

2018 -2021

MISSION STATEMENT

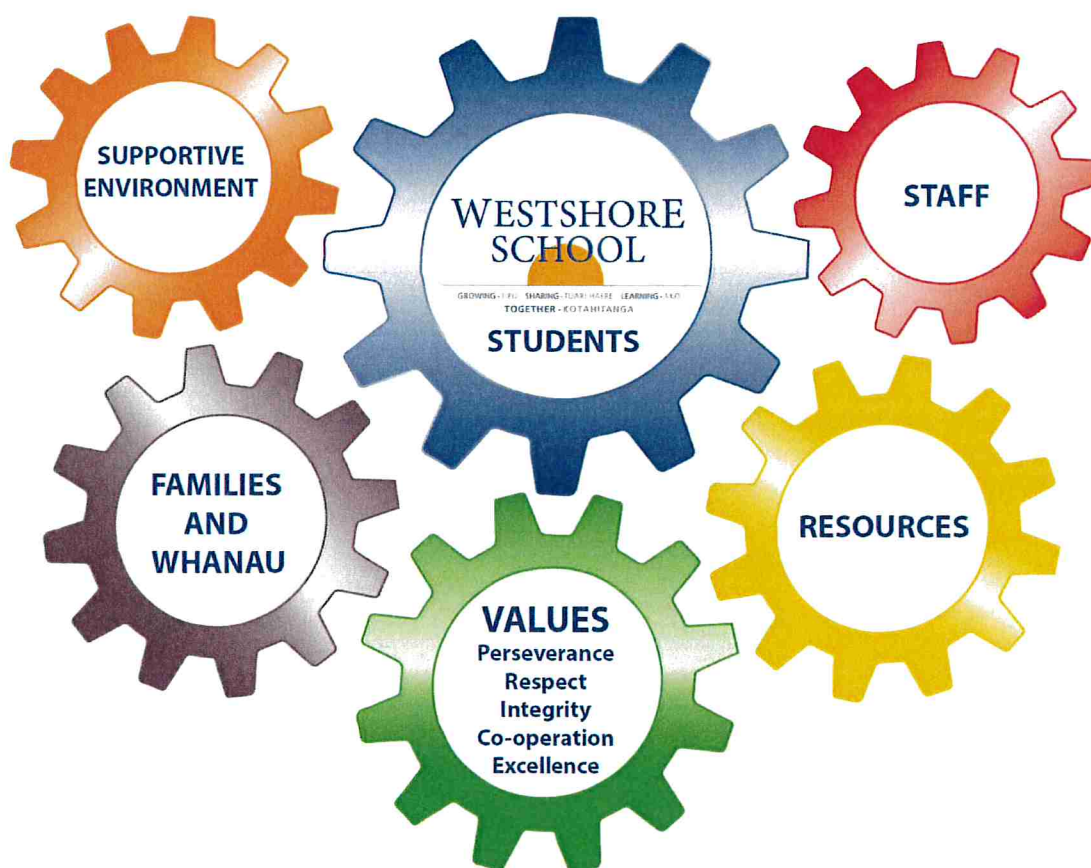
GROWING
TIPU

SHARING
TUARI HAERE

LEARNING
AKO

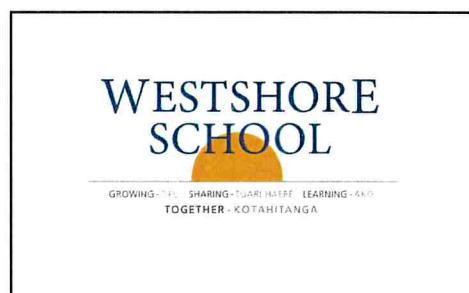
TOGETHER
KOTAHITANGA

‘THE WESTSHORE WAY’



**A SENSE OF OWNERSHIP, BELONGING, PRIDE AND
ACHIEVEMENT FOR WESTSHORE SCHOOL**

Westshore School 2018 - 2021 Strategic Plan



Mission

• Growing, Sharing, Learning, Together
(Tipu, Tuari Haere, Ako, Kotahitanga)

Vision

• Inspiring students to reach their full potential

Values

• Perseverance, Respect, Integrity,
Co-operation and Excellence

Strategic Goals

Strategic Goal 1

All students are engaged learners who achieve success

Strategic Goal 2

Our parents, whānau and community are engaged, valued and well informed

Strategic Goal 3

We will have a environment that is a safe place for students, encourages excellence and supports success for all

Strategic Goal 4

To provide students with high quality and innovative educators (staff) whose focus is on supporting students to become positive learners

2018 Annual Goals

- Students engaged and achieving success in all areas with a specific focus on Reading, Writing and Mathematics

- A specific focus on New Zealand's Cultural diversity and the unique position of the Māori Culture within the school

- An emphasis placed on the accelerating progress of boys to have them achieving at a similar level to that of girls

- Communicate clearer and more often with parents & whānau around school events and key decisions

- Communicate and engage parents to find out what they want in the reporting process

- Have a clear behaviour plan in place.

- Have a school wide reward system in place.

- Have clearly defined, and taught, standards of expectations and school values for both inside and out of class behaviour

- Teachers use effective and modern practises to support student learning in reading, writing and mathematics

- Teachers use an efficient process of inquiry to respond effectively to student needs.

