

Introduction:

In early 2019 we were contracted by the Kelburn Normal School Board of Trustees to conduct a review of the delivery of curriculum at the school. To undertake this review, we spent two days in the school. During those days we observed teaching and learning, spoke with many of the staff, read documentation and looked at the physical learning environment.

Since then we have thoroughly read and reviewed the school's documentation given to us. It was an absolute privilege to spend time in Kelburn Normal School. We believe that this is a school that is effectively meeting the needs of its students in our ever changing society.

Normal Schools:

Being a Normal school Kelburn has the added responsibility of being a model of quality teaching and learning to student teachers from the University.

There are 22 Normal and Model schools across New Zealand. These are clustered around the five major universities. High quality mentoring in Normal and Model schools involves leading, monitoring, reviewing, sharing of knowledge, providing feedback and problem solving.

'The New Zealand Normal Schools were appointed by the Government to provide major teaching practicum facilities for the five Universities. Open and respectful relationships between the school and the University are essential. Normal and Model Schools are proud to be given the status as an exemplary school. We take our close association with the universities of New Zealand seriously and know that this relationship benefits our children in many ways.' (New Zealand Normal Schools Association website)

In 2017 Haig (University of Auckland) and Trevethan (University of Otago) reviewed the features of effective Associate Teachers:

In their paper they refer to the Associate Teacher's role being time consuming and demanding. It requires energy, enthusiasm, skill and a commitment to working in partnership.

They describe an effective Associate teacher as being able to:

- Develop a supportive, learning-focussed relationship with the student teacher.
- Collaborate with the student teacher to develop their repertoire of technical skills.
- Assist the student teacher to make links between campus and school learning.
- Accept differences and flex to allow student teacher growth.
- Facilitate effective communication.
- Demonstrate respect for their profession.

From our observations and experience as school leaders we believe the Principal, Senior Leaders and staff of Kelburn Normal School take this responsibility extremely seriously and are an exemplary model of teaching and learning to the student teachers for the university.

Scope of Review:

1. Delivery of curriculum, within each syndicate, against the strategic plan and charter.

The first goal in the Strategic Plan is about student learning. The strategic plan, additionally, outlines the following focus actions teachers are expected to take:

- Understand and communicate to student, progress and achievement.
- Use data examples to inform teaching and learning programmes.
- Identify and target students not achieving at their appropriate age level, as priority learners.
- Provide a reporting system that shows progress and improved achievement.
- Improve student's writing skills and reduce the disparity between boys and girls.
- Report to the BOT / community student achievement in English, Maths and Science.

The documents we firstly reviewed were the Kelburn School Curriculum and the Kelburn School Curriculum Resource Book. These two documents give greater detail as to how the strategic goal is to be implemented and achieved. The Curriculum Book provides clear links to the New Zealand Curriculum and links the Principles, Values, Key Competencies and Effective Pedagogy to the teaching and learning focus in Kelburn Normal School.

The Kelburn School Curriculum book very clearly explains the key practices teachers are expected to develop and build so that a powerful learning culture is present across the school in the following ways:

- Learning conversations for teachers and students – for communication, reflection and knowledge building. (The learning conversations and dialogue between teachers, teachers and students and students and students is a key feature within the school.)
- Multiple literacies. This school not only focusses on oral and written literacy (including reading) but add digital literacy and process drama an open-ended form of inquiry. The New Zealand Curriculum states, “To be successful participants, students need to be effective oral, written and visual communicators who are able to think critically and in depth.”
- Inquiry learning.
- Learning Environment: Grouping and Spacing. (The creation of an innovative learning environment by maximising the possibilities offered by the spaces for social and personalised learning.)
- Overviews. These are programme outlines and overviews for ongoing and essential learning in literacy and numeracy. Literacy and numeracy are a key focus across the school but, the overviews also include science, arts, digital literacy, social sciences, technology, Te Reo Maori, Language learning and in Years 7 & 8, Careers Education.
- Science capabilities.
- Practice based research. (Teachers conducting collaborative inquiry into their own practice.) Practice based research links directly into teacher appraisal.

