



KELBURN
NORMAL SCHOOL
Ngā Tātarakihi o Ahumairangi

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

STRATEGIC PLAN 2022



OUR STRATEGIC PILLARS

- 1** *Te Hiranga Poutama*
ACHIEVING EXCELLENCE
- 2** *Oranga Tonutanga*
HEALTH & WELLBEING
- 3** *He Kura Herenga Tāngata*
SCHOOL PARTNERSHIPS

OUR VALUES

Pūkengatanga

We pursue excellence

Quality education where Kelburn children learn creatively and achieve excellence

Manaakitanga

We care, nurture, protect

An engaging school with a culture of care for all children and teachers at Kelburn

Whānaungatanga

We are interdependent in our belonging to our community

Relationships that connect, include and inform our Kelburn community

2022-2024 SCHOOL CHARTER

Mahere Rautaki

THE NZ CURRICULUM VISION

Confident, connected, actively involved, lifelong learners.



Key Values

Pūkengatanga
To pursue excellence

Manaakitanga
To care for others

Whānaungatanga
To be part of our community



Key Competencies

Multiple literacies
(cognitive)

Interaction
(social)

Self-efficacy
(psychological)



Key Principles

High expectations

Inclusion

Coherence

Learning to Learn

Cultural Diversity

Future Focussed

Community
Engagement

Treaty of Waitangi



Key Practices

Dialogue

Multiple literacies

Inquiry learning

Overviews

Learning environment -
groupings and spaces

Science capabilities

Practice-based research



Maori Dimensions & Cultural Diversity

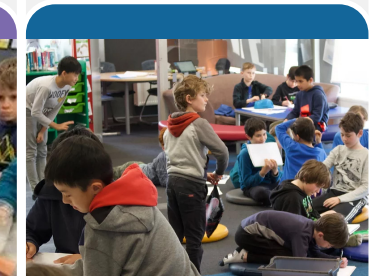
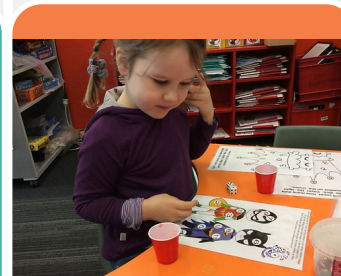
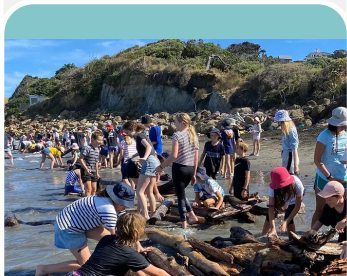
Kelburn Normal School adopts a culturally - responsive and inclusive pedagogy, follows the principles of Te Matauranga, the values of the Teacher's Code, and the guidance of Ka Hikitia - Managing for Success: The Māori Education Strategy.



Special Character

Kelburn Normal School is a 'Normal School'. It is one of 29 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.

OUR **VISION**: Kelburn Normal School students learn creatively and strive for excellence, preparing for lifelong learning.
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**KELBURN
NORMAL SCHOOL**
Ngā Tātarakihi o Ahumairangi

TO GROW

TO CARE

TO BIND

Our Pillars	<p><i>Te Hiranga Poutama</i> ACHIEVING EXCELLENCE</p>	<p><i>Oranga Tonutanga</i> OUR HEALTH & WELLBEING</p>	<p><i>He Kura Herenga Tāngata</i> OUR SCHOOL PARTNERSHIPS</p>
Our Values	<p><i>Pūkengatanga</i> We pursue excellence</p>	<p><i>Manaakitanga</i> We care, nurture, protect</p>	<p><i>Whānaungatanga</i> We are interdependent in our belonging to our community</p>
Our Strategic Goals	<p>Quality education where Kelburn children learn creatively and achieve excellence</p>	<p>An engaging school with a culture of care for all children and teachers at Kelburn</p>	<p>Relationships that connect, include and inform our Kelburn community</p>
	<p>Te ao Māori, Culturally-responsive pedagogy, Culture and Identity In recognising the the Principles of Te Tiriti o Waitangi, and learning through te ao Māori, kaiako and tamariki embrace the bicultural nature of New Zealand society. Tamariki understands who makes up Aotearoa New Zealand, including its increasing multiculturalism, giving visibility, strength and identity to the multicultural and diverse community that makes up our kura.</p>		
	<p>Pūkengatanga, Excellence, Equity Children enjoy success across the curriculum; 90% or more are achieving at or above the expected level in reading, writing, science and mathematics.</p>	<p>Manaakitanga, Wellbeing, Agency, Voice Children and staff thrive as individuals in a safe and positive culture.</p>	<p>Whānaungatanga, Inclusiveness School, whānau and community partnerships strengthen through interaction, invitation and effective communication.</p>
	<p>Life-long learning/ Creative Learning Pathways Children are curious, active and creative learners who develop the key competencies and learning dispositions over time.</p>	<p>Ako, Learning environments Relationships between staff and children, through a collaborative learning environment, are positive, effective, and inclusive.</p>	<p>Whānaungatanga, Participation, Citizenship Kelburn connects with our local resources, our natural environment, with iwi and mana whenua, and with the city and its cultural institutions to enrich learning opportunities that promote a culture of responsibility for our community, our environment and our global future.</p>



