



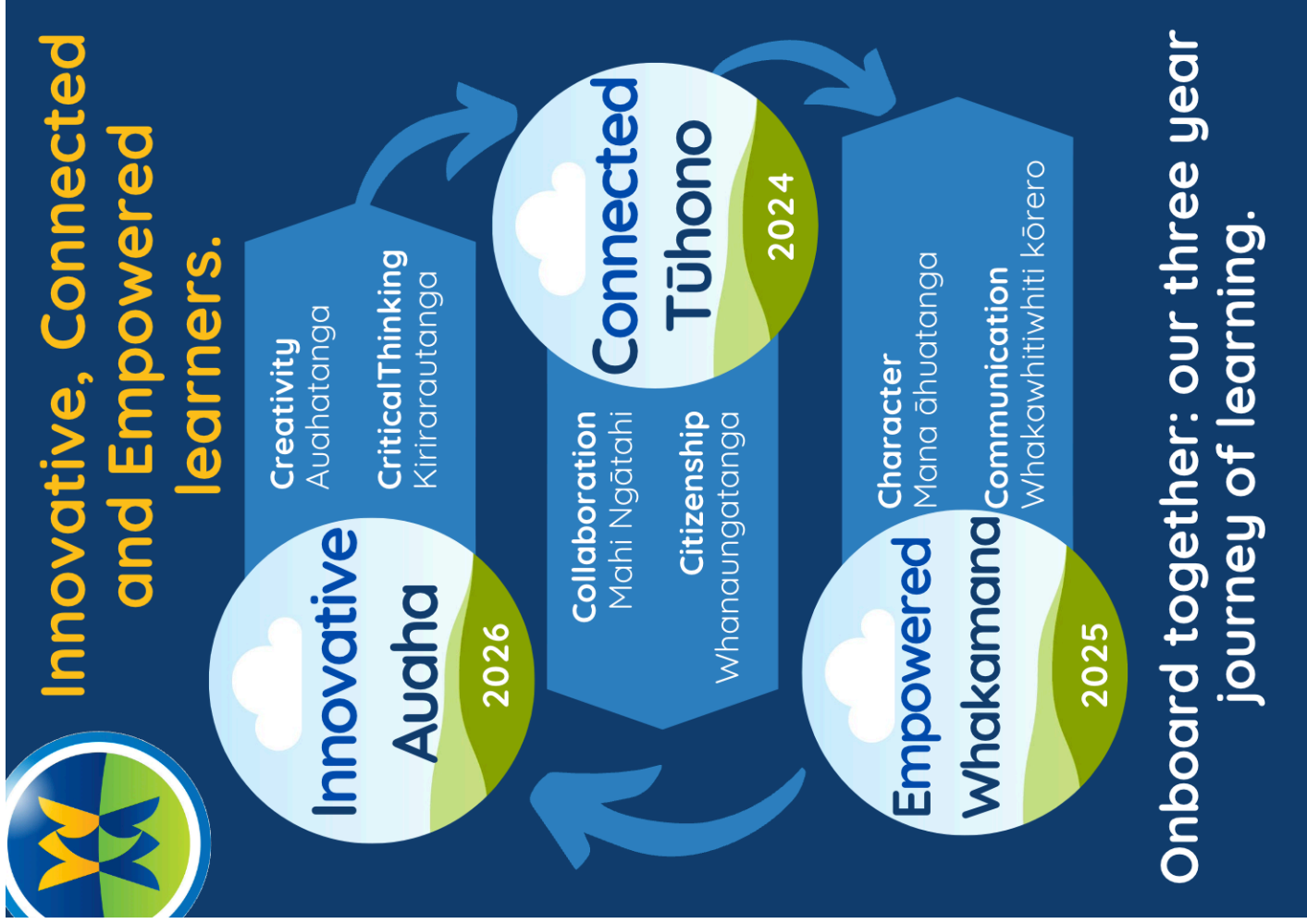
Strategy Plan 2024 - 2025

West Melton School Te Kura o Papatahora

INNOVATIVE, CONNECTED AND EMPOWERED LEARNERS

Ka auaha mā tūhono mā whakamana ngā ākonga

<p>To facilitate Engaging, Differentiated Learning Opportunities</p>	<p>Further develop West Melton School localised curriculum that supports all ākonga to succeed.</p>	<p>Strengthen the foundational knowledge and skills of Mathematics and English of all ākonga.</p>	<p>Amplify the use of appropriate digital platforms, tools and technologies to deepen and enrich ākonga learning</p>	<p>Ākonga engaged in differentiated learning opportunities that allow them to thrive academically.</p>
<p>To strengthen Strong Community Partnerships</p>	<p>Develop new partnerships between home, school and the community.</p>	<p>Create a culture where ākonga have a sense of belonging and their own identities.</p>	<p>Investigate, plan and implement new environmental initiatives that are promoted and embedded in the community.</p>	<p>A dynamic and inclusive culture where everyone works together, communicates openly, and shares responsibilities.</p>
<p>To support Hauora and Wellbeing</p>	<p>Implement a school wide wellbeing model in order to build common understanding language and practice.</p>	<p>Enhance our culture so that ākonga thrive and learn in an environment that is safe and inclusive.</p>	<p>Engage our ākonga in online behaviour and thinking that elevates positive actions.</p>	<p>A thriving community of learners, staff and community contributing to the success and well-being of each individual and the group as a whole.</p>
<p>Respect Integrity Determination Empathy</p>				



VALUES MATRIX

R

Respect
We show respect to ourselves, each other and our environment.

I

Integrity
We are honest and trustworthy.

D

Determination
We persevere, explore solutions, accept challenge and keep trying.

E

Empathy
We are aware of the feelings and needs of others.

INNOVATIVE, CONNECTED AND EMPOWERED LEARNERS

Ka auaha mā tūhono mā whakamana ngā ākonga

Engaging, Differentiated
Learning Opportunities

Strong Community
Partnerships

Hauora and Wellbeing

Structured literacy

- The Code
- The Writing Revolution
- IMSLE
