



KARORI NORMAL SCHOOL
CHARTER
2021-2023
(Updated 2023)

**Karori Normal School welcomes around 750 tamariki 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 2021 of around 680. 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.

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 ākonga. 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 2021-2023:

- (Kauneke) - Ka tipu ake te ako / paetae o ia tamaiti, ia tamaiti, ā, ka whakaritea ia tamaiti mō te ao hurihuri. - (Progress) - Every child's learning/achievement progresses, and every child is equipped for an ever-changing world.
- (Tāngata) Ko te iho o te kura, te manaakitanga, te manawaroa me te rato. - (People) - Our care, service and resilience are at our core.
- (Wāhi) - Ka mahi tahi tātou ki te tiaki i tō tātou wāhi. - (Place) - We all work together as one to look after our place.
- (Rangapū) - Ka whakakakau, ā, ka whakanui tātou i a tātou e tipu ana. - (Partnership) - Communicate and celebrate as we grow.

Guide to this Charter

The charter is a document that explains the Board of Trustees' 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 4)
2. The goals and current action plans that the school has developed to achieve the four goals outlined on the previous page. These plans are updated every year (p 5)
3. Background on how the charter was developed.
4. How the school meets its Te Tiriti o Waitangi requirements.
5. How the school caters for the needs of priority ākonga.
6. 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 buildings 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.

In 2020 the Board of Trustees began consultation with the school community as the first step in the development of this charter document. As a result of this consultation four strategic goals were agreed:

- (Kauneke) - Ka tipu ake te ako / paetae o ia tamaiti, ia tamaiti, ā, ka whakaritea ia tamaiti mō te ao hurihuri. - (Progress) - Every child's learning/achievement progresses, and every child is equipped for an ever-changing world
- (Tāngata) Ko te iho o te kura, te manaakitanga, te manawaroa me te rato. - (People) - Our care, service and resilience are at our core
- (Wāhi) - Ka mahi tahi tātou ki te tiaki i tō tātou wāhi. - (Place) - We all work together as one to look after our place.
- (Rangapū) - Ka whakakakau, ā, ka whakanui tātou i a tātou e tipu ana. - (Partnership) - Communicate and celebrate as we grow

The KNS Charter 2021 – 2023, was ratified at the April 2021 board meeting. The annual sections of the charter will be updated in 2022 and 2023 and be submitted to the Ministry of Education following board ratification.

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 2021 - 2023

Whāinga 1 (Kauneke) - Ka tipu ake te ako / paetae o ia tamaiti, ia tamaiti, ā, ka whakaritea ia tamaiti mō te ao hurihuri.

Goal 1 (Progress) - Every child's learning/achievement progresses, and every child is equipped for an ever-changing world

- Te reo Māori and tikanga Māori are meaningfully incorporated into the everyday life of the school.
- We know the history/turangawaewae of Karori and our school, tamariki can articulate this.
- We are an inclusive school, the social, emotional, physical and academic learning needs of all tamariki are catered for.
- All tamariki can be successful and we are inclusive in our approach.
- High levels of achievement and progress are evident across all curriculum areas.
- Tamariki understand themselves as learners and make choices that support their learning.
- Tamariki are highly engaged, future focused, critical thinkers.
- High levels of collaboration are evident for both staff and tamariki.
- Programmes are future focussed, preparing tamariki with the skills, attitudes and dispositions for a changing world.
- Tamariki are confident, creative users of digital technology.
- Continual professional learning for our kaiako is valued, we support our kaiako to prepare ākonga for their future.

Whāinga 2 (Tāngata) Ko te iho o te kura, te manaakitanga, te manawaroa me te rato.

Goal 2 (People) - Our care, service and resilience are at our core

- Manaakitanga/Caring for Others is clearly evident.
- Expectations are clear and the school's values are understood and enacted by staff and tamariki.
- Tamariki make an active contribution in the wider community.
- The wellbeing of tamariki and staff is promoted and valued.
- All members of the school community feel safe and cared for.
- Adults share responsibility for all tamariki at KNS
- Resilience and learning to face and deal with challenge are skills which all tamariki learn.
- Adults role model values and expectations for tamariki.
- We celebrate diversity. All cultures are valued and celebrated.
- Resilience is part of our school language and conversations.
- Tamariki are able to talk about how they show and have shown resilience.

