



Kelburn Normal School

Charter

2017

Kelburn Normal School Vision

“Where students learn creatively and strive for excellence, preparing for lifelong learning.”

What we want for our students...

Young people who will be confident, connected, actively involved, lifelong learners.	Students who learn creatively and strive for excellence, to become lifelong learners.
Confident Positive in their own identity Motivated and reliable Resourceful Enterprising and entrepreneurial Resilient	Students who know themselves and act effectively. <i>Managing Self</i>
Connected Able to relate well to others Effective uses of communication tools Connected to the land and environment Members of communities International citizens	Students who relate well to others and contribute to society. <i>Relating to Others/ Participating and Contributing.</i>
Actively involved Participants in a range of life contexts Contributors to the well-being of New Zealand – social, cultural, economic, and environmental	
Lifelong learners Literate and numerate Critical and creative thinkers Active seekers, users, and creators of knowledge Informed decision makers	Students who are knowledgeable and know how to learn. <i>ULST/ Thinking</i>

Kelburn Normal School Values

These values are to be encouraged and modeled by all staff, and explored by students in their daily action and interactions.

The values are closely linked to the key competencies, and provide a deeper dimension for many learning conversations.

Aroha and Respect-

Treating others and ourselves well, by being considerate and helpful, and showing good manners.

Relating to others. Managing Self

Responsibility and Honesty-

Learning to make positive choices and act effectively and with know how.

Relating to others, Managing Self

Fairness-

Becoming a good role model and helping others in wider social contexts.

Relating to others, Participating and contributing

Manaakitanga-

Working together to create a shared sense of community and culture.

Relating to others, Participating and contributing

Inclusiveness-

Creating a rich learning culture which celebrates different identities, and provides opportunities for all

Participating and contributing

Interdependency-

Increasing our understanding of ecology and the challenges society faces here.

Participating and contributing, Thinking

Powerful Learning-

Becoming expert learners and discovering the possibilities that learning offers.

ULST/ Thinking

Resourcefulness and Positivity-

Reaching our full potential as literate and numerate learners together.

ULST/ Thinking

Kelburn Normal School Principles

These underpin the curriculum and the curriculum needs to be consistent with them

Kelburn School Curriculum

High expectations

The curriculum is based on developing the key competencies and dispositions of all learners.

Inclusion

The curriculum is delivered in versatile ways that connect up the many dimensions of learners and learning; students are actively involved in learning processes and in creating a rich learning culture.

Coherence

The curriculum is coordinated through the development of the key competencies, and of the associated values. This process is linked to a long view of the learning areas as defined by essence statements and big picture objectives; achievement objectives are selected to go with these.

Learning to Learn

Reflective learning is planned and delivered through the daily practice of learning conversations that unfolds out of authentic learning contexts.

Community Engagement

Connections are made to student's wider learning and life worlds in all phases of the learning cycle; parents and community play their role in students' learning stories.

Treaty of Waitangi

Te Reo and Tikanga Maori enrich the classroom curriculum and the school's cultural activities. Parents will be advised of the level of Te Reo taught and if required the school will seek other avenues of instruction in order to meet individual need.

Cultural Diversity

Opportunities are created for students to take part in a variety of cultural activities, particularly those associated with the city and its community.

Future Focus

The curriculum encourages students to become resilient and resourceful learners, able to adapt to change and contribute to society.

Ka Hikitia: Managing for Success

At the heart of a strong economy and healthy society lies the educational success of all young people. Ka Hikitia - Managing for Success: The Māori Education Strategy sets out the Ministry of Education's strategic approach to achieving educational success for and with Māori.

The NZC and Asia: NZ Education Strategy

In designing their curriculum schools must consider how they are preparing their students for living successfully in the 21st Century. They need to consider how best to respond to and support the diverse needs, talents and interests of their students, in order for them to be competent and confident in participating in and contributing to our society as the wider world.

Part of achieving this goal means offering students opportunities to learn more about Asia.

Students with Special Abilities at Kelburn Normal School

Our students have a variety of abilities and learn in different ways; students with special abilities are provided with enhanced and additional programmes which meet their needs and strengths

Definitions:

Students with special abilities have learning characteristics that give them the potential to achieve outstanding performance.

Students can have special abilities or potential in a variety of areas; these include creativity, artistic performance and sports, formal learning, and social interaction.

Purposes and Goals:

To identify and track these students, and provide a curriculum which caters for them.

To group children flexibly, according to their learning characteristics and provide additional learning beyond the normal classroom.

To make the best use of our resources: our teachers, our community and our environment.

To develop a differentiated curriculum which is in line with the principles of The NZC, and the dimensions of learning depicted in the Kelburn KC triangle.

To enable this group of students, as successful and expert learners, to make a positive contribution to the learning of their peers, and the overall learning culture of the school.

