



**KARORI NORMAL SCHOOL
CHARTER
2018-20
(Updated 2019)**

**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 2019 of around 700. The school's large roll brings many benefits, particularly in the area of professional support, resourcing and asset development.

The majority of the students (71%) are NZ European, 3% 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 School Vision involves connecting the past, the present and the future using a Growth Mindset framework for all learners. Our vision is for everyone at Karori Normal School to be:

Confident in Ourselves

- Know we are safe to make mistakes - it won't hurt
- Know we are valued
- Know how to deal with challenges and failure
- Brave, Honest and Kind

Active Participants

- Try new things
- Have a 'can do attitude'
- Know how we learn
- Know how to ask others for help.
- Use initiative

Motivated and Challenged

- Face challenges and show resilience

- Stretch the limits and take risks
- Look for opportunities
- Curious and Inquiring
- Independent Thinkers

Future Thinkers

- Know there is a world beyond ourselves
- Understand other cultures, people and languages
- Be flexible
- Collaborate with others
- Create goals, have ambition and know we can achieve.

KNS Goals for 2018-2020:

1. Every Child's Achievement Grows (Learning)
2. Care and Resilience are Fostered (A Culture of Care)
3. We all make KNS a better place (Stewardship, Community and Partnership)

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 our charter has evolved since 2012

Our 2012 – 2015 charter's goals were focused on teaching and learning, use of ICT, and governance of the school. In 2015 the KNS 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. The 2015 to 2017 strategic goals were:

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.

In October 2017 the board began the process of developing a new three-year charter. Extensive consultation of the school community took place and following three goals, which build on the work of the previous three years were agreed:

1. Every Child's Achievement Grows (Learning)
2. Care and Resilience are Fostered (A Culture of Care)
3. We all make KNS a better place (Stewardship, Community and Partnership)

In 2018 the board agreed that Karori Normal School should become a founding member of Te Kāhui Ako o Te Whanganui a Tara, working with Wellington College, Wellington Girls' College, Northland School and Kelburn Normal School. A key factor in this decision was the clear link between the Kāhui Ako goals and challenges and Karori Normal School's three strategic goals.

The Charter was approved by the Board of Trustees in March 2018. 2019 is the second year that we have been working towards achieving our three 2018 to 2020 Charter goals. An annual plan specific to 2019 has been developed and is included in this charter document.

The Charter will be submitted to the Ministry of Education in March 2018, 01 March 2019 and 01 March 2020.

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.

HIRANGA - [Pronunciation](#) - EXCELLENCE is about trying to do our best in everything we do. It includes aiming high, thinking creatively and critically, and reflectively.

WHAKAUTE - [Pronunciation](#) - RESPECT is about being considerate and valuing others. It includes understanding of others' opinions and ideas and caring about what's around us.

KAWENGA - [Pronunciation](#) - 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.

AROHA TĒTAHI KI TĒTAHI - [Pronunciation](#) - 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.

PONO - [Pronunciation](#) - 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 2018 - 2020

Goal 1 - Every Child's Achievement Grows (Learning)

Whāinga 1 - Ka Tipu Ake te Paetae o ia Ākongā, ia Ākongā (Te Akoranga)

- All children's social, emotional, physical and academic learning needs are catered for.
- Staff are motivated and enthusiastic in engaging and empowering children to embrace learning.
- Staff and children can clearly articulate learning progress and next steps.
- Evidence of progress and learning is collected in a variety of ways.
- High levels of achievement are evident in the rich curriculum.
- Learners are future focused, critical and reflective thinkers, who are confident, creative users of digital technology.
- Every child's effort is praised and celebrated as a means of reaching potential.
- There are high levels of participation in sports and cultural activities.
- Te Reo is in everyday use and powhiri and poroporoaki are a natural part of our school culture.
- Staff expectations are high for all children.
- Our KNS Curriculum concepts are linked across all learning areas.
- We continue to aim for high levels of achievement in the core areas of literacy and numeracy.