- Management Team and teachers develop a curriculum to guide teaching and learning

Mission	Growing (Tipu), Sharing (Tuari Haere), Learning (Ako), Together (kotahitanga)
Vision	Inspiring students to reach their full potential
Values	<p>Perseverance - To have a go and keep on trying</p> <p>Respect - To show consideration for others and our environment</p> <p>Integrity - To be honest and take responsibility for my choices</p> <p>Cooperation - To manage myself while working with others</p> <p>Excellence - To try to do and be the best that I can</p>
Recognising New Zealand's Cultural Diversity	<p>We respect the special position of Māori as tangata whenua of New Zealand and te reo (Māori Language) as an official language in accordance to our commitment with the Treaty of Waitangi. We will develop procedures and practices that reflect New Zealand's Cultural diversity, and the unique position of the Māori culture.</p> <p><u>We will foster tikanga (Māori culture) through:</u> the teaching of Taha Māori to all students, celebrating key events in different cultures, singing waiata, using a range of resources to support the curriculum and involving parents/whanau in learning programmes.</p>
Property and Finance	<p>Funds are allocated to reflect the school's priorities as stated in the charter. School expenditure is monitored and controlled and regular reporting is carried out in accordance with legislation. A property plan is carried out which incorporates a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.</p> <ul style="list-style-type: none"> • On-going programme of replacement of resources to run classroom programmes • Continue to maintain and develop the school environment • Continue to ensure that the ICT infrastructure continues to serve the learning and administrative needs of the school

Annual School Improvement Plan – SUMMARY

Strategic Goals		Core Strategies for Achieving Goals 2018-2021
Students' Learning and engagement	<u>Strategic Goal 1</u> Students are engaged learners who achieve success	<ol style="list-style-type: none"> 1. Students engaged and achieving success in all areas with a specific focus on Reading, Writing and Mathematics 2. A specific focus on New Zealand's Cultural diversity and the unique position of the Māori culture within the school 3. An emphasis placed on accelerating progress of boys to get them achieving at a similar rates to that of girls.
School Organisation and Structures	<u>Strategic Goal 3</u> We have an environment that is a safe place for students, encourages excellence and supports success for all	<ol style="list-style-type: none"> 1. Have a clear behaviour plan in place. 2. Have a school wide reward system in place. 3. Have clearly defined, and taught, standards of expectations and school values for both inside and out of class behaviour.
Personnel	<u>Strategic Goal 4</u> To provide students with high quality and innovative educators (staff) whose focus is on supporting students to become positive learners	<ol style="list-style-type: none"> 1. Teachers use effective and modern practises to support student learning in reading, writing and mathematics 2. Teachers use an efficient process of inquiry to respond effectively to student needs 3. Management team and teachers develop a curriculum to guide teaching and learning
Whanau and Community	<u>Strategic Goal 2</u> Our parents, whānau and community are engaged, valued and well informed	<ol style="list-style-type: none"> 1. Communicate clearer and more often with parents, whanau around school events and key decisions 2. Communicate and engage with parents to find out what they want in the reporting process

Improvement Plan - Domain: Learning

Strategic Goal 1

Students are engaged learners who achieve success

Annual Goals

1. Students engaged and achieving success in all areas with a specific focus on Reading, Writing and Mathematics.

Annual Target

1. Students engaged and achieving success in Reading, Writing and Mathematics
2. A specific focus on New Zealand's Cultural diversity and the unique position of the Māori Culture within the school
3. An emphasis placed on the accelerating progress of boys to have them achieving at a similar level to that of girls.

Baseline data

In 2017 E.R.O. pointed out that the school's achievement data has trended down from 2014 - 2016 and that there is a significant disparity for Māori learners and boys exists in reading and writing and that achievement in mathematics for both groups has remained static. Further to this there is an urgent need to establish a coordinated school-wide response to those Māori and other students whose learning and achievement needs acceleration.

Assessment data and the analysis of this needs to be better (what is used for testing, the processes of moderation, the specific information the data is showing)

Key Improvement Strategies

When	What	Who	Indicators of Progress
Term 1 and ongoing	A review of the assessment plan looking at what is used, why is it used (for who) and what information it gives us.	The management team and staff	Results of testing clearly identifies where individual students are at and those whose learning and achievement requires acceleration
Term 1 and ongoing	A review of the moderation process in reading, writing and mathematics then regular / termly moderation carried out	Management team and staff	Better identification of the needs of individuals. Students learning at their correct level, more engaged and having success
Term 1 and ongoing	Student / teacher conferences to establish goals & action plans	Teachers & students	Students have clear goals to support their learning and progress. Students taking ownership by reporting to parents during three way conferences (Parent/Teacher/Students interviews)
Term 1 and ongoing	The planning of whole school units to meet the needs of the unique position of the Māori Culture within the school	Whole staff	Students can talk about the significant events and show their understanding of these. (share with other classes & parents)

			Teachers can discuss/share the learning happening in their rooms with other teacher at staff meetings.
Term 1 and ongoing	For those boys that are not working at their expected levels, target the learning better at their interests	Syndicates / Teachers	Greater engagement of those boys in their learning. Boys making sound progress

Monitoring

How are we going - check student outcomes every term

Where are the gaps? What needs to change if this is not working?

Resourcing

How much money and time is needed?

What will the teaching look like?

Who will help us? (Professional development for teachers, community involvement)

What physical resources are required?

Improvement Plan for a Learning Area- Reading

School Strategic Learning Goal 1

Students are engaged learners who achieve success.

School Annual Learning Target

- Students engaged and achieving success in Reading, Writing and Mathematics
- A specific focus on New Zealand's Cultural diversity & the unique position of the Maori Culture within the school
- An emphasis placed on accelerating the progress of boys to have them achieving at a similar level to that of girls.

