



West Melton School | Te Kura o Papatahōra

2023 Charter | Strategic Plan

Vision: Innovative Connected and Empowered ākonga,
Driving their passion for learning

VALUES

Determination

Respect

Integrity

Vitality

Empathy

Resilience

STRATEGY FRAMEWORK

The initiatives in this 2023 Charter rest on the following strategic framework. The framework below connects our overarching purpose (The why) with the key strategic initiatives (The how).

| Why | The purpose of the Charter is to set out the strategic goals for the school in order achieve the Vision and Values of the school. |
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| What we believe | Developing each young person in our care to be the best they can be. Ākonga who have a passion for learning, who know how they learn best and commit to learning their entire lives, will be best equipped for their futures. |
| | That each member of the school community is important and the kura should nurture their hauora as the foundation of our kura and culture. |
| | Tikanga-a-Iwi and Te Reo must be treasured and held at the core of our kura, linking our activities to Tangata Whenua, our rich past and connecting our future. We believe in the importance of community, connection and the positive outcomes that come from integration with whānau, wider community groups and other kura. |
| | A sustainable future, where generations to come can live with natural resources and human needs in balance and play a part in leading positive change in the world. |
| What we want to be | The leading kura, distinguished in our approach to learning, our community presence and the learning outcomes we achieve. |
| | A kura which is sensitive to one another's needs, where people's uniqueness is respected and fellow ākonga and kaiako demonstrate empathy. A kura known for its rich cultural roots, connected with Tangata Whenua, our community and surrounding kura. We want to be the kura of choice for our community. |
| | Known for our sustainable attitude to the environment, being an exemplar of environmental sustainability in action. |

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| Learning Objectives | Focus on developing ākonga to be lifelong learners. Be sensitive to, and give emphasis to, the needs of our Māori and Pasifika ākonga. |
| | Recognise the importance of fundamental foundations (English and Mathematics), placing equal importance on the broader New Zealand curriculum. |
| | Measure our performance regularly across learning areas and proactively allocate resources and support so they can progress to the best of their ability, fully participate in, and contribute to the kura. |
| Hauora/Wellbeing Objectives | Create a safe environment to meet the physical, mental, social and spiritual needs; to promote a happy, passionate, fun, confident and resilient community. |
| | Review, analyse, implement and monitor feedback supporting Hauora for our ākonga, staff and community. |
| | Create an inclusive positive culture, attracting, retaining and growing high performing staff and engaged ākonga. |
| Partnership Objectives | Encourage and promote initiatives which support collaboration between ākonga, staff, whānau, and community. |
| | Actively strengthen relationships with our Māori and Pasifika communities |
| | Engage with the Kāhui Ako to strengthen learning and development opportunities. |
| Environmental Sustainability Objectives | Establish initiatives which promote ākonga knowledge and understanding of the environment. |
| | Encourage participation and critical thinking which affects change towards a sustainable world. |
| | Actively consider sustainable initiatives across all decision making practises. |

