



**KARORI NORMAL SCHOOL
CHARTER
2015-17
(Updated 2017)**

Karori Normal School welcomes over 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 2017 of 760. 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 student teachers attending 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 previous 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, 01 March 2016 and 01 March 2017.

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.

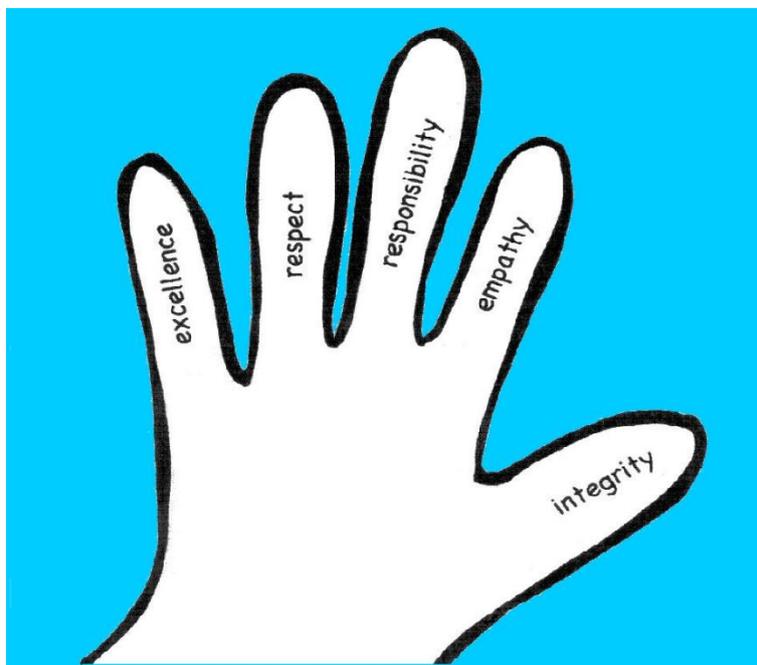
EXCELLENCE is about trying to do our best in everything we do. It includes aiming high, thinking creatively and critically, and reflectively.

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 2017 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 are taught in all classrooms throughout the school. All children participate in weekly Kapa Haka and 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 took place in 2015 and 2016. At least one whanau hui will be held in 2017.

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 has been a staff development focus since 2013. In 2016 CORE Education were engaged to lead a two-year staff development programme focussing on Universal Design for Learning. This focus further supports teachers in the development of class teaching and learning programmes which cater for all children.

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:

[Karori Normal School Curriculum Plan for Teaching and Learning 2017](#)

**Karori Normal School
Annual Plan 2017**

Charter Goals	Student achievement will be enhanced by:	Objective/Action	How will we know we've been successful
<p>Improve Student Achievement: All students are stimulated to achieve their personal best through a wide range of engaging and effective teaching and learning practices/ experiences.</p>	<p>Children's social, emotional, physical and academic learning needs being catered for.</p>	<p>Continued progress in literacy and numeracy across all year groups.</p>	<ul style="list-style-type: none"> • Progress of students in National Standards target groups • Maintenance or improvement of schoolwide National Standards data
	<p>Regular monitoring of children's progress to enable children's learning needs to be addressed in a timely manner.</p> <p>High levels of student engagement in their learning.</p>	<p>Continued development of children's social, emotional, physical and academic learning needs.</p>	<ul style="list-style-type: none"> • Overview of children's participation in sports and cultural activities. • Student survey • Impact of programmes to support diverse learners. • Parent exit survey
	<p>A motivated and enthusiastic staff team.</p>	<p>All teaching staff and teacher aides participating in ongoing professional development in Universal Design for Learning and applying their learning to their classroom practice.</p>	<ul style="list-style-type: none"> • Staff satisfaction survey • Staff appraisal process • Student survey (Student Voice)
		<p>Ongoing opportunities for targeted professional development that balances KNS's needs for a well trained staff with individual staff requirements.</p>	<ul style="list-style-type: none"> • Staff satisfaction survey • Staff retention rate