TO GROW

Strategic Goals	How will we know?	Actions - What are we doing?	
<p>Te ao Māori / Culturally-responsive pedagogy / Culture and Identity</p> <p>Children learn inclusively, in ways coherent with the Principles of Te Tiriti o Waitangi, the bicultural nature of New Zealand society, and its increasing multiculturalism.</p>	<p>Annual report to the Board on how te ao Maori is progressing at Kelburn, including the NZ Histories curriculum implementation.</p>	<ol style="list-style-type: none"> 1. Learning spaces, assemblies, mihi whakatau, events, staffroom, and meetings are rich with te reo and tikanga. 2. Teachers continually develop their skills and knowledge to improve their capacity to successfully work with children in this area. 3. Incorporate Te Reo and waiata in daily usage. Using EP programme in Y5-8 to strengthen te reo Māori for kaiako and tamariki. 	<ol style="list-style-type: none"> 4. In 2022 the Aotearoa NZ histories curriculum will widen the access to te ao Maori through a bi cultural and multicultural analysis of how Aotearoa is today. Promote opportunities for te reo Māori by using Kapa Haka experts and our talent (Jeremy/Henare/Jason). 5. Progress staff understanding of Culturally Responsive Practices for Curriculum through CORE and Kahui Ako. Ensure Maori perspectives are consistently examined in each unit of inquiry.
<p>Pūkengatanga / Excellence / Equity</p> <p>Children enjoy success across the curriculum with 90% or more achieving at or above the expected level in reading, writing, science and mathematics.</p>	<p>All students across gender and all ethnicities are achieving at or above 90% in reading, writing, maths and science.</p>	<ol style="list-style-type: none"> 1. A wide range of learning experiences are available to students and this is communicated to whānau who are aware of what tamariki are learning at school, including learning opportunities outside the classroom. 2. Class descriptions record relevant student achievement information and regular assessment and examples contribute to a learning picture. 3. Individual Education Plans are developed and 	<ol style="list-style-type: none"> 4. revisited on a regular basis, and students achieving below or beyond cohort expectations experience support/ extension through class and group as appropriate. 5. Use teacher strengths to provide expertise with the learning environment, as well as engage experts - music teachers, kaiako and whānau. 6. Promote additional opportunities such as ensembles, music lessons, chess and code club, sporting, cultural and leadership opportunities.
<p>Life-long learning / Creative Learning Pathways</p> <p>Our curriculum enables children to be curious, active and creative learners and develop the key competencies and learning dispositions over time.</p>	<p>NCZER wellbeing survey shows high levels of children's satisfaction with the curriculum and learning engagement by our children.</p>	<ol style="list-style-type: none"> 1. Teachers plan confidently and work collaboratively using their strengths and local experts can be used to enhance the learning and the opportunities at KNS. 2. Ara have arranged a wide scope of learning opportunities each term from the Kelburn Curriculum, reflecting the NZ curriculum, and we share this with whānau. 3. Groupings of students are provided with the available and targeted school resources and these resources are 	<ol style="list-style-type: none"> 4. planned and managed effectively. 5. Monitor students so we understand learning needs, and create next learning steps. By collating and analysing data, we use this data to implement changes to programmes. 6. Progressions in curriculum areas and examples of quality work, and clear procedures are used for evaluation and assessment to understand student achievement of students' learning experiences.

Pūkengatanga - Quality education where Kelburn children learn creatively and achieve excellence.



TO CARE

Strategic Goals	How will we know?	Actions - What are we doing?
<p>Manaakitanga, Wellbeing, Agency, Voice Children and staff thrive as individuals in a safe and positive culture that nurtures their strengths and their needs, and their support for each other and engage fully with the varieties of learning.</p>	<p>Bi-annual NZCER survey will report high levels of well-being and satisfaction of curriculum and learning engagement by our children.</p>	<ol style="list-style-type: none"> 1. Hauora programmes, such as HEART, our values, and our manaakitanga concept run through the learning spaces at all times. 2. Using Sue Roffey's work on Wellbeing to guide our structural planning of learning programmes to address the growth of the whole child. 3. Our work, and with Kahui Ako, we acknowledge diversity to build and drive inclusivity for all our tamariki; and the strengths we have as a school, 4. Our Hauora work and through mentoring, influences tamariki, kaiako and is shared with whānau to put tamariki hauora, and engagement as a priority.
<p>Ako, Learning environments Relationships between staff and children, through a collaborative learning environment are effective, positive, and inclusive, and display the values and the mana of the school to the community.</p>	<p>Report to the Board on relationships using staff research into effective practice to better engage learners.</p>	<ol style="list-style-type: none"> 1. Our culture of learning at KNS celebrates what each child brings to the learning space. 2. Teachers configure learning groups and use spaces for children to enable them to grow, be innovative and resourceful. 3. Our school question for 2021 - How will we collect and curate data with children to form pathways for better learning engagement focuses on nurturing student voice and student agency to create pathways to improve learning. 4. Using Seesaw (Y1-4) and Smata app in (Y5-8) to generate qualitative assessment data that builds a learning profile of students. 5. Staff and children care for our spaces and grounds so that they can be fully enjoyed, and represent the values and the mana of the school to the community.

