



West Spreydon School
Charter 2019-2022
Attitude, Adventure,
Achievement

Index

Welcome to our school	pp.3-10
Mission statement, vision and values	pp.11-15
Strategic Goals	pp.16
Annual Plan	pp.17-25
Kahukura Strategic Plan	pp. 26-33
Analysis of Variance 2018	pp. 34-37
ESOL	pp. 38-44
Reading Recovery	pp. 45-46

Welcome to West Spreydon School



West Spreydon School 1926-2018

West Spreydon School has undergone educational transformation over the past several years as the Board of Trustees and staff have focused on providing a high quality education for all students in all areas of learning and endeavour. We have built on the passion and vision of others from the past as we strive to make our school a high performing school.

Several of our families are now fourth or fifth generation and have long term investment and loyalty to the school.

We have generous benefactors who help us to make sure that no student misses out on educational experiences. Our school is in the Develop and Detail Design Process of a rebuild, currently scheduled for 2020.

School Roll and Staff

This has seen a rapid growth in the school roll and has resulted in an enrolment zone being put in place on March 08 2018.

The purpose of the zone is to avoid overcrowding, but in our case it has come a little late.

We have twelve classrooms. Our current roll is 298. There are 33 staff employed at our school.

Te Pihinga Team Years 0/2: Natasja Woudberg, Janice Krammer, Aimee Salter, Ellie Barnes. Team Leader: Jared Fretwell

Rāupo Team Years 3/4 : Lou Nuualiitia, Georgia Banks, Megan Stewart, Tracey Maloney. Team Leader: Angie Malae

Harakeke Team Years 5/6 : Rochelle Everest, Jude Lange, Tamara Kepa, Glen Campbell, Michael McAllister. Team Leader: Angie Malae

School Leadership

Board of Trustees

Chair: Duane Major

Deputy Chair: Paul Ferguson

Principal: Marriene Langton

Staff trustee: Jared Fretwell

Sjaan Bowie, Simon Harrison, Tim Hayward, Michael Down

Acting Deputy Principal: Jared Fretwell; Acting Assistant Principal: Angie Malae

The Principal, Deputy Principal and Assistant Principal are the Senior Leadership Team. Our focus is always on raising student achievement through high quality teaching and learning.

The Board, all staff and student leaders undergo Clifton's Strengths coaching.

Culturally Responsive Practice

Kapa haka and Pasifika Cultural Groups are a part of the school programme for all students.

We have lead teachers for Maori and Pasifika who are responsible for leading professional learning in The Pasifika Education Plan and Ka Hikitia.

Maori Achieving Success as Maori has many practical outcomes in our school and across our Kahukura COP. Our home grown cultural festival for the COP will become an annual event. We have a kaupapa Maori website and this is used by our Kahukura colleagues and now by teachers from all across New Zealand. Our teachers have completed He Papa Tikanga, Mauri Ora and other te reo Maori courses. Our students and staff celebrate their mihi and we encourage students to learn their whakapapa in their own languages including te reo Maori, Tongan, Samoan, Fasi etc.

We are kaitiaki of the section of the Waimokihi that flows at the back of the school, in partnership with Christchurch City Council, DOC and Christchurch Waterways.

In 2016 we introduced the Maori Student Leadership Trophy Manawa Ora, Manawa Toa (The Humble Warrior) and in 2017 added a Loto Pasifika Trophy (Heart of the Pasifika: Strength, Pride, Respect and Humility)

We place importance on student voice and in particular how our Maori and Pasifika children are encouraged to progress and excel in our school. We have regular fono and hui, and at the end of the year, we hold a celebration of student achievement for our Maori and Pasifika students. This has now become a very big event for our school and our families join in the celebrations.

We have an expert ESOL teacher who works alongside classroom teachers to ensure that we are addressing the ELPS.

Volunteerism, Community Partnership and Million Dollar Assets.

In March 2014 our school playground was completed through charity funding and the phenomenal generosity of the local community who donated time, machinery, expertise, person power and materials. This is further evidence of the dedication of the school and local community who invest in the future of our tamariki.

Our school pool reopened in late January 2018 after a titanic effort to complete this dream following the devastation to our pools in the 22 February 2011 earthquakes. The total value of this amazing asset is around \$1.5 million. Once again we have experienced the generosity and commitment of companies, whanau, community groups, volunteers and experts who gave so much to see our dream reborn.

Our school programmes, both in school and out of school hours, are sustained by dozens of volunteers. Sport Canterbury, Origin Sport, Crossover Trust, SWBC are all organisations that assist in our school.

Our Pool Committee and West Spreydon School Friends and Whanau Group are an important part of the school team.



Pastoral Care

We operate a highly successful Pastoral Care system which is supported by School Based Mental Health Team, Police Liaison Officer, SENCO, Health Promoting Schools, Public Health Nurse, Project Esther, Oranga Tamariki, Te Ora Hou, STAND, Social Worker in Schools (SWiS), Big Brother, Big Sister, Community Constable, Kingdom Resources, RTLb, RTLIT, Deputy and Assistant Principals,

Extension and Enrichment Groups

We run about twenty six extension groups for our students. We rely on teachers and parents committing to many hours of volunteer work to make sure that the groups can operate. Our Science Team won the EPro8 Challenge Cup in 2017 as first time competitors. This is a South Island competition. Our Garden Club has won Gold Medals three years running in the School Gardens Show. Our basketball teams have won or

placed second in their Grade competitions at Pioneer Stadium. We have ten basketball teams, rugby, touch rugby, netball, kapa haka, Pasifika Culture Group, science, rhythmic gymnastics, dance, wearable arts, computer coding, robotics and tuition in a wide range of music including keyboard, vocals, ukulele, guitar, recorder, drums and DJ.

