

Karori Normal School  
*Whakapono, Tutuki, NgāTahi,  
Believe, Achieve, Together*

Strategic Plan 2025 - 2026

Consultation Process

Our Strategic Plan and Annual Plan are reflective of the aspirations and goals of our whānau. A whānau survey was sent out in late 2023, asking if our Strategic Plan, Vision, Goals, and direction were still relevant. Although we received some diverse views, the overwhelming majority of feedback from whānau endorsed our goals and vision, and reaffirmed our primary purpose - that we are here for our tamariki and that first and foremost, we want tamariki who are happy, safe, and confident with who they are. Parents also communicated that the school should be committed to progress and that Te Tiriti should continue to guide our decision-making. Extensive whānau and community consultation were undertaken towards the end of 2023 and the beginning of 2024. This formed the foundation and kaupapa of our Strategic Plan. Kanohi ki te kanohi feedback sessions were held with staff, migrant families, pacific, and whānau groups to help develop the plan into actionable initiatives.

Karori Normal School is committed to ensuring the values, aspirations, and voice of the community and whānau form the basis of decision-making and strategic direction. Engagement and feedback continue to occur through online surveys, small group hui, whānau hui, community evenings, and daily interactions.

Where we are currently at:

We finished reviewing and refreshing our school values in 2023. Our values are:

**Mahi ngatahi** (working as one ), **Manaakitanga** (ethic of caring), **Whanaungatanga** (building relationships)

These values allow us to: **Manawanuitanga** (determination to be our best)

We will measure this through the **Pumanawatanga** (vibe and feel of KNS)

Karori Normal School has high aspirations for all students. We have an excellent teaching staff, who support our tamariki to achieve their best. This is reflected in our school-wide achievement data. We aim to develop the whole child, and value a holistic educational experience.

Structured literacy will continue to be a focus for Karori Normal in 2024, as we look to embed this evidence-based practice. All teachers have committed to teaching this at least four times a week. We have collected baseline data and will report to the board later in the year. Writing continues to be an area of focus for the school (and across the Kahui Ako). Assessing writing has always been a challenge for teachers and we look forward to a new Kahui Ako wide assessment matrix.

Our culturally responsive team continues to strengthen the connection between whānau, iwi and school. The school has made considerable progress over the last five years in this area. We now have a highly successful Kapa Haka group, immersion class, and whānau group.

We believe we have a supportive community, and a strong teaching staff and are well-positioned to provide a high-quality education to the children of Karori Normal School.

How will our targets and actions give effect to Te Tiriti o Waitangi:

At Karori Normal School we honour Te Tiriti o Waitangi and acknowledge and value Aotearoa/New Zealand’s cultural diversity. We also acknowledge the unique position of Māori as tangata whenua and Te Atiawa as mana whenua of our school. Our school embraces the vision of Ka Hikitia of ‘Maori enjoying and achieving education success as Māori’.

Karori Normal School maintains a positive relationship with Te Atiawa, implementing their pūrākau across the school and engaging with them to develop practices such as karakia and mihi whakatau.

We value the voice our whānau provide us at regular hui throughout the year.

Two days a week, KNS offers an immersion education class, which is fully subscribed. Increasingly, our learning programmes across the rest of the school embody a Te Ao Māori perspective.

Our Kapa Haka group practices regularly with an experienced tutor. They are highly regarded and perform in a number of community events.

All our team and curriculum leads are responsible for lifting Māori achievement, and extra funding has been allocated, which will include supports such as TA group support and resourcing.