Goal 2 - Care and Resilience is Fostered (A Culture of Care)

Whāinga 2 - Ka Whakatītina te Manaakitanga me te Manawaroa (He Ahurea Manaakitanga)

- Resilience is part of our school language and conversations.
- Students are able to talk about how they show and have shown resilience.
- Our community demonstrates and models care for all.
- Our learners are very aware of who they are as learners.
- Pastoral care is valued by all and our values are understood, acted on and articulated by our children, staff and parents/caregivers.
- Children, staff and parents/caregivers have a 'growth mindset' when addressing problems.
- We are inclusive in our approach when working with all children, staff and parents/caregivers.
- We are a multi-cultural school, our children are confident in who they are and know their culture is valued.
- We celebrate diversity. All cultures are valued and celebrated.
- Our children are known as positive, caring role models.
- Tuakana-Teina is evident in the relationships between our older and younger children.
- New children are welcomed into KNS and the wider Karori community.

Goal 3 - We all make KNS a better place (Stewardship, Community and Partnership)

Whāinga 3 - Ka mahi tahi tātou kia pai ake te kura (Te Kaitiakitanga, Te Hapori me Te Mahi Ngātahi)

- It is clear in our environment that we are a school in Aotearoa/New Zealand. We know the history/turangawaewae of Karori and our school, our children can articulate this.
- We have made our physical environment one we are proud of (landscaping and buildings).
- Our values are evident in the way we all interact with each other and our environment.
- We take advantage of the skills and knowledge in our community, we welcome parent/caregiver contributions.
- Our children play an active role in contributing to our school and the wider community.
- We work positively with our parent/caregiver community.
- Our values underpin how we work together.
- We communicate with all stakeholders in an open and inclusive way.
- We have strong links with other schools, ECE, Primary and Secondary, which enable a strong learning and pastoral pathway for our children.

Details of how the goals will be implemented for 2019 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. In 2019 the school has also appointed a Kapa Haka Tutor who will work with all teams. A teacher with leadership responsibility for Tikanga Maori will work with our Te Reo teacher and Kapa Haka tutor to develop 'a vision' to Tikanga Maori at our school. It is our aim to make it clear to all visitors to our school that Karori Normal School is a school in Aotearoa New Zealand.

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.

We acknowledge the support of Audrey Banks with the translation of aspects of this charter.

Meeting the needs of priority learners

Karori Normal School welcomes all learners in our community. The board is committed to ensuring that our school is inclusive and that we provide programmes 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 and 2017 CORE Education facilitated staff development focussing on Universal Design for Learning (UDL). The sustainability of UDL continues to be a focus for all staff in 2019, as we endeavour to apply the principles of UDL to all aspects of our school. The school's Guidance and Learning team works closely with parents/caregivers, staff and children to ensure that all stakeholders play a part in the inclusive nature of our school.

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:

[2019 KNS Curriculum Plan for Teaching and Learning](#)