Charter Goals	Student achievement will be enhanced by:	Objective/Action	How will we know we've been successful
<p>A Safe and Appealing School Environment: 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.</p>	<p>Students and staff feeling proud and positive about their school and striving to 'do their best' as a result.</p>	<p>Improve the internal and external physical school environment. Deliver the 2017 landscape plan as determined by the BOT Completion of 5YA projects i.e. Library, Rooms 1, 2 & 3, drainage under Katherine Mansfield Courts and doors in Senior Block.</p>	<ul style="list-style-type: none"> • Student and staff survey.
	<p>Keeping our students safe by having effective health and safety policies and procedures.</p> <p>Provision of classroom environments which cater for the learning needs of the children.</p>	<p>Implement an effective health and safety environment (including updated policies and procedures) Monitor playground behaviour Implement appropriate accident mitigation strategies Regular H&S Audits</p>	<ul style="list-style-type: none"> • Reduction of playground accidents and incidents. • Staff and student survey

Charter Goals	Student achievement will be enhanced by:	Objective/Action	How will we know we've been successful
<p>Engaged School Community: Student learning is supported and understood through positive communications, engaged families and opportunities for parent involvement.</p>	<p>Parents and teachers have a shared understanding of children's learning goals and parents support classroom learning programmes.</p> <p>Provision of opportunities to discuss children's learning.</p>	<p>Evaluate the purpose and effectiveness of current communication methods. Investigate possible new communication methods between the school and home. A communication plan will be developed and implemented.</p>	<ul style="list-style-type: none"> • Parent Survey – a year to year improvement in communication score per year group.
	<p>Fund-raising to provide students with additional learning resources.</p>	<p>Support parent understanding of classroom learning programmes:</p> <ul style="list-style-type: none"> • He Hui Mihimihi • Parent and Teacher Meetings • Parent curriculum education opportunities • Open Mornings • Written reporting to parents • Celebration of Learning Meetings • Assemblies 	<ul style="list-style-type: none"> • Parent Survey – a year to year improvement in communication score per year group.
		<p>Conducting school and class activities that encourage parental involvement:</p> <ul style="list-style-type: none"> • Parent class coordinators • Open Mornings • Class Trips • Sports Events • Gala 	<ul style="list-style-type: none"> • Parent Survey – a year to year improvement in communication score per year group.

Karori Normal School Reading Targets 2017

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 Māori students achieving at or above NS in reading.	2017 Target: Year 2 The group of Year 2 children reading below or well below NS in 2016 will have made more than one year's progress and be reading at NS at the end of 2017.
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Baseline Data: <ul style="list-style-type: none"> • Analysis of school-wide reading data (OTJ'S against NS) in November 2016 identified that 22.9% 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 7.9% of students were below or well below NS. • Analysis of school-wide reading data (OTJ'S against NS) in November 2016 identified that 17.6% of Māori students were below National Standard. This is a significantly higher proportion than the general school population in which 7.9% of students were below or well below NS. • Analysis of school-wide reading data (OTJ'S against NS) in November 2016 identified that 11.4% of Asian students were below National Standard. This is a significantly higher proportion than the general school population in which 7.9% of students were below or well below NS.

Actions to achieve targets (Actions in red are new initiatives in 2017)	Led By	Budget	Time Frame
<ol style="list-style-type: none"> 1. Professional development will continue to be provided using the Universal Design for Learning (UDL) framework. CORE education will provide professional development to all staff around using UDL and cultural responsiveness. 2. Strong focus in staff meetings on teachers sharing effective UDL practice. 3. Teachers continue to reflect on and improve practice with a focus on engagement, action and expression and representation (UDL principles). 4. Curriculum team will work alongside CORE Education to support teachers and teams to design programmes that reduce barriers to learning and include all students. 5. Team Leaders will work with DPs each term to track and resource the programme for target students with class teachers and utilise the support of teacher aides. 6. 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. 7. The 6 year net tracking system will provide for early identification of students at risk and required support in classrooms. 8. The Reading Recovery teacher will work alongside DP's and Team Leaders to support those students who are on or have been on reading recovery. 9. The ESOL Leader released from class teaching 3 days each week to provide additional support for children and teachers in and out of the classroom. 10. The progress of our year 2 target ESOL students will be tracked and a focus for all teachers 11. Year 1 and Year 2 Team Leaders will meet to discuss the progression of reading and resources relevant for both cohorts. 12. Analyse progress (60 weeks) and anniversary (40 and 80 weeks) to inform progress, planning and practice. 13. Guidance and Learning team will support teachers, students and parents to ensure a holistic approach to learning is provided for all students. 	<ul style="list-style-type: none"> • Curriculum Team: Actions 1,2,4, • ESOL Leader: Actions 9,10, • Senior Leadership Team: Actions 1,5,8,12,13, • Team Leaders: Actions 5,12, • Class Teachers: Actions 3,13 • Guidance and Learning Team: Actions 6,7,8,9,10,11 	<ul style="list-style-type: none"> • Staff Development - \$45,000 • Literacy - \$10,000 • ESOL - \$1,000 • Reading Recovery – 0.3 staffing • ESOL – 0.6 staffing • Literacy Support – 0.6 staffing 	<ul style="list-style-type: none"> • All actions carried out February 2017 to December 2017 • Rolling Cycle tracking as anniversary and progress timeframes occur. • Mid-Year Checkpoint SLT, Team Leaders and Curriculum Leaders review meetings– July • End-of-year data analysis – November/December • Termly assessment review for all Māori children.