Learning Objectives

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| <p>Annual Plan Objective 1 Focus on developing ākonga to be lifelong learners. Be sensitive to, and give emphasis to, the needs of our Māori and Pasifika ākonga.</p> | <p>Initiative Design a responsive localised curriculum that supports all ākonga to succeed.</p> <p>NELP Objective (Priorities): 1 (1:2) 2 (3:4), 3 (5:6)</p> | | | |
| <p>Outcomes Planning document that incorporates the curriculum refresh and reflects our localised curriculum.</p> | <p>Measures</p> <ul style="list-style-type: none"> The West Melton School Te Kura o Papatahoro Curriculum document aligns with the new curriculum refresh Teachers are utilising our localised curriculum to guide teaching and learning The localised curriculum is enacted throughout the school using the principles of ‘understand, know, do’ | | | |
| <p>Key Actions</p> | <p>Accountable</p> | <p>Responsible</p> | <p>Resources</p> | <p>Completed by</p> |
| <p>Increase teacher capability through collaboration utilising NPDL quadrants with a focus on leveraging digital.</p> | <p>Curriculum Leader</p> | <p>Teachers Learning Design Team</p> | <p>PLD - Core Education Staff meetings / TOD Te Mātaiaho, Mātaihikā</p> | <p>Term 4, 2023</p> |
| <p>Embed “Innovation” (learning direction) through all curriculum areas, ensuring the visible learning is in spaces and activities.</p> | <p>Curriculum Leader</p> | <p>Teachers Learning Design Team</p> | <p>PLD - Core Education Staff meetings / TOD Te Mātaiaho, Mātaihikā</p> | <p>Term 4, 2023</p> |
| <p>Plan, implement and evaluate the ANZH programme across the school.</p> | <p>Curriculum Leader</p> | <p>Teachers Learning Design Team</p> | <p>PLD - Core Education Staff meetings / TOD Te Mātaiaho, Mātaihikā</p> | <p>Term 3, 2023</p> |
| <p>Teachers plan and teach using the new curriculum refresh using the model: understand, know, do.</p> | <p>Curriculum Leader</p> | <p>Teachers Learning Design Team</p> | <p>PLD - Core Education Staff meetings / TOD Te Mātaiaho, Mātaihikā</p> | <p>Term 4, 2023</p> |
| <p>Staff only days and professional development opportunities held throughout the year including sessions with Core Education.</p> | <p>Curriculum Leader</p> | <p>Teachers</p> | <p>PLD - Core Education Staff meetings / TOD Te Mātaiaho, Mātaihikā</p> | <p>Term 4, 2023</p> |
| <p>Utilises “Niho Taniwha” to research good teaching and assessment practice to enhance Māori and Pasifika ākonga.</p> | <p>Cultural Responsiveness Leader</p> | <p>Cultural Focus Team</p> | <p>Across School Leaders Within School Leader Niho Taniwha</p> | <p>Term 2 and Term 4, 2023</p> |
| <p>Review the teaching of te Reo Māori and implement trials of lessons throughout the school (explicit teaching of te Reo Māori).</p> | <p>Within School Leader</p> | <p>Cultural Focus Team</p> | <p>Draft cultural progressions Across School Leaders Time allocation</p> | <p>Term 3, 2023</p> |
| <p>Staff will engage in professional development regarding the Cultural Narrative for WMS and the wider Selwyn area.</p> | <p>Cultural Responsiveness Leader</p> | <p>Cultural Focus Team</p> | <p>Across School Leaders Staff meeting</p> | <p>Term 2, 2023</p> |

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| Annual Plan Objective 2 Recognise the importance of fundamental foundations (English and Mathematics), placing equal importance on the broader New Zealand curriculum. | Initiative (English) Implement a consistent Science of Literacy approach across the school that supports all ākonga to progress. NELP Objective (Priorities): 1 (1:2) 2 (3:4) 3 (5:6) | | | |
| Outcomes Staff are using a consistent Science of Literacy approach. | Measures <ul style="list-style-type: none"> • Ākonga will progress at least two sublevels in Reading and Writing • Teachers are using the same scope and sequence in English within learning communities • Teachers are participating in teaching teams and community writing/reading moderation | | | |
| Key Actions | Accountable | Responsible | Resources | Completed by |
| Identify and support new staff or staff needing to upskill in their knowledge in the science of literacy. | Fixed Term Unit Holder | Within School Leader Fixed Term Unit Holder Teachers | Budget Allocated time | Terms 1 - 4, 2023 |
| Review and implement assessment practices in English to ensure learning is responsive. | Fixed Term Unit Holder | Within School Leader English Focus Team Assessment Team Leaders of Learning Teachers | Staff meetings Allocated time | Termly, 2023 |
| English team supports kaiako to implement effective literacy practices to support target ākonga. | Fixed Term Unit Holder | Within School Leader English Focus Team Teachers, Deputy Principal Learning Assistants | Staff meeting Allocated time Learning Assistants | Termly, 2023 |
| Teachers trial taking MSL and Writing Revolution sessions with selected students to raise achievement. | Within School Leader | Fixed Term Unit Holder Across School Leader English Focus Team | Budget Allocated time Staff meeting | Term 4, 2023 |
| Teaching inquiry investigating the effectiveness of different writing programmes. | Within School Leader | Fixed Term Unit Holder English Focus Team | Budget Allocated time Staff meeting | Terms 1 - 4, 2023 |
| Review English home practice across the school. | Fixed Term Unit Holder | Within School Leader Teachers | Staff meeting Allocated time | Term 2, 2023 |

