



Charter 2020-2023

and School Improvement Plan 2020

Introduction and Context

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 in our school 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 Rangitane Iwi representing 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.

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 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, BOT, 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 BOT 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 practice 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 of Trustees 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:

- funding kapa haka tutors
- ensuring that we have bilingual signage around the school
- 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 programmes across the school
- 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 charter is supported by the following documents:

- WES Curriculum Guide
- WES Assessment Guide
- WES Staff Handbook
- E learning Plan
- Code of practice for inclusion
- Performance management programme
- WES Professional Development Plan
- 2020 Budget
- Māori and Pasifika Achievement plan
- 10 Year Property Plan
- WES Policy and Procedures
- Asset Register
- Internal evaluation plan

Procedural Information




- West End School will lodge a copy of its annually updated Charter to the Ministry of Education by the 1st of 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 Māori 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, 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). 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 of Trustees will meet all of its required obligations of the:




- National Education Goals
- National Administration Guidelines
- Education Act
- 5 Year Agreement and 10 Year Property Plans
- and other such requirements as put forward by the Ministry of Education.

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

Strategic Plan (2020-2023)

WES Vision Success Criteria	Strategic Goal (2020-2023)
<p>United Diversity</p> 	<p>1.1 Staff will be supported to understand and implement culturally responsive practice at West End School strengthening Te Ao Māori, Tikanga Māori, Te Reo Māori.</p> <p>1.2 We will strengthen our engagement with our community.</p> <p>1.3 To have a community where children, staff, parents/Whānau, and wider community will be supported to celebrate and accept the culture, language, and identity of others as well as their own.</p>
<p>Informed Innovators</p> 	<p>2.1 We will foster an environment and culture that supports and nurtures innovation.</p> <p>2.2 We will take considered and deliberate steps to ensure sustainability of best practice at WES.</p> <p>2.3 We will nurture a healthy, safe and positive environment that upholds school values.</p> <p>2.4 We will ensure that the further development of facilities/property will be aligned with our philosophy of learning.</p>
<p>The Best Me</p> 	<p>3.1 To ensure that all children are challenged and nurtured to reach their individual learning potential.</p> <p>3.2 To ensure all children, particularly Māori, Pasifika and all priority learners including GATE and special needs make expected or accelerated progress.</p> <p>3.3 Staff and the BOT will be supported to create an optimal learning environment.</p> <p>3.4 To explore and develop alternative income streams to provide the best possible conditions for learning for WES children.</p> <p>3.5 To ensure teachers, children, and community will display and uphold our school values.</p>

Annual Plan (2020)

WES Vision Success Criteria	Annual Goals (2020)
<p>United Diversity</p> 	<p>1.1a To develop a rigorous and robust plan for Māori success as Māori.</p> <p>1.1b To strengthen Te Reo Māori, Ti Kanga Māori, and Te Ao Māori of staff and children through the enhancement of our Te Maturanga Māori Team.</p> <p>1.2 To develop a range of forums in order to strengthen our relationship across all different groups in our community. (Parents/caregivers, whānau, and our wider community)</p> <p>1.3 To explore opportunities to develop multicultural practices at WES and to celebrate our diversity.</p>
<p>Informed Innovators</p> 	<p>2.1a To strengthen and develop our emerging shared vision for WES with all staff.</p> <p>b To develop a shared learning philosophy for WES</p> <p>c To further develop e-learning opportunities at WES</p> <p>2.2 To provide development programmes and pathways for children, teachers, and leaders at West End School.</p> <p>2.3 To review, strengthen, and create shared understandings about our WES values.</p> <p>2.4 To progress towards completion of projects detailed in 5YA and explore other projects that can benefit our school.</p>
<p>The Best Me</p> 	<p>3.1a,b,c To ensure all children are challenged and supported to make expected progress.</p> <p>d To promote the health and well being of our children.</p> <p>3.2 To utilise PLP (Personal Learning Plans), MSL (Multi Sensory Structured Language) Intervention, and ESOL (English for Speakers of other Languages) intervention to accelerate the progress of priority learners.</p> <p>3.3 To foster the conditions for effective collaboration and staff wellbeing through adopting a distributed leadership model.</p> <p>3.4 To explore grant funding and other alternative streams of income to provide the best outcomes for all learners.</p> <p>3.5 To develop a strong shared understanding of WES Values in children, staff BOT, parents/caregivers, and Whānau.</p>

School Improvement Plan 2020

Improvement Plan



United Diversity

Strategic Goal 1.1

Staff will be supported to understand and implement culturally responsive practice at West End School strengthening Te Ao Māori, Ti Kanga Māori, Te Reo Māori.

Annual Goal 1.1a

To develop a rigorous and robust plan for Māori success as Māori at West End School.

Annual Goal 1.1b

To strengthen Te Reo Māori, Tikanga Māori, and Te Ao Māori at West End School through the enhancement of our Te Maturanga Māori Team.