Karori Normal School Writing Targets 2017

<p>Strategic Aim 1:</p> <p>All students are stimulated to achieve their personal best through a wide range of engaging and effective teaching and learning practices and experiences.</p>	<p>Annual Aims:</p> <p>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.</p>	<p>2017 Target:</p> <p>The group of Year 5 and Year 6 children writing below or well below NS in 2016 will have made more than one year's progress and be writing at NS at the end of 2017.</p>	
<p>Baseline Data:</p> <ul style="list-style-type: none"> • Analysis of school-wide writing data (OTJ'S against NS) in November 2016 identified that 18.2% of the current Year 5 cohort were writing below or well below NS. This is a significantly higher proportion than the general school population in which 12% of students were below or well below NS. • Analysis of school-wide writing data (OTJ'S against NS) in November 2016 identified that 18.6% of the current Year 6 cohort were writing below or well below NS. This is a significantly higher proportion than the general school population in which 12% of students were below or well below NS. • Analysis of school-wide writing data (OTJ'S against NS) in November 2016 identified that 11.8% of Māori students were below National Standard. This is the same proportion as the general school population in which 12% of students were below or well below NS. • Analysis of school-wide writing data (OTJ'S against NS) in November 2016 identified that 15.8% of Asian students were below National Standard. This is a higher proportion than the general school population in which 12% of students were below or well below NS. 			
<p>Actions to achieve targets (Actions in red are new initiatives in 2017)</p> <ol style="list-style-type: none"> 1. Professional development will continue to be provided using the Universal Design for Learning (UDL) framework. CORE education will provide professional development to all staff around using UDL and cultural responsiveness. 2. Strong focus in staff meetings on teachers sharing effective UDL practice. 3. Teachers continue to reflect on and improve practice with a focus on engagement, action and expression and representation (UDL principles). 4. Curriculum team will work alongside CORE Education to support teachers and teams to design programmes that reduce barriers to learning and include all students. 5. Team Leaders will work with DPs each term to track and resource the programme for target students with class teachers and utilise the support of teacher aides. 6. Literacy support will be provided through TAs using a range of literacy resources designed specifically for boys. 7. Literacy support teacher from 2016 who worked with the identified students will continue to work with them in Term 1 and 2. 8. Targeted teaching shared between collaborating classes to maximise teaching to target children. 9. Assistive technology and software will be used to support identified students eg. Word Q. 10. The platform of google docs will be used to support and engage students in writing. 11. ESOL Leader released from class teaching 3 days each week to provide additional support for children and teachers in and out of the classroom. 12. Moderation of writing will be a termly focus at team meetings to ensure opportunities for writing across the curriculum are provided. 13. Analyse mid-year and end-of-year data to inform progress, adapt planning and practice. 14. The progress of all our Māori and ESOL students will be tracked and a focus for all teachers in writing. 15. Guidance and Learning team will support teachers, students and parents to ensure a holistic approach to learning is provided for all students. 	<p>Led By</p> <ul style="list-style-type: none"> • Curriculum Team: Actions 1,2,4,12, • ESOL Leader: Actions 11, • Senior Leadership Team: Actions 1, 14, • Team Leaders: Actions 5,13, • Class Teachers: Actions 3,8,10 • Guidance and Learning Team: Actions 6,7,9, 15, 	<p>Budget</p> <ul style="list-style-type: none"> • Staff Development - \$45,000 • Literacy - \$10,000 • ESOL - \$1,000 • ESOL – 0.6 staffing • Literacy Support – 0.6 staffing 	<p>Time Frame</p> <ul style="list-style-type: none"> • All actions carried out February 2017 to December 2017 • Mid-Year Checkpoint SLT, Team Leaders and Curriculum Leaders review meetings– July • End-of-year data analysis – November/December • Termly assessment is reviewed for all Māori children. • ESOL verification data Mid-Year and End of Year.

