



**KARORI NORMAL SCHOOL
CHARTER
2021-2023**

**Karori Normal School welcomes around 750 tamariki 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 2021 of around 680. 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.

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 ākonga. 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 2021-2023:

- (Kauneke) - Ka tipu ake te ako / paetae o ia tamaiti, ia tamaiti, ā, ka whakaritea ia tamaiti mō te ao hurihuri. - (Progress) - Every child's learning/achievement progresses, and every child is equipped for an ever-changing world.
- (Tāngata) Ko te iho o te kura, te manaakitanga, te manawaroa me te rato. - (People) - Our care, service and resilience are at our core.
- (Wāhi) - Ka mahi tahi tātou ki te tiaki i tō tātou wāhi. - (Place) - We all work together as one to look after our place.
- (Rangapū) - Ka whakakakau, ā, ka whakanui tātou i a tātou e tipu ana. - (Partnership) - Communicate and celebrate as we grow.

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 four 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 Te Tiriti o Waitangi requirements.
5. How the school caters for the needs of priority ākongā.
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.

In 2020 the Board of Trustees began consultation with the school community as the first step in the development of this charter document. As a result of this consultation four strategic goals were agreed:

- (Kauneke) - Ka tipu ake te ako / paetae o ia tamaiti, ia tamaiti, ā, ka whakaritea ia tamaiti mō te ao hurihuri. - (Progress) - Every child's learning/achievement progresses, and every child is equipped for an ever-changing world
- (Tāngata) Ko te iho o te kura, te manaakitanga, te manawaroa me te rato. - (People) - Our care, service and resilience are at our core
- (Wāhi) - Ka mahi tahi tātou ki te tiaki i tō tātou wāhi. - (Place) - We all work together as one to look after our place.
- (Rangapū) - Ka whakakakau, ā, ka whakanui tātou i a tātou e tipu ana. - (Partnership) - Communicate and celebrate as we grow

The KNS Charter 2021 – 2023, was ratified at the April 2021 board meeting, and will be submitted to the Ministry of Education in March 2021, March 2022 and March 2023.

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 2021 - 2023

Whāinga 1 (Kauneke) - Ka tipu ake te ako / paetae o ia tamaiti, ia tamaiti, ā, ka whakaritea ia tamaiti mō te ao hurihuri.

Goal 1 (Progress) - Every child's learning/achievement progresses, and every child is equipped for an ever-changing world

- Te reo Māori and tikanga Māori are meaningfully incorporated into the everyday life of the school.
- We know the history/turangawaewae of Karori and our school, tamariki can articulate this.
- We are an inclusive school, the social, emotional, physical and academic learning needs of all tamariki are catered for.
- All tamariki can be successful and we are inclusive in our approach.
- High levels of achievement and progress are evident across all curriculum areas.
- Tamariki understand themselves as learners and make choices that support their learning.
- Tamariki are highly engaged, future focused, critical thinkers.
- High levels of collaboration are evident for both staff and tamariki.
- Programmes are future focussed, preparing tamariki with the skills, attitudes and dispositions for a changing world.
- Tamariki are confident, creative users of digital technology.
- Continual professional learning for our kaiako is valued, we support our kaiako to prepare ākonga for their future.

Whāinga 2 (Tāngata) Ko te iho o te kura, te manaakitanga, te manawaroa me te rato.

Goal 2 (People) - Our care, service and resilience are at our core

- Manaakitanga/Caring for Others is clearly evident.
- Expectations are clear and the school's values are understood and enacted by staff and tamariki.
- Tamariki make an active contribution in the wider community.
- The wellbeing of tamariki and staff is promoted and valued.
- All members of the school community feel safe and cared for.
- Adults share responsibility for all tamariki at KNS
- Resilience and learning to face and deal with challenge are skills which all tamariki learn.
- Adults role model values and expectations for tamariki.
- We celebrate diversity. All cultures are valued and celebrated.
- Resilience is part of our school language and conversations.
- Tamariki are able to talk about how they show and have shown resilience.

