



West Melton School

Te Kura o Papatahora

2017 Charter

*Vision: Innovative / Auaha, Connected / T hono, and Empowered / Whakamama learners,
driving their passion for learning*

Charter Consultation process

- Commenced Charter review process November 2016
- Community e-survey - September 2015
- Board and staff review of 2016 Charter to inform decisions and future direction for 2017
- Friends of West Melton School contributions (Meeting 9 February and E - survey)
- Rolleston Cluster 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>Ng kaupono</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 Primary 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 - 8. The school also has a strongly supported Kapahaka group and a Te Reo Māori programme supported by a strong relationship with Taumutu Rūnanga.



West Melton School is part of the 'Rolleston Cluster of Schools' Ngā Peka o Tauwharekākaho. This cluster 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 Rolleston Cluster 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 students 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 huge 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 2017 the school roll has risen from 260 to a predicted 500 students at the end of 2017. Over the next three years, given the number of residential properties that continue to be developed and the desire to live in a semi rural environment, with wide open spaces, well resourced facilities and sought after properties in the fastest growing area in New Zealand, it is expected the roll will continue to grow.



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 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 Cultural Diversity)

The Board and school leadership are committed to providing Tikanga Māori and Te Reo within the school during the year. This is achieved through:

- Providing professional development for staff in Tikanga Māori
- Working with Te Taumutu Rūnanga on enhancing curriculum and opportunities for learners
- Teaching Taha 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
- Inviting all Māori and Pacifica families to consult with the Board of Trustees
- Using Māori salutations in letters and newsletters
- Kapahaka in preparation for public performances
- Junior Kapa haka years 2 and 3
- Using Te Reo Māori greetings in formal public addresses

West Melton School acknowledges 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 a Conceptual Based Curriculum across all levels
- Accessing cultural advisors, cultural dance/food festivals
- Incorporating the Māori name of our school (Te Kura o Papatahōra), gifted by our local Iwi in 2013, into our school branding

Māori Responsiveness Plan

If Whānau requests 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:

- Further explain the existing programmes
- Further extend the existing programmes if and as appropriate
- Discuss the feasibility of combining with cluster schools for parts of the day/programme
- Use of community expertise to help with 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 will:

- Take an active part in supporting the school to achieve the vision
- 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
- Be role models promoting the Vision and Values

Staff will:

- Provide the very best learning opportunities and experiences
- Provide opportunities and allow learners to take risks and challenges in their own abilities
- Provide for individual needs
- Be positive, fair and consistent
- Communicate respectfully with parents
- Welcome visitors, parents and learners
- Listen openly to concerns of parents and learners
- Be role models promoting the Vision and Values
- Be enthusiastic and positive
- Apply resources to meet the school's priorities so that achievement is supported and learners are engaged

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 the Vision and Values

Learners will:

- Be prepared to learn
- Always do their best
- Be inclusive
- Will respect themselves, others and property
- Take risks
- Believe in themselves
- Be role models of the Vision and values

Strategic Plan 2017 - 2021

Vision	Strategic Theme	Strategic Aims
<p><i>Innovative, Connected and Empowered learners, driving their passion for learning</i></p>	<p>Learning</p>	<p>Learners will be Innovative Connected and Empowered (I.C.E). They will DRIVE their passion for learning. They will be engaged in authentic learning opportunities achieving educational success</p>
		<p>Learners will be achieving at or above the National Standards for Reading, Writing and Mathematics</p>
		<p>Māori and Pasifika learners are engaged in their learning and are achieving educational success, with pride in their unique identity, language and culture</p>
		<p>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</p>
	<p>Environmental Learning</p>	<p>To promote and enhance learners knowledge and understanding of the environment and ecosystems in a meaningful way</p>
		<p>Meaningful participation encourages active thinking about relationships and change to global ecosystems</p>
		<p>Achieve a silver status within the EnviroSchools Environmental programme by December 2017</p>
		<p>Expand a respect for people and their needs within our local communities</p>
		<p>Developing sustainable practices and authentic relationships with the environment</p>
	<p>Future Focused Learning</p>	<p>Staff, learners and community are developing the necessary digital citizenship skills to participate in a knowledge society</p>
		<p>Teachers, learners and the community have a shared understanding of flexible learning spaces pedagogy and practice</p>
		<p>Collaborative practices enhance student engagement, learning and educational success</p>
	<p>Relationships</p>	<p>Empower our community to embrace a diverse range of opportunities for our learners, continuing to raise the profile of our school in our local and wider community</p>