Target/ Baseline data

16/46 (35%) M Students were not achieving national standard in Reading at the end of 2017. When compared to our biggest ethnic group (NZE) where only 21% of students were not meeting National Standards. While this is slightly better than 2016 (43%), E.R.O. has questioned the validity of results of testing. **All M students will make accelerated progress.**

READING	WELL BELOW		BELOW		AT		ABOVE		TOTALS
	No	%	No	%	No	%	No	%	No
All students	16	11.6%	22	15.9%	48	34.9%	52	37.6%	138
Maori	4	8.7%	12	26.1%	19	41.3%	11	23.9%	46
Pacific peoples	1	33.3%			1	33.3%	1	33.3%	3
Asian	1	12.5%	3	37.5%	3	37.5%	1	12.5%	8
European	10	12.4%	7	8.6%	25	30.8%	39	48.2%	81
Male	11	14.9%	14	18.9%	23	31.1%	26	35.1%	74
Female	5	7.9%	8	12.5%	25	39.0%	26	40.6%	64

Key Improvement Strategies

When	What	Who	Indicators of Progress
Term 1	<ul style="list-style-type: none"> • Clearly identify M students who are not meeting their age levels in reading through testing carried out (running records, BURT Test & Schonell Spelling) • Reading Recovery teacher to running record all students Y1 - 3 for consistency. • Senior syndicate teachers to carry out running records of all students • Clarify what accelerated progress looks like. 	Teachers and Principal Reading Recovery Teacher Senior syndicate teachers	Teachers can discuss and share target student information to; <ul style="list-style-type: none"> • Improve their planning for those students • Look at cross class grouping related to the needs of the students Junior syndicate teachers can plan together grouping specific needs of M students.
Ongoing	Have action plans for target students linked into CoL focuses and school target focus. Parents and students involved in constructing action plans.	Teachers with parent support	Conferences support goals with action plans involving both school and home developed
Term 1	Target year 1, 2 & 3 M students in small groups with extra reading support.	Sue/principal	Target groups clearly identified, with clear outcomes in place and accurate tracking and sharing of data.

Ongoing	Sharing of target student progress in reading throughout the year. Use CoL knowledge to build teacher capacity around teaching reading	CoL resources, Teachers and Principal	Professional conversations and professional development documented by teachers as changes are made to pedagogy and programmes.
Ongoing	Review what a quality class reading programme involves and looks like	Principal / Teachers	Teachers observe each other / discuss & alter their programmes
Monitoring <i>How are we going?</i> <i>Where are the gaps?</i> <i>What needs to change?</i>			
Resourcing <i>How much money and time is needed?</i> <i>Who will help us?</i>			

Improvement Plan for a Learning Area- Reading

School Strategic Learning Goal 1

Students are engaged learners who achieve success.

School Annual Learning Target

- Students engaged and achieving success in Reading, Writing and Mathematics
- A specific focus on New Zealand's Cultural diversity and the unique position of the Māori Culture within the school
- An emphasis placed on the accelerating of progress of boys to have them achieving at a similar level to that of girls.

Target/Baseline Data

At the end of 2017, 8/11 boys (73%) After 1 Year at School, 6/13 boys (46%) After 2 Years At School and 5/14 boys (36%) At the end of Y5 were not achieving the national standard in Reading.

End of year testing (STAR Reading) also clearly showed that Y3, 4 & 5 students had gaps in paragraph comprehension.

All students will make accelerated progress in reading in the year.

	WELL BELOW	BELOW	AT	ABOVE	TOTAL IN YEAR GROUP
Y1 BOYS	1	7	3		11
GIRLS	2	5	2	1	10
TOTAL	3 14.3%	12 57%	5 24%	1 4.7%	21 100%
Y2 BOYS	4	2	4	3	13
GIRLS	2		7	7	16
TOTAL	6 20.5%	2 7.0%	11 38.0%	10 34.5%	29 100%
Y3 BOYS	1	2	6	8	17
GIRLS		2	2	3	7
TOTAL	1 4.3%	4 16.7%	8 33.0%	11 46%	24 100%
Y4 BOYS	2		2	7	11
GIRLS	1	1	3	7	12
TOTALS	3 13.0%	1 4.5%	5 21.7%	14 60.8	23 100%
Y5 BOYS	2	3	3	6	14
GIRLS			8	6	14
TOTAL	2 7.0%	3 11.0%	11 39.0%	12 43%	28 100%
Y6 BOYS	1		5	2	8
GIRLS			3	2	5
TOTALS	1 7.8%		8 61.5%	4 30.7%	13 100%
WHOLE SCHOOL	16 11.6%	22 16.0%	48 34.7%	52 37.7%	138 100%

Key Improvement Strategies			
When	What	Who	Indicators of Progress <i>What will we see? When?</i>
Term 1	Clearly identify students who are not meeting the standards in reading using testing (running records, BURT Testing and Schonell Spelling) Clarify what accelerated progress looks like.	Teachers and Principal	Teachers can discuss and share target student information in senior and junior syndicates, and school wide for planning and grouping of students.
Ongoing	Have action plans for target students linked into CoL focuses and school target focus. Parents and students involved in constructing action plans.	Teachers with parent support	Conferences support goals with action plans involving both school and home developed
Term 1	Target year 1, 2 & 3 (2017) students in small groups with extra reading support.	Sue/principal	Target group clearly identified with clear outcomes in place and accurate tracking and sharing of data.
Ongoing	Sharing of target student progress in reading throughout the year. Use CoL knowledge to build teacher capacity around teaching reading	CoL resources, Teachers and Principal	Professional conversations and professional development documented by teachers as changes are made to pedagogy and programs.
Ongoing	Use of outside agencies (R.T. Lit) for professional development, guidance & support. Other literacy professional language professional development	Teachers / Syndicate Leaders	Improvement in planning More specific focus on individual students and in teacher inquiry cycle. Professional development documented Students having success in their reading
Ongoing	Reporting each term to the Board of trustees on specific target groups / year groups	Principal / D.P. and teacher responsible for Reading,	All staff and Board members have a better understanding of how the school is tracking in terms of goals set
Ongoing	Y3-5 teachers to focus on building vocabulary and inference questions of sentences and paragraphs	Teachers	Students using richer vocabulary in oral and written language. Students having success with their reading.