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| Annual Plan Objective 2 Recognise the importance of fundamental foundations (English and Mathematics), placing equal importance on the broader New Zealand curriculum. | | Initiative (Mathematics) Investigate how we are implementing the learning of foundational skills (knowledge, basic facts, in school teaching and home practice). NELP Objective (Priorities): 1 (1:2) 2 (3:4) 3 (5:6) | | |
| Outcomes Ākonga have strong foundational maths skills to support their learning at higher thinking levels. | | Measures <ul style="list-style-type: none"> Detailed plan developed ensuring the implementation of foundational maths skills is consistent Maths foundational skills as per the Number Building Blocks doc is evident in maths planning Plan developed regarding the implementation of Basic Facts (BF) at WMS Year 4 ākonga will be achieving at or above stage 5 in number knowledge A robust evaluation of DMIC programme | | |
| Key Actions | Accountable | Responsible | Resources | Completed by |
| Support the use of the West Melton School <i>Number Building Blocks</i> document within each of our teams. | Fixed Term Unit Holder | Maths Focus Team Teachers | Staff meeting Number Building Blocks framework | Term 4, 2023 |
| Review the teaching of Basic Facts at WMS. | Fixed Term Unit Holder | Maths Focus Team | Time allocation | Term 2, 2023 |
| Review Math Home Practice at WMS, and develop next steps for moving forward. | Fixed Term Unit Holder | Maths Focus Team | Time allocation | Term 3, 2023 |
| Select one community to trial the explicit teaching and practice of BF for two terms. | Fixed Term Unit Holder | Selected Community | Time allocation | Term 4, 2023 |
| Continue to track and monitor number knowledge through tracking of JAM results. Ensure guidelines of testing are consistent. | Fixed Term Unit Holder | Maths Focus Team | Time allocation | Term 3, 2023 |
| Use the Evaluation Cycle to determine the effectiveness of DMIC in our school. | Principal | Fixed Term Unit Holder Maths Focus Team Teachers | Time allocation ERO partner | Term 4, 2023 |

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| <p>Annual Plan Objective 3 Measure our performance regularly across learning areas and proactively allocate resources and support so they can progress to the best of their ability, fully participate in, and contribute to the kura.</p> | <p>Initiative (Assessment) Investigate student agency through leveraging digital in Design For Learning posts.</p> <p>NELP Objective (Priorities): 2 (3:4)</p> | | | |
| <p>Outcomes Teachers teach, support and nurture student self-and peer-assessment capability.</p> | <p>Measures</p> <ul style="list-style-type: none"> • 2023 scheduled finalised and implemented • Schedule developed for 'Data Driven Discussions' • Contributions on Hero of 'Student Design For Learning' posts | | | |
| <p>Key Actions</p> | <p>Accountable</p> | <p>Responsible</p> | <p>Resources</p> | <p>Completed by</p> |
| <p>Review the Assessment Schedule Overview 2023.</p> | <p>Deputy Principal</p> | <p>Leaders of Learning</p> | <p>Staff meeting Time allocation</p> | <p>Term 1, 2023</p> |
| <p>Develop a Data Driven Discussion schedule.</p> | <p>Deputy Principal</p> | <p>Leaders of Learning</p> | <p>Time allocation</p> | <p>Term 2, 2023</p> |
| <p>Ākonga post artefacts on Hero once a week.</p> | <p>Deputy Principal</p> | <p>Tōtara and Toetoe Teachers</p> | <p>Time allocation</p> | <p>Term 2, 2023</p> |
| <p>Investigate Quality Sharing and MAPIC for enhancing Hero Posts.</p> | <p>Deputy Principal</p> | <p>Tōtara Teachers</p> | <p>Time allocation</p> | <p>Term 2, 2023</p> |
| <p>Develop a focus group of ākonga to implement Quality Sharing and MAPIC.</p> | <p>Deputy Principal</p> | <p>Deputy Principal</p> | <p>Time allocation</p> | <p>Term 3, 2023</p> |

