



West Melton School  
Te Kura o Papatahora

2018 Charter

*Vision: Innovative | Auaha, Connected | Tūhono, and Empowered | Whakamama  
learners,  
Driving their passion for learning*

## Charter Consultation process

- Commenced Charter review process - November 2017
- Community Workshop - September 2017
- Board and staff review of 2017 Charter to inform decisions and future direction for 2018
- Friends of West Melton School contributions
- Kāhui Ako | Ngā Peka o Tauwhare KāKaho discussions and directions
- National Priorities – pāngarau/maths, pūtaiao/science, te reo matatini (pānui, tuhituhi, kōrero), reading and writing and digital fluency

| VALUES          |                 |                   |                |              |                  |
|-----------------|-----------------|-------------------|----------------|--------------|------------------|
| Determination   | Respect         | Integrity         | Vitality       | Empathy      | Resilience       |
| <i>Aumangea</i> | <i>Whakaute</i> | <i>Ngākaupono</i> | <i>Hiringa</i> | <i>Aroha</i> | <i>Manawaroa</i> |



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## Introduction

West Melton School was opened in 1871 as a small school servicing part of rural Canterbury. As West Melton village became more established the school was relocated to its current location.

West Melton School is a decile 10 full primary school educating learners from Year 0 to Year 8 situated on the Canterbury Plains, west of Christchurch, some fifteen minutes travel from the outskirts of the city. The school provides full and varied innovative learning environments catering for the needs of our future focused learners. This includes language skills, a conceptual based curriculum supporting learning, inquiry, technicraft for our Intermediate learners (offsite) and significant digital technology resources including BYOD from Years 4 to 8. The school also has a strongly supported Kapa haka group and a Te Reo Māori programme supported by a strong relationship with Taumutu Rūnanga.

West Melton School is part of the Community of Learning Kāhui Ako Ngā Peka o Tauwharekākaho. This Kāhui Ako consists of primary schools and Early Childhood Centres (ECE) in Rolleston, Burnham and Weedons. Rolleston College is the secondary school educating learners from Years 9 – 13 newly opened in 2017. Schools in the Kāhui Ako include well established schools, new schools and schools yet to be built to cater for the growth in the Selwyn District.

An enhanced Intermediate years programme, including leadership opportunities, supports learners as *globally, connected and innovative learners driving their passion for learning*.

Exciting opportunities continue for West Melton School. In 2016-17 a new two-storey block was constructed to cater for strong roll growth. The school continues to remain focused on developing further strategies to effectively monitor resources and development with the continued growth of the region.

Increased demand on housing on the west side of Christchurch, as families relocate, has seen a large portion of land made available to housing development resulting in a large increase in population and changing demographics for the area. The resulting growth in the community is a key focus for the Board and school leadership. Between 2010 and 2018 the school roll has risen from 260 to a predicted 500 learners at the end of 2018. In 2018 the Selwyn district remains the fastest growing region in New Zealand, with West Melton being no exception to this growth.





## Our Community

West Melton School has always enjoyed a supportive partnership with the wider community. In addition to providing high quality education for learners, the school provides the community with access to pool facilities, cricket pitch, playing fields, an ANZAC Memorial, a BMX track and playgrounds while enjoying financial support and strong parental co-operation. The school continues to play an active role within the community through associations, support and representation on a number of local organisations and community bodies.

Once a traditional farming area, the district now supports a wide variety of agricultural and horticultural ventures along with owner-operated businesses. West Melton community is in the midst of a transformation from a small village into a town, with four new residential subdivisions now immediately adjacent to the school. The Wilfield subdivision, completed early in 2017, will eventually fill to accommodate 216 households. A retail complex across the road from the school was opened in November 2016. The majority of parents commute into Christchurch city for work. A number of our learners catch the three school buses to school.

As the population has increased, so has its diversity. From rural origins the area now has a growing suburban environment with an increasing multicultural aspect. The school understands the need to keep abreast of these changes and is focused on creating active communication channels with the community, local businesses, cluster schools and individual parents alike. Most residents own their own homes and live in the district as a matter of lifestyle choice.

The school enjoys the benefit of a strong and active 'Friends of West Melton School' (FOWMS) team. The FOWMS organises regular fundraising activities that provide both a valued stream of financial income to the school, and raises the profile of the school in the West Melton community and the greater Selwyn district. New parents to the school and community are welcomed by this group and are provided with ideal support structures and networking opportunities.

With the strong support from our community comes the high expectations and involvement of parents within the school. The West Melton School Board of Trustees has undertaken to actively and regularly engage with the community, including our Māori community, through information evenings, website, community surveys and the school newsletter on matters relating to the governance of our school.



## Te Ao Māori (Recognising New Zealand's Bicultural Identity)

The West Melton School community are committed to ensuring Māori learners are enjoying and achieving 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 Papatahōra), 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)
- Provision of extension opportunities for learning Te Reo Māori
- Singing of waiata, use of karakia and whakatauki are incorporated into regular community 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 Māori salutations in emails, letters and newsletters
- Kapa haka in preparation for public performances
- Junior Kapa haka Years 2 and 3
- Using Te Reo Māori greetings/mihimihi in formal public addresses

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
- Integration of cultural perspectives throughout all teaching and learning
- Engaging cultural advisors, cultural dance/food festivals

## Māori Responsiveness Plan

If Whānau request a higher level of Tikanga and Te Reo than at present evident in our school's Māori programme, the Board of Trustees, staff and family 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 resource to enhance any of the above

## Expectations

Delivery and achievement of the Strategic Plan relies on support and partnerships with parents and caregivers, teachers, the Board and our learners. Therefore this section outlines the expectations we have.

