

**KARORI NORMAL SCHOOL
CHARTER
2018-20**

**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 2018 of around 740. 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 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 Trustee'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 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)

The Charter was approved by the Board of Trustees in March 2018.

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.

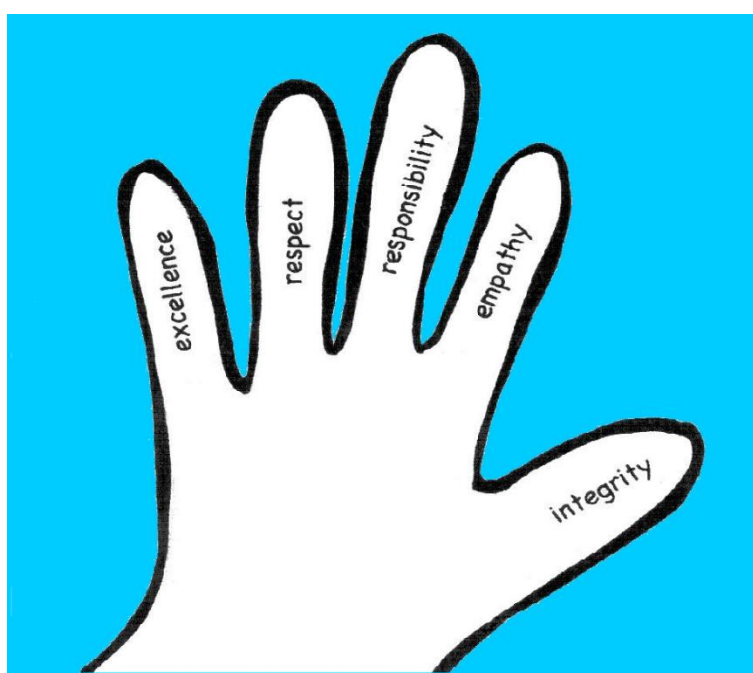
HIRANGA - [Pronunciation](#) - EXCELLENCE is about trying to do our best in everything we do. It includes aiming high, thinking creatively and critically, and reflectively.

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 Ākonga, ia Ākonga (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 2018 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.

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 is a focus area for all staff in 2018. 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:

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

**Karori Normal School
Annual Plan 2018**

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"> • All children's social, emotional, physical and academic learning needs being catered for. • Targets being set based on 2017 National Standards data. • Teaching teams developing and implementing plans to achieve team targets. • Targets, progress and implementation strategies being discussed and reviewed regularly at team and leadership meetings. • Sustaining and maintaining UDL 	<ul style="list-style-type: none"> • Continued progress in literacy and numeracy across all year groups. • Teachers' knowledge and use of UDL maintained. 	<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. • Team targets have been met i.e. Year 1, 2 & 3 writing, Year 4 reading and Year 5, 6, 7 & 8 mathematics.
	<ul style="list-style-type: none"> • Gathering data regarding children's participation rates in non-classroom music programmes. • Analysing the data gathered to review the non-classroom music programmes and programme delivery. • Seeking feedback from parents/caregivers, particularly those with musical expertise. 	<ul style="list-style-type: none"> • Increased participation in non-classroom music programmes e.g. orchestra, choirs and chorale. • Develop an agreed vision for music at KNS and work towards achieving this vision with our parent/caregiver community. 	<ul style="list-style-type: none"> • Level of participation in non-classroom music programmes measured and baseline participation levels agreed.