After reviewing the school-wide documents we interviewed each team leader and a number of teachers from various teams. Our aim was to assess the extent to which goals of the strategic plan were being implemented by each teaching team throughout the school.

a. Junior Team – Yr1 and 2:

Long term planning reflects a wide curriculum coverage with a major focus on literacy and numeracy, which we would expect. Science topics reflect the four major areas of the New Zealand Curriculum and pupils are assessed by the teachers on a 3-point scale over 5 different areas.

Timetables reflect a clear emphasis on each curriculum area. i.e. a greater time emphasis on literacy and numeracy than other curriculum areas which is normal for years 1 & 2.

Team planning for literacy and numeracy was detailed and reflected a good curriculum balance. Planning for Art, Science, Health & PE, Dance, Music and Te Reo Maori was detailed and again, reflected a good curriculum balance.

Discovery time (classroom investigations) clearly enabled pupils to experience, share ideas, reflect and engage in dialogue about their investigations. This work was well guided by the teachers and age appropriate.

Class descriptions provided an inciteful narrative about each pupil which reflected extensive teacher knowledge about each individual pupil. This led to curriculum adaptations to ensure that pupils progressed at a level suited to their current potential.

b. Lower Middle Team – Yr. 3 and 4:

Long term planning shows a clear balance in curriculum areas being taught.

These two age groups are introduced to higher order thinking skills such as Thinking Hats, Thinking Keys and Questioning Skills.

Core subjects such as literacy and numeracy are a clear focus. Spelling and handwriting are separately identified as teaching programmes. Science, Social Studies and Technology are included in the Integrated Study Focus which is not unusual. With such a large focus on literacy and numeracy, time is a factor in the very busy teaching week and so integrated studies is a way of covering the curriculum in a more efficient way.

Teacher planning is very comprehensive and detailed. From the planning documents viewed it is obvious that the teachers collaborate closely, to plan and teach.

c. Upper Middle Team – Yr. 5 and 6:

Planning shows high levels of teacher collaboration. The team produces detailed overviews in their term plans.

The writing overview is very clear about the content to be taught but also includes references to the key competencies of literacy, interactions and values.

The reading overview contains similar detail and specific learning outcomes.

Inquiry planning, in this particular plan we viewed, uses the concept of Habitats and has a science focus. This topic covers 'The nature of Science' and 'Living World'. Within this unit of work dialogue planning emphasises Thinking Hats, Thinking Keys and Multiple Intelligences which guide the students thinking and dialogue.

Desired learning outcomes are very clearly stated in all planning we sighted.

d. Senior Team – Yr. 7 and 8:

From the planning documents viewed it is clear that this team encourage students to be more independent in their learning and to engage in higher levels of critical thinking and dialogue.

In every curriculum there are opportunities for students to review and engage in dialogue about their learning. Students are capable of engaging at a higher level of discussion and critical thinking than the other year groups. For example, in literacy learning, teachers plan for students to review and critique newspaper articles. Discussion and dialogue is a feature in all curriculum areas although teacher-led core learning is still important and is included in programme overviews.

Conclusions:

The strategic plan goals are:

- Raise student achievement.
- Extend individual student achievement and progress.
- Create a powerful learning culture.
- Ensure outstanding delivery of education in all areas, with priority to literacy and numeracy, incorporating STEM subjects.
- Encourage learning partnerships.

Kelburn Normal School is very fortunate to have highly effective teams of teachers working collaboratively to achieve all of the above goals. We conclude that the programmes are well balanced and an appropriate higher focus is given to literacy and numeracy. Each team works to provide exemplary practice in their teaching. A very rich curriculum has been planned across the school by all of the teams.

