

Kelburn Normal School 2024-25

Strategic Plan 2024 - 2025

Ngā Tātarakihi o Ahumairangi - Mahere Rautaki 2024-2025

The New Zealand Curriculum Vision: <i>Confident, connected, actively involved, lifelong learners</i>	
Kelburn Normal School Vision: <i>"Kelburn Normal School students learn creatively and strive for excellence, preparing for lifelong learning."</i> <i>"Kia auaha te ako ngā ākonga me te whai i te iti kahurangi mō te akoranga tūroa"</i>	

Key Values	Key Competencies	Key Principles	Key Practices	Maori dimensions and cultural diversity	Special Character
Pūkengatanga To pursue excellence Manaakitanga To care for others Whānaungatanga To be interconnected and part of our community	Multiple literacies (cognitive) Interaction (social) Self-efficacy (psychological)	High expectations Inclusion Coherence Learning to Learn Cultural Diversity Future Focussed Community Engagement Treaty of Waitangi	Dialogue Multiple literacies Inquiry learning Overviews Learning environment - groupings and spaces Science Capabilities Practice-based research	Kelburn Normal School adopts a culturally - responsive and inclusive pedagogy, follows the principles of Te Maturanga, the values of the Teacher's Code, and the guidance of Ka Hikitia - Managing for Success: The Māori Education Strategy.	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.

Pukengatanga

We pursue excellence

Quality education where
Kelburn children learn creatively
and achieve excellence

Manaakitanga

We care, nurture, and protect

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

Whanaungatanga

We are interdependent in our
belonging to our community

Relationships that connect,
include and inform our Kelburn
community



Kelburn Normal School 2025 ~ Strategic Goals 2024 - 2025

Nga Tatarakihi o Ahumairangi ~ Mahere Rautaki 2024-2025

Pillar	Te Hiranga Poutama Achieving Excellence (To grow)	Oranga Tonutanga Our Health and Wellbeing (To wrap around)	He Kura Herenga Tāngata Our School Partnerships (To bind)
Value	Pūkengatanga We pursue excellence	Manaakitanga We care, nurture, protect	Whānaungatanga We are interdependent in our belonging to our community
Strategic Goal	Quality education where Kelburn children learn creatively and achieve excellence	An engaging school with a culture of care for all children and teachers at Kelburn	Relationships that connect, include and inform our Kelburn community
Focus 1	Te ao Māori, Culturally-responsive pedagogy, Culture and Identity In recognising 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.		
Focus 2	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.	Manaakitanga, Wellbeing, Agency, Voice Children and staff thrive as individuals in a safe and positive culture.	Whānaungatanga, Inclusiveness School, whānau and community partnerships strengthen through interaction, invitation and effective communication.
Focus 3	Life-long learning/ Creative Learning Pathways Children are curious, active and creative learners who develop the key competencies and learning dispositions over time.	Ako, Learning environments Relationships between staff and children, through a collaborative learning environment, are positive, effective, and inclusive.	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.

Annual Implementation Plan - 2025

Strategic Pillar 1 - Te Hiranga Poutama –‘Taking steps to achieving excellence’		
Quality education where Kelburn children learn creatively and achieve excellence		
Strategic Goal	(How will we know)	Implementation Plan / Actions (What are we doing)
Te ao Māori / Culturally-responsive pedagogy / Culture and Identity 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.	Annual report to the Board on how te ao Maori is progressing at Kelburn, including the Aotearoa NZ Histories curriculum implementation.	1. Our 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. Teachers and support staff incorporate Te Reo and waiata in daily usage. Using EP programme in Y5-8 to strengthen te reo Māori for kaiako and tamariki. 4. Aotearoa NZ histories curriculum widens 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 Matua (Jeremy/Henare/Jason). 5. Progress staff understanding of Culturally Sustaining Practices for Curriculum through engagement with Ti Atiawa, Kura Ahurea, CORE and Kahui Ako. Ensure Maori perspectives are consistently examined in each unit of inquiry.
Pūkengatanga / Excellence/ Equity Children enjoy success across the curriculum with 90% or more achieving at or above the expected level in reading, writing, science and mathematics through structured literacy and maths.	All students across gender and all ethnicities are achieving at or above 90% in reading, writing, maths and science. Maori and Pasifika students achieve at or above 90% in reading, writing and maths and science, equitable to non-Maori students	1. In 2025, embrace structured literacy and maths process by strengthening BSLA through to Year 7 and introducing MathsNoProblem resource from Y1-Y8. 2. A wide range of learning experiences are available to students. This is communicated to whānau who are aware of what tamariki are learning at school, including learning opportunities outside the classroom. 3. Our teachers and learning support team continue to develop their toolbox for working with neurodiverse learners and adapting pedagogy and the curriculum to best suit their learning needs. 4. Individual Education Plans are developed and revisited regularly, 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 class descriptions, record relevant student achievement information and regular assessment and examples contribute to a learning picture. 6. Underachieving students identified and have support/strategy in place and ethnic/gender differences analysed for equitable outcomes. 7. Using experts - such as music teachers, kaiako and whānau. 8. Promote additional opportunities such as ensembles, music lessons, chess and code club, sports, tuakana teina relationships, and cultural and leadership opportunities.
Life-long learning/ Creative Learning Pathways Our curriculum enables children to be curious, active and creative	Bi-annual NZCER Wellbeing at school survey will report high levels of	1. Teachers plan confidently and work collaboratively, ensuring a rich curriculum is delivered and their strengths are available to the children, and local experts can be used to enhance the learning and the opportunities at KNS. 2. Monitor students so we understand their learning needs, and create the next learning steps. We use data to collate and analyse to implement changes to programmes.

