



Strategic and 2024 Annual Plan

2022 - 2024





Our Values

Our values, formed by our school community represent how we treat one another and how we aspire to be. The pou at the school's entrance provide a symbol of these.

Each value is explained to all our learners and guides the daily lives we lead at school.

Auahatanga - Creativity



Angituu - Success



Manawaroa - Resilience



Turangawaewae - Belonging



Hauora - Wellbeing



Whakaute - Respect



Knighton Normal School is a large, thriving, multicultural primary school situated in Hamilton East near the University of Waikato. The school has strong ties with Initial Teacher Education providers and is part of the Hillcrest Kahui Ako.

The school is fortunate to have strong ties with its community including local iwi, Kirikiriroa Marae, the Migrant Centre, and the university of Waikato.

The school continues to evolve and respond to the needs of its ākonga. New initiatives over the last few years have included the delivery of the New Zealand/Aotearoa Histories Curriculum, the use of Dramatic Inquiry as a teaching and learning tool, the delivery of effective foundation skills and play based learning for our New Entrants, and the move to a more contextualised approach to teaching and learning in our English Language Learner Hub.

The Knighton Normal School Strategic Plan is a living document, endeavouring to support the relational life within the school. It is an organic document and is responsive to needs as they arise.

The Strategic Plan has three goals, each with intentions and initiatives.

1. Enriching learners by evolving our professional practices	2. Engaging our community	3. Efficient and effective planning for sustainability and growth (Systems and infrastructure)
1.1 Vision and Values	2.1 Relational dialogue	3.1 Quality Management Systems
1.2 Organisational culture and Hauora	2.2 Communicating Learning	3.2 Personnel
1.3 Inclusive Learning <ul style="list-style-type: none"> - Culturally Responsive Pedagogy - #1 Te Reo and Tikanga Māori; - - #2 Multi cultural: - Including the Literacy Centre and Maths Hub 	2.3 Partnering with the community	3.3 Property/Learning Environment
1.4 Professional Practice	2.3.1 FoE	3.4 Finance
1.5 Curriculum	2.3.2 Ngati Wairere and Ngati Haua	3.5 Policy and Procedure
1.6 Assessment, Planning and Reporting	2.3.3 Hillcrest Kahui Ako	3.6 Health and Safety
	2.3.4 Education Support Agencies	3.7 Legislation and Compliance
		3.8 Governance and Self-Review

STRATEGIC GOAL 1: ENRICHING LEARNERS BY EVOLVING OUR PROFESSIONAL PRACTICE

STRATEGIC INITIATIVE 1.1	Vision and Values: Aspiration: The Knighton Way is a living document and something all people aspire to live by. (NELP 1.1; 1.2)	
2024 Intentions and Initiatives		
<ul style="list-style-type: none"> ● Begin to embed our approach to managing behaviour that will lead to positive learning outcomes for our tamariki (refer to Behavioural Action Plan) ● Promote, encourage and enable the KNS value of Resilience. <ul style="list-style-type: none"> ➢ Understanding the concept of Zones of Regulation to identify feelings. ➢ Understanding and knowledge of strengths. ➢ Understanding and knowledge of non-preferred activities. ➢ Develop strategies to have a positive mindset when faced with non-preferred activities. ● Promote, encourage and enable the concept of trust. <ul style="list-style-type: none"> ➢ Communicate that adults are at school to help children. ➢ Communicate the idea that children are able to do certain things at school depending on the level of trust the adults have in them. ● Promote, encourage and enable the concept of 'helpful behaviour' of students and staff when responding to a child who is responding to stress. 	<ul style="list-style-type: none"> ● Students will have an understanding of the culture of the school, that is captured in the Knighton Way, and aspire to demonstrate behaviours that follow the Knighton Way. ● Students will grow more resilient which will positively impact their learning. ● Students will have a clear understanding that high levels of trust will lead to them having greater freedoms at school. ● Children will aspire to develop and have helpful behaviours that reflect the Knighton Way. 	Outcomes