To build open-ended learning cultures which allow for children to be extended in all classes

<i>Kelburn School Curriculum</i>	<i>Key Statement</i>
The Principles <i>High expectations, Inclusion, Coherence and Learning to learn underpin our programmes.</i>	<i>These students learn in ways that require a differentiated curriculum and ongoing individual learning pathways.</i>
The Key Competencies <i>Multiple literacies, interaction, and self-efficacy provide the framework for our programmes.</i>	<i>These students have high levels of intrinsic motivation and approach learning independently and creatively.</i>
Values <i>Equity and fairness, powerful learning, and resourcefulness and positivity are modelled and encouraged in our programmes.</i>	<i>These students make all kinds of connections between their life worlds and school.</i>
Effective Pedagogy	<i>These students flourish when inquiry, creativity, and reflectiveness</i>

Building reflection into action, involving students as seekers after knowledge, developing learning conversations, and constructing learning stories are featured teacher actions.

and provide additional learning beyond the normal classroom *are modeled by their teachers and peers, and when teachers demonstrate expertise in the targeted knowledge domain.*

Identification

Students are identified by using a range of assessment strategies and tools as outlined in the assessment section of the Kelburn Normal School Curriculum. However KNS staff acknowledges that these students may not always achieve highly in formal tests and does not rely solely on formal assessments.

Therefore the KNS assessment is based on multiple sources of data collected over time. Teacher observation of interactions in the classroom, and the work and performances collected in student's learning anthologies will be important, as will information from parents.

In addition, extra tools can be used to gather data about these students. These include:

1. Teacher Observation Scales for the Early Years. (Barbara Allen).
2. Shirley Taylor's identification form.
3. Multiple Literacy Tests for creative intelligence as defined by Czinkmihalyi, Sternberg, and Torrance.

Working well above an expected curriculum level, especially in literacy and numeracy, is another identifier of these students.

The development of students' gifts and talents is reported through mid year learning conferences, in end of year reports, and also in students learning stories (i.e. assessment as learning). In this way, identification becomes ongoing and nuanced.

The SENCO (Special Needs Co-coordinator), in discussion with teachers, will keep a register of those gifted and talented students who are identified as requiring special programmes.

Provision

- Through the rich and differentiated learning of the KNS curriculum.
- Through whole school focuses and peer tutoring.
- Through cultural, EOTC and sporting activities.
- Through enrichment and extension classes where there is an ongoing high level of achievement in a significant proportion of students.
- Through the private instrumental learning scheme.
- Through providing leadership opportunities and playground mentoring programmes.
- Through performance and community projects, involving a variety of audiences and the wider community.

Staffing

Opportunities for professional development in understanding and delivering the KNS curriculum for these students are offered to all staff, including support for action research. All staff have responsibility for providing

enhanced programmes for these students. Where there is an identified need and available resource extra staffing will be provided for GATE programmes, especially for more advanced students, according to the principle that learning for these students occurs when it is based on how experts in the field or knowledge domain deliver the KNS Curriculum.

Evaluation

The evaluation of these students' progress is the responsibility of the class teacher, and/or the teacher of any additional class or enrichment group. A report on specially funded GATE programmes is made to the BOT annually by the SENCO in conjunction with other teachers.

National Standards

National Standards provide a nationally consistent means for considering, explaining, and responding to students' progress and achievement in years 1-8. They provide reference points, or signposts, that describe the achievement in reading, writing, and mathematics that will enable students to meet the demands of the NZC. They will help teachers to make judgements about their students' progress so that the students and their teachers, parents, families, and whānau can agree on the next learning goals.

National Standards	At Kelburn School
<p>Improve Learning for all Students through clearer reporting to parents</p> <p>When used in conjunction with effective assessment practices, the National Standards will be a powerful means of informing students, parents, families, whānau, teachers, schools, and the education system about how well things are going and what can be done better to improve learning for all students.</p>	<p>KNS Teachers use a range of assessment approaches and tool resources to gather information about our students.</p> <p>Overall teacher judgements are made by triangulating evidence of student progress and achievement through a clear moderation process.</p> <p>Reporting to parents is formally carried out three times a year, however parents, families and whānau are encouraged to make additional conference times if they so choose or see necessary.</p> <p>For specific details outlining the above refer to the KNS Assessment Statement.</p>
Effective Pedagogy	School wide and individual professional development programmes are identified in the

<p>In order to make judgements in relation to the Reading, Writing and Mathematics and Statistics National Standards, it is essential that teachers understand the content that they are teaching in all of these learning areas, but more importantly that teachers have pedagogical content knowledge. Teachers must ensure that they understand the conceptual difficulties that students may be having and be able to plan coherent, targeted teaching to address those difficulties.</p>	<p>appraisal and self review cycle, KNS teachers have the opportunity to develop in both learning area content and pedagogical content.</p> <p>Participating in Action Research and ongoing learning conversations with colleagues ensures development of shared understandings amongst teaching staff and also personal development.</p> <p>For specific details outlining Effective Pedagogy at KNS refer to Effective Pedagogy statement.</p>
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Strategic Plan

2016 - 2019

Strategic Goals 2017

At Kelburn Normal School we have 5 strategic growth areas.

