

WEST SPREYDON SCHOOL

The journey starts here...

ATTITUDE ADVENTURE ACHIEVEMENT



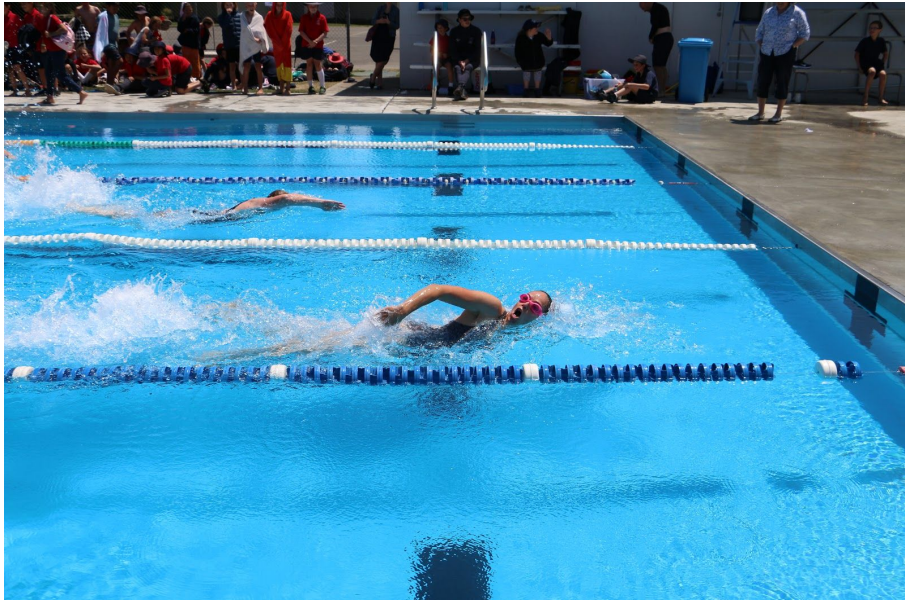
Te Ara Koropiko
West Spreydon School
Charter 2020-2023

**Attitude, Adventure,
Achievement**

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Welcome to Te Ara Koropiko West Spreydon School



School Roll, Staff, Temporary Relocation and Rebuild:

Current school roll: 280 students

This school roll has been impacted by the implementation of the school zone which was put in place in March 2018 and by the school rebuild process. During the rebuild we are on our temporary site located at 2 Halswell Road Hillmorton. This is a shared site with the Southern Health School.

Three buses run from our Lyttelton Street site to this temporary site at 8.30am each morning, and return the children to Lyttelton Street by 3.30pm each day.

There are significant inconveniences with parking and parent access to this site. We are working with our business neighbours to ensure that we can manage the busyness of the location.

Our rebuild has been delayed by seven months. We are optimistic that the contractor will be approved and that the demolition of all buildings except the hall and the front block will begin very soon. We are still clinging to the hope that we can return home at the beginning of 2021.

We are thrilled with the design and layout of our new buildings. Our school will be built for 325 students and while there are open spaces we have managed to design withdrawal spaces and furniture that will facilitate small groups and classes. Our teacher work spaces are adjacent to the learning spaces which matters when we believe that attachment to the teacher is one of the most important prerequisites for children to flourish. (whakapuawai)

Kai Tahu gifted us the name of Te Ara Koropiko West Spreydon and this was adopted in 2019. The name has huge significance to our history and our place in this area. Ara means journey or pathway. It can also mean birthwaters. The koropiko are the historic bends and loops in the Waimokihi which runs behind the school. In early Aotearoa, Maori used that river to transport kai in their mokihi (harakeke rafts).

Each of the new buildings and spaces has been gifted a name to reflect the local cultural narrative.

We are in the process of redesigning the school logo, letterhead and manifestations to reflect our cultural narrative.

When we return home we want the outdoor environment to represent our history as a school and to reflect the future. There will be a lot of landscaping to redesign and build. Our children love the outdoors, sports and taking a few risks and adventures. Our key features are the new swimming pool (reopened Feb 2018) and the adventure playground which were community built and funded. These projects are a tangible measure of the commitment of the local community to our vision and future as a school. Our new school will have a community hub based around the pool which will include a permanent hangi pit and amphi-theatre. Our annual school whanau hangi is a highlight, and one of the best hangi anyone will ever experience.