- Acceleration

Curriculum / Assessment

- Localised Curriculum
- Science
- Maths review
- Assessment capability
- Literacy review



Leveraging Digital

- Systems
- Skills and knowledge
- reporting to whānau

Hauora and Wellbeing

- Zones of regulation
- Cyber Safety
- Learning Support
- KIVA /PB4L

Partnerships

- Cultural Celebrations
- Community connections
- Local, National, Global
- Vision and Value review

Honouring Te Tiriti o Waitangi

West Melton School - Te Kura o Papatahora is committed to developing procedures and practices that reflect New Zealand's cultural diversity. The three principles of Te Tiriti o Waitangi being Partnership, Protection and Participation will provide the foundation for learning. Māori learners will enjoy and achieve educational success as Māori.

The Board and school leadership are committed to embedding Tikanga-a-Iwi and te reo Māori within the school during the year.

This is achieved through:

- Incorporating the Māori name of our school (Te Kura o Papatahora), gifted by our local Iwi in 2013, into our school branding
- Providing professional development for staff in Tikanga-a-Iwi
- Working with Te Taumutu Rūnanga on enhancing curriculum and opportunities for learners
- Teaching te reo Māori to an elementary level (greetings, counting, colours, basic vocabulary)^{****} *To grow cultural capability in te reo for all teachers and ākonga*^{***}
- Provision of extension opportunities for learning Te Reo Māori
- Singing of waiata, use of karakia and whakatauki are incorporated into regular daily practices
- Attending hui and initiatives and consulting with Ngāti Moki Marae at Taumutu
- Partnering meaningfully with our Māori and Pasifika whānau and wider community
- Using te reo Māori salutations in emails, letters and newsletters
- Provide opportunities for cultural activities and experiences e.g. Junior and Senior Kapa haka
- Using te reo Māori greetings/mihimihi in formal public addresses
- A specialist te reo teacher working with staff and learners
- Working closely with Kāhui Ako particularly Across School Leaders
- Use 'Poutama Reo' as an evaluation framework. This will help us create a te reo Māori improvement plan to support our goals.