### *Parents / caregivers / whānau will:*

- Take an active part in supporting the school to achieve the vision
- Be role models promoting ICE DRIVER
- Be open minded about new ideas and initiatives
- Become familiar with the operations of the school
- Support their child's learning
- Feel welcomed at the school
- Communicate respectfully with staff, at all times

### *Staff will:*

- Provide the very best learning opportunities and experiences for all learners
- Be positive, fair and consistent
- Communicate respectfully with parents, at all times
- Welcome visitors, parents and learners
- Listen openly to concerns of parents and learners
- Be enthusiastic and positive
- Apply resources to meet the school's priorities so that achievement is supported and learners are engaged
- Be role models promoting ICE DRIVER

### *Board of Trustee members will:*

- Delegate operational management of the school to the Principal
- Develop and review the Charter and Budget
- Operate transparently and communicate professionally with the school community
- Apply resources to meet the school's priorities so that achievement is supported and learners are engaged
- Be role models promoting ICE DRIVER
- Communicate respectfully with parents and staff

### *Learners will:*

- Be prepared to learn
- Always do their best
- Be inclusive
- Will respect themselves, others and property
- Take risks
- Believe in themselves – having a Growth Mindset
- Be role models promoting ICE DRIVER

## Strategic Plan 2018 – 2020

| Vision  | Strategic Theme Strategic Goals  |   |
|---|--|---|
| <p><i>Innovative, Connected and Empowered learners, driving their passion for learning</i></p>  | Learning   | Learners will be Innovative, Connected, and Empowered (ICE). They will DRIVE their passion for learning   |
|   |  | Learners will be achieving at or above the New Zealand Curriculum levels for Reading, Writing and Mathematics   |
|   |  | Māori and Pasifika learners are engaged in their learning   |
|   |  | Learners with special learning needs are supported in their learning so they can progress in relation to the New Zealand Curriculum and fully participate in and contribute to the school and their community environment |
|   |  | Leverage digital technology to accelerate access to knowledge beyond the classroom and cultivate learner-driven deep learning (NPDL)  |
|   |  | Collaborative practices enhance learners engagement, learning and educational success   |
| <p>Ngā Peka o Tauwharekākaho</p> <p>Vision: <i>Build relationships, systems and practices that enhance hauora of learners, staff and families</i></p> | Environmental Sustainability   | To promote and enhance learners knowledge and understanding of the environment and ecosystems in a meaningful and sustainable way   |
|   |  | Meaningful participation encourages active thinking about relationships and change to global ecosystems   |
|   |  | Achieve green-gold status within the EnviroSchools Environmental programme by December 2018/2019  |
| Relationships   | Enhance and strengthen networks  |   |
| Hauora   Wellbeing  | The well being of learners, staff and community is actively prioritised and programmed   |   |
| Kāhui Ako   Community of Learning   | To collaborate effectively through the establishment of the kāhui Ako - Ngā Peka o Tauwharekākaho to meet agreed achievement standards |   |



## Strategic Theme 1:

# Learning

### Strategic Goals:

Learners will be Innovative, Connected, and Empowered (ICE) – they will drive their passion for learning

Learners will be achieving at or above the New Zealand Curriculum levels for Reading, Writing and Mathematics

Māori and Pasifika learners are engaged in their learning

Learners with special learning needs are supported in their learning so they can progress in relation to the NZ Curriculum and fully participate in and contribute to the school and their community environment

Leverage digital technology to accelerate access to knowledge beyond the classroom and cultivate learner-driven deep learning (NPDL)

Collaborative practices enhance learners engagement, learning and educational success

| Strategic Goals  |   | Annual Goals  |      |      |             |
|--|---|---|------|------|-------------|
| Learners will be Innovative, Connected and Empowered. They will DRIVE their passion for learning<br><br>(Refer to action plan)   | Learners are engaged in authentic personalised learning, meeting individual learning styles and needs. They will achieve to a high standard promoting lifelong learning |   |      |      |             |
|  | Learners come to school motivated, enthusiastic, happy and want to learn. Parents are confident West Melton School is the school of choice for their child              |   |      |      |             |
|  | Professional Development will promote and support learners' achievement goals, retain and promote high quality teaching and support staff                               | <ul style="list-style-type: none"> <li>• New Pedagogies for Deep Learning (NPDL) – School wide (Core Education three year contract 2018 - 2020)</li> <li>• Restorative Practices – School wide (Margaret Thorsborne)</li> <li>• Play Based Learning – Years 1 – 4 (Longworth Education)</li> <li>• Writing – School wide (Engaging boys, spelling)</li> </ul> |      |      |             |
|  |   | Achievement Targets   |      |      |             |
|  |   | 2017  | 2018 | 2019 | 2020 - 2021 |
| Learners will be achieving at or above the New Zealand Curriculum levels for Reading, Writing, Mathematics and Statistics<br><br>(Refer to action plans)                     | Reading<br>Learners are achieving at or above their expected level  | 88%   | 89%  | 90%  | 90%         |
|  | Writing<br>Learners are achieving at or above their expected level  | 81%   | 83%  | 84%  | 85%         |
|  | Mathematics and Statistics<br>Learners are achieving at or above their expected level   | 88%   | 88%  | 89%  | 89%         |
| Strategic Goal   |   |   |      |      |             |
| Māori and Pasifika learners are engaged in their learning<br><br>(Refer to Cultural Responsiveness action plan)  |   |   |      |      |             |
| Strategic Goal   |   |   |      |      |             |
| Learners with special learning needs are supported in their learning so they can progress in relation to the New Zealand Curriculum and fully participate in, and contribute |   |   |      |      |             |

to, the school and their community environment

(Refer to Learning Support action plan)

#### Strategic Goal

Leverage digital technology to accelerate access to knowledge beyond the classroom and cultivate learner-driven deep learning (NPDL)

(Refer to e-Learning action plan)

#### Strategic Goal

Collaborative practices enhance student engagement, learning and educational success

(Refer to Collaborative Practice and NPDL action plan)

## Learning Annual | Action Plan - Curriculum

This section details the actions that will be undertaken in 2018 and the expected results for the year. The 2018 review section will be completed by November to enable the Board of Trustees to begin the review process.

STRATEGIC Goal: Learners will be Innovative, Connected, and Empowered (ICE) – they will DRIVE their passion for learning

ANNUAL Goals: Learners are engaged in authentic personalised learning meeting individual learning styles and needs. They will achieve to a high standard promoting lifelong learning

Learners come to school motivated, enthusiastic, happy and want to learn. Parents are confident West Melton School is the school of choice for their child

