



**KARORI NORMAL SCHOOL  
CHARTER  
2018-20  
(Updated 2020)**

**Karori Normal School welcomes around 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 2020 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' 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 three 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 Treaty requirements.
5. How the school caters for the needs of priority learners.
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 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. 2020 is the third year that we have been working towards achieving our three 2018 to 2020 Charter goals. An annual plan specific to 2020 has been developed and is included in this charter document. Part of the 2020 annual plan will be consultation with the KNS community as the board works towards the development of a new 2021 to 2023 Charter.

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 2020 follow in the attached annual plan. This section of the charter is updated each year.

## Meeting Te Tiriti O Waitangi Requirement

In 2019 we developed a vision for KNS; KNS is a place where te reo me ōna tikanga are valued.

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 continue to work with all teams in 2020. A teacher with leadership responsibility for Tikanga Māori works with our Te Reo teacher and Kapa Haka tutor to support staff and students in their understanding of Tikanga Māori and te reo Māori.

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 and this is a key aspect of our ongoing property planning.

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 2020, 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](http://www.nzcurriculum.tki.org.nz)
2. Karori Normal School curriculum plan, including the principles for learning:

[The Curriculum at KNS](#)

**Karori Normal School  
Annual Plan 2020**

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"> <li>Sustaining and implementing the Digital Technology curriculum through the UDL framework.</li> </ul>	<ul style="list-style-type: none"> <li>Continued support and development for staff related to both digital technology and UDL.</li> <li>UDL refresher workshops for new staff, to ensure that teachers' knowledge and use of UDL is maintained and further developed.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Survey feedback will indicate that UDL has been sustained and that teachers have had the support to enable them to do this.</li> <li>Teacher Survey feedback will indicate that they are confident in the implementation of the digital technology curriculum.</li> </ul>
	<ul style="list-style-type: none"> <li>Most students being agents of their own learning who can confidently express what, why and how they are learning.</li> <li>The Kāhui Ako focus on student agency and children understanding, what, why and how they are learning. (Kāhui Ako Achievement Challenge 3)</li> </ul>	<ul style="list-style-type: none"> <li>Within School Teachers support KNS staff with resources and strategies which focus on students knowing what, why and how they are learning.</li> <li>CORE Education facilitators providing professional learning in collaboration and sustaining UDL for Across and Within School Teachers to build leadership capacity.</li> </ul>	<ul style="list-style-type: none"> <li>Student interviews will indicate that they are active in their learning and understand how they learn.</li> <li>Teacher inquiries (PAC) across the three Kāhui Ako achievement challenges will show the impact of greater student agency, wellbeing and cultural responsiveness.</li> </ul>
	<ul style="list-style-type: none"> <li>Children and staff growing in confidence in their use of Te Reo, understanding of Tikanga Māori and knowledge regarding local contexts and local places of significance. (Links to Kāhui Ako Achievement Challenge 2)</li> <li>It is clear that we are a school in Aotearoa/New Zealand.</li> </ul>	<ul style="list-style-type: none"> <li>Tikanga Māori Coordinator, Te Reo Teacher and Kapa Haka Tutor work together to lead staff development related to Tikanga Māori programmes and knowledge related to local contexts and places of significance.</li> <li>Specialist Te Reo and Kapa Haka lessons continue throughout the school, all staff continue to upskill and role model the use of Te Reo.</li> <li>Project Steering Group (PSG) work with MoE and architects to ensure the building designs reflect the bicultural and multicultural nature of our school community.</li> </ul>	<ul style="list-style-type: none"> <li>The KNS Curriculum will be updated to:               <ul style="list-style-type: none"> <li>Document information regarding local contexts and places of significance and our vision for Tikanga Māori.</li> <li>Our approach to bicultural education.</li> </ul> </li> <li>Bi-Lingual signage and other elements reflecting the bicultural and multicultural nature of our school community are part of the building development and design.</li> <li>Whanau will have decided how they wish to receive Māori achievement data.</li> </ul>
	<ul style="list-style-type: none"> <li>Increased collaboration between teachers within teams and across the school.</li> </ul>	<ul style="list-style-type: none"> <li>All classrooms within teams close together to promote opportunities for collaboration.</li> <li>Ongoing development for Team Leaders regarding leading collaborative teams.</li> <li>Teachers encouraged to work closely with others to trial collaborative practice.</li> <li>CORE Education provide staff development related to collaborative practice.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>A KNS model of collaborative practice will have been developed.</li> </ul>
	<ul style="list-style-type: none"> <li>Timely sharing of student learning, achievement and progress with parents/caregivers, to build a partnership that encourages parent/caregiver involvement in children's learning, achievement and progress.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate aspects of the eTap Student Management System related to sharing student learning, achievement and progress with parents/caregivers.</li> <li>Develop recommendations and systems for sharing student learning, achievement and progress with parents/caregivers.</li> </ul>	<ul style="list-style-type: none"> <li>An investigation will have been carried out and a system for sharing student learning, achievement and progress with parents/caregivers will have been developed, if required.</li> </ul>

