



**Te Kura O Urumutu**  
**West End School**

# Strategic Plan 2024-2027

and School Improvement Plan 2024

## Introduction and Context

West End School is a multicultural contributing 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 in our school and accordingly have high expectations for their children's learning. This is supported by an active Board and PTA. In addition, a strong relationship has been fostered with Rangitane Iwi representing Te Rangimarie Marae based Rangitoutu. 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.

## Vision



West End school's vision of "Mahi Tahi, Whakaaro Tahi, Akoako Tahi, Working Together, Thinking Together, Learning Together" empowers our children to be confident, connected and actively involved in their learning. Children are active learners utilising technologies and the community around them. West End School (WES) is an inclusive environment where everyone is recognised for their strengths, families are encouraged to be involved in their child's learning, and everyone reaches their full potential.

The image above is a visual metaphor for West End School's Vision. The plant has a strong stem providing strength and nutrients to all other branches and leaves. Each branch, leaf, and fern is unique and individual (United Diversity) and all contribute to what makes the plant strong. In order to flourish, this plant requires optimal conditions for growth. These conditions allow the plant to grow in different directions (Informed Innovators). In order for the plant to become the best version of itself (The Best Me) each of the branches and ferns must grow in response to the plant's needs.

Our shared vision for West End School was co-constructed by staff, parents/caregivers, whānau, community, Board, and, of course, our tamariki.

## Vision Critical Success Factors

### The Best Me



The Best Me critical success factor encompasses WES being a place of growth for all members of the community. Our focus is on the holistic development of our children. All children's strengths and passions are ignited, nurtured, and celebrated at our school. This means that the delivery of the curriculum is focused on more than reading, writing and mathematics. On a daily basis we are growing children holistically with a localised, balanced curriculum, that imbues the key competencies, values, principles and vision of the New Zealand curriculum.

Practical applications include: Hauora/Health, well being, celebration of strengths, learning philosophy, localised (WES) curriculum, supporting all learners, equity and inclusion.

### United Diversity



The United Diversity critical success factor is about unity. WES has a diverse community and student population which is a point of strength, identity, and celebration. Our tamariki, parents, staff, and WES board have a shared understanding of what WES believe about learning, teaching, assessment, reporting, and all aspects of school life. This means we have robust systems and structures that ensure our children have consistency as well as personalised learning experiences at WES.

Practical applications include: Community engagement, shared vision, communication (website, newsletter, reporting), pedagogy (planning, assessment, teaching practice), inclusion.

### **Informed Innovators**



The Informed Innovators critical success factors is all about WES being a place that implements best practice in a considered, sustainable, and effective manner. Best practice in these areas is tied directly to outcomes for our learners. Our children will learn in the conditions that allow them to grow into informed innovators themselves. Staff have access to the best in pedagogical practice to provide learning environments where children understand their own progress and achievement and can set their own goals.

Practical applications include: Children developing key competencies, access to top quality professional development for staff, succession planning, leadership development and opportunity for teachers, inclusion.

## Cultural Diversity

The West End School curriculum encourages children to understand and respect different cultures that make up New Zealand society. We (staff) ensure that the experiences, cultural traditions, histories, and languages of all New Zealanders are recognised and valued. WES celebrates cultural diversity with currently over 26 cultures at our school and we practise inclusion for all. At West End School, 33% of our Children identify as Māori. We acknowledge and respect traditions of local iwi and have been working with Rangitane to provide authentic learning experiences for our tamariki.