Halswell Road Campus Temporary site

Current classrooms: 11 classrooms. One space is a shared, collaborative teaching space because we do not have 11 available classrooms.

Current staff: 33 staff members

Te Pihinga Team Years 0/2: Hannah Gardiner (Room 7 & Team Leader), Janice Krammer (Room 9), Ellie Barnes (Room 6) and Jessica Gledhill (Room 8)

Raupo Team Years 3/4: Georgia Banks (Room 1 & Team Leader), Charlotte McCone (Room 2), Natasja Woudberg (Room 5), Megan Stewart (Room 4)

Harakeke Team Years 5/6: Lou Nuualiitia (Korari / Learning Centre & Team Leader), Taylor Wilson (Korari / Learning Centre), Glen Campbell (Room 3)

School Leadership

Chairperson on the Board of Trustees: Abbey Parsons

Principal: Marriene Langton

Staff trustee: Jared Fretwell

Board of Trustees Members: Michelle Warburton, Simon Harrison, Tim Hayward, Michael Down, Andrew Turner

Deputy Principal: Jared Fretwell

Assistant Principal: Marina Shehata

The Principal, Deputy Principal and Assistant Principal are the Senior Leadership Team. The Middle Leaders are Lou Nuualiitia, Georgia Banks and Hannah Gardiner. Our focus is always on raising student achievement through high quality teaching and learning and in ensuring that attachment is the lens through which we view our tamariki.

Kahukura Community of Practice

We have been a part of a seven school partnership for the past 6 years. We are not a kahi ako so we are self sustained with our boards' support.

Our community of practice includes Addington Te kura Taumatua, Te Kura o Huriawa Thorrington, Cashmere Primary Te Pae Kereru, Somerfield Te Kura Wairepo, Sacred Heart School Te Kura o Te Ngakau Tapu and Christchurch South Intermediate.

Our overarching theme this year is *whakapuawai* which is about well being and belonging and in particular, thriving and flourishing.

Te Ara Koropiko West Spreydon School

Mission, Vision and Beliefs 2020 - 2023

ATTITUDE, ADVENTURE, ACHIEVEMENT

Te Ara Koropiko West Spreydon School Mission Statement and whakatauki

Mission Statement

To raise student achievement in all areas of endeavour.

Whakatauki

Whāia te iti kahurangi,
ki te tuohu koe
me he maunga teitei

PURSUE EXCELLENCE - should you
stumble, let it be to the lofty mountain.

Te Ara Koropiko West Spreydon School Vision

Our Vision

Te Ara Koropiko West Spreydon School is an important part of the local community;
its history and its future.

Attitude, Adventure, Achievement

Our students give their personal best and are:

Thinkers: (Thinking) Critical Thinking

Respectful: (Relating to others) Citizenship, Character

Adventurous: (Managing self) Character

Creative: (Using language, symbols and text) Creativity, Communication

Connected: (Participating and Contributing) Collaboration, Citizenship

Te Ara Koropiko West Spreydon School Beliefs

At Te Ara Koropiko West Spreydon School we believe that:

- Education is a key to equality, democracy and a healthy society
- Numeracy and literacy skills lay the foundation for lifelong learning
- School should be a catalyst to inspire and empower lifelong learning
- Children learn best when the family, school and community work together
- Learning is an adventure
- We have an obligation to challenge ourselves to do our best to be our best
- We have an obligation to support each other to do our best to be our best
- Our teachers make a difference
- Diversity adds richness to life and life long learning
- A sense of humour brings perspective and resilience
- Every child is special and deserves to have a sense of belonging to a special place
- Every child will leave our school knowing that at least one staff member loved him/her
- Learning can happen anywhere at anytime
- It is the adults' job to believe that every child can reach his/her full potential as a human being

Te Ara Koropiko West Spreydon School

Strategic Goals 2020-2023

Building on from what we had, and preparing for the future.

Teaching and Learning:

Aim for innovation and excellence in all learning and teaching and celebrate the successes across our school and the Kahukura COP.

Environment:

Build a school environment that connects our community, people, buildings and natural places, and tells the story of “us, our place and our future” in our local community.

Connection:

Invest in school based activities that include the community, building capability and capacity of our people into the future through connection.

Culture:

Extend the culture of, and opportunities for, cultural pride and belonging, endeavour and excellence, leadership and service.

T.E.C.C.