**Karori Normal School
Annual Plan 2019**

Charter Goal 1	Student achievement will be enhanced by:	Objective/Action	How will we know we've been successful
Every Child's Achievement Grows (Learning)	<ul style="list-style-type: none"> Sustaining and further developing UDL. 	<ul style="list-style-type: none"> Continued progress in literacy and numeracy across all year groups. Teachers' knowledge and use of UDL is maintained and further developed. Teachers' awareness and knowledge of digital fluency is developed. The digital technology curriculum is implemented through UDL framework 	<ul style="list-style-type: none"> NZC level data at the end of the year shows the maintenance of high standards of progress and achievement in reading, writing and mathematics; 90% of children at or above the expected NZC level. Teacher Survey feedback will indicate that UDL has been sustained. Teacher Survey feedback will indicate that they are confident that they can implement the digital technology curriculum in 2020.
	<ul style="list-style-type: none"> Most students being agents of their own learning who can confidently express what, why and how they are learning. 	<ul style="list-style-type: none"> Kāhui Ako focus on student agency and children understanding, what, why and how they are learning. (Kāhui Ako Achievement Challenge 3) Analyse the NZCER Thinking with Evidence survey results and develop a plan to address identified needs. Strategies developed to support children's: <ul style="list-style-type: none"> Growth mindset Motivation to learn Decision making, resilience Critical and innovative thinking. 	<ul style="list-style-type: none"> Baseline data gathered using the NZCER Thinking with Evidence Survey in Year 4, Year 6 and Year 8 in Term 1 2019. Student interviews will indicate that they are active in their learning and understand how they learn. We will see an increase of students using strategies such as self-assessing, developing goals and being active learners
	<ul style="list-style-type: none"> Children and staff growing in confidence in their use of Te Reo and their understanding of Tikanga Maori. (Links to Kāhui Ako Achievement Challenge 2) 	<ul style="list-style-type: none"> Tikanga Maori Coordinator, Te Reo Teacher and Kapa Haka Tutor work together to lead the development of a plan for Tikanga Maori programmes at KNS within resourcing and time constraints. Begin to implement strategies and systems working towards the outcomes in the plan. Bi-Lingual signage around the school. It is clear that we are a school in Aotearoa/New Zealand. 	<ul style="list-style-type: none"> A plan for Tikanga Maori programmes at KNS will be agreed by the end of Term 3. Staff member survey feedback will indicate that they are growing in confidence in their use of Te Reo and their understanding of Tikanga Maori.
	<ul style="list-style-type: none"> Increased participation in non-classroom music programmes e.g. orchestra, choirs and chorale. Development and implementation of an agreed vision for music at KNS. 	<ul style="list-style-type: none"> Analysis of data gathered in 2018 regarding children's participation rates in non-classroom music programmes. The agreement of a vision for music programmes at KNS within resourcing and time constraints. Beginning to implement strategies and systems to work towards the vision. 	<ul style="list-style-type: none"> A plan for music programmes at KNS will be agreed and shared with the school community by the end of Term 2.

Charter Goal 2	Student achievement will be enhanced by:	Objective/Action	How will we know we've been successful
Care and Resilience are Fostered (A Culture of Care)	<ul style="list-style-type: none"> Children developing greater resilience and perseverance, and understanding that mistakes are opportunities to learn. Children understand that challenge and a 'growth mindset' are important elements in learning. 	<ul style="list-style-type: none"> Teaching skills and attitudes around resilience, perseverance and learning from mistakes will be part of programmes throughout the school. Ongoing communication with parents/caregivers regarding programmes to develop children's resilience, with a focus on improving parent/caregiver understanding of school programmes. Children will have had opportunities to work with a range of age groups and develop positive relationships with children across the school, including opportunities to share and value our diverse cultural backgrounds. 	<ul style="list-style-type: none"> Average parent/caregiver end-of-year survey scores related to children's resilience is greater than 8 on a 0 to 10 scale. Average parent/caregiver end-of-year survey scores related to how concerns are dealt with is greater than 8 on a 0 to 10 scale. Staff and student voice feedback indicates that Tuakana-Teina is evident in the relationships between our older and younger children.
	<ul style="list-style-type: none"> Increase the percentage of students who report positively against the wellbeing indicators of: <ul style="list-style-type: none"> Taha Hinengaro (Mental and Emotional Wellbeing) Resilience, problem solving and decision making Taha Whanau (Social Wellbeing) Belonging, caring and sharing Taha Wairua (Spiritual) I have a purpose in life, plan for learning in my life and am in control of my learning Taha Tinana (Physical) 	<ul style="list-style-type: none"> Kāhui Ako focus on student well-being. (Kāhui Ako Achievement Challenge 1) <ul style="list-style-type: none"> Wellbeing data will be analysed by end of Term 1 2019. Identify specific areas of need from KNS Analysis of the Wellbeing @ school data. Using the Term 1 analysis to identify gaps, an action plan will be developed in Term 2. Internal capability will be used to develop teachers in Wellbeing across the Kāhui Ako. Develop staff understanding of the capabilities pathway tool and develop profiles for (after 3 years, Y4, Y6 and Y8,) 	<ul style="list-style-type: none"> An increase in the percentage of students who report positively against the wellbeing indicators using NZCER's Well-being @ school data.
	<ul style="list-style-type: none"> All students enjoy and achieve education success that embraces languages, cultures and identities: <ul style="list-style-type: none"> When broken down into ethnicities, all sub-groups report the same level of enjoyment of success as "all students". Patterns of inequity are narrowed so that disparities in the achievement of ethnic subgroups are closed. 	<ul style="list-style-type: none"> Kāhui Ako focus on embracing languages, cultures and identities (Kāhui Ako Achievement Challenge 2) <ul style="list-style-type: none"> Develop transition statements and capability profiles for after 3 years, Year 6 and Year 8. Support teacher inquiries to build on our focus of cultural responsive practice. Develop professional learning opportunities that focus on inclusive practice in the classroom 	<ul style="list-style-type: none"> An increase in the percentage of Maori and Pacific students working at the appropriate curriculum level in mathematics. By 2021 90% of Maori and Pacific students working at the appropriate curriculum level in mathematics.
	<ul style="list-style-type: none"> The provision of a safe emotional and physical environment. 	<ul style="list-style-type: none"> The Health and Safety Committee continue to develop and implement systems related to health and safety to further develop a 'health and safety culture'. Termly board health and safety audits continue. 	<ul style="list-style-type: none"> Average parent/caregiver end-of-year survey scores related children's physical safety, is greater than 8 on a 0 to 10 scale. Average parent/caregiver end-of-year survey scores related children's emotional safety, is greater than 8 on a 0 to 10 scale.