Baseline Data Summary 1.1a and 1.1b

In 2019 WES delivered Māori immersion learning programmes in two of our classrooms. We also successfully prepared for participation in Pae Tamariki Festival in Palmerston North with our Year 4-6 children who opted into our Kapa Haka Roopu. Our classroom teachers included Te Reo Māori practices in their classrooms regularly. However, the staff have identified through review at the end of 2019 that this lacks consistency across teams and throughout our school. Our Te Maturanga Māori Team has also been identified as requiring review and re-energizing. This has created further mandate to develop a plan for success for Māori learners as Māori at West End School moving forward.

When	What	Who	Indicators of Progress
2019	Appoint a leader for Te Maturanga Māori Team.	Internal process conducted by Senior Leadership and appointment made from expressions of interest Team.	Leader for Te Maturanga Māori Team appointed with clear job description and role clarity.
2020	Regular consultation (Whānau Hui) at WES to build relationships and a strategic plan for Māori success as Māori at WES.	Principal and Senior Leadership Team, Leader of Te Marautanga Team, Whānau, Iwi representative.	Regular meetings held across the year (at least one per term). Plan for Māori success developed with staff, Whānau, and community.
2020	Relationships strengthened with Rangitāne through regular meetings and collaboration.	Principal and Senior Leadership Team, Leader of Te Marautanga Team, Whānau, Iwi representative.	Regular meetings held across the year (at least one per term). Plan for Māori success developed with staff, Whānau, and community.

2020	Explore opportunities for Māori Immersion learning at West End School.	Principal and Senior Leadership Team, Leader of Te Maturanga Team, Whānau, Iwi representative.	Regular meetings held across the year (at least one per term). Plan for Māori success developed with staff, Whānau, and community.
2020	Ongoing development of Kapa Haka at West End School. Including establishing a Junior Kapa Haka group for children in our Tipuranga Team.	Principal and Senior Leadership Team, Leader of Te Maturanga Team, Whānau, Iwi representative.	Children having consistent opportunities to participate in Kapa Haka at West End School and other showcase opportunities.
2020	Development of culturally responsive framework for WES. (Unpacking Ka Hikitia, Tātaiako, Hautū, Tū Rangatira, and WES documentation).	Principal and Senior Leadership Team, Leader of Te Marautanga Team, Whānau, Iwi representative.	Co-construction of robust framework to support culturally responsive practice at WES.
Monitoring: Review will be carried out at minimum once per term by Te Maturanga Team Leader and reported to BOT via principal and Te Maturanga Team Leader.			
Resourcing: See school budget for allocated funds to Te Maturanga Team and Kapa Haka for 2020.			

Improvement Plan



United Diversity

Strategic Goal 1.2 We will strengthen our engagement with our community.

Annual Goal 1.2

To develop a range of forums in order to strengthen our relationship across all different groups in our community. (Parents/caregivers, whānau, and our wider community)

Baseline Data Summary 1.2

As part of a review of WES's vision in late 2019 the WES Staff identified a desire to strengthen relationships with our community. One of West End School's strengths is the diversity of the community and one theme identified in our review is to empower our community to unleash their potential. We are aiming to see improved attendance at school events, reporting events (3 way conferences etc), and the day to day life at WES in 2020 and beyond.

When	What	Who	Indicators of Progress
Term 1, 2020	Development of School Website	Principal, E-Learning Leader	Completed website that delivers important information in a clear manner and is an engaging site for the user.
Term 1-4, 2020	Kickstart Breakfast	Principal, DP Learning Support, children and parents/Whānau.	Regular attendance from children, parents and Whānau resulting in enhanced sense of connection to our school in addition to better nutrition.
Term 1, 2020	Meet the Teacher Evening	Senior Leadership Team and all teachers, children and parents	High levels of attendance from parents and Whānau and parents receiving and contributing important information about their child's learning programme for 2020.
Term 2, 2020	Review of use of blogs to report learning to parents	Senior Leadership Team and E learning leader.	Identifying the best tool for meeting the needs of our children and parents/caregivers to partner in their child's learning.

Term 2, 2020	Mid Year Reports to parents/caregivers in writing	Senior Leadership Team and all teachers.	Each child's progress and achievement reported in a clear manner in plain language.
Term 1-4, 2020	Information evenings and open days hosted throughout the year.	All Staff	Well attended events that increase parents/Whānau's understanding of what their child is learning at school and how they can support at home.
Term 3, 2020	Community Newsletter (Wider Community)	Principal, Senior Leadership Team and staff	Engagement from stakeholders in the local area who can form a stronger connection to WES by knowing what is happening each term.
Term 3, 2020	Three Way conferences	Principal, Senior Leadership Team and staff	Each child's progress and achievement reported in a clear manner in plain language.
Term 4, 2020	End of Year Reports to parents/caregivers in writing	Senior Leadership Team and all teachers.	Each child's progress and achievement reported in a clear manner in plain language.
Term 1-4, 2020	Open Days (bring our community into our school to partner with our learning)	All Staff, Parents and Whānau.	Well attended events that increase parents/Whānau's understanding of what their child is learning at school and how they can support at home.
Term 4, 2020	Exploration of Parent App to support communication between home and school.	Senior Leadership Team, E-Learning Leader.	Multiple quotes and collection of information from multiple companies to inform decision making that will support our learning philosophy and vision.
Monitoring: Review will be carried out at minimum once per term and will be reported to the BOT by the Principal.			
Resourcing: Provision has been made in the 2020 budget to enable actions in these areas. See school budget 2020.			