Professional Development will promote and support learners' achievement goals, retain and promote high quality teaching and support staff

| How might we ...   | To achieve this we will ...   | Who ...   | Resources ...                            | Time frame  |
|--|---|---|--|---|
| Connect our ICE DRIVER vision and values with NPDL goals           | Align our ICE DRIVER values with the 6 Competencies   | NPDL Focus Team, Staff                          | PLD<br>Global Hub Tools                  | End of Term 1   |
|  | Articulate the ICE DRIVER values language with 6 Competencies   | NPDL Focus Team, Staff                          | PLD<br>Global Hub Tools<br>Staff meeting | Ongoing   |
| Ensure that our ICE DRIVER values are a visual part of school life | Promote ICE DRIVER values eg Facebook, signage, Celebration of Learning, Bus Tickets                                      | Curriculum Leader, Staff,<br>Promotions Officer | Cost for signage                         | End of Term 2   |
| Confirm the draft curricula for Maths and Assessment               | Formalise the curriculum model as a framework for existing and new curriculum<br><br>Review and adjust existing documents | Curriculum Leader, Focus Teams, DP              |  | End of Term 1   |
| Develop curricula for English, Inquiry, Health and PE              | Use reviewed framework<br><br>Review current documentation<br><br>Research latest practice                                | Curriculum Leader, Focus Teams, DP, Staff       | PLD<br>Release Time                      | English – End of Term 2<br><br>Inquiry – End of Term 2<br><br>Health and PE – End of Term 3 |

|  |   |  |                           |                                   |
|--|---|--|---------------------------|-----------------------------------|
|  | Formulate draft documentation   |  |                           |                                   |
| Review the new planning guidelines               | Review and adjust the planning guidelines where necessary. Include these in induction book  | Curriculum Leader,<br>Leaders of Learning, Staff                                 | PLD – Team meetings       | Review – End of Term 1<br>Ongoing |
| Incorporate Play Based Learning in our programme | Continue to develop play-based practice in Kōwhai and Manuka<br>Trial play-based practice in Tī Kōuka<br>Continue offering opportunities for professional development<br>Educate parents on the pedagogy of Play Based Learning | Curriculum Leader,<br>Leaders of Learning,<br>Kōwhai, Mānuka and Tī Kōuka, Staff | PLD – Longworth Education | Parent Workshop – Term 1          |
| Develop effective pedagogy and practice          | Share teacher inquiry<br>Professional development<br>Provide professional readings and latest research<br>Undertake learning walks and sharing findings<br>Implement NPDL pedagogy and practice                                 | Curriculum Focus Team,<br>Leaders of Learning,<br>Focus Teams, Staff             | PLD                       | Ongoing                           |

### Internal Evaluation

| To what extent are all our learners experiencing success? | To what extent are improvement initiatives making a difference for all learners? | How do we know? (List evidence using links) | How can we do better? (Next steps) |
|---|--|---|------------------------------------|
|   |  |   |                                    |
|   |  |   |                                    |
|   |  |   |                                    |

## Learning Annual | Action Plan - Mathematics

This section details the actions that will be undertaken in 2018 and the expected results for the year. The 2018 review section will be completed by November to enable the Board of Trustees to begin the review process.

STRATEGIC Goal: Learners are achieving 'at or above' the New Zealand Curriculum levels for Mathematics

ANNUAL Goal: 88% of learners will achieve 'at or above' the National Standard in Mathematics

| How might we ...   | To achieve this we will ...  | Who ...  | Resources ...                         | Time frame                   |
|--|--|--|---------------------------------------|------------------------------|
| Consolidate 88% achievement                                    | Maintain authentic real learning with flexible groupings   | Staff  | Professional reading, networking, PDL | Ongoing                      |
|  | Continue Mathletics programme to support student achievement across the school (Years 4 – 6)     | Staff, Mathletics coordinator                              | Mathletics<br>Mathletics coordinator  | Ongoing                      |
|  | Investigate and initiate target interventions through teacher inquiry and learning support       | Mathematics Focus Team, Teachers, SENCo, Senior Management | PDL – Jo Boaler, networking           | Ongoing                      |
|  | Explore ways to partner with parents to support mathematics learning                             | Mathematics Focus Team<br>Curriculum Leader, DP            | Mathematics Workshop                  | Workshop – Term 2<br>Ongoing |
|  | Ensure mathematics is a daily part of the programme  | Leaders of Learning, Mathematics Focus Team                |                                       | Ongoing                      |
| Review delivery of mathematics programme throughout the school | Undertake self/peer feedback, Learning Walks, professional dialogue in team/focus group meetings | Mathematics Focus Team, Parents, Staff                     | Release Time                          | Terms 1 - 4                  |
| Finalise school basic facts                                    | Transition from basic facts to Growth Mindset tasks  | Mathematics Focus Team, Staff                              | PDL, networking                       | By end of Term 2             |
| Ensure Growth Mindset practices are                            | Support teachers with pedagogy based   | Mathematics Focus  | PDL – Jo Boaler, Carol                | Ongoing                      |

|  |   |   |                                     |                  |
|--|---|---|-------------------------------------|------------------|
| consistent throughout the school   | around Growth Mindset   | Team, Staff, Senior Management                | Dweck                               |                  |
| Ensure that assessment practices are purposeful and consistent school wide | Finalise assessment practices and recording school wide<br>Provide professional development on school wide moderation | Mathematics Focus Team, DP                    | PDL – PaCT Tool                     | By end of Term 2 |
| Introduce proven successful initiatives to enhance mathematics programmes  | Visualise vocab through a ‘maths wall’  | Mathematics Focus Team, Staff                 | PDL – Jo Boaler, networking, visits | Ongoing          |
|  | Introduce and use ‘Think Boards’  | Mathematics Focus Team, Staff                 | PDL                                 | By end of Term 1 |
| Build professional knowledge and capability                                | Explore different professional development opportunities eg moderation  | Mathematics Focus Team, Curriculum Leader, DP | PDL, networking, visits             | Ongoing          |
| Evaluate effectiveness of Mathletics                                       | Survey teachers and parents   | Staff   | Survey Monkey                       | Term 4           |

**Internal Evaluation**

| To what extent are all our learners experiencing success? | To what extent are improvement initiatives making a difference for all learners? | How do we know? (List evidence using links) | How can we do better? (Next steps) |
|---|--|---|------------------------------------|
|   |  |   |                                    |
|   |  |   |                                    |
|   |  |   |                                    |

## Learning Annual | Action Plan - Literacy

This section details the actions that will be undertaken in 2018 and the expected results for the year. The 2018 review section will be completed by November to enable the Board of Trustees to begin the review process.