Charter Goal 3	Student achievement will be enhanced by:	Objective/Action	How will we know we've been successful
<p>We all make KNS a better place (Stewardship, Community and Partnership)</p>	<ul style="list-style-type: none"> Provision of an environment which caters for the learning and well-being of our children and staff. 	<ul style="list-style-type: none"> Continue to improve the internal and external physical school environment. Deliver the 2019 landscape plan as determined by the BOT Completion of a new Katherine Mansfield Memorial. The weather-tightness issues with Block F and Block G are resolved by 2020. Agree a whole of site plan with the MoE and begin to implement the plan. Replace staffroom furniture. Continue to upgrade classroom furniture. Continue to explore how we can act sustainably within our school and the wider community. 	<ul style="list-style-type: none"> Average staff member end-of-year survey score related to satisfaction with their physical working environment is greater than 7.5 on a 0 to 10 scale. The weather-tightness issues with Block F and Block G are resolved by 2020. The Katherine Mansfield Memorial is completed and the school community understand the significance of Katherine Mansfield to the school and wider community. The staffroom furniture has been upgraded.
	<ul style="list-style-type: none"> The board has the information necessary to make sound financial and resourcing decisions. 	<ul style="list-style-type: none"> Continue to implement and refine financial planning and monitoring processes developed in 2018. 	<ul style="list-style-type: none"> The forecast 'Total Funds Available' (as at 31 December) on the cash flow statement varies by 20% or less throughout the year. Working capital (closing bank account balances less accounts payable & accrued expenses) as at 31 December of each year is greater than \$200 per student.
	<ul style="list-style-type: none"> Children, staff and parents/caregivers feel proud and positive about their school. 	<ul style="list-style-type: none"> The school is responsive to the needs of the community. The use of social media to communicate with the school community is explored. 	<ul style="list-style-type: none"> Average parent/caregiver end-of-year survey scores related children, staff and parents/caregivers feeling proud and positive about their school, is greater than 8 on a 0 to 10 scale. Feedback from parents/caregivers of children who remain in-zone but choose to leave KNS. Numbers of children who live in-zone who come to KNS from other schools.

