

ANNUAL TARGET/S AND ACTION PLAN

LEARNING GOAL: To maximise individual potential through self-esteem and efficacy & personalised learning so that talents are developed and excellence in academic achievement in all learning areas is the focus.

CHARTER TARGET::

To accelerate the learning in mathematics by at least One NS of 3 NZ Europeans, 4 Maori, 1 Pasifika Students from Well BELOW to Below :

To accelerate the learning in mathematics by at least One NS of 33 NZ Europeans, 24 Maori and 12 Pasifika Students from BELOW to AT :

Data :

| Mathematics All students Years 1 - 8 | | Well Below | | Below | |
|--------------------------------------|--------|------------|----|-------|-----|
| | | No | % | No | % |
| Maori | Male | 3 | 6% | 10 | 20% |
| | Female | 1 | 3% | 14 | 39% |
| | Total | 4 | 5% | 24 | 28% |
| Pasifika | Male | 1 | 6% | 6 | 38% |
| | Female | 0 | 0% | 6 | 32% |
| | Total | 1 | 3% | 12 | 34% |
| NZ/European | Male | 2 | 3% | 14 | 20% |
| | Female | 1 | 1% | 19 | 26% |
| | Total | 3 | 2% | 33 | 23% |

Targeted PLAN FOR RAISING ACHIEVEMENT:

| WHAT | WHEN | WHO | REFLECTION |
|---|--------------|----------------------------|------------|
| Each team to target children above, implement TP and monitor progress in line with school assessment and reporting procedures See each teams TLP | Terms 4 2016 | Team leaders and members | |
| Learning enhancement to support those with the most significant needs and liaise with teachers to provide additional support | Term 1 2017 | SENCO/LE Teacher and Teams | |
| Review Maths programmes with a view to transitioning towards PBL | 2017 | Maths Team . | |

NB. Targets for all four team for all NS area are included in the Towards 2017 plan along with each teams Plan for raising achievement based on NS and other data from 2016.

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 well known for its commitment and excellence to learning for ALL, utilising innovative and current learning and teaching strategies.

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.

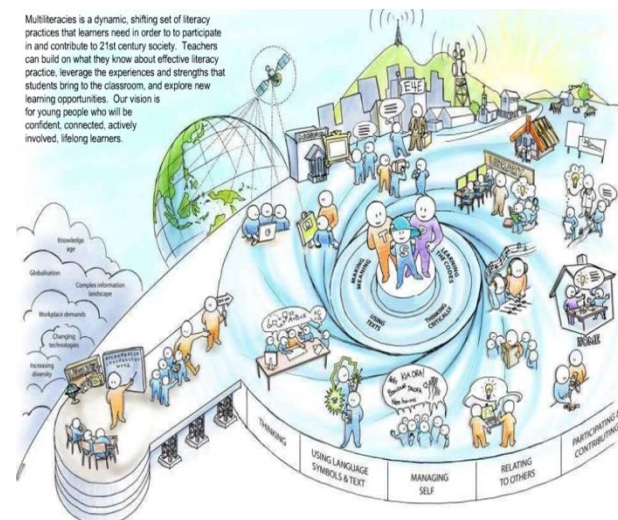
In addition a strong relationship has been fostered since 2001 with Rangitaane Iwi represented Taneurangi O Manawatu based in Maxwell's Line. As a result the school is supported in it's commitment to the principles of the Treaty of Waitangi, (protection, participation and partnership) and the importance that this document has for iwi and kura.

PROCEDURAL INFORMATION

- West End School will lodge a copy of its annually updated Charter to the Ministry of Education by 1st March of each year. This Charter will include the school's updated target/s for improvement.
- 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.
- Targets for student achievement will be identified by analysis of student NS achievement data. NOTE analysis includes ORS/HLN and ESOL funded students.
- 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 annual report will include evidence of how the school is meeting its targets for student achievement in relation to Nationals Standards.

Supporting documentation:

- West End Curriculum Plan
- Code of practice for inclusion
- Maori and Pasifika Achievement plan
- E learning Plan
- 10 year Property Plan
- Internal evaluation plan
- Performance management programme
- Budget
- Towards 2017
- Policy and procedures



PURPOSE: 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

VALUES BELIEFS

Respect oneself, others and their culture and our environment

We believe that children come first, and our role is to facilitate in each student agency in partnership with the parents to ensure that our children can make the right learning choices, leading to interdependence in achieving and exceeding personal and learning goals, and towards becoming ACTIVE learners.



STRATEGIC PLAN 2017-2019



LEARNING GOAL: To maximise individual potential through self-esteem, efficacy and personalised learning so that talents are developed and excellence in academic achievement in all learning areas is the focus.

- **HOW:** All students including priority students can access the NZC as evidenced by achievement in relation to National Standard and differentiated learning programmes. Target groups identified and planned for (see over), Bi-lingual class, IEP goals for ORS, CAPS for LE/ESOL students and included in Etap Additional Needs Register, Student BLOGS to capture learning progress and achievement and efficacy in KC's, and Inquiry learning process
- **2017:** Student agency - 'ACTIVE' learner profile est. What is it? How am I doing? What do I need to get better at? How will I know? Power of creative play and links to Te Whariki, Cultural Responsiveness, Implement PBL in Mathematics
- **2018:** Bilingual class effectiveness review, Inquiry learning
- **2019:** STEM



PEOPLE GOAL: To develop children as collaborative, connected lifelong learners by teachers and other staff who maximise their potential and use.

