 2016 to December 2016</li> <li>• Mid-Year Checkpoint SLT, Team Leaders and Curriculum Leaders review meetings– July</li> <li>• Term 3 &amp; 4 Transition to College</li> <li>• End-of-year data analysis – November/December</li> <li>• Termly assessment is reviewed for all Māori children.</li> </ul>

## Karori Normal School Mathematics Targets 2016

<b>Strategic Aim 1:</b>  All students are stimulated to achieve their personal best through a wide range of engaging and effective teaching and learning practices and experiences.	<b>Annual Aims:</b>  1a) To increase the number of students achieving at or above the NS in Mathematics. 2a) To increase the number of Māori students achieving at or above NS in Mathematics.	<b>2016 Target:</b>  The group of Year 4 children below NS in mathematics in 2015 will have made more than one year's progress and be achieving at NS at the end of 2016.	
<b>Baseline Data:</b> <ul style="list-style-type: none"> <li>Analysis of school-wide mathematics data (OTJ's against NS) in November 2015 identified that 16.5% of the current Year 4 cohort were below NS. This is a higher proportion than the general school population in which 8% of students were below or well below NS.</li> <li>Analysis of school-wide mathematics data (OTJ'S against NS) in November 2015 identified that 31.5% of Māori students were below or well below National Standard. This is a significantly higher proportion than the general school population in which 8% of students were below or well below NS.</li> </ul>			
<b>Actions to achieve targets</b> (Actions in blue are new initiatives in 2016)	<b>Led By</b>	<b>Budget</b>	<b>Time Frame</b>
<ol style="list-style-type: none"> <li>Review assessment data with staff and determine the particular learning needs of students. <b>This will be supported by the Core / Rich Team.</b></li> <li>Students will be discussed regularly at staff meetings and team meetings.</li> <li><b>Team Leaders will work with DPs to track and resource the programme for target students with class teachers and utilise the support of teacher aides.</b></li> <li>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.</li> <li><b>Core/Rich team will support the Year 4 team to analyse data from PAT's and diagnostic assessment to meet the needs of students.</b></li> <li>Moderation of mathematics assessment will be a termly focus at staff or team meetings <b>to ensure that a variety of formative mathematics assessment is being used.</b></li> <li>Teachers continue to reflect on and improve practice with a focus on effective maths through team meetings and practice analysis conversations, (PAC).</li> <li><b>Teachers seek opportunities to work with individuals and small groups using effective teaching strategies and assistance from teacher aides.</b></li> <li>Work with parents, families and whānau around ways to support students' learning through strong communication between parents and teachers. <b>DPs and Māori curriculum leaders will have a focus on the wellbeing and achievement of our Māori students.</b></li> <li>Professional development will continue to be provided which focuses on the diverse learning needs of our children; teachers will develop strategies to plan effective <b>and engaging</b> teaching and learning programmes for <b>all</b> children <b>using the Universal Design for Learning (UDL) framework. CORE education will provide professional development to all staff around using UDL and cultural responsiveness.</b></li> <li><b>Core / Rich team will work alongside CORE Education to support teachers and teams with new learning.</b></li> <li><b>Teachers will explore how Numicon can be used to enhance children's understanding of strategies and how basic facts knowledge can be transferred. This will be supported by the Core / Rich Team.</b></li> <li>Appraisal processes will be strengthened to ensure a greater focus on teacher inquiry and the learning needs and progress of 'target children'.</li> <li>Analyse mid-year and end-of-year data to inform progress, planning and practice.</li> <li>The progress of all our Māori students will be tracked and a focus for all teachers in mathematics.</li> </ol>	<ul style="list-style-type: none"> <li>Core/Rich Curriculum Team: Actions 1, 4, 5, 6, 10, 11 &amp; 12</li> <li>Senior Leadership Team: Actions 1, 2, 3, 6, 7, 9, 10, 13, 14 &amp; 15</li> <li>Team Leaders: Action 1, 2, 3, 5, 6, 7, 8, 9, 12 &amp; 14</li> <li>Class Teachers: Actions 1, 2, 3, 6, 7, 8, 9, 12, 14 &amp; 15</li> <li>SENCO Team: Actions 6, 8, 9 &amp; 10</li> </ul>	<ul style="list-style-type: none"> <li>\$45,000 allocated for teacher professional development.</li> <li>Numeracy Budget \$11,720</li> </ul>	<ul style="list-style-type: none"> <li>All actions carried out February 2016 to December 2016</li> <li>Mid-Year Checkpoint SLT, Team Leaders and Curriculum Leaders review meetings– July</li> <li>End-of-year data analysis – November/December</li> <li>Termly assessment is reviewed for all Māori children.</li> </ul>

## Operational Budget Summary for the year ended 31/12/16

### INCOME

Government Grants	\$ 985,381
Investment Income	\$ 17,000
Local Fundraising	\$ 251,500
<b>TOTAL INCOME</b>	<b>\$ 1,253,881</b>

### EXPENDITURE

Administration	\$ 350,186
Property Management	\$ 303,072
Depreciation	\$ 110,000
Learning Resources	\$ 485,959
<b>TOTAL EXPENDITURE</b>	<b>\$ 1,249,217</b>

<b>NET SURPLUS</b>	<b>\$ 4664</b>
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