<div>Strategic Goal 1: Progress &amp; Achievement</div> <div>We have high expectations for all ākonga. Every child will be supported to progress and achieve. At least 90% of children will meet or exceed the curriculum expectations in reading, writing and mathematics. <i>We have a strong focus on literacy and numeracy, with strong processes for tracking and monitoring progress</i> <i>We develop the whole child so they can reach their potential</i> <i>We support our teachers to be confident and capable, providing professional development and opportunities for growth</i> <i>We identify and work to support priority groups across the school</i></div>				
<div>Annual Target/Goal:</div> <div>To improve the writing progress and achievement of children, with at least 90% of all children meeting or exceeding the curriculum expectation.  <i>The school has chosen writing as a focus as the 2024 achievement data demonstrates an opportunity for growth.</i></div>				
Initiative	Who is Responsible	How we will implement these actions	Timeframe	How will you measure success?
Structured Literacy	Emma, Deputy Principal, Structured Literacy team	The structured literacy leader and team will lead the implementation of structured literacy. They will identify opportunities for growth and provide appropriate support. PD will be provided by Liz Kane and the literacy leader will provide termly staff meetings.	End of 2025	Baseline data from structured literacy assessment improves.  Teachers report feeling confident implementing the approach.

		Baseline data will be collected, tracked and monitored as the year progresses.		<p>Structured literacy is practiced and evident throughout all classrooms.</p> <p>Children's reading and writing improves, evident through OTJ's and standardised testing. Children also report feeling more confident reading and writing.</p> <p>Progress is reported to the board annually.</p>
Writing Refresh	Cherie, DPs, Curriculum Team	<p>Implementation of the Writing Support</p> <p>Developing an understanding of the progressions within the refreshed curriculum</p> <p>Baseline data will be collected, tracked and monitored as the year progresses.</p>	End of 2025	<p>Improvement of writing results</p> <p>Teacher's reporting greater confidence in moderation of writing assessment, and targeted teaching to needs.</p>
Examine and refresh assessment and reporting practices	Cherie, Trish and Emma, Senior leadership Team	<p>Our Curriculum Leads (Emma, Trish and Cherie) will lead a group of kaiako, examining current assessment and reporting practices. They will take the refreshed curriculum and any guidelines from the government into consideration.</p> <p>The Curriculum Leads will have ongoing coaching/mentoring with a member of the Senior Leadership Team. They will also receive 'developing leadership' professional development from Evaluation Associates.</p> <p>Professional Development will be provided to all teachers through the leaders collab.</p>	We will aim for a change in the mid year.	<p>Parents will report greater satisfaction towards the reporting practices within school surveys and other opportunities to give feedback. They will understand their child's next steps and how they can help at home.</p> <p>Teachers will feedback that the new system is time efficient, and the system aligns with the school's values regarding learning.</p>
ESOL	English Speakers for Other Languages Team, Senior Leadership Team	<p>The English Speakers for Other Languages Team (ESOL) team will utilise HERO to identify and tag all current and former ELLP students to build a picture.</p> <p>Termly open mornings, specifically for our migrant families, will be hosted at KNS.</p> <p>The ESOL Leader will have ongoing coaching/mentoring with a member of the Senior Leadership Team.</p> <p>Children have been assessed for their level of reading, writing and oral language. They are categorised and support is targeted.</p> <p>ESOL room has been expanded, with more dedicated teacher aide time.</p>	End of 2025	<p>Children are prioritised and supported equitably based on need.</p> <p>Migrant families attend open mornings and other events. They feel included in school life and make connections into the wider community.</p> <p>Teachers understand the English Language Learner Progressions and have effective classroom strategies to support progress.</p> <p>Progress is reported to the board annually.</p>

