



Kelburn Normal School

# School Charter Strategic and Annual Plan 2019 - 2021

*“Where students learn creatively and strive for excellence preparing for life long learning - Kia auaha te ako a ngā ākonga me te whai i te iti kahurangi mō te akoranga tūroa”.*

# Our Charter



Hauora  
Excellence  
Aroha  
Resilience  
Teamwork

**New Zealand Curriculum Vision:** *Confident, connected, actively involved, lifelong learners*

**Our Vision:**

*“Kelburn Normal School students learn creatively and strive for excellence, preparing for lifelong learning.”*

*“Kia auaha te ako ngā ākonga me te whai i te iti kahurangi mō te akoranga tūroa”*

<b>Our Values</b>	Aroha and Respect Responsibility and honesty Fairness Manaakitanga	Inclusiveness Interdependency Powerful learning Resourcefulness and Positivity
<b>Key Competencies</b>	Relating to others Participating and contributing	Managing self Thinking Using language, symbols, and texts
<b>Key Principles</b>	High expectations Inclusion Coherence Learning to Learn	Cultural Diversity Future Focussed Community Engagement Treaty of Waitangi
<b>Key Practices</b>	Dialogue Multiple literacies Inquiry learning Overviews	Learning environment - groupings and spaces Science capabilities Practice-based research
<b>Māori Dimensions and Cultural Diversity</b>	Kelburn Normal School adopts a culturally-responsive and inclusive pedagogy, follows the principles of Te Matauranga, the values of the Teacher’s Code, and the guidance of Ka Hikitia - Managing for Success: The Māori Education Strategy.	
<b>Special Character</b>	Kelburn Normal School is a ‘Normal School’. It is one of 26 in NZ. This means that it works closely with Victoria University and contributes to policy development and programmes of teacher training across the country, and assists and hosts trainee teachers to experience teaching practices at KNS. It also requires the school’s curriculum to be innovative and research-based.	

## Kelburn Normal School - Annual School Improvement Plan 2019

	1. Learning	2. Engagement	3. Organisation	4.. Te Reo and Tikanga Maori
<b>Strategic Goal and key actions - Learning</b>	<b>Extend individual student progress and achievement</b> <ol style="list-style-type: none"> <li>1. Reading</li> <li>2. Writing</li> <li>3. Mathematics</li> <li>4. Science</li> </ol>	<b>Ensure outstanding delivery of education in all areas using a powerful learning culture</b> <ol style="list-style-type: none"> <li>1. Key Competencies</li> <li>2. Manaakitanga - HEART</li> <li>3. Collaboration and dialogue</li> <li>4. E-competencies</li> <li>5. Multiple literacies/ performing arts</li> <li>6. Physical education and sport</li> </ol>	<b>Encourage learning partnerships with our communities</b> <ol style="list-style-type: none"> <li>1. Parental involvement</li> <li>2. Community engagement - Kelburn, Maori, Pacific, STEM, Careers, Normal schools, Kahui Ako, Victoria University</li> <li>3. ELL, International students</li> </ol>	<b>Enable our children and teachers to speak te reo and understand tikanga practices</b> <ul style="list-style-type: none"> <li>● Commitment to Treaty of Waitangi</li> <li>● Developing a culturally responsive pedagogy and tataiako</li> <li>● Events that celebrate and grow tikanga</li> </ul>
	5. Kahui Ako	6. Personnel	7. Property	8. Finance
<b>Strategic Goal and key actions - Structure</b>	<b>Work within the Te Whanganui - a-Tara Kahui Ako to improve communication between schools and transitions for our students</b> <ol style="list-style-type: none"> <li>1. Support the well-being of all students</li> <li>2. Students have agency as learners</li> <li>3. Strengthen inclusive learning cultures to ensure all student have voice</li> </ol>	<b>Attract high quality staff to KNS and extend them by developing a professional learning culture</b> <ol style="list-style-type: none"> <li>1. Professional development (including leadership team)</li> <li>2. Coordinated model of coaching and appraisal</li> <li>3. Additional staffing to enhance learning</li> <li>4. Practice based research</li> </ol>	<b>Provide a learning environment that creates innovative opportunities for learning with appropriate resources</b> <ol style="list-style-type: none"> <li>1. New learning spaces and hall</li> <li>2. Play spaces and landscaping</li> <li>3. Gully</li> <li>4. Administration block</li> </ol>	<b>Ensure resource allocation supports our vision for all our students</b> <ol style="list-style-type: none"> <li>5. Resourcing for students learning and staff development</li> <li>6. International students</li> </ol>