STRATEGIC INITIATIVE 1.2	Organisational culture and Hauora: Aspiration: All staff and students have a sense of wellbeing and fulfilment in their workplace. (NELP 1.1; 2.3)
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2024 Intentions and Initiatives	Outcomes
<ul style="list-style-type: none"> ● Roll over ISL position focusing on hauora and trauma informed practice. ● Set up the new school Hauora Hub and implement programmes and a space that enable students and staff to feel safe and loved. ● Continue to monitor and put in place measures to increase attendance of our tamariki who are currently 85% or under. <ul style="list-style-type: none"> ➢ Working with Bluelight and Kahui Ako around engaging with Chronic Attendance Children. ➢ Provide kai for children who are not coming to school because they have no food. ➢ Active messaging to the community around attendance. ➢ Home visits where necessary to engage with whānau who are not attending school regularly. ● Continue to embed protocols around professional discussions. <ul style="list-style-type: none"> ➢ Listen to each other. ➢ Assume good intentions. ➢ Developing a mindset that respectful disagreement is a good thing and is a symptom of an effective professional environment. ● Engage with Jase Williams around 'Trauma Effective Practices'. <ul style="list-style-type: none"> ➢ Focus on understanding and knowledge of trauma and trauma informed practice. ➢ Embed practises that enable staff 'self regulation'. ➢ Further develop processes that enable clarity of decisions and knowing what to do. 	<ul style="list-style-type: none"> ● The ISL kaiako will continue to carry out an inquiry that will ultimately have a positive impact on staff and students' sense of hauora at school. ● Students will have access to a safe place where they can self regulate. ● Attendance rates for Regular Attendance will increase to 55% for the year. ● Staff will feel safe and competent when engaging in professional conversations with other staff and adults. ● Staff will increase their knowledge and understanding of trauma which will lead to either a change or affirmation of mindset around children with trauma. ● Processes around decision making are clear and easy to follow. There is a sense of staff having voice in decisions.

STRATEGIC INITIATIVE 1.3	<p style="text-align: center;">Inclusive Learning: Culturally Responsive Pedagogy</p> <p style="text-align: center;">#1 Te Reo and Tikanga Māori; #2 Multi cultural:</p>
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	<p>Aspiration: Our actions and pedagogy give effect to Te Tiriti o Waitangi</p> <p>All staff, students and community have a sense of belonging and are able to learn in an authentic and culturally appropriate way. (NELP 1.1;1.2; 2.3; 3.5)</p>
<p>2024 Intentions and Initiatives</p> <ul style="list-style-type: none"> Continue the concept of Friday Cultural Day including TOPA, Kapa Haka, Indian Cultural groups, and the setting up of the Education Hub. <p>Culturally Responsive Pedagogy #1 Te Reo and Tikanga Māori</p> <ul style="list-style-type: none"> Continue to grow Level 4B capacity among mainstream staff. Continue with mainstream Kapa Haka again this year. Continue to develop our capacity to deliver the Aotearoa Histories part of the Social Sciences Curriculum, using Dramatic inquiry as one platform for teaching this. Investigate and implement an alternative way of assessing tamariki working with the Te Marautanga o Aotearoa Curriculum. <p>Culturally Responsive Pedagogy #2 Multicultural</p> <ul style="list-style-type: none"> Increase non-contact/admin days for our ELL Coordinator to .8 Embed the model for teaching and learning (Concept learning) in the ELL Centre that was introduced last year. Make independent learning kits for those times where an ELLA and/or LA is away. These can be worked on in either the mainstream classroom or ELL Hub Diane to support staff on the development of the independent learning kits. Continue to allocate teacher release time on how to use pathways to set up programmes for the children and getting to know the children. Set aside x1 area hui each term to work with Diane on this. ELL Hub to work explicitly with MoE Tier 3. 	<p>Outcomes</p> <ul style="list-style-type: none"> All students have the opportunity to participate in a variety of cultural events each Friday. The use of te reo is normalised throughout the kura. All staff have the opportunity to develop and grow their use of te reo. Tikanga Māori and the te ao Māori worldview are taken into consideration with all decisions at school. All staff feel better equipped to cause learning for our ELL students. The ELL Coordinator has sufficient time to carry out admin tasks for the ELL team. ELL tier 3 and 2 students have the opportunity to have intentional

