



## KARORI NORMAL SCHOOL

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

### Principal's and Board Chairperson's Report 2020

2020 was a year dominated by the impact of COVID 19 at Karori Normal School (KNS). The strong, high trust partnership between the school staff and the wider KNS community was very much in evidence in dealing with the challenges presented by the pandemic and resulting lockdown.

The list of actions outlined in the appendix, does not do justice to the way the way that the whole KNS community worked together, throughout this unprecedented time. 'A culture of care', was clearly evidenced at many different levels and across many groups within the school community.

Staffing stability continued to be a feature, enabling us to build on previous professional development and look to maintain and sustain the school's improvement focussed culture. This stability and trust built up over many years was key to the partnership approach in evidence throughout the year as parents/caregivers and staff worked together to help children build resilience and cope with the challenges of lockdown.

Andrea Peetz, Deputy Principal, resigned at the end of the year to take up the position of principal at Northland School in 2021, and Phil McIntosh was appointed as her replacement. Phil will work closely with James Appleton, who had a very successful first full year as a Deputy Principal at KNS. Andrea had made a significant contribution to KNS and her leadership, knowledge and care for others will be missed.

Staff development focussed on, consolidating our learning around the Digital Technology aspect of the curriculum, 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.

2020 was the second year in which Karori Normal School, Wellington College, Wellington Girls' College, Northland School, Kelburn Normal School and Brooklyn School, worked together as members of Te Kāhui Ako o Te Whanganui a Tara. Karori West Normal School and Wadestown School will be joining the Kāhui Ako in the 2021 year. Working as part of the Kāhui Ako continues to provide 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 Kāhui Ako's focus on 'supporting the wellbeing of all students', proved invaluable during lockdown. Staff were able to meet student needs much wider than the academic and felt empowered to do so.

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 inside 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. The PTA showed great perseverance throughout the year as they dealt with the changes of Alert Levels and still managed to go ahead with a number of events.

That the 2020 Gala went ahead was an achievement in itself. The innovative way in the gala committee managed to hold a 'pop-up gala', raising in excess of \$20,000 was remarkable. 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 2020 gala was led by Naomi Lane supported by a large number of people who were determined that this key event would go ahead, despite the challenges of COVID 19.

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. The Board continues to work with the Ministry of Education to develop plans to address the poor state of the school's buildings, within budget constraints.

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 2020

- |                    |                                       |
|--------------------|---------------------------------------|
| • Bronwyn Barberel | Parent Representative and Chairperson |
| • Blair Wightman   | Parent Representative                 |
| • Simon Johnson    | Parent Representative                 |
| • Helena Court     | Parent Representative                 |
| • Nicole Rex       | Parent Representative                 |
| • Jacqui Croft     | Staff Representative                  |
| • Conrad Kelly     | Principal                             |
| • Jacqui 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 implementing the Digital Technology curriculum through the UDL framework.</li> <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> <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> <li>• Increased collaboration between teachers within teams and across the school.</li> <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>• End-of-Year achievement data indicated that over 90% of KNS students were meeting or exceeding expectations in relation to NZC levels.</li> <li>• Staff sustained and implemented the Digital Technology curriculum through a UDL approach. 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>• Significant progress was made regarding the use of Te Reo throughout the school and the development of understanding of Tikanga Maori. A specialist Te Reo teacher taught in all classes, where possible powhiri were held for new whanau and group of teachers ensured that cultural responsiveness became a staff development focus, including a staff only day.</li> <li>• Teachers with Tikanga leadership roles across the Kāhui Ako worked with CORE Education to develop greater understanding of the history of Whanganui a Tara.</li> <li>• The constraints which resulted from the lockdown, significantly reduced teachers opportunities to trial working collaboratively. The focus on collaborative practice will continue in 2021, in preparation for new classrooms being delivered as part of the capital works programme.</li> <li>• The work around reporting to parents/caregivers was unable to take place, because of the lockdown.</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>• Parents/Caregivers having a better understanding of programmes which support and develop children's resilience</li> <li>• Teachers building strong, respectful relationships with students.</li> <li>• The Kāhui Ako focus on student well-being. (Kāhui Ako Achievement Challenge 1)</li> <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> <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>• All teams focussed on developing children's resilience, growth mindset and challenge as part of their programmes. The lockdown provided authentic learning opportunities in this area.</li> <li>• Strong communication between parents/caregivers and staff was a feature of the lockdown. Much of this communication was around strategies to support children and develop resilience and a positive mindset.</li> <li>• 'Student and staff voice' in the Wellbeing @ School survey was analysed in depth by Kāhui Ako Across School Teachers, this led to a range of actions and plans for 2021. The most significant change planned for next year is the introduction of Ako Classes.</li> <li>• Teachers with Tikanga leadership roles across the Kāhui Ako worked with CORE Education to develop greater understanding of the history of Whanganui a Tara</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> <li>• A schoolwide focus on manaakitanga was implemented as an outcome of staff development.</li> <li>• The review of Health programmes was not carried out, this will take place in 2021.</li> </ul>