Improvement Plan



United Diversity

Strategic Goal 1.3 To have a community where children, staff, parents/Whānau, and wider community will be supported to celebrate and accept the culture, language, and identity of others as well as their own.

Annual Goal 1.3

To explore opportunities to develop multicultural practices at WES and to celebrate our diversity.

Baseline Data Summary 1.3

The children at West End School come from diverse backgrounds. This diversity was identified by parents, Whānau, and staff as a major strength of our community, and something we wish to celebrate and value. During 2019, this occurred mostly through classroom teaching and inquiry learning.

When	What	Who	Indicators of Progress
Term 1, 2020	Inquiry learning will focus on children's backgrounds and how our differences as well as our similarities make us who we are as a community.	All staff, children and parents.	Staff and children will know each other
Term 1, 2020	Life Education Trust visit will reinforce the importance of the message of how knowing ourselves and others makes our community stronger.	All staff and children	Children will have the opportunity to explore each other's backgrounds and their own sense of place and belonging and how it makes WES a great place to learn.
Term 3/4, 2020	Host West End School Celebration of Cultures Festival	All staff, children, parents/Whānau, wider community.	Engagement from the diverse range of cultures and backgrounds at WES as each culture is celebrated.
Term 1 - 4, 2020	Continued delivery of ESOL programmes	ESOL Teacher and SENCO/DP Learning Support.	Accelerated outcomes for learners involved in ESOL interventions.

Term 1-4, 2020	Formulate a plan for other avenues for valuing the diverse backgrounds of or WES children in 2021.	All Staff, Te Matauranga Team, Hauora Team	A enhanced plan for 2021 that provides more opportunities to value and celebrate diversity at West End School.
Monitoring: Review will be carried out at minimum once per term with progress tracked by DP Learning Support/SENCO, Principal, and ESOL teacher.			
Resourcing: Funding allocated from ESOL funding from MOE.			

Improvement Plan



Informed Innovators

Strategic Goals 2.1a

We will foster an environment and culture that supports and nurtures innovation.

Annual Goal 2.1a

To strengthen and develop our emerging shared vision for WES with all staff.

Annual Goal 2.1b

To develop a shared learning philosophy at West End School.

Baseline Data Summary 2.1a and b

In 2019, West End undertook work to co-construct a shared vision for the future of our kura. This included a collection of 'voice' from our children, parents and Whānau, staff, and Board of Trustees. This work was initiated as a result of staff identifying the need for a shared direction for the future that will support review and strengthening of strategic direction at all levels for WES (ERO Review 2018). During Term 3 and Term 4 2019, all staff participated in a pre-vision inquiry, visits to other schools and organisations, visioning workshop with Dr. John Smith to develop a shared vision, review and establishment of current realities under each critical success factor of our newly formed shared vision. The review aspect of the visioning process identified a need for the development of a shared learning philosophy at WES to inform future assessment and curriculum decision making.

When	What	Who	Indicators of Progress
TODs, Term 1, 2020	Whole Staff input into Annual plan for 2020 including targets and improvement plans.	Senior Leadership Team and Whole Staff.	Completion of WES Charter for 2020 with annual plan informed by staff voice.
TODs, Term 1, 2020	Whole Staff strengthen narrative of vision and utilise to develop further review and goal setting to bridge the distance between current reality and our co-constructed shared aspirations.	Senior Leadership Team and Whole Staff.	Development of annual goals and vision goals.
Term 1-4, 2020	Establishment of a think tank group to develop our WES Learning Philosophy.	Internal process conducted by Senior Leadership Team and appointment made from expressions of interest led by DP Curriculum Pedagogy with Trudy Francis of C21 Learning.	Development of WES Learning Philosophy that will inform decision making about local curriculum, assessment, and pedagogy at WES.

Term 1-4, 2020	Development of support material to communicate our vision with our children, parents/Whānau and community.	All Staff.	Members of our community are able to talk about our shared vision.
Monitoring: Review will be carried out at minimum once per term and this work will be monitored by all staff through review staff meetings led by the Senior Leadership Team .			
Resourcing: Release days for Philosophy Think Tank Group as per WES professional learning action plan.			

Improvement Plan



Informed Innovators

Strategic Goals 2.1

We will foster an environment and culture that supports and nurtures innovation.

Annual Goal 2.1c

To further develop e-learning opportunities at WES

Baseline Data Summary 2.1c

During 2019 WES engaged in professional development with Digital Circus to implement the new digital curriculum of the NZC. In order to ensure this work is embedded this professional development will finish at the end of Term 1, 2020. In order to continue moving beyond our current reality with regards to e-learning, staff have identified the need to review our e-learning position and philosophy and re-generate a strategic plan.

When	What	Who	Indicators of Progress
Term 4, 2019	Internal process to appoint E-Learning Leader for 2020.	Senior Leadership Team .	Successful appointment of E-Learning Leader.
Term 1, 2020	Development of Strategic Plan for e-learning at West End School.	E Learning Leader in consultation with Senior Leadership Team and WES Staff.	A clear direction and plan is communicated for e-learning at WES and will support our developing learning philosophy and vision.
Term 1-4, 2020	Embed digital curriculum as part of learning programmes	All Staff	Learning from Digital Circus PD will be implemented in learning programmes.
Term 1, 2020	Stock take of ICT hardware and software at WES.	Principal/E-learning Leader/Ed Services	Accurate planning for insurance, depreciation and future lease/purchasing of devices.