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"> <li>Children developing greater resilience and perseverance, and understanding that mistakes are opportunities to learn.</li> <li>Children understand that challenge and a 'growth mindset' are important elements in learning.</li> <li>Parents/Caregivers having a better understanding of programmes which support and develop children's resilience</li> </ul>	<ul style="list-style-type: none"> <li>Teaching skills and attitudes around resilience, perseverance and learning from mistakes will be part of programmes throughout the school.</li> <li>Ongoing communication with parents/caregivers regarding programmes to develop children's resilience, with a focus on improving parent/caregiver understanding of school programmes.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Average parent/caregiver end-of-year survey scores related to children's resilience is greater than 8 on a 0 to 10 scale.</li> <li>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.</li> <li>Average parent/caregiver end-of-year survey scores related children's physical safety, is greater than 8 on a 0 to 10 scale.</li> <li>Average parent/caregiver end-of-year survey scores related children's emotional safety, is greater than 8 on a 0 to 10 scale.</li> </ul>
	<ul style="list-style-type: none"> <li>Teachers building strong, respectful relationships with students.</li> <li>The Kāhui Ako focus on student well-being. (Kāhui Ako Achievement Challenge 1)</li> </ul>	<ul style="list-style-type: none"> <li>Use KNS student voice narrative to promote discussion and action for staff.</li> <li>NZCER's Well-being @ school survey will be carried out in Term 2 2020 for Year 4 to Year 8 students.</li> <li>A KNS Wellbeing survey for Year 1 to 3 children will be developed and carried out.</li> <li>Wellbeing data will be analysed by end of Term 3 2020 and compared with 2018 data.</li> <li>Develop staff understanding of the capabilities pathway tool and develop profiles for (after 3 years, Y4, Y6 and Y8,)</li> </ul>	<ul style="list-style-type: none"> <li>Students will tell us the changes they feel and have noticed in our school culture.</li> <li>An increase in the percentage of students who report positively against the wellbeing indicators using NZCER's Well-being @ school data.</li> <li>Teacher inquiries (PAC) across the three Kāhui Ako achievement challenges will show the impact of greater student agency, wellbeing and cultural responsiveness.</li> </ul>
	<ul style="list-style-type: none"> <li>Teachers building their own knowledge and understanding of culturally responsive practice.</li> <li>Teachers understanding the importance of local history and contexts to enable them to affirm the identity of Māori and Pasifika students.</li> <li>The Kāhui Ako focus on embracing languages, cultures and identities (Kāhui Ako Achievement Challenge 2)</li> </ul>	<ul style="list-style-type: none"> <li>CORE Education facilitators providing professional learning in collaboration and sustaining UDL for Kāhui Ako Across and Within School Teachers and other key staff to build leadership capacity and knowledge of local contexts.</li> <li>Develop a culturally responsive framework which is relevant to KNS and the wider Kāhui Ako.</li> <li>All staff will be supported to increase their use of Te Reo.</li> <li>Opportunities for secondary school students to work with KNS students to promote mana and pathways related to Māori and Pasifika.</li> </ul>	<ul style="list-style-type: none"> <li>An increase in the percentage of Māori and Pacific students working at the appropriate curriculum level in mathematics.</li> <li>By 2021 90% of Māori and Pacific students working at the appropriate curriculum level in mathematics.</li> <li>Māori and Pasifika student voice will indicate teachers placing greater importance on cultural identity.</li> <li>Teacher inquiries (PAC) across the three Kāhui Ako achievement challenges will show the impact of greater student agency, wellbeing and cultural responsiveness.</li> </ul>
	<ul style="list-style-type: none"> <li>Parent/Caregiver feedback being used to review Health programmes to ensure that children's needs are being met.</li> </ul>	<ul style="list-style-type: none"> <li>The Curriculum team will seek feedback from the parent/caregiver community regarding the programmes we offer in health and use this information to inform a review of the health aspects of the KNS curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback will have been sought from the parent/caregiver community and a review of health programmes will have been carried out.</li> <li>Changes to the health aspects of the KNS curriculum will be agreed for implementation in 2021.</li> </ul>