Whāinga 3 (Wāhi) - Ka mahi tahi tātou ki te tiaki i tō tātou wāhi.

Goal 3 (Place) - We all work together as one to look after our place.

- Kaitiakitanga/Guardianship is clearly evident.
- Our environment reflects that we are a school in Aotearoa/New Zealand.
- Tamariki take pride in and care for the school environment and feel they belong at KNS. They play an active role in maintaining and improving our place.
- We have made our physical environment one we are proud of (landscaping and buildings).

Whāinga 4 (Rangapū) - Ka whakakakau, ā, ka whakanui tātou i a tātou e tipu ana.

Goal 4 (Partnership) - Communicate and celebrate as we grow

- We communicate effectively with our parent/caregiver community, they understand what we do, how we do it and why.
- We build on and celebrate each learner's strengths and share our tamariki's successes, both individual, in groups and as a school.
- We work collaboratively and in partnership with our parents/caregivers and the wider community; 'he waka eke noa tātou'.
- Communication with the parent/caregiver community is a two-way process, we all take time to listen and learn.

Details of work towards achieving the goals in 2021 follow in the attached annual plan. This section of the charter is updated each year.

Te Tiriti O Waitangi

Te Tiriti o Waitangi is acknowledged and embraced in a number of ways at Karori Normal School. Our vision is "KNS is a place where te reo me ōna tikanga are valued".

The programmes provided grow the confidence of tamariki and staff in their use of te reo Māori and developing an understanding of tikanga. At KNS we provide professional development in a variety of ways to develop our confidence and competence for all our teachers in:

- Understanding and recognising the unique status of tangata whenua in Aotearoa New Zealand.
- Understanding and acknowledging the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi.
- Practising and developing the use of te reo and tikanga Māori.

Each term a Māori concept is chosen from Tātaiako and is woven through the curriculum school wide; Ako Whānau ngatanga, Ako Manaakitanga, Ako Tangata Whenuatanga, and Ako Wānanga. Local Histories and significant places of interest in the local area and Wellington are included in the content. The Kāhui Ako focus on embracing languages, culture and identity assists in developing our framework.

A Te Reo Māori teacher provides lessons for all tamariki for them to learn and use te reo Māori. Classroom teachers are involved to help them with their professional learning, so that teachers can continue using te reo Māori in the classrooms and throughout our kura.

Within the Te Reo Māori teacher's timetable there are opportunities to provide language extension for tamariki. Ākonga Māori in the senior school are identified and invited to attend. These sessions provide a context for tamariki to further develop their confidence and ability in te reo Māori and have times of full immersion in te reo.

A Kapa Haka tutor provides lessons for all tamariki; growing tamariki and staff confidence with their reo through haka, waiata and dance. Extension Kapa Haka is also provided weekly to provide our tamariki a platform for expression, giving them the opportunity to experience success, gain confidence through performance, and step up as leaders and role models.

Pōwhiri are held once a term at KNS and Te Ātiawa Kawa is followed. The tikanga is taught during Kapa Haka and Te Reo Māori Lessons. Tamariki with whakapapa Māori are invited to take leadership roles such as kaikōrero and kaikaranga. This provides authentic opportunities for ākonga Māori to celebrate and acknowledge their whakapapa. Non-Māori also have opportunities to karanga and whaikōrero.

Whānau Hui are held to build and establish relationships. To share what's happening at school and get feedback and guidance from families who identify as Māori.

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 meet 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.

Universal Design for Learning (UDL) is the approach we take to ensure we are an inclusive school. The sustainability of UDL continues to be a focus for all staff, as we endeavour to apply the principles of UDL to all aspects of school life.

