

School Name: West End School Number2479

Period: 2012-15



*Te Kura O West End
The Thinking School*

*Kia kotahi ra maku e mea
Together as one we will do it*

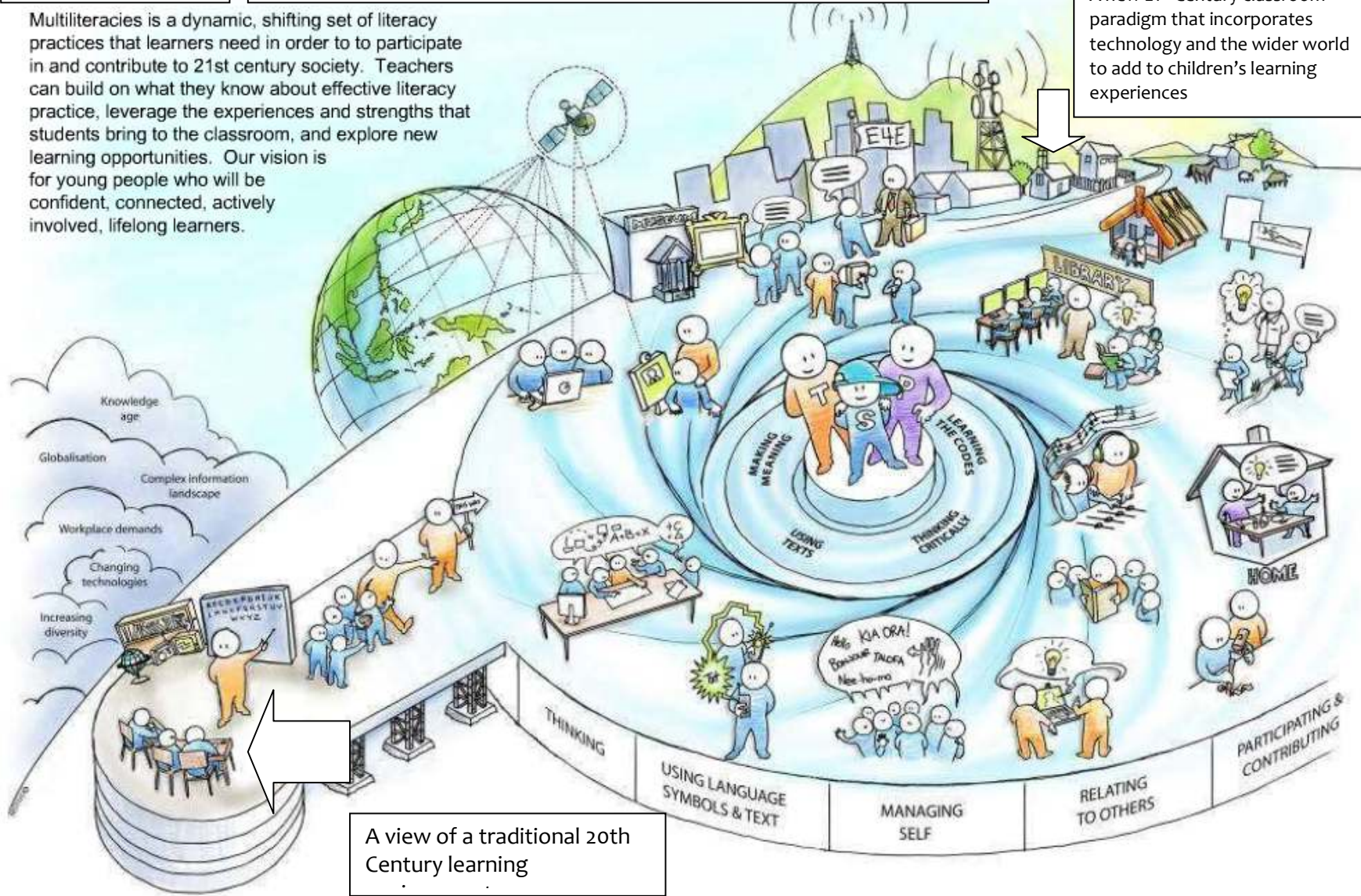
CELEBRATING SUCCESS

2012-15

West End Curriculum

Multiliteracies is a dynamic, shifting set of literacy practices that learners need in order to participate in and contribute to 21st century society. Teachers can build on what they know about effective literacy practice, leverage the experiences and strengths that students bring to the classroom, and explore new learning opportunities. Our vision is for young people who will be confident, connected, actively involved, lifelong learners.