Inclusive Practice

Our SENCO works with Senior Leaders, Team Leaders, classroom teachers, The RTLit, Reading Recovery Teacher, ESOL teacher and SENCOs across the community of practice to identify learning and developmental needs and these children are supported through specific learning interventions. Sometimes these are targeted programmes like Early Words and Phonics and other times they are for in class support where the student may require additional modelling and instruction.

Students with special needs and learning disabilities are included in all learning opportunities. Sometimes there is additional funding to support the students through ORS, ICS or IRF. Students may be referred to the RTLB for additional diagnostic assessment and learning programmes are adjusted as much as is practicable to address the needs of the students.

We cater for gifted and talented students through a variety of deep learning experiences, after school clubs and private tuition.

We have a great relationship with the Christchurch Ministry of Education, and we rely on trust and goodwill between home and school in order to best address the needs of our children.

Professional Learning

Our Board of Trustees has committed to excellence in teaching and learning and to support this, has ensured that our staff has the opportunity for high quality and current research based professional learning. For the past six years we have been building the school kaupapa around Attachment Theory and have had incredible success in being able to connect with traumatised and detached children. Christchurch is still seeing the fall out from the trauma of 2010-2012. We do not operate a conventional behaviour management system but have opted to train in attachment theory which builds very strong relationships between children and their teachers and families.

Our teachers are experts in many areas and take responsibility for leading quality professional development with the teaching staff. The board is funding math, literacy, attachment theory Clifton's Strengths and leadership professional learning focuses in our school. There are many more courses available to staff including in house expertise.



Kahukura Community of Practice.

We are one of seven schools in a highly effective and high performing community of schools who share a strategic plan that sees our staff, Principals and Boards of Trustees working together to ensure that all of the children in our cluster of schools have the opportunities to excel. The Principals challenge each other's thinking, champion innovation and work in collaboration with each other for the benefit of more than two thousand children in our constellation of schools. Our SENCOs, and lead teachers of Performing Arts, Maori and Deep Learning meet together regularly and plan initiatives that enhance learning for all of the children and make the most of combining teacher strengths and talents.

For the past 6 years we have been a part of Maori Achievement Collaboration (national initiative) and New Pedagogies For Deeper Learning (Michael Fullan international initiative) as a joint venture in the Kahukura Community of Practice. This year we join Te Mana Ake and Launch our Teacher Led Innovation into Deep Learning.



Year 5/6 Camp

We believe that at the heart of a healthy community there must be a healthy local school, and that between us all, we can make a much brighter future for our tamariki. Attitude, Adventure and Achievement underpin the way that we roll at West Spreydon School.

In our school community we have 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.



Wearable Arts

Mission Statement, Vision and Values

Mission Statement

To raise student achievement in all areas of endeavour.

Whakataukī

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

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

Our Vision

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:

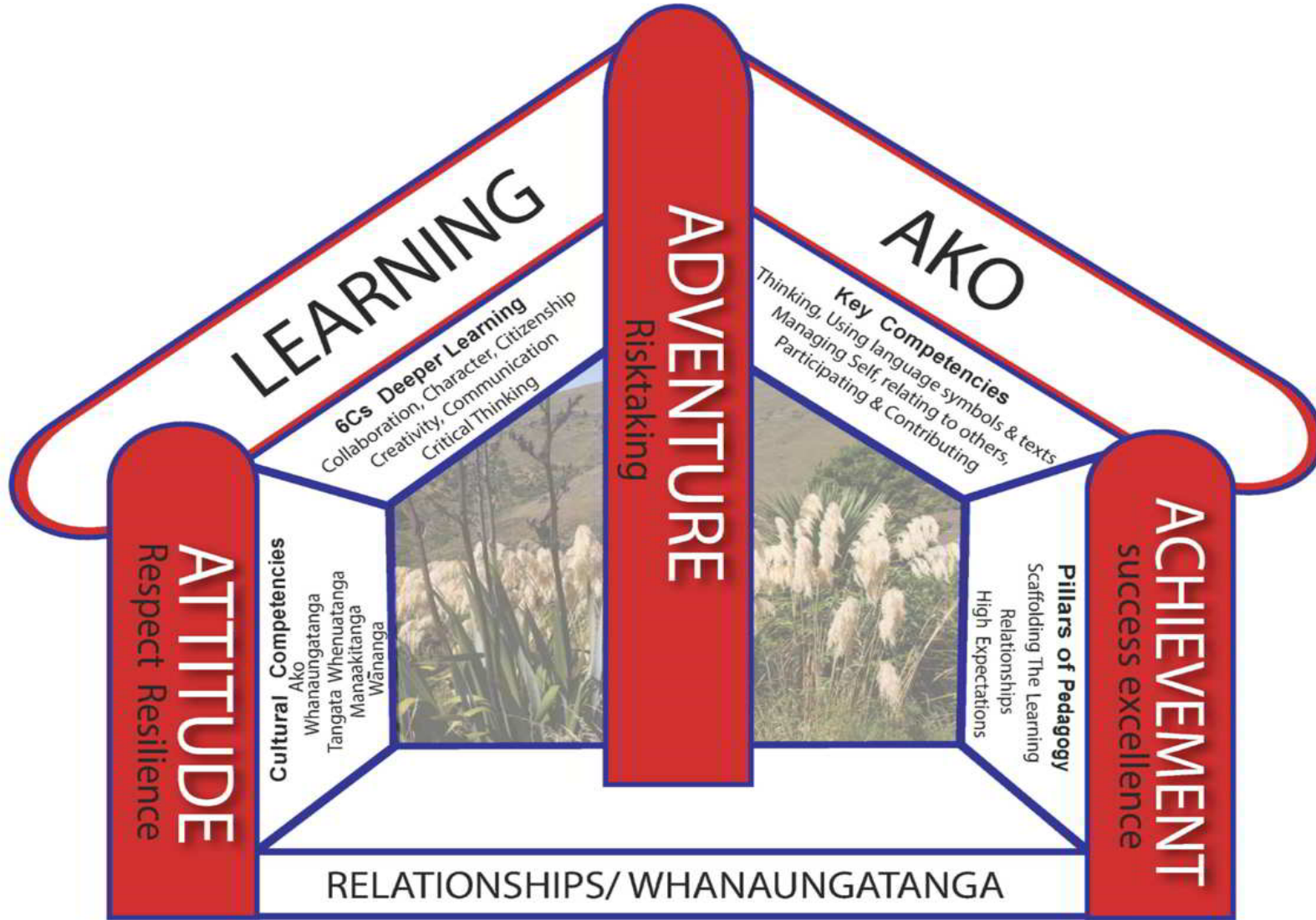
Thinkers: (Thinking) Critical Thinking

Respectful: (Relating to others) Citizenship, Character

Adventurous: (Managing self) Character

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

Connected: (Participating and Contributing) Collaboration,
Citizenship



WEST SPREYDON SCHOOL

Vision, Mission, Values 2019 - 2022

ATTITUDE, ADVENTURE, ACHIEVEMENT

At 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



West Spreydon School

Strategic Goals 2019-2022

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.



West Spreydon School

Annual Plan 2019

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

1. 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 Plan

Refer to Kahukura COP Strategic Plan

1.1 Develop and implement accurate and detailed student support and assessment systems.

We will:

School

- review and restructure our SMS pastoral care and assessment systems - referrals / whole child profiles / incidents / well being / cross agency links
- develop agreed criteria for referrals
- ensure all student concerns are addressed and actioned contingently

Kahukura - Te Mana Ake

- meet with Kahukura SENCOs and the lead Kaimahi on a regular basis
- update database regularly
- ensure all student concerns are addressed and actioned contingently

1.2 Raise all student achievement and engagement by using the Deep Learning Framework to design and implement rich learning experiences.

We will:

School

- include our community in the design of learning
- promote student agency
- use data to drive the pathways for learning success and achievement with an extra focus on maths and literacy

- tailor professional learning to challenge and support teacher capability
- complete our school based curriculum

Kahukura

- lead and contribute to the Teacher Led Innovation Fund research project to answer the following research question; *'How can we develop students' agency, especially in digital spaces.'*
 - **Our Kahukura definition of agency is:** 'Students have a sense of 'agency' when they feel in control of things that happen around them; when they feel that they can influence events. This is an important sense for learners to develop. They need to be active participants in their learning.'
- organise the 2019 Kahukura Teacher Only Day and additional Deep Learning workshops

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

As a result of our [Senior Leadership Inquiry](#) we have decided to implement the following actions.

We will:

Utilise the maths and literacy leads to:

- 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 an assessment expert/adviser 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

Refer also to the Math and Literacy Leadership action plans for more specific detail

1.4 Continue to provide rich learning experiences in all areas to ensure that all students and staff have the opportunity to shine and excel.

We will:

- Continue to provide timely and rich professional learning opportunities
- Organise Science club, coding, robotics, music tuition, book club, Kahukura Chorale, out of school sports competitions
- Promote and secure parent and community volunteers, to manage, coach and lead initiatives
- Provide opportunities for our Gifted and Talented students to continue on the trajectory of accelerated success
- Maintain a register of all clubs, tuition and extension groups

Refer to action plans forLead Teachers of Math & Literacy, Sports Coordinator and Out Of School Sports leader, Performing Arts, Pasifika, MAC, NPDL, SENCO, Deputy Principal, Assistant Principal, Kahukura COP strategic Plan, Board Chair,

Strategic Goal 2

2. 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.

2.1 Actively engage in the develop and detail design process for our school rebuild in 2020.

We will:

- participate in regular Project Control Group Meetings
- visit other school for inspiration
- explore all possibilities for decanting and manage the communication and relocation process

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

We will:

- Organise and archive photos
- Write the narrative
- Plan for strategic placement
- Design the storyboards

2.3 Communication:

We will:

- inform the BOT, staff and community as the project develops / consult where appropriate (2x community meetings Term 1)
- Consult with the community on the gifting of names for the buildings and school
- Provide opportunities for the community to see the plans and to talk them through with us

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

We will:

- Continue our partnership with the Mother of all Clean Ups project
- Explore initiatives like Nature Agents, rubbish free and Enviro Schools

Refer to action plans for Oecologista. Deputy and Assistant principals, BoT, Property Group, WSSF&W, Pool Committee for further details.

Strategic Goal 3

3. Connection

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

Refer also to Kahukura COP Strategic Plan

3.1 Promote staff well being and professional capability through a rigorous induction and coaching process.

We will:

- provide termly Clifton Strengths coaching at team and staff level
- build leadership capacity across the school through deliberate strategies
- provide quality professional learning
- meet with all teaching staff weekly
- meet with new staff weekly to strengthen their foundation knowledge of our school culture and systems
- meet with support staff weekly to establish new systems, provide professional development and to gather their voices to improve learning support systems
- establish digital team drives to improve communication as a repository for resources and information (one stop shopping)
- Ensure that play is a planned part of the way that we do things here for staff

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

We will:

- collaborating in Deep Learning, MAC, SENCO and Performing Arts planning and events: Cultural Festival, Music Festival, Speech competition, National Parihaka Hui, Pam Hook SOLO Taxonomy, **Te Mana Ake**
- sharing critical information and data
- Sharing key personnel and their skills and talents
- Planning and implementing Kahukura Teacher Only Day

Refer to action plans for Kahukura COP, Lead Teachers in MAC, NPDL, Performing Arts, SENCO; Pasifika, BoT

Strategic Goal 4

4. Culture

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

4.1 Build leadership capability and opportunities across the school

We will:

Board of Trustees

- successfully manage the Board Election process May 2019
- provide an effective governance induction
- ensure board meetings focus on strategic goals and governance