<div><b>Strategic Goal 2: Engagement</b></div> <div>We engage effectively with whānau to enable and celebrate ākonga success</div> <div>We improve our reporting process to whānau and provide opportunities for effective parent/teacher conversations</div> <div>We strengthen our relationships with our whānau māori, Pasifika, and migrant families.</div> <div>We embed and promote our new school values</div>				
<div><b>Annual Target/Goal:</b></div> <div>We develop systems and initiatives that allow whānau to engage and celebrate learning and success.</div>				
Initiative	Who is Responsible	How we will implement these actions	Timeframe	How will you measure success?
Continue to develop and embed the communication plan	Senior Leadership Team, Curriculum Leaders	<div>Whānau time (open mornings) are organised for the year. They are reviewed regularly and aim to ensure parents feel connected to the classroom and their child’s learning.</div> <div>Parent information mornings are hosted by the Senior Leadership Team. Information on changes to the school curriculum, practice or other areas may be included. We look at offering different times to cater to working families.</div> <div>New entrant open mornings are hosted to welcome new families and support the transition into school.</div> <div>Partnership hui’s are held at the beginning of the year and in Term 3. Teachers will have goals for each child, which they will report against in the mid-year learning letters.</div> <div>Whānau hui, Pasifika fono, and Migrant/ESOL are ongoing and used to improve connections between the school and our priority groups.</div> <div>Newsletters and other communication methods from teams are discussed and developed to ensure consistency.</div> <div>HERO is explored as a tool to maximise whānau engagement and make sharing of learning manageable and beneficial for all.</div> <div>Trial the use of live reporting within our Year 8 team.</div>	End of Year	<div>Open mornings are well-attended by parents.</div> <div>Positive feedback is provided through Māori whānau, Pasifika fono, and migrant groups. They see their feedback as valued, useful and implemented.</div> <div>The end-of-year parent survey notes improvements in this area.</div> <div>Teachers report having effective channels to communicate learning, success and next steps to parents.</div> <div>Parents understand the new focus and connection between partnership hui and learning letters.</div> <div>Our team newsletters look and feel similar.</div>

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Strategic Goal 3: Culture and Environment

We provide a safe place (physically, emotionally, and culturally) where everyone belongs and thrives

We create environments that enhance learning and wellbeing

We promote different cultures and celebrate diversity

We work to ensure the completion of the capital works project

Pro-social student culture and strategies		
Prosocial student culture		62.8%
Students' social strategies		65.7%

Annual Target/Goal:

To improve student and staff wellbeing, by providing strong frameworks and supports

The data we have used to develop this goal can be found within the NZCER survey. We would like more than 70% of our students to respond positively. This is in line with other areas within the Wellbeing at school survey.

Initiative	Who is Responsible	How we will implement these actions	Timeframe	How will you measure success?
Positive Behaviour for Learning	Within School Leader, Deputy Principal, Positive Behaviour for the Learning team	<div>The PB4L team is in its third year. An acknowledgment system has been developed and will continue to be used throughout the year.</div> <div>The PB4L team will continue to meet regularly, providing support to teachers as needed.</div>	End of Year	<div>New school values and behaviour matrix are taught regularly through Ako groups and within classrooms.</div> <div>Teachers utilise the behaviour matrix and reporting process.</div> <div>Children and teachers will report positively within the NZCER wellbeing@school survey. The school will have made progress in the pro-social area.</div>

Successfully prepare and transition into new spaces	Property Steering Group, Senior Leadership Team, Kaiako	<p>A blessing and open morning will be held, where parents and children can look through the new space.</p> <p>Ensure the rooms are well-resourced and teachers are supported to be successful in this space.</p> <p>Continue to liaise with the Ministry of Education to ensure stage 2 of the building project commences smoothly.</p>	<p>Term 1 - For Block N</p> <p>(Library and T block remain delayed.)</p>	<p>Teachers have effective systems and structures that enable them to work in a collaborative manner.</p> <p>Effective systems and structures for enhancing learning, whilst taking advantage of different spaces are evident.</p> <p>Parents understand how effective innovative learning environments operate.</p>
School Identity refresh takes place	Senior Leadership Team, Rebrand group,	<p>Front of school sign updated with new logo</p> <p>Buildings renamed and clearly labelled</p> <p>School map created and printed</p> <p>Logo updated on all comms and gear.</p>	<p>Term 1 2025</p> <p>Ongoing</p>	<p>Refreshing school signage.</p> <p>Renaming of classrooms, and the signage for these completed.</p> <p>The logo creates a sense of belonging and is easy to recognise in the community.</p>