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; [NZ Curriculum](#)
2. Karori Normal School curriculum plan, including the principles for learning; [KNS Curriculum](#)

**Karori Normal School
Annual Plan 2021**

Whāinga 1 (Kauneke) - Ka tipu ake te ako / paetae o ia tamaiti, ia tamaiti, ā, ka whakaritea ia tamaiti mō te ao hurihuri. - Goal 1 (Progress) - Every child's learning/achievement progresses, and every child is equipped for an ever-changing world		
Student achievement will be enhanced by:	Objective/Action	How will we know we've been successful
<ul style="list-style-type: none"> Ensuring that planning is in place to enable learning to continue at home, for all children, should there be a COVID-19 related lockdown. 	<ul style="list-style-type: none"> Team Leaders (TLs) and Senior Leadership Team (SLT) review 2020 home learning programmes, including feedback from parents/caregivers and staff. A set of guiding principles and expectations are developed by TLs and SLT which is shared with all staff if required. Home Learning Plan is implemented if necessary. 	<ul style="list-style-type: none"> A home learning plan will be implemented quickly should the school be required to go into a COVID-19 related lockdown. 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.
<ul style="list-style-type: none"> 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) Teachers building their knowledge and understanding of culturally responsive practice, and implementing programmes which better meet the needs of all children. The achievement of our Māori students is shared with their whānau in a way that is agreed with whānau. 	<ul style="list-style-type: none"> Tikanga Māori Coordinator, Te Reo Teacher, a Kāhui Ako Within School Teacher and Kapa Haka Tutor work together to lead staff development related to cultural responsiveness, with support from CORE education facilitators and the Kāhui Ako. Specialist Te Reo and Kapa Haka lessons continue throughout the school, all staff continue to upskill and role model the use of Te Reo. Whānau will decide how they wish to receive Māori achievement data. 	<ul style="list-style-type: none"> 90% of Māori and Pacific students working at the appropriate curriculum level in mathematics. (Kāhui Ako goal) NZC level data at the end of the year shows the maintenance of high standards of progress and achievement in reading, writing and mathematics; for our Māori students.
<ul style="list-style-type: none"> Sustaining, implementing and inducting: <ul style="list-style-type: none"> The Digital Technology Curriculum The UDL framework. Student Agency (Kāhui Ako Achievement Challenge 3) <p>Ensuring that these three key aspect of our KNS curriculum continue to be embedded at KNS.</p>	<ul style="list-style-type: none"> Staff can select from a range of professional learning opportunities throughout the year, including: <ul style="list-style-type: none"> Induction workshops for staff new to KNS. Optional refresher workshops provided by curriculum leaders and Kāhui Ako Across and Within School teachers Professional growth cycle opportunities for teachers to observe, collaborate and learn with other staff. Kāhui Ako inquiry time opportunities to observe and learn from teachers at KNS and other Kāhui Ako schools. Kāhui Ako Staff only Days providing opportunities for staff to select from a range of workshops. Opportunities to participate in individual/team attendance at workshops provided by outside providers. 	<ul style="list-style-type: none"> Teacher Survey feedback will indicate that UDL has been sustained and that teachers have had the support to enable them to do this. Teacher Survey feedback will indicate that they are confident in the implementation of the digital technology curriculum. Teacher Survey feedback will indicate that our focus on Student Agency has been maintained and that teachers have had the support to enable them to do this 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.
<ul style="list-style-type: none"> Opportunities for teachers to trial collaboration within teams and across the school, in preparation for the new learning spaces, being delivered through the MoE capital works project. 	<ul style="list-style-type: none"> All classrooms within teams close together to promote opportunities for collaboration. Teachers encouraged to work closely with others to trial collaborative practice. Staff development opportunities related to working collaboratively are offered. Opportunities for key staff involved in building design to visit schools which already have collaborative teaching spaces. 	<ul style="list-style-type: none"> Staff survey results will show that staff felt they had appropriate opportunities, related to collaborative practice and were able to take them up. Key staff will have visited schools which already have collaborative teaching spaces.