Teachers are reflective of their practice and consistently strive to improve their performance so that the outcomes for the students will be improved. There is a genuine focus on the learners and how they learn. A key to learning right across the school is learning together based on the key competencies. Students are taught how to co-learn, collaborate and co-operate. The culture across the school is that everyone is a learner, including teachers and students. Teachers follow the 7 key practices which have been developed to guide the learning culture across the school:

- Learning conversations – building dialogue by learners about their learning.
- Multiple literacies – Extending beyond just reading and writing and including digital and creative literacy.
- Inquiry learning which is well framed within clear guidelines.
- Learning Environment: Grouping and Spacing.
- Comprehensive programme overviews.
- Developing science capabilities.
- Practice based research.

These 7 key practices lift the teachers at Kelburn Normal School to a high level of performance. We have never visited a school with such a comprehensive, collaborative and self-reviewing culture as we have seen here.

We observed students who were happy, challenged, extended, stimulated and confident. We believe the education provided at this school will create confident and capable life-long learners.

2. Curriculum delivery, within each syndicate, against accepted practice in the wider education sector.

In 2003 Dr Adrienne Alton-Lee was contracted by the Ministry of Education to produce a Best Evidence Synthesis Iteration entitled 'Quality Teaching for Diverse Students in Schooling.'

Dr Alton-Lee led a team of highly regarded educationalists from within New Zealand and overseas to produce this Best Evidence Synthesis.

The synthesis lists 10 characteristics of quality teaching. These are:

- *Quality teaching is focused on raising student achievement (including social outcomes) and facilitates high standards of student outcomes for diverse learners.*
- *Pedagogical practices enable classes and other learning groupings to work as caring, inclusive and cohesive learning communities.*

- *Effective links are created between school cultural contexts and other cultural contexts in which students are socialised to facilitate learning.*
- *Quality teaching is responsive to student learning processes.*
- *Opportunity to learn is effective and sufficient.*
- *Multiple task contexts support learning cycles.*
- *Curriculum goals, resources including ICT usage, task design and teaching are effectively aligned.*
- *Pedagogy scaffolds and provides effective feedback on students' task engagement.*
- *Pedagogy promotes learning orientations, student self-regulation, metacognitive strategies and thoughtful student discourse.*
- *Teachers and students engage constructively in goal-oriented assessment.*

Since 2003, when this Best Synthesis was published, schools and teachers have tried to improve the quality of their curriculum delivery in line with the 10 characteristics of quality teaching. Success from individual schools has been variable.

At Kelburn Normal School the foundation for achieving success is clearly evident in the clear statements and guidelines the school staff have developed which all contribute to the prevalent school culture. The rich curriculum, the balanced inclusive curriculum, the focus on the learners and how they learn and the philosophy of 'learning together' has enabled the pupils to learn within an environment that encompasses the ten characteristics of quality teaching.

We were hugely impressed with the consistency of practice across syndicates, the collaboration between teachers and the self-inquiry appraisal system undertaken by all teachers and teams.

Our conclusion is, Kelburn Normal School engages in teaching practices the wider education sector would struggle to emulate.

3. Review the allocation of resources, within each syndicate, to different areas of the curriculum.

When meeting with the principal, senior leaders, syndicate leaders and teachers we discussed the allocation of resources and whether there were any areas being missed. Generally, everyone felt that the digital devices were plentiful enough to meet the current needs and that general classroom resources were adequate.

There were some areas of need mentioned:

- Within the school programmes there is an increasing use of software applications that enhance learning for students and communication with parents that would benefit from specific funding. Examples given were See-Saw (a parent communication tool used by syndicates up to year 6), Maths Buddy, Home learning for maths and Pad lit. In the first year of use these software applications have a minimal or zero cost but after this trial period there is a per pupils cost for which there is no budget allocation.
- The school has purchased all of the digital devices being used in the school and the level of allocation was seen to be adequate but the question of reserve funds to replace these devices when the useful life of them comes to an end is a question.
- Within digital technology there are always new developments that may currently be unknown. Is the school in a position to take advantage of future digital technologies?
- The school is in a wonderful location to take advantage of amazing local resources such as the botanical gardens, Zealandia, Dance opportunities and cultural events in the city. There is a possibility that transportation and entry fees could become restrictive or prohibitive in the future. Is the school budgeting for this kind of resource?
- The new teaching block, housing the whole school is amazing and the school can be justly proud of the foresight in the design phase to have such a facility. Ministry of Education funding for such projects is very finite and often there is a need for additional resources not funded by the Ministry of Education. Such things as shade

sails outside, blinds, curtains etc. are examples which are usually funded from school funds.