A new 21st Century classroom paradigm that incorporates technology and the wider world to add to children's learning experiences



A view of a traditional 20th Century learning

We would like our children to be well informed-that is, to understand ideas that are important, useful, beautiful and powerful. And we also want them to have the appetite and ability to think analytically and critically, to be able to speculate and imagine, to see connections among ideas, and to be able to use what they know to enhance their own lives and to contribute to their culture. Elliot W. Eisner, 1997

VISION

Mahi tahi
Whakaaro tahi
Akoako tahi
Working together
Thinking together
Learning together

PURPOSE

To educate and empower students to become confident, connected and actively involved lifelong learners for the 21st Century

VALUES

RESPECT- oneself, others and their cultures, environment
RESPONSIBILITY-learning, actions, belongings

BELIEFS

We believe learning will-

- ◆ Focus on needs and interest of learners enhancing self-esteem and Core key competencies
- ◆ Develop social and personal behaviours leading to "Making the Right Choices"
- ◆ Equip learners with e learning strategies to achieve/ exceed goals.
- ◆ Allow learners to construct & make connections with others leading to independence and interdependence

West End School is a multicultural contributing Decile 5 school located near the Central Business district of Palmerston North and Massey University. The school draws from a wide variety of cultures and socio-economic levels. This makes West End School a diverse, stimulating and exciting learning environment.

The school is known for its commitment to Literacy and Numeracy, Bi –Lingual education Thinking and Learning strategies for lifelong learning, Integrated Curriculum, Physical Education, Special Education programmes for children supported with ORRS funding and several learning enhancement programmes i.e. Literacy, Numeracy, Reading Recovery, HPP, PMP and ESOL all designed to deliver the stated learning intentions of the West End School Curriculum.

The parents and community of the school have a very high interest and accordingly have high expectations for their children’s learning. This is supported by an active Board of Trustees and PTA.

In addition a strong relationship has been fostered with Rangitaane Iwi and in particular Taneurangi O Manawatu based in Maxwell’s Line.

As a result the school is supported in its commitment to the principles of the Treaty of Waitangi, (protection, participation and partnership) and the importance that this document has for iwi and kura.

RECOGNISING NEW ZEALAND’S CULTURAL DIVERSITY

West End School, as appropriate to its community, will develop policies, plans and practices that reflect New Zealand’s cultural diversity and the unique position of Maori.

In recognizing the unique position of Maori, West End School will take all reasonable steps to provide instruction in Tikanga Maori (Maori culture) and Te Reo Maori (Maori language) for full time students whose parents request it.

To achieve this: If a parent or guardian requests a higher level of tikanga and / or Te Reo than is at present evident in our school, the school and whanau will explore possibilities, which could include one or more of the following;

- Placement in the Bi lingual unit
- Dual enrollment at the Correspondence School
- Provide further opportunities within the child’s classroom using;
 - Extra resources
 - Taped Programmes
 - Work stations
 - Computer programmes
- Combining with a neighbouring school for parts of the day
- Using local resource people i.e. Maori Adviser

West End School undertakes to achieve the Goals (NEGs), Guidelines (NAGs) and curriculum (NZCF) of the National Education Guidelines and the National Priorities through the following plan

PROCEDURAL INFORMATION

1. West End School will lodge a copy of its annually updated Charter to the Ministry of Education by 1st February of each year. This Charter will include the school’s updated targets for improvement.
2. West End School will consult its community, including its Maori community, on a regular basis as part of its three year cycle of self-review. Each year the West End School Charter has been developed in consultation with parents, whanau staff and the wider community including Rangitaane iwi O Manawatu through Taneurangi ki Manawatu, the designated iwi authority.
3. Targets for student achievement will be identified by analysis of school wide Student achievement data moderated against a variety of National reference assessment tools and utilizing information available about National trends (e.g. NEMP)and National priorities
4. The Annual Report will be lodged with the Ministry of Education each year after the Board of Trustees Annual Meeting. (Charters.whanganui@minedu.govt.nz) .The 2012 annual report will include evidence of how the school is meeting its targets for student achievement in relation to Nationals Standards.