Ongoing	More consistency of programmes of teaching - daily routines and expectations, "Deliberate Acts of Teaching" and providing a balanced Reading Programme	Teachers	Students more engaged in reading and achieving success. Students understand the importance of reading and value it
<p>Monitoring</p> <p><i>How are we going?</i></p> <p><i>Where are the gaps?</i></p> <p><i>What needs to change?</i></p> <p>Resourcing</p> <p><i>How much money and time is needed?</i></p> <p><i>Who will help us?</i></p>			

Improvement Plan for a Learning Area - Writing

School Strategic Learning Goal 1

Students are engaged learners who achieve success

School Annual Learning Target

- Students engaged and achieving success in Reading, Writing and Mathematics
- A specific focus on New Zealand's Cultural diversity and the unique position of the Māori Culture within the school
- An emphasis placed on accelerating the progress of boys to have them achieve at a similar level to that of girls

Target/ Baseline data

At the end of 2017, 19/46 (41%) of M students were working Below or Well Below the National Standard

ALL M students will make accelerated progress in Writing

WRITING	WELL BELOW		BELOW		AT		ABOVE		TOTALS
	No	%	No	%	No	%	No	%	No
All students	11	7.9%	36	26.2%	65	47.1%	26	18.8%	138
Maori	5	10.8%	14	30.5%	21	45.7%	6	13.0%	46
Pacific peoples	1	33.3%			1	33.3%	1	33.3%	3
Asian			2	25%	5	62.5%	1	12.5%	8
European	5	6.2%	20	24.7%	38	46.9%	18	22.2	81
Male	7	9.5%	21	28.3%	34	45.9%	12	16.3%	74
female	4	6.3%	15	23.4%	31	48.4%	14	21.9%	64

Key Improvement Strategies

When	What	Who	Indicators of Progress <i>What will we see? When?</i>
Term 1 and ongoing	Clearly identify students who are not meeting the standards in writing through moderation of samples of writing and other testing Clarify what accelerated progress looks like.	Principal and Teachers	Teachers can discuss and share target student information to; <ul style="list-style-type: none"> • Improve their planning for those students • Look at cross class grouping related to the needs of the students Junior syndicate teachers can plan together grouping specific needs of students.
Term 1 and ongoing	Review the school writing curriculum with assistance from the R.T. Lit; <ul style="list-style-type: none"> • Teacher knowledge of the writing matrix • The process of moderation against the exemplars • The writing programme and coverage within the school • Deliberate Acts of Teaching (D.A.T.'s) - how teachers teach to the needs of the student 		Greater teacher knowledge of assessment. Teachers knowing what to teach and how to teach it

Term 1 and ongoing	Look at different tools for assessment such as Progress and Consistency Tool (PaCT)	Principal and Teachers	More specific targeting of next learning steps for students
Term 1 and ongoing	Give students a real purpose and interest for writing, something that is practical and that they can relate to	Teachers	Students more engaged and producing a better quality when writing
Ongoing	Have action plans for target students linked into CoL focuses and school target focus. Parents and students involved in constructing action plans.	Teachers with parent support	Conferences support goals with action plans involving both school and home developed
Term 1 ongoing	Target year 1, 2 & 3 (2018) students in small groups with extra writing support.	Sue/principal	Target group clearly identified with clear outcomes in place and accurate tracking and sharing of data.
Term 1 and ongoing	More consistency of programmes of teaching - daily routines and expectations, "Deliberate Acts of Teaching": <ul style="list-style-type: none"> • hand-writing • phonics • writing Consistency of planning across syndicates	Teachers	Improvement in the quality of both the structure and the content of writing. Students more engaged in writing
Term 1 and ongoing	Introduction of a phonics programme school wide after P.D.	Teachers	Teachers observing each-others practice Better approximations in spelling words by students / better ability to sound out unknown words when reading
Ongoing	Sharing of target student progress in writing at staff meetings on a monthly basis. Use CoL knowledge to build teacher capacity around teaching writing	CoL resources, Teachers and Principal	Professional conversations and professional development documented by teachers as changes are made to pedagogy and programs.

Monitoring

How are we going?

Where are the gaps?

What needs to change?

Resourcing

How much money and time is needed?

Who will help us?

Improvement Plan for a Learning Area - Writing

School Strategic Learning Goal 1

Students are engaged learners who achieve success

School Annual Learning Target

- Students engaged and achieving success in Reading, Writing and Mathematics
- A specific focus on new Zealand's Cultural diversity and the unique position of the Māori Culture within the school
- An emphasis placed on the accelerating progress of boys to have them achieving at a similar level to that of girls

Target/ Baseline Data

At the end of 2017, 28/74 (38%) of boys and 19/64 (30%) of girls were not achieving national standard in Writing. E.R.O. also questioned the validity of the data collected.

ALL identified students will make accelerated progress

	WELL BELOW	BELOW	AT	ABOVE	TOTAL IN YEAR GROUP
Y1 BOYS		4	7		11
GIRLS	2	3	4	1	10
TOTALS	2 9.6%	7 33.3%	11 52.4%	1 4.7%	21 100%
Y2 BOYS	2	3	7	1	13
GIRLS		3	8	5	16
TOTALS	2 6%	6 21%	15 52%	6 21%	29 100%
Y3 BOYS		3	7	7	17
GIRLS		3	3	1	7
TOTALS		6 25%	10 42%	8 33%	24 100%
Y4 BOYS	2		6	3	11
GIRLS		1	5	6	12
TOTALS	2 8.7%	1 4.3%	11 48%	9 39%	23 100%
Y5 BOYS	2	6	5	1	14
GIRLS	1	5	8		14
TOTALS	3 11%	11 39%	13 46.5%	1 3.5%	28 100%
Y6 BOYS	1	5	2		8
GIRLS	1		3	1	5
TOTALS	2 15%	5 38%	5 38%	1 8%	13 100%
WHOLE SCHOOL	11 8%	36 26%	65 47%	26 19%	138 100%