Whāinga 2 (Tāngata) Ko te iho o te kura, te manaakitanga, te manawaroa me te rato. - Goal 2 (People) - Our care, service and resilience are at our core		
Student achievement will be enhanced by:	Objective/Action	How will we know we've been successful
<ul style="list-style-type: none"> • Clarity of expectations for staff and students. • Staff and children having a shared understanding of the KNS Values. • The Kāhui Ako focus on student well-being. (Kāhui Ako Achievement Challenge 1) 	<ul style="list-style-type: none"> • Kāhui Ako Within School Teachers will work with the Deputy Principals to develop a programme for Ako classes focussed on clarity of expectations around behaviour and the KNS Values. • From Term 2 teachers will work with vertically grouped Ako classes once per week, focussing on expectations and the KNS Values. 	<ul style="list-style-type: none"> • Staff and Student surveys will indicate that there is greater clarity around expectations and understanding of our school values.
<ul style="list-style-type: none"> • Sustaining, implementing and inducting: <ul style="list-style-type: none"> - Teaching programmes which promote children developing greater resilience and perseverance, and understanding that mistakes are opportunities to learn. - The development and documentation of a programme to promote and support staff wellbeing. 	<ul style="list-style-type: none"> • Teaching skills and attitudes around resilience, perseverance and learning from mistakes will be part of programmes throughout the school. • Ongoing communication with parents/caregivers regarding programmes to develop children's resilience, with a focus on improving parent/caregiver understanding of school programmes. • 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. • A staff wellbeing section is included in the KNS Staff Induction Booklet. 	<ul style="list-style-type: none"> • Average parent/caregiver end-of-year survey scores related to children's resilience is greater than 8 on a 0 to 10 scale. • Average parent/caregiver end-of-year survey scores related children's physical safety, is greater than 8 on a 0 to 10 scale. • Average parent/caregiver end-of-year survey scores related children's emotional safety, is greater than 8 on a 0 to 10 scale. • Staff turnover and exit surveys will indicate that wellbeing of staff is promoted at KNS.
<ul style="list-style-type: none"> • Students will have opportunities to develop and practice leadership skills focussed on service to others. 	<ul style="list-style-type: none"> • A range of service focussed opportunities are provided for children, throughout the year. 	<ul style="list-style-type: none"> • Children will have been provided with a range of service focussed opportunities.
<ul style="list-style-type: none"> • The growth of staff leadership capability, for those currently in leadership roles and emerging leaders. 	<ul style="list-style-type: none"> • A leadership support programme will be provided for those currently in leadership roles and emerging leaders. 	<ul style="list-style-type: none"> • Strong internal candidates for leadership roles when these arise.
<ul style="list-style-type: none"> • Parent/Caregiver feedback being used to review Health programmes to ensure that children's needs are being met. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Feedback will have been sought from the parent/caregiver community and a review of health programmes will have been carried out. • Feedback considered and any changes to the health aspects of the KNS curriculum will be agreed for implementation in 2022.

Whāinga 3 (Wāhi) - Ka mahi tahi tātou ki te tiaki i tō tātou wāhi. - Goal 3 (Place) - We all work together as one to look after our place.

Student achievement will be enhanced by:	Objective/Action	How will we know we've been successful
<ul style="list-style-type: none"> The provision of a physical environment which caters for the learning and well-being of our children and staff. 	<ul style="list-style-type: none"> MoE Capital Works Project: <ul style="list-style-type: none"> Work with the MoE and Stephenson Turner to plan and begin the implementation of, the major capital works programme with an agreed scope of work which addresses the issues in; Block G, Block 1T, Block 1L, Block 2 and the retaining wall below Block G. Work with the MoE to ensure that Block G remains a safe environment for the duration of the capital works programme. School Investment Package Projects: <ul style="list-style-type: none"> Replace the astroturf. Improve office/admin storage and space. Replace bark chips with an alternate 'soft fall surface' under the senior playground. Plan for replacement of the Junior Playground, when capital works master planning and scope of work have been agreed with the MoE. 5 Year-Agreement Project: <ul style="list-style-type: none"> The school's boiler will have been replaced. Heat pumps fitted to heat Block 2. 	<ul style="list-style-type: none"> 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. The master planning and design aspects of the major capital works programme will be completed and the tender process will have started. The astroturf will have been replaced. The office/admin storage and space solution will have been implemented. An alternate 'soft fall surface' under the senior playground will have been agreed and possibly laid. The location for a new junior playground will have been agreed and a plan agreed ready for tender. The boiler will have been replaced. Heat pumps will be heating Block 2.
<ul style="list-style-type: none"> It being clear that we are a school in Aotearoa/New Zealand 	<ul style="list-style-type: none"> Project Steering Group (PSG) work with MoE and architects to ensure the building designs reflect the bicultural and multicultural nature of our school community. Consultation with our Whānau Group regarding building and landscaping design. 	<ul style="list-style-type: none"> Bi-Lingual signage and other elements reflecting the bicultural and multicultural nature of our school community are part of the building development and design.