### **How will our school reflect the unique position of Māori?**

We understand, value and appreciate the values of the Treaty of Waitangi. The Principles of the New Zealand Curriculum and Te Marautanga o Aotearoa are the foundations for curriculum decision making. The principles put the students at the centre of teaching and learning, asserting that they should experience a curriculum that engages and challenges them, is forward-looking and inclusive, and affirms New Zealand's unique identity. Central to the New Zealand Curriculum is The Treaty of Waitangi/Te Tiriti o Waitangi. In our decision making, our school and Board will be guided by the principles of the Treaty of Waitangi, the New Zealand Curriculum and Te Marautanga o Aotearoa. This will be achieved through Te Reo and tikanga being integrated in classrooms and in whole school activities and programmes. We endeavour to incorporate te reo and tikanga at West End School by:

- Supporting kapa haka learning and performance in our school
- ensuring that we have bilingual signage around our kura
- considering Māori protocol when meeting, welcoming or farewelling visitors to the school
- considering protocols when opening new buildings in the school
- sharing a karakia at appropriate times
- celebrating Matariki
- integrating local legends and stories into learning programmes
- consulting and involving the whānau group in school planning
- developing te reo māori programmes across our kura
- providing professional learning for teachers

**The Board of Trustees will consider all requests for instruction in Te Reo Māori in light of the school's resources and capabilities at the time.**

If the request requires a higher level of Te Reo instruction than our resources allow, the following options will be explored with Whānau:

- Dual enrolment with the Correspondence School
- Enrolment in one of the local Kura
- Discussions and meetings with external Māori Advisors for guidance and support

**This Strategic Plan is supported by the following:**

- WES Curriculum Guide
- WES Assessment Guide
- WES Staff Handbook
- E learning Plan
- Performance management programme
- WES Professional Development Plan
- 2024 Budget
- Māori and Pasifika Achievement plan
- 10 Year Property Plan
- WES Policy and Procedures
- Asset Register
- Internal evaluation plan 2022-2024

### **Procedural Information**

- West End School will lodge a copy of its annually updated Strategic Plan to the Ministry of Education by the 31st of March of each year. This Strategic Plan will include 2024 annual planning of the school's updated target/s for improvement.
- West End School will consult its community, including its Māori community, on a regular basis as part of its three year cycle of self review. Each year the West End School Strategic Plan has been developed in consultation with parents, Whānau, staff and the wider community.
- Targets for student achievement will be identified by analysis of student achievement data. NB: analysis includes ORS/HLN and ESOL funded Children.
- 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](mailto: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 NZC.

**The West End School Board will meet all of its required obligations of the:**

- Education Act
- 5 Year Agreement and 10 Year Property Plans
- National Education and Learning Priorities in Schools and Kura
- and other such requirements as put forward by the Ministry of Education.




West End School policies and procedures can be accessed [here](#).

### **Consultation**

West End School consults regularly with different groups within our community. Our West End School Board hosts termly rolling consultations with our whānau to collect voice and perspective on specific aspects of our strategic plan focused on our critical success factors. Additionally, as a school, we regularly collect community voice through multiple forums regularly on different events and aspects of our school. All of this information supports the formation of our strategic planning.



Mahi Tahi, Whakaaro Tahi, Akoako Tahi

	Strategic Goal	Initiatives	Success Statement
<b>United Diversity</b> 	Grow Kotahitanga and engagement in all aspects of school life by celebrating our diversity	<ul style="list-style-type: none"> <li>• Implement our culturally responsive <u>framework</u></li> <li>• Nurture effective Māori Immersion Learning.</li> <li>• Strengthen opportunities to leverage our multi-cultural diversity.</li> </ul>	All members of our community feel connected and a sense of belonging at our kura.
<b>Informed Innovators</b> 	To nurture innovative practice by implementing a values-based curriculum across school life	<ul style="list-style-type: none"> <li>• Embded with our children, staff and whānau our localised values'-based curriculum.</li> <li>• Develop our Core WES Teaching Practices (Including Te Mātaiaho)</li> </ul>	Our teachers have the confidence and capability to be responsive to <u>all</u> of our learners needs.
<b>The Best Me</b> 	Strengthen Hauora for Staff, Children, and whānau.	<ul style="list-style-type: none"> <li>• Develop a strong sense of hauora amongst children and <u>staff</u></li> </ul>	Staff, students and whānau will feel a strong sense of hauora for who they are and what they bring to our kura.