Key Improvement Strategies

When	What	Who	Indicators of Progress
Term 1	Clearly identify students who are not meeting the standards in writing through moderation of samples of writing and other testing	Teachers and Principal	Teachers can discuss and share target student information to; <ul style="list-style-type: none"> • Improve their planning for those students

	Clarify what accelerated progress looks like.	Principal and Teachers	<ul style="list-style-type: none"> Look at cross class grouping related to the needs of the students <p>Junior syndicate teachers can plan together grouping specific needs of students.</p>
Term 1 and ongoing	<p>Review the school writing curriculum with assistance from the R.T. Lit;</p> <ul style="list-style-type: none"> Teacher knowledge of the writing matrix The process of moderation against the exemplars The writing programme and coverage within the school Deliberate Acts of Teaching (D.A.T.'s) - how teachers teach to the needs of the student 	Principal and Teachers	<p>Greater teacher knowledge of assessment.</p> <p>Teachers knowing what to teach and how to teach it</p>
Term 1 and ongoing	<p>More consistency of programmes of teaching - daily routines and expectations, "Deliberate Acts of Teaching":</p> <ul style="list-style-type: none"> hand-writing phonics writing <p>Consistency of planning across syndicates</p>	Teachers	<p>Improvement in the quality of both the structure and the content of writing.</p> <p>Students more engaged in writing</p>
Term 1 and ongoing		Teachers	Teachers observe each-others practice
Term 1 and ongoing	Give students a real purpose and interest for writing, something that is practical and that they can relate to	Teachers	Students more engaged and producing a better quality when writing
Ongoing	<p>Have action plans for target students linked into CoL focuses and school target focus.</p> <p>Parents and students involved in constructing action plans.</p>	Teachers with parent support	Conferences support goals with action plans involving both school and home developed
Term 2/3	Target year 1, 2 & 3 (2018) students in small groups with extra writing support.	Sue/principal	Target group clearly identified with clear outcomes in place and accurate tracking and sharing of data.

Ongoing	<p>Sharing of target student progress in writing throughout the year.</p> <p>Use CoL knowledge to build teacher capacity around teaching reading</p>	CoL resources, Teachers and Principal	Professional conversations and professional development documented by teachers as changes are made to pedagogy and programs.
Monitoring <i>How are we going?</i> <i>Where are the gaps?</i> <i>What needs to change?</i>			
Resourcing <i>How much money and time is needed?</i> <i>Who will help us?</i>			

Improvement Plan for a Learning Area - Mathematics

School Strategic Learning Goal 1

Students are engaged learners who achieve success

School Annual Learning Target

- Students engaged and achieving success in Reading, Writing and Mathematics
- A specific focus on New Zealand's Cultural diversity and the unique position of the Māori Culture within the school
- An emphasis will be placed on accelerating progress of boys to have them achieving at a similar level to that of girls

Target/ Baseline Data

At the end of 2017, three year groups remain a concern. 13/24 (54%) Year 3 students, 15/28 (54%) Year 5 students and 8/13 (62%) Year 6 students did NOT reach national standard at their level. These groups remain a concern.

ALL target students will make accelerated progress.

	Well Below		Below		At		Above		Total
Mathematics	No	%	No	%	No	%	No	%	No
After 1 Year					20	95%	1	5%	21
After 2 Years	1	4%	5	17%	19	66%	4	13%	29
After 3 Years	7	29%	6	25%	6	25%	5	21%	24
Year 4	4	17%	4	17%	10	44%	5	22%	23
Year 5	7	25%	8	29%	11	39%	2	7%	28
Year 6	1	8%	7	54%	2	15%	3	23%	13
Totals	20	15%	30	21%	68	49%	20	155	138

Key Improvement Strategies

When	What	Who	Indicators of Progress
Term 1	Clearly identify students who are not meeting the standards in mathematics Clarify what accelerated progress looks like.	Teachers and Principal	Teachers can discuss and share target student information
Ongoing	Have action plans for target students linked into CoL focuses and school target focus. Parents and students involved in constructing action plans.	Teachers with parent support	Conferences support goals with action plans involving both school and home developed
Term 1 and ongoing	Planning carried out as syndicates so that classes are teaching the same strand at the same time Target students with extra support in small groups	Teachers Sue/principal	Consistency in what is being taught. Staff can observe each other and/or swap classes Possible grouping of students across classes Target group clearly identified with clear outcomes in place and accurate tracking and sharing of data.

Term 1 and ongoing	Review of the assessment plan and the process of moderation	Principal / Management Team / staff	Greater consistency of results. All staff using the same assessment tools. Teachers have a better understanding of needs.
Term 1 and ongoing	Junior syndicate to use the same resources for teaching and learning	Junior syndicate teachers	Consistency across the syndicate. Allow for cross class grouping. Teachers observe each other / share practice
Ongoing	Sharing of target student progress in staff meetings on a monthly basis. Use CoL knowledge to build teacher capacity around teaching reading	CoL resources, Teachers and Principal	Professional conversations and professional development documented by teachers as changes are made to pedagogy and programs.
Ongoing	All teachers focus on "Number" - addition/subtraction / mult/division basic facts as part of every session	Teachers	Students having instant recall of basic facts
Ongoing	Senior syndicate teachers plan together for greater consistency of teaching and learning	Senior syndicate teachers	Allow for grouping & teaching across classes / teachers observe each other
Monitoring <i>How are we going?</i> <i>Where are the gaps?</i> <i>What needs to change?</i>			
Resourcing <i>How much money and time is needed?</i> <i>Who will help us?</i>			

Improvement Plan

Strategic Goal 2

Our parents, whanau and community are engaged, valued and well informed

Annual Goals

1. Communicate clearer and more often with parents & whanau around school events and key decisions
2. Communicate and engage parents to find out what they want in a reporting process

Annual Target

All parents feel the school has a clearer and open pathway for communication

Baseline data

There has been little consultation carried out with the school community over the last couple of years and what consultation that has been carried out had little response.