Teachers

- provide opportunities for all teachers to develop leadership skills and opportunities for innovation and creativity
- ensure that action plans reflect future thinking

Student Leaders

- engage student leaders in leadership training programmes
- promote the student leadership profile in school events
- Reflect Maori and Pasifika cultural values in student leadership opportunities

4.2 Celebrate our Maori and Pacific cultures and our diversity by building strong relationships and kaupapa with our whanau, teachers and students

We will:

- Tautoko and teach the kaupapa of kapahaka throughout the school
- Develop the West Spreydon kawa for mihi whakatau
- Promote Sasa and Siva in the senior school and build teacher capacity
- Celebrate and acknowledge all language weeks
- Explore the possibilities of a school umu

- Continue to teach New Zealand Sign Language

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

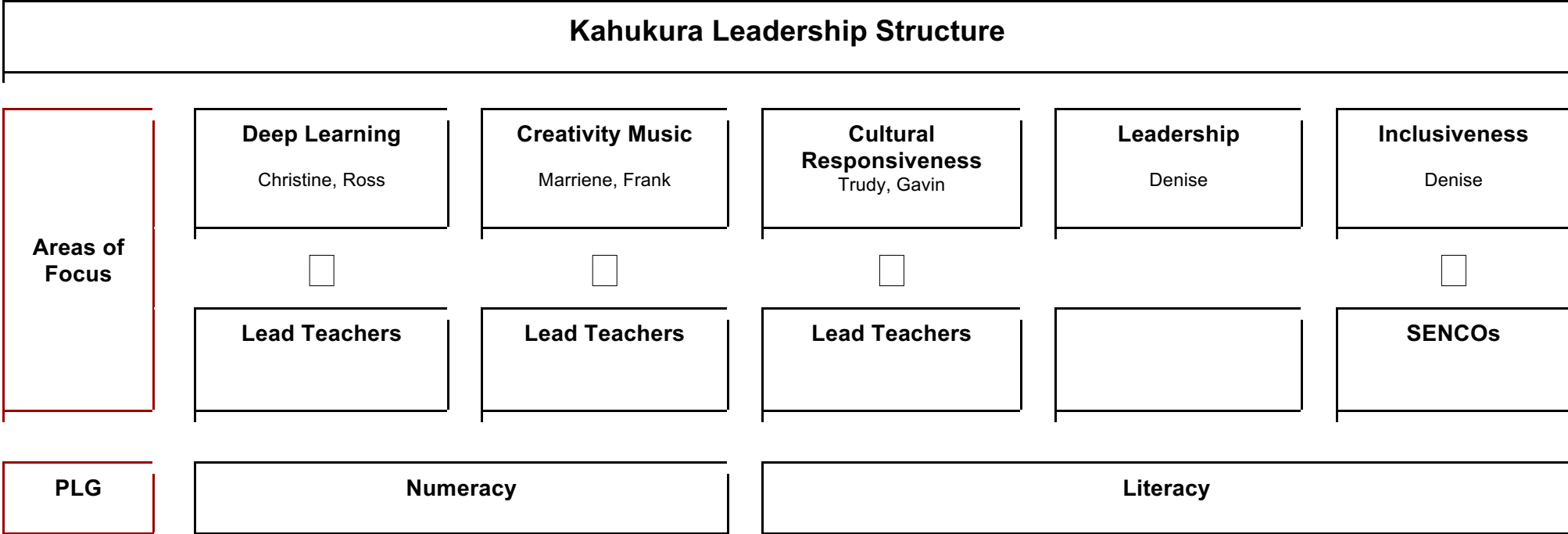
We will:

- 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 sessions on topical issues eg. cyber safety, budgeting

Refer to action plans for MAC Maori Lead Teacher, Pasifika Lead Teacher, Sports Coordinator, OOS Sport leader, Maths and Literacy Leads, Oecologista, Performing Arts, Student Leadership

Kahukura Strategic Plan

Vision: Supporting responsive, collaborative learning connecting students, teachers and communities across the cluster.



Areas of Focus each have:

- 2 Principals
- Lead teacher – released each term/PLD provided
- Strategic goals and action plan for each area

PLG

- Lead teachers of literacy and numeracy
- Meet after school
- Goal – to share best practice

KAHUKURA COMMUNITY OF PRACTICE ANNUAL PLAN 2019

[Review of 2018 Kahukura Annual Plan](#)

MUSIC/ PERFORMING ARTS

Strategic Goal	Lead teacher Job Description/ Role	2019 Action Plan	2022 Goal
<p>1. To increase cluster capacity, knowledge in Music/Performing Arts</p> <ol style="list-style-type: none"> a. Lead Teachers b. Classroom Teachers <p>2. To provide increased opportunities for music/performing arts excellence, extension and performance</p> <p>3. To recognise and celebrate our students talents and abilities in the Music/Performing Arts</p>	<p>Develop opportunities for other staff at your school.</p> <p>Connect with the community to link the school with local experts and resources.</p> <ul style="list-style-type: none"> • Be the point of contact/facilitator for music tutors Co-ordinate and advocate for the Performing Arts in the School <p>Support quality arts programmes</p> <p>Organise and run school wide and cluster wide Music/Arts events.</p> <ul style="list-style-type: none"> • Work with cluster leads to plan and run Kahukura Music Festival <p>Seek performance opportunities in the community - within and outside school</p> <p>Lead clubs/groups within the school at a formal or informal level (skill dependent)</p>	<p>Term 1</p> <p><i>Which events are we participating in 2019 Align evenings / events, such as CSMF so we perform on the same night. (Thorrington and Cashmere not performing in the CSMF)?</i></p> <p><i>How do we get more music happening in our school classrooms?</i></p> <ul style="list-style-type: none"> • Kahukura Music tutors established in and across schools were appropriate • Collate and assemble an online library of resources of song books, music resources etc for our COP • Kahukura Music Director to appoint massed choir conductor/s • Soloists auditioned and rehearsed for massed choir items • KMF Organisation and massed choir rehearsals • Auditions for Kahukura Chorale • Chorale Organisation and weekly rehearsals • Orchestra rehearsals 	<p>Establish a Long Term Plan of Performance Opportunities for</p> <ul style="list-style-type: none"> • Combined Schools Band/Orchestra • Special Choir • A Kahukura Dance Festival • Junior Music Festival - in school hours in a relaxed setting • Solo Showcase - vocalists, instrumentalists <p>Have a pool of specialist music teachers that we can engage with to make instrumental tuition more accessible for all our students - look at funding options</p> <ul style="list-style-type: none"> - Investigate Sistema Aotearo <p>To send a delegation of teachers to a Performing Arts Conference http://www.drama.org.nz/conference/2017-dnz-national-conference/ http://menza.co.nz/</p>