Karori Normal School Reading Target 2019 – Years 1, 2 & 3 Working towards Level 1 of the NZC competently using the learning progressions

Strategic Aim 1: Every child's achievement grows (Learning)	2019 Target: All Year 1, 2 & 3 children are working towards Level 1 of the NZC, competently using the learning progressions in reading.		
Baseline Data:			
<ul style="list-style-type: none"> Analysis of school-wide reading data in November 2018 identified that 1% of the 2019 Year 2 cohort were yet to meet expectations in reading, 93% met expectations and 6% were exceeding expectations. Data across the whole school indicated that 3.5% of students were yet to meet expectations, 77% were meeting expectations and 16.5% were exceeding expectations. Analysis of school-wide reading data in November 2018 identified that 3% of the 2019 Year 3 cohort were yet to meet expectations in reading, 69% met expectations and 18% were exceeding expectations. Data across the whole school indicated that 3.5% of students were yet to meet expectations, 77% were meeting expectations and 16.5% were exceeding expectations. Analysis of school-wide reading data in November 2018 identified that 9.4% of Maori students were yet to meet expectations in reading, 71.9% met expectations and 18.8% were exceeding expectations. Analysis of school-wide reading data in November 2018 identified that 7.1% of Pasifika students were yet to meet expectations in reading, 92.9% met expectations and 0% were exceeding expectations. Analysis of school-wide reading data in November 2018 identified that 7.8% of Asian students were yet to meet expectations in reading, 74.8% met expectations and 17.4% were exceeding expectations. 			
Actions to achieve targets	Led By	Budget	Time Frame
<p>Team Kowhai (Year 1) – Reading</p> <p>By the end of the year all students will have a love of reading. They will choose to 'read' independently, with a teacher, with a buddy and at home.</p> <p>Actions:</p> <ul style="list-style-type: none"> Make reading fun; low pressure (children choose when they come to reading) Model reading in different contexts and discussions around play - reading for a purpose One to one reading or small groups Children choosing the book they read Reading to and shared reading Phonics programme <p>Team Pohutukawa (Year 2 & 3) - Reading</p> <p>We enable all children to be ready to read and then make progress through the reading levels</p> <p>Actions:</p> <ul style="list-style-type: none"> Create a culture of books and language in our classes. Focus on fun & enjoyment. puzzles, games, hands on. Peer-based learning (big books led by children) Phonics & alphabet programme going for red & magenta levels. Phonics groups and Letter ID with a TA. Sight word emphasis Close tracking of children at red & magenta levels Listening posts and QR code books Reading groups in class (Green and below 4 times a week). Books don't go home until they have read the book 3 times in class. Cross grouping. 	<ul style="list-style-type: none"> Team Kowhai and Team Pohutukawa Team Leaders and Deputy Principals 	<ul style="list-style-type: none"> Staff Development - \$23,000 Staff Development Relieving Teachers \$15,345 PAC Relieving Teachers \$8,680 ESOL Relieving Teachers \$7,440 Curriculum & Assessment Budget - \$25,500 ESOL – 0.5 staffing 	<ul style="list-style-type: none"> All actions carried out February 2019 to December 2019 Mid-Year Checkpoint SLT and Team Leaders – July End-of-year data analysis – November/December

Karori Normal School Writing Target 2019 – Year 4 – Working competently at Level 2 of the NZC