Key Improvement Strategies

What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?

When	What	Who	Indicators of Progress <i>What will we see?</i>
Termly	Send out surveys to school community and collect feedback - based on policies and legal obligations	Principal and BOT	Survey forms analysed. Policies & procedures adjusted accordingly & results of surveys communicated to parents and whanau.
ongoing	More opportunities created for parents to be involved in school life	Principal/Staff/Board of Trustees	Opportunities and parent involvement reported
	More opportunities for parents and whanau to be invited into school to see the learning of their children	Principal / Staff	Opportunities and parent / whanau involvement reported
Termly	Website, Facebook, School App all used regularly to communicate with parents and updated regularly Planner send home in newsletters	Principal/BOT	Feedback from parents on these sites
fortnightly	Newsletter used to celebrate success, inform of coming events and to inform the community of policies	Principal / teachers	Feedback from Parents on content

Monitoring

Resourcing

Strategic Goal 3

We will have an environment that is a safe place for students, encourages excellence and supports success for all

Annual Goals

1. Have a clear Behaviour plan in place
2. Have a school wide reward system in place
3. Have clearly defined and taught standards of expectations and school values for both in class and out of class behaviour
4. All students know, understand and live the values of the school

Annual Target

Students feel we have a safe environment that supports their learning

Students can link school values to behavior and learning expectations

Baseline data

In 2017 there were inconsistencies with how behavior issues in class were dealt with. The playground reward system needs to be revisited as some rewards were not appropriate, and the question remains, "Should students be rewarded for expected behaviour?"

Key Improvement Strategies

What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?

When	What	Who	Indicators of Progress <i>What will we see?</i>
Teacher Only Days	Unpack school values and expectations, confirm the steps for behavior and link to school rules for both playground and class	All staff	Set of rules In class behavior steps used correctly when needed Students following expectations when school starts
Term 1 and ongoing as needed	Teachers teach values linked to behavior and learning expectations	Classroom teachers	Evidence in classes of teaching and understanding Students able to say & explain each of the school values at their level
Term 1 and ongoing	Teacher discussion over reward system / what worked in past / what to try Launch system to monitor playground behaviour	Principal supported by All Staff	Type of reward system to be used explained to students Behaviour incidents monitored, both in class and play ground
Term 1 and ongoing	Share expectations and behavior steps with our parents and community	All Staff / Principal	Parent feedback Newsletters with expectations and behavior steps in it
Ongoing	Celebrate both positive behavior and learning	All Staff	Newsletters, website, Facebook, App, I.E.P's and assemblies

Monitoring

Resourcing

Improvement Plan

Strategic Goal 4

To provide students with high quality and innovative educators whose focus is on supporting students to become positive learners

Annual Goals

1. Teachers use effective and modern teaching practices to support reading, writing and mathematics
2. Teachers use an effective process of inquiry to respond effectively to student needs
3. Management Team and teachers develop a curriculum to guide teaching and learning.

Annual Target

1. All teachers have a clear understanding of how effective daily reading, writing and mathematics programmes should operate within classes
2. Principal, management team and teachers develop an effective appraisal system where teachers can unpack the effectiveness of their teaching through teacher inquiry

Baseline data

In 2017 E.R.O. noted that, "school-wide systems and processes to guide teaching and learning are not sufficiently developed or aligned to support achievement of equity and excellence, that assessment practices need further development and that we need to develop a framework for teachers to;

- Inquire into and respond more effectively to students' needs
- Know the impact of their teaching and programmes on students outcomes

Key Improvement Strategies

What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?

When	What	Who	Indicators of Progress <i>What will we see?</i>
Term 1 and ongoing	Teachers have an inquiry operating, focusing on a target group of students in Reading or Writing	All Staff	Regular discussion and sharing of progress at staff meeting
TOD and ongoing	Unpack Mindsets	Principal	Teacher practice and talking changes to support positive mindset pedagogy
Ongoing	Best practice developed in Reading and Writing on how to get accelerated progress	Principal	Set of expectation, systems, practices that help lead to accelerated learning developed

Monitoring

Resourcing

Analysis of Variance 2017

School Name:	Westshore School	School Number:	2733
Strategic Aim:	Students are engaged, self-directed learners who are happy and achieve success		
Annual Aim:	<ol style="list-style-type: none"> Students have a clear understanding of the learning process and the part they play as self-directed learners. Students have clearly defined goals and action plans for Reading, Writing and Mathematics. Student voice is collected and used in both the classroom and wider school decision making. 		
Actions: What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?
Term 1 all students in discussion with their teachers set learning goals in reading, writing and mathematics	<p>Goals were used at three-way conferences in term 1 where students spoke to their parents about these and what is meant for them.</p> <p>Goals were revisited each term by students and teachers</p>	While goals were revisited at the beginning of each term they needed to be more specific and revisited / reset on a more frequent basis	Student / teacher conferences need to be held on a monthly rotational basis where both can reflect on the learning and track progress more consistently.
Surveys from students completed about what they would like round the school and in classrooms	<p>Changes were made to break times where at various times of the year students were allowed out the back of the school & eating times had changes also. Students also had some say in the type of rewards given for positive playground behaviour. In class students completed evaluations of units taught.</p>	<p>Some of the changes made were positive such as having wheel days once a week and the rewards that were given at the 'What's Up'</p> <p>Teachers have used evaluations from students of units taught to alter / improve their units for the future.</p>	More student surveys need to be carried out on a variety of topic, both in playground times. These could be discussed in the student leadership group before presenting to the management team.
Student leaders appointed and given responsibilities within the school	<p>Those who wanted to be leaders put together a CV and presented a speech to their house groups as to why they should be voted leader.</p> <p>Student leaders attended a conference about leadership in P. North</p> <p>Leaders ran assemblies and performed other tasks round the school</p>	<p>Students gained a better understanding of responsibility and how changes can alter many different things.</p> <p>Students grew in confidence in their ability to speak to large groups and organise other students.</p> <p>Student leadership group did fall apart near the end of the year through no fault of the student</p>	<p>To continue to give students the opportunities to lead.</p> <p>To distribute the leadership roles across the Y6 group to give more students opportunities to lead and carry out different tasks.</p>