Te Kura o Papatahora | West Melton School acknowledges and celebrates learners from other cultures. We reflect New Zealand's cultural diversity by:

- Incorporating and acknowledging cultural celebrations and festivals into community programmes
- Integrating cultural perspectives throughout all teaching and learning
- Engaging cultural advisors, and cultural dance/food festivals

Māori Responsiveness Plan

If whānau request a higher level of Tikanga and te reo Māori than at present evident in our school's te reo Māori programme, the Board, staff and whānau will discuss and explore the following options:

- Explain the existing programmes
- Extend the existing programmes if and as appropriate
- Discuss the feasibility of collaborating with Kāhui Ako
- Use of community resources to enhance any of the above
- Use 'Poutama Reo' as an evaluation framework. This will help us create a te reo Māori improvement plan to support our goals. Utilising the self-review tools within the four dimensions: whānau, student agency, teaching and learning, and leading.

To Facilitate Engaging, Differentiated Learning Opportunities										
Goal 1	Strategic Initiative	2024				2025		Successes		
		T1	T2	T3	T4	T1	T2		T3	T4
1.1 Further develop West Melton School localised curriculum that supports all ākonga to succeed	Implement Te Mātaiaho - NZ Curriculum refresh utilising the framework of 'Understand, Know, Do.. Develop teacher knowledge and confidence in planning and teaching utilising science capabilities Develop, extend, and deepen staff confidence, knowledge and capability in Te Reo Māori, Tikanga Māori Ensure a sustained shift in learning, teaching and leadership, focusing on creating the conditions for all learners to develop the Six Global Competencies. Investigate and implement programmes to extend and challenge ākonga Strengthen pedagogy and practice in assessment								Ākonga engaged in differentiated learning opportunities that allow them to thrive academically.	
1.2a Strengthen the foundational knowledge and skills of Mathematics of all ākonga	Review mathematics programme (ERO review)								Our ākonga have enriched their mathematical understanding, equipping themselves with essential tools for academic and real-world success.	
	Plan, Implement and evaluate a Structured Maths Approach Years 1 - 5									
	Investigate, implement and review programmes to extend and challenge ākonga									
1.2b Strengthen the foundational knowledge and skills of English of all ākonga	Strengthen and embed structured literacy development leading towards integration across learning contexts								With a solid foundation in English, our ākonga are empowered to navigate the complexities of communication and learning with confidence and proficiency.	
	Build whānau understanding of Literacy programmes									
	Implement, review and embed The Writing Revolution approach									
1.3 Amplify the use of appropriate digital platforms, tools and technologies to deepen and enrich ākonga learning	Investigate, implement and review programmes to accelerate, extend and challenge ākonga								Digital Technologies are evident in classroom practice to enhance the learning processes.	
	Strengthen and extend teacher confidence, capability and creativity with the use of digital technology and e-learning opportunities									
	Investigate, plan, and implement ways to connect to an audience within and beyond the classroom									

To Strengthen Our School and Community Partnerships										
Goal 2	Strategic Initiative	2024		2025		Successes				
		T1	T2	T3	T4		T1	T2	T3	T4
2.1 Develop new or extend current partnerships between home, school and the community	Develop new partnerships between home, school and the community									A dynamic and inclusive culture where everyone works together, communicates openly, and shares responsibilities.
2.2 Create a culture where ākonga have a sense of belonging and their own identities	Explore and then action opportunities of partnerships with International students and schools Organise schoolwide events that strengthen current partnerships eg production Provide opportunities to improve awareness and understanding of the diversity in our community									Promote, teach and consolidate positive Behaviour for Learning (PB4L) and KiVA Bullying prevention programme Incorporate cultural events throughout the year where ākonga can celebrate their unique heritage Embed sustainable initiatives that promote caring and understanding for the environment
2.3 Investigate, plan and implement new environmental initiatives										
To support Hauora and Wellbeing										
Goal 3	Strategic Initiative	2024		2025		Successes				
		T1	T2	T3	T4		T1	T2	T3	T4
3.1 Implement and embed our WMS wellbeing model within ākonga and staff	Define, launch and implement the WMS wellbeing model									Embed our WMS wellbeing model within and outside of the school community
3.2 Enhance our culture so that ākonga thrive and learn in an environment that is safe and inclusive	Ākonga and staff will use the shared language and strategies of Zones of Regulation									Ākonga, staff and whānau will use the shared language and strategies of Zones of Regulation
3.3 Engage our ākonga in online behaviour and thinking that elevates positive actions	Engage our ākonga in a cybersafety curriculum and Provide opportunities for whānau to upskill in cyber safety, device management and online behaviour.									A thriving community of learners, staff an community contributing to the success and well-being of each individual and the group as a whole.
										Ākonga will be smarter and safer when interacting with others online and Whānau to be more informed.