4. Identify any barriers for delivering a balanced curriculum.

We have reviewed the school planning documents, the charter and strategic plan and syndicate long term plan overviews. From all of this we believe the school is delivering a balanced curriculum.

We note that in earlier parent surveys concerns were raised about the science and mathematics programmes, especially in the senior syndicate. These learning areas are currently being developed further across the school.

Kelburn Normal School has joined a Kahui Ako which includes Wellington Girls College and Wellington College. The reason for Kahui Ako is to enable schools to collaborate within a larger group. Discussions with both of these secondary schools about how Kelburn Normal year 8 students transition to year 9 would be useful.

5. Review how information about the curriculum is communicated to the board.

The BOT receives in depth Curriculum and learning reports on a regular basis. The quality of these reports is of a very high standard.

The Principal's Reports to the Board are extremely professional and cover a very wide range of items.

e.g. **3 December 2018** report includes: information on all NAGs, the school activities, Banked Staffing analysis, data on Health and Safety, Professional Learning and Development discussion paper which includes a detailed plan for 2019, Student Achievement PAT in depth discussion and data and Student Engagement Review.

25 February 2019 report includes: discussion on the start of the year, Principal Reporting schedule, NAG discussions and data, very full detail on Banked Staffing, Health and Safety reporting, Roll analysis, a detailed discussion paper entitled 'Curriculum Differentiation and Enrichment at Kelburn Normal School', a full discussion paper entitled 'Chinese Culture and Language' and an update on project completion and requests for resources for the new learning areas.

All achievement data reported and the Board is based on very sound assessment practices across the school. The data reports are formulated from:

- A school wide assessment plan
- The use of national standardised tests.
- Term assessment plans
- Rigorous planning and analyses within every team
- Close tracking and monitoring of priority learners
- All curriculum areas reviewed.

Students at Kelburn Normal School achieve very highly when ranked against nationally normed tests. This data is reported to the Board.

The Analysis of Variance is a very detailed and reflective document. Detailed data and analysis is presented along with reflections on the teaching programmes. This analysis also includes Science data and discussion. This would not be evident in every school.

An in-depth review of the Strategic Goals has been written. This includes a very full narrative about how the school has implemented these goals in 2018.

A review of the 6 Key growth areas has also been presented to the Board.

The school has been responsive to the requests of the community and parents. An example of this is that Science became a major focus in 2018.

Andrew, and the Senior Leadership Team, are to be congratulated on the very high quality of these reports and the detail contained in them. They are of a very high standard. The Analysis of Variance 2018 and review of the school's Strategic Goals was very full and of a high standard. The Board is extremely well informed about all aspects of the school. Between us we have seen many Principal Reports and Analysis of Variance statements across New Zealand. Very few are of this quality and standard.

6. Any other issue that should be addressed in order to improve the balance of the school curriculum.

Elements of the Kelburn Normal School parent community are hard to please. From the 2017 parent survey it is clear that there is a huge diversity of opinion as to how the teachers should teach, what they should teach and how to assess student achievement. This is not unusual in any school community but in this school, parents are very vocal. In our experience opinions from parents are formed from their experiences as students, during their time at school. Teaching and learning programmes are very different today as a result of much research and changes to the structures within schools. The perceived lack of confidence in the way they teach does have an impact on the confidence of the teachers. The lack of professional trust from some parents can leave teachers doubting the support they have.