Term 1-4, 2020	Ordering of new ICT equipment as required.	Senior Leadership Team / E -E-Learning Leader	Children and teachers will have access to appropriate hardware and software to enhance learning outcomes.
Term 1-4, 2020	Review and development of online reporting at WES School (ensuring connection with WES Learning Philosophy team)	E-Learning Leader	Reporting will be accessible to parents in a form that is both efficient and effective and will provide a platform for children to share their learning.
Term 1, 2020	Review and update of WES Website.	Principal/ E-Learning Leader	Our website will engage each visitor and provide clear information reflecting the school's vision, values, and everyday life.
Term3, 2020	Children provided with opportunity to enter the Manawatu Digi Awards and MADE Awards competition	E-Learning Leader, all teachers	Children developing skill set required to participate in
Term 1, 2020	Digital Circus providing professional learning for teachers to support the implementation of the Digital Curriculum.	Principal, E-Learning Leader	
Monitoring: Review will be carried out at minimum once per term by E-Learning Leader, DP Curriculum/Pedagogy, Principal.			
Resourcing: Please see 2020 budget for ICT, E-Learning, and hardware.			

Improvement Plan



Informed Innovators

Strategic Goals 2.2

We will take considered and deliberate steps to ensure effective sustainability of best practice at WES

Annual Goal 2.2

To build leadership capability with team leaders, aspiring leaders, and children.

Baseline Data Summary 2.2

In 2019, WES staff established the need for further innovation to occur at our kura in an informed and considered manner. That includes professional development to target identified specific needs of our children and staff and provide the required pedagogy and teaching practice to positively impact WES learners. Moreover, identified needs go beyond pedagogy to include the introduction of a distributed leadership structure at WES and therefore the leadership development required to support the success of this model and the individuals leading change.

When	What	Who	Indicators of Progress
Term 4, 2019	Establishment of internal appointment process and job descriptions for curriculum leadership positions at WES.	Senior Leadership Team and teaching staff.	A flattened hierarchy and leadership model providing leadership opportunities to a wider group of staff.
Term 1-4, 2020	Establishment of Aspiring Leaders Development Programme at West End School.	All curriculum leaders and self-selected fully certified teachers who wish to opt in to the programme offered. This will be facilitated by the Senior Leadership Team and local leadership consultants.	Successful participation in the programme of an aspiring leaders group (including curriculum leaders) of WES teachers and Leaders focused on growing their knowledge and expertise of WES Leadership.
Term 1-4, 2020	Establishment of Team Leader Development Programme	All Team leaders will participate in this programme that will be run by Senior Leadership Team and local leadership consultants.	WES Team Leaders successful participation in the programme WES teachers and leaders focused on growing their knowledge and expertise

			as verified through the WES Leadership Archetypes.
Term 1-4, 2020	Establishment of WES Mentor and Associate Teacher Development Programme.	Mentor Teachers and Associate Teachers facilitated by WES DP Curriculum and Pedagogy.	Increased capability of Mentor and Tutor Teachers to effectively coach and mentor their PCTs and Student Teachers.
Term 1-4, 2020	Student Council will form through an election process and adopt child led leadership roles within the school.	Led by a student council supported by staff overseeing (Louise Baynes and Daniel Minchin).	Children are actively involved in decision making at WES.
Monitoring: Outcomes monitored by Senior Leadership Team and Principal via observation, QLC, appraisal and collection of voice from programme participants. Review will be carried out at minimum once per term.			
Resourcing: Release component as detailed in 2020 professional development plan.			

Improvement Plan



Informed Innovators

Strategic Goals 2.3

We will nurture a healthy, safe and positive environment that upholds school values.

Annual Goal 2.3

To review, strengthen, and create shared understandings about our WES values.

Baseline Data Summary 2.3

Whole Staff Review in Term 4 of 2019 identified a lack of visibility, clarity, and consistency for staff and children regarding school values.

When	What	Who	Indicators of Progress
2019, Term 4	Review and development of WES Values.	Values Think Tank and DP Learning Support/SENCO with Trudy Francis of C21 Learning with voice collected from children, parents/Whānau, and staff.	Newly developed values are highly visible in the daily life of WES.
2020, Term 4	Assembly reviewed to strongly reflect the reviewed/developed through celebration of children's success.	Led by the Student Council. Supported by staff overseeing Student Council: Louise Baynes and Daniel Minchin.	Newly developed values are highly visible in the daily life of WES.
2020, Term 4	Staff meetings to develop shared understandings of what school values mean to staff and therefore children/families/whānau.	Values Think Tank and DP Learning Support/SENCO with Trudy Francis of C21 Learning with voice collected from children, parents/Whānau, and staff.	Newly developed values are highly visible in the daily life of WES.

Monitoring:

Outcomes monitored by Senior Leadership Team and Principal via observation, QLC, appraisal and collection of voice from programme participants. Review will be carried out at minimum once per term.