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| <p>Annual Plan Objective 3 Measure our performance regularly across these areas and proactively allocate resources and support so they can progress to the best of their ability, fully participate in, and contribute to the kura.</p> | <p>Initiative (Learning Support) Develop an ESOL programme to support ākongā and staff.</p> <p>NELP Objective (Priorities): 1 (1) 2 (3)</p> | | | |
| <p>Outcome A Learning support programme that will meet the diverse learning needs of ākongā; supporting staff to ensure learning communities are inclusive for all.</p> | <p>Measures</p> <ul style="list-style-type: none"> • Learning Assistants support teachers with learning programmes to improve identified learners at risk • Support programmes of iDeaL and ESOL, improve learner outcomes • Learners with MOE, and other agency funding receive LA support accordingly | | | |
| <p>Key Actions</p> | <p>Accountable</p> | <p>Responsible</p> | <p>Resources</p> | <p>Completed by</p> |
| <p>Budget Learning Assistant allocation to ākongā and communities.</p> | <p>Principal</p> | <p>Learning Support Coordinator Bursar</p> | <p>XERO</p> | <p>Termly, 2023</p> |
| <p>Liaise with outside agencies to provide specialist support for identified ākongā.</p> | <p>Principal</p> | <p>Learning Support Coordinator Deputy Principal</p> | <p>Allocated time</p> | <p>Termly, 2023</p> |
| <p>Provide Learning Assistants training and upskilling in ESOL and iDeaL programmes.</p> | <p>Learning Support Coordinator</p> | <p>Learning Assistants</p> | <p>iDeaL programme Time allocation, Budget</p> | <p>Term 2, 2023</p> |
| <p>Review and implement assessment practices in curriculum areas and use data to inform learning support programmes.</p> | <p>Deputy Principal</p> | <p>Learning Support Coordinator Teachers</p> | <p>Meeting time</p> | <p>Terms 2 - 3, 2023</p> |
| <p>Investigate budgeting of Learning Support through Xero v excel spreadsheet.</p> | <p>Principal</p> | <p>Learning Support Coordinator Bursar</p> | <p>XERO</p> | <p>Term 3, 2023</p> |
| <p>Utilise data from iDeaL to identify learner progress.</p> | <p>Deputy Principal</p> | <p>Learning Support Coordinator Learning Assistants Teachers</p> | <p>iDeaL programme</p> | <p>Term 4, 2023</p> |
| <p>Develop and trial ESOL programme.</p> | <p>Learning Support Coordinator</p> | <p>Learning Assistants Teachers</p> | <p>ESOL resources Time allocation, Budget</p> | <p>Term 4, 2023</p> |

