



KNIGHTON
NORMAL SCHOOL

ANNUAL REPORT 2019

'A Great Place to Be'
Engaging, Enriching, Evolving

BOARD OF TRUSTEES ANNUAL REPORT
prepared jointly by the Principal and Chairperson

(FOR THE YEAR ENDED 31 DECEMBER 2019)

INTRODUCTION

It is our pleasure to present this Annual Report in respect of the operations of our school for the year ending 31st December 2019.

ROLL

The school year began with 636 students. Enrolments and withdrawals throughout the year brought the total roll at the end of the year to 730.

GOVERNANCE AND PARENT GROUPS

Board elections were held this year. Sadly, *Ngairo Eruera (three years)*, *Robbie Atatoa (three years)* and *Karleen Broughton (nine years and three as BOT chairperson)* indicated that they would not stand in 2019.

It was very exciting to have 10 parent nominations this year which meant that the school went to an election. Final election results meant that the new board consisted of:

Emma Fox

Chad Adams

Camilla Carty- Melis

Andreea Calude

Tomairangi Melbourne

Allister Keast

Lorna Kennedy (staff representative)

The school community took the opportunity to thank, Nicole Antoniadis Dave Richardson and Andrew Tims for their service to Knighton Normal School.

After consultation with the community the decision was made to cease formal PTG meetings due to small numbers. Parent support is still organised via key members.

Knighton's Whanau Group has continued to provide support to the Te Hihiri whanau.

2019 HIGHLIGHTS

It is not possible to cover all the highlights in what has been a fantastic year. Our major focus has been in ensuring every action is focused on our wonderful children. We believe that every student should have the opportunity to find their passions, interests and talents making Knighton a 'Great Place to Be'!

NAG 1 – CURRICULUM

Our cultural, sporting, academic and service pathways are continuing to grow and offer our learners a range of great opportunities. Some highlights have been:

The Knighton Way

The revised visual of the Knighton Way was created after considerable staff and community consultation.



(Ngaa tikanga o Knighton)

We acknowledge the following people that contributed to the creation of the Knighton Way image:

- Wiikuki Kiingi Snr - (master carver)
- Te Rangi Martell (design and kowhaiwhai)
- Kataraina Berryman (tohu for pou)
- Scott Pearson (Visual Evolution) final image

Background information about the KNS Way Image

Mahau

- Koruru is blank. It does not identify just one tiipuna but all ancestors within our kura.
- Maihi represents the Waikato awa - eddies and flurries of/are our children. The colours depict our different nationalities. He piko he taniwha.
- The raparapa depicts Tainui taniwha rau.

Pakitara

- The walls are left open- they don't restrict any potential.
- Each column has a kowhaiwhai depicting each competency.

Aatea

- The ground in front of the whare depicted by a koru.
- The koru grows into the centre (koro piko) which represents the child.
- The six pitau represent each of our KNS values, feeding into the koro piko.

Cultural Day and Evening Festival

An significant school event, developed over many years, is our cultural parade. This event, following significant learning in the classroom provides an opportunity for our whole community to celebrate our diversity and identity. In 2019 the days event was followed by a festival of food and performances which were amazing, despite the weather!





New Entrant Play time

The new entrant / year one and year two teams continued to develop learning environments for their students. The creation of a play hub for year two children provided a space that was utilised both during class time and play and lunch.

Teacher Inquiries

Classroom teacher inquiries focussed on reading during 2019. This was supported from our Literacy Centre teachers Jocelyn and Clare and additional support from Ann Beckitt (RTLIT). Completed inquiries showed considerable reflection and knowledge of the reading process.

ERO visit and ESOL Verification visit

The ESOL verification team visited in June. The Education Review Office visited the school mid term four. The visit involved meetings with leaders, class observations and opportunities to talk with staff, parents and students. Both reviews were exceptionally positive. Below is a small selection from the ERO review.

2 School conditions for equity and excellence – processes and practices

2.1 What school processes and practices are effective in enabling achievement of equity and excellence, and acceleration of learning?

The school has a highly inclusive culture for learning. A strong focus on culturally responsive practices and values promotes a positive schoolwide culture and sense of belonging for all. Students with additional learning needs benefit from well-resourced programmes and interventions that enable them to accelerate in their learning and achieve. A wide range of targeted learning interventions support English language learners. Provision of bilingual learning assistants enhances communication and engagement for students and their families. Strong pastoral care and effective liaison with a wide range of external agencies supports the holistic needs of students.