<p>Annual Plan Goal 1 To plan and teach engaging and differentiated learning opportunities</p>	<p>Initiative 1.1 Further develop West Melton School localised curriculum that supports all ākonga to succeed. NELP Objective (Priorities): 1 (1:2) 2 (3:4) 3 (5:6) Te Tiriti o Waitangi: D, E, F, G</p>			
<p>Outcomes</p> <ul style="list-style-type: none"> • Ākonga and staff will show improved understanding of science capabilities • A three year cycle that ensures curriculum coverage • Meaningfully incorporate Te Reo Māori and tikanga into everyday life • Consistent practice of assessment measures across kura 	<p>Measures</p> <ul style="list-style-type: none"> • Improvement of science capabilities data from the 2022 (Senior/ Junior Science: Thinking with Evidence Years 4-8) • Improvement of data demonstrating an increase in confidence when teaching science • Planning will reflect use of NPDL quadrants and localised curriculum • Systems in place to ensure curriculum coverage over a three cycle 			
<p>Key Actions</p>	<p>Accountable</p>	<p>Responsible</p>	<p>Resources</p>	<p>Completed by</p>
<p>A. Further develop teacher knowledge and confidence in teaching science and explicitly plan and teach science capabilities - Living World / Planet Earth and Beyond in areas of identified need</p>	<p>Associate Principal</p>	<p>Curriculum Focus Team Leaders of Learning Teachers</p>	<p>Professional Development CFPLD - Core facilitator</p>	<p>Terms 1 - 4, 2024</p>
<p>B. Teachers explicitly plan and teach science capabilities from Year 0-8</p>	<p>Associate Principal</p>	<p>Curriculum Focus Team Leaders of Learning Teachers</p>	<p>Professional Development CFPLD - Core facilitator</p>	<p>Terms 1 - 4, 2024</p>
<p>C. Teachers will use the NPDL Deep Learning reflective questions when designing learning experiences</p>	<p>Associate Principal</p>	<p>Curriculum Focus Team Teachers</p>	<p>Professional Development CFPLD - Core facilitator</p>	<p>Terms 1 - 4, 2024</p>
<p>D. Develop a curriculum coverage model to ensure that it pulls together the ICE components of the localised curriculum</p>	<p>Associate Principal</p>	<p>Curriculum Focus Team</p>	<p>CFPLD - Core facilitator</p>	<p>Term 4, 2024</p>
<p>E. Increase ākonga and teacher confidence and capability in the level of te reo Māori and tikanga used in classroom programmes and practices (Te Reo progressions)</p>	<p>Associate Principal</p>	<p>Within School Leader (BO) Cultural Focus Team Teachers</p>	<p>WSL release Professional Development Schoolwide plan Taumutu Rūnanga</p>	<p>Terms 1 - 4, 2024</p>
<p>F. Investigate and implement extension programmes that would broaden ākonga knowledge and skills</p>	<p>Learning Support Coordinator</p>	<p>Leaders of Learning</p>	<p>Professional Development</p>	<p>Terms 1 - 4, 2024</p>