Hauora / Wellbeing Objectives

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| <p>Annual Plan Objective 1 Create a safe environment to meet the physical, mental, social and spiritual needs; to promote a happy, passionate, fun, confident and resilient community.</p> | <p>Initiative To implement and embed the West Melton School Wellbeing Model.</p> <p>NELP Objective (Priorities): 1 (1:2) 2 (3)</p> | | | |
| <p>Outcomes Ākonga and staff are actively using the WM Wellbeing Model.</p> | <p>Measures</p> <ul style="list-style-type: none"> • Visual representation in every learning community • Year 1 - 4 ākonga are able to name the 5 ways of wellbeing • Year 5 - 8 ākonga are able to name the walls of Te Whare tapa wha • Next steps for wellbeing have been identified for the remainder of 2023 and beginning of 2024 | | | |
| <p>Key Actions</p> | <p>Accountable</p> | <p>Responsible</p> | <p>Resources</p> | <p>Completed by</p> |
| <p>Define the WM model - create a narrative.</p> | <p>Principal</p> | <p>Wellbeing Team</p> | <p>Student Exec, Staff</p> | <p>Term 2, 2023</p> |
| <p>Consult with stakeholders and finalise the model.</p> | <p>Principal</p> | <p>Wellbeing Team</p> | <p>Hero, Cultural Team, Student Exec, Staff</p> | <p>Term 2, 2023</p> |
| <p>Commission graphic design of values and print for display.</p> | <p>Principal</p> | <p>Wellbeing Team</p> | <p>Budget, Contacts</p> | <p>Term 2, 2023</p> |
| <p>Link model to Quality Practice Statements.</p> | <p>Principal</p> | <p>Wellbeing Team</p> | <p>Team meeting</p> | <p>Term 2, 2023</p> |
| <p>Launch and implement model - ākonga, staff and whānau.</p> | <p>Principal</p> | <p>Wellbeing Team Teachers</p> | <p>Time - COL, Hero</p> | <p>Term 3 - 4, 2023</p> |
| <p>Complete and evaluate Wellbeing Survey - ākonga and implement findings.</p> | <p>Principal</p> | <p>Wellbeing Team</p> | <p>Time</p> | <p>Term 3, 2023</p> |
| <p>Qualitative wellbeing information gathered with next steps identified.</p> | <p>Principal</p> | <p>Wellbeing Team Teachers</p> | <p>Time</p> | <p>Term 3, 2023</p> |

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| <p>Annual Plan Objective 2 Review, analyse, implement and monitor feedback supporting Hauora for our ākonga, staff and community.</p> | <p>Initiative Design a schoolwide relationship (behaviour) matrix that explicitly teaches our school values.</p> <p>NELP Objective (Priorities): 1 (1:2) 2 (3)</p> | | | |
| <p>Outcomes Ākonga will be demonstrating our school values to increase hauora.</p> | <p>Measures</p> <ul style="list-style-type: none"> • Ākonga will be able to name and describe our DRIVER values • Ākonga will be able to recognise and label behaviour demonstrated by themselves and others • Analysis of data and next steps identified and implemented • Attendance at professional development • KiVa lessons reflected in planning | | | |
| <p>Key Actions</p> | <p>Accountable</p> | <p>Responsible</p> | <p>Resources</p> | <p>Completed by</p> |
| <p>Explicitly teach our DRIVER values through the West Melton Behaviour Matrix.</p> | <p>Within School Leader</p> | <p>PB4L Focus Team Staff</p> | <p>Behaviour Matrix and supporting lessons plan Staff meeting</p> | <p>Termly, 2023</p> |
| <p>Create schoolwide and community graphics of DRIVER values using professional outside sources that will be displayed in all communities.</p> | <p>Within School Leader</p> | <p>PB4L Focus Team Leaders of Learning</p> | <p>Budget Time allocation Staff meeting</p> | <p>Term 4, 2023</p> |
| <p>Analyse data from behaviour posts on Hero and feedback to teams for discussion and future planning.</p> | <p>Deputy Principal</p> | <p>Within School Leader Leaders of Learning PB4L Focus Team</p> | <p>Hero data Time allocation Staff meeting</p> | <p>Termly, 2023</p> |
| <p>Schoolwide, community and individual acknowledgments for expected behaviour as outlined by Behaviour Matrix.</p> | <p>Within School Leader</p> | <p>PB4L Focus Team Staff PB4L Student Team</p> | <p>Budget</p> | <p>Termly, 2023</p> |
| <p>Ensure that staff are familiar with the schoolwide relationship plan and follow accordingly.</p> | <p>Deputy Principal</p> | <p>Within School Leader Leaders of Learning Staff</p> | <p>Schoolwide Relationship plan</p> | <p>Termly, 2023</p> |
| <p>Develop professional knowledge in Restorative Justice practices in line with our pedagogy of positive.</p> | <p>Principal</p> | <p>Deputy Principal Course attendees</p> | <p>Course Time allocation</p> | <p>Term 2, 2023</p> |
| <p>Deliver KiVa programme, explicitly teaching key lessons as part of curriculum and as required.</p> | <p>Deputy Principal</p> | <p>KiVa Team Teachers</p> | <p>Manuals Time allocation</p> | <p>Termly, 2023</p> |