STRATEGIC Goal: Learners are achieving 'at or above' the New Zealand Curriculum levels for Reading and Writing

ANNUAL Goal: 89% of learners will achieve 'at or above' the National Standard in Reading  
83% of learners will achieve 'at or above' the National Standard in Writing

| How might we ...  | To achieve this we will ...   | Who ...  | Resources ...  | Time frame                 |
|---|---|--|--|----------------------------|
| Support staff and learners to achieve our 2018 achievement target                               | Explore ways of developing oral language skills, as a foundation for writing  | Literacy Focus Team, Staff                               | Research material  | Ongoing                    |
|   | Provide professional development to staff to ensure best practice eg moderation<br>Provide opportunities to network with other schools  | Literacy Focus Team, Staff                               | PLD – staff meetings                                       | Ongoing                    |
|   | Introduce WordLab school wide to explore vocabulary, word meanings and derivations  | Literacy Focus Team, Staff                               | WordLab Resources  | Term 1 Week 5              |
|   | Survey learners for writing attitude  | Literacy Focus Team, Teachers                            | Survey   | Terms 1 and 4              |
| Use the Literacy Learning Progressions to identify next step learning                           | Provide professional development opportunities to become more familiar with literacy learning progressions<br>Utilise the literacy learning progressions as part of planning and assessment practices | Literacy Focus Team, Staff                               | MOE Literacy Learning Progressions<br>PLD – staff meetings | Ongoing                    |
| Ensure that reading and writing assessment practices are purposeful and consistent school wide  | Finalise literacy assessment guidelines and schedule<br>Moderate writing school wide  | Literacy Focus Team, Curriculum Leader, DP, Teachers     | Assessment Tools   | By end of Term 2           |
| Educate parents in strategies they can utilise to support literacy learning at home             | Communicate with parents through a parent workshop, information in the school newsletter, information on the website  | Literacy Focus Team, Curriculum Leader, Teachers         |  | Term 1 workshop<br>Ongoing |
| Ensure that our bi-cultural identity is woven into all areas of the curriculum through literacy | Read, write, speak and listen to Te Reo Māori as part of everyday teaching and learning   | Literacy Focus Team, Cultural Responsiveness Team, Staff | Networking<br>Professional reading                         | Ongoing                    |



|   |   |  |                                     |   |
|---|---|--|-------------------------------------|---|
| Introduce proven successful initiatives to enhance our literacy programme | Establish Reading Recovery intervention   | Literacy Leader  | PLD Network<br>Professional reading | Ongoing                                       |
| Develop a school wide Literacy programme                                  | Organise staff meetings in order to identify important elements for teaching and learning Literacy at WMS<br>Use school wide format to write a statement of shared understanding<br>Research latest pedagogy and practice | Literacy Focus Team,<br>Curriculum Leader,<br>Teachers |                                     | Draft end of Term 1<br>Final by end of Term 2 |

Internal Evaluation –Aaron to evaluate

| To what extent are all our learners experiencing success? | To what extent are improvement initiatives making a difference for all learners? | How do we know? (List evidence using links) | How can we do better? (Next steps) |
|---|--|---|------------------------------------|
|   |  |   |                                    |
|   |  |   |                                    |
|   |  |   |                                    |

## Learning Annual | Action Plan – Writing Target

This section details the actions that will be undertaken in 2018 and the expected results for the year. The 2018 review section will be completed by November to enable the Board of Trustees to begin the review process.

STRATEGIC Goal: Learners are achieving ‘at or above’ the New Zealand Curriculum levels for Reading, Writing and Mathematics

ANNUAL Goal: 83% of learners will achieve ‘at or above’ the National Standards for Writing

- To accelerate the progress of boys writing from ‘below to at’ the National Standard from 75.9% to 79%
- Year 2 boys (9) | Year 3 boys (9) | Year 4 boys (7) | Year 6 boys (8)

| Strategies  | Who...   | Timeframe                    | How will we know?  |
|---|--|------------------------------|--|
| Survey writers to establish attitude for writing  | Teachers   | Term 1 and 4                 | Student voice – insight into attitude and barriers. Demonstrate a growth mindset   |
| Identify contexts of interest   | Teachers   | Term 1                       | Teachers to use high interest contexts   |
| Identify learners in learning intents and outline strategies for raising achievement                                    | Teachers   | Term 1 and 3<br>Ongoing      | Teachers are aware of target learners and are strategic, considered and deliberate in their approaches to meeting needs      |
| Evaluate the effectiveness of the strategies outlined in learning intent  | Teachers   | Ongoing                      | Teachers reflect on effectiveness of their programmes and consider improvements  |
| Staff to build interventions around teacher inquiry   | Teachers   | Term 1<br>Ongoing            | Inquiry / Achievement target is a focus for discussion at team meetings  |
| Establishment of a school wide spelling programme   | Teachers,<br>Literacy Focus Team                       | Term 1 and Term 4<br>Ongoing | Planning is evident in teacher planning documentation. Improvement in data.  |
| National Standards and Literacy Learning Progressions are used to define and select appropriate literacy learning tasks | Teachers, Literacy Focus Team, Leaders of Learning     | Ongoing                      | Staff use self, peer and both informal and formal assessment to evaluate learners work                                       |
| Staff will know what the student achievement targets are  | Senior Leadership                                      | Term 1                       | Teachers focussed on meeting target and raising student achievement  |
| Clear expectations of where the target group are at and their next step   | Teachers, Leaders of Learning, Literacy Focus Team, DP | Term 1                       | Children are engaged in daily writing and can talk about their learning  |
| Teachers to use a variety of explicit teaching of the target learners eg Group teaching, scaffolding, quality feedback  | Teachers   | Ongoing                      | Teachers plan and use a range of specific instructional strategies including guided, independent, shared and grouped writing |

|   |  |   |   |
|---|--|---|---|
| Teachers to use a range of assessment strategies  | Teachers   | Ongoing                                 | Building capability of staff in ELLP                                    |
| Gather accurate data of the target group and analyse it to inform teaching and learning               | Teachers, Leaders of Learning, DP                  | Ongoing<br>Refer to assessment schedule | Accurate gathering, interpreting and use of assessment tools in writing |
| Writing is a daily part of the programme  | Teachers, Leaders of Learning                      | Ongoing                                 | Teachers planning   |
| Partnership between parents and teachers  | Teachers, Leaders of Learning, Literacy Focus Team | Ongoing<br>Term 1 - workshop            | Parents attending Literacy workshop                                     |
| Teaching approaches are varied and based on effective Literacy Practice                               | Teachers, Leaders of Learning, Literacy Focus Team | Ongoing                                 | Pedagogy and practice are a focus for discussion at team meetings       |
| Professional dialogue in team / focus group meetings to promote effective deliberate acts of teaching | Teachers, Leaders of Learning, Literacy Focus Team | Ongoing                                 | Shared understanding of effective practice across a team                |

## Learning Annual | Action Plan – Cultural Responsiveness

This section details the actions that will be undertaken in 2018 and the expected results for the year. The 2018 review section will be completed by November to enable the Board of Trustees to begin the review process.