	<p>Be the primary point of contact for staff at your school to help develop Music programmes</p> <p>Participate in Performing Arts professional development to continue to build your professional knowledge and promote professional expertise</p> <ul style="list-style-type: none"> • Outsource music specialists/ tutors/ programmes <p>Meet at a cluster level to discuss and plan shared cluster objectives and projects and to learn from one another to better serve our schools.</p>	<p>Term 2</p> <ul style="list-style-type: none"> • Kahukura Music Festival, 2 nights performance. • Chorale, massed choir and orchestra performances at music festival <p>Term 3</p> <ul style="list-style-type: none"> • Kahukura Chorale Performance at Voices' Festival - c. week 3 or 4 term three <p>Term 4</p> <ul style="list-style-type: none"> • Possible Cluster Tour of the Kahukura Chorale - c. week 2 of term four • Kids in Town • Kids for Kids <p>Ongoing</p> <p>Regular Meetings inc - 1 day x release a term</p> <p>Seek PD opportunities for all teaching staff</p> <p>Use Youtube waiata playlists</p>	<p><u>TO EXPLORE</u></p> <p>The possibility of having 3 PD sessions on classroom music programmes per school per year- possibly led by Kate R and/or Menza (an example)</p>
--	--	---	--

		https://www.youtube.com/playlist?list=PLHrFbw3PcvivxzCksWU3GtbH6eJgcFlt5	
--	--	---	--

DEEP LEARNING - RESPONSIVE CURRICULUM

Deep Learning is the ability to master and leverage existing knowledge making links to re-interpret and create new meaning. It is facilitated through questioning and authentic engagement in meaningful real world challenges.

“Learning contexts should encompass conversations that are challenging, problematic, engaging and horizon stretching. The teacher’s tasks is to create possibilities and opportunities for students to become, learn, and act.” (Dewey, 1916)

When we help young people make connections between what they are learning and the real world, they learn that everything is connected and that learning is a continuous process. Learning from experience is one of the best ways to give akonga the skills they need for living, working, and learning in the modern world. Deep learning provides experiences that nurture competencies (i.e. 6 Cs, Key Competencies, Cultural Competencies) and effective learning partnerships. This type of learning supports the values of our school, helping akonga thrive and become confident, connected, actively involved lifelong learners.

Strategic Goal	Lead teacher Job Description/ Role	2019 Action Plan	2020 Goal
<ol style="list-style-type: none"> 1. Influence and develop our school curricula across the cluster in order to embed deep learning (NPDL) 2. Lead professional learning on the development of deep learning tasks (including Cluster TOD) 3. Ensure increasingly deeper learning happens in each school using the NPDL suite of tools (rubrics) 	<p>Be the primary point of contact for staff at your school to help develop responsive curriculum programmes, run staff development in order to raise teachers understanding of deep learning and students learning outcomes.</p> <p>Participate in professional development personally to continue to build your professional knowledge and promote professional development opportunities for other staff at your school.</p> <p>Supporting teachers to develop deep learning tasks based on global best practice and moderation exemplars (working towards our own best practice submissions).</p>	<ol style="list-style-type: none"> 1. <i>Increase student agency and voice in learning decisions</i> 2. <i>Lead a change from planning learning to designing learning (through the Collaborative Inquiry Cycle & TLIF)</i> 3. <i>Develop systems and strategies to secure more teacher accountability</i> 4. <i>Deep Learning Lab:</i> <ol style="list-style-type: none"> a. <i>Three of the lead teachers to attend and present at the Global Deep Learning Lab.</i> 5. <i>Seek opportunities to share and present our Deep Learning journey (eg Delving Deeper, American Deep Learning Lab ...)</i> 6. <i>To keep connected with NPDL</i> 	<p>Children leading their own learning and making learning links across the cluster in their real world contexts</p> <p>Teachers and children creating meaningful learning contexts together</p> <p>Student voice and agency will be evident in designing relevant learning contexts to develop digital citizenship</p>

	<p>Assist with the moderation of cluster tasks</p> <p>Develop cluster moderation example</p> <p>Attend CORE sessions as PLG</p>	<p><i>global initiative through associate (senior) membership and optional participation in CORE facilitated events.</i></p>	
--	---	--	--

CULTURALLY RESPONSIVE SCHOOLS - MAORI

In order to lift Māori student achievement and for Māori to achieve educational success as Māori we must;

- Ensure all schools in the cluster are culturally responsive
- Promote mana Māori in our schools and across the cluster
- Ensure students take pride in their language, culture and identity