Deliberate strategies facilitate effective transitions into the school. Trustees are well informed and make generous resourcing decisions that enable students to have equitable opportunities to learn and succeed.

The curriculum responds effectively to the cultural diversity within the school and community. Students have many opportunities to participate and learn in rich academic, sporting, cultural and artistic endeavours. Authentic contexts for learning enable high levels of student engagement.

Teachers use deliberate strategies to enhance learning. Students at risk are clearly identified and planning is in place to support their learning needs. Learning is successfully scaffolded through questioning, discussion and links to specific learning intentions. Teachers know their students and their families well and positive partnerships for learning are enhanced through regular and open communication. Respectful interactions and tuakana teina relationships contribute to settled environments for learning.

Leadership is effectively building collective capacity to improve outcomes for all students. Leadership supports innovation in teaching and learning, and professional development is prioritised to improve practice and enhance capability. The reliability of overall teacher judgements has been strengthened through clear school frameworks and regular moderation. Strong guidelines and expectations for teacher appraisal and inquiry are well aligned to students at risk of not achieving.

Te Ahu Maori Language and Tikanga

During 2019 twenty six of staff took up the opportunity to take part in the Te Ahu o Te Reo Māori professional development. This commitment over two months included noho marae, targeted sessions and the completion of book work and tasks. All staff that participated in this found this to be highly informative and rewarding. Currently 15 staff are signed up for the next iteration in 2020.

Tamsin Hanly- Critical Histories

All teaching staff continued to develop learning foci based on Tamsin Hanly's critical histories of Aotearoa. Many teachers utilised other professional development, such as Viv Aitken's dramatic inquiry to create powerful learning opportunities.

Grass Roots Trust (Literacy Centre)

The school was exceptionally thankful to receive a grant from the Grass Roots Trust. This money was put towards additional staffing of learning assistants for our Literacy Centre. This support led to the continued acceleration of progress for identified children.

Lion Foundation (Sports Uniforms)

The Lion Foundation made a significant contribution to the purchase of sports and cultural uniforms for our children. They are looking forward to looking smart on the fields and courts in 2020!

Pasifika

Our Pasifika team did an exceptional job growing the profile, culture and identity of our learners this year. In conjunction with the Talents of the Pacific organisation many learning, cultural and leadership opportunities were offered to our children. Our first Pasifika whole school fono helped give us direction for the future!

Literacy Centre

Our Literacy Centre continued to work very successfully for identified learners. This year the Literacy Centre programme was the focus of our school-wide target in our analysis of variance. The analysed data showed the significant progress that all children who took part in the programme made. We are very fortunate to have such knowledgeable staff making such a positive difference for our learners.

Mathematics Coaching

This year Jo Lelieveld continued the development of a Mathematics Hub. This programme ran focussed on accelerating the progress and engaging identified children who would benefit from additional learning in Mathematics. Jo received mentoring and coaching from Shirley Collins and had real success with the identified learners. This programme will continue to 2020.

Literature Quiz

Our school was represented at the Waikato Literature Quiz for the second time in 2018. The two teams (with four participants) represented the school with pride and skill. This competition was entered by 47 teams from a range of primary schools and intermediates across the Waikato. KNS 1 was made up of four children that competed in the competition last year. They answered questions under a range of categories including accessories, buildings, mythical creatures and fire. They had an amazing night scoring 74.5 out of 100 (with the winners scoring 85). This placed them 11th out of the 47 teams! KNS 2 children had their first experience of the competition and scored 56 points. Well Done to both teams!



Sporting Performances

The school was very fortunate to have a range of committed staff and hardworking, committed students taking part in a range of sporting opportunities for 2019.

Led by David Hannah our learners took part in a range of inter school opportunities. Throughout the year there were excellent performances in swimming, athletics and cross country.

The range of sports offered at Knighton Normal School is quite stunning with Inline Hockey, Soccer, Rugby, Netball, Cricket, T Ball, Basketball, Volleyball, Round the Bridges Run, Tough Guy / Girl and Hockey. Throughout the year other sports such as Lacrosse, Squash and Tennis were offered as lunchtime activities. This saw some amazing individual and team performances throughout the year. Some highlights were:

- Our Year 5-6 rugby team, coached by Mr Penman winning the East Hamilton competition (sharing the trophy with Tamahere to complete a repeat of 2018's performance) .
- The performance of our touch rugby teams winning multiple Waikato competitions and several individuals becoming representative players.
- The performance of our Hip Hop team winning the regional competition.
- Our gymnasts receiving placing at regional competitions and being named the top school in the region.
- Mr Miller leading a year 3 and 4 group of students to the inaugural East Hamilton sports event.
- The strong performance of our basketball, football and inline hockey teams.
- Many stand out individual performances.