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)	<ul style="list-style-type: none"> <li>The provision of an environment which caters for the learning and well-being of our children and staff.</li> </ul>	<ul style="list-style-type: none"> <li>Work with the MoE and Stephenson Turner to plan and begin the implementation of the major capital works programme.</li> <li>Plan and agree with the MoE how best to utilise the \$400,000 School Investment Package property funding.</li> <li>Continue to upgrade classroom furniture.</li> <li>Wellbeing initiatives for staff are developed and implemented.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>The master planning and design aspects of the major capital works programme will be completed and the tender process will have started.</li> <li>A plan will have developed and agreed with the MoE regarding the \$400,000 School Investment Package property funding.</li> </ul>
	<ul style="list-style-type: none"> <li>KNS having a guiding strategic document which provides an overview for the next three years i.e. 2021 to 2023</li> </ul>	<ul style="list-style-type: none"> <li>Consultation with the KNS community regarding their aspirations for school.</li> <li>Board consideration of community feedback.</li> <li>A draft KNS Charter 2021 to 2023 is developed.</li> </ul>	<ul style="list-style-type: none"> <li>A draft KNS Charter will be completed ready for ratification at the February 2021 board meeting.</li> </ul>
	<ul style="list-style-type: none"> <li>The school being responsive to the aspirations of the parents/caregivers of our Māori and Pasifika students.</li> </ul>	<ul style="list-style-type: none"> <li>Key staff will investigate how best to seek feedback from the parents/caregivers of our Māori and Pasifika students and agreed strategies will be implemented.</li> </ul>	<ul style="list-style-type: none"> <li>Consultation with the parents/caregivers of our Māori and Pasifika students will have taken place.</li> </ul>
	<ul style="list-style-type: none"> <li>The parents/caregivers of our ESOL students having a greater understanding of the programmes we offer for our English Language Learners.</li> </ul>	<ul style="list-style-type: none"> <li>The ELLs, family &amp; community partnerships leader will continue to develop and implement strategies to promote parent/caregiver knowledge and understanding of programmes for our English Language Learners</li> </ul>	<ul style="list-style-type: none"> <li>A partnership programme will have been implemented and a progress report shared with the board.</li> </ul>
	<ul style="list-style-type: none"> <li>Effective communication and partnership with the KNS community</li> </ul>	<ul style="list-style-type: none"> <li>The board and SLT develop an understanding of what partnership, including effective communication, means to the KNS community.</li> <li>An investigation into how best to foster a home and school partnership, without creating more lines of communication, is carried out.</li> </ul>	<ul style="list-style-type: none"> <li>A home and school partnership review has been carried out with changes ready to implement in 2021 if required.</li> </ul>
	<ul style="list-style-type: none"> <li>Resourcing of programmes continuing to be supported through funds raised by the KNS Gala.</li> </ul>	<ul style="list-style-type: none"> <li>The board will work with key community members to create and implement a sustainable model for the running and management of the annual KNS Gala.</li> </ul>	<ul style="list-style-type: none"> <li>The 2020 KNS Gala is held</li> <li>A sustainable model for the running and management of the annual KNS Gala has been developed.</li> </ul>

## Karori Normal School Reading Target 2020 – Year 3 Working towards Level 1 of the NZC competently using the learning progressions