<p>Ngā Peka o Tauwharekākaho Vision:</p> <p><i>Build relationships, systems and practices that enhance hauora of students, staff and families</i></p>	Growth	Provide appropriate levels of resourcing to enhance learning outcomes resulting in a strong educational offering for years 1 to 8
		Flexible learning/work spaces, reflect the school vision and future focused learning needs
	Community Collaboration	To increase our children and their families access to counselling / social workers and positive parent information sessions
		To increase the wellbeing of all staff within our cluster
		To build the capacity of all cluster staff to build positive partnerships with parents
		To investigate the possibility of the cluster forming a Community of Learning

Strategic Goal 1: Learning

Theme

Learning

Aims

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

Learners to be achieving at the National Standards for Reading, Writing, Mathematics and Statistics

Māori and Pasifika learners are engaged in their learning

Learners with special learning needs are supported in their learning

Objectives

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

Professional development will promote / support learners achievement, retain and promote high quality teaching and support staff

Reading
Learners are achieving at or above their expected level

Writing
Learners are achieving at or above their expected level

Mathematics
Learners are achieving at or above their expected level

Ensure cultural diversity is acknowledged and celebrated

Learners needs are met and supported with engaging opportunities so learners can achieve with success

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

Staff are trained/support ed in recognition of special learning needs and techniques

Strategic Aim	Objectives				
Learners will be Innovative, Connected and Empowered. They will DRIVE their passion for learning	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	Conceptualised Based Curriculum Restorative Practices Mathematics			
		Achievement Targets			
		2017	2018	2019	2020 - 2021
Learners will be achieving at the National Standards for Reading, Writing, Mathematics and Statistics	Reading Learners are achieving at or above their expected level	88%	89%	90%	90%
	Writing Learners are achieving at or above their expected level	85%	86%	87%	88%
	Mathematics & Statistics Learners are achieving at or above their expected level	84%	85%	86%	88%
Strategic Aim		Objective			
Māori and Pacifica learners are engaged in learning and are achieving educational success with pride in their unique identity, language and culture		To ensure cultural diversity is acknowledged and celebrated			

Strategic Aim	Objective
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	To ensure staff are trained/supported in recognition of special learning needs and techniques
	Learning needs are met and supported with engaging opportunities: Learners are achieving with success

Annual Plan - Learning

This section details the actions that will be undertaken in 2017 and the expected results for the year. The 2017 review section will be completed by 23 November to enable the Board of Trustees to begin the review process

Actions	Led by	Budget	Timeframe
The school curriculum reflects the specific needs of our learners and school community, and DRIVES decision making	Senior leaders	Curriculum Finance Professional Learning	Ongoing
Student welfare policy and programmes support learning	Senior leaders		Ongoing
Learner wellbeing survey (Years 4-8) reviews levels of learner engagement and provides opportunities for improvements	Leaders of Learning		Term 3
The ‘West Melton Learning Landscape/Conceptualised Curriculum/Inquiry’ engages learners and enhances self directed learning	Learning Leader		Ongoing
Budgets are monitored to identify strategic resources and are directly related to strategic goals	Principal/Bursar		Oct-Dec
School wide discussions and professional learning, monitor and promote learners achievement and engagement	Principal and leadership team		Ongoing
School wide professional development and implementation of Restorative Practices enhance student wellbeing	Deputy Principal		Ongoing
Formative and summative assessment data is used to inform learner’s progress and achievement, identifying next step teaching and learning	Principal & senior leaders		Ongoing
2017 Review - Leadership team to coordinate <ul style="list-style-type: none">			

STRATEGIC AIM: Learners are to be achieving at or above the National Standards for Reading, Writing, Mathematics

STRATEGIC OBJECTIVE: Learners are achieving at or above their expected level

Annual Aim

- 84% of learners will be achieving at or above the National Standards for Mathematics
- 88% of learners will be achieving at or above the National Standards for Reading

Baseline Data 2016 /Targets for 2017

The aim for the end of 2016 in Mathematics was to increase the number of learners achieving “at” or “above” the National Standards for Mathematics to 84%. This was not achieved - although there was an improvement of 2%. At the end of 2015, 83% of learners were achieving “at or above” the National Standard for Mathematics - 85% boys, 80% girls and 94% of Maori boys and girls.