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)	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. • There will be ongoing communication with parents/caregivers regarding programmes to develop children's resilience. • Children will have had opportunities to work with a range of age groups and develop positive relationships with children across the school. 	<ul style="list-style-type: none"> • Average parent/caregiver end-of-year survey scores related to children's resilience is greater than 7.5 on a 0 to 10 scale. • Average parent/caregiver end-of-year survey scores related to how concerns are dealt with is greater than 7.5 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.
	Provision of classroom environments which cater for all children.	<ul style="list-style-type: none"> • Programmes provide opportunities for all cultures to be celebrated and valued. 	<ul style="list-style-type: none"> • Average parent/caregiver end-of-year survey scores related to valuing children's culture is greater than 7.5 on a 0 to 10 scale. • ESOL Parents focus group feedback indicates that KNS celebrates cultural diversity
	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 7.5 on a 0 to 10 scale. • Average parent/caregiver end-of-year survey scores related children's emotional safety, is greater than 7.5 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
We all make KNS a better place (Stewardship, Community and Partnership)	Provision of an environment which caters for the learning needs of our children.	<ul style="list-style-type: none"> • Improve the internal and external physical school environment. • Deliver the 2018 landscape plan as determined by the BOT • Completion of the Katherine Mansfield Courts Project. • Completion of a new Katherine Mansfield Memorial. • The weather-tightness issues with Block F and Block G are resolved by 2020. 	<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 board has the information necessary to make sound financial and resourcing decisions.	<ul style="list-style-type: none"> • Improve the financial processes and ongoing monitoring of financial information. 	<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.
	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. 	<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 7.5 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.
	We have strong links with other schools, Primary and Secondary, which enable a strong learning and pastoral pathway for our children.	<ul style="list-style-type: none"> • Our Kāhui Ako is set up 	<ul style="list-style-type: none"> • Kāhui Ako, leadership roles, across school roles and within school roles have been appointed. • A set of Achievement Challenges have been agreed • A leadership/stewardship structure has been agreed.

Karori Normal School Writing Targets 2018 – 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)	2018 Target: All Year 1, 2 & 3 children are working towards Level 1 of the NZC, competently using the learning progressions		
Baseline Data: <ul style="list-style-type: none"> Analysis of school-wide writing data (OTJ'S against NS) in November 2017 identified that 11.4% of the current Year 2 cohort were writing below or well below NS and that 22.2% of the current Year 3 cohort were writing below or well below NS. In Year 2 this higher and in Year 3 a significantly higher proportion than the general school population in which 12% of children were below or well below NS. Analysis of school-wide writing data (OTJ'S against NS) in November 2017 identified that 9.7% of Māori children were below National Standard. This is a lower proportion than the general school population in which 12% of children were below or well below NS in writing. Analysis of school-wide writing data (OTJ'S against NS) in November 2017 identified that 18.3% of Asian children were below or well below National Standard. This is a higher proportion than the general school population in which 12% of children were below or well below NS. 			
Actions to achieve targets	Led By	Budget	Time Frame
<p>Team Kowhai (Year 1) – Writing</p> <ul style="list-style-type: none"> All students will form most letters of the alphabet (upper and lower case) correctly after the completion of two terms at school All students will be able to write two sentences independently after the completion of four terms at school - Daily Writing - Daily independent writing: Writing Table - Daily handwriting - Guided writing and handwriting lessons - Fine motor skill activities – tweezers, playdough, squeeze balls - Perceptual Motor Programme (PMP) <p>Team Pohutukawa (Year 2 & 3) - Writing</p> <ul style="list-style-type: none"> - Using the writing indicators to measure progress - Moderating writing samples across the team - Writing at least 3 times per week - Giving ongoing appropriate feedback to children - Identify weaknesses (Surface features, content, full stops, letter formations) and taking action to remediate these. - Sharing teaching techniques at team meetings - Using teacher aides effectively - Meeting with the Year 1 team to discuss similarities and continuity across both teams 	<ul style="list-style-type: none"> Team Kowhai and Team Pohutukawa Team Leaders 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 2017 to December 2017 Mid-Year Checkpoint SLT and Team Leaders – July End-of-year data analysis – November/December

Karori Normal School Reading Targets 2018 – Year 4 – Working competently at Level 2 of the NZC