Focus 1. Student Achievement

Create a powerful learning culture

Extend individual student progress and achievement

Outstanding delivery of education in all areas, with priority to literacy and numeracy

Focus 2. Staff Development

Attract high quality staff by developing a professional learning culture

Focus 3. Learning Environment

Create a learning environment that provides innovative opportunities for learning with appropriate resources

Focus 4. Learning Partnerships & Communications

Encourage learning partnerships and engage with our communities

Focus 5. Resourcing

Improve our resources to better meet the need of our students

STRATEGIC GOAL ONE - STUDENT ACHIEVEMENT

1. Create a powerful learning culture

- 1.1 Use of learning conversations and teaching as inquiry
- 1.2 Embracing our school values and competencies
- 1.3 Fostering leadership roles and responsibilities for all students
- 1.4 Being culturally inclusive
- 1.5 Promoting student's connection with our community and environment
- 1.6 Enhancing our collaborative arts learning
- 1.7 Integrating E-learning into all curriculum areas
- 1.8 Enhancing and developing our status as a Normal School by being innovative and creative in our teaching and learning approach

2. Extend individual student progress and achievement

- 2.1 Use data to inform teaching and learning programmes that enables all students to reach their potential
- 2.2 Provide a reporting system that recognizes the whole child
- 2.3 Recognise and communicate student progress and achievement
- 2.4 Cater for all students needs

3. Outstanding delivery of education in all areas, with priority to literacy and numeracy

- 3.1 Deliver a range of literacy opportunities, building on student strengths, with an emphasis on oral language and the arts
- 3.2 Develop and deliver a wide range of mathematics learning opportunities to cater for individual needs

STRATEGIC GOAL TWO - STAFF DEVELOPMENT

4. Attract and develop high quality staff, recognizing their value

- 4.1 Provide systems to ensure appropriate appraisal, self reflection and development

- 4.2 Support a professional learning culture through the provision of staff development programmes and networking
- 4.3 Acknowledge and celebrate whanaungatanga (staff as a community).
- 4.4 Recognise and build on leadership potential in staff

STRATEGIC GOAL THREE - LEARNING ENVIRONMENT

5. Provide a high quality learning environment

Provide a learning environment that is;

- 5.1 Safe and healthy
- 5.2 Modern and adaptable
- 5.3 Respectful of the environment
- 5.4 Stimulating

STRATEGIC GOAL FOUR - LEARNING PARTNERSHIPS & COMMUNICATION

6. Encourage learning partnerships and high quality communication within our school community

- 6.1 Encourage parent engagement in their child's learning
- 6.2 Provide quality feedback student progress and achievement
- 6.3 Communicate openly with the school community
- 6.4 Celebrate school achievement

STRATEGIC GOAL FIVE - RESOURCING

7. Continually improve our resources to better meet the needs of our students

- 7.1 Support flexible learning groups, to optimise teacher: student ratios
- 7.2 Resource the enhanced curriculum learning opportunities at KNS.
- 7.3 Review the international student marketing strategy

Annual Plan

Goals

2017

STUDENT ACHIEVEMENT 1

Create a powerful learning culture to enable each child to learn creatively and strive for excellence to reach their potential .

Historical Position

Teacher inquiry and learning conversations were adopted as key practices in developing a school-wide pedagogy aligned with the NZC. The purpose of this pedagogy is to promote reflective learning and the Key Competencies as the drivers of the KNS curriculum. As a result, our students have become reflective learners actively involved in the creation of a learning culture. And teachers, through dialogue and reflection, have formed professional learning groups driven by teaching as inquiry. Sharing practice through dialogue and inquiry moves this culture forward. In 2016, teacher collaboration was extended through the use of written, digital forums in some syndicate this enhanced their action research with the students. Forums were also used by many staff to respond to staff meetings and each other. This dialogue enabled teachers to develop their class cultures, and make informed decisions about their students. Digital and written media, and the GAFE platform, are becoming key in extending teacher and student collaboration. This extended collaboration is personalising learning, deepening student engagement, and leading to improved achievement. Our learning culture is becoming more inclusive, and better at addressing the lower achievement of boys in literacy.

Key Inquiry question: How do KNS students respond to our actions and dialogue?

Strategic Goals

- 1.1 Use of learning conversations and teaching as inquiry
- 1.2 Embracing our school values and competencies
- 1.3 Fostering leadership roles and responsibilities for all students
- 1.4 Being culturally inclusive
- 1.5 Promoting student's connection with our community and environment
- 1.6 Enhancing our collaborative arts learning
- 1.7 Integrating E-learning into all curriculum areas
- 1.8 Enhancing and developing our status as a Normal School by being innovative and creative in our teaching and learning approach

Associated 2014-2019 Strategic Goal links

- 2.3 Recognise and communicate student progress and achievement
- 2.4 Cater for all students needs
- 3.1 Deliver a range of literacy opportunities, building on student strengths, with an emphasis on oral language and the arts
- 3.2 Develop and deliver a wide range of mathematics learning opportunities to cater for individual needs
 - Encourage parent engagement in their child's learning
 - Provide quality feedback on student progress and achievement