Whāinga 3 (Wāhi) - Ka mahi tahi tātou ki te tiaki i tō tātou wāhi.

Goal 3 (Place) - We all work together as one to look after our place.

- Kaitiakitanga/Guardianship is clearly evident.
- Our environment reflects that we are a school in Aotearoa/New Zealand.
- Tamariki take pride in and care for the school environment and feel they belong at KNS. They play an active role in maintaining and improving our place.
- We have made our physical environment one we are proud of (landscaping and buildings).

Whāinga 4 (Rangapū) - Ka whakakakau, ā, ka whakanui tātou i a tātou e tipu ana.

Goal 4 (Partnership) - Communicate and celebrate as we grow

- We communicate effectively with our parent/caregiver community, they understand what we do, how we do it and why.
- We build on and celebrate each learner's strengths and share our tamariki's successes, both individual, in groups and as a school.
- We work collaboratively and in partnership with our parents/caregivers and the wider community; 'he waka eke noa tātou'.
- Communication with the parent/caregiver community is a two-way process, we all take time to listen and learn.

Details of work towards achieving the goals in 2023 follow in the attached annual plan. The annual section of the charter is updated each year.

COVID-19 had a significant impact on the school's operations in 2022. It should be noted that the focus on wellbeing and maintaining a calm response to the day-to-day challenges of operating within in the settings of the COVID Protection Framework (CPF), limited progress on any new initiatives and the implementation of change. The 2023 Annual Plan is an opportunity to put into practice, the learning from the impact of COVID on the operations of the school, in 2021 and 2022. The plan deliberately contains less initiatives than in previous years. The need to do less, but do it well, has been discussed and agreed at both governance and operational levels.

Te Tiriti O Waitangi

Te Tiriti o Waitangi is acknowledged and embraced in a number of ways at Karori Normal School. Our vision is "KNS is a place where te reo me ōna tikanga are valued".

The programmes provided grow the confidence of tamariki and staff in their use of te reo Māori and developing an understanding of tikanga. At KNS we provide professional development in a variety of ways to develop our confidence and competence for all our teachers in:

- Understanding and recognising the unique status of tangata whenua in Aotearoa New Zealand.
- Understanding and acknowledging the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi.
- Practising and developing the use of te reo and tikanga Māori.

Each term a Māori concept is chosen from Tātaiako and is woven through the curriculum school wide; Ako Whānau ngatanga, Ako Manaakitanga, Ako Tangata Whenuatanga, and Ako Wānanga. Local Histories and significant places of interest in the local area and Wellington are included in the content. The Kāhui Ako focus on embracing languages, culture and identity assists in developing our framework.

A Te Reo Māori teacher provides lessons for all tamariki for them to learn and use te reo Māori. Classroom teachers are involved to help them with their professional learning, so that teachers can continue using te reo Māori in the classrooms and throughout our kura.

Within the Te Reo Māori teacher's timetable there are opportunities to provide language extension for tamariki. Ākonga Māori in the senior school are identified and invited to attend. These sessions provide a context for tamariki to further develop their confidence and ability in te reo Māori and have times of full immersion in te reo.

A Kapa Haka tutor provides lessons for all tamariki; growing tamariki and staff confidence with their reo through haka, waiata and dance. Extension Kapa Haka is also provided weekly to provide our tamariki a platform for expression, giving them the opportunity to experience success, gain confidence through performance, and step up as leaders and role models.

Pōwhiri are held once a term at KNS and Te Ātiawa Kawa is followed. The tikanga is taught during Kapa Haka and Te Reo Māori Lessons. Tamariki with whakapapa Māori are invited to take leadership roles such as kaikōrero and kaikaranga. This provides authentic opportunities for ākonga Māori to celebrate and acknowledge their whakapapa. Non-Māori also have opportunities to karanga and whaikōrero.

Whānau Hui are held to build and establish relationships. To share what's happening at school and get feedback and guidance from families who identify as Māori.

In 2023 the school will begin to establish strong links with Mana Whenua, Te Ātiawa, through participation in the Kura Ahurea programme.

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 meet 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.