<p><b>Strategic Aim 1:</b></p> <p>Every child’s achievement grows (Learning)</p>	<p><b>2020 Target:</b></p> <p>All Year 3 children are working towards Level 1 of the NZC, competently using the learning progressions in reading.</p>		
<p><b>Baseline Data:</b></p> <ul style="list-style-type: none"> <li>Analysis of school-wide reading data in November 2019 identified that 12% of the 2020 Year 3 cohort were yet to meet curriculum expectations in reading, 77% met curriculum expectations and 12% were exceeding curriculum expectations. Data across the whole school indicated that 5% of students were yet to meet curriculum expectations, 76% were meeting curriculum expectations and 19% were exceeding curriculum expectations.</li> <li>Analysis of school-wide reading data in November 2019 identified that 14.8% of Māori students were yet to meet curriculum expectations in reading, 59.3% met curriculum expectations and 25.98% were exceeding curriculum expectations.</li> <li>Analysis of school-wide reading data in November 2019 identified that 15.8% of Pasifika students were yet to meet curriculum expectations in reading, 73.7% met curriculum expectations and 10.5% were exceeding curriculum expectations.</li> </ul>			
<p><b>Actions to achieve targets</b></p> <p><b>Rōpū Pohutukawa (Year 3) – Reading</b></p> <p>We enable all children to be ready to read and then make progress through the reading levels. Those identified 'yet to meet' are all supported through Guidance and Learning, ELLP programmes and Resource Teacher of Literacy. Within this group, there are students who identify as Maori and Pasifika.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Create a culture of books and language in our classes. Focus on fun &amp; enjoyment. puzzles, games, hands on.</li> <li>Deliberate Parent communication so that children are engaged and enjoy reading.</li> <li>Peer-based learning (big books led by children)</li> <li>Phonics &amp; alphabet programme going for red &amp; magenta levels.</li> <li>Phonics groups and Letter ID with a TA</li> <li>Cross Grouping</li> <li>Sent flash cards with HFW (High Frequency Words) home to LA students</li> <li>Close tracking of children at red &amp; magenta levels</li> <li>Listening posts and QR code books</li> <li>Reading groups in class (Green and below 4 times a week) Aim for children to read books 3 times (twice at school, once at home)</li> <li>Resource Teacher of Literacy involved in supporting both teachers and identified children.</li> <li>Deliberate acts of teaching reading</li> <li>Varied baseline assessments and evidence to identify specific skills and strategies.</li> <li>Regular Guidance and Learning conversations in Team meetings and with DP’s.</li> </ul>	<p><b>Led By</b></p> <ul style="list-style-type: none"> <li>Rōpū Pohutukawa Leader and Deputy Principals</li> <li>Rōpū Pohutukawa</li> </ul>	<p><b>Budget</b></p> <ul style="list-style-type: none"> <li>Staff Development - \$21,000</li> <li>Staff Development Relieving Teachers \$27,000</li> <li>PAC Relieving Teachers \$5,000</li> <li>ESOL Relieving Teachers \$1,500</li> <li>Curriculum &amp; Assessment Budget - \$28,170</li> <li>ESOL – 0.4 staffing</li> </ul>	<p><b>Time Frame</b></p> <ul style="list-style-type: none"> <li>All actions carried out February 2020 to December 2020</li> <li>Termly Checkpoints.</li> <li>Mid-Year Checkpoint SLT and Team Leaders – July</li> <li>End-of-year data analysis – November/December</li> </ul>

## Karori Normal School Maths Target 2020 – Year 5 Working competently at Level 3 of the NZC

<b>Strategic Aim 1:</b> Every child's achievement grows (Learning)	<b>2020 Target:</b> <ul style="list-style-type: none"> <li>All Year 5 children are working competently at Level 3 of the New Zealand Curriculum in Maths</li> </ul>		
<b>Baseline Data:</b> <ul style="list-style-type: none"> <li>Analysis of school-wide reading data in November 2019 identified that 14% of the 2020 Year 5 cohort were yet to meet curriculum expectations in maths, 82% met curriculum expectations and 5% were exceeding curriculum expectations. Data across the whole school indicated that 5% of students were yet to meet curriculum expectations, 83% were meeting curriculum expectations and 12% were exceeding curriculum expectations.</li> <li>Analysis of school-wide maths data in November 2019 identified that 10% of Māori students were yet to meet curriculum expectations in maths, 80% met curriculum expectations and 10% were exceeding curriculum expectations.</li> <li>Analysis of school-wide reading data in November 2019 identified that 12.5% of Pasifika students were yet to meet curriculum expectations in maths, 81.3% met curriculum expectations and 6.3% were exceeding curriculum expectations.</li> </ul>			
<b>Actions to achieve targets</b>	<b>Led By</b>	<b>Budget</b>	<b>Time Frame</b>
<b>Rōpū Kahikatea</b>  Actions: <ul style="list-style-type: none"> <li>Professional Development opportunities for Rōpū Kahikatea teachers.</li> <li>ESOL support with classroom learning with experiences and activities that encourage strong (oral) language participation and development. (Listening, Speaking, Reading, Writing)</li> <li>Home learning maths websites shared with parents</li> <li>Actions: work on basic facts with teacher/TA</li> <li>Extending mathematical vocabulary</li> <li>Cross curricular teaching and rich activities/purposeful learning</li> <li>Using exemplars</li> <li>Linking maths to inquiry</li> <li>Modelling and workshops</li> <li>Math rotation and collaboration between classes</li> <li>UDL catering for students e.g. Numicon, hands on equipment, rulers</li> <li>Self and pair assessment using success criteria created by the students so they identify their next steps</li> </ul>	<ul style="list-style-type: none"> <li>Rōpū Kahikatea Team Leaders and Deputy Principals</li> </ul>	<ul style="list-style-type: none"> <li>Staff Development - \$21,000</li> <li>Staff Development Relieving Teachers \$27,000</li> <li>PAC Relieving Teachers \$5,000</li> <li>ESOL Relieving Teachers \$1,500</li> <li>Curriculum &amp; Assessment Budget - \$28,170</li> <li>ESOL – 0.4 staffing</li> </ul>	<ul style="list-style-type: none"> <li>All actions carried out February 2020 to December 2020</li> <li>Mid-Year Checkpoint SLT and Team Leaders – July</li> <li>End-of-year data analysis – November/December</li> </ul>