## Kelburn Normal School Four Year Strategic Section - Core Delivery - 2019 - 2021

Strategic Goals 2019-2021		Core Delivery and Improvement Strategies for Achieving Strategic Goals 2019 - 2021 (These are the focus actions to achieve the strategic goals)
<p><b>1. Learning</b></p> <p><b>Extend individual student progress and achievement</b></p>	<ul style="list-style-type: none"> <li>● Observe, recognise, understand, and discuss student learning and achievement</li> <li>● Collect and develop data to inform teaching and learning programmes and enable all students to develop agency and achieve success</li> <li>● Identify and work together with students not achieving at the expected level to personalise their learning, build their capacity as learners, and accelerate their progress</li> <li>● Improve systems that record, show, and communicate student progress and achievement</li> <li>● Continue to improve student writing and voice for all students</li> <li>● Develop science and technology education as a part of our future focus and be an environmentally aware school</li> <li>● Develop communication and dialogue between students and teachers</li> <li>● Report to BoT / Community on student achievement in English, mathematics and science to build partnerships</li> </ul>	
<p><b>2. Engagement</b></p> <p><b>Create a powerful learning culture</b></p>	<ul style="list-style-type: none"> <li>● Sustain teaching as inquiry and practice-based research to build on our knowledge of our students and their learning</li> <li>● Articulate and model HEART, manaakitanga, and the school values to build relationships and a diverse, inclusive school community</li> <li>● Strengthen the Key Competencies and the key practices to build a coherent and engaging curriculum</li> <li>● Foster student reflectiveness, resourcefulness, responsibility, and leadership.</li> <li>● Extend our collaborative model of teaching and learning in the new spaces</li> <li>● Integrate blended learning into all curriculum areas and ensure device provision is appropriate</li> <li>● Enhance our status as a Normal School by being innovative and creative in our practice</li> <li>● Use more parents and adults as resource people, including sharing their career pathways as part of an improved year 7-8 careers education</li> <li>● Build lifelong learning to facilitate transitions from preschool to school, across the school, and to College</li> </ul>	
<p><b>3. School Organisation</b></p> <p><b>Ensure outstanding delivery of education in all areas, with priority to literacy and numeracy</b></p> <p><b>Encourage learning partnerships and engage with our communities</b></p>	<ul style="list-style-type: none"> <li>● Maintain gains in mathematics and develop and deliver a wide range of mathematics learning opportunities to cater for the diversity of learners.</li> <li>● Build on student strengths and creativity, with a continued emphasis on multiple literacies and the arts to strengthen engagement in literacy and the writing process.</li> <li>● Provide physical education and sport opportunities for Wellbeing, and continue to increase participation and representative opportunities.</li> <li>● Promote our students' connection with our community and our local environment.</li> <li>● Foster the ako relationship with parents and whanau.</li> <li>● Engage community in consultation - Health, Maori, Pacific, English Language Learners</li> <li>● Employ quality dialogue and responsive feedback to boost learning and achievement.</li> <li>● Celebrate student achievement by communicating with the school community face to face, and by using social media (website, Facebook, Twitter, video messaging, SchoolApp) and community forums.</li> </ul>	
<p><b>4.</b></p> <p><b>Enable our children and teachers to</b></p>	<ul style="list-style-type: none"> <li>● Commitment to Treaty of Waitangi</li> <li>● Use Ka Hikitea to help developing a culturally responsive pedagogy and tataiako</li> </ul>	