- **HOW:** Ongoing development and implementation of Te Arika Appraisal programme, Employment of future personnel who embrace the philosophy of collaborative flexible learning spaces and student agency, Leadership PLD, Consider our relationships with increasingly diverse students and their families /whanau
- **2017:** PLD in PBL (Problem based learning in mathematics), cluster opportunity to support local needs and build teacher capability and plan for future succession planning in a number of possible roles within and across schools, Internal Leadership programme
- **2018:** TE ARIKI appraisal programme, Continue with Cluster PD
- **2019:** Review cluster PD



COMMUNITY GOAL: To have a school and community where all members work collaboratively to create and facilitate an environment that will maximise the potential of our children and those children in the wider community as appropriate.

- **HOW:** Strategic Self Review Programme, PTA, Consultation, development and implementation of MAP and PAP based on Ka Hikitia and Pasifika MOE SP, BOT provision of resources including finance and human, PD Cluster of schools, Reporting progress and achievement of all students and particularly priority learners to children themselves, parents and BOT's
- **2017:** Cluster opportunity as above, parent engaged in decision making opportunities at all levels of the school and especially with learning
- **2018:** ERO visit April, Align resources to next strategic move forward, Review of effectiveness and success of Flexible learning spaces
- **2019:** Review cluster project for effectiveness with view to continuing in 2020



ENVIRONMENT GOAL: To create an outstanding learning environment that is attractive, safe, well resourced and enhances learning.

- **HOW:** 5Y Property Plan, E Learning Plan, Legislation particularly Child safety reviewed in line with any new legislation, Well being reviewed annually, Celebrate success e.g Open days, Curriculum evenings, Good kids Time, History and former pupils as role models, Various school and interschool academic, sporting and cultural opportunities
- **2017:** Use and development of outside learning spaces, Child Safety reviewed in line with new H&S and Vulnerable Children Act, Legislation
- **2018:** New 5YPP est. and implemented
- **2019:** Continue to implement Property Plan

| | |
|--------------------|--|
| TE AO MAORI | In recognising the unique position of Maori, WES will take all reasonable steps to provide instruction in Te Reo/ Tikanga Maori for full time students whose parents request it. This may occur through the Bilingual class, Dual enrolment in Correspondence school, or Online language programmes. |
| CULTURAL DIVERSITY | We celebrate cultural diversity with currently 26 different cultures and practice inclusion for all. |

ANNUAL PLAN



ACTION AND TIMEFRAME :

- *NS achievement reported in term 2/4
- *IEPS/CAPS/ESOL profiles written term 1 and modified throughout years as needs change
- *Enrich learning through inquiry and PBL

*Continue to develop ACTIVE learner profile

* Schools Collaborative

Reflection:

OUTCOME , MONITORING AND RESPONSIBILITY :

- *BOT will receive two reports collated by Principal
- *IEP/CAPS/ESOL profiles written for inclusion in classroom contexts

*Inquiry and write and implement PD plan that builds teacher capability

*Record student voice to record learning behaviours of ACTIVE learners

*Schools involved build teacher capability and ultimately improve student learning



ACTION AND TIMEFRAME :

- *Teacher involvement in Te Arika appraisal programme
- *Plan Leadership programme for staff

*Enrich Inquiry learning through PBL in Mathematics inclusion

*Internal PD planned

*External and cluster PD planned

Reflection:

OUTCOME, MONITORING AND RESPONSIBILITY:

*Staff involved in teacher inquiry and assessed against PTC/PS/Taitaako Principal and Peers

*Interested staff engage in leadership programme for future roles

*Maths team to plan with Audrey and lead PD for teachers and parents /whanau

*PD Plan written and implemented. Staff engaged with Internal and External PD



ACTION AND TIMEFRAME :

- *Write 3 year internal evaluation programme written
- *PTA formed in May of each year
- *Maori and Pasifika plan IE written after feedback in term 3 from parents and interested others including Rangitane
- *BOT approve budget and ratify staffing decisions
- *Reporting of NS achievement to parents /BOT via 2 report in term 2/4
- *Parents meet twice per year face to face and as required

Reflection:

OUTCOME , MONITORING AND RESPONSIBILITY:

*IE plan written and implemented by BOT

*PTA functioning as valued member of school

*BOT through the principal

*Budget approved and staffing in place

*Reporting complete, Parents and BOT informed

* teachers schedule meetings in line with agreed times and as needs arise



ACTION AND TIMEFRAME :

- Student voice to be included
- *Property and e learning plan reviewed annually
- *Legislation used to review school policy and procedures
- *Wellbeing surveys written/ collated and analysed by term 2/4
- *Provide opportunities to celebrate success throughout year

*Provide opportunities to be involved in, within, and across school academic, cultural and sporting opportunities

Reflection:

OUTCOME, MONITORING AND RESPONSIBILITY :

*Plans implemented by BOT/staff

*Included in BOT IE programme and ongoing IE of policy and procedures

*Surveys developed, collated and analysed: Principal, Staff and BOT

*See 'Towards 2017 and beyond' document contributed to and by children/ staff

*Staff to include in Towards 2017 and beyond

| | |
|--------------------------|---|
| INCLUSION | Student with special needs particularly ORS are supported to ensure progress towards NS and their IEP goals. |
| UNDERTAKING | WES will achieve the goals of the NEG's /NAGS /NZCF through this charter and other associated plans and documentation |
| Signed : BOT Chairperson | DATE: |