As the school continues to experience rapid growth with an influx of new learners demonstrating varying degrees of competence with mathematical knowledge and strategies and the continued employment of several new teaching staff requiring further training and support, the following targets have been set for 2017 to lift our achievement levels. The basis for identifying this target area is to address the gaps in learners knowledge and application of strategies and basic facts recall to number problem solving.

Target 1. The identified 18 Year 3 learners (11 girls and 7 boys) currently achieving “below” the National Standards for Mathematics will have made progress to “at” for their year group by the end of 2017.

Target 2. The identified 15 Year 2 learners (6 girls and 9 boys) currently achieving “below” the National Standards for Mathematics will have made progress to “at” for their year group by the end of 2017.

The aim for the end of 2016 in Reading was to increase the number of learners achieving “at” or “above” the National Standards for Reading to 88%. This was not achieved. At the end of 2015, 87% of learners were achieving “at or above” the National Standard for Reading - 86% boys, 88% girls and 87% of Maori boys and girls.

There is an influx of new learners demonstrating varying degrees of competence in reading. The identified learners have received learning support (at a Tier 1 level) with minimal success. Several of the target group have demonstrated a lack of engagement in reading.

Target 3. The identified 8 Year 3 learners (3 girls and 5 boys) currently achieving - “below” the National Standards for Reading will have made progress to “at” for their year group by the end of 2017.

Actions to Achieve Maths Targets	Timeframe	Resourcing	Led by
Implement a supplementary support programme for learners based on ALiM	Ongoing	Time allocation	Mathematics Leader / Leader of Learning / Focus Team
Finalise school Curriculum Action Plan - CAaP	Ongoing		Mathematics Leader / Focus Team
Investigate and initiate Target Interventions <ul style="list-style-type: none"> Teacher Inquiry Learning Support 	Ongoing	2017 budget allocation Professional Development	Deputy Principal / Learning Support Coordinator Mathematics Leader / Focus Team
Increase community knowledge and participation	Ongoing	Parent workshops Professional Development	Deputy Principal / Mathematics Leader / Focus Team
Alignment of assessment practices throughout Year 1 - 8 collecting high quality data to inform overall teacher judgements	Ongoing	Professional Development	Assessment Leader / Mathematics Leader / Focus Team Learning Leader
Continue Mathletics programme to support student achievement across the school (Yrs 4 - 6)	On going	2017 budget allocation	Mathletics Coordinator Community Teachers
Review and improve learners engagement and positive mindset towards mathematics	On going	Parent workshops	Mathematics Leader / Focus Team
Finalise School basic facts programme	Term 1	Parent workshops	Focus Team
Review programme and practice of mathematics	Terms 1 and 2		Mathematics Leader / Focus Team
2017 Review - Sue and Tracey to co-ordinate <ul style="list-style-type: none"> Refer to 2017 National Standards data and Analysis of Variance 			

Actions to Achieve Reading Targets	Timeframe	Resourcing	Led by
Ensure staff are supported with relevant professional development relating to current literacy practice and learner needs	On going	PLD Budget	Literacy Leader
Empower teachers and learners with resources to engage learners and make a difference to learning	On going	Curriculum Literacy Leader release	Literacy Focus Team
Review school-wide spelling programmes	Term 1 and 2	Literacy Leader release	Literacy Leader / Literacy Focus Team
Utilise and share strengths / expertise across the school to support literacy learning	On-going		Literacy Focus Team
Alignment of assessment practices throughout Year 1 - 8 collecting high quality data to inform overall teacher judgements	Term 1 and 2	Literacy Leader release	Literacy and Assessment leader
Increase community knowledge and participation	Ongoing	Parent workshops Professional Development	Literacy Focus Team
2017 Review - Julia to co-ordinate <ul style="list-style-type: none"> 			