G. Ensure our pedagogy and assessment is consistent across the school	Deputy Principal	Assessment Team Leaders of Learning	Professional Development CFPLD - Core facilitator	Terms 1 - 4, 2024
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Annual Plan Goal 1 To plan and teach engaging and differentiated learning opportunities				
Initiative 1.2a Strengthen the foundational knowledge and skills of Mathematics of all ākonga NELP Objective (Priorities): 1 (1:2) 2 (3:4) 3 (5:6) Te Tiriti o Waitangi: C, D, E				
Outcomes <ul style="list-style-type: none"> Implement explicit teaching of number knowledge through specific programmes across the school. Improve outcomes and achievement in mathematics by two sub levels 	Measures <ul style="list-style-type: none"> Planning shows evidence of explicit number knowledge teaching programmes being implemented Annual achievement data will demonstrate incremental growth each year in mathematics outcomes 			
Key Actions	Accountable	Responsible	Resources	Completed by
A. Implement and evaluate the Structured Maths Approach in Years 1-4	Maths Leader	Maths Focus Team Leaders of Learning Teachers	Structured Maths approach Maths materials	Terms 1 - 4, 2024
B. Investigate and then trial number knowledge teaching programmes and trial for Years 5-8.	Maths Leader	Maths Focus Team Leaders of Learning Teachers	Structured Maths Approach Internet	Terms 1 - 4, 2024
C. Build whānau understanding of Mathematics programmes and best ways to support at home.	Maths Leader	Maths Focus Team Leaders of Learning Teachers	Allocated time	Terms 2 - 4, 2024
D. Complete evaluation review of mathematics at WMS, including feedback from whānau.	Maths Leader	Maths Focus Team	Allocated time ERO	Term 3, 2024
E. Investigate and implement programmes that could challenge learners mathematical thinking	Maths Leader	Maths Focus Team	Programme/s that extend ākonga	Terms 1 - 4, 2024

Annual Plan Goal 1 To plan and teach engaging and differentiated learning opportunities		Initiative 1.2b Strengthen the foundational knowledge and skills of English of all ākonga NELP Objective (Priorities): 1 (1:2) 2 (3:4) 3 (5:6) Te Tiriti o Waitangi: C			
Outcomes	<ul style="list-style-type: none"> A shared understanding of writing pedagogy Consistent implementation of Structured Literacy across the school Improved student progress and outcomes 	Measures	<ul style="list-style-type: none"> Consistent language being used across the school from The Writing Revolution Improvement in the structure of nga ākonga writing Assessment practices are purposeful and consistent Annual achievement data will demonstrate incremental growth each year in reading and writing outcomes Data showing value added through school interventions (IMSLE) 		
Key Actions		Accountable	Responsible	Resources	Completed by
A. Staff participate in professional development for The Writing Revolution.		Within School Leader	English Focus Team All teaching staff	Budget Professional Development Allocated time	Term 1-4, 2024
B. Staff implement The Writing Revolution approach and participate in coaching sessions to develop their practice.		Within School Leader	English Focus Team Leaders of Learning All teaching staff	WSL release Professional Development	Term 1-4, 2024
C. Build whānau understanding of Literacy programmes and best ways to support at home.		Within School Leader	English Focus Team Leaders of Learning	Professional Development Allocated time	Term 1-4, 2024
D. Review and implement assessment practices in Literacy to ensure learning is responsive.		Within School Leader	English Focus Team	Allocated time	Term 3-4, 2024
E. Implement pilot IMSLE programme with identified ākonga from Team Tahī		Principal	IMSLE Team (SLB, JN, PBM)	Staffing, SL resources	Terms 1 - 4, 2024
F. Tier 2 intervention for learners Year 1 - 8		Principal	Learning support-coordinator Leaders of Learning	Professional Development Budget	Term 2-4, 2024

<p>Annual Plan Goal 1 To plan and teach engaging and differentiated learning opportunities</p>	<p>Initiative 1.3 Amplify the use of appropriate digital platforms, tools and technologies to deepen and enrich ākonga learning</p> <p>NELP Objective (Priorities): 1 (1:2), 2 (2:3), 3 (6) Te Tiriti o Waitangi: B</p>			
<p>Outcomes</p> <ul style="list-style-type: none"> Technology utilised to accelerate deep learning and enable learning any time, any place, any pace, any one Technology utilised to connect, share and build partnerships across the curriculum, within and beyond the classroom 	<p>Measures</p> <ul style="list-style-type: none"> Robust, sustainable systems in place for device protection Year 5 - 8 learners post on Hero and shared with whānau for comment Staff learning and utilising different platforms and programmes in their teaching Leveraging digital reflective questions in planning 			
<p>Key Actions</p> <p>A. Develop robust systems to ensure technological equipment is looked after and treated with respect</p> <p>B. Investigate platforms for ways to connect with an audience within and beyond the classroom - internally and via Hero</p> <p>C. Utilise and build technological skills and knowledge across our kura</p>	<p>Accountable</p> <p>Deputy Principal</p> <p>Deputy Principal</p> <p>Deputy Principal</p>	<p>Responsible</p> <p>Curriculum Team Teachers</p> <p>Curriculum Team</p> <p>Kāhui Ako Lead Curriculum Team</p>	<p>Resources</p> <p>Allocated time Networking</p> <p>Cybersmart resources Hero</p> <p>Professional Development Allocated time</p>	<p>Completed by</p> <p>Term 1, 2024</p> <p>Term 2, 2024</p> <p>Term 4, 2024</p>