Strategic Plan 2012-15

To strive for excellence in Literacy and Numeracy Programmes

To recognise and strengthen each learner's self esteem as an integral component of future successful learning

To strive for excellence in the integration ICT and Inquiry of curriculum including Key competencies and to incorporate existing Thinking and Learning strategies

To promote continual improvement through quality professional development, performance management and Self review.

To encourage Physical, Emotional, Social and Cultural Wellbeing (Hauora)

Each year establish targets for intended student learning Intentions, school performance and use of resources from the West End Curriculum.

All students including Maori ,Pasfika and those with special education needs are able to access *The New Zealand Curriculum* as evidenced by achievement in relation to National Standards.

Each year develop the West End Curriculum based on NZC and Te Marautanga o Aotearoa to reflect learners' needs/ interests and abilities .

Foster Inclusive practices for all children

Continued development of Bi -lingual unit based on Te Marautanga O Aotearoa

Annually update Raising Maori Achievement' plan based on hopes, dreams and aspirations.

SENCO/SACO to support targeted students and to assist teachers to adapt the curriculum.

Learning Enhancement /classroom programmes driven by Student Achievement data for children who are at risk of not achieving.

Ensure ORRS students have access to education that maximizes their abilities and potential

Celebrate success for all students.

Maintain the Inquiry model relevant to the needs of West End children incorporating the NZCF

Integration of Key Competencies including Thinking and Learning strategies across all learning areas.

Establishment of e-learning and resourcing.

Maintain an assessment schedule aligned to NZC and Te Marautanga . . Review assessment data and report to BOT and parents. Report progress in 2012 annual report of progress and achievement in relation to NS for all and particularly Maori, Pasfika and Students with Special education needs

Follow the West End Self Review –Audit programme

Use targets from Student achievement data to build teacher capacity.

Provide various opportunities for children to experience role models from varying backgrounds, Good Kids time, Cool School mediators, Buddy Classes, PMP Implement Emotional survey every six months

To foster a variety of school wide activity including the use of Kiwi sport monies , Kapa Haka, appropriate Academic competition,

ANNUAL SECTION

To strive for excellence In Literacy and Numeracy learning programmes

| Historical Position (based on data) | Strategy from Strategic Plan | Action(s) | Reflection |
|---|--|---|------------|
| <p>Assessment during 2011 identified areas for “TARGETTING” in Literacy and Numeracy.</p> <p>For some children Literacy might be the priority, for others it might be Numeracy or other aspects such as Thinking and Learning Strategies that may contribute to their success in these areas. For some children, the targets will be progressive over a number of years- for others a year will be sufficient-</p> <p>National Standards requirements</p> | <p>Each year establish targets for intended student learning Intentions, school performance and use of resources from the West End Curriculum.</p> <p>All students are able to access <i>The New Zealand Curriculum</i> as evidenced by achievement in relation to National Standards.</p> | <p><u>Student Learning Intentions:</u> All children achieve their identified learning intentions to the satisfaction of their teacher, their parents and themselves.</p> <p><u>School Performance:</u> The school provides ongoing guidance and support for teachers, pupils and parents in setting intentions, related success criteria and feedback to students.</p> <p><u>Resources:</u> The school provides a budget and professional development programme to meet the needs of teachers.</p> <p>See action plan below in annual section</p> | |
| <p>School- wide review highlights direction for the following year’s plan.</p> | <p>Each year develop the West End Curriculum based on NZC and Te Marautanga O Aotearoa to reflect learners’ needs, interest and the NZCF.</p> | <p>Curriculum teams to review annually utilizing school- wide relevant qualitative and quantitative data to modify the West End Curriculum.</p> | |

To recognise and strengthen each learner's self esteem as an integral component of future successful learning.