<p><b>Strategic Goal 4: Honouring Te Tiriti</b></p> <p>We honour Te Tiriti through our curriculum, teaching and school-wide kaupapa</p> <p><i>We ensure that all children learn about Māori culture, history, and their connection to Mana Whenua.</i></p> <p><i>We integrate Te Reo Māori into learning activities.</i></p> <p><i>We maintain and strengthen relationships with Māori and Pasifika communities, acknowledging their special connection and shared experiences.</i></p>				
<p><b>Annual Target/Goal:</b></p> <p>We develop an environment where Māori can achieve success as Māori</p> <p><i>Updated info here</i></p> <p>We aspire to have a positive impact on our Māori achievement data, ensuring that 90% or more of children within this group meet or exceed the expectation. All Māori students also report positively regarding the home-school partnership section of the NZCER Wellbeing@school survey.</p>				
Initiative	Who is Responsible	How we will implement these actions	Timeframe	How will you measure success?

Kura Ahurea	Teachers Onsite Assisting, Culturally Sustaining Team, Senior Leadership Team	<p>The ‘Teachers Onsite Assisting’ (TOA) will spend four days over the year, receiving professional development from the Kura Ahurea team. The TOA will then run a staff meeting and share the new knowledge.</p> <p>Our TOA are responsible for ensuring that teachers feel confident and capable of delivering this programme.</p> <p>Job Descriptions have been rewritten to explicitly require teachers to include the Kura Ahurea programme.</p>	End of Year	<p>Teachers and students can confidently retell four new purākau by the end of 2025.</p> <p>Evidence of purākau can be seen around the school and shared with whanau</p> <p>We seek feedback and the next steps from Kura Ahurea</p> <p>Evidence and commentary are found within job descriptions and the Professional Growth Cycle</p>
Embed practices that affirm Mana Whenua, and enhance Māori achievement and success	Team Leaders, Curriculum Leaders, Teachers	<p>Whānau hui continues as a form of connection. We seek feedback where appropriate, looking to make meaningful changes across the school.</p> <p>Pedagogies such as Ako learning and destreaming are explored.</p> <p>The leadership structure has changed for Ako groups, ensuring that more people are involved in making key decisions.</p> <p>Culturally Sustaining Team continues to meet regularly. They seek advice and look to embed good practice across the school. They provide guidance to the wider school in relation to tikanga.</p>	End of Year	<p>Teachers refer to Māori achievement, Te Tiriti or another aspect of Te Ao Māori within their PGC.</p> <p>Whānau hui continue and are strengthened. The model will shift from a school-led process to more whānau ownership (with not to).</p> <p>Extension Kapa Haka continues to be well-attended by the children. Leaders report on progress to the Senior Leadership Team.</p> <p>Kura Ahurea provides feedback on the school’s progress.</p> <p>Culturally Sustaining Framework (Kāhui Ako) shows progress over time. The school can point to tangible actions, events or programmes that have made a difference to Māori learners.</p>
Ako Rūmaki	Culturally Sustaining Team, Senior Leadership Team	<p>Kura Ahurea continues to provide guidance in this area, looking at our curriculum and teaching methods in this space.</p> <p>Feedback from staff, tamariki, and whānau is sought out.</p> <p>Funding is applied to ensure the programme is well-resourced and can continue under some level of certainty.</p> <p>Assessment data is shared and targetted support is provided within Ako Rūmaki.</p>	End of Year	<p>We see strong attendance within our Ako Rūmaki.</p> <p>Whānau &amp; student feedback through our hui or other means is positive. Kura Ahurea continues to be supportive of this approach.</p> <p>Achievement data begins to improve.</p> <p>We notice other areas of success and achievement outside of core curriculum areas.</p>