In recent years the teaching staff have engaged with the latest research, listened to educational leaders such as Michael Fullan, and have developed a Kelburn School Curriculum based on the New Zealand Curriculum and modelled on accepted modern teaching practice. They do this in a way most schools would not be able to achieve. The difference at Kelburn Normal is the way in which all of the teachers have embraced this methodology and the many hours they spend reviewing the content and delivery of the curriculum.

We believe the school needs to continue to 'educate' the parent community about what they are doing to, hopefully, achieve an increased parent voice of understanding and support. Already, each team produces a comprehensive newsletter to parents detailing the topics to be covered each term and the depth and breadth of the level of learning the pupils will be undertaking.

7. Review current measurement methods used to demonstrate progress against the strategy:

The measurement methods currently used to measure achievement are no different than any other school.

Kelburn Normal School uses standardised tests in reading and maths in term one to assess current learning levels (formative assessment). Teachers observe students, have conversations about students' achievement with syndicate members and promote dialogue within the syndicates to receive feedback and ideas from other teachers as to the 'next steps'.

The achievement data gathered from the range of assessment tools is comprehensively analysed and priority learners are identified. These priority learners are then tracked and their achievement progress is regularly monitored.

In curriculum areas where there aren't standardised tests (i.e. writing), samples are assessed by the teacher and then moderated within syndicates. This means that the judgement as to what level a student is achieving at, is confirmed and discussed by the whole team.

There is a school-wide assessment plan across the school to ensure an even spread of assessments.

Gathering the data is but one step in the journey. The teachers at this school take the time to formally review and analyse all data which then informs their next teaching steps. This depth of this review process is shared by the syndicate members in a collaborative way. Essentially, this is the essence of 'teaching as inquiry.'

8. Student achievement information and student survey results:

Students at Kelburn Normal school achieve to a very high level in key curriculum areas. In many curriculum areas a large percentage of students achieve well above the national norm. Examples of this achievement are:

PAT reading 73% of year 4 students achieve at or above Stanine 7 (the national norm is stanine 5)

58% of year 8 students achieve at or above stanine 7 (the national norm is 23%)

PAT maths 69% of year 7 students achieve at or above Stanine 7 (the national norm is 23%)

PAT maths 70% of year 4 students are at or above stanine 7

Students achieved highly in the 'Science Thinking with Evidence' NZCER test. In this test 62% of year 8 students achieved a high and 63% of year 6 students achieved a high achievement.

The 2018 Statement of Variance gives very comprehensive information and discussion about student achievement, particularly for reading, maths and science.

The school uses several nationally normed tests that give teachers quality data on which to base their focussed teaching.

The school sets high annual aspirational targets for student achievement. The Analysis of Variance report gives a very detailed discussion about all curriculum areas, key growth areas, Maori achievement and the strategic goals. This is a high quality report that the Board of Trustees and The Ministry of education receive.

9. Learning Environment:

The Board of Trustees, Principal and staff are to be congratulated on the new learning environment. To undertake a complete rebuild like this takes huge energy, commitment and vision.

This is such an exciting time for the school as staff continue to refine their teaching practices to utilise this amazing environment.

School Strengths:

- Quality of teaching and learning at Kelburn Normal School.
- Sound and authentic Key educational and current practices and Principles underlie everything at the school.
- The daily 'depth' of thinking, reflecting and discussing by teachers about their practice.
- A staff culture of total practice-based learning.
- All planning and teaching is based on the New Zealand Curriculum (NZC) and the Key Competencies contained within it.
- A very high expectation of teachers and students to participate in learning conversations. This is evident through the Teaching as Inquiry/ Teacher Appraisal process.
- The quality of the Inquiry learning experiences across all teams.
- Rigorous discussions and analysis of student learning and achievement.
- Students' learning involving highly developed discussion and thinking skills.