STRATEGIC Goal: Māori and Pasifika learners are engaged in their learning

| How might we ...   | To achieve this we will ...   | Who ...                    | Resources ...                           | Time frame                 |
|--|---|----------------------------|---|----------------------------|
| Develop Teacher knowledge   Resources for Teaching                                     | Collect and share resources – centralise in Pouakai space   | CR Team                    | Storage built                           | End of February            |
|  | Celebrate diversity deliberately and visibly<br>- dates in calendar   | Staff, CR Team             | Calendar of events                      | Ongoing<br>End of February |
|  | Develop and practise school portfolio of waiata and karakia   | Staff, CR Team             | Waiata                                  | Ongoing – Every meeting    |
|  | Up skill staff and learners in presenting mihi (eg meetings, Te Reo enrichment)                             | Staff, CR Team             | Staff Meetings, Public Events, Template | Ongoing - Fortnightly      |
|  | Incorporate the code of standards<br>- values, cultural aspects   | Staff, CR Team             | Reflective activity                     | Once per semester          |
| Develop school tikanga, confidence and recognition of cultural process and formalities | Establish a portfolio of whakatauki with visible and deliberate use   | Teachers                   | Whakatauki for staff                    | Term 1                     |
|  | Provide authentic performance opportunities for Kapa haka group in the wider school community               | CR Team, Kapa haka tutors  | Funding applications                    | Term 3                     |
|  | Embed our Cultural Narrative in our practice by ensuring that all staff can access, use and understand them | Chloe, Leaders of Learning | Cultural Narrative                      | Ongoing                    |
|  | Embed our Taumutu values in our   | CR Team, Leaders of        | Taumutu Values                          | Ongoing                    |

|   |   |  |                    |                                 |
|---|---|--|--------------------|---------------------------------|
|   | practices by ensuring all staff can access, use and understand them | Learning   |                    |                                 |
|   | Familiarise and support staff with Poroporoaki protocols            | CR Team  | Outline of process | Term 1<br>Ongoing               |
| Develop cultural networks with Kāhui Ako schools                              | Participate in cultural events across the Kāhui Ako                 | CR Team  | Kāhui Ako members  | Ongoing                         |
| Promote the learning environment – celebrate and affirm our cultural identity | Create a front entrance culturally appropriate mural                | Chloe, Kathryn Meyers, Learners, Community expertise | Time, paint        | By end of year                  |
|   | Create an outside environment culturally appropriate mural          | Chloe, Kathryn Meyers, Learners, Community expertise | Time, paint        | When old admin building removed |
|   | Upgrade the Whāre-iti   | Chloe, Kathryn Meyers, Learners, Community expertise |                    | By end of year                  |

### Internal Evaluation

| To what extent are all our learners experiencing success? | To what extent are improvement initiatives making a difference for all learners? | How do we know? (List evidence using links) | How can we do better? (Next steps) |
|---|--|---|------------------------------------|
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## Learning Annual | Action Plan – Learning Support

This section details the actions that will be undertaken in 2018 and the expected results for the year. The 2018 review section will be completed by November to enable the Board of Trustees to begin the review process.

STRATEGIC Goal: Learners with special learning needs are supported in their learning so they can progress in relation to the New Zealand Curriculum and fully participate in and contribute to the school and their community environment

| How might we ...  | To achieve this we will ...   | Who ...                                    | Resources ...                                  | Time frame        |
|---|---|--|--|-------------------|
| Support staff, and learners to achieve our 2018 achievement target of 83% in writing – particularly focussing on boys writing | Allocate Learning Assistant support to communities with specific target requirements                | SENCo, DP                                  | Time<br>Funding                                | Ongoing           |
|   | Provide professional development for Learning Assistants eg readings, courses                       | SENCo, DP, Learning Assistants             | Professional reading<br>Funding                | Ongoing           |
| Initiate and engage in effective communication with parents, staff and support agencies                                       | Provide community workshop outlining systems and procedures pertaining to Learning Support          | SENCo, Gifted and Talented Coordinator, DP |  | Workshop – Term 2 |
|   | Ensure emails to parents and support agencies have teacher and SENCo / DP cc'd in where appropriate | Staff, Parents                             |  | Ongoing           |
|   | Be proactive when contacting parents regarding a student's needs                                    | SENCo, DP, Leaders of Learning, Teachers   |  | Ongoing           |
|   | Support parent workshops eg mathematics and literacy  | SENCo, DP                                  |  | Ongoing           |
| Ensure that staff are aware of the latest pedagogy and practice   | Provide professional development and readings on Specific Learning Difficulties                     | SENCo, DP                                  | Funding, RTLB, Outside Agencies, Staff Meeting | Ongoing           |
| Ensure school pedagogy and practices are  | Up skill Learning Assistants on Play Based  | SENCo, Kōwhai Teachers                     | Funding, PDL                                   | Ongoing           |

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| evident in Learning Support provisions                                      | Learning   |   |         |         |
| Provide effective support programmes  | Ensure that Learning Assistants consolidate their knowledge and practice of support programmes                       | SENCo, Learning Assistants                                    |         | Ongoing |
|   | Monitor the accelerated progress of learners   | SENCo, DP   |         | Ongoing |
| Ensure all learners needing additional support or extension are catered for | Implement systems for identification and documentation eg Learning Intents, Clarification of Concern                 | SENCo, DP, Leaders of Learning                                |         | Ongoing |
|   | Utilise staff and community passions and strengths with enrichment programmes – academic, cultural and sports events | Staff, Gifted and Talented Coordinator, Lunchtime Coordinator | Funding | Ongoing |
|   | Provide opportunities for learners to enter competitions and socialise with like-minded learners                     | Gifted and Talented Coordinator, Staff                        | Funding | Ongoing |

### Internal Evaluation

| To what extent are all our learners experiencing success? | To what extent are improvement initiatives making a difference for all learners? | How do we know? (List evidence using links) | How can we do better? (Next steps) |
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## Learning Annual | Action Plan – e-Learning

This section details the actions that will be undertaken in 2018 and the expected results for the year. The 2018 review section will be completed by November to enable the Board of Trustees to begin the review process.