Whakamana

Manaakitanga

Mana Aotūroa

Kotahitanga



Strategic Goals	Year 1 - 20223				Year 2 - 2023				Year 3 - 2024				What does success look like?
	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4	
 <p>Grow Kotahitanga and engagement in all aspects of school life by celebrating our diversity</p>				Implement "Te Ahu O Te Reo Maori Ke Te Taiuru" learning for all staff								Implement Culturally Responsive Framework across Te Kura O Urumutu	All members of our community feel connected and a sense of belonging at our kura.
		Develop our Culturally Responsive Framework										Nurture development of Māori Immersion Learning at Te Kura O Urumutu	
 <p>To nurture innovative practice by implementing a values-based curriculum across school life</p>	Establish GROW Coaching Programme for all staff												Our teachers have the confidence and capability to be responsive to all of our learners needs.
	Embed localised values based curriculum								Embed WES CORE Teaching Practices (Including Te Mātaiaho)				
 <p>Strengthen Hauora for Staff, Children, and whānau.</p>	Encultrate our 'new' values across all aspects of school life												Staff, students and whānau will feel a strong sense of hauora for who they are and what they bring to our kura.
	Implement Whanau based Approach across our school				Develop a strong sense of hauora amongst children and staff								

## Annual Plan 2024



**United Diversity**

<b>Annual Plan:</b>	<b>Initiative 1: Implement our culturally responsive framework</b>  NELP Objective 3 Priority 5: Meaningfully incorporate te reo Māori and tikanga into the everyday life of the place of learning			
<b>Outcome:</b>  <b>All members of our community feel connected and a sense of belonging at our kura.</b>	<b>Measures:</b> <ul style="list-style-type: none"> <li>- Survey of teaching staff and support staff for confidence in use of Te Reo Māori and tikanga at WES</li> <li>- Voice from whānau about sense of belong at Te Kura O Urumutu</li> <li>- Voice from tamariki about their experience of Te Reo Māori and tikanga at WES</li> </ul>			
<b>Key Actions</b>	<b>Accountable</b>	<b>Responsible</b>	<b>Resources</b>	<b>Completed by</b>
Appoint 2024 Te Mātauranga Māori Curriculum Leader in Term 4, 2024	Principal	SLT	3 Hours	End of Term 4, 2023
Update Mātauranga Māori Curriculum Document	Deputy Principal	Te Mātauranga Māori Curriculum Leader 2023	5 hours	Start of Term 1, 2024
Continue to refine school	Deputy Principal	Te Mātauranga Māori	5 hours	Ongoing throughout 2024





**United Diversity**

<b>Annual Plan:</b>	<b>Initiative 2: Nurture Māori Immersion Learning at Te Kura O Urumutu</b>  NELP Objective 2 Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs			
<b>Outcome:</b>  <b>All members of our community feel connected and a sense of belonging at our kura.</b>	<b>Measures:</b> <ul style="list-style-type: none"> <li>- Survey of teaching staff and support staff for confidence in use of Te Reo Māori and tikanga at WES</li> <li>- Voice from whānau about sense of belong at Te Kura O Urumutu</li> <li>- Voice from tamariki about their experience of Te Reo Māori and tikanga at WES</li> <li>- Number of children engaged in Māori Immersion Learning at Te Kura O Urumutu</li> </ul>			
<b>Key Actions</b>	<b>Accountable</b>	<b>Responsible</b>	<b>Resources</b>	<b>Completed by</b>
Appoint 2024 Te Matauranga Māori Curriculum Leader in Term 4, 2024	Principal -	SLT	3 Hours	End of Term 4, 2023
Establish 'Pihipihinga' Māori Immersion Unit in Room 1 and Room 2 in 2024.	SLT	Louise Baynes, Karen Kahika and Rhys Lobb	10 Hours	Ongoing

Termly consultation with whānau through whānau hui and other forums	Te Mātauranga Māori Leader 2024	Te Mātauranga Māori Team	5 Hours	Termly/ongoing
Te Mātauranga Māori team leader to meet regularly with DP and other curriculum leads	SLT	Te Mātauranga Māori Team Leader 2024	4x1 hour /Term	Ongoing
Te Mātauranga Māori team and Māori Immersion Unit staff to share learning/practices with rest of school regularly	SLT	Te Mātauranga Māori Team Leader 2024	1 session per term	Ongoing
Explore further options for teaching and assessing in Te Reo Māori including Te Reo Māori MSL	SLT	Te Mātauranga Māori Team Leader 2024	5 hours	End of Term 3, 2024
Continue to strengthen links with Rangitāne Iwi going forward	SLT	Te Mātauranga Māori Team Leader 2024	Ongoing	Ongoing