Universal Design for Learning (UDL) is the approach we take to ensure we are an inclusive school. The sustainability of UDL continues to be a focus for all staff, as we endeavour to apply the principles of UDL to all aspects of school life.

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; [NZ Curriculum](#)
2. Karori Normal School curriculum plan, including the principles for learning; [KNS Curriculum](#)

**Karori Normal School
Annual Plan 2023**

Whāinga 1 (Kauneke) - Ka tipu ake te ako / paetae o ia tamaiti, ia tamaiti, ā, ka whakaritea ia tamaiti mō te ao hurihuri. - Goal 1 (Progress) - Every child's learning/achievement progresses, and every child is equipped for an ever-changing world		
Student achievement will be enhanced by:	Objective/Action	How will we know we've been successful
<ul style="list-style-type: none"> Teaching staff participating in the Kura Ahurea professional learning programme: <ul style="list-style-type: none"> Children and staff growing in confidence in their use of Te Reo, understanding of Tikanga Māori and knowledge regarding local history, local contexts and local places of significance. (Links to Kāhui Ako Achievement Challenge 2) All teachers building their knowledge and understanding of Culturally Responsive Practice (CRP), and implementing programmes which better meet the needs of all children. The building of strong home and school partnerships, including a focus on our relationships with our Maori and Pacific communities. 	<ul style="list-style-type: none"> Kura Ahurea staff will work with Teachers Onsite Assisting (TOA) to lead professional learning with KNS teaching staff. Tikanga Māori Coordinator, Te Reo Teacher, a Kāhui Ako Within School Teacher and Kapa Haka Tutor work together to continue to lead and promote a culturally responsive approach to teaching and learning at KNS, including Ako classes, specialist Te Reo & Kapa Haka lessons throughout the school and ongoing hui with Maori whanau. Investigation around how we can build stronger relationships with our Pacific community. SLT oversight will ensure a coordinated approach in relation to CRP and PB4L, particularly in relation to the review and refresh of the KNS values. Introduction of impact and intent staff meetings to maintain a focus on the effectiveness of programmes. 	<ul style="list-style-type: none"> 90% of Māori and Pacific students working at or above the appropriate curriculum level in mathematics. (Kāhui Ako goal) NZC level data at the end of the year shows the continued progress and achievement in reading, writing and mathematics; for our Māori and Pacific students. Teaching staff end-of-year survey feedback will indicate that they are growing in confidence and expertise with regards to CRP and their implementation of the Aotearoa Histories Curriculum.
<ul style="list-style-type: none"> Teaching staff participating in professional learning related to a Structured Approach to Literacy to develop a shared understanding and consistent approach to literacy teaching across the school. 	<ul style="list-style-type: none"> SLT and Literacy Leader to work with Resource Teachers for Learning & Behaviour (RTLb) to: <ul style="list-style-type: none"> Introduce all teaching staff to a structured approach to literacy. Document a KNS approach to structured literacy to be implemented in 2024, linked to the MoE's "common practice model", currently under development. Better Start Literacy Approach (BSLA) continues to be implemented in Year 0, 1 and 2 classes, with support from University of Canterbury facilitators. RTLb provide ongoing support for Year 3 to Year 6 teachers in the implementation of The Code, a structured approach to teaching spelling. 	<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 and writing; for all students; i.e. 90% achieving at or above the expected curriculum level. A KNS approach to structured literacy will have been documented ready to implement in 2024. Checkpoint student achievement data from 'The Code', mid-year and end-of-year, will demonstrate the effectiveness of the programme.
<ul style="list-style-type: none"> Teaching staff engaging with the NZ Curriculum Refresh to ensure they have clarity and are knowledgeable about the changing expectations for learning and teaching programmes. 	<ul style="list-style-type: none"> Kāhui Ako Within School Teacher and the SLT will work with the staff to ensure that they have opportunities to engage with the NZ Curriculum Refresh, including: <ul style="list-style-type: none"> In staff and team meetings. Trialling new approaches, particularly in relation to a common practice model for literacy & communication and maths. Understanding the upcoming changes in relation to assessment and reporting expectations. 	<ul style="list-style-type: none"> Teaching Staff End of Year Survey feedback will indicate that they have been supported in their engagement with the NZ Curriculum Refresh and are growing more confident and knowledgeable with new approaches to learning and teaching.