Strategic Goal	Lead teacher Job Description/ Role	2019 Action Plan	2020 Goal
1. To increase cluster capacity in both Te Reo and Tikanga Maori.	Be the primary point of contact for staff at your school to help develop Māori programmes, run staff development in order to raise Māori students achievement.	TERM 1 Implementation of Te Reo Curriculum Staff PD Waitangi Day Road Trip to Timaru	Cluster Curriculum is embedded in all schools.
2. Normalising the use of Te Reo and Tikanga			A clear Maori graduate profile is developed and in place.
3. To develop clusterwide kawa.	Be the primary point of contact for whanau at your school to connect them with school programmes and advocate for their child.	TERM 2 TOD - Te Reo workshops Tracking our Māori Student Achievement Graduate profile for Māori Students Matariki - Community Planting etc	Lead Teachers attending and presenting at World Indigenous Peoples Conference./
4. To increase knowledge and capability of lead teachers.	Participate in Māori professional development personally to continue to build your professional knowledge and promote professional development opportunities for other staff at your school.		
5. Implement cluster Maori Curriculum.			
6. Develop place based learning in our immediate area		TERM 3 MAC Hui - 15 - 18 Sept Parihaka Te Wiki o te Reo Māori - Kapahaka Roadshow Tuhono Festival Cultural Festival	
7. To investigate different ideas for			

<p>Cluster Cultural Celebrations</p> <p>8. To look for opportunities to upskill ourselves and our people.</p> <p>a. Rock Art (Timaru + Marae stay)</p> <p>b. Local Canterbury historical sites</p> <p>9. Teachers' Kapa Haka</p>	<p>Advocate for all Māori students and families in your school.</p> <p>Organise and run school wide and cluster wide Māori events.</p> <p>Connecting with the community to connect the school with local experts and resources.</p> <p>Meet at a cluster level to discuss and plan shared cluster objectives and projects and to learn from one another to better serve our schools.</p> <p>Track Māori students achievement across the school in collaboration with team leaders/DPs/APs and advocate for their learning.</p> <p>Liaise with the principal and BOT with regards to raising Māori students achievement.</p>	<p>TERM 4</p> <p>Cultural Celebration</p> <p>Parihaka Day</p> <p>Teachers Kapa Haka Performance</p>	
		<p>ONGOING INITIATIVES</p> <ul style="list-style-type: none"> As a group of lead teachers develop a clusterwide tikanga that can be adopted by schools, include waiata, karakia, whakatauki. Track Māori students achievement across the school in collaboration with team leaders/DPs/APs and advocate for their learning. Info used by SENCo's 	

LEADERSHIP

Kahukura needs to ensure it has the best leaders across the cluster to ensure everyone is working to achieve the cluster goals.

Leaders in the Kahukura cluster need to collectively take ownership for the cluster vision to ensure all those within the cluster are prepared to effectively work with the changes pace which is education today

Kahukura will provide leadership opportunities and programmes for leaders within the cluster.

Strategic Goal	2019 Action Plan	Who	2020 Goal
Ensure NPDL are current in their knowledge about the project and keep staff well informed.			Kahukura will have a clear plan of leadership development which includes students, teachers, middle leaders and principals.
NPDL lead teachers take a lead role in facilitating PLD in the cluster and sharing their learning beyond the cluster			
Maori lead teachers are upskilled on the knowledge required to make them effective to lead PLD within their schools.			
Identify principals current learning needs to enable them to respond to the changing educational environment			
All Middle leaders in the cluster confident as instructional leaders in our schools by upskilling			

LEARNING SUPPORT SENCO PROJECT

Learning Support is a critical part of all schools in the Kahukura Cluster. To ensure the students in the cluster achieve the best support they need we will pool practices and work with the MoE on the CS2 project to help access resources across the cluster.

Strategic Goal	2019 Action Plan	Who	2020 Goal
<p>Implement the recommendations from the analysis of the Māori achievement data</p> <p>SENCOs meet as a PLG to share best practice to ensure that students in all cluster schools receive the best support.</p> <p>Identify trends and patterns in order to support programmes and professional development of cluster</p> <p>PD focus on Well being</p>		SENCO's	Kahukura has access to resources to support the needs of students in the cluster.

Analysis of Variance 2019

School Name:	West Spreydon School	School Number:	3588
---------------------	-----------------------------	-----------------------	-------------

Strategic Aim:	<p>Teaching and Learning</p> <p>Aim for innovation and excellence in all learning and teaching and celebrate the successes across our school and the Kahukura COP.</p>
Annual Aim:	<p>Raise student achievement in maths and literacy across the school, by building capacity and capability in all teaching staff</p> <p><i>Refer also to the Math and Literacy Leadership action plans</i></p> <p>Utilise the maths and literacy leads to:</p> <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

Target:

2019 Targets

Target 1:

5/13 or 40% of the Year 4 students who were working below curriculum level expectations will have accelerated progress and mastered curriculum level 2 in mathematics by the end of 2019. This would include our priority learners.

Target 2:

The 2 learning support students who were working well below (early curriculum level 1) will show accelerated progress through achieving their learning support goals. (Please note 1 child moved to another school at the end of 2018)

Target 3:

4/10 or 40% of the Year 5 students who were working below the expected curriculum level will have accelerated progress and mastered in early curriculum level 3 in mathematics by the end of 2019. This would include our priority learners. (Please note 1 child moved to another school at the end of 2018)

Target 4:

The 7 learning support students who were working well below (curriculum level 1) will show accelerated progress through achieving their learning support goals. (Please note 1 child moved to another school at the end of 2018)

Target 5:

14/46 of the Year 5 students who were working above curriculum level expectations will continue on this trajectory.