<b>Te Reo and Tikanga Maori</b>	<b>speak te reo and understand tikanga practices</b>	<ul style="list-style-type: none"> <li>● Events that celebrate and grow tikanga</li> <li>● Kahui Ako</li> </ul>
<b>5. Te Whanganui - a-Tara Kahui Ako</b>	<b>Use the Te Whanganui - a-Tara Kahui Ako to grow lifelong learning and enable more effective transitions</b>	<ul style="list-style-type: none"> <li>● Foster community partnerships to support the wellbeing and improve the progress of all akonga throughout their learning journey.</li> <li>● Work alongside, and develop relationships with, the Kahui Ako schools - Wellington Girls, Northland, Karori Normal, Wellington College to assist the Community of Learning to be effective.</li> <li>● Coordinate our goals with the three key challenges: <ul style="list-style-type: none"> <li>○ To support the well-being of all students</li> <li>○ To develop students as agents of their own learning</li> <li>○ To embrace the languages, culture,s and identities of students</li> </ul> </li> </ul>
<b>6. Personnel</b>	<b>Attract high-quality staff to KNS and extend them by developing a professional learning culture</b>	<ul style="list-style-type: none"> <li>● Acknowledge and celebrate the staff as a professional learning community.</li> <li>● Recognise and build on the strengths and leadership potential of staff.</li> <li>● Resource and grow our practice-based research as the key to developing our teaching practice.</li> <li>● Support a professional learning culture through the provision of collaborative staff development programmes, with an emphasis on in-school PLD.</li> <li>● Develop and resource our linked coaching and appraisal processes, including the tataiako and the six new PTCs from the NZ Education Council, and teacher portfolios.</li> <li>● Foster and expect the values of whakamana, manaakitanga, pono, and whanaungatanga.</li> <li>● Encourage staff to participate in professional networks and connect with other schools and learning communities.</li> <li>● Provide additional staffing for English Language Learning; Learning Support, the Arts and to support Te Reo.</li> </ul>
<b>7. Learning environment</b>	<b>Provide a learning environment that creates innovative opportunities for learning with appropriate resources</b>	<ul style="list-style-type: none"> <li>● Develop the new spaces as a learning environment where the school's curriculum and key practices can be enacted and developed.</li> <li>● Incorporate blended learning and digital technology into the learning spaces.</li> <li>● Look to further enhance the play space in the gully.</li> <li>● Support the students to increase participation in games and sports on the courts.</li> <li>● Introduce peer mediation, led by year 5&amp;6 students to support relationships between children in the playground.</li> <li>● Continue and complete phase 3 furniture acquisition, including teacher rooms, storage, and administration furniture.</li> <li>● Continue to identify resource for our environment - hall, ICT, landscaping, planting, exterior seating and shade.</li> </ul>
<b>8. Finance</b>	<b>Ensure resource allocation supports our vision for all our students</b>	<ul style="list-style-type: none"> <li>● Target resourcing to achieve the strategic goals, support our curriculum, sustain and increase student engagement, and to develop the potential of all our students.</li> <li>● Continue with the international student marketing strategy to maintain enrolments.</li> </ul>

## Appendix One: Kelburn Normal School - Māori achievement statement 2019

At Kelburn Normal School we acknowledge New Zealand's cultural diversity and in doing so acknowledge the unique position of Māori as tangata whenua.

Kelburn Normal School will provide opportunities that support its students' in te reo and tikanga Māori. (Education Standards Act 2001). At Kelburn we have high expectations for all our students in their educational progression and achievement. We will continue to ensure that Māori can effectively achieve 'educational success as Māori', "students who are expected to succeed are more likely to succeed. Ka Hikitia Accelerating Success 2013-2017 requires the development of approaches to support all stakeholders to hold high expectations for all Maori students." Ka Hikitia, Pg 38.