Informed Innovators  
Annual Plan 2024

<p><b>Annual Plan:</b></p>	<p><b>Initiative 3: Embed Values Driven Curriculum</b></p> <p>NELP Objective 1 Priority 1 and 2</p> <ul style="list-style-type: none"> <li>• Ensure places of learning are safe and inclusive and free from racism, discrimination and bullying</li> <li>• Have high aspirations for every ākonga and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</li> </ul>			
<p><b>Outcome:</b></p> <p><b>Our teachers have the confidence and capability to be responsive to all of our learners needs</b></p>	<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>- Survey teaching staff and non-teaching staff</li> <li>- Survey children and whānau</li> <li>- Pulse point check ins with children, staff, parents/whanau</li> <li>- Seesaw Reporting to Parents of children's progress with Values Development</li> </ul>			
<p><b>Key Actions</b></p>	<p><b>Accountable</b></p>	<p><b>Responsible</b></p>	<p><b>Resources</b></p>	<p><b>Completed by</b></p>

Whole Staff Refresh School culture- code of conduct/standards etc	SLT	All Staff	1 hour	End of beginning of year 2024 Call Back Days
Create x 2 year overview for non-core learning areas inc ANZHC (Curriculum Refresh)	Deputy Principal -	Curriculum Leaders 2024 with teachers	4 hours	Week 5, Term 1, 2024
Refine LTP planning format	SLT	Curriculum Leaders 2024 with teachers	4 hours	Before the start of Term 1, 2024
Continue to refine/update Curriculum Docs	SLT	Curriculum Leaders 2024 with teachers	4 hours	Ongoing
Ensure Values are embedded across all aspect of school life and are “visible” in classrooms/foyer/staffroom	SLT	Team Leaders with teachers	2 hours	Ongoing
Ensure clear links to all schoolwide planning including events, awards, assemblies etc	SLT	Curriculum Leaders 2024 with teachers	Embedded within planning and practice	Ongoing
Implement Curriculum rotations in order to allow for te reo Māori instruction and values links in afternoon programmes - schoolwide	SLT	Deputy Principal Louise Baynes, with Team Leaders, Curriculum Leaders 2024 and teachers	5 hours	Ongoing
Delivery of revised WES RSE Curriculum learning across the school.	Deputy Principal	Hauora Team Leader 2024	10 Hours	Ongoing



Informed Innovators  
Annual Plan 2024

<p><b>Annual Plan:</b></p>	<p><b>Initiative 3: To embed WES Core Teaching practices (including Te Mātaiaho)</b></p> <p>NELP Objective 2 Priority 4: Ensure every ākonga gains sound foundation skills including language, literacy and numeracy</p>			
<p><b>Outcome:</b></p> <p><b>Our teachers have the confidence and capability to be responsive to all of our learners needs</b></p> <p><b>Enhanced outcomes for tamariki in core curriculum areas in particular Writing and Mathematics as identified in 2023 Progress and Achievement Analysis</b></p>	<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>- Survey teaching staff and non-teaching staff</li> <li>- Survey children and whānau</li> <li>- Pulse point check ins with children, staff, parents/whanau</li> </ul>			
<p><b>Key Actions</b></p>	<p><b>Accountable</b></p>	<p><b>Responsible</b></p>	<p><b>Resources</b></p>	<p><b>Completed by</b></p>
<p>Teacher Knowledge and Development</p>				