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

STRATEGIC OBJECTIVE: To ensure cultural diversity is acknowledged and celebrated

Actions	Timeframe	Resourcing	Led by
Kete of knowledge is understood by new staff and displayed in learning communities <i>'te kete tuauri, te kete tuatea and te kete aronui.'</i>	March	Resource teachers Team / staff meetings	Learning leader
The Vision and Values - ICE DRIVER reflect Taumutu Values	All year	Whānau Hui He Tirohanga Ūara Nō Taumutu	Tikanga Team Senior Leaders
Opportunity for learners to be involved with Senior Kapahaka Y4-8 and Junior Kapahaka group Y1-3	Terms 2 and 3	External tutor – Matua Maaka Tau Budget allocation	Matua Maaka Tau Carolyn Sutherland
He Puna Kōrero mo na Kura Educational Hub - Cultural Narrative to engage and enhance learning and decision making	All year	He Puna Kōrero mo na Kura Educational Hub - Cultural Narrative	Tikanga Team
Learners will experience a visit to our local Taumutu Marae	Term 4	Learners, staff, community and Marae Rūnanga	Teachers
School wide celebration of Matariki in association with 'Inquiry'	Term 2	Financial	Team leaders
School wide promotion of Māori Language week	Term 3	All staff Publications	Teachers
Whānau Hui with Māori families and Rūnanga	Term 1	Invitation to community and Rūnanga	Principal/DP/learning leader
Māori greetings, mihi, Te Reo spoken by staff whenever possible	All year	Staff and community	Teachers

Waiata sung in Celebrations of Learning, staff meetings Signage around school, promoting cultural diversity			
Educational Hui at Taumutu Marae Engaging and incorporating appropriate cultural protocols, as advised by Te Taumutu Rūnanga Education Committee/Portfolio documents and hui, for annual events e.g. Mihi Whakatau and special occasions e.g. Tikaka Whakatau Whenua	Term 2 (April)	Time	Principal or delegated responsibility and BoT representative
Schoolwide Te Reo programme reviewed	Term 3	Time and consultation with Nga Moki Marae and Kaumatua	Tikanga Team
Build relations and knowledge with Pasifika Community	All year	Seek advice from Advisors and Fono	Principal
2017 Review - Carolyn to co-ordinate <ul style="list-style-type: none"> • 			

STRATEGIC AIM: Learners with special learning needs are supported in their learning

STRATEGIC OBJECTIVES:

- Learning needs are met and supported with engaging opportunities so learners are achieving with success
- Staff are trained / supported in recognition of special learning needs and techniques

Actions	Timeframe	Resourcing	Led by
Learning Assistants consolidate their knowledge and practice of support programmes	Ongoing all year	Professional Development	Learning Support Co-ordinator
Reflective practice/professional readings, discussions on classroom strategies for learning differences	On-going all year - reflective practice, professional dialogue	Time - knowledge and delivery	Teacher Expert Learning Support Co-ordinator Learning Support Committee
Effective communication with parents, staff and support agencies	Ongoing all year	Time - knowledge SENCO network	Learning Support Co-ordinator Learning Support Committee Leaders of Learning
Effective classroom practices and resources are made available for all staff	On-going all year - reflective practice, professional dialogue	Time - knowledge and delivery SENCO network 2017 budget allocation	Learning Support Committee
Continue to investigate effective use of Learning Assistants in Collaborative Learning Environments	On-going all year - reflective practice, professional dialogue	Time - knowledge and delivery SENCO network	Learning Support Committee
Finalise and implement systems for identification and documentation	Term 1 and 2. Ongoing	Time	Learning Support Co-ordinator Learning Support Assistant

of learners requiring learning support			
Digital Technology supports/enhances learning	On-going all year	2017 budget allocation	Learning Support Co-ordinator Learning Support Assistant
Gifted and Talented opportunities in collaboration with Rolleston Cluster Schools	Terms 2 and 3	Release for specialist teachers	Gifted and Talented Leader
Utilising teacher passion and strengths with enrichment programmes - academic, cultural and sports events	On-going all year – literacy, mathematics, art, Kapahaka, sporting, coding, enviro schools, Jump Jam	Teacher expertise, strengths and passions Releasing staff Release for specialist teachers Cluster schools	Learning Support Committee Leadership
Provide opportunities for learners to enter competitions and socialise with like-minded learners	Ongoing all year – school hours	CANTA maths, Literacy Quiz, Chess competitions, ICAS exams, Zone competitions	Teachers
Continue with enrichment opportunities outside school hours	Art, drama, guitar and ukulele, keyboard, singing, drums and violin, school band	Private tutors	Principal
Finalise and implement systems to enhance learning and teaching for identified gifted and talented learners	Term 1 and 2. Ongoing	Teacher release Professional Development (UC Plus Contract)	Gifted and Talented Leader Learning Support Co-ordinator
2017 Review - Tracey to co-ordinate <ul style="list-style-type: none"> 			

Strategic Goal 2: Environmental Learning

Theme

Environmental Learning

Aim

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

Achieve a silver status within the EnviroSchools Environmental programme

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

Developing sustainable practices and authentic relationships with the environment