<p>Annual Plan Goal 2 To strengthen our school and community connections</p>	<p>Initiative 2.1 Develop new or extend current partnerships between home, school and the community.</p> <p>NELP Objective (Priorities): 1 (1:2) 2 (3) 3 (5:6) Te Tiriti O Waitangi: A, B, E</p>				
<p>Outcomes</p> <ul style="list-style-type: none"> Establish partnerships with our local community Develop, extend and embed ways to connect with whānau Develop relationships /partnerships with overseas organisations 	<p>Measures</p> <ul style="list-style-type: none"> New connections made through conversations and initiatives with the school and local community - identify and track Options presented for future connections with overseas organisations A plan developed for the promotion of WMS for local developers and organisations 				
<p>Key Actions</p>	<p>Accountable</p>	<p>Responsible</p>	<p>Resources</p>	<p>Completed by</p>	
<p>A. Explore opportunities to connect with the wider West Melton and Selwyn communities</p>	<p>Principal</p>	<p>Board Leadership Team Teaching Staff</p>	<p>Allocated time</p>	<p>Terms 1 - 4, 2024</p>	
<p>B. Continue to connect with our Māori and Pasifika whanau to further develop our partnership</p>	<p>Principal</p>	<p>Within School Leader (AC) Cultural Leader</p>	<p>Allocated time</p>	<p>Terms 1 - 4, 2024</p>	
<p>C. Explore opportunities of partnerships with international student's or schools</p>	<p>Principal</p>	<p>Principal</p>	<p>Networking</p>	<p>Term 2, 2024</p>	
<p>D. Connect with local developers and real estates agents, ensuring we get the latest information and develop a plan for promotion of WMS</p>	<p>Principal</p>	<p>Principal</p>	<p>Networking</p>	<p>Term 2, 2024</p>	
<p>E. Organise a school wide production utilising whanau in the community</p>	<p>Principal</p>	<p>Fixed Term Leader</p>	<p>Allocated time Budget</p>	<p>Before Term 4, 2024</p>	

<p>Annual Plan Goal 2 To strengthen our school and community connections</p>	<p>Initiative 2.2 Create a culture where ākonga have a sense of belonging and their own identities.</p> <p>NELP Objective (Priorities): 1 (1:2) 2 (3) 3 (5) Te Tiriti O Waitangi: A, B, C</p>				
<p>Outcomes</p> <ul style="list-style-type: none"> Improved awareness and understanding of the diversity of our West Melton Community Increased opportunity to connect and celebrate identity, culture and language School Vision and Values underpin school culture and climate. They are well understood and modelled 	<p>Measures</p> <ul style="list-style-type: none"> Organised events to connect and celebrate cultural diversity in our school Attendance data and feedback An improvement in data gained from PB4L survey on knowledge of school Vision and Values Student Voice 				
<p>Key Actions</p> <p>A. Acknowledge and celebrate diversity in our West Melton School community</p> <p>B. Incorporate culture events throughout the year where ākonga can celebrate their unique heritage</p> <p>C. Engage with parents and establish positive home-school partnership</p> <p>D. Implement third year of KiVA - bullying prevention programme schoolwide</p> <p>E. Consolidate and explicitly teach the behaviour expectations on the PB4L school wide matrix</p> <p>F. Implement PB4L initiatives to move on to Tier 2 in conjunction with the Ministry of Education</p> <p>G. Ensure that our school Vision and Values are explicitly developed and taught in day to day teaching and learning programmes</p>	<p>Accountable</p>	<p>Responsible</p>	<p>Resources</p>	<p>Completed by</p>	
<p>Principal</p>	<p>Within School Leaders Cultural Team</p>	<p>WSL release Networking Kāhui Ako</p>	<p>Term 4, 2024</p>		
<p>Principal</p>	<p>Within School Leaders Cultural Team</p>	<p>WSL release Networking</p>	<p>Term 4, 2024</p>		
<p>Principal</p>	<p>Within School Leaders Cultural Team</p>	<p>WSL release Taumutu Runanga</p>	<p>Terms 2 - 4, 2024</p>		
<p>Principal</p>	<p>Deputy Principal</p>	<p>KiVA Programme Kāhui Ako</p>	<p>Terms 1 - 4, 2024</p>		
<p>Principal</p>	<p>Deputy Principal PB4L Co-ordinator</p>	<p>PB4L MOE Team Networking</p>	<p>Terms 1 - 4, 2024</p>		
<p>Principal</p>	<p>Deputy Principal PB4L Co-ordinator</p>	<p>PB4L MOE Team Networking</p>	<p>Terms 1 - 4, 2024</p>		
<p>Principal</p>	<p>Deputy Principal Associate Principal</p>	<p>Allocated time Graphic Design</p>	<p>Terms 1 - 4, 2024</p>		