| Historical Position (based on data) | Strategy from Strategic Plan | Action(s) | Reflection |
|--|---|--|-------------------|
| <p>Work completed in 2005 as part of EPPISE project highlighted this area for inclusion in the school charter to ensure it was not lost as a taonga.</p> | <p>Foster Inclusive practices for all children</p> | <p>Implement Code of practice for all. Support children with moderate learning/behavioural/communication needs and those who are gifted and talented</p> <p>Implement Additional Needs policy/Procedures</p> | |
| <p>Community in 2011 called for an opportunity to continue to enhance Te Reo Maori nga ono tikanga Maori via the bilingual class option</p> | <p>Establishment of Bi -lingual unit</p> | <p>Appoint staff Establish learning environment. Work with whanau , iwi to support school and home partnerships</p> | |
| <p>All children have an entitlement to the Taonga of Te Reo and tikanga of their country. In doing so we promote tolerance and acceptance</p> | <p>Annually update Raising Maori Achievement' plan based on hopes, dreams and aspirations.</p> | <p>Te Marautanga team to review all documentation relating to Maori achievement in the first instance Engage the community as required Report to the BOT Implement and report annually to Rangitaane O Manawatu. Report to the BOT every six months.</p> | |
| <p>Data has always shown children who require additional support.</p> | <p>Learning Enhancement /classroom programmes driven by Student Achievement data for children who are at risk of not achieving.</p> | <p>Appoint staff. Select children based on data/needs/criteria. Monitor and review regularly. Bi- Annual reporting to BOT</p> | |
| <p>ORS Children have right to education equal to that of their peers</p> | <p>Ensure ORRS students have access to education that maximizes their abilities and potential</p> | <p>Employ Specialist Teachers to support all staff in the inclusion process. Employ T. Aides to assist the implementation of IEP goals. Implement WES Code of Practice</p> | |
| <p>Self esteem is an essential pre requisite to future successful learning</p> | <p>Celebrate success for all students.</p> | <p>Through a variety of ways celebrate all successes with the school and wider community.</p> | |

To strive for excellence in the integration ICT and Inquiry of curriculum including Key competencies and to incorporate existing Thinking and Learning strategies

| Historical Position (based on data) | Strategy from Strategic Plan | Action(s) | Reflection |
|--|---|--|------------|
| Collaborative/Negotiated learning (In order for children to construct meaning we must allow an appropriate level of negotiated and collaborative learning to take place, based on their needs, interests and abilities.) | Maintain a Curriculum Inquiry model relevant to the needs of West End children incorporating the NZCF/Te Marautanga | Develop and implement delivery models that meet the overall learning Intentions of the West End Curriculum. | |
| Thinking and Learning Strategies, styles and ICT integrated (Developed in order to allow children to develop deeper thinking and know that they are learning) | Integration of Key Competencies | Key competencies are integrated in all classroom experiences on a daily basis for children and teachers. Children can demonstrate how they are getting better at developing these KC's. | |
| The Internet is the new paradigm for learning. Books have been for the past 400 years and will continue to be so, but the internet offers children and teachers the opportunity to learn so much more so quickly. Chn of today will be the users of this technology and more. We must set them up for success. | Establishment of e-leaning and resourcing. | Continue to embed digital hard and soft ware for children and teachers to take advantage of the WWW. e.g. IWB's, Networking, Laptops etc. | |

To promote continual improvement through quality professional development, performance management and Self review.

| Historical Position | Strategy | Action | Reflection |
|--|--|---|------------|
| <p>In order to develop a true learning community information sharing about student progress and achievement and factors that influence that progress and achievement need to be made available to a variety of groups within the organisation who are all working toward the aim of better learning for children</p> | <p>Maintain an assessment schedule aligned to NZC/ te Marautanga. Review assessment data and report to BOT ,parents, community and MOE.</p> <p>Teachers work actively with parents, and whanau to personalise their teaching programmes.</p> | <p>Plan followed and reported on at monthly BOT meetings to ensure efficient and effective use of resources. Area/Curriculum/management team utilise information for future learning, teaching, budget and enhancement programmes.</p> <p>Continue to review and develop portfolios as the reporting format and align NS particularly those for Maori, Pasfika and special education needs students to ensure parents are aware of progress and achievement .</p> | |
| <p>BOT of trustees as leaders of change and therefore are committed to a process of continuous improvement</p> | <p>Follow the West End Self Review –Audit programme. Attend to training as offered by national and local providers depending on need.</p> | <p>Implement plan</p> | |
| <p>Research shows that teacher development and improvement in practice can be enhanced through reflection and conversation/learning from visiting colleagues</p> | <p>Use targets from Student achievement data to build teacher capacity</p> <p>Implement time frame for ARIKI development.</p> | <p>Access professional development focused on charter targets and write professional plan annually for BOT...</p> <p>Quality Learning Circles/Digital Portfolios used to promote reflection/mentoring and to include our self assessment matrix “How’s our formative assessment” Team leaders released to mentor/coach team members.</p> | |