The Arts at Knighton

2019 has been a significant year for the Arts at Knighton. Led by Nicole Antoniadis a wide range of opportunities were created for our learners.

Some of the specific opportunities for our learners has included:

- Drama club
- Choir
- Kapa Haka
- Pasifika
- Music lessons- with a range of choice of instruments
- School band
- Hip Hop

Our middle and senior school productions were a highlight for many with creative class performances and opportunities for acting for many. Our creative, passionate, hardworking staff put in many hours to ensure these evenings were an absolute success.



Connections with our community

Throughout 2019 there were many opportunities for our community to be involved in the daily life of our school. An excellent example of this was the reading together programme which works with parents as 'first teachers' in the area of literacy'. This programme, led by Mrs Johnstone successfully connected with a diverse group of parents and children.



NAG 2 – DOCUMENTATION, REVIEW AND REPORTING

- i. school strengths and identified areas for improvement;
- ii. the basis for identifying areas for improvement; and
- iii. planned actions for lifting achievement.

These points are covered in detail in the school's **Analysis of Variance** which is an appendice to this report.

Implementation of National Education Guidelines

The Board took its responsibilities to implement the National Education Guidelines seriously, keeping itself aware of priority areas and legislative change. Consultation on the Charter and Strategic Plan with the school community was undertaken during Term 1 and 4. The final version was sent to the Ministry of Education by the Board's deadline and approved.

A major objective of this year's charter was to make it a 'living' document understood by all stakeholders. It was exciting to see such positive feedback from the community regarding the strategic goals and of the parent survey in November.

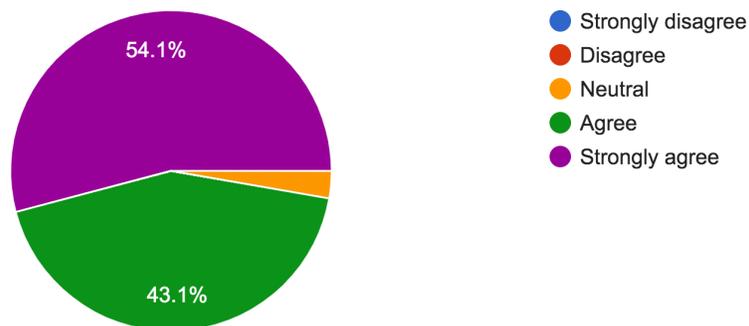
Self Review

The school continued its strong process of self- review. Parent surveys and conversations indicated that parents and students were highly satisfied with Knighton Normal School. Feedback from these surveys and conversations have been fed into our strategic planning considering the future for our learners.

Parent survey results in 2019 show strong satisfaction from our community.

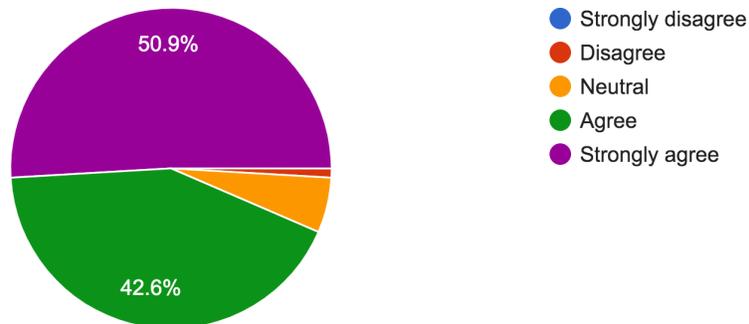
I feel involved in the life of the school.

109 responses



I am happy with the School's learning and teaching programmes.

108 responses



Reporting Achievement

Individual student achievement was reported formally to parents via Parent Conferences and written reports. Parent Conferences were held and two written reports were issued to our junior and senior students. The response to Parent conferences were very high with 83% of our whanau attending. Informal reporting, initiated by either the parent or the teacher, occurred whenever there was a need.

Our approach to reporting to parents changed, reflecting the opportunity provided by National Standards being abolished. This allowed us to create report formats based on what our community stated that success meant for their children.

Results of surveys and student achievement were reported to the school community through the regular weekly newsletter.