### Goal 3 - We all make KNS a better place (Stewardship, Community and Partnership)

Objectives:	Outcomes
<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><li>• KNS having a guiding strategic document which provides an overview for the next three years i.e. 2021 to 2023</li><li>• The school being responsive to the aspirations of the parents/caregivers of our Māori and Pasifika students.</li><li>• The parents/caregivers of our ESOL students having a greater understanding of the programmes we offer for our English Language Learners.</li><li>• Effective communication and partnership with the KNS community.</li><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 landscaping group continued to make progress regarding new planting around the school boundaries.</li><li>• The Board has been planning with the MoE regarding a capital works project which will address the significant property issues that the school has, particularly the remediation and refurbishment of Block 1 (Middle Block) and the demolition and rebuild of Block G (Senior Block). Block F (Old Admin Block) was demolished during the year.</li><li>• A group of staff has begun working with Stephenson &amp; Turner, Architects to design a new building to replace Block G.</li><li>• Two whanau hui were held during the year, with one of these having a focus on consultation regarding the school's charter.</li><li>• A Pasifika fono was held as part of the charter consultation process.</li><li>• A number of meetings were held throughout the year for parents/caregivers of our English Language Learners, both to provide information and to receive feedback regarding school programmes.</li><li>• A review of communication channels was not carried out, this will take place in 2021.</li><li>• A 'pop-up' gala took the place of the 2020 KNS Gala, because of COVID Alert Level restrictions.</li><li>• Significant community, staff and student consultation took place to inform the development of the 2021 to 2023 KNS Charter. The new charter will be completed in Term 1 2021.</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

## ***KNS's journey through COVID – a real life case study of the “culture of care”***

2020 was a year dominated by the impact of COVID 19 at Karori Normal School (KNS). The strong, high trust partnership between the school's teaching staff and its wider community was very much in evidence in dealing with the challenges presented by the pandemic and resulting lockdown. The following actions outline our journey.

- KNS was closed for children, except those of essential workers, from Tuesday 24 March.
- On Tuesday 24 March and Wednesday 25 March, three children attended school.
- From midnight on the Wednesday 25 March the school was closed for all children.
- Two requests were made to the MoE for staff to access the site during lockdown. One to cover a broken window and one to provide replacement devices for families.
- Around 80 devices were distributed to parents/caregivers, who requested them, to support home learning.
- The school holiday period was moved to, Monday 30 March to Tuesday 14 April, inclusive.
- Term 2 commenced on Wednesday 15 April.
- Home learning was provided from Wednesday 25 March to Friday 27 March and recommenced on Wednesday 15 April.
- Each teaching team developed weekly home learning based on the following principles agreed by the SLT and Team Leaders prior to the lockdown:
  - Optional
  - Consistent across the Team
  - Easy - encouraging
  - Low pressure/stress
  - Children may or may not get feedback
  - Children must be able to do it themselves
  - Manageable amount
  - Off-line options
- Video conference meetings with children were added, commencing on Friday 24 April. In most teams this involved video conference meetings twice each week. A letter was emailed to all families outlining the key principles for video conference meetings.
- Where parents/caregivers requested additional resources and/or contact with children, this was provided where possible.
- A major focus of the SLT and Team Leaders was the wellbeing of staff, children and the wider community. A contact tree was set up for staff and staff wellbeing has been a main item on SLT and Team Leader meetings. Additional support was provided where required.
- Flu vaccinations were provided for staff who could access the Karori Mall Pharmacy.
- Members of the SLT worked with local organisations to support at-risk families with food. KNS staff contributed food for delivery.
- Team Leaders and the SLT supported staff with dealing with parental concerns and requests.
- Guidance from the MoE was shared with all staff and acted upon when necessary.
- The school reopened on Wednesday 29 April at Alert Level 3.
  - 16 children attended on Wednesday 29 April, working in two bubbles.
  - Eight teachers and two teacher aides were rostered on to work with each bubble, three adults to each bubble. The SLT made the final decision regarding which staff would attend following individual feedback from all staff.
  - The SLT and caretaker were also on-site.
  - The Worksafe COVID 19 Safety Plan was completed following consultation with all staff who were be on-site.
  - A letter was sent to parents of children attending at Alert Level 3 providing an overview of how we would operate.
  - Classroom teachers provided notes regarding the children attending to support staff supervising these children.
  - The MoE provided additional supplies of hand sanitiser.
- An SLT member was on-site during school hours throughout Alert Level 3.
- Home learning continued for children who remained at home, through Alert Levels 3 and 4. Children on-site at KNS also followed the home learning programme.
- The school reopened for all students at Alert Level 2 on Monday 18 May.
- To support the smooth transition for children back to school at Alert Level 2:
  - A survey was sent to all parents/caregivers asking whether children would be returning to school at Alert Level 2 or not.
  - Classroom teachers contacted all parents/caregivers to find out how the lockdown had impacted each child. Follow up calls were made by the Deputy Principals, where the need for extra support was highlighted.
  - A social story was sent to all families providing an overview of what school would be like at Alert Level 2. Parents/Caregivers were asked to share this with their children.
  - A letter was sent to all parents/caregivers on Tuesday 12 May outlining Alert Level 2 at KNS.
  - A reminder with further details, including greater detail around drop-off and pick-up procedures, was sent to all parents/caregivers on Friday 15 May and Sunday 17 May.
  - Teams planned for the focus in the first two weeks to be on settling back into school, wellbeing and catering for the range of experiences children will have had while in lockdown.
- An Alert Level 2 safety plan was developed.
- Home learning continued for the 28 students whose parents/caregivers chose to keep them at home. Home learning for these children was coordinated by part-time teachers liaising with classroom teachers.

- Contact tracing registers were in place at all school entrances, from 8.30am to 9.15am and from 2.30pm to 3.15pm.
- As of Wednesday 03 June, there were seven children who had not returned to school, continuing with home learning.
- The school moved to Alert Level 1 on Tuesday 09 June, contact tracing registers ceased to be used at this point.
- As of Wednesday 10 June, there were three children who had not returned to school, continuing with home learning.
- This number of children who had not returned to school reduced to zero by Monday 15 June.

This list of actions does not do justice to the way the way that the whole KNS community worked together, throughout this unprecedented time. 'A culture of care', was clearly evidenced at many different levels and across many groups within the school community.