- An absolute focus by the teachers on learners and HOW they learn.
- Quality of the research-based discussions and reflections that underpins everything.
- Coverage of the NZC to a very high level and richness.
- Differentiated programmes that meet the learning and development needs of the Year 7&8 students.
- Qualifications and quality of the teaching staff, who all bring strengths to the school. (e.g. Drama and The Arts is exemplary)
- The quality of the Principal's reports to the Board.
- The absolute commitment of the staff to their students and school. e.g. spending one whole term holiday to move into the new building, camps, giving up weekend time for cultural activities.)
- The use of the surrounding environment to enhance learning and to make it authentic. e.g. Museum, Art Gallery, National Library)
- Using world renowned and national educationalist research and theorists to base practice on. e.g. Fullan from Canada and Jan Robertson from Waikato.
- The teachers 'live' and model learning on a daily basis.
- The quality of the leadership learning and development programmes.
- Richness of students learning experiences across the curriculum.
- The absolute focus on students knowing HOW to learn and being able to discuss their learning with others.
- Focus on students knowing how to learn in the current digital environment.
- Teaching is adapted to meet the needs of diverse learners (e.g. Multiple Literacies, the Arts use of senior leaders teaching to ensure groups are smaller, accelerated programmes for the more able students)
- Quality of reporting curriculum and teaching to BOT
- An excellent "Normal" School. A model to Initial Teacher Education students.
- Exemplary teaching and mentoring model across the school.
- Team forums and blogs show a very high standard of evidence and reflection
- Strengths of teaching staff across all curriculum areas
- The richness of the experiences students are offered (e.g. Shakespeare work, speeches,)
- Students can opt into areas of interest (e.g. chess, gardening)
- There is absolutely a place for high achievers and performers (e.g. choir performing in Auckland)
- The 'process' of thinking is more important than the end product. This is helping students develop the necessary skills for the future. Parents do not always see the process in action.
- Quality of communication to parents (e.g. team newsletters are extremely informative. They outline the learning for each term)
- The teachers are always striving to be better than the best.

Quotes:

Examples of what we heard during our conversations with some of the key stakeholders.

Teachers:

Teachers continually learn their craft.

Conversations about learning are becoming a natural part of everyday programmes.

There are unifying principles and practices across the school.

Our 'Heart' is very important.

We want students to be robust, strong confident learners with resilience.

If you are not up to being a learner here (teacher) then why are you here?

Absolute coherence across the school.

7 Key practices are LIVED here.

What students do and say leads the change (strong student voice).

We always, **always** want to be better.

Our priority learners are a big focus in our school.
We are proud of our deep and rich curriculum.
The staff are more content, happy and focussed than ever.
The students learn to value other ideas and opinions.
The Year 7 & 8s are amazing thinkers. They are also involved in strong social learning as well as developing their views of the wider world.

Parent:

- I am delighted my child comes here.
- The teachers are always striving for excellence.
- You can't please all of the parents all of the time.
- I trust the teachers.
- Transitions into school are amazing.

Children:

- I like everything at school! (5 year old).
- I get to see interesting things on the iPad" (5 year old).
- I like Discovery time" (6 Year old).
- I Love school because we get to make stuff and you do Discovery time and try new things (5 year old).
- I like learning new words by trying and sounding them out at writing time (5 year old).
- I like learning new things (5 year old).
- I Like doing multiplication because it is fun (6 year old).
- The new classrooms are a big improvement. (year 7&8)
- Having one classroom per teacher was socially restricting. (Year 7&8)

Recommendations:

We recommend that the Board consider the following actions but give particular attention to the following:

1. The board is aware of anxiety from some parents regarding the readiness of Year 8 students transitioning to secondary school. This centres around the curriculum content taught, especially science and mathematics. We know that this is common across all schools but to reduce these levels of concern amongst parents we recommend that the senior syndicate work with the two secondary school partners in the Kahui Ako (Wellington Girls and Wellington College) to assess how well Kelburn Normal students transition into secondary school. From the achievement data we viewed we don't see the problem being academic capability but, rather the style of teaching and learning at Kelburn compared to most secondary schools as being the basis of these concerns.
2. The school, board and staff, need to develop even more communication with parents about key teaching and learning concepts and philosophies, particularly in the new learning environment, to allay any concerns that may be present. The community need to clearly understand the culture of the school and the education trends driving the teaching and learning at Kelburn Normal. Generally, students at Kelburn Normal achieve way above the national average. We wonder if the parent community are aware of this. The Board should acknowledge and celebrate with the community, the 'cutting edge' exemplary teaching and learning that is happening at Kelburn Normal School, including the high achievement levels.