<ul style="list-style-type: none"> • ELL Hub to work explicitly with MoE Tier 2 on a numbers and needs basis. • Set up ELL Reception Class for new learners of the English Language. 	
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STRATEGIC INITIATIVE 1.4	Professional practice: Aspiration: All staff continuously develop their formation as a teacher, administrator, learning support, and leader of learning. (NELP 1.1; 1.2;3.5; 3.6; 5.8)
2024 Intentions and initiatives	
<p>Literacy</p> <ul style="list-style-type: none"> • Continue to embed the Better Start Structured Literacy Programme programme in the Year One team. Use our review processes to 'Knighton - afy' the programme to fit with our context. • Yr 2/3 team to start BSLA Programme, facilitated by Carol Leishman. Fund and resource that PLD to ensure success. • Senior School team continue to engage with Jocelyn Broom as a Literacy Coach. Develop structured literacy programme for Phase 2 students who need it. • Continue to develop our understanding of Oral Language and effective practices around the teaching of Oral Language using the Emma Nahna webinars (found on the Education Hub website) <p>Mathematics</p> <ul style="list-style-type: none"> • Continue to release Jo Lelieveld to work in the Maths Hub providing support for kaiako in the delivery of mathematics. • Continue to develop understanding and knowledge around the Maths Aotearoa programme, particularly in the Junior classes. • Introduce Pr1me 2 series into all classes. <p>Te Reo Maori</p> <ul style="list-style-type: none"> • Continue to engage with the Te Ahu programme as the vehicle for upskilling 	<p>Outcomes</p> <ul style="list-style-type: none"> • Staff continue to develop and build capacity that will enable them to effectively cause learning in literacy for all Akonga. • Staff continue to develop and build capacity that will enable them to effectively cause learning in mathematics for all Akonga. • All staff are given the opportunity to build their capacity to teach te reo in the classroom.

<p>staff in the everyday use of te reo.</p> <ul style="list-style-type: none"> • Continue to have termly staff hui on te reo lessons taken by level 4B kaiako team and Te Hihiri staff. • Continue to work with Nadine around PLD on strategies that promote the explicit teaching of te reo. <p>Dramatic Inquiry</p> <ul style="list-style-type: none"> • Continue the embedding phase of the implementation of Dramatic Inquiry in the school. This includes setting up a Dramatic Inquiry Leadership Team which will lead PLD for staff around Dramatic Inquiry. <p>Trauma Informed Practice</p> <ul style="list-style-type: none"> • Work with Jase Williams (ToD 30th January) around the neurosequential model of behaviour. • Hauora Hub team to attend Trauma Informed Conference in Hastings September 27th. 	<ul style="list-style-type: none"> • All staff have the opportunity to develop their capacity to use dramatic Inquiry effectively as a teaching pedagogy. • All staff develop a growing understanding of the neurosequential model of behaviour.
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<p>STRATEGIC INITIATIVE 1.5</p> <p>Curriculum: Aspiration: The National and Local Curriculum inspires and provides a framework for our students to learn and grow. (NELP 1.2; 2.3; 3.6)</p>	
<p>2024 Intentions and Initiatives</p> <ul style="list-style-type: none"> • Continue to implement the Curriculum Refresh including taking two Teacher Only Days. • Change year group structure to align with new phases in Te Mātaiaho <ul style="list-style-type: none"> ➢ Phase 1 - Year 1 and Year 2/3 teams 	<p>Outcomes</p> <ul style="list-style-type: none"> • Staff have an increased understanding and knowledge of the new curriculum refresh. • New phases operating. Increased

➤ Phase 2 - Year 4 and Year 5/6 teams	cohesion and shared approach to teaching and learning.
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STRATEGIC INITIATIVE 1.6	Assessment, Planning and Reporting: Aspiration: Assessment, planning and reporting enables kaiako and ākonga to identify their strengths and opportunities for further growth. (NELP 1.1; 1.2; 2.3; 2.4; 3.6)	
2024 Intentions and Initiatives		
<ul style="list-style-type: none"> • Roll over the Kahui Ako In School Leadership role around building a cohesive school wide approach to assessment. This includes aligning assessments for Better Start Structure Literacy Programme with the school progressions. • All staff to continue using the new English Language Learning Pathways (ELLP's) as an assessment and planning tool for our ELL students. Time is allocated for ELL Coordinaor to support kaiako around the use of ELLP's. • Continue to embed the use of progressions as the primary tool for designing learning and assessing progress and impact. • Inquire into school wide and team assessment practices to ensure accuracy. 	<p>Outcomes</p> <ul style="list-style-type: none"> • The Knighton Normal School progressions will incorporate the Better Start assessment. • Staff will be able to confidently use the ELLP's to design learning and know their learner. • Staff will be able to confidently use the school progressions to design learning and know their learner. • School wide assessment will be valid and accurate. 	