Resourcing:

PLD funding for work with C21 Learning. Release component detailed in professional development plan for 2020.

Improvement Plan



The Best Me

Strategic Goals 3.1 To ensure that all children are challenged and nurtured to reach their individual learning potential.

Annual Goal 3.1a,b,c

To ensure all children are challenged and supported to make expected progress. (All children at West End School will make expected progress - at least 1 year of progress across the curriculum in 12 months).

NB: Expected progress and acceleration for those children with a high level of additional needs will be defined as expected or accelerated when compared to previous rates of progress for the individual child.

Annual Target 3.1a,b,c

a Reading

The 38% of children reading below or well below make accelerated progress (more than 1 year in 12 months) in 2020.

b Writing

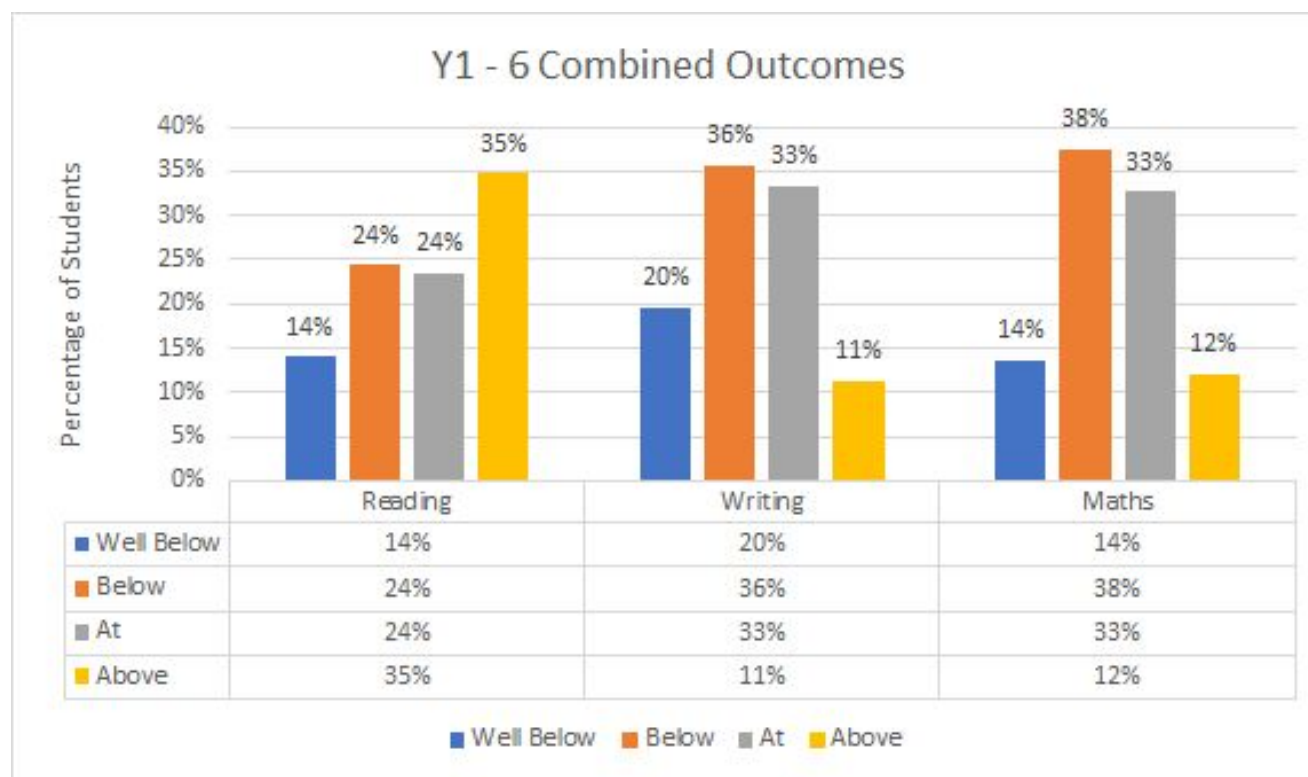
The 56% of children writing below or well below make accelerated progress (more than 1 year in 12 months) in 2020.

c Mathematics

The 43% of children writing below or well below make accelerated progress (more than 1 year in 12 months) in 2020.

Baseline Data Summary 3.1a,b,c

Based on internal review and evaluation and feedback from 2018 ERO visit, all staff spent 2019 developing a plan for assessment. This plan provides a framework for tracking individual progress and achievement for every child at WES. Achievement levels were collected from whole school data at the end of 2019. The shift planned for WES moving forward is to track all children and cohort progress, as well as achievement.