learners and develop the key competencies and learning dispositions over time.	children's satisfaction with the curriculum and learning engagement by our children.	3. Build a set of examples and artefacts for quality work, and progressions in curriculum areas, so clear procedures are in place to identify and involve appropriate students in learning experiences. 4. Groupings of students are provided to the extent that school resources allow and these resources are planned and managed effectively. 5. Ara have arranged a wide scope of learning opportunities each term from the Kelburn Curriculum, reflecting the NZ curriculum, and share this with whānau. 6. Supporting progressions in drama, science, writing, Aotearoa histories,
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Strategic Pillar 2 ~ Oranga Tonutanga - 'Wrap around support for all'

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

Strategic Goal	(How will we know)	Implementation Plan / Actions (What are we doing)
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.	Bi-annual NZCER survey will report high levels of well-being and satisfaction of curriculum and learning engagement by our children, supported by the Pathways for Creative Agency.	1. Hauora programmes, such as our values, our HEART, using dialogue and drama, and our definition of manaakitanga run through the learning spaces at all times. 2. This year (2025) we are accessing the Mitey programme 3. Positive Behaviour for Learning (PB4L) refines our practice, strategies and documentation. 4. Using Te Whare Tāpu Wha and Sue Roffey's work on Well-being to guide our structural planning of learning programmes to address the growth of the whole child. 5. Using our collective strength we promote inclusivity for all our tamariki and understand the diversity of our students. We achieve more together, not on our own. 6. Our Hauora well-being work and regular mentoring supports tamariki at school. Kaiako work with whānau to put tamariki hauora, and engagement as a priority.
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.	Report to the Board on relationships using staff research into effective practice to better engage learners.	1. Our culture of learning at KNS celebrates what each child brings to the learning space. 2. Teachers configure learning groups and use spaces flexibly and effectively for children to enable them to grow, be innovative and resourceful. 3. Using Seesaw (Y1-4) and Google Classroom (Y5-8) to generate qualitative assessment data that builds a learning profile of students. 4. Staff and tamariki 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.

Strategic Pillar 3 ~ He Kura Herenga Tāngata - 'Uniting our community in partnership'

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

Strategic Aim (Goal)	(How will we know)	Implementation Plan / Actions (What are we doing)
Whānaungatanga, Inclusiveness KNS, whānau and community build effective partnerships through interaction, invitation and effective communication	Annual community surveys and feedback will be positive and constructive reflecting the positive work of the school to include our community.	1. Enable whānau 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. 6. Messages reinforced to the school community to extend the reach of our sustainability message - eg walking to school, waste minimisation
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.	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.	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 (10 connected schools) use their relationships to expand each school's capability, in particular well-being strategies, graduate profiles and gathering data around creative agency. 3. Embed culture of sustainability through learning opportunities, and continue to reinforce all environmental and 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) to enable students to become more resourceful and reflective as learners.

Kelburn Normal School - Annual Student Achievement Targets 2025

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.

Reading 2025	Writing 2025
Key themes:- • BSLA is now operating from Y1-6 • Ensure equitable outcomes between students. • Minimise any gap in achievement in reading between boys and girls across the school from years 4-8. • Minimise the number of children achieving below the expected level of achievement 2025 target Using NZCER PAT reading test in term 1 and AsTTle reading in term 1 and term 4, achieve equitable outcomes for learners 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 and specific year group cohort AsTTle curriculum level • 45% of all students well above the expected level in Reading at stanine 7 and specific year group cohort AsTTle curriculum level, Cross check priority learners progress, at all levels, using various literacy assessment tools and be able to report accelerated levels of progress of these learners.	Key theme:- • BSLA is now operating from Y1-6 • Ensure equitable outcomes between students. • Minimise any gap in achievement in writing between boys and girls across the school from years 4-8. • Minimise the number of children achieving below the expected level of achievement. 2025 Target Using our writing moderation processes from the NZ Literacy progression examples we continue to strive to increase the number of students 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 in early 2025 by reporting term 4 2025 achievement results in writing that show progress with less tamariki working at the below expected level.
Maths 2025	Science 2025
Key theme:- • Introduce MathsNoProblem a new maths resource for learning at Kelburn. • Invest in and utilise PLD for training teachers in this resource. • Through good teaching practice minimise the number of children achieving below the expected level of achievement 2025 Maths target Using NZCER PAT Maths test in term 1 and AsTTle number in term 1 and term 4, 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 stanine 5 and specific year group cohort AsTTle curriculum level • 45% of all students well above the expected level in Maths at stanine 7 and specific year group cohort AsTTle curriculum level, and therefore showing a high aptitude for maths.	Key theme:- • Ensure equitable outcomes between students. • Show student achievement in Science by reporting science capability using OTJs- Science in 2025 2025 Science target We need to know that our students show an understanding of the science capabilities. Using the collection of OTJs from progress updates 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.