STRATEGIC Goal: Leverage digital technology to accelerate access to knowledge beyond the classroom and cultivate learner-driven deep learning (NPDL)

| How might we ...   | To achieve this we will ...   | Who ...                     | Resources ...              | Time frame                  |
|--|---|-----------------------------|----------------------------|-----------------------------|
| Use strategies to engage and motivate learners to accelerate and deepen learning (NPDL Teacher S-A Rubric) | Implement thinking tools and strategies through e-Learning practices  | e-Learning Team<br>Teachers | Team Meetings              | Ongoing                     |
|  | Use digital technologies to support collaborative practices in authentic and purposeful ways – including teacher planning, movie making, assessment reporting and recording   | e-Learning Team<br>Teachers | Team Meetings              | Ongoing                     |
|  | Increase use of digital media (movie making, photography, learners blogs) to allow for learner reflection, creation of content and authentic sharing of learning with the community<br><br>Develop community websites as a vehicle for communicating ideas, information and learning with community | e-Learning Team<br>Teachers | Team Meetings              | Ongoing                     |
| Improve pedagogical understanding of staff to ensure learners are engaged in 21st Century learning         | Establish a critical friend / network between staff (groups of 4 – one from each learning community)  | e-Learning Team<br>Staff    | Staff Meetings<br>Readings | Establish Term 1<br>Ongoing |
|  | Improve areas of teaching and learning by using iPads<br><br>Devices used effectively in all curriculum areas daily and with confidence   | e-Learning Team<br>Staff    | Team Meetings              | Ongoing                     |



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|   | Develop a small list of Apps that are specific to our learning and learning environment   |   |                         |   |
|   | Participate in ActivBoard professional development opportunities<br>Work towards ActivBoard Centre of Excellence accreditation                            | Carolyn (lead), Pam                           | Heath                   | Ongoing<br>Accreditation Term 1 2019          |
|   | Complete Level 1 Google Certification Course<br>Work towards Level 2  | e-Learning Team                               | Cost per exam           | Level 1 – End of Term 1<br><br>Level 2 - 2019 |
|   | Attend professional development to extend personal understandings and gain knowledge around new Technology Curriculum                                     | e-Learning Team                               | Cost                    | Interfacexpo – 25 May                         |
|   | Develop understanding of the new Technology Curriculum to be implemented from 2020  | e-Learning Team                               | Online resources<br>PLD | Ongoing<br>2019                               |
|   | Read and discuss professional reading and articles related to e-Learning – shared at focus meetings, linked to Arinui, staff meetings                     | e-Learning Team<br>Teachers                   |                         | Ongoing                                       |
| Reflect and review this action plan to continue progress in 2019                                  | Use 'The strategic thinking roadmap' to identify current areas of strength and weakness across the school, and to highlight areas of focus for the future | Christina (lead)<br>e-Learning Team           | Strategic Roadmap       | Ongoing<br>Term 4 – review action plan        |
| Ensure learning needs across the school are supported by well-maintained technical infrastructure | Maintain TELA+ leases for staff, and iPad leases to ensure 1:1 for Year 7/8; 1:3 for Year 5/6; 1:4 for Year 4 and 1:6 for Year 0-3                        | TELA – Pam, Natasha<br>iPads – lease, liaison | TELA<br>Clinton         | Ongoing                                       |

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|  | Continue with software updates and server maintenance   |                             |                     |                               |
|  | Develop age-appropriate digital citizenship skills across school, including an understanding of online safety<br><br>Work towards CommonSense Media accreditation<br><br>Complete Google online safety and digital citizenship course | e-Learning Team<br>Teachers | Cost                | Ongoing<br>Accreditation 2019 |
|  | Continue use of LineWize to monitor internet usage  | Christina                   | LineWize<br>Clinton | Ongoing                       |

Internal Evaluation

| To what extent are all our learners experiencing success? | To what extent are improvement initiatives making a difference for all learners? | How do we know? (List evidence using links) | How can we do better? (Next steps) |
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## Learning Annual | Action Plan – Collaborative Practice and NPDL

This section details the actions that will be undertaken in 2018 and the expected results for the year. The 2018 review section will be completed by November to enable the Board of Trustees to begin the review process.

STRATEGIC Goal: Learners will be Innovative, Connected and Empowered. They will DRIVE their passion for learning

| How might we ...  | To achieve this we will ...   | Who ...  | Resources ...                                  | Time frame                 |
|---|---|--|--|----------------------------|
| Connect the deep learning goals with our school vision and values – ICE DRIVER                                    | Align our ICE DRIVER values with the 6 Competencies   | Staff, NPDL Focus Team                         | PLD<br>Global Hub tools                        | Term 1                     |
|   | Articulate the language of 6 Competencies with ICE DRIVER values  | Staff, NPDL Focus Team                         | PLD<br>Global Hub tools                        | Ongoing                    |
|   | Regular revisiting and reviewing the school conditions for deeper learning  | Staff, NPDL Focus Team                         | PLD  | Terms 1 - 4                |
| Demonstrate the competencies of 'character and collaboration' traits  | Ensure that they are an integral part of our planning and practice<br>Staff to role model traits<br>Unpack the learners competency framework rubric                                 | Teachers, Leaders of Learning, NPDL Focus Team | PLD<br>Global Hub tools – competency framework | Ongoing                    |
| Ensure that all learners are reviewed against the 'character and collaboration' global deep learning competencies | Have powerful feedback conversations with learners<br>Regularly provide opportunities for our learners to self reflect using the competency framework rubric<br>Internal moderation | Teachers, Leaders of Learning, NPDL Focus Team | PLD<br>Global Hub tools – competency framework | Ongoing<br>End of Year     |
| Inform and engage our community in NPDL – 'leading deep change' as genuine  | Provide workshop opportunities and information in newsletters.  | NPDL Focus Team                                | PLD<br>CORE Education (Margot)                 | Ongoing<br>Term 1 workshop |

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| learning partners   | Showcase at Celebration of Learning  |                                 | Cluster Schools  | Term 3 celebration      |
| Effectively build capacity of pedagogy and practice                             | Create a shared Google resource<br>Provide professional learning opportunities<br>Undertake Learning Walks   | NPDL Focus Team                 | PLD<br>CORE Education (Margot)<br>Cluster Schools                            | Ongoing                 |
| Establish effective collaborate partnerships                                    | Establish and review MATES agreements<br>Provide professional learning opportunities to develop “important conversation” skills<br>Use competency teacher rubric | Senior Leaders                  | Learning Talk: important conversations at work - Joan Dalton<br>CORE courses | Ongoing<br>Term 1 MATES |
| Develop a shared understanding of collaborative practices throughout the school | Share pedagogy and practice<br>Use competency teacher rubrics  | Senior Leaders, NPDL Focus Team | PLD<br>CORE Courses  | Ongoing                 |

Internal Evaluation

| To what extent are all our learners experiencing success? | To what extent are improvement initiatives making a difference for all learners? | How do we know? (List evidence using links) | How can we do better? (Next steps) |
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## Strategic Theme 2:

# Environmental Sustainability

## Strategic Goals:

To promote and enhance learners knowledge and understanding of the environment and ecosystems in a meaningful and sustainable way

Meaningful participation encourages active thinking about relationships and change to global ecosystems