- The Board further discuss with the principal and leadership team the ongoing allocation of resources, and plan for this for the next few years. (i.e. Digital devices).
- The Board of Trustees and Senior Leaders develop a sense of trust and partnership so that teachers feel affirmed and encouraged.
- A discussion with Board and staff as to what resources are a priority and how can these be planned for, now that the school has moved into the new learning environment (e.g. storage, shade sails).
- Develop even more opportunities for the student voice to be heard by parents and the community. The introduction of Seesaw is already having a positive impact on this.
- Continue with focussed work around cultural inclusiveness using Tataiako as a foundation document.
- The Board annually budget for the on-going payment of software subscriptions.

Documentation read and discussed:

- School Charter
- Strategic Plan
- Kelburn Normal School Curriculum Plan
- School wide Curriculum delivery Resource Book
- School wide Assessment Plan 2018 and 2019
- School wide Assessment data 2018
- Principal's Report to Board of Trustees (the last eight)
- Coaching /Appraisal/Practice Based research documentation and examples
- Analysis of Variance report 2018
- All Teams' Planning 2018 and 2019
- Practice- Based research 2018 reports
- Professional Learning Development (PLD) 2018 report and outline
- PLD proposal and
- PLD Self-review Plan for Digital Literacy and Fluency 2019/2020
- Report on Mathematics Inquiry Communities staff forum 2019
- All Teams professional dialogue and meeting minutes and reflections
- Area meeting minutes
- ERO Reports 2017 and 2013
- Teacher Only Day plans, discussions and reflection minutes
- Whole School Events Plan 2019 Three Way Learning Conversations Goal Setting 2018
- Writing Coverage report
- Science Initiatives 2018 plans, discussion and data
- All Teams' newsletters 2018 /2019
- Community Survey Summary
- Tracking and reporting progress of priority learners 2018/2019 (78 students tracked and data/goals collated)
- ESOL and International Students documentation
- PAT Mathematics and Statistics Analysis 2018
- Te Kahui Ako o Te Whanaganui-a –Tara Achievement Plan
- ELL Plans and timetable

People Met with:

- Principal several times
- Senior Leadership team (DP/AP) several times
- All Team Leaders
- A selection of teachers from across the school
- A parent
- Some students

About Us:

Charles Oliver

Charles has been a very successful principal for 35 years.

Schools he has led include Whanganui Intermediate School, Heretaunga Intermediate School and Woodville School. In 2000, after many years in rural schools, he was principal of a bi-lingual school in Whanganui.

Over many years, Charles has worked with Boards of Trustees as an adviser for principal appointments and to assist with principal appraisals.

In 2006 he was appointed as a Statutory Manager at Taihape College. He was given leave from Whanganui Intermediate to take up this role. When the principal resigned he stepped in as principal for 9 months and guided the school through troubled times.

In addition to principalship, Charles was chairperson of the NZEI Principals' Council for many years and through this role represented NZEI on many Ministry of Education working parties.

Shona Oliver

Shona has been the Principal of several schools for the last 25 years.

These have included Central Normal School (most recent) Ashhurst School and Linton Camp School.

While Principal of Central Normal School the school received two 5 Year ERO reviews. Shona has also been seconded to ERO and Massey University.

Since 'retiring' from Central Normal School in April of 2018 Shona is currently involved in 6 Principal Appraisals, Advisor to schools for Principal Appointments, mentoring of a school Principal and an Appraiser and Mentor in Initial Teacher Education at Massey University.



Shona Oliver



Charles Oliver