Curriculum Actions / Collaboration	Indicators / Outcomes
<p>To implement our key question - <i>How do KNS students respond to our actions, and our dialogue</i> - there is ongoing, collaborative dialogue in classes on a daily basis in written, oral and online modes...</p> <p>Teachers dialogue with each other around student learning and achievement, and also develop a cohesive approach to reflecting on student progress.</p>	<p>A wider audience for learning is developed. Reflective dialogue occurs between students in dynamic ways without the need for teacher instructional management.</p> <p>Teachers share and extend their reflective practice on forums</p>
<p>To effectively integrate of values and competencies...</p> <p>Teachers collaborate as a syndicate to make split screen plans together that sit alongside the KNS planning, and include the Key competencies. Teachers reflect on dynamic planning part of forums. Teachers create oral and online communities of learning based on the KCs where students are reflecting on their learning and teachers are providing ongoing responses to students that are recorded in running split screens.</p>	<p>Planning for literacy, number, and the strands in mathematics and statistics include split screens that show how teacher and student questions are built into the learning process.</p> <p>Our review on our KNS student behaviour management programme (hart of the school) will place a re socialised and up to date framework of positive engagement.</p>
<p>To promote student leadership opportunities...</p> <p>We will extend the work of the student council to include ongoing discussions about learning, and the school environment, including health and safety. Implement Peer mediation programme for year 5-6 leadership and implement Y7-8 careers programme using parents as mentors</p>	<p>A student council forum records activities and roles taken. Successful implementation of peer mediation programme that contributions to the wider Heart of the school programme</p> <p>Students active in a variety of groups.</p> <p>Parents' present to year 7-8 children about how their career pathway unfolded over their years of employment culminating in where they are now.</p>
<p>To Promote cultural inclusivity ...</p> <p>With Kelburn whanau group, engage, collaborate, develop and implement the community goals for students with Maori and Pacific heritage, and to extend kapa haka opportunities to all students</p> <p>Recognizing, integrating and including our international students in the mainstream classroom programme</p>	<p>Community engagement opportunities</p> <p>Children use some basic conversation in another language, Maori, Mandarin, German,</p> <p>Kapa haka becomes part of ongoing teaching and learning in the arts</p> <p>International student inclusion programme led by Joelle.</p> <p>School cultural celebration and events.</p>
<p>To promote our student's connection with our community and environment... Classroom programmes and EOTC draw on using both the local community and environment and use our people in the community as experts for building knowledge.</p>	<p>Using Science and technology as a tool to engage with local experts such as parents and programmes promote environmental awareness.</p> <p>Regular school trips and camps focused on the curriculum take place, both in our surrounds using Botanical gardens, the city and Zealandia</p>

	Create a database of experts that all teachers can use when required.
<p>To enhance our collaborative arts learning...</p> <p>The key practice of planning multiple literacies is integrated with the development of the KCs.</p>	<p>Arts practices are integrated into the daily programme. Our choirs, kapa haka, orchestra, bands, and drama groups continue to retain the outstanding reputation that Kelburn has.</p> <p>Continue to share extensively our performing groups within the wider Wellington community.</p>
<p>To integrate digital literacies into our everyday classroom programmes...</p> <p>Use and integrate a variety of innovative digital platforms to engage, improve and enable learning opportunities to excel, especially Google Docs</p> <p>Continue to ensure Ipad and Chromebook access is ideal for teacher / student need</p> <p>Look to build BYOD community communication for student uptake in 2018 to increase access to Chromebooks and work with Well College and Well Girls to prepare digital transition to high school.</p>	<p>Classes develop a shared resource of learning conversations.</p> <p>Students use devices and apps to become more involved in social learning and literacy processes.</p> <p>At senior level Students use Chromebooks as an integral part of their learning</p>
<p>To enhance our status as a Normal School by being innovative and creative in our teaching and learning approach...</p> <p>Use our key question - <i>How do KNS students respond to our actions and dialogue?</i> To understand how our differentiation and adaptation of the curriculum drives student improvement.</p> <p>Teachers and learners will develop learning partnerships by extending their reflective dialogue</p>	<p>Reflective dialogue is part of the daily programmes.</p> <p>Staff forums are a weekly responsibility</p> <p>Practice based research and teacher inquiry drives the performance management process</p>

STUDENT ACHIEVEMENT 2 - Extend individual student progress and achievement to enable each child to learn creatively and strive for excellence to reach their potential .

Historical Position

The school's key practices include students in the assessment process. The ongoing area for development has been to improve formative assessment (assessment for learning) and to move to assessment as learning (assessment in which students are actively engaged). During 2015 the school introduced GAFE, & Hapara desktop for year 5-8 students and this strengthened in 2016. These tools enabled teachers to collaborate with students more, and to personalise learning. Limitations in effectiveness were noted because of time constraints. More professional discussion around the use of the tools is needed. Staff use of the Google apps has enabled student learning discussions to be recorded across the school and enabled teachers to be better informed about student progress and achievement.

Strategic Goals

- 2.1 Use data to inform teaching and learning programmes that enables all students to reach their potential
- 2.2 Provide a reporting system which recognizes the whole child
- 2.3 Recognise and communicate student progress and achievement
- 2.4 Cater for all students needs

Associated 2014-2019 Strategic Goal links

- 4.1 Provide systems to ensure appropriate appraisal, self-reflection and development
- 1.6 Enhancing our collaborative arts learning
- 2.1 Use data to inform teaching and learning programmes which enables all students to reach their potential
- 2.3 Recognise and communicate student progress and achievement
- 3.1 Deliver a range of literacy opportunities, building on student strengths, with an emphasis on oral language and the arts
- 3.2 Develop and deliver a wide range of mathematics learning opportunities to cater for individual needs