Strategic Aim 1: Every child's achievement grows (Learning)	2018 Target: All Year 4 children are working competently at Level 2 of the New Zealand Curriculum in reading		
Baseline Data: <ul style="list-style-type: none"> • Analysis of school-wide reading data (OTJ'S against NS) in November 2017 identified that 7.2% of our current Year 4 cohort were below or well below National Standard. This is a significantly higher proportion of children who were below or well below National Standard than the 2017 Year 4 to Year 8 cohorts; Year 4 2017 4.5%, Year 5 2017 6.9%, Year 6 2017 3.3%, Year 7 2017 6.3% and Year 8 2017 1.7%. • Analysis of school-wide reading data (OTJ'S against NS) in November 2017 identified that 12.9% of Māori children were below National Standard. This is a significantly higher proportion than the general school population in which 6.9% of children were below or well below NS. • Analysis of school-wide reading data (OTJ'S against NS) in November 2017 identified that 15.6% of Asian children were below National Standard. This is a significantly higher proportion than the general school population in which 6.9% of children were below or well below NS. 			
Actions to achieve targets	Led By	Budget	Time Frame
Team Akakura (Year 4) - Reading <ul style="list-style-type: none"> • Reading programmes will focus on the development of children's: <ul style="list-style-type: none"> - Beginning to infer meaning - Working on sound gaps - Confidence in decoding text and fluency - Language experience to build vocabulary - Range of reading material - Learning to read before applying what they read. - Reading mileage time. - Confidence to self-monitor. - Literal and deeper level questions answered - Reading independently at the chronological age - Ability to retell what they have read and answer comprehension questions with detail and information from the text - Understanding of vocabulary linked to inquiry - Making connections and links to the real world and prior knowledge. • Teachers will use the following strategies: <ul style="list-style-type: none"> - Modelling books - Slides - Anecdotal notes and observations to aid planning - Responses in book work and reading related activities - Inquiry work- how reading knowledge is being applied - Use of assessment data gathered through Running Records and PATs 	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 2017 to December 2017 • Mid-Year Checkpoint SLT and Team Leaders – July • End-of-year data analysis – November/December

Karori Normal School Mathematics Targets 2018 – Years 5 & 6 Working competently at Level 3 of the NZC (Enrichment) – 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 5 & 6 children are working competently at Level 3 of the NZC. • All Year 7 & 8 children are working competently at Level 4 of the NZC. 		
Baseline Data:			
<ul style="list-style-type: none"> • Analysis of school-wide mathematics data (OTJ's against NS) in November 2017 identified that 24.7% of the current Year 5 cohort were above NS in maths and 24.8% of the current Year 6 cohort were above NS in maths. This is a higher proportion than the general school population in which 21.7% of children were above NS in maths. • Analysis of school-wide mathematics data (OTJ's against NS) in November 2017 identified that 34.1% of the current Year 7 cohort were above NS in maths and 28.2% of the current Year 8 cohort were above NS in maths. This is a higher proportion than the general school population in which 21.7% of children were above NS in maths. • Analysis of school-wide mathematics data (OTJ'S against NS) in November 2016 identified that 32.3% of Māori students were below National Standard and 51.6% were at NS and 16.1% were above NS. This is a significantly higher proportion than the general school population in which 7.3% of students were below NS and 71% were at NS and 21.7% were above National Standards. 			
Actions to achieve targets	Led By	Budget	Time Frame
<p>Team Kahikatea (Year 5 & 6) - Mathematics</p> <ul style="list-style-type: none"> • Focus on children who are working towards Level 3 <ul style="list-style-type: none"> - Basic facts programme with Teacher Aide focus group, - Teacher Aides roving to enable teachers to work with children on developing strategies required. - Problem solving - Home learning - Link to rich tasks - cooking, sports, science experiments etc. - Making mathematics purposeful and meaningful. <p>Team Totara (Year 7 & 8) - Mathematics</p> <ul style="list-style-type: none"> - All classes to use similar 'Flipped Learning Model' for teaching Maths. This will mean that students change groups every week according to their strengths and gaps. - Continuation of 'Mathsmates' homework system with particular care taken with the problem solving activities at Level 3.2 and 4.1. - Specific teaching of problem solving strategies to allow students success with Otago Problem Solving Challenge. - Continue to choose meaningful tasks where students have to use skills to solve real life problems. - Offer choice as to how students practise new skills and strategies. - Use the idea of 'The Learning Pit' to allow students to realise the importance of the productive struggle and the learning opportunities in failure. 	<ul style="list-style-type: none"> • Team Kahikatea and Team Totara Team Leaders 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 	<ul style="list-style-type: none"> • All actions carried out February 2017 to December 2017 • Mid-Year Checkpoint SLT and Team Leaders – July • End-of-year data analysis – November/December

Operational Budget Summary for the year ended 31/12/18

INCOME

Government Grants	\$1,008,347
Investment Income	\$4,000
Local Fundraising	\$279,500
TOTAL INCOME	\$1,291,847

EXPENDITURE

Administration	\$371,802
Property Management	\$299,565
Depreciation	\$140,000
Learning Resources	\$437,196
TOTAL EXPENDITURE	\$1,248,563

NET SURPLUS **\$43,284**