STRATEGIC GOAL 2: ENGAGING OUR COMMUNITY

STRATEGIC INITIATIVE 2.1	Relational dialogue: Aspiration: There is open, respectful and useful dialogue between school and the community. (NELP 1.2)
2024 Intentions and Initiatives	Outcomes
<ul style="list-style-type: none"> ● Home/School communication will be strengthened through the development of: <ul style="list-style-type: none"> ➢ Individual teacher liaison with parents - both informal (i.e. day-to-day interactions) and formal (parent conversations) ➢ Full school wide information on our website (regularly updated) and prospectus ➢ Continue the pre school visit programme ➢ Hold regular New Parent meetings ➢ Develop a clear concerns procedure/policy through SchoolDocs ➢ Effective use of social media and school app to share events, updates and highlights 	<ul style="list-style-type: none"> ● Parent survey to include questions regarding school wide communication and being informed ● Tracking of engagement statistics related to newsletters, Facebook, attendance at info sessions, events, survey responses

STRATEGIC INITIATIVE 2.2

Communicating learning:

Aspiration: Communication of learning between kaiako, ākongā, and whānau is reciprocal and useful. (NELP 1.2)	
2024 Intentions and Initiatives	Outcomes
<ul style="list-style-type: none"> • Continue to investigate ways of reporting to parents using a system of ongoing formative reporting, rather than seeing reporting as an 'event' • Invite parent feedback on our systems for communicating learning • Provide rich opportunities for parents, whānau and the community to positively engage in students' learning • Develop 'parent friendly' information regarding aspects of their child's learning programmes 	<ul style="list-style-type: none"> • Possible use of etāp to communicate ongoing formative assessment • Regular contact is made with whānau to engage, inform and discuss the curriculum, learning, progress and next steps • Parent conversations held at various times throughout the year to share and celebrate learning • Parents feel informed about learning

Partnering with the wider community: Aspiration: Relationships between the school and community add to the 'life' of the school. (NELP 4.7; 5.8)	
STRATEGIC INITIATIVE 2.3	Outcomes
2024 Intentions and Initiatives	Outcomes
<ul style="list-style-type: none"> • Continue to develop/maintain relationships with groups in the wider community (ECE's, Kirikiriroa Marae, Te Kohinga Marama Marae, Ngāti Wairere, Ngāti Hauā, Te Kohao Health, Te Wānanga o Aotearoa, businesses, university) • Continue to foster and develop our community-minded approach, and support 	<ul style="list-style-type: none"> • The organisational relationships established by the school have a sense of 'life'

<p>charities and families in need.</p> <ul style="list-style-type: none"> • Maintain a strong partnership programme with Peachgrove Intermediate and Berkley Middle Normal School, to assist in transition, as well as enriching learning opportunities 	
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STRATEGIC INITIATIVE 2.3.1	Faculty of Education and Te Wānanga o Aotearoa:
<p>2024 Intentions and Initiatives</p> <ul style="list-style-type: none"> • Plan and implement targeted PD sessions in situ for students • Give staff the opportunity to complete Mentoring and Coaching papers in school • Attend grad programme meetings including: CUSP/Kakano Rua meetings, ITE advisory meetings, and NAMSA meetings and conference 	<p>Outcomes</p> <ul style="list-style-type: none"> • Staff and student teacher feedback will indicate the success of grad programme

STRATEGIC INITIATIVE 2.3.2	Ngāti Wairere and Ngāti Haua:
<p>2024 Intentions and Initiatives</p> <ul style="list-style-type: none"> • Actively contribute to a working relationship with Ngāti Wairere and Ngāti Haua 	<p>Outcomes</p> <ul style="list-style-type: none"> • A working relationship is fostered showing a reciprocity of interest

STRATEGIC INITIATIVE 2.3.3	Hillcrest Kahui Ako:
2024 Intentions and Initiatives	Outcomes
<ul style="list-style-type: none"> • Actively contribute to the Hillcrest Kahui Ako (CoL) • Continue using the Attendance strategy using the Kahui Ako. 	<ul style="list-style-type: none"> • Identify and employ staff to relevant CoL positions • Attendance referrals and follow up done through the Kahui Ako.

STRATEGIC INITIATIVE 2.3.4	Education Support Agencies:
2024 Intentions and Initiatives	Outcomes
<ul style="list-style-type: none"> • Maintain our use of external education support agencies to help support students who need extra resourcing. 	<ul style="list-style-type: none"> • Education Support Agencies are effective in providing support for students who need it

STRATEGIC GOAL 3: EFFICIENT AND EFFECTIVE PLANNING FOR SUSTAINABILITY AND GROWTH (SYSTEMS AND INFRASTRUCTURE)

STRATEGIC INITIATIVE 3.1	Quality Management systems: Aspiration: All Management Systems enable the school to run in an effective way. (NELP 1.1)
2024 Intentions and Initiatives	
<ul style="list-style-type: none"> • Embed annual self review schedule 	Outcomes <ul style="list-style-type: none"> • An annual self review system is set up.