Curriculum Actions / Collaboration	Indicators / Outcomes
<p>To use data to inform teaching and learning programmes which enables all students to reach their potential and to promote dialogue, and elicit student voice and response, as part of our ongoing assessment practice...</p> <p>Using eTap to record and track student performance Use learning journeys as a record of sequential and accelerated progress and share these with whanau Find ways, using student's responses to our teaching goals, to promote discussion around student performance – discuss these within teams to understand teacher effectiveness and differentiation required. As a whole staff discuss standardised assessment information to identify teaching goals Each teacher to identify 3-4 students as priority learners</p>	<p>Student voice is shared, displayed, and recorded.</p> <p>Teachers use digital tools to become better informed about individual students' KC development.</p> <p>Student response becomes a key part of dialogue and feedback about problems, strengths, and next steps.</p> <p>Record written evidence of learning conversations through the use of a variety of methods and tools, these will be explored through syndicate discussions. Recorded evidence of learning conversations are being used in the 3rd space and we have a way of sharing these with the audience. Parent community and other students.</p>

<p>to track as part of practice based research and teacher inquiry.</p> <p>Teachers records children's ideas and/or questions on Google docs, split screens, blog, and in written reflections. Teacher's use split screen thinking and planning to record children's statements and questions from learning conversations.</p>	<p>Teacher inquiry around priority learners showed accelerated progress for these students.</p>
<p>To provide a reporting system that recognises the whole child...</p> <p>Learning conversations three times a year Two written reports a year Send learning journeys home mid year and end of year Inform parents of, and encourage, open door policy each newsletter Teacher portfolios that record evidence of the ongoing development of the KCs.</p>	<p>Reporting system informs whanau of student achievement, next steps and learning goals, and progress.</p> <p>Open classrooms that whanau can feel accessible to, and be part of.</p> <p>Trialed portfolios shared and discussed by staff</p>
<p><i>To recognise and communicate student progress and achievement ...</i></p> <p>Maintain school reporting on student achievement in plain language.</p>	<p>Parents regularly informed about student achievement</p>
<p>To personalise curriculum delivery according to the school's curriculum differentiation policies.</p>	<p>Appropriate grouping of students actioned and targeted programmes delivered.</p>

STUDENT ACHIEVEMENT 3 - Outstanding delivery of education in all areas, with priority to literacy and numeracy to enable each child to learn creatively and strive for excellence to reach their potential .

Historical Position

Action Research in 2015 and 2016 showed that by improving classroom dialogue and improving engagement in reading and writing via the Multiple Literacies approach, that student achievement in writing saw a lift across the entire school. Targeted programmes in reading also lifted the achievement of a group of year 2 students. However achievement data shows that there is still a gender-based disparity in achievement in reading and writing. The targets for this 2017 Annual Plan will address this disparity as well as the ongoing goals and actions described below.

Strategic Actions

3.1 Deliver a range of literacy opportunities, building on student strengths, with an emphasis on oral language and the arts

3.2 Develop and deliver a wide range of English & mathematics learning opportunities to cater for individual needs

Associated 2014-2019 Strategic Goal links

2.1 Use data to inform teaching and learning programmes which enables all students to reach their potential
2.3 Recognise and communicate student progress and achievement
4.2 Support a professional learning culture through the provision of staff development programmes and networking

Curriculum Actions / Collaboration	Indicators / Outcomes
<p>To deliver a range of literacy opportunities, building on student strengths, with an emphasis on oral language and the arts...</p> <p>Programmes are enriched to cater for the variety of students, and their strengths</p> <p>Discuss student engagement and progress at syndicate meetings and on forums in order to build inclusive and powerful learning cultures.</p>	<p>Class learning cultures are recognized and understood as inclusive.</p> <p>All students are involved in oral conversations and engaged in classroom activities</p> <p>Planned programmes and texts include student voice, questions and interests.</p> <p>Student interaction and arts activities are part of everyday language activities.</p> <p>Students engage in EOTC, using the arts community as a resource.</p>
<p>To develop and deliver a wide range of English & mathematics learning opportunities to cater for individual needs ...</p> <p>Teachers are informed by dialogue and a variety of data on the impact of their teaching.</p> <p>Learning programmes are personalised to address weak engagement and deficits in achievement.</p> <p>Inquire into the factors influencing student achievement, including gender.</p>	<p>Dialogue with students provides data for informed teaching and learning.</p> <p>IEPS are implemented for at risk student</p> <p>Parents are actively involved in learning partnerships.</p> <p>Students co-learn collaboratively through rich activities.</p> <p>Our teacher inquiry and staff collaboration investigates things that influence student achievement by using our key question – <i>‘How do students respond to our actions and our dialogue?’</i></p>

STAFF DEVELOPMENT Attract, develop and retain high quality staff, recognizing their value to enable each child to learn creatively and strive for excellence to reach their potential .

Historical Position

The development of a professional staff culture has continued, driven by our teaching as inquiry key practice. One positive is that staff meetings and discussions have become more collaborative. Last year, there was extensive staff involvement in the investigation of learning environments and the school building developments. The sustained focus for in-school professional development was in the multiple literacies key practice; in a variety of workshops and later, syndicate action research, many staff took the opportunities offered to take the initiative, and develop their own practices. Staff voice and involvement was demonstrated in the use of online forums around meetings. As well as individual staff attending outside courses, groups of staff attended courses and conferences together, and shared their learning with the whole staff.