Continue to build teacher's knowledge around teaching practice/improving student achievement through the GROW Coaching model.	SLT	Assistant Principal - Daniel Minchin	2 hours x 2/ Term	Ongoing throughout 2024
Reading and Writing online learning	SLT	Literacy Curriculum Leader with Louise Baynes - Deputy Principal	Reading Eggs for 180 junior and middle students who require reading eggs (PLP learners) <b>\$3000</b> SMARTLAB for TWNOT (reading and writing skills) <b>\$1029.70</b>  Getting more devices (12 ipads) in the junior school - including having them available for new classes.	Ongoing throughout 2024
Professional Development with Christine Braid on the effective Teaching of Writing (Teacher Only Days and Staff Meetings)	SLT	Literacy Curriculum Leader with Louise Baynes - Deputy Principal	\$4680 (excluding GST) fee for 18 hours of PLD	End of Term 2, 2024
Modelled teaching and observations from/with Christine Braid	SLT	Literacy Curriculum Leader with Louise Baynes - Deputy Principal	<b>Monday 5th February</b> will be a whole staff TOD teaching sentence structure, spelling and handwriting in the classroom <b>Tuesday 20th February</b> - working with teams (2 classes at a time) where she will model these lessons - set a schoolwide goal. <b>Tuesday 19th March</b> - working with teachers and observing/team teaching on our school goal.	End of Term 2, 2024

In-house PD led by Literacy Leader/DP and teachers	SLT	Literacy Curriculum Leader with Louise Baynes - Deputy Principal	As needed based on individual teachers next steps.	Ongoing throughout 2024
Maths PD - Cognition Maths lesson format and content Lesson planning Framework knowledge	SLT	Maths Curriculum Leader with Louise Baynes - Deputy Principal	ALIM funding applied for to cover the cost of this professional development. We are currently awaiting the outcome of the application.	Ongoing throughout 2024
Refine and develop e-learning procedures and opportunities for staff/students and Continue to build on our E-Learning agreement/online safety resources (in consultation with John Parsons)	SLT	E-Learning Leader	5 hours	End of Term 1, 2024
Upgrading and starting our STEM journey. <a href="#">LINK</a>	SLT	Dan Minchin - E-learning leader	EPro8 Electronics Kit and extra construction equipment  \$5,485.50	Ongoing throughout 2024
	SLT	Dan Minchin - E-learning	VEX Go Classroom Bundles and PD  \$6,182	Ongoing throughout 2024
Continue to support staff with the delivery of our WES Values Driven Curriculum Ensure alignment with Te Mātaiaho (Curriculum Refresh) updates.				

Curriculum Refresh ongoing updates for staff	SLT	Louise Baynes - Deputy Principal	Staff Meetings (dependent on updates from MOE)	Rollout 2024 and in use by 2025 once clarity is gained around any potential further changes.
Curriculum Refresh X 2 year overview for non-core areas	SLT	Louise Baynes - Deputy Principal	4 Hours	
Rollout of Curriculum Refresh Core areas alongside Maths and Literacy PD Teacher Knowledge	SLT	Louise Baynes - Deputy Principal	5 Hours	
Develop school-wide classroom curriculum planning documents	SLT	DP and Team Leaders with teams	5 Hours	End of 2024 as further clarity provide for common practice models etc



The Best Me  
Annual Plan 2024

<p><b>Annual Plan:</b></p>	<p><b>Initiative 4: To develop a strong sense of Hauora amongst children and staff</b></p> <p>NELP Objective 3 Priority 6 Develop Staff to strengthen teaching, leadership and learner support capability across the education workforce</p>			
<p><b>Outcome:</b></p> <p><b>Staff and children will feel a strong sense of hauora for who they are and what they bring to our kura</b></p>	<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>- WES Staff Hauora Survey</li> <li>- WES Feeling Safe Survey</li> <li>- Board Rolling Consultation</li> <li>- Survey Parents and Whānau</li> </ul>			
<p><b>Key Actions</b></p>	<p><b>Accountable</b></p>	<p><b>Responsible</b></p>	<p><b>Resources</b></p>	<p><b>Completed by</b></p>
<p>Appoint 2024 Hauora</p>	<p>Principal</p>	<p>SLT (Louise Baynes,</p>	<p>2 hours</p>	<p>End of Term 4, 2024</p>