Whāinga 4 (Rangapū) - Ka whakakakau, ā, ka whakanui tātou i a tātou e tipu ana. - Goal 4 (Partnership) - Communicate and celebrate as we grow		
Student achievement will be enhanced by:	Objective/Action	How will we know we've been successful
<ul style="list-style-type: none"> • Effective communication and partnership with the KNS community. 	<ul style="list-style-type: none"> • A review of the effectiveness of current forms of communication is carried out. • A team including members of the KNS staff and key stakeholders analyses the review and develops a communication plan for more effective communication, without creating more lines of communication. • The communication plan is agreed by the school's leadership group, SLT and Team Leaders, and implemented in 2022 and 2023. 	<ul style="list-style-type: none"> • A communication plan has been agreed ready to implement in 2022.
<ul style="list-style-type: none"> • Sustaining, implementing and inducting: <ul style="list-style-type: none"> - KNS' open door policy. • Ensuring that this key aspect of our KNS culture continues to be embedded at KNS and that a diverse range of views are considered in programme planning. 	<ul style="list-style-type: none"> • Reminders to parent/caregiver community in newsletters, open mornings and other opportunities that may arise. • Opportunities in each team for the parent/caregiver community to view the school in action e.g. open mornings. • Information sessions for parents/caregivers are provided. • Whānau hui provide an opportunity for Māori whānau to provide input into school initiatives. • Pasifika parents/caregivers have opportunities to provide input into school initiatives. 	<ul style="list-style-type: none"> • Parents/Caregivers will have had a range of opportunities to learn about the school at individual student, class, team and whole school levels. • Parents/Caregivers will have had a range of opportunities to provide input at individual, class, team and whole school levels.

Karori Normal School Reading Target 2021 – Year 2 Working towards Level 1 of the NZC competently using the learning progressions

<p>Strategic Goal 1:</p> <ul style="list-style-type: none"> Whāinga 1 (Kauneke) - Ka tipu ake te ako / paetae o ia tamaiti, ia tamaiti, ā, ka whakaritea ia tamaiti mō te ao hurihuri. Goal 1 (Progress) - Every child's learning/achievement progresses, and every child is equipped for an ever-changing world 	<p>2021 Target:</p> <ul style="list-style-type: none"> By the end of 2021 at least 10% of Year 2 students will be exceeding the expected curriculum level in reading. 		
<p>Baseline Data:</p> <ul style="list-style-type: none"> Analysis of school-wide reading data in November 2020 identified all of the 2021 Year 2 cohort were meeting curriculum expectations in reading, however 0% were exceeding curriculum expectations. Data across the whole school indicated that 3% of students were yet to meet curriculum expectations, 86% were meeting curriculum expectations and 12% were exceeding curriculum expectations. Analysis of school-wide reading data in November 2020 identified that 4.2% of Māori students were yet to meet curriculum expectations in reading, 87.5% met curriculum expectations and 8.3% were exceeding curriculum expectations. Analysis of school-wide reading data in November 2020 identified that 7.1% of Pasifika students were yet to meet curriculum expectations in reading, 85.7% met curriculum expectations and 7.1% were exceeding curriculum expectations. 			
<p>Actions to achieve targets</p>	<p>Led By</p>	<p>Budget</p>	<p>Time Frame</p>
<p>Rōpū Maānuka (Year 2) – Reading</p> <ul style="list-style-type: none"> Programmes focus on reading being fun and engaging Each class has browsing boxes and library books for independent choice A range of texts are covered, big books, non-fiction texts, stories, poems etc. Regular opportunities to read one-on-one, with peers, class/group as a shared text and mixed ability groupings Phonics programmes to support and build on sound and word knowledge Books sent home 3/4 times per week A culture in which reading is non-threatening; teachers support skill development that is pertinent to the individual learner Progress (not levels) is celebrated Regular Guidance and Learning conversations in Team Meetings and with Deputy Principals. 	<ul style="list-style-type: none"> Rōpū Maānuka Leader and Deputy Principals Rōpū Maānuka teaching staff 	<ul style="list-style-type: none"> Staff Development - \$16,000 Staff Development Relieving Teachers \$27,500 PAC Relieving Teachers \$5,000 ESOL Related Teacher Release \$1,500 Curriculum & Assessment Budget - \$24,050 ESOL – 0.4 FTTE staffing Reading Recovery additional staffing 0.25 FTTE 	<ul style="list-style-type: none"> All actions carried out February 2021 to December 2021 Termly Checkpoints. Mid-Year Checkpoint SLT and Team Leader – July End-of-year data analysis – November/December