Te Ara Koropiko West Spreydon School Annual Plan 2020

**Building on what we have; preparing for the future.
Our Strategic goals are focused on raising student achievement in every area of
learning and endeavour.**



Strategic Goal 1

Teaching and Learning:

Building on from what we had..building for the future.

Aim for innovation and excellence in all learning and teaching and celebrate the successes across our school and the Kahukura COP.

Annual Goals and Targets

1.1. Raise all student achievement in maths and writing across the school, by building capacity and capability in all teaching staff

Actions to achieve (*how will we know?*)

- lead maths and writing professional learning across the school
- scrutinise and utilise student achievement data to drive changes in teacher practice
- provide professional learning to support teacher capability
- Continue with Brent Langford from Evaluation Associates to embed Practice Analysis Conversation (PAC) and the Progress and Consistency Tool (PACT) in maths and writing
- ensure all teams/teachers have a bespoke yearly long term plan that addresses the requirements of the NZC Math curriculum and that they are tailored to the needs of the students in their care
- create a directory / repository of online and material maths resources to support student learning
- Identify priority learners and ensure that our programmes meet their needs

Annual Goals and Targets

1.2. Ensure that deep learning is the way that we do things at Te Ara Koropiko West Spreydon School

Actions to achieve (*how will we know?*)

- Complete the Kahukura CoP TLIF project in 2020
- Use the deep learning evaluation tool to evidence deep learning and teaching practice
- Encourage collaboration within our kura and across Kahukura CoP so that teachers can work to strengths and so that teachers and students can flourish
- Utilise our Triple A values to ensure that learning can link with the Key Competencies and 6Cs
- Refer to Goal 4.

Annual Goals and Targets

1.3. Provide relevant and timely professional learning opportunities for all staff

Actions to achieve (*how will we know?*)

- Match the requests for professional learning to the strategic goals and/or to the areas where teachers require additional support
- Ensure that all staff have equitable access to professional learning
- Keep a journal of who has had what
- Include Southern Health School where applicable

Annual Goals and Targets

1.4. Strengthen and develop strong leadership across the school to promote whakapuāwai, well being and belonging, achievement and excellence.

Actions to achieve (*how will we know?*)

Senior leaders

Marriene, Marina and Jared

- Develop our kaupapa as a senior leadership team
- Induct new staff and beginning teachers in school values and expectations (hauora and whakapuawai)
- Consolidate practice and processes to ensure that data is consistent and reliable
- Interrogate data to inform teacher practice and student outcomes
- Monitor our own well being to ensure that we function as a high performing team (hauora and whakapuawai)
- Contribute to the Kahukura Principals and Senior Leaders professional learning group

Middle leaders

Lou, Hannah and Georgia

- Support and mentor the middle leaders in CPPA Middle Leaders programme

Meet weekly to:

- Complete a well being check on them and their teams
- Develop leadership strategies through our internal leadership modules
- Drill down into student achievement data

Lead teachers

Janice (PAC, PACT and Tutor Teacher), Glen (Performing Arts), Megan (Sports and PALs), Charlotte (Sports), Lou (Pasifika), Ellie (Student Leaders), Hannah (Tutor Teacher), Georgia (Tutor Teacher)

- Ensure that action plans are completed and being implemented

- Provide support and coaching
- Develop a collaborative model for distributed leadership through the SCRUM system
- Provide the BOT with accurate and timely data

Board of Trustees

- Ensure that all board members function effectively and to their strengths

Student Leaders

- Provide opportunities for all students to thrive and to develop leadership qualities
- Coach and mentor PALs and Student Leaders through partnership with the SHARP Trust and the Cross Over Trust

Strategic Goal - 2

Building on from what we had, and building for the future.

Environment

Build a school environment that connects our community, people, buildings and natural places and tells the story of “us and our place and our future” in our local community.