Baseline Data:**Baseline Data Linked to Target 1 & 2:**

31% (16/53) of all Year 3 (2018) students were working below 25% (13/53) or well below 6% (3/53) the New Zealand curriculum level in maths

Baseline Data Linked to Target 3 & 4:

41% (19/46) of all Year 4 (2018) students were working below 24% (11/46) or well below 17% (8/46) the New Zealand curriculum level in maths

Baseline Data Linked to Target 5:

14/46 of all Year 4 (2018) students were working above the New Zealand curriculum level in maths

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 Liz Johnson (UC Maths Facilitator) redesigned our data sheets rewritten the protocols for administering assessments provided professional learning for team leaders and teachers worked with Kathryn Nielsen (SAF), Danielle O'Halloran (MOE advisor) and Liz Johnson (UC Maths Facilitator) to 	<p>We have seen an overall dip in our assessment data as a result of the following:</p> <ul style="list-style-type: none"> Increased knowledge and skill around gathering assessment information Introduction of mastery criteria across the whole curriculum Teacher's curriculum knowledge and assessment gathering processes were strengthened We have more confidence in the consistency and efficacy of the data 	<ul style="list-style-type: none"> Teacher professional practice and Knowledge was inconsistent across the school. Some of this was due to limited beginning teacher graduation knowledge, practices introduced from other schools that did not reflect best practice, and muddled application of learning and communication Staff illness Student absences Data was not being used as a basis for planning and teaching, but was being 	<ul style="list-style-type: none"> We have skilled and knowledgeable staff internally that can support programmes and grow teacher capability Teachers need ongoing training in the implementation and analysis of testing such as running records, JAMS, Gloss etc In 2019 we need to have intensive ongoing professional development for all teachers on assessment practices. Where possible all standardised testing needs

<p>achieve consistency and improve teacher practice</p> <ul style="list-style-type: none"> delegated responsibility for data gathering, analysis and moderation to team leaders so that it can be followed up at every team meeting and then reported at the weekly Senior Leadership Meeting Clarified Teacher Professional Judgement using triangulated data. This involved consulting with other schools, specialist advisors and some of our experienced teachers. Every leadership meeting we discussed data 	<ul style="list-style-type: none"> We now have a clear understanding, as a staff, of how to make a TPJ and what we expect as a school in each curriculum area post National Standards 	<p>addressed at end point</p> <ul style="list-style-type: none"> Individual student data was not being used consistently to teach to the gaps in understanding across the school Too much weight was placed on formal tests and standardised tests rather than triangulating data across a year from a variety of sources Bespoke LTPs were still in the consult and design process so tailored classroom programmes were being trialled 	<p>to be completed online to mitigate errors in marking.</p> <ul style="list-style-type: none"> We need to find a way of ensuring all data is inputted accurately. Systems and expectations need to be put in place for the organisation of all classroom data by classroom teachers. Deadlines must be met in the input of data online. Although PD was provided at staff meetings for teachers on forming TPJs and support material provided as a google doc, many teachers still struggled to form them. Our intensive work with Kathryn Neilson (Ministry of Education, Student Achievement Function) also identified that we need to continue to support our teachers to understand the importance of accurate data and rigour in analysing and applying that data to their teaching and learning.
--	--	---	--

English Language Learning Progressions reporting template

This template may be used by school Boards of Trustees to report further information about English language learner progress in relation to the English Language Learning Progressions for reading, writing, speaking or listening.

NB. At the beginning of 2018 there were 35 funded students. During the year there was movement in and out of the school, some students exceeded funding while others became eligible. Some ESOL students left each term and others arrived each term making a constant number of 34 funded students for Terms 3 and 4. However for this data only the 28 students who received ESOL support throughout the whole year are represented.

School name and number:

West Spreydon School 3588

Total number of Students		28					
Listening							
<i>ELLP Stage End 2018</i>	22%	6	Stage 3			6	
	64%	18	Stage 2		18		
	14%	4	Stage 1	4			
			Foundation Stage				
<i>ELLP Stage Begin 2018</i>				Foundation Stage	Stage 1	Stage 2	Stage 3
	Total number of students	28		4	18	6	
				14 %	64%	22%	
<p>The school population includes a number of students who are English language learners who may not yet be making marked progress in relation to <i>The New Zealand Curriculum</i> National Standards. The data provided in the table above shows the progress these students are making in relation to the English Language Learning Progressions (ELLP).</p>							

English Language Learning Progressions reporting template

This template may be used by school Boards of Trustees to report further information about English language learner progress in relation to the English Language Learning Progressions for reading, writing, speaking or listening.

School name and number:

West Spreydon School 3588

Total number of Students		28					
Speaking							
<i>ELLP Stage End 2018</i>	18%	5	Stage 3		1	4	
	60%	17	Stage 2	1	15	1	
	22%	6	Stage 1	3	3		
			Foundation Stage				
<i>ELLP Stage Begin 2018</i>				Foundation Stage	Stage 1	Stage 2	Stage 3
	Total number of students	28		4	19	5	
				14%	68%	18%	
<p>The school population includes a number of students who are English language learners who may not yet be making marked progress in relation to <i>The New Zealand Curriculum</i> National Standards. The data provided in the table above shows the progress these students are making in relation to the English Language Learning Progressions (ELLP).</p>							

English Language Learning Progressions reporting template

This template may be used by school Boards of Trustees to report further information about English language learner progress in relation to the English Language Learning Progressions for reading, writing, speaking or listening.

School name and number

West Spreydon School 3588

Total number of Students	28						
Reading							
ELLP Stage End 2018	7%	2	Stage 3			2	
	50%	14	Stage 2		13	1	
	43%	12	Stage 1	5	7		
			Foundation Stage				
ELLP Stage Begin 2018				Foundation Stage	Stage 1	Stage 2	Stage 3
	Total number of students	28		5	20	3	
				18%	71%	11%	
<p>The school population includes a number of students who are English language learners who may not yet be making marked progress in relation to <i>The New Zealand Curriculum</i> National Standards. The data provided in the table above shows the progress these students are making in relation to the English Language Learning Progressions (ELLP).</p>							

English Language Learning Progressions reporting template

This template may be used by school Boards of Trustees to report further information about English language learner progress in relation to the English Language Learning Progressions for reading, writing, speaking or listening.