Staff appraisal development occurred during 2015 and 2016 using a process of peer evaluation. This process is part of our dialogic key practices.

In 2016 we developed our teacher portfolios and enhanced our action research, sharing these regularly at team and staff meetings in a collaborative setting. This work culminated in our 'tetrahedron' of what, how and why and will drive our teacher inquiry process for 2017. This enables our teachers to collaborate and co-learn together as we look to reduce disparity and raise student achievement for all our children

Strategic Actions

- 4.1 Provide systems to ensure appropriate appraisal, self-reflection, and development
- 4.2 Support a professional learning culture through the provision of staff development programmes and networking
- 4.3 Acknowledge and celebrate whanaungatanga (staff as a community).
- 4.4 Recognise and build on leadership potential in staff

Associated 2014-2019 Strategic Goal links

- 1.1 Use of learning conversations and teaching as inquiry
- 1.7 Enhancing and developing our status as a Normal School by being innovative and creative in our teaching and learning approach.
- 4.3 Acknowledge and celebrate whanaungatanga (staff as a community).

Curriculum Actions / Collaboration	Indicators / Outcomes
<p><i>To provide systems to ensure appropriate appraisal, self-reflection, and development...</i></p> <p>Practice based research shows how we are accelerating and sustaining student achievement for individual learners. Conduct ongoing self review of systems that encourages</p>	<p>Teachers develop their teaching practice based on feedback, peer observation and co-learning through the involvement of practice-based research.</p> <p>Evidence of staff learning and development collected by senior management to affirm school systems and</p>

and engages our staff to be part of the development of the improvement and effectiveness programme at KNS	implementation of school vision. .
<p>To support a professional learning culture through the provision of staff development programmes and networking...</p> <p>Teachers extend teaching as inquiry by including forums as a rich part of their learning conversations. Staff contribute to staff meetings according to their strengths. Support staff to attend outside courses when appropriate.</p>	<p>Staff voice and genuine dialogue is evident in syndicate discussions, inquiry forums, and staff meetings. Practice based research and teacher inquiry and the understanding of our key question contributes to this.</p> <p>Appropriate staff requests for professional development met.</p>
<p>To acknowledge and celebrate whanaungatanga (staff as a community)...</p> <p>Principal, Syndicate Leaders attend professional development on mentoring and coaching. Principal, leadership and all staff model school values and build social capital by supporting all staff in their daily work. Outside facilitators offer training on developing an inclusive community and positive relationships when appropriate.</p>	<p>Syndicate teams develop their collaboration. Positive relationships reflected in ongoing school review.</p> <p>Our school bricks are a living documents and our staff culture reflects these agreed actions</p>
<p>To recognise and build on leadership potential in staff...</p> <p>Ask for new initiatives from staff and offer units and release for development of key practices, and extra learning groups. Involve teachers in forming school plans and directions, including annual plans and teacher inquiry. Teachers continue to lead sections of staff and syndicate meetings.</p>	<p>Fixed term units allocated. Teachers leading new initiatives. Staff meetings continue to be more collaborative.</p> <p>The concept of co-learning is encouraged between teachers and within teams</p> <p>Teacher voice included in annual plan, syndicate plans, and school rebuild plans.</p>

LEARNING ENVIRONMENT – Provide a high quality learning environment to enable each child to learn creatively and strive for excellence to reach their potential .

<p>Historical Position</p> <p>KNS has a history of issues surrounding the site design and problems related to play space for students. There has been a lot of work on the three existing property issues of earthquake strengthening, leaky building, and playground contamination. The rebuild project is enabling KNS to move forward and develop the learning and playground environment to be safe, and also to develop the KNS curriculum and its powerful learning culture. Consultation with staff and students (including teacher inquiry) and with community has been undertaken. The design team has now developed a final plan for a rebuild of the school on the top court, refurbishment of the administration block, and earthquake strengthening of the hall. The rebuild is likely to start in May 2017.</p>	<p>Strategic Actions</p> <p>Provide a learning environment which is:</p> <ul style="list-style-type: none"> 5.1 Safe and healthy 5.2 Modern and adaptable 5.3 Respectful of the environment 5.4 Stimulating
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Curriculum Actions / Collaboration	Indicators / Outcomes
To provide a safe and healthy school site – by complying with the Health and Safety at Work Act 2015.	Health and safety procedures to be reviewed, written, and implemented.
To work with the design team to build modern and alignment spaces that ensure alignment between curriculum and the innovative learning spaces.	Completed building plan allows for KNS key practices and staff suggestions on practical issues.
To be respectful of our environment, to preserve the existing school environment as much as possible and to address any risks.	The plan includes environmental factors. Investigate KNS engagement as an Enviroschool for 2018 Work with the Board on developing a ‘Gully 2018’ plan
To continue to elicit staff and student voice on the layout and configuration of the learning spaces when the time comes.	Staff and students ideas contribute to the appointment of the interior of the enhanced learning spaces. Investigate, survey and organise the furniture acquisition for the new ‘school’ for 2018.