a Reading

	Well Below	Below	At	Above	Total
Y0					11
Y1		75% (33)	14% (6)	11% (5)	44
Y2	26% (16)	20% (12)	21% (13)	33% (20)	61
Y3	15% (9)	15% (9)	33% (20)	38% (23)	61
Y4	16% (8)	24% (12)	25% (13)	35% (18)	51
Y5	18% (11)	10% (6)	15% (9)	57% (34)	60
Y6	6% (3)	21% (10)	38% (18)	35% (17)	48
Whole School	14% 47	24.4% 82	23.5% 79	34.8% 117	336

b Writing

	Well Below	Below	At	Above	Total
Y0			100% (11)		11
Y1		48% (21)	45% (20)	7% (3)	44
Y2	5% (3)	33% (20)	49% (30)	13% (8)	61
Y3	25% (15)	31% (19)	25% (15)	20% (12)	61
Y4	35% (18)	14% (7)	33% (17)	18% (9)	51
Y5	22% (13)	53% (32)	18% (11)	7% (4)	60
Y6	35% (17)	44% (21)	17% (8)	4% (2)	48
Whole School	19.6% 66	35.7% 120	33.3% 112	11.3% 38	336

c Mathematics

	Well Below	Below	At	Above	Total
Y0					14
Y1		50% (22)	50% (22)		44
Y2	3% (2)	43% (26)	36% (22)	18% (11)	61
Y3	15% (9)	30% (18)	43% (26)	13% (8)	61
Y4	24% (12)	47% (24)	20% (10)	10% (5)	51
Y5	17% (10)	35% (21)	30% (18)	18% (11)	60
Y6	27% (13)	33% (16)	27% (13)	13% (6)	48
Whole School	13.6% 46	37.5% 127	32.7% 111	12.1% 41	336

When	What	Who	Indicators of Progress
Term 1-4, 2020	PLP Plans	Senior Leadership Team and all teaching staff with support from Teacher Aides.	Accelerated progress for children identified in PLPs.
Term 1-4, 2020	Multi Sensory Language Intervention	MSL Teacher overseen by DP Curriculum and Pedagogy.	Accelerated progress for children identified in MSL intervention.
Term 1-4, 2020	ESOL Intervention	ESOL teacher overseen by DP Learning Support.	Accelerated progress for children identified in ESOL intervention.
Term 1-4, 2020	Assessment Tools and schedule revised and implemented	All staff overseen by DP Curriculum and Pedagogy.	Strengthened understanding of which assessment tools will best support next teaching and learning steps.
Term 1-4, 2020	WES Curriculum Guide constructed	All staff overseen by DP Curriculum and Pedagogy.	Strengthened understanding and consistency of curriculum guidelines and methods for delivery across the school.
Term 1-4, 2020	WES Assessment Guide constructed	All staff overseen by DP Curriculum and Pedagogy.	Strengthened understanding and consistency of assessment and reporting delivery methods across the school.
Term 1-4, 2020	Regular moderation for teacher judgments in reading, writing, and mathematics.	DP Curriculum and Pedagogy, Curriculum Leaders, Team Leaders and Teachers.	Strengthened understanding and consistency of judgments made across the school will ensure a consistency of language and experience for children.
Term 1-4, 2020	Liz Kane Teaching of Literacy Professional Development	Liz Kane, DP Curriculum/Pedagogy Curriculum Leaders, Team Leaders and Teachers.	Measurable shift in teacher capability utilising WES Effective Literacy Teaching Matrix.
Term 2-4, 2020	Dinah Harvey Teaching of Mathematics Professional Development	Dinah Harvey, DP Curriculum/Pedagogy Curriculum Leaders, Team Leaders and Teachers.	Measurable shift in teacher capability utilising WES Effective Literacy Teaching Matrix.
Monitoring: PLP monitored by Team Leaders, DPs, and Principal MSL Intervention monitored by MSL Teacher and DP Curriculum Pedagogy and Principal ESOL Intervention monitored by MSL Teacher and DP Learning Support and Principal reporting to BOT			

Professional Development overseen by DP Curriculum and Pedagogy/Senior Leadership Team and Principal
Targets and overall progress monitored by classroom teachers, team leaders, DP and Principal reporting to BOT

Resourcing:

See budget for specific funding of interventions and professional development.

Improvement Plan



The Best Me

Strategic Goals 3.2

Improve progress and achievement outcomes for all children, particularly Māori, Pasifika and all priority learners including GATE and special needs.

Annual Goal 3.2

To utilise PLP plans, MSL Intervention, and ESOL intervention to accelerate the progress of priority learners.

Annual Target 3.2

All children participating in interventions will make accelerated progress in 2020.

NB: Expected progress and acceleration for those children with a high level of additional needs will be defined as expected or accelerated when compared to previous rates of progress for the individual child.

Baseline Data Summary 3.2

Reading By Gender and Ethnicity

All Children		Well Below		Below		At		Above		Total
Years 1 - 6		No	%	No	%	No	%	No	%	No
All	Male	31	18%	47	27%	40	23%	55	32%	173
	Female	16	10%	46	28%	39	24%	62	38%	163
	Total	47	14%	93	28%	79	24%	117	35%	336
Māori	Male	11	21%	19	37%	12	23%	10	19%	52
	Female	5	10%	17	33%	16	31%	14	27%	52
	Total	16	15%	36	35%	28	27%	24	23%	104

