

Te Kura O Urumutu West End School



Analysis of Variance 2024

School: West End School (P.Nth)

School Number: 2479

<p>Annual Plan:</p>	<p>Initiative 1: Implement our culturally responsive framework</p> <p>NELP Objective 3 Priority 5: Meaningfully incorporate te reo Māori and tikanga into the everyday life of the place of learning</p>
<p>Outcome:</p> <p>All members of our community feel connected and a sense of belonging at our kura.</p>	<p>Measures:</p> <ul style="list-style-type: none"> - Survey of teaching staff and support staff for confidence in use of Te Reo Māori and tikanga at WES - Voice from whānau about sense of belong at Te Kura O Urumutu - Voice from tamariki about their experience of Te Reo Māori and tikanga at WES

Summary of Success: Culturally Responsive Framework Implementation

In 2024, West End School (Te Kura o Urumutu) successfully advanced its commitment to implementing a culturally responsive framework under NELP Objective 3, Priority 5. Our goal was to meaningfully incorporate **te reo Māori** and **tikanga** into the everyday life of our learning environment, ensuring that these foundational elements of our identity were celebrated and woven into the fabric of our school culture.

Building Confidence and Capability

A key measure of success was the growing confidence of staff in using **te reo Māori** and tikanga. Regular professional development sessions—three per term—were delivered by the Te Mātauranga Māori Team and other teachers with advanced training. Feedback surveys revealed that staff felt increasingly equipped to integrate these practices into their teaching. The visible application of learning, such as **Seesaw posts reflecting te ao Māori** and improved classroom practices, showcased their progress and dedication.

Strengthening Connections with Whānau and Tamariki

Hearing from whānau and tamariki was central to evaluating success. Whānau reported a stronger sense of belonging at Te Kura o Urumutu, as noted in regular hui, while tamariki shared positive reflections on their experiences with **te reo Māori** and tikanga. This sense of connection was bolstered by frequent updates on Māori progress and achievement, highlighting our ongoing commitment to equitable outcomes.

Enhanced Curriculum and Leadership

The appointment of a Te Mātauranga Māori Curriculum Leader for 2024 marked an important milestone in strengthening leadership in this space. Their expertise supported the refinement of the **Mātauranga Māori Curriculum Document**, ensuring alignment with evolving curriculum guidelines. Practices across the school were updated to reflect this document, embedding tikanga and te reo across all levels.

Community Participation and Progress

Our commitment to the broader kaupapa was further strengthened by encouraging staff and whānau participation in **Te Ahu O Te Reo Māori** initiatives. These opportunities helped create a shared vision for cultural responsiveness, fostering engagement and collective growth.

Overall, the success of this initiative lies in the visible and sustained integration of **te reo Māori** and tikanga into our school's life. Through leadership, professional learning, whānau engagement, and a strengthened curriculum, we have created an environment where Māori language and culture are celebrated, nurtured, and embedded. This initiative will continue to evolve as we aim for deeper and broader inclusion of **te ao Māori** in our school journey.

Annual Plan:	Initiative 2: Nurture Māori Immersion Learning at Te Kura O Urumutu NELP Objective 2 Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs
Outcome: All members of our community feel connected and a sense of belonging at our kura.	Measures: <ul style="list-style-type: none">- Survey of teaching staff and support staff for confidence in use of Te Reo Māori and tikanga at WES- Voice from whānau about sense of belong at Te Kura O Urumutu- Voice from tamariki about their experience of Te Reo Māori and tikanga at WES- Number of children engaged in Māori Immersion Learning at Te Kura O Urumutu

Summary of Success: Nurturing Māori Immersion Learning at Te Kura o Urumutu

In 2024, West End School (Te Kura o Urumutu) made significant strides in nurturing Māori immersion learning, aligning with NELP Objective 2, Priority 3. This initiative aimed to reduce barriers to education, fostering a deep sense of connection and belonging for all members of our community, particularly Māori learners. Through collaborative efforts and culturally responsive practices, we have established a strong foundation for Māori immersion learning at our kura.

Establishment of Pihipihinga Māori Immersion Unit

A major milestone was the establishment of the **'Pihipihinga' Māori Immersion Unit** in Rooms 1 and 2. This unit, designed to create an environment where Māori learners thrive, quickly became a cornerstone of cultural learning at our kura. Enrollment numbers reflect the growing demand for and commitment to Māori immersion education within our community. Tamariki engaged in the unit expressed a positive sense of identity and pride in their learning experiences, reinforcing the value of this initiative.

Enhanced Leadership and Collaboration

The appointment of a **Te Mātauranga Māori Curriculum Leader** in Term 4 of 2024 further supported the development and sustainability of this initiative. This leader worked closely with the Deputy Principal, curriculum leads, and the Te Mātauranga Māori team to ensure alignment and consistency across all areas of the school. Regular meetings allowed for the sharing of best practices and strategic planning, contributing to the wider school's awareness and engagement with Māori immersion learning.

Community Engagement and Feedback

Whānau played a pivotal role in shaping this initiative through **termly hui** and other consultation forums. Feedback from these engagements highlighted the strengthened sense of belonging and community connection experienced by families involved in the immersion program. Similarly, staff surveys demonstrated increased confidence in incorporating **te reo Māori** and tikanga into their practices, reflecting the effectiveness of professional development and shared learning opportunities.