<p>Annual Plan Goal 2 To strengthen our school and community connections</p>	<p>Initiative 2.3 Investigate, plan and implement new environmental initiatives that are promoted and embedded in the school community.</p> <p>NELP Objective (Priorities): 1 (1,2) 2 (3) 3 (5) Te Tiriti O Waitangi: B</p>			
<p>Outcomes</p> <ul style="list-style-type: none"> • Ākonga and staff will explore and implement new environmental initiatives through inquiry process 	<p>Measures</p> <ul style="list-style-type: none"> • Ākonga are able to explain the environmental inquiry they have learnt and how their initiative will make a difference • All staff will expand their environmental understanding 			
<p>Key Actions</p> <p>A. Staff will facilitate a classroom inquiry with an environmental lens</p> <p>B. Staff will expand their environmental understanding through professional development</p>	<p>Accountable</p> <p>Enviro Team Leader</p> <p>Enviro Team Leader</p>	<p>Responsible</p> <p>Enviro Team All staff</p> <p>Enviro Team All staff</p>	<p>Resources</p> <p>Professional Development EnviroSchools Facilitator</p> <p>Professional Development EnviroSchools Facilitator</p>	<p>Completed by</p> <p>Term 4, 2024</p> <p>Term 4, 2024</p>

<p>Annual Plan Goal 3 To support Hauora and Wellbeing</p>	<p>Initiative 3.1 Implement and embed our West Melton School wellbeing model within ākonga and staff</p> <p>NELP Objective (Priorities): 1 (1:2) 2 (3) Te Tiriti O Waitangi: A, C</p>				
<p>Outcomes</p> <ul style="list-style-type: none"> • Ākonga and staff are actively using the WM Wellbeing Model. 	<p>Measures</p> <ul style="list-style-type: none"> • Visual representation in every learning community • Year 1 - 4 ākonga are able to name the 5 ways of wellbeing • Year 5 - 8 ākonga are able to name the walls of Te Whare tapa wha • Next steps for wellbeing have been identified for the remainder of 2024 and beginning of 2025 				
<p>Key Actions</p>	<p>Accountable</p>	<p>Responsible</p>	<p>Resources</p>	<p>Completed by</p>	
<p>A. Define the WM well-being model - create a narrative.</p>	<p>Principal</p>	<p>Within School Leader Wellbeing Team</p>	<p>Student Exec, Staff</p>	<p>Term 2, 2024</p>	
<p>B. Commission graphic design of values and print for display.</p>	<p>Principal</p>	<p>Wellbeing Team</p>	<p>Budget, Contacts</p>	<p>Term 2, 2024</p>	
<p>C. Launch and implement model - ākonga, staff and whānau.</p>	<p>Principal</p>	<p>Within School Leader Wellbeing Team Staff</p>	<p>Allocated time - COL, Hero</p>	<p>Terms 3 - 4, 2024</p>	
<p>D. Complete and evaluate Wellbeing Survey - ākonga and implement findings with next steps identified.</p>	<p>Principal</p>	<p>Within School Leader Wellbeing Team</p>	<p>Allocated time</p>	<p>Terms 3 - 4, 2024</p>	
<p>E. Evaluate the Term 3 2023 Wellbeing Survey completed by ākonga</p>	<p>Within School Leader</p>	<p>Within School Leader Wellbeing Team</p>	<p>WSL release Wellbeing survey-NZCER</p>	<p>Term 3, 2024</p>	