Achievement of Maori students is regularly reported to the Board and we will continue to have a relentless focus on raising Maori achievement.

We continue to hold Whānau Hui to ensure our whānau voice is heard and respected. Our whānau believe our school promotes the concept of Tuakana/Teina - where our older children support, guide and nurture our younger students and where our younger students respect and give mana to the older students.

In 2018 we introduced HEART - Hauora, Excellence, Aroha, Resilience and Teamwork. This is based on our staff commitment to whakamana, manaakitanga, pono and whanaungatanga - the values of the teaching profession. In 2019 we will continue to embed the power of the key words that make up our HEART.

As part of our Te Reo and Tikanga Maori strategy we will endeavour to :-

- provide opportunities for all students to respect and understand Te Reo and Tikanga Māori
- continue to grow the use of, and correct pronunciation of Te Reo throughout our school
- report the achievement of students, including Maori students, to ensure a focus on improving student success
- ensure bilingual signage is throughout our buildings
- further engage and involve our whānau through hui and community events
- consult with whānau as part of our regular self review
- continue to grow and celebrate our Kapa haka group
- continue to unpack, explore and meet the aims of Ka Hikitia
- In 2019 we will name our school to "He Kura o Ahumairangi" as per iwi consultation

## Appendix Two: Kelburn Normal School - Student Achievement - Annual Targets 2019

### KNS Strategic Objective 1 - Extend individual student progress and achievement.

**Annual objective** - Students achieving at 'above' the expected NZ curriculum level in Reading, Writing and Maths and to further understand levels of achievement in the Nature of Science from year 3-8.

### Reading

Key theme	Baseline information.	2019 target
<p><b>Reduce the gap in achievement between boys and girls across the school from years 4-8.</b></p> <p><b>For 2019 we are interested in the year 5 and year 7 boys</b></p> <p><b>Reduce the number of children achieving below the expected level of achievement</b></p>	<p>Able to show accelerated progress over time with cohorts progressing in a range from 0.5 to 1.1 over 18 months. Given that cohort average is already well beyond the NZ norm it shows our students are connecting well with the teaching.</p> <p>In Reading - Boys are sitting about 0.54 of a stanine below girls overall. In year 4 and 6 girls strongly outperform boys, in year 8 boys are just 0.3 of a stanine behind girls, while in Y5 it is the same. Boys are ahead in year 7!</p> <p>Meeting our aspiration targets -</p> <ul style="list-style-type: none"> <li>● Reading - target 1 - 90% at or above stanine 5 =               <ul style="list-style-type: none"> <li>○ Y4 achieved -</li> <li>○ Y5 (87%), Y6 (85%), Y7 (85%), Y8 (87%) off - good result.</li> </ul> </li> <li>● Reading - target 2 - 45% at or above stanine 7 =               <ul style="list-style-type: none"> <li>○ Achieved in all 5 year groups - outstanding result</li> </ul> </li> </ul> <p>While the numbers of boys achieving above stanine 5 in reading is similar to girls, overall more boys are achieving at the higher level in maths than they are in reading.</p> <p>There is not much gender separation in Reading. For Year 5- 8 students - 87% boys and 89% girls are above stanine 5 and 43% boys and 51% girls are above stanine 7. More boys in the top stanine group would see higher levels of excellence.</p>	<p>Using NZCER PAT Reading test (norm referenced test) in term 1 and term 4 show improvement in the number of boys throughout the school achieving 'at or above' the expected NZ curriculum level as we look for an aspirational target of</p> <ul style="list-style-type: none"> <li>● 90% of all students reading 'above' the expected level at stanine 5 and</li> <li>● 45% of all students reading well above the expected level at stanine , showing a high aptitude for reading .</li> </ul> <p>Cross check priority learners with the STAR literacy test and report accelerated levels of progress.</p>