Student achievement will be enhanced by:	Objective/Action	How will we know we've been successful
<ul style="list-style-type: none"> Teaching staff continuing to implement the use of the Progress and Consistency Tool (PACT), to: <ul style="list-style-type: none"> Improve consistency and confidence in teacher judgements. Provide quality assessment data to inform teaching and learning programmes and tracking of student achievement. 	<ul style="list-style-type: none"> The SLT will support teaching teams in the continued implementation of PACT throughout the school. 	<ul style="list-style-type: none"> Teaching Staff End of Year Survey feedback will indicate that they have been supported in their engagement with PACT and that they are growing more confident in the judgements they are making in relation to student achievement in reading writing and mathematics, with particular emphasis on writing. NZC level data at the end of the year shows the maintenance of high standards of progress and achievement in mathematics, reading and writing; for all students; i.e. 90% achieving at or above the expected curriculum level.

Whāinga 2 (Tāngata) Ko te iho o te kura, te manaakitanga, te manawaroa me te rato. - Goal 2 (People) - Our care, service and resilience are at our core

Student achievement will be enhanced by:	Objective/Action	How will we know we've been successful
<ul style="list-style-type: none"> All staff participating in the Positive Behaviour for Learning (PB4L) professional learning programme, to enable <ul style="list-style-type: none"> Consistency and clarity for both staff and children regarding behavioural expectations. All members of the community to have a shared set of values in relation to KNS. Student achievements to be celebrated in a meaningful way. <p>(Links to The Kāhui Ako focus on student well-being. Kāhui Ako Achievement Challenge 1)</p>	<ul style="list-style-type: none"> Kāhui Ako Within School Teacher and the SLT will work with the staff PB4L team to lead the implementation of PB4L at KNS. SLT oversight will ensure a coordinated approach in relation to CRP and PB4L, particularly in relation to the review and refresh of the KNS values. Introduction of impact and intent staff meetings to maintain a focus on the effectiveness of programmes. 	<ul style="list-style-type: none"> PB4L programme checkpoints and data gathering will indicate that PB4L implementation is on schedule. The KNS Values will have been reviewed and refreshed. 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 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. 2024 Wellbeing@School Survey indicators will show an increase in: <ul style="list-style-type: none"> Pro-social behaviours linked to reducing bullying, Children and staff knowing how to respond to bullying & anti-social behaviour The school community understanding and enacting our school values

Whāinga 3 (Wāhi) - Ka mahi tahi tātou ki te tiaki i tō tātou wāhi. - Goal 3 (Place) - We all work together as one to look after our place.

Student achievement will be enhanced by:	Objective/Action	How will we know we've been successful
<ul style="list-style-type: none"> The provision of a physical environment which caters for the learning and well-being of our children and staff. 	<ul style="list-style-type: none"> MoE Capital Works Project: <ul style="list-style-type: none"> Work with the MoE, Stephenson Turner (Architects), AECON (Project Managers) and Watts & Hughes (Contractors) to plan and begin the implementation of, the major capital works programme with an agreed scope of work which addresses the issues in; Block G, Block 1T, Block 1L, Block 2, the retaining wall below Block G and the building of a new Block, Block N. Work with the MoE to ensure that Block G remains a safe environment for the duration of the capital works programme. School Investment Package Projects: <ul style="list-style-type: none"> Plan for replacement of the Junior Playground, when capital works master planning and scope of work have been agreed with the MoE. 5 Year-Agreement Projects: <ul style="list-style-type: none"> Replacement of external Carpentry and Joinery in Blocks L, E, 3 and H. Electrical upgrade in Blocks 1 and E Remediation of the steelwork on the Block H verandah. Upgrade the heating in Blocks H and L Remediate the crib wall adjacent to Block H 	<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. A programme of work which addresses all aspects of the major capital works programme, school investment package projects and 5YA projects will have been developed, agreed and commenced on schedule. Work will have commenced on the construction of Block N. The location, design and funding for a new junior playground will have been agreed and a plan agreed ready for tender.
<ul style="list-style-type: none"> It being clear that we are a school in Aotearoa/New Zealand 	<ul style="list-style-type: none"> Project Steering Group (PSG) work with MoE and architects to ensure the building designs reflect the bicultural and multicultural nature of our school community. Consultation with our Whānau Group regarding building and landscaping design. 	<ul style="list-style-type: none"> Bi-Lingual signage and other elements reflecting the bicultural and multicultural nature of our school community are part of the building development and design.