Achieve green-gold status within the EnviroSchools Environmental programme by December 2018 / 2019

## Environmental Sustainability Annual | Action Plan

This section details the actions that will be undertaken in 2018 and the expected results for the year. The 2018 review section will be completed by November to enable the Board of Trustees to begin the review process.

| How might we ...  | To achieve this we will ...  | Who ...   | Resources ...  | Time frame |
|---|--|---|--|------------|
| Plan for and implement ideas to achieve Green-Gold status within the EnviroSchools Environmental programme          | <p>Plan next steps</p> <p>Share all projects and achievements of the EcoWarriors and WMS environmental education within the community</p> <p>Report all enviro trips and achievements to the local papers</p> <p>Incorporate Wastebusters programme and Christchurch City Council into learning community programmes where possible</p> <p>Reflect on current environmental practices and teaching conducted by each teaching team</p> <p>View progress of other enviroschools in the Selwyn district, establishing a closer relationship with these schools</p> | Enviro Coordinator, Matt Stanford (Enviroschools), EnviroTeam, Leadership Team, EcoWarriors, Community, Promotions Coordinator, Staff       | Budget, PLD – staff meeting, Matt Stanford (Enviroschools), Release Time | Ongoing    |
| Ensure that meaningful participation encourages active thinking about relationships and change to global ecosystems | <p>Visit an established bird sanctuary</p> <p>Lead the design of outdoor learning spaces associated with the new buildings eg construction, sundial</p>  | Enviro Coordinator, Matt Stanford (Enviroschools), EnviroTeam, Leadership Team, EcoWarriors, Community, Board of Trustees, Principal, Staff | Matt Stanford (Enviroschools), Funding, Time                             | Ongoing    |
| Develop sustainable practices and authentic relationships with the environment                                      | Maintain weekly school wide recycling and reduction of rubbish being brought into the school   | Enviro Coordinator, EnviroTeam, Leadership Team, EcoWarriors,   | Time   | Ongoing    |

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|   | <p>Promote litter-free lunchboxes with aim of a significant drop in litter numbers across the school and community</p> <p>Allocate a specific garden area to each team</p> <p>Establish recycling team to rehome waste and unused equipment</p>  | Community, Staff, BoT  |   |         |
|   | <p>Ecowarriors:</p> <p>Extend the role of the Podocarp Forest as an educational area for all learning communities</p> <p>Maintain of weekly school wide worm farm</p> <p>Demonstrate responsibility and care of the school hens</p> <p>Continue to sell eggs, worm juice and produce from the vegetable gardens</p> <p>Approach WM shops to champion the non-use of disposable plastics such as straws</p> <p>Maintain planting and insect monitoring of the Kōwhai Sanctuary</p> <p>Promote the Kōwhai Sanctuary in the local community</p> | Enviro Coordinator, EnviroTeam, P  | Time, Community   | Ongoing |
| Build respect for people and their needs within our local community | <p>Extend nursery, shade area and compost area</p> <p>Establish native plants to feed local birds</p> <p>Establish and maintain fruit trees by the BMX track</p>   | Enviro Coordinator, Matt Stanford (Enviroschools), EnviroTeam, EcoWarriors, staff, Community | Matt Stanford (Enviroschools), Oderings<br>PLD – staff meetings | Ongoing |

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|  | <p>Produce vegetables and fruit</p> <p>Study water quality of the Waimakariri River and recommendations to be shared with local community and outside agencies</p> <p>In depth report on Eco Warrior activities at all Celebrations of Learning</p> <p>Integration of environmental practices to extend to whole school including staff</p> <p>Provide alternate (environmentally friendly) purchase options for equipment and consumables</p> |  |   |         |
| Honour the status of the Tangata Whenua of the land                              | <p>Undertake an integration of bird and water study</p> <p>Develop Māori knowledge and experience of a sustainable environment integrating into learning programmes</p>  | Enviro Coordinator, Matt Stanford (Enviroschools), EnviroTeam, Staff, EcoWarriors, Community           | Time  | Ongoing |
| School enviro vision map supports school wide relationships and responsibilities | Enviro Vision Map evolved into a reflective enviro timeline  | Enviro Coordinator, Matt Stanford (Enviroschools), EnviroTeam, Leadership Team, EcoWarriors, Community | Matt Stanford (Enviroschools), PLD – staff meetings | Ongoing |

Internal Evaluation

| To what extent are all our learners experiencing success? | To what extent are improvement initiatives making a difference for all learners? | How do we know? (List evidence using links) | How can we do better? (Next steps) |
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Strategic Theme 3:

# Relationships

Strategic Goal:

Enhance and strengthen networks

## Relationships Annual | Action Plan

This section details the actions that will be undertaken in 2018 and the expected results for the year. The 2018 review section will be completed by November to enable the Board of Trustees to begin the review process.

| How might we ...   | To achieve this we will ...   | Who ...   | Resources ...   | Time frame     |
|--|---|---|---|----------------|
| Ensure our Communication Plan / Procedures are effective and efficient                     | Employ a communication consultant to review our communication plan  | Board, Principal, Senior Leadership, Staff                              | Funding, Time   | March - June   |
|  | Develop, extend and embed ways to digitally connect with our parent community   | Board, Principal, Senior Leadership, Staff                              | eTap, Time  | Ongoing        |
|  | Establish consistency with school wide communication system and processes   | Teachers, Admin staff   | eTap, Time  | Ongoing        |
|  | Ensure the newsletter and social media platforms compliment school happenings (not repetitive)  | Promotions officer, e-Learning Team, Senior Leadership                  | eTap, Time  | Ongoing        |
| Develop positive partnerships with Māori whānau, actively engaging them in school life     | Engage with our Māori whānau to guide school direction and initiatives  | Principal, Cultural Responsiveness Team                                 | Taumutu Rūnanga, School Community                                 | Feb - June     |
|  | Engage Māori whānau representation with key roles eg: Cultural Responsiveness Team, Evaluation Team   | Principal, Cultural Responsiveness Team                                 | Taumutu Rūnanga, School Community                                 | Ongoing        |
|  | Engage community expertise to guide and support Māori Responsiveness goals  | Principal, Cultural Responsiveness Team                                 | Taumutu Rūnanga, School Community                                 | Ongoing        |
| Develop effective practices for reporting student achievement to parents, whānau and Board | Review current practice and policy<br>Investigate and plan reporting to parents based on New Zealand Curriculum levels  | Principal, Deputy Principal   | MOE site, Educational businesses, websites, Evaluation Associates | Feb - July     |
| Continue to effectively promote West Melton School to the wider community                  | Review and build current practices<br>Seek sponsorship, grants, establish parent portal<br>Participate in initiatives eg Cultural Festival, Oderings Garden Show, sporting events, Kōwhai Sanctuary<br>Support local businesses | Friends of West Melton School (FoWMS), Board, Staff, Promotions Officer | Time, Meetings allocation, Community Support                      | Feb – Dec 2019 |