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| Annual Plan Objective 3 Create an inclusive positive culture, attracting, retaining and growing high performing engaged ākonga and staff. | | Initiative To develop ways to enhance the hauora and growth of our staff and ākonga. NELP Objective (Priorities): 1 (2) 3 (6) | | |
| Outcomes Opportunities for staff and ākonga hauora to be enhanced A comprehensive leadership programme for ākonga growth in our Year 7 and 8 area. | | Measures <ul style="list-style-type: none"> • Summary of the wellbeing survey is shared with the Board and next steps are actioned • Evaluate and write next steps in relation to the ERO wellbeing indicators • A detailed leadership plan that has involved ākonga voice • An action plan for the promotion of Year 7 and 8 • Increase in the numbers of ākonga at Year 7 and 8 • The completion of the New Entrant transition process | | |
| Key Actions | Accountable | Responsible | Resources | Completed by |
| Completion of Clifton Strengths survey and actively participate in individual and team coaching sessions. | Principal | Teachers, Admin | Survey / Allocated time | Term 1 (indiv) Term 2 (teams) |
| Staff to engage in wellbeing and social activities /events. | Principal | Hauora Focus Team | Social Club / Allocated time | Termly, 2023 |
| Complete and evaluate the wellbeing survey and implement findings - staff. | Principal | Hauora Focus Team | Staff meeting | Term 2, 2023 |
| Evaluate what we are currently doing in wellbeing and correlate with the Education Review Office Wellbeing indicators. | Principal | Hauora Focus Team | Staff meeting | Term 2, 2023 |
| Ensure the Year 7 and 8 programmes provide and promote leadership, sporting, performance arts opportunities. | Principal | Fixed Term unit holder Deputy Principal Promotions , Teachers | Allocated time | Termly, 2023 |
| Complete the ākonga transition induction programme. | Principal | Fixed Term unit holder | Allocated time | Term 4, 2023 |
| Review current ākonga leadership practices and develop a comprehensive plan. | Principal | Fixed Term unit holder | Allocated time | Term 2, 2023 |