Analysis of Variance 2017

School Name:		Westshore School		School Number		2733			
Strategic Aim:		Students engaged and achieving success in reading, writing and mathematics							
Annual Aim		Literacy <ul style="list-style-type: none">Used end of year 2016 data and beginning of year 2017 data to identify where all students were at in terms of national StandardsIdentify and target student who are not meeting the National StandardsPurchased new reading material to support studentsReading recovery teacher to target struggling readersReading Recovery teacher to take extra reading groups of those not achieving at the National StandardsStaff meetings look at what an effective classroom daily reading and writing programme looks likeUse Teacher Assistants to support learningIntroduced a specific system to track and monitor those identified students as just below National StandardsBuddy Reading held across the school							
Baseline Data									
READING	WELL BELOW		BELOW		AT		ABOVE		TOTALS
	No	%	No	%	No	%	No	%	No
All students	16	11.6%	22	15.9%	48	34.9%	52	37.6%	138
Maori	4	8.7%	12	26.1%	19	41.3%	11	23.9%	46
Pacific peoples	1	33.3%			1	33.3%	1	33.3%	3
Asian	1	12.5%	3	37.5%	3	37.5%	1	12.5%	8
European	10	12.4%	7	8.6%	25	30.8%	39	48.2%	81
Male	11	14.9%	14	18.9%	23	31.1%	26	35.1%	74
Female	5	7.9%	8	12.5%	25	39.0%	26	40.6%	64

WRITING	WELL BELOW		BELOW		AT		ABOVE		TOTALS
	No	%	No	%	No	%	No	%	
All students	11	7.9%	36	26.2%	65	47.1%	26	18.8%	138
Maori	5	10.8%	14	30.5%	21	45.7%	6	13.0%	46
Pacific peoples	1	33.3%			1	33.3%	1	33.3%	3
Asian			2	25%	5	62.5%	1	12.5%	8
European	5	6.2%	20	24.7%	38	46.9%	18	22.2	81
Male	7	9.5%	21	28.3%	34	45.9%	12	16.3%	74
female	4	6.3%	15	23.4%	31	48.4%	14	21.9%	64
Actions What did we do?		Outcomes What happened		Reasons for the variance?		Evaluation Where to next?			
Reading Recovery 0.4 FTTE to give those students under 7 years old specialised learning		Our reading result have seen more students not achieving the required standards across the school with the majority of these coming from the Y1 7 Y2 classrooms.		Principal and Deputy Principal changes at the end of term one and term three has had some impact on student learning.		The recommendations from the ERO review will be at the core of change.			
Teachers identified target students using beginning of year data		Reading Recovery picked up extra students during the year		The two junior rooms Y1 & Y2 classes Learn through Play has impacted on student learning with 43% of Y1 students and 28% of Y2 students not achieving at the standards in writing		A stronger curriculum for literacy will be put in place as will a more robust system for identifying, tracking and monitoring student achievement.			
Teacher Assistants used to support classroom reading and writing programmes		Writing results have dropped from 78% to 66% of students achieving National Standard levels. Male and Māori continue to feature in the data of those not achieving		E.R.O. also pointed out that better systems to identify, track and monitor student progress need to be put in place and that the school curriculum needs to be reviewed and improved to give a clear path for staff to follow.		Testing will be reviewed and results of this analyses more robustly to identify students not achieving at their expected levels.			
Students just below National Standards tracked and monitored, and reported on at staff meeting every month		The Y5 cohort have 50% not achieving National Standard levels.				The written language matrix and how teachers mark against this will be reviewed			
Teachers continued to use "Student agency" to help develop engagement from students		Teacher Assistants supported classroom programmes and support was given to a wide range of students – ORRS, ESOL and RTLB				Extra time will be provided to the R.R. teacher to take reading groups of those students below set levels			
						Teachers / Principal revisit what a quality reading and writing programme looks like as well as deliberate acts of teaching (D.A.T's)			