## Karori Normal School Writing Target 2020 – Year 8 Working competently at Level 4 of the NZC

<b>Strategic Aim 1:</b> Every child's achievement grows (Learning)	<b>2020 Target:</b> <ul style="list-style-type: none"> <li>All Year 8 children are working competently at Level 4 of the NZC in Writing.</li> </ul>		
<b>Baseline Data:</b> <ul style="list-style-type: none"> <li>Analysis of school-wide reading data in November 2019 identified that 9% of the 2020 Year 8 cohort were yet to meet curriculum expectations in writing, 78% met curriculum expectations and 13% were exceeding curriculum expectations. Data across the whole school indicated that 6% of students were yet to meet curriculum expectations, 85% were meeting curriculum expectations and 9% were exceeding curriculum expectations.</li> <li>Analysis of school-wide writing data in November 2019 identified that 11.1% of Māori students were yet to meet curriculum expectations in writing, 81.5% met curriculum expectations and 7.4% were exceeding curriculum expectations.</li> <li>Analysis of school-wide reading data in November 2019 identified that 5.3% of Pasifika students were yet to meet curriculum expectations in writing, 89.5% met curriculum expectations and 5.3% were exceeding curriculum expectations.</li> </ul>			
<b>Actions to achieve targets</b>	<b>Led By</b>	<b>Budget</b>	<b>Time Frame</b>
<b>Rōpū Totara</b> Actions: <ul style="list-style-type: none"> <li>Survey students to find out their enjoyment level, how they perceive themselves as writers and to identify barriers they face when writing or trying to write</li> <li>Continuation of homework reading log system across team to encourage reading mileage; more exposure to reading text should help lift vocabulary</li> <li>Unpacking what Level 3, Level 4 and Level 5 writing looks like for our students</li> <li>Professional Development in team meetings around specific online supports such as Word Q</li> <li>Bring back the fun and creativity of writing for those students who hate writing. Allow them to own their feelings but have an understanding of why they need specific skills for their future</li> <li>Allow and support students to have agency over their learning within authentic and culturally responsive learning experiences.</li> <li>Allow time for revisiting and improving some pieces of text with clear guidelines of what students are looking to improve</li> <li>Students able to choose to write by hand or on a device whenever we are able to provide this opportunity</li> </ul>	<ul style="list-style-type: none"> <li>Rōpū Totara Team Leaders and Deputy Principals</li> </ul>	<ul style="list-style-type: none"> <li>Staff Development - \$21,000</li> <li>Staff Development Relieving Teachers \$27,000</li> <li>PAC Relieving Teachers \$5,000</li> <li>ESOL Relieving Teachers \$1,500</li> <li>Curriculum &amp; Assessment Budget - \$28,170</li> <li>ESOL – 0.4 staffing</li> </ul>	<ul style="list-style-type: none"> <li>All actions carried out February 2020 to December 2020</li> <li>Mid-Year Checkpoint SLT and Team Leaders – July</li> <li>End-of-year data analysis – November/December</li> </ul>

## Operational Budget Summary for the year ended 31/12/20

### INCOME

Government Grants	\$1,060,970
Investment Income	\$6,000
Local Fundraising	\$181,000
<b>TOTAL INCOME</b>	<b>\$1,247,970</b>

### EXPENDITURE

Labour Costs	\$582,726
Classroom and Library Costs	\$101,740
ICT Costs	\$99,720
Property Management	\$267,712
Administration	\$55,320
Depreciation	\$140,000
<b>TOTAL EXPENDITURE</b>	<b>\$1,247,218</b>

**NET SURPLUS**                      **\$752**