NAG 3 – PERSONNEL

Good Employer

The Board was committed to being a good employer and upholding Equal Employment Opportunity principles. The Board values all staff and remains supportive of and committed to their continuing development in order to secure the best possible educational outcomes for our children. Staff and Board have a positive approach to performance management with the professional development programme being closely linked to staff appraisal and school goals.

The dedication and valuable contributions of all staff was acknowledged by the Board of Trustees on regular occasions throughout the year. Release time, over and above Classroom Release

Time entitlement as set out in the Primary Teachers Collective Agreement, was provided to all teachers to complete assessment, prepare written reports and carry out school-wide responsibilities. The significant contributions of our administration team, caretaker, cleaners, learning assistants and kaiwhina was acknowledged during Support Staff Day in June.

NAG 4 – FINANCE AND PROPERTY

2019's budget continued to focus strongly on providing resources and opportunities for our learners.

Property Innovations

A focus for property across the school was to create different spaces, for learners which were closely aligned to the vision of our Knighton Normal Learner.

ELL Hub

The board made the decision to lease (and subsequently purchase) a small, relocatable building to provide support for our ELL learners. This was very successful.

Senior Class development

A two classroom block was built using the schools five year property plan. This helped cater for roll growth. We are exceptionally happy with the quality of the new learning spaces.



Future Property Direction

2020 will see the development of two modular classes on the schools back field for roll growth. The main Te Hiriri classes will be refurbished to flexible learning spaces and B Block classes will be refurbished.

Thanks to significant support from the Bike on NZ charitable trust (\$30,000) and Sport Waikato KiwiSport Kickstart Fund (\$5,000), 2020 will see the construction of a storage area and 50 bikes so that children can utilise the newly constructed pump track and velodrome.

Kiwi Sport

The school received a Kiwi Sport grant of \$ 9,382. We utilized this money to:

- Run a Kiwi Swim after school programme for children identified as lacking confidence in the water. This catered for 120 children throughout the year.
- Run a Kiwi Netball programme for year 4-6 children unable to attend Saturday netball. This focused on fundamental skills.
- Provide the opportunity for children to attend the Morrinsville Rugby / Netball Fun Day. (Transport).
- Run the 'Move to Improve' gymnastics programme which concentrated on preparing students to perform gymnastics and hip hop at the regional competition.

NAG 5 – HEALTH AND SAFETY

Safety of Students and Employees

Students were reminded regularly about 'living the School's values'. Our senior school were excellent role models in living this vision, in particular the excellent work completed by our student councilors. This provides an excellent model for all of our Learning Community.

Regular messages regarding Sunsafe, personal and traffic safety were given during assemblies and through newsletters. Evacuation procedures were practised in line with school policy. Risk and Management Systems were completed for all Education Outside The Classroom activities.

Training of road patrollers and bus wardens was conducted by the Police Education Officer. The School made the commitment of sending all road patrollers to Te Rapa Pools to reward their service.

NAG 6 – LEGISLATION

Board members have assumed overarching responsibility for various portfolios including the Chair, Secretary, Finance, Property, Health & Safety, Community Consultation, Personnel and Equal Employment Opportunities.

FUTURE DIRECTIONS

2020 will see the school continue to strive to focus on providing a quality learning environment for our learners. Property is going to continue to be a significant challenge and focus.

We understand that our continued success relies on quality relationships with our community. We look forward to trying innovative ways to inform, engage and involve our parents and caregivers.

COMMUNITY ACKNOWLEDGEMENTS

A hard working and dedicated staff and Board supported by a strong nucleus of positive and active parents has continued to contribute to the successful team approach which operates at Knighton Normal School. The Board of Trustees has supported quality teaching and learning programmes and provided governance of the school in a manner which has ensured continued progress towards excellence.

The Board appreciates and extends its sincere thanks to the following:-

- The students for their caring and positive attitude, taking the opportunities offered and their willingness to support our School Vision and Values.
- The Principal and staff for their continued commitment to providing Knighton Normal School students with a quality education. They are dedicated and innovative in their teaching of the New Zealand and school Curriculum.
- Parents and community members volunteering valuable time to assist with the delivery of learning programmes, Education Outside The Classroom (EOTC) experiences, maintenance of resources and our environment, coaching of sport programmes, managing school teams and providing transport, and supervision. Without this commitment the opportunities we provide for our students would be considerably restricted.

Community organisations, clubs, charities, agencies and business for their ongoing support of our school through their services and funding.

Prepared by:-

Chad Adams
CHAIRPERSON

DATE

Stuart Armistead
PRINCIPAL

DATE