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To encourage Physical, Emotional, Social and Cultural Wellbeing (Hauora)

| | Strategy | Action | Reflection |
|--|--|--|------------|
| Historical Position | | | |
| We attempt to minimize emotional bullying by having a zero tolerance to it in the same way that physical bullying is dealt with. Both forms lead to a diminished ability to learn and ultimately in later life can lead to serious social problems for the victim. | Provide various opportunities for children to experience role models from varying backgrounds, Good Kids time, Cool School mediators, Buddy Classes, Emotional survey every six months | Children surveyed and findings reported and acted on. Children attending fun planned event every three weeks Selected senior students trained in mediation process. Paired classes interacting regularly to develop a caring school environment | |
| New Nag requirement and the BOT's commitment to provision of resources. | To foster a variety of school wide activity including the use of Kiwi sport monies , Kapa Haka, appropriate Academic competition. | Use pool of money/ talents and teacher interest to provide and promote experiences in various cultural, sporting, academic endeavors. | |

| Achievement Target | Planned actions for improvement | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---------------------|-----------------|--|----------------------------|--------|---------------------|-----------|---|-----------|-------------------|--------|--|------------|---------------------|-----------------|--|-------------|--------|--------|--|-----------|-----------|
| | <p>After analysing the areas for improvement from the analysis of variance and the school-level National Standards data we have identified our board needs to improve student progress and achievement in the National Standard for Writing .</p> <p>To achieve this we have developed the following annual aims and targets and planned actions. This year we will be targeting children in the Bi-lingual class and ORS. N.B. NO comparable data is available for either of these groups at this time as this was not a requirement until this year.</p> <p>Strategic Aim :</p> <p>All students are able to access <i>The New Zealand Curriculum/te Marautanga</i> as evidenced by achievement in relation to National Standards.</p> | | | | | | | | | | | | | | | | | | | | | | |
| | Annual Aim- To strive for excellence in Literacy and numeracy learning programmes | | | | | | | | | | | | | | | | | | | | | | |
| | <p>Target</p> <ol style="list-style-type: none"> 1) To increase the number of mainstream students achieving ‘above’ the National Standard for Writing 2) Tamariki in the Bilingual class to be ‘working at’* Level 3 in writing in relation to the appropriate progression of Te Whanaketenga as written in the West End School Curriculum Delivery plan (English translation) . *currently there is no equivalent scale for Te Whanaketenga as there is for the English national standards. 3) ORS Students to achieve 80% of their finer grained goals as written in their IEP aligned to NS. <p>BASELINE DATA:</p> <ol style="list-style-type: none"> 1) Analysis of school wide writing in November 2011 identified 69.3 % of students overall are at the ‘AT’ standard for writing. 2) Analysis of Bi-lingual class November achievement identified the expectation that most students were working at Level 3 and the remainder were working at level 2. 3) Historically ORS students have achieved at least 80% of their IEP goals. <p><i>Note: ‘Progress’ measures the difference in achievement at two points in time. If a student starts year 3 well below the year 3 mathematics standard, and at the end of the year has reached the year 3 maths standard, he or she has made more than one year’s progress; this is accelerated progress.</i></p> | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">Actions to achieve targets</th> <th style="width: 15%;">Led by</th> <th style="width: 15%;">Budget \$ or FTE</th> <th style="width: 10%;">Timeframe</th> </tr> </thead> <tbody> <tr> <td>1. Review assessment data with staff and determine the particular learning needs of target students</td> <td>Principal</td> <td>45 hours annually</td> <td>Term 1</td> </tr> <tr> <td>2. Hold regular monitoring meetings to discuss progress of target students</td> <td>Whole team</td> <td>135 hours over year</td> <td>Throughout year</td> </tr> <tr> <td>3. Review existing programme and provide tailored responsive support to meet the learning needs of target students</td> <td>Whole staff</td> <td>.1 fte</td> <td>Term 1</td> </tr> <tr> <td>4. Work with parents, families and whānau around ways of supporting students’ learning</td> <td>BOT/Staff</td> <td>Hours????</td> <td>Terms 1 & 3</td> </tr> </tbody> </table> | | | | Actions to achieve targets | Led by | Budget \$ or FTE | Timeframe | 1. Review assessment data with staff and determine the particular learning needs of target students | Principal | 45 hours annually | Term 1 | 2. Hold regular monitoring meetings to discuss progress of target students | Whole team | 135 hours over year | Throughout year | 3. Review existing programme and provide tailored responsive support to meet the learning needs of target students | Whole staff | .1 fte | Term 1 | 4. Work with parents, families and whānau around ways of supporting students’ learning | BOT/Staff | Hours???? |
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| 4. Work with parents, families and whānau around ways of supporting students’ learning | BOT/Staff | Hours???? | Terms 1 & 3 | | | | | | | | | | | | | | | | | | | | |

