



## KARORI NORMAL SCHOOL

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

### Principal's and Board Chairperson's Report 2019

2019 was again 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 continued to respond to the ongoing property issues facing the school.

Staffing stability continues to be a feature, this enables us to build on previous professional development and look to maintain and sustain the school's improvement focussed culture. Carol Pilcher, Deputy Principal, resigned at the end of the second term and James Appleton was appointed as Carol's replacement. Carol had made a significant contribution to KNS, particularly in the development of a culture that values diversity and meeting the social, physical and emotional needs of children, as well as their academic needs.

Staff development focussed on; consolidating our learning around Universal Design for Learning (UDL), developing staff confidence in the use of Te reo Maori and their understanding of Tikanga Maori as well as programmes to support and develop student agency and wellbeing.

In November the school was visited by a review team from the Education Review Office (ERO). The ERO team's report affirmed the direction of the school and the hard work of the staff, as well as suggesting areas in which we might improve our systems. A full copy of the team's report can found here; [Karori Normal School ERO Review 2019](#).

2019 was the first full year in which Karori Normal School, Wellington College, Wellington Girls' College, Northland School and Kelburn Normal School worked together as founding members of Te Kāhui Ako o Te Whanganui a Tara. Brooklyn School joined the Kāhui Ako during the year. Working as part of the Kāhui Ako provides an exciting opportunity for us to 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 are:

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 Helena Court, 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. In February the PTA held its first annual picnic, this was a huge success and we look forward to many more in the future.



The 2019 Gala was once again very successful, 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 2019 gala was once again led by Leaine Devine, this was Leaine's last gala as coordinator and we wish her all the best as she steps back from the role. Leaine has made an immense contribution to our school's fundraising over the past few years.

The school continued to experience pressure from roll-growth, exacerbated by ongoing building issues. The school's roll is however returning to a more manageable level, as the number of children entering the school as 5 year-olds is exceeded 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 December 2018 the board was informed that significant capital works would be carried out at the school to rectify the many historical issues related to the school's buildings.

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 2019

A board election was held in June, with the following incumbent board members not seeking re-election; Glenn Stevenson, Kay Webster, Julia Forsyth and Clayton Willocks. Carol Pilcher also resigned from her position as staff trustee. All had made a significant contribution to the ongoing development of the school.

- Bronwyn Barberel Parent Representative and Chairperson – Re-elected 2019
- Blair Wightman Parent Representative Co-Opted and Re-elected 2019
- Simon Johnson Parent Representative – Elected to the Board
- Helena Court Parent Representative – Elected to the Board
- Nicole Rex Parent Representative – Elected to the Board
- Gemma Bryant Staff Representative – Elected to the Board
- Glenn Stevenson Parent Representative – Resigned from the Board
- Kay Webster Parent Representative – Resigned from the Board
- Julia Forsyth Parent Representative – Resigned from the Board
- Clayton Willocks Parent Representative – Resigned from the Board
- Carol Pilcher Staff Representative - Resigned
- Conrad Kelly Principal
- Cathy Swanson Board Secretary – Resigned
- Jacquie Kean Board Secretary - Appointed
- Kristin Brandon Board Secretary – Appointed

## 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>• Sustaining and further developing UDL.</li> <li>• Most students being agents of their own learning who can confidently express what, why and how they are learning.</li> <li>• Children and staff growing in confidence in their use of Te Reo and their understanding of Tikanga Maori. (Links to Kāhui Ako Achievement Challenge 2)</li> <li>• Increased participation in non-classroom music programmes e.g. orchestra, choirs and chorale. Development and implementation of an agreed vision for music at KNS.</li> </ul>	<ul style="list-style-type: none"> <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 and this support was made available to all staff.</li> <li>• Feedback from the parent/caregiver survey related to learning experiences at KNS on a 0 to 10 scale, was 8.44.</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>- All Year 1, 2 &amp; 3 children are working towards Level 1 of the NZC, competently using the learning progressions in reading.</li> <li>- All Year 4 children are working competently at Level 2 of the New Zealand Curriculum in writing</li> <li>- All Year 5 children are working competently at Level 2 of the New Zealand Curriculum in writing</li> <li>- All Year 6 children are working competently at Level 3 of the New Zealand Curriculum in writing</li> <li>- All Year 7 &amp; 8 children are working competently at Level 4 of the NZC in Reading.</li> </ul> </li> <li>• Significant progress was made regarding the use of Te Reo throughout the school and the development of understanding of Tikanga Maori. A report detailing progress and plans for 2020 was presented at the December board meeting.</li> <li>• A review of performing arts programmes was carried out and the results presented at the December board meeting. The review document included plans to enhance programmes in 2020.</li> </ul>

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

Objectives:	Outcomes										
<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>• Increase the percentage of students who report positively against the wellbeing indicators of:               <ul style="list-style-type: none"> <li>- Taha Hinengaro (Mental and Emotional Wellbeing)</li> <li>- Taha Whanau (Social Wellbeing)</li> <li>- Taha Wairua (Spiritual)</li> <li>- Taha Tinana (Physical)</li> </ul> </li> <li>• All students enjoy and achieve education success that embraces languages, cultures and identities:               <ul style="list-style-type: none"> <li>- When broken down into ethnicities, all sub-groups report the same level of enjoyment of success as "all students".</li> <li>- Patterns of inequity are narrowed so that disparities in the achievement of ethnic subgroups are closed.</li> </ul> </li> <li>• The provision of a safe emotional and physical environment.</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;">8.61</td> </tr> <tr> <td>- Valuing children's culture</td> <td style="text-align: right;">8.81</td> </tr> <tr> <td>- Children's physical safety</td> <td style="text-align: right;">8.85</td> </tr> <tr> <td>- Children's emotional safety</td> <td style="text-align: right;">8.56</td> </tr> <tr> <td>- How concerns are dealt with</td> <td style="text-align: right;">76/100</td> </tr> </table> </li> <li>• A range of data gathering was carried out by the Kāhui Ako team, to develop a baseline of information regarding children's wellbeing. This information will be used in 2020 to inform programme planning and teacher actions. The outcome data related to the wellbeing indicators will be collated in 2020 and the data related to success that embraces languages, cultures and identities will be collated in 2021.</li> <li>• All teams focussed on developing children's resilience, growth mindset and challenge as part of their programmes.</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	8.61	- Valuing children's culture	8.81	- Children's physical safety	8.85	- Children's emotional safety	8.56	- How concerns are dealt with	76/100
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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>• Provision of an environment which caters for the learning and well-being of our children and staff.</li> <li>• The board has the information necessary to make sound financial and resourcing decisions.</li> <li>• Children, staff and parents/caregivers feel proud and positive about their school.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from staff regarding the school's physical environment was low, 6.65 on a scale of 0 to 10. There were however, comments acknowledging the progress which had been made in this area.</li> <li>• Feedback from parents/caregivers regarding the school's physical environment was, 70/100. There were however, comments acknowledging the progress which had been made in this area. Feedback regarding how the school is perceived in general was 78/100.</li> <li>• The landscaping committee continued to make progress regarding new planting around the school boundaries and the rebuilding of the Katherine Mansfield Memorial will form part of the capital works redevelopment project.</li> <li>• The MoE has agreed to a capital works project which 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>• The board has engaged CES to support KNS staff with payment, reporting and audit requirements.</li> <li>• A school Facebook page was launched to provide a platform to share events and activities with the wider parent/caregiver community.</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.

**Bronwyn Barberel**  
BoT Chair

**Conrad Kelly**  
Principal