


NAG 2 : Support for the quality of learning and teaching	NAG 3: Support for the quality of learning and teaching
<ul style="list-style-type: none"> ○ Trustees and staff continue to develop sustainable culturally responsive partnerships and practices in tandem with West End Te Kura Ō Mōrere whanau, Te Atiawa iwi, Ngati Te Whiti hapu and the wider community to improve Maori student achievement as promoted by Ka Hikitia – Phase 3 : Beyond 2018-2022, Hautu Maori Cultural Competency self-review tool and continuing involvement in ‘Te Ara Hau O Taranaki’ Maori Achievement collaborative and Te Ahu o Te Reo Maori. (Boyd Benton, Mike Clarke & Carri-Anne Stone) ○ To continue to build on the cultural Te Reo & Tikanga expertise of Matua Peter Taylor to further benefit West End Te Kura Ō Mōrere staff, tamariki and whanau. (Mike Clarke & Carri-Anne Stone) ○ Continuing the journey of developing our localized West End Te Kura Ō Mōrere curriculum through a Te Ao Maori lens. (Mike Clarke, Peter Horne, Catherine Cooper) ○ To continue to look for opportunities to embed our ‘Te Taura Whiri’ Shared Values : <ul style="list-style-type: none"> ● <i>Whanaungatanga – ‘we are a whanau/family’ :</i> ● <i>Ako – ‘we are all learners and we are all teachers’ :</i> ● <i>Kaitiakitanga – ‘we are all guardians (Kaitiaki) of our environment’.</i> ○ To continue to review, refine and add to the effectiveness and use of our existing assessment tools and practices and to improve and embed the teacher analysis and moderation of Student Achievement data. (Mike Clarke, Peter Horne, Catherine Cooper) 	<ul style="list-style-type: none"> ○ Senior Leadership personnel continue their active participation in local Sustaining Effective Learning & Teaching (SETL) Assessment for Learning Cluster (West End Te Kura Ō Mōrere, Puketapu, Welbourn & Oakura Schools) to further build professional staff capability, capacity, collaborative inquiry and knowledge building. As facilitated by Anna Purves (Evaluation Associates). 2020 focus – TBC ○ To continue to source prioritized ‘needs based’ Staff Professional Learning & Development opportunities in literacy, numeracy, inquiry, Te Reo / Tikanga, Incredible Years, GATE, Playbased Learning, ICT, Special Needs etc as a means to further embedding / enhancing individual, team and schoolwide practice. ○ To look for ways to benefit from Peter Horne’s 2020 Term 3 Teacher’s Sabbatical topic “Boys’ Writing”

MISSION: West End School is committed to developing responsible citizens who are confident, creative, actively involved life-long learners.

NAG 1: Promoting student progress, achievement and learning outcomes	 <p style="text-align: center;">ANNUAL PLAN 2020</p> <p style="text-align: center;">West End Te Kura Ō Mōrere</p>	NAG 1: Promoting student progress, achievement and learning outcomes
<p><u>STUDENT ACHIEVEMENT TARGETS</u></p> <ul style="list-style-type: none"> ● Reading – Years 2 - 4 (44 students, 22 Maori) (23 boys & 21 girls) ● Writing – Years 2 – 5 (66 students, 28 Maori) (41 boys & 25 girls) ● Maths – Years 2 – 5 (47 students, 24 Maori) (25 boys & 22 girls) 		<ul style="list-style-type: none"> ○ To promote and achieve a consistent schoolwide approach and usage of proven Incredible Year strategies and practices. Ensuring existing related school initiatives and documentation are ‘IY’ reflective. (As assisted by Adrienne Ansley, RTL&B IY Facilitator, Mike Clarke, Peter Horne & Catherine Cooper) ○ To further embed our recent MOE Maths Professional Learning & Development in particular continuing to enhance the progress & achievement of our targeted Maori learners. (Becky Bruckner & Diane Smith) ○ To review, freshen and extend our current programmes and initiatives that promote student hauora and wellbeing. (Mike Clarke, Peter Horne & Catherine Cooper) ○ To continue to develop sustainable and environmental schoolwide practices and projects aided by our active involvement in the 2020 “Friends of Enviro Schools’ Programme” and other associated networks. (Jeff Cocker, Warren Smart)

NAG 4,5 & 6 Management of financial & physical resources. School structures & organization

<ul style="list-style-type: none"> ○ To develop a detailed Board of Trustees Annual Workplan (Boyd Benton) ○ To maintain a process of ongoing policy review (Boyd Benton & Mike Clarke) ○ To continue to streamline & update systems & processes for the handling & monitoring of school finances & reporting of to the Board of Trustees (Dianne Roberts, Mike Clarke & Christine Hurrell) ○ To action identified & prioritized 10 Year Property Plan Projects (Boyd Benton, Chris Pye & Mike Clarke). 2020 focus the construction and development of our Central Learning Hub ○ To continue to create & maintain a school environment that is aesthetically attractive & physically & emotionally safe for all school users (Board of Trustees) 	<ul style="list-style-type: none"> ○ To continue to maintain close and supportive relationships with the Fundraising & Social Committee (Board of Trustees)
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