Pasifika	Male	2	13%	4	27%	5	33%	4	27%	<u>15</u>
	Female	3	20%	6	40%	2	13%	4	27%	<u>15</u>
	Total	5	17%	10	33%	7	23%	8	27%	<u>30</u>
Asian	Male	7	22%	7	22%	6	19%	12	38%	<u>32</u>
	Female	3	10%	8	28%	6	21%	12	41%	<u>29</u>
	Total	10	16%	15	25%	12	20%	24	39%	<u>61</u>
Other	Male	2	25%	3	38%	2	25%	1	13%	<u>8</u>
	Female	1	17%	3	50%	0	0%	2	33%	<u>6</u>
	Total	3	21%	6	43%	2	14%	3	21%	<u>14</u>
Z/Europe an	Male	9	14%	14	21%	15	23%	28	42%	<u>66</u>
	Female	4	7%	12	20%	15	25%	30	49%	<u>61</u>
	Total	13	10%	26	21%	30	24%	58	46%	<u>127</u>

Writing By Gender and Ethnicity

All Children Years 1 - 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
Māori	Male	14	26.90%	25	48.10%	9	17.30%	4	7.70%	<u>52</u>
	Female	4	7.70%	17	32.70%	21	40.40%	10	19.20%	<u>52</u>
	Total	18	17.30%	42	40.40%	30	28.80%	14	13.50%	<u>104</u>
Pasifika	Male	7	46.70%	5	33.30%	3	20.00%	0	0%	<u>15</u>
	Female	4	26.70%	3	20.00%	7	46.70%	1	6.70%	<u>15</u>
	Total	11	36.70%	8	26.70%	10	33.30%	1	3.30%	<u>30</u>
Asian	Male	5	15.60%	9	28.10%	15	46.90%	3	9.40%	<u>32</u>
	Female	2	6.90%	7	24.10%	14	48.30%	6	20.70%	<u>29</u>
	Total	7	11.50%	16	26.20%	29	47.50%	9	14.80%	<u>61</u>

Other	Male	2	25.00%	5	62.50%	1	12.50%	0	0%	<u>8</u>
	Female	0	0%	3	50.00%	2	33.30%	1	16.70%	<u>6</u>
	Total	2	14.30%	8	57.10%	3	21.40%	1	7.10%	<u>14</u>
NZ/Euro pean	Male	20	30.30%	25	37.90%	17	25.80%	4	6.10%	<u>66</u>
	Female	8	13.10%	21	34.40%	23	37.70%	9	14.80%	<u>61</u>
	Total	28	22.00%	46	36.20%	40	31.50%	13	10.20%	<u>127</u>
All	Male	48	27.70%	69	39.90%	45	26.00%	11	6.40%	<u>173</u>
	Female	18	11.00%	51	31.30%	67	41.10%	27	16.60%	<u>163</u>
	Total	66	19.60%	120	35.70%	112	33.30%	38	11.30%	<u>336</u>

Mathematics By Gender and Ethnicity

All Children Years 1 - 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
Māori	Male	10	18.90%	25	47.20%	15	28.30%	3	5.70%	<u>53</u>
	Female	11	21.20%	27	51.90%	11	21.20%	3	5.80%	<u>52</u>
	Total	21	20.00%	52	49.50%	26	24.80%	6	5.70%	<u>105</u>
Pasifika	Male	2	13.30%	8	53.30%	5	33.30%	0	0%	<u>15</u>
	Female	4	26.70%	8	53.30%	2	13.30%	1	6.70%	<u>15</u>
	Total	6	20.00%	16	53.30%	7	23.30%	1	3.30%	<u>30</u>
Asian	Male	3	9.40%	8	25.00%	12	37.50%	9	28.10%	<u>32</u>
	Female	3	10.30%	8	27.60%	15	51.70%	3	10.30%	<u>29</u>
	Total	6	9.80%	16	26.20%	27	44.30%	12	19.70%	<u>61</u>
Other	Male	1	12.50%	3	37.50%	3	37.50%	1	12.50%	<u>8</u>
	Female	0	0%	4	66.70%	2	33.30%	0	0%	<u>6</u>
	Total	1	7.10%	7	50.00%	5	35.70%	1	7.10%	<u>14</u>

NZ/Euro pean	Male	7	10.40%	21	31.30%	25	37.30%	14	20.90%	67
	Female	5	8.10%	27	43.50%	23	37.10%	7	11.30%	62
	Total	12	9.30%	48	37.20%	48	37.20%	21	16.30%	129
All	Male	23	13.10%	65	37.10%	60	34.30%	27	15.40%	175
	Female	23	14.00%	74	45.10%	53	32.30%	14	8.50%	164
	Total	46	13.60%	139	41.00%	113	33.30%	41	12.10%	339

When	What	Who	Indicators of Progress
Term 1-4, 2020	PLP Plans	Senior Leadership Team and all teaching staff with support from Teacher Aides.	Accelerated progress for children identified in PLPs.
Term 1-4, 2020	Multi Sensory Language Intervention	MSL Teacher overseen by DP Curriculum and Pedagogy.	Accelerated progress for children identified in MSL intervention.
Term 1-4, 2020	ESOL Intervention	ESOL teacher overseen by DP Learning Support.	Accelerated progress for children identified in ESOL intervention.
Term 1-4, 2020	GATE learning explored as part of the learning philosophy think tank	Senior Leadership Team, Learning Philosophy Think Tank	Shared understandings developed around GATE at West End School.
Term 1-4, 2020	EPRO8, ICAS Exams, Sports tournaments, Kapa Haka, Choir and Band opportunities provided to support children with uncovering their passions and talents.	TWNOT, Hauora Team, Team Leaders, Senior Leadership Team and Principal	Children engaged in a variety of opportunities/learning to uncover and explore their talents.
Monitoring: TWNOT, Hauora Team, Team Leaders, Senior Leadership Team and Principal and report to the BOT			
Resourcing: See WES Budget 2020.			