Annual Goals and Targets

2.1 Drive and survive the build process

Actions to achieve *(how will we know?)*

- Manage the build, Repairs & Maintenance (R&M), Sustainability Contestable Funding (SCF), Canterbury Schools Rebuild (CSR) and Furniture Fixtures & Equipment (FF&E) budgets
- Ensure that the \$230k is used to enhance the new build
- Plan for the expenditure of \$68,250 for FF&E
- Apply for and win any additional building funding
- Manage the repairs and maintenance budget for both sites until the rebuild begins
- Manage the additional health and safety issues on the temporary school site

Annual Goals and Targets

2.2. Continue the process of telling the story of our school, our place, to prepare for storyboards that reflect our story and our cultural narrative

Actions to achieve *(how will we know?)*

- Record and archive photographs of the old site during demolition and build
- Capture the narrative of the school name and the names of the buildings that were gifted by Kai Tahu, and tell the story of the local environment
- Redesign the school logo, letterhead and manifestations that reflect our cultural narrative
- Plan the external environment to reflect our values in a way that fosters a sense of belonging and sustainability
- Ensure that the names of the new buildings are confirmed and that the story behind them is known

Annual Goals and Targets

2.3. Extend our place based learning by utilising our local environment and its rich natural and cultural assets

Refer also to Kahukura COP Strategic Plan

Actions to achieve *(how will we know?)*

Foster Whakapuawai Well Being and Belonging by:

- Continuing our partnership with the Mother of all Clean Ups project
- Exploring initiatives like Healthy and Active Schools, Healthy Opawaho, Nature Agents, rubbish free and Enviro Schools

Strategic Goal - 3

Building on from what we had, and building for the future.

Connection

Invest in school-based activities that include the community; building capability and capacity of our people into the future, through connection and belonging.

Annual Goals and Targets

3.1. Whakapuawai “to thrive and flourish“

Promote and maintain a school culture where staff, children and whanau can thrive

Actions to achieve *(how will we know?)*

- Nurture the relationships and partnerships with whanau, community organisations and support agencies
- Induct all beginning teachers and new staff in the kaupapa of Te Ara Koropiko West Spreydon School

- Ensure that all teaching staff are taught Gordon Neufeld “Attachment 101 The Teachability Factor (8 hours) and Understanding Aggression”
- Make play a deliberate strategy for all staff meetings
- Ensure staff know where to access assistance and support - EAP, ACC, NZEI etc
- Transparently address bullying, separation, anxiety, peer pressure, aggression and disenfranchisement through the lens of attachment
- Organise the annual hangi with mihi whakatau to welcome new staff members and whanau
- Organise regular celebrations of learning, fono and hui
- Build a “people bank” of volunteers, helpers and coaches
- Champion the role of our Social Worker in Schools (SWiS)
- Create new partnerships with our local preschools

Annual Goals and Targets

3.2 Build strong connections with our Kahukura colleagues through shared vision and professional learning opportunities

Actions to achieve *(how will we know?)*

- Share our vision for all students across the seven schools particularly under the umbrella of Whakapuawai
- Attend the shared TOD on well being and belonging
- Utilise Te Mana Ake and Leading Lights to support student and staff well being and belonging
- *Refer to action plans for ... Kahukura COP, Lead Teachers in MAC, NPDL, Performing Arts, SENCO; Pasifika, BoT*

Strategic Goal - 4

Building on from what we had, and building for the future.

Culture

Extend the culture of, and opportunities for, cultural pride and belonging, endeavour and excellence, leadership and service.

Annual Goals and Targets

4.1 Extend leadership capability and opportunities across the school and into Kahukura CoP leadership

Actions to achieve *(how will we know?)*

Lead Teachers

- Strengthen the model of distributed leadership
- Establish agile leadership models for all leaders and their teams (SCRUM)
- Appoint lead teachers for Pasifika and MAC to lead within the school and in Kahukura
- Develop our student cultural leaders

Refer to the Kahukura strategic plan

Annual Goals and Targets

4.2 Strengthen and actively promote our inclusive school culture

Actions to achieve *(how will we know?)*

MAC & Pasifika

- Develop a Maori arts club
- Tautoko and teach the kaupapa of kapa haka throughout the school
- Develop the Te Ara Koropiko West Spreydon kawa for mihi whakatau
- Strengthen the Kahukura Cultural Festival
- Promote Pasifika culture and language

Sport

- Re-establish teacher leadership in sport and student leadership
- Rebuild a resource bank of coaches
- Ensure all children are actively involved in sport and play
- Enter inter-school, zone and Canterbury competitions
- Extend the role of Origin Sport in partnership with Healthy and Active schools and Sport Canterbury

Performing arts

- Promote the Kahukura Musical Festival
- Encourage wider participation in all performing arts events
- Continue to provide Music Tutors for individual and group lessons

Provide out of school enrichment and extension programmes e.g.