<p>Annual Plan Goal 3 To support Hauora and Wellbeing</p>	<p>Initiative: 3.2 Enhance our culture so that children thrive and learn in an environment that is safe and inclusive</p> <p>NELP Objective (Priorities): 1 (1:2) Te Tiriti O Waitangi: D</p>			
<p>Outcomes</p> <ul style="list-style-type: none"> • Akonga, staff and whānau will use the shared language and strategies of the Zones of Regulation programme • Completion of scheduled property projects actioned 	<p>Measures</p> <ul style="list-style-type: none"> • Akonga can identify the four Zones of Regulation and ways of regulating their responses to their emotions • Success and CAP plans will reflect the language of Zones of Regulation • Whānau utilising Zones of Regulation strategies at home • An action plan developed having investigated opportunities, prioritised importance, established timelines and potential funding 			
<p>Key Actions</p>	<p>Accountable</p>	<p>Responsible</p>	<p>Resources</p>	<p>Completed by</p>
<p>A. Staff to participate in Professional Development sessions to inform or upskill.</p>	<p>Principal</p>	<p>Within School Leader Wellbeing Team Staff</p>	<p>Allocated time RTL B</p>	<p>Early Term 2, 2024</p>
<p>B. Zones of Regulation to be implemented in class programmes with visual supports in rooms eg during whānau time</p>	<p>Deputy Principal</p>	<p>Within School Leader Wellbeing Team Staff</p>	<p>Allocated time</p>	<p>Term 2, 2024</p>
<p>C. Redesign Success and CAP plans to ensure Zones of Regulation is part of the plan</p>	<p>Learning Support Coordinator</p>	<p>Deputy Principal Staff</p>	<p>Allocated time</p>	<p>Term 1, 2024</p>
<p>D. Sharing the programme with whānau eg. kit notices, school newsletter, whānau information evenings</p>	<p>Learning Support Coordinator</p>	<p>Within School Leader Wellbeing Team Whānau, Staff, Leaders</p>	<p>Allocated time</p>	<p>Terms 2 - 4, 2024</p>
<p>E. Develop a two year property development plan, considering future roll growth</p>	<p>Board</p>	<p>Principal</p>	<p>Allocated time Budget Outside agencies</p>	<p>Term 4, 2025</p>

<p>Annual Plan Goal 3 To support Hauora and Wellbeing</p>	<p>Initiative 3.3 Engage our children in online behaviour and thinking that elevates positive actions</p> <p>NELP Objective (Priorities): 1 (2) 2 (4) 3 (6) Te Tiriti O Waitangi: C</p>			
<p>Outcomes</p> <ul style="list-style-type: none"> • Ākonga will be smarter and safer when interacting with others online • A cybersafety curriculum that is utilised across the school • Whānau to be more informed about the complexities of the online world for their tamariki 	<p>Measures</p> <ul style="list-style-type: none"> • Decrease of online incidents • Cybersafety programme utilised in planning • An improvement in baseline survey results of whānau understanding and engagement 			
<p>Key Actions</p> <p>A. Create a West Melton School cybersmart curriculum utilising a range of current programmes (e.g. KiVA)</p> <p>B. Implement the West Melton School cybersmart curriculum across the school</p> <p>C. Provide opportunities for whānau to upskill in cybersafety, device management and online behaviour</p>	<p>Accountable</p> <p>Deputy Principal</p> <p>Deputy Principal</p> <p>Deputy Principal</p>	<p>Responsible</p> <p>Curriculum Team All staff</p> <p>Curriculum Team Teachers</p> <p>Curriculum Team</p>	<p>Resources</p> <p>Networking Allocated time</p> <p>West Melton School Cybersmart curriculum Networking</p> <p>Cybersmart Curriculum Networking Facilitator</p>	<p>Completed by</p> <p>Term 2 - 3, 2024</p> <p>Term 4, 2024</p> <p>Term 4, 2024</p>