Improvement Plan



The Best Me

Strategic Goals 3.3

Staff and the BOT will be supported to create an optimal learning environment.

Annual Goal 3.3

To foster the conditions for effective collaboration and staff wellbeing through adoption of a distributed leadership model.

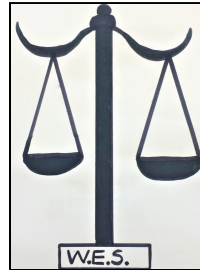
Baseline Data Summary 3.3

During Term 4 as part of WES shared visioning process the critical success factor of 'The Best Me' was developed

When	What	Who	Indicators of Progress
Term 1 - 4, 2020	WES will adopt a distributed leadership model with a flattened hierarchy to distribute leadership more evenly across the school.	All Staff	Increase in collective efficacy as more teachers are involved in decision making guided by WES shared vision and values.
Term 1 - 4, 2020	Development programmes for leadership (see 2.2b)	Senior Leadership Team, Team Leaders, Curriculum Leaders, Tutor Teachers, Associate Teachers and aspiring leaders.	Increase in collective efficacy as more collective leadership capacity is strengthened as measured by self-assessment on WES Leadership Archetypes document.
Term 1 - 4, 2020	All leaders participate in 360 review to support growth and development and transparency.	Senior Leadership Team, Curriculum Leaders, Team Leaders.	Leaders will receive useful feedback to strengthen their personal leadership development.
Term 1 - 4, 2020	EAP Service available to all full time staff	All full time staff members.	Staff have access to the different support EAP offers as needed.

Term 1 - 4, 2020	Opportunity to apply for individual professional development provided for all staff members.	All full time staff members.	Staff can opt in to personal professional learning opportunities as per WES BOT policy.
Term 1 - 4, 2020	Personalised professional development offered (see 3.1) in areas that align with vision targets and goals.	All full time staff members.	All staff members' professional growth will reflect the WES PD targets for 2020.
Term 1 - 4, 2020	Explore further pathways for leadership within our school	All full time staff members.	Additional opportunities afforded to staff to experience leadership roles.
Term 1 - 4, 2020	Well being opportunities and programmes will be explored during 2020.	Hauora Team, Senior Leadership Team and Principal	An informed plan can be developed to enhance staff well being at WES.
Monitoring: Senior Leadership Team and Principal and report to the BOT. Review at least once per term.			
Resourcing: Funding as per budget 2020.			

Improvement Plan



The Best Me

Strategic Goals 3.4

To explore and develop alternative income streams to provide the best possible conditions for learning for WES children.

Annual Goal 3.4

To explore grant funding and other alternative streams of income to provide the best outcomes for all learners.

Baseline Data Summary 3.4

West End School operated effectively for 2019 using the allocated funding from the MOE. Alternative income streams will be explored in order to sustain practices that align with West End School's long held reputation for inclusion and providing great outcomes for all learners going forward.

When	What	Who	Indicators of Progress
Term 1-4, 2020	Explore grant funding and other alternative streams of income to provide the best outcomes for all learners at West End School.	Principal and BOT	Successful application to grant funding to support specific activities and resources for WES children.
Term 1-4, 2020	Explore international student programmes for West End School.	Principal and BOT	Exploration of rules and requirements and potential risks and benefits for WES.

Monitoring: Principal, BOT with review at least once a term.

Resourcing: n/a

Improvement Plan



The Best Me

Strategic Goals 3.5

To ensure staff, children, and the community will display and uphold our school values.

Annual Goal 3.5

To develop strong shared understanding of WES values in children, staff, parents/caregivers and Whānau

Baseline Data Summary 3.5

Values were identified in vision review work conducted at the end of 2019 as an area requiring further review and regeneration. As such the following plan outlines work to be undertaken in 2020.

When	What	Who	Indicators of Progress
Term 1-4, 2020	Unpacking of Respect and responsibility with all staff.	All staff	Increased understanding and consistency of use of our shared WES values
Term 1-4, 2020	Formation of WES Values Think Tank	All teachers who have opted into this group.	A small group will become experts and champions for our school values.
Term 1-4, 2020	Trudy Francis accessed via MOE PLD funding to support his work	Trudy Francis, DP Learning Support/SENCO, Think Tank	Values will be research based involving 'voice' from all stakeholders and inform our emerging localised curriculum.
Term 1-4, 2020	Exploration of ways to ensure values are clear and present for all members of West End School Community each day.	All staff	Assemblies, language, and classroom displays will reflect our school values.

Monitoring: WES Values Think Tank , DP Learning Support and Principal. Review will be carried out at minimum once per term.

Resourcing:

See attached funding in WES Budget 2020.