- New Zealand Sign Language
- Code club
- Science club
- Maori arts club

- Wearable Arts
- Wheels Wednesday
- Bike Tinkering
- Ukulele group
- Jump Jam Team

Annual Goals and Targets

4.3 Strengthen our school community in the shared belief that all children can reach their full potential as human beings and that every child deserves to be loved and championed by at least one adult at our school

Actions to achieve (*how will we know?*)

- continue to teach and implement Attachment Theory as part of our classroom and school practice
- ensure that teaching and learning programmes reflect the belief that every child deserves to have a quality education (NPDL, MAC, Literacy, Math Performing Arts, SENCO, Oecologista, parent and community volunteers, Sports Leaders)
- provide parent information and learning sessions on topical issues eg. cyber safety, budgeting

Kahukura Strategic Plan

Kahukura Community of Practice

Strategic Direction | 2020



Kahukura Annual Plan

	Purpose	Guidelines	Meetings	Admin/Lead Principal
Success for all (SENCO's)	To ensure inclusive practices and success for all	Contribute to the Mana Ake Request for Service meeting to allocate requests to Kaimahi	Part of Mana Ake And Wk3/9 Attend CHCH Wellbeing Conference	Rowan / Denise Christine H
Strong Leadership	Quality Teaching and Deep Learning for Whakapuāwai (Wellbeing/Belonging/Thriving/ Flourishing)	Complete TLIF project documentation (Sub group of 2019 Deep Learning Leads) Teacher competency to deliver deep learning. Develop school wide strong systems to support learners in learning and wellbeing to progress,	Once a term Principals Wed Wks 1&5 (9:30-12:30) SLTs - Wed Wk 6 (9:30-12:30)	Ross Senior leadership teams Principals/APs/DPs

		achieve and excel.		
Celebrations (Kahukura Cultural Festival - Māori leads)	To plan opportunities for children to be included in cultural celebrations and experiences where they can thrive and have a sense of belonging	<ul style="list-style-type: none"> Leads planning together the Kahukura Cultural Festival 	3 days a year (used for Festival and Te Reo Plan) - Meeting dates TBC Performance Dates - 18th Nov. 25 November (postponement)	Gavin & Donna
Celebrations (Kahukura Music Festival - Music Leads)	to plan opportunities for children to be included in celebrations where they can thrive and have a sense of belonging	<ul style="list-style-type: none"> Plan the Kahukura music Festival under the guidance of the lead principals and music director Run the Kahukura Music Festival on the performance night/s Manage the finances so that the music festival remains viable Include each other in all communication and decision making Inform principals of all decisions ahead of time Organise and 	4 days a year - compiling/creating Meeting dates	Frank & Marriene

		<p>rehearse the Kahukura chorale and their performances (viability of bus tour to be agreed each year)</p> <ul style="list-style-type: none"> Organise and rehearse the Kahukura junior orchestra and their performances (viability of bus tour to be agreed each year) 		
Cultural Responsiveness	To support and lead our colleagues in the delivery of the Kahukura Te Reo Learning Programme	<ul style="list-style-type: none"> Leads to complete the Te Reo Learning Programme Leads working in their own kura to embed the Te Reo Learning Programme 	<p>3 days a year (used for Festival and Te Reo Plan)</p> <p>Meeting dates TBC</p>	Gavin & Donna

Te Ara Koropiko
West Spreydon School
Analysis of Variance 2019 Data

Building on what we have; preparing for the future.

Our Strategic goals are focused on raising student achievement in every area of learning and endeavour.



Analysis of Variance 2019

School Name:

**Te Ara Koropiko
West Spreydon School**

School Number: 3588

Strategic Aim:

Teaching and Learning

Aim for innovation and excellence in all learning and teaching and celebrate the successes across our school and the Kahukura COP.