Expand a respect for people and their needs within our local communities

Objectives

Honour the status of the Tangata Whenua of the land

School enviro vision map supports school wide relationships and responsibilities

Strategic aim	Objectives
To promote and empower learners knowledge and understanding of the environment and ecosystems in a meaningful way	Honour the status of the Tangata Whenua of the land
Achieve a silver status within the Enviroschools Environmental programme	The school enviro vision map supports school-wide relationships and responsibilities
Meaningful participation encourages active thinking about relationships and change to global ecosystems	
Developing sustainable practices and authentic relationships with the environment	
Expand a respect for people and their needs within our local communities	

Annual Plan - Environmental Learning

This section details the actions that will be undertaken in 2017 and the expected results for the year. The 2017 review section will be completed by 23 November to enable the Board of Trustees to begin the review process

Actions	Timeframe	Resourcing	Led by
Refer to Enviro schools 2017 action plan	On-going	Curriculum	Liz Coster
2017 Review - Liz to co-ordinate <ul style="list-style-type: none"> 			

Strategic goal 3: Future Focused Learning

Theme

Future Focused Learning

Aim

Teachers, learners and community, have a shared understanding of flexible learning spaces, pedagogy and practice

Collaborative practices enhance student engagement, learning and educational success

Objectives

Digital Technology will be used as a seamless part of our culture, enhancing learner engagement

Learners are actively engaged - DRIVING a passion for lifelong learning

Aim

Staff, learners and community are developing the necessary digital citizenship skills to participate in a knowledge society

Objectives

Ensure sufficient provision of digital technologies enhance learner engagement

Learners will use digital technology in a rich and meaningful way to enhance their learning

Strategic aim	Objectives
Teachers, learners and community have a shared understanding of flexible learning spaces, pedagogy and practice	Digital technology will be used as a seamless part of our culture, enhancing learner engagement
Collaborative practices enhance student engagement, learning and educational success	Learners are actively engaged - DRIVING a passion for lifelong learning
Staff, learners and community are developing the necessary digital citizenship skills to participate in a knowledge society	Ensure sufficient provision of digital technologies to enhance learners engagement
<i>The e-learning Strategic Plan 2017-2021 supports this section of the Charter</i>	Learners use digital technology in a rich and meaningful way to enhance their learning

Annual Plan - Future Focused Learning

This section details the actions that will be undertaken in 2017 and the expected results for the year. The 2017 review section will be completed by 23 November to enable the Board of Trustees to begin the review process

Actions	Led by	Budget	Timeframe
Staff are engaging learners through the Contextualised Curriculum, enhancing authentic learning	Principal	Curriculum	Ongoing
Play Based Learning (PBL) enhances learner engagement, learning and educational success	Kōwhai Leader of Learning	Professional Development	2017-2018
Staff actively participate in high quality professional development making a difference to learning	Principal	Professional Development	On going
Develop specific digital citizenship programmes across the school	E-Learning leader	Curriculum	Ongoing
Refer to 2017 E-Learning action plan			
Community engagement workshops support and inform the school’s direction			
2017 Review - Christina to co-ordinate <ul style="list-style-type: none">			

Strategic Goal 4: Relationships

Theme

Relationships

Aim

Empower our community to embrace a diverse range of opportunities for our learners, continuing to raise the profile of our school in our local and wider community

Objectives

Consult and engage with our community, recognising and encouraging input and expertise

Enhance and strengthen networks

Strategic aim	Objectives
Empower our community to embrace a diverse range of opportunities for our learners, continuing to raise the profile of our school in our local and wider community	Connect and engage with our community, recognising and encouraging input and expertise
	Enhance and strengthen networks

Annual Plan - Relationships

This section details the actions that will be undertaken in 2017 and the expected results for the year. The 2017 review section will be completed by 23 November to enable the Board of Trustees to begin the review process

Actions	Led by	Budget	Timeframe
Engage with the community. Feedback is welcomed, respected and analysed - DRIVES future improvements and developments	Principal/Board of Trustees	Administration	Term three
Board of Trustees newsletters inform the community of progress, developments, improvements, initiatives, and successes	Board of Trustees		Termly
Continue to engage and promote partnerships with community businesses, property developers and the Selwyn District Council	Principal / Board of Trustees		2017
Home School Connection Workshops engage community in education, school life and learning	Principal		Refer to plan
Review, monitor and implement communications strategy	Principal		February
Collaboration and engagement with Board of Trustees, Friends of West Melton School (FOWMS), staff and community builds positive relationships	Board of Trustees Principal, FOWMS chairperson		Refer to plan
2017 Review - Sue to co-ordinate <ul style="list-style-type: none">			