Karori Normal School Writing Target 2021 – Year 4 Working competently at Level 2 of the NZC

<p>Strategic Goal 1:</p> <ul style="list-style-type: none"> Whāinga 1 (Kauneke) - Ka tipu ake te ako / paetae o ia tamaiti, ia tamaiti, ā, ka whakaritea ia tamaiti mō te ao hurihuri. Goal 1 (Progress) - Every child's learning/achievement progresses, and every child is equipped for an ever-changing world 	<p>2021 Target:</p> <ul style="list-style-type: none"> By the end of 2021 at least 10% of Year 4 students will be exceeding the expected curriculum level in writing. 		
<p>Baseline Data:</p> <ul style="list-style-type: none"> Analysis of school-wide writing data in November 2020 identified that 5% of the 2021 Year 4 cohort were yet to meet curriculum expectations in writing, 95% met curriculum expectations and 0% were exceeding curriculum expectations. Data across the whole school indicated that 3% of students were yet to meet curriculum expectations, 92% were meeting curriculum expectations and 5% were exceeding curriculum expectations. Analysis of school-wide maths data in November 2020 identified that 4.2% of Māori students were yet to meet curriculum expectations in writing, 91.7% met curriculum expectations and 4.2% were exceeding curriculum expectations. Analysis of school-wide writing data in November 2020 identified that 7.1% of Pasifika students were yet to meet curriculum expectations in writing, 92.9% met curriculum expectations and 0% were exceeding curriculum expectations. 			
<p>Actions to achieve targets</p>	<p>Led By</p>	<p>Budget</p>	<p>Time Frame</p>
<p>Rōpū Akakura</p> <ul style="list-style-type: none"> Working within the UDL framework to provide resources and learning experiences which will engage and support students. Writing surveys to establish attitudes to writing Phonics, spelling patterns and dyslexia-friendly strategies Authentic, purposeful writing experiences An emphasis on strong and precise vocabulary e.g. synonyms, specific verbs and nouns Dictionary and spell write skills Use of Spell check, Google spelling apps etc. for when students are working online Teacher Aide support for small groups of learners and individuals Specific teaching of sentence structures e.g. simple, compound, complex Level 3 goals available for those students who may be 'Exceeding' or close to 'Exceeding' Ongoing work on students having a growth mindset when it comes to their writing Use of mentor texts to model quality writing which can apply to students own contexts 	<ul style="list-style-type: none"> Rōpū Akakura Team Leader and Deputy Principals Rōpū Akakura teaching staff 	<ul style="list-style-type: none"> Staff Development - \$16,000 Staff Development Relieving Teachers \$27,500 PAC Relieving Teachers \$5,000 ESOL Related Teacher Release \$1,500 Curriculum & Assessment Budget - \$24,050 ESOL – 0.4 FTTE staffing 	<ul style="list-style-type: none"> All actions carried out February 2021 to December 2021 Termly Checkpoints. Mid-Year Checkpoint SLT and Team Leader – July End-of-year data analysis – November/December