Strategic Aim 1: Every child's achievement grows (Learning)	2019 Target: All Year 4 children are working competently at Level 2 of the New Zealand Curriculum in writing		
Baseline Data: <ul style="list-style-type: none"> • Analysis of school-wide writing data in November 2018 identified that 3% of the 2019 Year 4 cohort were yet to meet expectations in writing, 86% met expectations and 10% were exceeding expectations. Data across the whole school indicated that 7.1% of students were yet to meet expectations, 86.6% were meeting expectations and 6.3% were exceeding expectations. • Analysis of school-wide writing data in November 2018 identified that 18.8% of Maori students were yet to meet expectations in reading, 75% met expectations and 6.3% were exceeding expectations. • Analysis of school-wide writing data in November 2018 identified that 7.1% of Pasifika students were yet to meet expectations in reading, 92.9% met expectations and 0% were exceeding expectations. • Analysis of school-wide writing data in November 2018 identified that 11.2% of Asian students were yet to meet expectations in reading, 79.3% met expectations and 9.5% were exceeding expectations. 			
Actions to achieve targets	Led By	Budget	Time Frame
Team Akakura (Year 4) - Writing <ul style="list-style-type: none"> • Phonics <ul style="list-style-type: none"> - Explicit teaching of phonics - Teaching spelling patterns and strategies - Using teacher aides to support programmes - Explicit teaching of dictionary skills • Purposeful writing topics to engage all students <ul style="list-style-type: none"> - Have a clear WALT - Teach the structure of writing - Link writing to the key concept for the term - Options for fun writing, creative writing, poetry etc. - Having an audience and an end purpose - Build children's understanding of the value in seeking and taking on feedback. • Vocabulary <ul style="list-style-type: none"> - Synonyms and antonyms - Building vocabulary through modelling, reading stories etc. - Displaying models and brainstorm - Word banks • Gathering and using a range of evidence including; <ul style="list-style-type: none"> - Modelling books - Anecdotal notes - Observations - Responses in book work - Writing Samples 	<ul style="list-style-type: none"> • Team Akakura Team Leader and Deputy Principals 	<ul style="list-style-type: none"> • Staff Development - \$22,725 • Staff Development Relieving Teachers \$13,950 • PAC Relieving Teachers \$3875 • Curriculum & Assessment Budget - \$20,600 • ESOL – 0.5 staffing 	<ul style="list-style-type: none"> • All actions carried out February 2019 to December 2019 • Mid-Year Checkpoint SLT and Team Leaders – July • End-of-year data analysis – November/December

Karori Normal School Writing Target 2019 – Year 5 & 6 – Working competently at Level 2 (Year 5) and Level 3 (Year 6) of the NZC (Enrichment)

Strategic Aim 1: Every child's achievement grows (Learning)	2019 Target: All Year 5 children are working competently at Level 2 of the New Zealand Curriculum in writing All Year 6 children are working competently at Level 3 of the New Zealand Curriculum in writing		
Baseline Data: <ul style="list-style-type: none"> • Analysis of school-wide writing data in November 2018 identified that 11% of the 2019 Year 5 cohort were yet to meet expectations in writing, 85% met expectations and 4% were exceeding expectations. • Analysis of school-wide writing data in November 2018 identified that 5% of the 2019 Year 6 cohort were yet to meet expectations in writing, 92% met expectations and 3% were exceeding expectations. • Data across the whole school indicated that 7.1% of students were yet to meet expectations, 86.6% were meeting expectations and 6.3% were exceeding expectations. • Analysis of school-wide writing data in November 2018 identified that 18.8% of Maori students were yet to meet expectations in reading, 75% met expectations and 6.3% were exceeding expectations. • Analysis of school-wide writing data in November 2018 identified that 7.1% of Pasifika students were yet to meet expectations in reading, 92.9% met expectations and 0% were exceeding expectations. • Analysis of school-wide writing data in November 2018 identified that 11.2% of Asian students were yet to meet expectations in reading, 79.3% met expectations and 9.5% were exceeding expectations. 			
Actions to achieve targets	Led By	Budget	Time Frame
Team Kahikatea (Year 5 & 6) - Writing <ul style="list-style-type: none"> • Strategies <ul style="list-style-type: none"> - Focus on grammar and surface features - Vocabulary extension - Teaching and using a range of genre - Providing exemplars - Linking writing to inquiry, purposeful writing - Writing for an audience - Modelling and workshops - Game of Awesome with Teacher Aide - UDL – catering for student needs e.g. laptops, fun writing, etc. - Self and peer assessment • Gathering and using a range of evidence including; <ul style="list-style-type: none"> - Writing books, observations, workshops - Unassisted writing - Google drive - Writing samples from across the curriculum 	<ul style="list-style-type: none"> • Team Kahikatea Team Leader and Deputy Principals 	<ul style="list-style-type: none"> • Staff Development - \$22,725 • Staff Development Relieving Teachers \$13,950 • PAC Relieving Teachers \$3875 • Curriculum & Assessment Budget - \$20,600 • ESOL – 0.5 staffing 	<ul style="list-style-type: none"> • All actions carried out February 2019 to December 2019 • Mid-Year Checkpoint SLT and Team Leaders – July • End-of-year data analysis – November/December