Strategic Goal 5: Growth

Theme

Growth

Aim

Provide appropriate levels of resourcing to support learning outcomes resulting in a strong educational offering for years 1 - 8

Objectives

Monitor growth - project, impact, analyse

Ensure staffing structures meet ongoing and future learning needs

Curriculum and resources support learning

Select, enhance and retain high performing staff

Aim

Outdoor learning and play spaces promote and support creativity and collaboration

Objectives

The landscape plan enhances learning, work and play environments

Outdoor learning and play spaces meet the needs of all learners

Strategic aim	Objectives
Provide appropriate levels of resourcing to enhance learning outcomes resulting in a strong educational offering for Years 1 to 8	Monitor growth projection and impact analyses for the school
	Ensure staffing structures meet ongoing and future learning needs
	Select, enhance and retain high performing staff
	Curriculum and resources support learning
Outdoor learning and play spaces promote and support creativity and collaboration	The landscape plan enhances learning, work and play environments
	Outdoor learning and play spaces meet the needs of all learners

Annual Plan - Growth

This section details the actions that will be undertaken in 2017 and the expected results for the year. The 2017 review section will be completed by 23 November to enable the Board of Trustees to begin the review process

Actions	Led by	Budget	Timeframe
Staffing monitored, supporting growth projections - Roll returns - March and July informs Ministry of growth status	Principal	Banked staffing Finance Property	On going
Creation of a purpose built flexible learning environments, manages growth and smooth transitions for all learners	Principal		On going
A transition programme for Rolleston College, is developed in consultation with learners and stakeholders	Di van der Zwet		On going
Monitor property and infrastructure requirements to meet projected growth to inform Ministry of future builds	Board of Trustees/Principal		On going
Review 10 year property plan in line with future growth needs	Board of Trustees/School Support	MoE	Term 1-2

Curriculum resources and equipment are current and meet the needs of the number of learners and needs of our practitioners	Principal	Operations Grant	On going
The landscape plan guides, informs and supports decision making	Board of Trustees		On going
2017 Review Sue to co-ordinate <ul style="list-style-type: none"> • 			

Strategic Goal 6: Cluster Collaboration - Ngā Peka o Tauwharekākaho

Theme

Cluster Collaboration
Communities Collaborating to Grow

Aim

To build relationships, systems and practices that enhance hauora of learners staff and parents

Objectives

To increase our children and their families access to counselling/social workers and positive parent information sessions

To increase the wellbeing of all staff within our cluster

To build the capacity of all cluster staff to build positive partnerships with parents

To investigate the possibility of the cluster forming a Community of Learning

Strategic aim	Objectives
To build relationships, systems and practices that enhance hauora of learners, staff and parents	To increase our children and their families access to counselling/social workers and positive parent information sessions
	To increase the wellbeing of all staff in our cluster
	To build the capacity of all cluster staff to build positive partnerships with parents
	To investigate the possibility of the cluster forming a Community of Learning

Annual Plan - Ngā Peka o Tauwharekākaho Cluster Collaboration

This section details the actions that will be undertaken in 2017 and the expected results for the year. The 2017 review section will be completed by 23 November to enable the Board of Trustees to begin the review process

Actions	Led by	Budget	Timeframe
To contract an agency and apply for funds, providing a full-time social worker to work within our cluster	Principals	Cluster funding Centrally funded Professional Learning	On going
To arrange a variety of positive parenting sessions for our parent community			
Establish a group with a representative from each school to monitor and review/discuss Hauora			
Staff are aware of the Employment Assistance Programme (EAP) resource			
Plan and facilitate an 'Unconference' focused on Hauora/Well-being building relationships			

Professional Learning Groups, support learning and promote collaboration eg: middle leaders			
Engage speakers across the cluster to support communities			
In consultation with Boards, parents and leaders, protocols are collaboratively developed for acceptable behaviour - shared across cluster			
Board of Trustees attend information sharing workshops discussing Communities of Learning	Ministry of Education Board of Trustees Staff representative		February - August
Seek feedback and generate discussions from staff on the possibility of forming a Community of Learning			
2017 Review - Sue to coordinate <ul style="list-style-type: none">			