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|   | <p>Plan and prepare for the School Fete in 2019</p> <p>Welcome new families into West Melton Community</p> <p>Ensure Board newsletters inform the community of progress, developments, successes, improvements and initiatives in a timely manner</p> <p>Facilitate community workshops that meet the needs of the community to support learning and building knowledge</p> |   |                         |           |
| Build effective partnerships and relationships with other schools, agencies, and organisations within our community | <p>Encourage teachers to be part of a PLG</p> <p>Ensure staff are able to attend professional development opportunities eg Grow Waitaha; Learning Support – RTLB, MoE, Oranga Tamariki</p>  | Teachers, Board, Principal, FoWMS   |                         | Feb - Dec |
| Strengthen transition partnerships between ECE-WMS-Rolleston College  | <p>Review current practices</p> <p>Build with ECE / RC eg. invite to events</p> <p>Showcase current practices promoting our school</p>  | Teachers, Principal, Deputy Principal, Kōwhai Leader, Intermediate Teachers | Release Time            | Feb - Dec |
| Strengthen relationships with Kāhui Ako and Taumutu Rūnanga   | <p>Effectively participate in Kāhui Ako initiatives</p> <p>Network with schools</p> <p>Build leadership pathways</p>  | Principal, Staff, Board   | Funding<br>Release Time | Feb - Dec |

### Internal Evaluation

| To what extent are all our learners experiencing success? | To what extent are improvement initiatives making a difference for all learners? | How do we know? (List evidence using links) | How can we do better? (Next steps) |
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Strategic Theme 4:

# Hauora | Well Being

Strategic Goal:

The well being of learners, staff and community is actively prioritised and programmed

## Hauora/Well being Annual | Action Plan

This section details the actions that will be undertaken in 2018 and the expected results for the year. The 2018 review section will be completed by November to enable the Board of Trustees to begin the review process.

| How might we ...   | To achieve this we will ...   | Who ...                              | Resources ...                                   | Time frame                 |
|--|---|--------------------------------------|---|----------------------------|
| Enhance current systems and practices that actively monitor and support Hauora | Develop and implement Restorative practices                                       | Teachers, DP                         | PLD - 5 teachers, (Margaret Thorsborne)         | Terms 1 - 4                |
|  | Consistently implement the school wide Behaviour Development Plan                 | Teachers, Student Welfare Team       | Bus tickets, certificates, prizes               | Ongoing                    |
|  | Engage community to support the school wide Behaviour Development Plan            | Teachers, Community, BoT             | Whānau Hui workshop                             | Ongoing<br>Workshop Term 2 |
|  | Administer the Well Being survey to learners and staff                            | Teachers, DP                         | Well Being survey                               | Term 3                     |
|  | Consistently ensure 'Circle Time' is effective and addresses needs                | Teachers                             | PLD - Staff meetings, school visits, networking | Ongoing                    |
|  | Continue to explore and implement a Growth Mindset practice                       | Student Hauora Team                  | PLD – school visits, networking                 | Ongoing                    |
|  | Consolidate the recently established learner pastoral care team                   | Student Hauora Team                  | Ursula – CDHB, RTL, Health Nurse                | 1-2 meetings per term      |
|  | Monitor the Safe School Travel Plan in association with Selwyn District Council   | Teachers, Community, BoT, H & S Team | Selwyn District Council                         | Ongoing<br>H & S meetings  |
|  | Staff are familiar and understand relevant key policy and procedures (SchoolDocs) | Teachers, DP                         | SchoolDocs, Principal, DP                       | Ongoing                    |
| Development of a Hauora programme within PE and Health curriculum to meet      | Explore resources to implement a school wide resiliency programme                 | Student Hauora Team                  | CDHB, networking                                | End of Term 2 / Ongoing    |

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| increasingly diverse needs  | Continue to build on mindfulness practices and implement a school wide programme                | Tracey, Anna                                       | networking                          | End of Term 2 / Ongoing    |
| Provide opportunities to support our community with Mental Health challenges  | Provide opportunities for whānau hui workshops on mental health                                 | Student Hauora Team                                | CoL   Kāhui Ako Resiliency workshop | Ongoing Workshops Term 2/4 |
| Further foster an environment where staff are developed, extended, valued and loved and recognised for their outstanding contribution | Further explore options promoting Hauora  | Staff Pastoral Care Team                           | Funding Time                        | Ongoing                    |
|   | Consolidate staff induction processes   | DP, Leaders of Learning, Teachers                  | Funding Time                        | Ongoing                    |
|   | Distribute leadership to enhance and acknowledge individual strengths and areas for development | Principal, DP's, Leaders of Learning, Unit holders | Funding Time                        | Ongoing                    |
| Select and enhance high performing staff  | Promote ACET teachers   | Principal, BoT                                     | Funding                             | Ongoing                    |
|   | Attract high calibre applicants to our school   | Principal, BoT                                     |                                     | Ongoing                    |
| Prioritise work – life satisfaction   | Set personal goals  | Staff, BoT   | Self discipline                     | Ongoing                    |
|   | Providing staff with varied leisure opportunities   | Staff, BoT   | Self responsibility                 | Ongoing                    |
|   | Encourage staff to manage their workloads (home one day early each week)                        | Staff, Senior Management, BoT                      | TFP                                 | Ongoing                    |
|   | Scheduling meetings smartly and practising TAPA   | Staff, Senior Management                           | Time                                | Ongoing                    |

## Internal Evaluation

| To what extent are all our learners experiencing success? | To what extent are improvement initiatives making a difference for all learners? | How do we know? (List evidence using links) | How can we do better? (Next steps) |
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Strategic Theme 5: Kāhui Ako | Community of Learning

# Kāhui Ako | Community of Learning

Strategic Goal:

To collaborate effectively through the establishment of the Kāhui Ako - Ngā Peka o Tauwharekākaho to meet agreed achievement standards



## Kāhui Ako / Community of Learning Annual | Action Plan

This section details the actions that will be undertaken in 2018 and the expected results for the year. The 2018 review section will be completed by November to enable the Board of Trustees to begin the review process.

Kāhui Ako / Community of Learning being Action Plan (insert link here after March meeting)

Internal Evaluation