LEARNING PARTNERSHIPS & COMMUNICATION – Encourage learning partnerships and maintain high quality communication within our school community

Historical Position

The feedback gained in 2015 was that the school needed to improve communication with the community on aspects of the school's curriculum and operations. Meet the teacher and three way learning conversations are important ways of answering parent questions about the curriculum, and involving them in learning partnerships. A new website is being developed and will be live early 2017, and staff have presented information evenings on aspects of the curriculum and continue to do so on a termly basis either as information sharing or consultation. In 2016 gatherings where the community is present, such as assemblies and school events, offer opportunities for improved communication as well. Our Matariki celebrations in 2016 were very successful and will be an annual event. Initial feedback has been gained around school wide systems for developing networks and discussion. The schools GAFE platform also offers opportunities for communication with parents, and for teacher and students to display their work to a wider audience.

Strategic Actions

- 6.1 Encourage parent engagement in their child's learning
- 6.2 Provide quality feedback student progress and achievement
- 6.3 Communicate openly with the school community
- 6.4 Celebrate school achievement

Associated 2014-2019 Strategic Goal links

- 1.3 Fostering leadership roles and responsibilities for all students
- 2.3 Recognise and communicate student progress and achievement
- 2.4 Cater for all students needs

Curriculum Actions / Collaboration	Indicators / Outcomes
<i>To encourage parent engagement in their child's learning...</i> Extend the audience for children's learning to include parents more often. Hold termly information sessions on the KNS key practices with school community.	Parents attend class and school events. Parental involvement in termly information sessions on behaviour management, Maori consultation, new school building, digital citizenship
<i>To provide quality feedback on student progress and achievement ...</i> Digital literacy leaders will provide tools to present student work, and progress on the KCs to a wider audience.	Digital tools being used by children and teachers and management for display and communication of learning experiences and outputs. Parental engagement and response.
<i>To communicate openly with the school community</i> Refresh the PTA class representative role across the school. Elicit parent voice through school review.	Class reps play active role in communication. PTA is well informed. Review indicates strengths, opportunities and challenges.
<i>To celebrate school achievement</i> Use social media (Facebook and twitter, SchoolApp to share KNS with global audience.	Promotional materials are up to date and reflect the school's programmes and achievements. Weekly school newsletter is a constructive forum for sharing school information and success.

RESOURCING Continually improve our resources to better meet the needs of our students to enable each child to learn creatively and strive for excellence to reach their potential.

<p>Historical Position</p> <p>Resources are extremely tight in a state school. Savvy budgeting is required to stretch these resources so our people can have what they need to excel. International students also contribute financially and fees pay for extra staffing, programme development, and resources and activities, which enrich our curriculum and allow for more personalised teaching for targeted students, including students with special needs and abilities. The focus for international students at KNS is for cultural interchanges and KNS is committed to market the school as a place that is culturally inclusive and welcoming of international students to ensure the optimum number of international students is met each year.</p>	
<p>Strategic Actions</p> <p>7.1 Support flexible learning groups, to optimise teacher: student ratios</p> <p>7.2 Review the international student marketing strategy</p> <p>7.3 Work with the community to fund and create the extra resources that make KNS an even better place to learn</p>	<p>Associated 2014-2019 Strategic Goal links</p> <ul style="list-style-type: none"> · Cater for all students needs · Recognise and build on leadership potential in staff
Curriculum Actions / Collaboration	Indicators / Outcomes
<p><i>7.1 Support flexible learning groups, to optimise teacher: student ratios</i></p> <p>Using student data identify areas where achievement can be improved and resource, and deliver targeted programmes. Introduce innovative practices, including those used in Additional English, into classroom programmes across the school.</p>	<p>Flexible and innovative learning groups are continued and trialed.</p> <p>Funding of specialist teacher</p> <p>Teacher Release for classroom observation</p> <p>Targeted programmes are delivered.</p> <p>Student outcomes improve in targeted areas of literacy.</p>
<p><i>7.2 Review the international student marketing strategy</i></p> <p>Develop a student induction procedure.</p> <p>Develop and promote a programme that enables greater interchange between the students and their home classes, and more individual tutoring when needed.</p>	<p>International students join in class literacy programmes.</p> <p>Funding of ISC programme and marketing</p> <p>Attendance at networking and marketing opportunities</p> <p>An international student strategy has been reviewed at governance level.</p>
<p><i>7.3 Work with the community to fund and create the extra resources that make KNS an even better place to learn</i></p> <p>Develop a fundraising plan for the PTA and BoT to work on for extending the KNS curriculum and supporting the rebuild.</p> <p>Provide increased access to devices and apps for digital literacy.</p>	<p>A clear direction for resourcing is articulated and a funding plan is completed.</p> <p>Items such as devices are in use</p> <p>Networking time</p> <p>Clear guidelines around funding</p>