Manaakitanga - An engaging school with a culture of care for all children and teachers at Kelburn.



BIND TO

Strategic Goals	How will we know?	Actions - What are we doing?
<p>Whānaungatanga, Inclusiveness KNS, whānau and community build effective partnerships through interaction, invitation and effective communication</p>	<p>Annual community surveys and feedback will be positive and constructive reflecting the positive work of the school to include our community.</p>	<ol style="list-style-type: none"> 1. Enable whānau to be able to access information about the child's progress in learning, and the school's progress. 2. Teachers and staff are communicative and open to informing and promoting whānau discussion around children's learning, including using Apps and Tools to share student work with whānau. 3. Ensure processes for communication for whānau for children with different learning needs, for new families, for new immigrant families and for whom English is a second language. 4. Our parents and whānau group have many strengths and can add strength to our learning landscape to enhance our whanaungatanga. 5. Blended learning, using digital devices and multiple literacies, increases tamariki and kaiako access to resources and opportunities and enables sharing with whānau.
<p>Connections, Participation, Citizenship Kelburn connects with our local resources, our natural environment, with iwi and mana whenua, and with the city and its cultural institutions to enrich learning opportunities that promote a culture of responsibility for our community, our environment and our future.</p>	<p>Annual report to the Board on ways the school has engaged with our local community, and used resources available to the school to grow Citizenship and Participation.</p>	<ol style="list-style-type: none"> 1. We use the city, and the many experts within our proximity to Wellington as a resource to support and enhance our learning. 2. The Kahui Ako (8 connected schools) create relationships to expand each school's capability, in particular graduate profiles and gathering data around creative agency. 3. Embed culture of sustainability through learning opportunities, and continue to reinforce all recycling practices. 4. Contexts for learning have relevance to the child, and reflect what is close to them, while expanding their horizons and knowledge about communities in local and global context. 5. Problem solving and collaborative ideas are encouraged to improve local and global conditions for communities. 6. Using critical literacy in the digital space to understand digital citizenship and its community. 7. Using Apps and Tools (Google Classroom/ Adobe Spark/Podcasting) enables students to become more resourceful and reflective as learners.

Whānaungatanga - Relationships that inform, include, and connect our Kelburn community.



2022 ANNUAL STUDENT ACHIEVEMENT TARGET

Te taumata paetae a nga akonga



Reading

Key themes:

- Ensure equitable outcomes between students.
- Minimise any gap in achievement in reading between boys and girls across the school from years 3-8.
- Reduce the number of children achieving below the expected level of achievement.

2022 Target

Using PAT reading test in term 1 and term 4, AsTTle reading, and OTJ of curriculum levels 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

- 90% of all students 'above' the expected level at PAT stanine 5, year group cohort AsTTle curriculum level and OTJ curriculum levels
- 45% of all students well above the expected level at PAT stanine 5, year group cohort AsTTle curriculum level and OTJ curriculum levels

Cross check priority learners progress, at all levels, with various literacy tests and be able to report accelerated levels of progress.



Writing

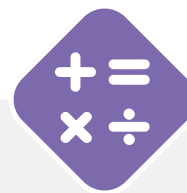
Key themes:

- Ensure equitable outcomes between students.
- Minimise any gap in achievement in writing between boys and girls (stronger) across the school.
- Reduce the number of children achieving below the expected level of achievement.

2022 Target

Using our writing moderation processes from NZ Literacy progression examples - in 2022 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.

Report on accelerated progress of the children not at the expected level from 2021 by reporting term 4 2022 achievement results in writing that show progress with more children working at the at/above expected level.



Maths

Key themes:

- Increase the number of students achieving above the expected Maths curriculum level from Year 3-8 to improve stanine mean score for cohort.
- Reduce the number of children scoring stanine 4 or below AsTTle curriculum level in November 2022 testing therefore showing accelerated progress

2022 Target

Using PAT Maths test in term 1 and term 4, AsTTle reading, and OTJ of curriculum levels show growth 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 -

- 90% of all students 'above' the expected level at PAT stanine 5, year group cohort AsTTle curriculum level and OTJ curriculum levels
- 45% of all students well above the expected level at PAT stanine 5, year group cohort AsTTle curriculum level and OTJ curriculum levels and therefore showing a high aptitude for maths.



Science

Key themes:

- Ensure equitable outcomes between students.
- Show student achievement in Science by reporting capability using moderated curriculum level achievement in 2022.

2022 Target

We need to know that our students show an understanding of the science capabilities.

We will gather student achievement information in science that informs the community about levels of science achievement that are relative to student achievement results in Maths, Writing and Reading.

OUR STRATEGIC AIM: Achieve equitable outcomes across all groups so 90% or more of all students are achieving at or above the expected level in reading, writing mathematics and science.



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