## Writing

Key theme	Baseline information.	2019 target
<p><b>Key theme -</b>  <b>Ensure there is no achievement gap between between boys and girls (stronger) across the school.</b></p> <p><b>Reduce the number of children achieving below the expected level of achievement.</b></p>	<p>In 2018, of the 134 children in this cohort, 50% are above the expected level, 43% are at the expected level and 7% are not at the expected level. This includes international and ESOL students in these results. Overall this shows an improved achievement from 2017 where Y5-8 average was 33% above the expected level, 54% at the expected level and 14% not at the expected level.</p> <p>Gender - Girls have 57.5% above, 35% at and 7.5% below the expected level. Boys have 37.5% above , 50% at and 12.5% below the expected level. This shows gender achievement difference.</p> <p>There are 12 out of 134 children (7%) achieving below the expected level from year 5-8.</p>	<p><b>2019 Target</b></p> <p>Using our writing moderation processes from NZ Literacy progression exemplars - in 2019 we target to continue to increase the number of boys throughout the school achieving at the 'above' the expected' NZ curriculum level as we look to ensure there is no achievement gap in writing between girls and boys.</p> <p>Report on accelerated progress of the children not at expected level in term 1, 2019 by reporting term 4 achievement to show progress and reduce the numbers working below the expected level.</p>

## Maths

Key theme	Baseline information.	2019 target
<p><b>Increasing the number of students achieving above the expected Maths curriculum level from Year 4-8</b></p>	<p>Results at the end of 2018 show that boys overall are sitting 0.3 of a stanine below girls overall. In year 4 and year 5 there is no real difference between boys and girls, but boys are about 0.4 of a stanine below girls in year 6, 7 and 8.</p> <p>2018 progress on our aspirational targets.</p> <ul style="list-style-type: none"> <li>● Target 1 - 90% at or above stanine 5. <ul style="list-style-type: none"> <li>○ Y4 and Y7 achieved</li> <li>○ Y5 at 87%, Y6 at 86%, Y8 at 88% - - good result.</li> </ul> </li> <li>● Target 2 - 45% at or above stanine 7. <ul style="list-style-type: none"> <li>○ Achieved from year 4-8 - outstanding result.</li> </ul> </li> </ul> <p>Maths achievement has sharply improved over the last 2 years.</p>	<p>Using NZCER PAT Maths test (norm referenced test) in term 1 and term 4 show improvement in the number of students throughout the school achieving 'at or above' the expected NZ curriculum level as we look for an aspirational target of -</p> <ul style="list-style-type: none"> <li>● 90% of all students reading 'above' the expected level at stanine 5 and</li> <li>● 45% of all students reading well above the expected level at stanin , showing a high aptitude for maths.</li> </ul> <p>Cross check priority learners in year 1-4 with the JAM test.</p>

## Science

Key theme	Baseline information.	2019 target
<p>Understand student achievement data for Science at KNS by using the Using the NZCER thinking with evidence science.</p> <p>This year we want to continue to understand how our children are achieving in Science by gathering information and achievement data, understand our student performance in science by gathering assessment information on the Nature of Science - Understanding, Investigating and Communicating science.</p>	<p>Using the NZCER thinking with evidence science, a norm referenced assessment in 2018 we found out that from year 5- 8, 96% or more of students achieved within the middle or high range and between 58% (Y5-6) and 63% (Y7-8) of students scored at the 'high' achievement level.</p> <p>We are still keen to embed an achievement structure within the school so that we know that our children are achieving well in science. This NZCER test helps but the use of classroom learning will inform us as well.</p>	<p>In 2019 gather student achievement information in science that will inform the community about student performance in science.</p> <p>We will use NZCER Science test in term 3 for Y5-8 to reinforce baseline student information.</p> <p>Test out the process of collecting student achievement information on against units of work taught from the NZ science curriculum at all levels.</p>