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|--|--|---------------------------|-------------------|-------------------------------|
| | 5. Develop a comprehensive PD programme to incorporate the target and relevant research | PD facilitator | .1 weekly | Initiate by end Term 1 |
| | 6. Moderate assessment procedures to ensure school-wide consistency | Pd facilitator/ | .01 weekly ave. | Term 1; review data each term |
| | 7. Analyse end-of-year data to inform progress and planning for the following year | Principal Whole | 45 hours annually | End of year |
| | 8. Monitor and evaluate the effectiveness of teaching practice and access to PLD tailored to their needs | Principal/ PD facilitator | | Throughout year |
| | | | | |
| | | | | |
| Intended Student Change (Change to students' beliefs and learning behaviours to achieve identified targets). | As measured against the appropriate school assessment tools and then OTJ against the national standards. | | | |
| Intended Teacher Change (Change to beliefs and teaching and learning practice in target area) | <ul style="list-style-type: none"> • Uses shared L.I.s and success criteria routinely. They are developed with the class and come from the West End Curriculum • Assessed with the learner. Focussed on their learning, progress is celebrated, range of specific prompts used to motivate next learning. Time planned to use prompts. Classroom community all uses constructive feedback routinely. • Self-assessment routine in the classroom. Able to share with others and justify use to improve learning. • Shows expertise in routinely integrating the use of all the above strategies with the assessment tools in planning and classroom assessment. • Results routinely analysed to assess needs of individuals and for trends across the class and school | | | |

| Resource Provision | Monitoring: | Self Review |
|---|--|--|
| <p>In-school resource support. Time /School personnel/Current school resources/ programme support for Students /Budgeted financial cost Area, Curriculum & whole team meetings, Visits. <i>Learning enhancement personnel. Key Resources- NUMPA ,I can, Gloss In school personnel, Ariki appraisal processes.</i></p> <p>Outside Resource Support for Teachers. Professional development from outside providers/School visits /Purchasing resources for teachers/Budgeted financial cost <i>RTL, Massey University /Numeracy Advisors, NUMPA, TKI WebSites, Internet sites,</i></p> | <p>Planned Monitoring of student development 1. Formative/ Summative assessment to be undertaken throughout development. <i>See CDP for tools and assessment schedule</i></p> <p>Planned monitoring of teachers' development 1. Formative assessment of teaching and learning to be undertaken during development. <i>(Mentor, coach, adviser)</i> <i>Weekly release of Team leaders to ensure quality delivery by team members, 2-3 Quality Learning Circle meetings per term, Regular Curriculum meetings per term, Planned Whole team meetings per term focused on learning and teaching. Plan and regular use of "How's our formative teaching" matrix</i> 2. Summative assessment at planned times throughout development. <i>See performance management timeline. . Team leader and Principal assessment against professional standards.</i></p> | <p>1. Reviewing of target outcomes by staff to moderate and analyse achievement data /Reflect on teaching practice and set future planning intentions. Happens twice yearly to ensure comparison with target cohorts. 1st review indicates if target on track. Second review confirms progress/ achievement. Establishes target for next year. <i>See CDP Assessment schedule</i></p> <p>2.Reporting of target intentions to Board/ Community/Rangitaane Iwi /MOE to reflect on target outcomes /future intentions in relation to the NS <i>At the next available BOT meeting following review completion. Report to parents immediately after this BOT meeting, Annual reporting to Rangitaane Iwi& MOE in June/ July to include reporting in relation to NS.</i></p> |