School name and number

West Spreydon School 3588

Total number of Students	28					
Writing						
ELLP Stage End 2018		Stage 3				
	7%	2	Stage 2		2	
	61%	17	Stage 1	15	2	
	32%	9	Foundation Stage	9		
ELLP Stage Begin 2018			Foundation Stage	Stage 1	Stage 2	Stage 3
	Total number of students	28	24	4		
			86%	14%		
<p>The school population includes a number of students who are English language learners who may not yet be making marked progress in relation to <i>The New Zealand Curriculum</i> National Standards. The data provided in the table above shows the progress these students are making in relation to the English Language Learning Progressions (ELLP).</p>						

West Spreydon School - ESOL report 2018

Teacher - Jan Murray

In Term 1 there were 35 funded students. I taught for five hours a week. This term I focused on the younger students that were new to receiving support and I will pick up the rest in Term 2.

Term 1 - The focus for this term was establishing reading strategies and assisting the students to become more independent in writing. This would give them more confidence in the classroom setting.

Term 2 – Two students left the school and two new students arrived. The focus for the term was recounts and I taught on a six day programme. Learning outcomes covered were:

- use personal experience to talk and write about using a recount format
- understand and use the recount stages correctly
- recognize and apply the past tense verbs, (regular and irregular) correctly

Skills taught were:

- modelling and applying correct sentence patterns
- vocabulary development and extending ideas
- punctuation
- using phonics and spelling lists
- re-reading to check if the recount makes sense
- correct use of grammar points depending on the age and ability of the group
- paragraphing was taught to the older students

Term 3 – Two refugee students arrived as well as a student from overseas with no English. The term was spent initially working with the 2 refugee students with lots of reading to them, talking, introducing vocab and letting them hear and use the English language. The other child was given a similar programme. These children will now work with a teacher aide next term with my support to continue their language development and literacy.

Term 4 – Two younger students became eligible for funding in Term 3 and some older students reached their cohort and exceeded funding. The number of students was now 34.

The focus for this term was comprehension specifically inferential questions for most of the students. They were taught how to ask and answer inferential questions using different texts. Writing about the text was also a focus.

I continued to teach for five hours a week. Some younger students worked in small groups or individually with me on reading strategies and writing support.

I taught on a six day programme because of the large number of students.

Areas covered were:

- Literal questions
- Inferential questions
- Evaluative questions
- Retells
- Writing opinions
- Writing from the point of view of one of the characters strategies to feed back information and ideas to the class room teacher.

At the end of this term some of the funded students reached their cohort and exceeded funding and others exceeded funding because they had received the maximum of 12 terms funding for a New Zealand born student.

Depending on my hours for 2019 I will continue work with the funded students. Depending on the number of students the programme will change accordingly.

Focus for 2019.

- Punctuation has improved but it is still a weakness for some.
- Continue to focus on correct grammar and grammar points.
- Extend ideas in written and oral work with greater independence.
- Continue to develop vocabulary knowledge.
- Increase knowledge and understanding of subject specific terminology.
- Aim for deeper understanding in reading and teach strategies that will foster this.
- Teach the correct reading strategies for those who are struggling with accuracy and fluency.
- Continue to self and peer assess and use confidently.
- Continue to scaffold while encouraging greater independence.
- Give each child confidence in their achievements, help them understand their strengths and weaknesses and encourage them to stretch themselves further.
- Have more communication with the classroom teacher regarding the needs of each student and give advice on how they can best support them in the class.

Jan Murray

December 2018

**Reading Recovery Report
West Spreydon School 2018**

Teacher: Jan Murray

This year I received funding for three children.

Children: This year a total of eight children were entered into the Reading Recovery programme. Three children successfully completed the programme, one left to go to another school after six weeks in the programme, two made progress but were referred as they did not reach the level for discontinuing and two will carry over to 2019 due to the short time they had been on the programme.

Reading Recovery Programme 2017					
Child	Reading Level	Burt (word reading)		Writing Vocabulary	
		Start	End	Start	End
A (carry over)	L4-17	14	28	29	55
B (left after 6 weeks)	L3-7	7	n/a	9	n/a
C	L1-17	3	31	20	59
D	L2-10	3	15	6	23
E	L3-10	8	22	11	48
F	L4-16	10	26	21	62
G (carry over)	L1-10 (end yr)	6		9	
H (carry over)	L1-10 (end yr)	6		8	

N.B The above information is the important information that the ministry requires.

Monitoring: All children at this school who have previously been on the programme up to Year 5 have been retested to meet the requirements of the schools' ongoing monitoring policy. There are currently 20 past reading recovery children being monitored because some have moved to other schools. Two of these children have been referred to the Resource Teacher of Learning and Behaviour. Of these 20 children 5 are reading above expectation, 8 are reading at expectation, 2 are reading below expectation and 5 are reading well below expectation.

Ongoing Monitoring of Previous Reading Recovery Children			
Child	Reading Level	Burt (word reading)	Below/At/Above Expectations
A	L 17	30	well below
B	L 22	48	at
C	L 20	36	below
D	L 23	41	at
E	L 22	50	at
F	L 20	34	below
G	L 23	44	above
H	L 21	37	above
I	L 21	40	above
J (referred)	L 21	40	well below
K	L 25	48	at
L	L 26	71	above
M	L 21	41	at
N	L 23	50	above
O (referred)	L 14	28	well below
P	L 28	52	at
Q	L 21	35	well below
R	L 27	81	at
S	L 23	49	well below
T	L 26	53	at

I have really enjoyed my teaching this year and I am very privileged to see the amazing progress that these children have made in their reading over the year with this intervention. This has carried over into their classrooms, where they can participate with more confidence and increased self esteem, which in turn affects all curriculum areas.

Thank you for the opportunity to be able to teach Reading Recovery in your school and to continue with the programme in 2019, teaching 3 children at one time throughout the year.

Jan Murray
December 2018