Wider School Development in 2017 for 2018

Community consultation – Maori /Pacific/ ELL / health curriculum	School culture - Behaviour management / Emotional safety	Communication – Information sharing using Website, Facebook, Twitter	Science, technology,	Innovative learning environments -
This is a legal requirement to be done formally on an annual basis. The process of consultation provides that 3 rd element of school direction and provides rich information for review.	This key area needs review as the behaviour management plan was developed a while ago and our people and our language have changed. It is also a key area from the community survey from 2016.	These powerful mediums can inform the community of the daily life of Kelburn so parents are both informed and engaged with how our children are learning, succeeding and meeting the vision of the school	A government priority, this curriculum can bring an additional pillar of strength into the Kelburn way. Using our community strengths and parental expertise we can enable our students to experience the wonder of science and technology engage our students	As we head towards a new school building in 2018, staff and students will increasingly move towards new ways of working as we continue the drive from cooperation to collaboration to co-learning. This development is linked to school culture development.
Digital literacy – Cyber safety/ BYOD	Practice based research -	Careers Education (Y7-8)	Profile of sport at KNS	Landscaping / Gully development
Digital literacy needs greater coordination as our students' work towards an increasingly digital and online secondary school experience, particularly the Google platform. A strong grasp of Cyber safety protocols is essential in this world. The school needs to take control of the BYOD structure to increase devices for learning.	Enhanced in 2016 this process is essential to driving our accelerating student achievement. Teachers, identifying at risk learners, inquire to the effectiveness of classroom environments using our key question: "How do students respond to our teaching?"	As we provide context to our oldest students learning and social understanding, learning about pathways towards careers is crucial for them to build ideas for their future. Our adult community will be invited to share how their professional careers evolved.	Our students are able sportspeople. We want to enable this talent and expose the wider community to the KNS sports teams. Examples will include - Zone sports; School sport events; Representative uniforms; Specialist coaching; Lunchtime sport; Class games / skill building and the resourcing of 'PE' shed	An ongoing project at Kelburn, look to further enhance the gully for our children, and next generations, as a 'magical place to be, play and learn in. This will take 'years' to complete but the desire is there to make this a special and unique place for our children and community.

Student Achievement Targets 2017

School Achievement Targets 2017

ANNUAL OBJECTIVE

To increase the number of students achieving at 'above' as evidenced in relation to National Standards in Reading, Writing and Mathematics.

READING BASELINE DATA

In 2016 our National Standards student achievement information showed 90% of children at or above the standard. 42% of children were above, 48% were at the standard and 10% were below the standard in reading.

Of note there were three areas –

- Gender – In 2016, of the 41.7% of children above the national standard in reading, 33% were boys and 66% were girls. This showed that across the school in reading, girls were twice as likely to be above the standard than boys.
- Cohorts – In 2016, our year 5-8 children have over 50% above the standard while our Y3-4 children were below the school 'average' of children above the standard...Y3 (16%) and Y4 (34%).
- Priority – Of the 10% children (29) below or well below the standard, 66% of this group were boys.

READING TARGETS

1. In 2017, increase the number of boys throughout the school achieving at the 'above' national standard level from 29% towards 50% of students.
2. In 2017, improve the achievement of students in the Y4-5 cohort to attain results in the 'above' the national standard, at least similar in proportion to those in the upper middle/senior area of the school.
3. Show accelerated progress for students below or well below the standard in reading, reducing the numbers in this category.

WRITING BASELINE DATA

In 2016 our National Standards student achievement information in writing showed 89% of children at or above the standard. 24.5% of children were above, 64.8% were at the standard and 10.7% were below the standard in writing.

Of note these three key areas –

- Gender – In 2016, of the 24.5% of children above the national standard, 83% were girls and just 17% were boys. This is a wide gap and showed that across the school our highly competent writers were predominantly girls.
- Cohorts – In 2016, of our year 5-8 children, 40% are above the national standard. In 2016, while 80% of our Y2-3 children are at or above the standard, only 6% (Y2) and 4% (Y3) were above the standard. This is well below the school average.
- Priority – In 2016, of the 10.7% children (31) below or well below the standard, 75% of this group were boys, showing an overrepresentation of boys below the standard.

WRITING TARGETS

1. In 2017, our inclusive goal is to improve the development of all students in writing to according to the ULTC key competency so that the achievements in writing better match the achievement in reading.
2. In 2017, increase the number of boys throughout the school achieving at the 'above' level in writing, from 9% to 20%.
3. In 2017, improve the achievement of students in the Y3-4 cohort to attain results in the 'above' level in numbers towards attaining results of those in the upper middle/senior area of the school in writing.
4. Show accelerated progress for students below or well below the standard in writing, reducing the numbers in this category.

MATHEMATICS BASELINE DATA

In 2016 our National Standards student achievement information showed 92.4% of children at or above the standard in mathematics. 29.3% of children were above, 63.1% were at the standard and 7.6% were below the standard in mathematics.

Of note there were three key areas –

- Gender – In 2016, of the 29.3% of children above the national standard in maths, 36% were boys and 64% were girls. This showed that across the school in reading, girls were twice as likely to be above the standard than boys. With over 90% at or above the standard however, boys were achieving solid results.
- Year levels – In 2016 our Y2-3 children were below the school 'average' (29.3%) of children above the standard...Y2 (16%) and Y3 (21%).
- Priority – In 2016, of the 7.6% children (22) below or well below the standard, 60% of this group were boys.

MATHS TARGETS

1. In 2017, increase the number of boys throughout the school achieving at the 'above' level, to close the disparity between girls and boys achieving above the standard in maths.
2. In 2017, improve the achievement of students in the Y3-4 cohort to attain results in the 'above' level in maths, at least similar in proportion to those in the upper middle and senior area of the school.
3. Show accelerated progress for students below or well below the standard in maths, reducing the numbers in this category.