Partnership Objectives

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| <p>Annual Plan Objective 1 Encourage and promote initiatives which support collaboration between ākonga, staff, whānau, and community.</p> | <p>Initiative Strengthen partnerships through providing a range of opportunities to connect. NELP Objective (Priorities): 1 (2) 2 (3) 4 (7)</p> | | | |
| <p>Outcomes Develop, embed and extend ways to connect with our whānau. The school and whānau lead events and activities that meet their needs and align to programmes.</p> | <p>Measures</p> <ul style="list-style-type: none"> • Attendance at events and celebrations (online and onsite) • Increased engagement on Hero • Opportunities to provide feedback | | | |
| <p>Key Actions</p> | <p>Accountable</p> | <p>Responsible</p> | <p>Resources</p> | <p>Completed by</p> |
| <p>To connect with our whānau utilising a range of opportunities: workshops, social events, online presentations.</p> | <p>Principal</p> | <p>Leadership Team</p> | <p>Staff Across School Leaders Within School Leaders Budget</p> | <p>Terms 2 - 4, 2023</p> |
| <p>Provide opportunities to celebrate and support our diverse culture across our school.</p> | <p>Within School Lead</p> | <p>Cultural Focus Team</p> | <p>Across School Leaders Kāhui Ako schools</p> | <p>Terms 2 - 4, 2023</p> |
| <p>To set up a yearly planner of events that links with the cultural activities and events (NE information, Year 7 and 8 etc).</p> | <p>FoWMS Staff representative</p> | <p>FoWMS</p> | <p>Meeting allocated</p> | <p>Term 2, 2023</p> |
| <p>Participate fully in WM School fete showcasing learning, leadership and performance.</p> | <p>Principal</p> | <p>Teachers</p> | <p>Fete Committee Jeanette, Sonja</p> | <p>Term 1, 2023</p> |
| <p>Review current Communication Strategy in relation to Hero posts (notices, newsletter, reporting).</p> | <p>Principal</p> | <p>Deputy Principal</p> | <p>HERO</p> | <p>Terms 1 - 2, 2023</p> |
| <p>Consult with the community to inform 2024 charter.</p> | <p>Presiding Member</p> | <p>Principal Board</p> | <p>Ministry of Education Allocated time</p> | <p>Terms 3 and 4, 2023</p> |

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| Annual Plan Objective 2 Actively strengthen relationships with our Māori and Pasifika communities. | | Initiative Engage our Māori and Pasifika families. NELP Objective (Priorities): 1 (2) 2 (3) 3 (5) 4 (7) | | |
| Outcomes Māori and Pasifika whānau will attend organised events. | Measures <ul style="list-style-type: none"> Increase in attendance at events Schoolwide event will be culturally responsive and celebrated | | | |
| Key Actions | Accountable | Responsible | Resources | Completed by |
| Research and organise Whānau Hui and Pasifika Fono to engage with our Māori and Pasifika whānau. | Principal | Within School Leader | Across School Leaders Kāhui Ako schools Cultural Focus Team | Term 2, Term 4, 2023 |
| Plan and prepare whole school events to ensure that significant events (Mihi Whakatau, WM Matariki, Te Wiki o Te Reo Māori, Ako Day) is acknowledged and celebrated. | Cultural Responsiveness Lead | Within School Leader Cultural Focus Team | Across School Leaders Kāhui Ako schools | Terms 1 - 4, 2023 |

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| Annual Plan Objective 3 Engage with the Kāhui Ako to strengthen learning and development opportunities. | | Initiative Take part in all Kāhui Ako opportunities to develop pedagogy. NELP Objective (Priorities): 1 (1) 3 (6) | | |
| Outcomes Promote and take part in all Kāhui Ako opportunities. | Measures <ul style="list-style-type: none"> Attendance and engagement at organised events Applications for positions | | | |
| Key Actions | Accountable | Responsible | Resources | Completed by |
| Encourage staff to apply for Across School and Within School Leader positions. | Principal | Teachers | Kāhui Ako | Term 4, 2023 |
| Promote opportunities for professional development in the Kāhui Ako. | Principal | Teachers Admin Team | Kāhui Ako | Termly, 2023 |
| Take an active part in Kāhui Ako Leadership opportunities. | Principal | Leadership Team | Kāhui Ako | Termly, 2023 |
| Organise Restorative Justice course and promote locally. | Principal | Bursar | Margaret Thorsborne Time allocation | Term 1 - 2, 2023 |
| Ākonga to take part in all opportunities. | Principal | Leadership Team Teachers | Time Allocation Budget | Termly, 2023 |