School Name:	Westshore school				School Number: 2733				
Strategic Aim	Students engaged and achieving success in reading, writing and mathematics								
Annual Aim	<ul style="list-style-type: none">Used end of year 2016 data and beginning of year 2017 data to identify where all students were at in terms of national StandardsIdentify and target student who are not meeting the National StandardsTo continue to use knowledge and skills gained from 2016 P.D. through Waikato University to improve planning and teaching								
Baseline data									
MATHEMATICS	WELL BELOW		BELOW		AT		ABOVE		TOTALS
	No	%	No	%	No	%	No	%	No
	20	14.5%	30	21.7%	68	49.3%	20	14.5%	138
	8	17.4%	7	15.2%	26	56.6%	5	10.8%	46
			3	100%					3
			4	50%	3	37.5%	1	12.5%	8
	12	14.8%	16	19.6%	39	48.3%	14	17.3%	81
	14	18.9%	12	16.2%	34	46.0%	14	18.9%	74
Female	6	9.4%	18	28.1%	34	53.1%	6	9.4%	64
Actions	Outcomes		Reasons for the variance		Evaluation				
What did we do?	What happened		Why did it happen		Where to next				
Teachers identified targets using beginning of year data	Results have seen more students not achieving the required standards across the school. Only 63% were achieving compared to 76% in 2017		2017 ERO review pointed out that; <ul style="list-style-type: none">Teachers are teaching and planning in isolation.We need to develop a framework for teachers to know the impact of their teaching and programmes on student outcomesMore regular moderation of judgement about levels of achievement		Principal & management team to introduce an effective cycle of inquiry for teachers to know the impact of their teaching				
Planned class programmes to meet the needs of the students									Syndicate overviews to be completed & planning to be carried out in syndicates and/or whole school
Teacher assistants supported class programmes									Review of the testing calendar – what, when and for who?
Planning, evidence of learning & teaching and discussions during staff meetings									Analysis of testing to be more robust to give clear starting points for teacher planning

National Standards NAG2A(b)(i)

Date:

School Name: Westshore School

School Number:

2733

NAG2A(b)(i) Areas of Strength

National standard area(s)

Discussion

Reading

- Year 6 cohort has 92% (12/13) students achieving At or Above the National Standard
- Year 5 cohort has 82% (23/28) students achieving At or Above the National Standard
- Year 4 cohort has 82% (19/23) students achieving At or above the National Standard
- Year 3 cohort has 79% (19/24) students achieving At or above the National standard

Writing

- After 2 Years At School cohort have 72% (21/29) students achieving either At or Above the National Standard
- After 3 years At School cohort have 75% (18/24) students achieving either At or Above the National Standard
- Year 4 cohort have 87% (20/23) students achieving either At or Above the National Standard

Mathematics

- After 1 Year At School cohort have 100% (21/21) students achieving At or Above the National Standard
- After 2 Years At School cohort have 79% (21/29) students achieving At or Above the National Standard

NAG2A(b)(i) Areas for Improvement

National Standard area(s)

Discussion

Reading

- Results show that students achieving Well Below or Below the National Standard have reduced from 2016 (30%) to 2017 (20%) however there has been little or no improvement in the After 1 Year At School with 71% not achieving at National Standard.
- Maori students are achieving at 65% (30/46) in 2017. This is poor achievement when compared with NZE ethnic group 79% (64/81)
- 7/10 (70%) of boys After 1 Year At School are not meeting the standard
- 6/13 (46%) of boys After 2 Years At School are not meeting the standard

Writing

- 9/21 (42%) of students After 1 Year At School are not meeting the standard
- 8/14 (57%) of boys in the Year 5 cohort are not meeting the standard
- 6/8 (75%) of boys in the Year 6 cohort are not achieving the standard
- Maori students are achieving at 59% (27/46) in 2017. This is poor achievement when compared with NZE ethnic group 69% (56/81)
- Both Female 70% 2017 and Male 62% 2017 achievement At or Above the standard has declined. In 2016 86% of Females and 73% of Males were achieving either At or Above the standard

Mathematics

- 50/138 (36%) of students are not achieving at the National Standard
- 13/24 (54%) of students after 3 Years At School are not achieving at the National Standard
- 15/28 (54%) of students in the Year 5 cohort are not achieving at the National Standard
- 8/13 (63%) of students in the Year 6 cohort are not achieving at the National Standard

NAG2A(b)(ii) basis for identifying Areas for Improvement

Discussion:

2017 E.R.O. Review identified an urgent need to;

- Establish a coordinated school-wide response to those Maori and other students whose learning and achievement needs acceleration
- Develop systems and processes to identify, track, monitor and report progress and achievement
- Review the range of assessment tools used to ensure these are fit for purpose
- Develop clearly documented assessment guidelines and procedures
- Have regular moderation of judgements about levels of achievement in reading, writing and mathematics
- Strengthen the analysis of achievement information
- Develop a framework for teachers to;
 - Inquire into and respond more effectively to students' needs
 - Know the impact of their teaching and programmes on student outcomes
- Review and develop a coherent, responsive curriculum, aligned to the NZC and informed by best practice
- Carry out consultation with the school's community to identify the valued outcomes and aspirations of families and whanau
- Review the contexts for learning for Māori and all students, that are enriched by community and cultural resources
- The way the school is responding to the needs of 21st century learners.

NAG2A (b)(iii) Planned Actions for Lifting Achievement (see 2018 charter for further details)

Discussion (based on the recommendations from E.R.O.)

In 2018

- Management will review the range of assessment tools and develop a progress and achievement system to identify, track and monitor student progress in reading writing and mathematics. There will be clear guidelines and procedures for this (Term 1)
- This is to include termly reporting on the progress of all students, targeting those who are below expected levels and tied into "teacher as inquiry".(Term 1)
- Teacher as Inquiry will be used across curriculum areas and tied into a robust system of appraisal
- A review of written language and reading areas (Term 1 & ongoing) will be carried out with the professional help of the R.T. Lits looking at
 - Assessment tools used and moderation process
 - Teacher knowledge
 - Deliberate acts of teaching – what are we teaching? How are we teaching? Is it targeting the needs of the students?
 - Professional Development with R.T.Lits related to literacy
- Alongside this will run a similar review of reading – the assessment of this. Is the assessment being used to identify the needs of the students and what deliberate acts of teaching are used to meet these needs?
- Management will review the school curriculum making sure it's aligned to the NZC and best practice. This review will include looking at the contexts for learning for Maori and all students, relating to a localised context that include community and cultural resources.
- Consultation with the school community will happen during each term and responses from this used to guide policy and procedures