Annual Aim:

Raise student achievement in maths and literacy across the school, by building capacity and capability in all teaching staff

Refer also to the Math and Literacy Leadership action plans

Utilise the maths and literacy lead to:

- develop the PAC team and incorporate team leaders alongside Brent Langford from Evaluation Associates
- release the PAC team to coach and mentor teachers through the PAC process
- input data twice a year into the PACT Tool and use that data to inform our TPJs
- Term 1 and 2 PAC focus - mathematics
- Term 3 and 4 PAC focus - writing
- lead maths and writing professional learning across the school
- scrutinise and utilise student achievement data to drive changes in teacher practice
- incorporate maths and literacy teaching as a key element of appraisal documentation
- provide professional learning to support teacher capability (Yolanda Soryl, Jill Eggleton etc)
- ensure all teams/teachers have a bespoke yearly long term plan that addresses the requirements of the NZC Math curriculum and that they are tailored to the needs of the students in their care
- target key teachers in the school to lead math and literacy learning and innovation
- create a directory / repository of online and material maths and literacy resources to support student learning

Writing Target:

Target 1:

5/14 or 40% of the Year 3 students who are working below curriculum level expectations will have accelerated progress and will be working within Level 2 in **writing** by the end of 2020. This would include our priority learners.

Target 2:

4/11 or 40% of the Year 4 students who are working below curriculum level expectations will have accelerated progress and will have mastered Level 2 in **writing** by the end of 2020. This would include our priority learners.

Target 3:

The three Year 3 students who are working **well below** (early curriculum level 1) will show accelerated progress through achieving their learning support goals in **writing**.

Target 4:

The one Year 4 student who is working well below (curriculum level 1) will show accelerated progress through achieving his/her learning support goals in **writing**.

Target 5:

11 of the Year 6 students who were working **above** curriculum level expectations in **writing** will continue on this trajectory.

Baseline Data:

Baseline 2019 Data Linked to Target 1, 2, 3 & 4:

33% (17/52) of **Year 2** students are working **below** 27% (14/52) or **well below** 6% (3/52) the New Zealand curriculum level in **writing**

29% (11/39) of **Year 3** students are working **below** 26% (10/39) or **well below** 3% (1/39) the New Zealand curriculum level in **writing**

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> ● Centrally Funded Professional Learning for all teaching staff facilitated by Brent Langford (Evaluation Associates) ● Implemented the PAC process and began using the PACT tool to strengthen mathematics teaching practice ● Removed team leaders - Angie and Jared led the teams to ensure there were clear communication lines ● Angie and Jared ensured that data gathering, analysis and moderation was discussed every team meeting and then fed back at the Senior Leadership level ● SENCO responsibilities were brought into the senior leadership team 	<p>We have seen a positive improvement in our student achievement data for the first time in 6 years because there is:</p> <ul style="list-style-type: none"> ● Increased knowledge and skill around gathering assessment information ● Teacher's curriculum knowledge and assessment gathering processes were strengthened ● We have more confidence in the consistency and efficacy of the data ● We now have a clear understanding, as a staff, of how to make a TPJ and what we expect as a school in mathematics ● Learning support programmes were timely and effective and they addressed the greatest needs. 	<ul style="list-style-type: none"> ● The implementation of the PAC process and the PACT Tool ● Teachers took risks and weren't afraid to be vulnerable ● Professional development Brent Langford (Evaluation Associates) ● Clear messages and expectations coming from the the leadership team ● Robust induction programme for new staff members ● 	<ul style="list-style-type: none"> ● We need to continue to embed strong mathematics practice using the PAC process ● In Term 3/4 we will begin our work on writing practice using the same PAC process ● When we reinstate team leaders we will need to ensure that clear messages and consistent expectations are being delivered to teams

Maths Targets 2020

School Name:	Te Ara Koropiko West Spreydon School	School Number:	3588
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Strategic Aim:	Teaching and Learning Aim for innovation and excellence in all learning and teaching and celebrate the successes across our school and the Kahukura COP.
Annual Aim:	Raise student achievement in maths and literacy across the school, by building capacity and capability in all teaching staff <i>Refer also to the Math and Literacy Leadership action plans</i> Utilise the maths and literacy leads to: <ul style="list-style-type: none">• lead maths and writing professional learning across the school• scrutinise and utilise student achievement data to drive changes in teacher practice• incorporate maths and literacy teaching as a key element of appraisal documentation• enrol two teachers in ALiM and ensure that the requirements for classroom release and support are met• provide professional learning to support teacher capability (Yolanda Soryl, Jill Eggleton etc)• employ a math expert/adviser (UC), in consultation with the leadership team to lead teacher professional learning• ensure all teams/teachers have a bespoke yearly long term plan that addresses the requirements of the NZC Math curriculum and that they are tailored to the needs of the students in their care• target key teachers in the school to lead math and literacy learning and innovation• create a directory / repository of online and material maths and literacy resources to support student learning• drive innovation and creative learning