Karori Normal School Reading Targets 2019 – Years 7 & 8 Working competently at Level 4 of the NZC (Enrichment)

Strategic Aim 1:		2018 Target:	
Every child's achievement grows (Learning)		<ul style="list-style-type: none"> All Year 7 & 8 children are working competently at Level 4 of the NZC in Reading. 	
Baseline Data:			
<ul style="list-style-type: none"> Analysis of school-wide reading data in November 2018 identified that 4% of the 2019 Year 7 cohort were yet to meet expectations in reading, 72% met expectations and 24% were exceeding expectations. Analysis of school-wide reading data in November 2018 identified that 5% of the 2019 Year 8 cohort were yet to meet expectations in reading, 69% met expectations and 26% were exceeding expectations. Data across the whole school indicated that 7.1% of students were yet to meet expectations, 86.6% were meeting expectations and 6.3% were exceeding expectations. Analysis of school-wide reading data in November 2018 identified that 9.4% of Maori students were yet to meet expectations in reading, 71.9% met expectations and 18.8% were exceeding expectations. Analysis of school-wide reading data in November 2018 identified that 7.1% of Pasifika students were yet to meet expectations in reading, 92.9% met expectations and 0% were exceeding expectations. Analysis of school-wide reading data in November 2018 identified that 7.8% of Asian students were yet to meet expectations in reading, 74.8% met expectations and 17.4% were exceeding expectations. 			
Actions to achieve targets		Led By	Budget
Team Totara - Reading <ul style="list-style-type: none"> Survey students to find out their enjoyment level, how they perceive themselves as readers and to identify barriers they face when responding in reading Continuation of homework Reading Log system across team to encourage reading mileage Sunshine online club for at risk readers Unpacking Level 4 and Level 5 reading responses so students explore responses at higher levels PD in Team meetings for shared approach and understanding for reading comprehension Identify and have a conversation with students who are achieving to a high level in tests (PAT reading) but are not transferring this level of skill to in-class work Students complete a more formal reading comprehension activity every 2 weeks that allow students to show a levelled response. Students practice independently reading and completing the requirements of the task. Allow and support students to have agency over their learning within authentic and culturally responsive learning experiences. 		<ul style="list-style-type: none"> Team Totara Team Leader and Deputy Principals 	<ul style="list-style-type: none"> Staff Development - \$22,725 Staff Development Relieving Teachers \$13,950 PAC Relieving Teachers \$3875 Curriculum & Assessment Budget - \$20,600
			Time Frame
			<ul style="list-style-type: none"> All actions carried out February 2019 to December 2019 Mid-Year Checkpoint SLT and Team Leaders – July End-of-year data analysis – November/December

Operational Budget Summary for the year ended 31/12/19

INCOME

Government Grants	\$1,016,503
Investment Income	\$6,000
Local Fundraising	\$267,200
TOTAL INCOME	\$1,289,703

EXPENDITURE

Administration	\$307,922
Property Management	\$298,565
Depreciation	\$140,000
Learning Resources	\$450,940
TOTAL EXPENDITURE	\$1,197,427

NET SURPLUS **\$92,276**