Whāinga 4 (Rangapū) - Ka whakakakau, ā, ka whakanui tātou i a tātou e tipu ana. - Goal 4 (Partnership) - Communicate and celebrate as we grow		
Student achievement will be enhanced by:	Objective/Action	How will we know we've been successful
<ul style="list-style-type: none"> Effective communication and partnership with the KNS community. 	<ul style="list-style-type: none"> Hero will continue to be used as the main tool for communication with parents/caregivers at a whole school and team level. The school website will be refreshed and simplified to contain key information for parents/caregivers and the wider community and other forms of communication will direct users to the school website as the source of factual information about the school. The refreshed website will be regularly promoted as the source of key, factual information about the school. The purpose of the school's approach to creating social media content will be reviewed and the KNS Facebook page will be administered by KNS office staff. A 12 month calendar will be developed to provide oversight of school activity that needs to be communicated, and to plan proactive communications to share our strategic direction and showcase success and achievement. A communication plan regarding our teaching and learning programmes will have been developed and implemented, particularly in the areas of literacy and numeracy. 	<ul style="list-style-type: none"> Parent/caregiver end-of-year survey feedback indicates that they are able to find the information they require from the school, easily.
<ul style="list-style-type: none"> KNS having a guiding strategic document providing a plan for the next three years i.e. 2024 to 2027 	<ul style="list-style-type: none"> Consultation with the KNS community regarding their aspirations for school. Board consideration of community feedback. A draft KNS Strategic Plan 2024 to 2026 is developed. 	<ul style="list-style-type: none"> A draft KNS Charter will be completed ready for ratification at the March 2024 board meeting.

Karori Normal School Reading Target 2023 – Māori Students

Strategic Goal 1: Whāinga 1 (Kauneke) - Ka tipu ake te ako / paetae o ia tamaiti, ia tamaiti, ā, ka whakaritea ia tamaiti mō te ao hurihuri. - Goal 1 (Progress) - Every child’s learning/achievement progresses, and every child is equipped for an ever-changing world	2023 Target: By the end of 2023 at least 92% of Māori students will be at or exceeding the curriculum expectations in reading.		
Baseline Data: <ul style="list-style-type: none">Analysis of school-wide reading data from November 2022 identified that 17% of students were exceeding expectations in reading, 77% were meeting expectations and 6% were yet to meet expectations.Analysis of school-wide reading data from November 2022 identified that 15% of Māori students were exceeding expectations in reading, 70% were meeting expectations and 15% were yet to meet expectations.			
Actions to achieve targets	Led By	Budget	Time Frame
Listed actions are committed to by the whole school, unless stated otherwise. <ul style="list-style-type: none">Introduction of structured literacy, supported by RTLBEngaging with Kura Ahurea and Kathe Tawhiwhirangi from CORE educationCurriculum Refresh; beginning with literacy. Teacher only days have the curriculum as a focus.Goals, progress and achievement data is shared at Whanau hui.	<ul style="list-style-type: none">Team Leaders & Deputy PrincipalsAll teaching staffPLD Providers (RTLB, Kura Ahurea & CORE)	<ul style="list-style-type: none">Staff Development - \$20,000Staff Development Relieving Teachers \$21,000PAC Relieving Teachers \$2,500Curriculum & Assessment Budget - \$23,440	<ul style="list-style-type: none">All actions carried out February 2023 to December 2023Mid-Year Checkpoint SLT and Team Leader – JulyMid-Year Achievement Report to the boardEnd-of-year data analysis – November/December