Innovative Teaching and Assessment

To ensure high-quality teaching and learning, staff explored innovative approaches such as **Te Reo Māori MSL** (Mātauranga Structured Literacy). This approach enhanced the teaching and assessment of te reo Māori, providing a structured yet culturally aligned methodology that supported tamariki in their learning journey.

Strengthened Partnerships with Rangitāne Iwi

Partnerships with **Rangitāne Iwi** were further developed, offering valuable cultural guidance and resources. These relationships enriched the immersion unit's curriculum and deepened our connection to the local iwi, benefiting both learners and the wider school community.

Conclusion

The nurturing of Māori immersion learning at Te Kura o Urumutu has significantly contributed to

reducing educational barriers and fostering a strong sense of belonging. Through leadership, community engagement, and innovative practices, we have built a vibrant, inclusive space where Māori learners and their whānau feel seen, valued, and empowered. This initiative marks a critical step in our journey toward equitable, culturally responsive education for all.

<p>Annual Plan:</p>	<p>Initiative 3: Embed Values Driven Curriculum</p> <p>NELP Objective 1 Priority 1 and 2</p> <ul style="list-style-type: none"> • Ensure places of learning are safe and inclusive and free from racism, discrimination and bullying • Have high aspirations for every ākonga and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures
<p>Outcome:</p> <p>Our teachers have the confidence and capability to be responsive to all of our learners needs</p>	<p>Measures:</p> <ul style="list-style-type: none"> - Survey teaching staff and non-teaching staff - Survey children and whānau - Pulse point check ins with children, staff, parents/whanau - Seesaw Reporting to Parents of children’s progress with Values Development

Summary of Success: Embedding a Values-Driven Curriculum

In 2024, West End School (Te Kura o Urumutu) made significant progress in embedding a values-driven curriculum aligned with **NELP Objective 1, Priorities 1 and 2**. Our aim was to create a safe, inclusive, and culturally sustaining environment while supporting high aspirations for all learners through whānau and community partnership. This initiative has empowered staff and tamariki to embrace our core values, fostering a school culture that reflects respect, inclusivity, and excellence.

Strengthening School Culture

The **Whole Staff Refresh** was pivotal in redefining our collective commitment to a values-driven culture. Revisiting the school’s code of conduct ensured that expectations were clear and aligned with our values. These values became highly visible across the school—in classrooms, the foyer, and the staffroom—and were regularly reinforced through **assemblies, events, and**

awards. Staff surveys reflected a significant increase in confidence to incorporate these values into teaching and interactions, creating a more cohesive and inclusive environment.

Curriculum Development and Integration

A key achievement was developing a **two-year overview for non-core learning areas**, including the **Aotearoa New Zealand Histories Curriculum (ANZHC)**. This overview, alongside a refined **long-term planning format**, provided clarity and direction for integrating values into all aspects of learning. Curriculum documents were updated to reflect these changes, ensuring consistency and alignment with the New Zealand Curriculum refresh.

Innovative Teaching Practices

Afternoon **curriculum rotations** allowed for focused **te reo Māori instruction** and reinforced values-driven learning. This approach ensured that values were not only discussed but also practiced, making them a lived experience for tamariki. Additionally, the school successfully delivered the revised **Relationships and Sexuality Education (RSE) curriculum**, fostering a sense of safety, inclusivity, and respect across all year levels.

Partnerships with Whānau and Community

Partnerships with whānau were strengthened through regular engagement, including **pulse-point check-ins** and surveys of tamariki, staff, and parents. Feedback from whānau highlighted the positive impact of the values-driven approach on tamariki's sense of belonging and progress. **Seesaw reporting** provided a direct channel for families to track their children's development in values-based learning, further fostering home-school connections.

Measuring Success

Surveys and feedback indicated an increase in teacher confidence and capability to respond to diverse learner needs. Tamariki shared a stronger connection to the school's values and felt supported in a safe, inclusive environment. Whānau expressed trust in the school's commitment to fostering their children's identities, languages, and cultures.

Conclusion

Through intentional planning, visible integration, and community partnership, West End School has successfully embedded a values-driven curriculum. This initiative has laid a strong foundation for ongoing growth, ensuring that every learner feels valued and supported in their journey.

Progress Achievement and Next Steps

Initiative 1

Achieved

Not Achieved

Next Step:

- Plan to address the disparity for Māori boys in reading, writing and mathematics.

Initiative 2	Achieved	Not Achieved
<p>Next Step:</p> <ul style="list-style-type: none"> Continue to develop the bilingual classrooms to reflect the needs and aspirations of the school Community. Begin journey to have bilingual identified as a special program. 		
Initiative 3	Achieved	Not Achieved
<p>Next Step:</p> <ul style="list-style-type: none"> Review and report on the impact of teaching and learning programmes on students' progress and achievement to know what has been successful and what needs further improvement Use the analysis of achievement and progress data, and other evidence, to know and report on the impact of professional learning in curriculum and assessment for teachers on outcomes for students Ensure robust strategic planning and annual goals, aligned with identified priorities, continue to promote positive outcomes in all areas for all learners. 		



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