STRATEGIC INITIATIVE 3.2	Personnel: Aspiration: The school attracts and retains high quality staff. (NELP 1.1)
2024 Intentions and Initiatives	
<ul style="list-style-type: none"> • Attract, appoint, develop and motivate the very best staff available (both teaching and non-teaching roles) • To provide a high quality, personalised and responsive induction programme for all new staff and Provisionally Registered Teachers with a high-quality support programme • Review current processes for decision making and engaging all staff voices. 	Outcomes <ul style="list-style-type: none"> • Ongoing appointment of high quality staff, influenced by results from the staff culture survey • Identify processes and structure that enable effective staff participation in decisions. • A highly effective induction programme is in place

STRATEGIC INITIATIVE 3.3	Property / Learning Environment: Aspiration: Provide a school environment that is safe, attractive, welcoming and well maintained (NELP 1.1)	
2024 Intentions and Initiatives <ul style="list-style-type: none"> ● Identify upgrades to the school ● Embed and carry out new 7 year cyclical maintenance plan. ● Embed and carry out new 5YA <ul style="list-style-type: none"> ➢ Plan priority 3 project (A17 and 18, Staff admin) ● Ensure school property is well maintained 	Outcomes <ul style="list-style-type: none"> ● Upgrades are identified, prioritised, and included in 5YA if necessary. ● The school engages with a painter for ongoing cyclical maintenance. ● 5YA is set up and in progress. ● The school property continues to look attractive, safe and serviceable. 	

STRATEGIC INITIATIVE 3.4	Finance: Aspiration: To carefully manage school finances, budget allocations to maximise the use of financial resources (NELP 1.1)	
2024 Intentions and Initiatives <ul style="list-style-type: none"> ● Investigate and carefully manage other sources of income <ul style="list-style-type: none"> ➢ Employ office staff member role of accessing grants and sponsorship. ● Prepare annual budget ● Ensure all financial management systems are safe and effective 	Outcomes <ul style="list-style-type: none"> ● Other sources of income continue to be maximised and targeted. ● Annual budget continues to meet the needs of the school ● Financial management systems are safe and effective. 	

STRATEGIC INITIATIVE 3.5	Policy and procedure: Aspiration: All policy and procedures are known, understood , and relevant to the effective running of the kura. (NELP 1.1)
2024 Intentions and Initiatives	
<ul style="list-style-type: none"> Use school docs as platform for school policies and procedures. 	Outcomes <ul style="list-style-type: none"> The school uses school docs as its policies and procedures platform.

STRATEGIC INITIATIVE 3.6	Health and Safety: Aspiration: To ensure an environment which is safe (NELP 1.1)
2024 Intentions and Initiatives	
<ul style="list-style-type: none"> Embed new EOTC forms. Check for and minimise potential for physical hazards Evacuation drill/practice year overview incorporating fire, earthquakes, lockdowns Monitor traffic safety plan Continue the Health and Safety Committee 	Outcomes <ul style="list-style-type: none"> All EOTC activities are carried out in a safe way. Physical hazards are minimised. Children and staff feel confident knowing what to do in the event of an emergency. Children and adults are able to commute safely around the school community.

STRATEGIC INITIATIVE 3.7	Legislation and compliance: Aspiration: To fully comply with all regulatory and legislative requirements (NELP 1.1)
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<p>2024 Intentions and Initiatives</p>	<p>Outcomes</p> <ul style="list-style-type: none"> • All legislation and compliance are met and up to date.
<ul style="list-style-type: none"> • All returns completed to MOE: March 1st/July 1st roll returns • Monitor legislation and make any changes necessary • Charter/Strategic Plan submitted to Ministry of Education • Teacher Registrations; Evacuation drills; Police vetting; Attendance; Vaccination registers • Open correct number of half days, hours of instruction 	

<p>STRATEGIC INITIATIVE 3.8</p> <p>Governance and self review: Aspiration: To ensure effective governance practices are in operation (NELP 1.1)</p>	
<p>2024 Intentions and Initiatives</p>	<p>Outcomes</p> <ul style="list-style-type: none"> • Sound governance systems and processes are set up. • A robust self review schedule insures we are causing learning and operating efficiently.
<ul style="list-style-type: none"> • To develop and implement appropriate governance systems and structures that will meet current legislative requirements and reflect sound practice <p>Ongoing Self-review of our policies and procedures with focus on:</p> <ul style="list-style-type: none"> ➢ Raising student achievement ➢ Improving school systems ➢ Responding to changes in legislation ➢ Ensuring policies fulfill their purpose <ul style="list-style-type: none"> • Continue to use School Docs for all policy and procedure. • All supporting procedures are up to date. 	