Karori Normal School Mathematics Targets 2017

<p>Strategic Aim 1:</p> <p>All students are stimulated to achieve their personal best through a wide range of engaging and effective teaching and learning practices and experiences.</p>	<p>Annual Aims:</p> <p>1a) To increase the number of female students achieving above the NS in Mathematics. 2a) To increase the number of Māori students achieving at or above NS in Mathematics.</p>	<p>2017 Target:</p> <p>The group of Year 3 and Year 4 females at or below NS in mathematics will have made accelerated progress at the end of 2017.</p>
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<p>Baseline Data:</p> <ul style="list-style-type: none"> • Analysis of school-wide mathematics data (OTJ's against NS) in November 2016 identified that of the current Year 3 cohort were 91.3% at NS and only 5.8% above. This is a higher proportion than the general school population in which 72% of students were at NS and 20.6% were above NS. This proportion was even more marked in females than males. • Analysis of school-wide mathematics data (OTJ's against NS) in November 2016 identified that in the current Year 4 cohort 17.8% were below NS and 65.8% were at NS and 16.4% were above. These proportions differ significantly from the general school population in which 7.4% of students were below or well below NS, 72% were at NS and 20.6% were above National Standard. This proportion was even more marked in females than males. • Analysis of school-wide mathematics data (OTJ's against NS) in November 2016 identified that 29.4% of Māori students were below National Standard and 61.8% were at NS and 8.8% were above NS. This is a significantly higher proportion than the general school population in which 7.4% of students were below NS and 72% were at NS and 20.6% were above National Standards.

Actions to achieve targets (Actions in red are new initiatives in 2017)	Led By	Budget	Time Frame
<ol style="list-style-type: none"> 1. Professional development will continue to be provided using the Universal Design for Learning (UDL) framework. CORE education will provide professional development to all staff around using UDL and cultural responsiveness. 2. Strong focus in staff meetings on teachers sharing effective UDL practice. 3. Teachers continue to reflect on and improve practice with a focus on engagement, action and expression and representation (UDL principles). 4. Curriculum team will work alongside CORE Education to support teachers and teams to design programmes that reduce barriers to learning and include all students. 5. Team Leaders will work with DPs each term to track and resource the programme for target students with class teachers and utilise the support of teacher aides. 6. Year 3 and 4 Teachers will inquire into why there is a gender imbalance in maths achievement and the implications for classroom programmes and resources. This will include gathering information about student and teacher attitudes towards maths as well as analysis of student progress and achievement data. 7. Moderation of mathematics assessment will be a termly focus at team meetings to ensure that a variety of formative mathematics assessment is being used. 8. 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 Curriculum Team. 9. The KNS maths hub resource will be used to engage and support the effective maths programmes. 10. Guidance and Learning team will support teachers, students and parents to ensure a holistic approach to learning is provided for all students. 11. SLT will consult with Victoria University around effective maths strategies for females and relevant research. 	<ul style="list-style-type: none"> • Curriculum Team: Actions 1,2,4,9 • Senior Leadership Team: Actions 1,2,4,5,10,11 • Team Leaders: Actions 5,7, • Class Teachers: Actions 3,6,8 • Guidance and Learning Team: Actions 10, 	<ul style="list-style-type: none"> • Staff Development - \$45,000 • Numeracy - \$6,775 	<ul style="list-style-type: none"> • All actions carried out February 2017 to December 2017 • Mid-Year Checkpoint SLT, Team Leaders and Curriculum Leaders review meetings– July • End-of-year data analysis – November/December

Operational Budget Summary for the year ended 31/12/17

INCOME

Government Grants	\$1,024,391
Investment Income	\$12,500
Local Fundraising	\$279,750
TOTAL INCOME	\$1,316,641

EXPENDITURE

Administration	\$384,633
Property Management	\$307,800
Depreciation	\$110,000
Learning Resources	\$507,290
TOTAL EXPENDITURE	\$1,309,723

NET SURPLUS **\$6918**