Environmental Sustainability Objectives

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| <p>Annual Plan Objective 1 Establish initiatives which promote ākonga knowledge and understanding of the environment.</p> | <p>Initiative Promote environmental learning through the Eco Warriors</p> <p>NELP Objective (Priorities): 1 (2), 4 (7)</p> | | | |
| <p>Outcomes Eco warriors will promote their learning and understanding throughout the school. Ākonga and Kaiako will prioritise sustainability in their communities.</p> | <p>Measures</p> <ul style="list-style-type: none"> • Ākonga will be able to explain their knowledge they have learnt through the Eco-Warriors | | | |
| <p>Key Actions</p> | <p>Accountable</p> | <p>Responsible</p> | <p>Resources</p> | <p>Completed by</p> |
| <p>Set up Eco Warriors to continue with worm bins, chickens, gardens, recycling.</p> | <p>Enviro Leader</p> | <p>Enviro Focus Team</p> | <p>Time Budget</p> | <p>Term 1, 2023</p> |
| <p>Eco Warriors will learn about and become experts in their allocated area of leadership.</p> | <p>Enviro Leader</p> | <p>Enviro Focus Team</p> | <p>Time allocation</p> | <p>Term 2, 2023</p> |
| <p>Promote our learning through Celebrations of Learning and other media (Facebook, newsletter etc).</p> | <p>Enviro Leader</p> | <p>Enviro Focus Team</p> | <p>Facebook, Hero Celebration of Learning</p> | <p>Terms 1 - 4, 2023</p> |

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| <p>Annual Plan Objective 2 Encourage participation and critical thinking which affects change towards a sustainable world.</p> | <p>Initiative Empower Eco Warriors to lead our kura to make changes in our school practices to make a sustainable future</p> <p>NELP Objective (Priorities): 1 (2), 4 (7)</p> | | | |
| <p>Outcomes Operate a sustainable garden and garden shop.</p> | <p>Measures</p> <ul style="list-style-type: none"> • EcoWarriors will participate on a regular basis • Ongoing plantings and harvest from sustainable garden • Fruit and Veggie Friday running Fridays from later Term 3 | | | |
| <p>Key Actions</p> | <p>Accountable</p> | <p>Responsible</p> | <p>Resources</p> | <p>Completed by</p> |
| <p>Initial preparation of garden beds and area, initial plantings.</p> | <p>Enviro Leader</p> | <p>Enviro team</p> | <p>Time allocation Personnel, Budget</p> | <p>Term 2, 2023</p> |
| <p>Planting of quick growth veggies and herbs, cut and come flowers; shop set up.</p> | <p>Enviro Leader</p> | <p>Enviro team</p> | <p>Time allocation Personnel, Budget</p> | <p>Term 3, 2023</p> |
| <p>Establish a shop to sell goods.</p> | <p>Enviro Leader</p> | <p>Enviro team</p> | <p>Time allocation Personnel, Budget</p> | <p>Term 4, 2023</p> |

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|---|---|--|-----------------------------------|----------------------------|
| <p>Annual Plan Objective 3 Actively consider sustainable initiatives across all decision making practices.</p> | <p>Initiative Embed sustainable practices throughout our school NELP Objective (Priorities): 1 (1:2), 2 (3) 3 (6)</p> | | | |
| <p>Outcomes The Board will prioritise sustainability in their decision-making.</p> | <p>Measures</p> <ul style="list-style-type: none"> Board have considered sustainable methods and resources when developing new buildings/projects | | | |
| <p>Key Actions</p> | <p>Accountable</p> | <p>Responsible</p> | <p>Resources</p> | <p>Completed by</p> |
| <p>Board will prioritise environmentally sustainable practices when considering resourcing the refurbishment of Tī Kōuka.</p> | <p>Presiding Member</p> | <p>Board members Senior management</p> | <p>Budget Time allocation</p> | <p>Term 4, 2023</p> |