Karori Normal School Writing Target 2023 – Whole School

Strategic Goal 1: <ul style="list-style-type: none">Whāinga 1 (Kauneke) - Ka tipu ake te ako / paetae o ia tamaiti, ia tamaiti, ā, ka whakaritea ia tamaiti mō te ao hurihuri.Goal 1 (Progress) - Every child’s learning/achievement progresses, and every child is equipped for an ever-changing world	2023 Target: <p>By the end of 2023 at least 92% of students in all Year groups will be at or exceeding curriculum expectations in writing.</p>		
Baseline Data: <ul style="list-style-type: none">Analysis of school-wide writing data from November 2022 identified that 5.3% of students were exceeding expectations in writing, 84.2% were meeting expectations and 10.5% were yet to meet expectations.Analysis of school-wide writing data from November 2022 identified that 6% of Māori students were exceeding expectations in writing, 63% were meeting expectations and 31% were yet to meet expectations.Analysis of school-wide writing data from November 2022 identified that 6% of Pasifika students were exceeding expectations in writing, 88% were meeting expectations and 6% were yet to meet expectations.			
Actions to achieve targets	Led By	Budget	Time Frame
Listed actions are committed to by the whole school, unless stated otherwise. <ul style="list-style-type: none">Introduction of structured literacy, supported by RTLFocus on writing within the PaCT to ensure curriculum coverage and accuracy of assessment.Curriculum Refresh; beginning with literacy. This is led by a Within School Teacher.Engaging with the Kāhui Ako in relation to writing results and pedagogy.	<ul style="list-style-type: none">Team Leaders & Deputy PrincipalsAll teaching staff	<ul style="list-style-type: none">Staff Development - \$20,000Staff Development Relieving Teachers \$21,000PAC Relieving Teachers \$2,500Curriculum & Assessment Budget - \$23,440	<ul style="list-style-type: none">All actions carried out February 2023 to December 2023Mid-Year Checkpoint SLT and Team Leader – JulyMid-Year Achievement Report to the boardEnd-of-year data analysis – November/December

Karori Normal School Mathematics Target 2023 – Years 5 - 8

Strategic Goal 1: <ul style="list-style-type: none">Whāinga 1 (Kauneke) - Ka tipu ake te ako / paetae o ia tamaiti, ia tamaiti, ā, ka whakaritea ia tamaiti mō te ao hurihuri.Goal 1 (Progress) - Every child’s learning/achievement progresses, and every child is equipped for an ever-changing world	2023 Target: <p>To improve the mathematics results of our Year 5 & 6s and 7 & 8s through mixed ability and flexible grouping.</p>		
Baseline Data: <ul style="list-style-type: none">Analysis of school-wide maths data from November 2022 identified that 16.3% of students were exceeding expectations in maths, 79.4% were meeting expectations and 4.3% were yet to meet expectations.2022 Year 4: 94% 73/78 students were working at or above the expected curriculum level in mathematics2022 Year 5: 96% 77/80 students were working at or above the expected curriculum level in mathematics2022 Year 6: 97% 67/69 students were working at or above the expected curriculum level in mathematics2022 Year 7: 89% 76/85 students were working at or above the expected curriculum level in mathematics			
Actions to achieve targets	Led By	Budget	Time Frame
<ul style="list-style-type: none">Upskilling of teacher aides via regular meetings. Timetable changes are allowing for greater use of teacher aides.Kathe Tawhiwhirangi (CORE Education) leading discussions around destreaming and flexible grouping strategiesUtilising PaCT data from 2022 to identify school-wide trends	<ul style="list-style-type: none">Team Leaders & Deputy PrincipalsAll Year 5 to 8 teaching staff	<ul style="list-style-type: none">Staff Development - \$20,000Staff Development Relieving Teachers \$21,000PAC Relieving Teachers \$2,500Curriculum & Assessment Budget - \$23,440	<ul style="list-style-type: none">All actions carried out February 2023 to December 2023Mid-Year Checkpoint SLT and Team Leader – JulyMid-Year Achievement Report to the boardEnd-of-year data analysis – November/December

Operational Budget Summary for the year ended 31/12/23

INCOME

Government Grants	\$1,220,533
Locally raised funds	\$139,500
Other Income	\$35,500
TOTAL INCOME	\$1,395,033

EXPENDITURE

Labour Costs	\$751,578
Classroom and Library Costs	\$99,350
ICT Costs	\$83,930
Property Management	\$274,554
Administration and BoT Costs	\$63,346
Depreciation	\$149,336
TOTAL EXPENDITURE	\$1,422,094

NET DEFICIT	\$27,061
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