Karori Normal School Mathematics Target 2021 – Year 5 & 6 Working competently within Level 3 of the NZC

<p>Strategic Goal 1:</p> <ul style="list-style-type: none"> Whāinga 1 (Kauneke) - Ka tipu ake te ako / paetae o ia tamaiti, ia tamaiti, ā, ka whakaritea ia tamaiti mō te ao hurihuri. Goal 1 (Progress) - Every child's learning/achievement progresses, and every child is equipped for an ever-changing world 	<p>2021 Target:</p> <ul style="list-style-type: none"> By the end of 2021 at least 15% of Year 5 & 6 students will be exceeding the expected curriculum level in mathematics. 		
<p>Baseline Data:</p> <ul style="list-style-type: none"> Analysis of school-wide mathematics data in November 2020 identified that 1% of the 2021 Year 5 cohort were yet to meet curriculum expectations in mathematics, 93% met curriculum expectations and 6% were exceeding curriculum expectations. Data across the whole school indicated that 2% of students were yet to meet curriculum expectations, 89% were meeting curriculum expectations and 9% were exceeding curriculum expectations. Analysis of school-wide mathematics data in November 2020 identified that 4% of the 2021 Year 6 cohort were yet to meet curriculum expectations in mathematics, 83% met curriculum expectations and 13% were exceeding curriculum expectations. Data across the whole school indicated that 2% of students were yet to meet curriculum expectations, 89% were meeting curriculum expectations and 9% were exceeding curriculum expectations. Analysis of school-wide writing data in November 2020 identified that 0% of Māori students were yet to meet curriculum expectations in mathematics, 91.7% met curriculum expectations and 8.3% were exceeding curriculum expectations. Analysis of school-wide mathematics data in November 2020 identified that 0% of Pasifika students were yet to meet curriculum expectations in mathematics, 92.9% met curriculum expectations and 7.1% were exceeding curriculum expectations. 			
Actions to achieve targets	Led By	Budget	Time Frame
<p>Rōpū Kahikatea</p> <ul style="list-style-type: none"> Programmes promote children developing positive attitudes and confidence in mathematics Teachers engaging in professional learning opportunities. In-class ESOL support to classroom learning with experiences and activities that encourage strong (oral) language participation and development. Home learning maths websites shared with parents Teacher Aide and teacher programmes focus on basic facts Cross curricular teaching and rich activities/purposeful learning and linking mathematics to inquiry Teacher modelling and workshops offered for students Mathematics rotation and collaboration between classes UDL – universal supports available for all students e.g. numicon, hands on equipment, rulers Self and pair assessment using success criteria created by the students so they identify their next steps 	<ul style="list-style-type: none"> Rōpū Kahikatea Team Leaders and Deputy Principals Rōpū Kahikatea teaching staff 	<ul style="list-style-type: none"> Staff Development - \$16,000 Staff Development Relieving Teachers \$27,500 PAC Relieving Teachers \$5,000 ESOL Related Teacher Release \$1,500 Curriculum & Assessment Budget - \$24,050 ESOL – 0.4 FTTE staffing 	<ul style="list-style-type: none"> All actions carried out February 2021 to December 2021 Termly Checkpoints. Mid-Year Checkpoint SLT and Team Leaders – July End-of-year data analysis – November/December

Operational Budget Summary for the year ended 31/12/21

INCOME

Government Grants	\$1,084,031
Locally raised funds	\$148,500
Other Income	\$31,000
TOTAL INCOME	\$1,263,531

EXPENDITURE

Labour Costs	\$633,952
Classroom and Library Costs	\$106,060
ICT Costs	\$99,080
Property Management	\$255,235
Administration and BoT Costs	\$59,280
Depreciation	\$146,900
TOTAL EXPENDITURE	\$1,292,784

NET DEFICIT **\$29,254**