Team Leader in Term 4, 2024		Dan Minchin, Matt Kennedy)		
Establish Annual Plan and Long Term plan for Hauora Team (including Health and Physical Education).	SLT	Hauora Team Leader with Hauora Team	4 hours	Week 5, Term 1, 2024
Delivery of revised WES RSE Curriculum learning across the school.	Deputy Principal,	Hauora team leader and Hauora team, SLT	10 hours	Starting in Term 1, 2024 and then ongoing
Continue to provide a variety of opportunities for staff/students to explore their passions, show values.	SLT)	Hauora team leader and Hauora team, SLT	2 hours	Starting in Term 1, 2024 and then ongoing
Actively encourage staff participation in Hauora Team events focused on Staff wellbeing (at least one event per term).	SLT	Hauora team leader and Hauora team	Ongoing	Ongoing
EAP Services	Principal and Board	All Staff	Per session accessed when needed by staff	Ongoing
Continue to offer the opportunity for personalised professional development for staff.	Principal	All Staff	\$3000	Ongoing



## Targets 2024

Through our 2023 Data Capture 3 Analysis of Progress and Achievement the following number of children were identified as Priority Learners (PLs) for the beginning of 2024 and such form our targets for 2024. PLs have been identified as those children achieving below or well below in Reading/Writing/ Maths.

In light of our 2023 Data Capture 3 analysis we identified the following:

- Consideration of cognitive load and explicit teaching/modelling in writing
- SPRING Maths for PLs across the school
- More deliberate and widespread use of teacher aides across the school (Whānau Based Approach) - to maximise value of teacher aide support for a wider group of children
- Focus of this work will include SPRING/Handwriting/Phonemic Awareness
- GROW coaching will again focus on Priority Learners and what pedagogical action is making a difference for our tamariki's progress and achievement

NB: Acceleration to be defined as detailed in WES Curriculum Guide

### Tipuranga

Curriculum Area	Target	Actions
Writing	Year 2 - 26 children identified as priority learners will make accelerated progress in 2024.	Deliberate actions will be developed and implemented specific to Tipuranga Team.
Mathematics	Year 2 - 4 children identified as priority learners will make accelerated progress in 2024.	Deliberate actions will be developed and implemented specific to Tipuranga Team.
Reading	Year 2 - 22 children identified as priority learners will make accelerated progress in 2024.	Deliberate actions will be developed and implemented specific to Tipuranga Team.

### Puawaitanga

Curriculum Area	Target	Actions
Writing	Year 3 - 2 children identified as priority learners will make accelerated progress in 2024. Year 4 - 10 children identified as priority learners will make accelerated progress in 2024.	Deliberate actions will be developed and implemented specific to the Puawaitanga Team.
Mathematics	Year 3 - 8 children identified as priority learners will make accelerated progress in 2024. Year 4 - 10 children identified as priority learners will make accelerated progress in 2024.	Deliberate actions will be developed and implemented specific to the Puawaitanga Team.
Reading	Year 3 - 15 children identified as priority learners will make accelerated progress in 2024.	Deliberate actions will be developed and implemented specific to the Puawaitanga

	Year 4 - 16 children identified as priority learners will make accelerated progress in 2024.	Team.
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### Te Wao Nui O Tane

Curriculum Area	Target	Actions
Writing	Year 5 - 16 children identified as priority learners will make accelerated progress in 2024. Year 6 - 9 Year 5 - 16 children identified as priority learners will make accelerated progress in 2024.	Deliberate actions will be developed and implemented specific to Te Wao Nui O Tane Team.
Mathematics	Year 5 - 6 children identified as priority learners will make accelerated progress in 2024.  Year 6 - 15 children children identified as priority learners will make accelerated progress in 2024.	Deliberate actions will be developed and implemented specific to Te Wao Nui O Tane Team.
Reading	Year 5 - 16 children children identified as priority learners will make accelerated progress in 2024  Year 6 - 11 children children identified as priority learners will make accelerated progress in 2024	Deliberate actions will be developed and implemented specific to Te Wao Nui O Tane Team.