



## KARORI NORMAL SCHOOL

We encourage our children to be the best they can be  
Tino pai ake

### Principal's and Board Chairperson's Report 2018

2018 was a very positive year at Karori Normal School (KNS). The Board of Trustees and staff continued to build a strong and productive partnership and this has been demonstrated by the way that the board and staff have responded to the ongoing property issues facing the school.

Staffing stability was again a feature in 2018. This stability enables the school to build on previous professional development and look to maintain and sustain the school's improvement focussed culture. Staff development focussed on supporting our staff to cater for the diverse learning needs of our children, as we worked to consolidate our learning around Universal Design for Learning (UDL).

In October 2017 the board began the process of developing a new three-year charter. This was an opportunity to re-visit what is important at our school and similar to other recent consultation there was a strong alignment between the parent/caregiver community aspirations and those of the KNS staff. Following the consultation the board developed three strategic goals for the period 2018 – 2020. These goals build on the work of the previous three years were agreed at the board's March 2018 meeting:

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. This is an exciting time in the school's development as we work with other local schools to improve schooling for children not just in their time at KNS but as the transition to and through secondary school. The focus areas for the Kāhui Ako will be:

1. Supporting the wellbeing of all students
2. Embracing languages, cultures and identities
3. Students being agents of their own learning

Considerable thanks and acknowledgement must go to the school community who continue to be actively involved with KNS in many ways. We are fortunate to have a parent/caregiver community who regularly support the school's endeavours both in and outside the classroom. Of particular note is the contribution of the KNS PTA and the Gala Committee.

The PTA, very ably led by co-chairs, Thea Wallace and Sara Jones, have been more than generous with their time, energy and enthusiasm. The school, and the community as a whole, have benefitted greatly from their fundraising projects and community building initiatives.

The 2018 Gala was once again a huge success, raising in excess of \$60,000. We are indebted to the many dedicated parents, staff, sponsors and community members who contributed to this event and thank the gala committee, for the immeasurable amount of time and effort they contributed during the year. The financial result the gala produces is greatly appreciated, as is the equally significant contribution it makes to the community spirit at KNS.

The school continued to experience pressure from roll-growth, exacerbated by ongoing building issues. The school's roll is however plateauing, as the number of children entering the school as 5 year-olds is matched by the numbers of children leaving to secondary school. During the course of the year the board informed the Ministry of Education that the school still requires an enrolment scheme in order to manage student numbers.

The school environment, was again a significant focus for the board in 2018.

- Our parent/caregiver landscaping committee continued their work in clearing and re-planting the Karori Rd and Donald St boundary garden areas. This is a long-term project and significant progress has been made. A feature of this work was the leadership of Anna Grant and the working bees carried out by our parent/caregiver community.
- Repairs were carried out on the school's main adventure playground, significant fencing work was carried out around the school on the recommendation of the Health & Safety Committee and new drinking fountains were installed around the school.
- The Katherine Mansfield Courts were upgraded, including; resurfacing and the installation of new goalposts for both netball and basketball. This work was mainly funded by community grants and the board is particularly grateful to Karori Brooklyn Charitable Trust (Lion Foundation) and the Four Winds Foundation for their financial support. The work of Shireen Maindonald also must be acknowledged in supporting the board through the funding application process.
- As part of the upgrade of the courts the Katherine Mansfield memorial was dismantled. The stones used in the original memorial are being stored and will be used in the construction of a new, appropriately sited, memorial.
- The field remediation was also completed and one of the school's Year 7 & 8 leadership groups painted a mural based on the theme of our five school values along the fence-line on the southern boundary.



Kiwisport funding was used to provide transport to sports events and sports equipment as well as additional staffing to enhance the opportunities we provide for our children.

**BOARD OF TRUSTEES 2018**

- Glenn Stevenson                      Parent Representative and Chairperson
- Kay Webster                              Parent Representative
- Julia Forsyth                             Parent Representative
- Clayton Willocks                      Parent Representative
- Bronwyn Barberel                      Parent Representative
- Blair Wightman                         Parent Representative Co-Opted
- Carol Pilcher                             Staff Representative
- Conrad Kelly                             Principal
- Cathy Swanson                         Board Secretary

**KNS Charter 2018 - 2020**

The KNS Charter 2018 – 2020 contains three strategic goals:

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)

Progress in relation to each of these three-year strategic goals was monitored regularly at board meetings. To support the board’s charter and policies an annual plan was implemented which addressed each of the three strategic goals. A summary of achievement related to the annual plan’s objectives is detailed below:

**Goal 1 - Every Child’s Achievement Grows (Learning)**

Objectives:	Outcomes
<ul style="list-style-type: none"> <li>• Continued progress in literacy and numeracy across all year groups.</li> <li>• Teachers’ knowledge and use of UDL maintained.</li> <li>• Increased participation in non-classroom music programmes e.g. orchestra, choirs and chorale.</li> <li>• Develop an agreed vision for music at KNS and work towards achieving this vision with our parent/caregiver community.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching staff successfully transitioned from using National Standards to using the New Zealand Curriculum (NZC) to set targets and track children’s progress.</li> <li>• End-of-Year achievement data indicated that over 90% of KNS students were meeting or exceeding expectations in relation to NZC levels.</li> <li>• The progress and achievement of target groups is included in the Analysis of Variance in relation to the following targets:               <ul style="list-style-type: none"> <li>- Writing - All Year 1, 2 &amp; 3 children are working towards Level 1 of the NZC, competently using the learning progressions</li> <li>- Reading - All Year 4 children are working competently at Level 2 of the New Zealand Curriculum</li> <li>- Mathematics - All Year 5 &amp; 6 children are working competently at Level 3 of the NZC.</li> <li>- Mathematics - All Year 7 &amp; 8 children are working competently at Level 4 of the NZC.</li> </ul> </li> <li>• Staff sustained UDL and a UDL approach was used widely to support review and change across a range of school areas. Staff new to the school were provided with support in the implementation of UDL.</li> <li>• A new reporting format was developed and implemented which took account of the shift from National Standards to the New Zealand Curriculum.</li> <li>• Participation rate data for music programmes was gathered, student voice formed part of this.</li> <li>• The data will be used to inform the development of a shared vision for KNS music programmes in the first half of 2019.</li> </ul>

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

Objectives:	Outcomes										
<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>• There will be ongoing communication with parents/caregivers regarding programmes to develop children's resilience.</li> <li>• Children will have had opportunities to work with a range of age groups and develop positive relationships with children across the school.</li> <li>• Programmes provide opportunities for all cultures to be celebrated and valued.</li> <li>• The Health and Safety Committee continue to develop and implement systems related to health and safety to further develop a 'health and safety culture'.</li> <li>• Termly board health and safety audits continue.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from the parent/caregiver survey related to resilience, valuing culture and children's physical and emotional safety on a 0 to 10 scale, were as follows:               <table border="0" style="margin-left: 20px;"> <tr> <td>- Resilience</td> <td style="text-align: right;">8.41</td> </tr> <tr> <td>- Valuing children's culture</td> <td style="text-align: right;">8.65</td> </tr> <tr> <td>- Children's physical safety</td> <td style="text-align: right;">9.12</td> </tr> <tr> <td>- Children's emotional safety</td> <td style="text-align: right;">8.48</td> </tr> <tr> <td>- How concerns are dealt with</td> <td style="text-align: right;">74/100</td> </tr> </table> </li> <li>• All teams focussed on developing children's resilience as part of their programmes and there was regular communication through the school newsletter and the weekly Discoveries with the Deputy Principals newsletter.</li> <li>• There were a number of opportunities provided throughout the year for children to work with younger and older children however, feedback from the Team and Curriculum Leader group was that there was a need to have more of a cultural focus in 2019.</li> <li>• The staff Health and Safety Committee continued to meet regularly to further develop the school's health and safety culture and systems.</li> <li>• The board carried out a cycle of Health and Safety Audits throughout the year.</li> </ul>	- Resilience	8.41	- Valuing children's culture	8.65	- Children's physical safety	9.12	- Children's emotional safety	8.48	- How concerns are dealt with	74/100
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## Goal 3 - We all make KNS a better place (Stewardship, Community and Partnership)

Objectives:	Outcomes
<ul style="list-style-type: none"> <li>• Improve the internal and external physical school environment.</li> <li>• Deliver the 2018 landscape plan as determined by the BOT</li> <li>• Completion of the Katherine Mansfield Courts Project.</li> <li>• Completion of a new Katherine Mansfield Memorial.</li> <li>• The weather-tightness issues with Block F and Block G are resolved by 2020.</li> <li>• Improve the financial processes and ongoing monitoring of financial information.</li> <li>• The school is responsive to the needs of the community.</li> <li>• Our Kāhui Ako is set up.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from staff and parents/caregivers regarding the school's physical environment was low, 6.13 on a scale of 0 to 10. There were however, some comments acknowledged the progress which had been made in this area.</li> <li>• The landscaping committee made significant progress regarding new planting and the remediation of the field was completed.</li> <li>• The Katherine Mansfield Courts were upgraded and the drainage underneath the courts was improved.</li> <li>• We have received feedback from the MoE indicating that they will address the significant property issues that the school has, particularly the weather-tightness of Block F (Old Admin Block) and Block G (Senior Block).</li> <li>• Significant changes were made to the school's financial systems, with CES taking over the payment, reporting and audit requirements.</li> <li>• Kāhui Ako, leadership roles, across school roles and within school roles have been appointed. A set of Achievement Challenges have been agreed and a leadership/stewardship structure has been agreed.</li> </ul>

## Conclusion

Finally we would like to acknowledge the roles of the following groups within our school:

- **The school's senior leadership team, team leaders and curriculum leaders** who have promoted and modelled positive change within the school and led many initiatives both at team and whole school level.
- **All members of the teaching staff team** who have worked tremendously hard to ensure that all our children enjoy high quality learning experiences.
- **Our support staff team** who are always prepared to 'go the extra mile' so that teachers can focus on the job of teaching.
- **Our Board of Trustees** who have continued to provide strong effective governance to improve student achievement at KNS.

- **Our parent community** for the support you give us. Without a positive parent/school partnership education cannot be as effective as possible for our children.
- Finally our **children** for making each day at Karori Normal School rewarding and meaningful.

**Glenn Stevenson**  
BoT Chair

**Conrad Kelly**  
Principal