

West Melton School Te Kura o Papatahora 2019 Charter

(From 1 January 2020, a Board's existing 2019 charter will automatically become the first Strategic Plan - MoE June 2018)



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

Charter Consultation process

- Commenced Charter review process November 2018
- Community Workshop September 2017 (every two years)
- Board and staff review of 2018 Charter to inform decisions and future direction for 2019
- Kāhui Ako | Ngā Peka o Tauwharekākaho discussions and directions (Achievement Challenges woven through school charter)
- 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				
Aumangea	Whakaute	Ngākaupono	Hiringa	Aroha	Manawaroa				



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INTRODUCTION

West Melton School 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. The school is sited within the West Melton township, centrally on the Canterbury Plains adjacent the braided Waimakariri river, around 20 minutes car journey west of Christchurch. 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 for 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 2019 the school roll has risen from 260 to a predicted 480 learners at the end of 2019. Selwyn district remains the fastest growing region in New Zealand, with West Melton being no exception to this growth.



COMMUNITY

West Melton School enjoys 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 large number of our learners catch one of 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

Otherwise known as 'Recognising New Zealand's Bicultural Identity', West Melton School community is 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 Papatahora), gifted by our local Iwi in 2013, into our school branding
- Providing professional development for staff in Tikanga-a-Iwi
- Working with Te Taumutu Rūnanga on enhancing curriculum and opportunities for learners
- Teaching Te Reo Māori to an elementary level (greetings, counting, colours, basic vocabulary)
- 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



STRATEGY FRAMEWORK

The initiatives in this 2019 charter rest on the following strategic framework. The framework below connects our overarching purpose (The why) with the key strategic initiatives (The how) we have planned for 2019.

Why	Education is a primary instrument for the advancement and betterment of humanity. The right to education is universal, with children's rights set out in several international treaties (UN Convention on the rights of the Child 1989, the New Zealand Education Act 1989 for example). Education is important, education is fundamental and vital. It is a privilege to provide a high quality education to the young people of West Melton.
	We believe in developing each young person in our care to be the best they can be. As the world around us continues to change, we believe the most successful people will be those who can continue to learn and change with it. To this, we know including the latest technology in children's education will be important for their success. Furthermore, we believe that children 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.
What we believe	We believe in a sustainable future, where generations to come can live with natural resources and human needs in balance. We believe we have an important role to play in developing youth who would understand the need for this balance and feel committed to leading positive change in the world.
	We believe Tikanga-a-Iwi and Te Reo must be treasured and held at the core of our school, linking our activities to Tangata Whenua, our rich past and connecting our future. We believe in the importance of providing for one another's wellbeing, having empathy, being respectful and the importance of listening. Finally, we believe in the importance of community, connection and the goodness that comes from strong integration with whānau, wider community groups and other schools.
	We want to be one of the highest-performing primary schools within our Kāhui Ako. We want to be distinguished in our approach to learning, distinguished in our community presence and the learning outcomes we achieve.
What we	We want to be known for our sustainable attitude to the environment, being an exemplar of environmental sustainability in action. We want to be a school where many great leaders start out and one day attribute roots to a unique start in education at our school.
want to be	We want to be a school which is sensitive to one another's needs, where people's uniqueness is respected and fellow students and teachers consistently show empathy to one another. We want to be a school known for its rich cultural roots, truly connected with Tangata Whenua, tied right into the surrounding community and knitted together with our surrounding schools. We want to be the jewel in the crown of Selwyn Schools, a shining example of how a modern school should look, function and be perceived by those around it.



THEME	STRATEGIES
	A primary focus is on developing children to be lifelong learners. Our DRIVER and ICE initiatives underpin this strategy, drawing focus to learner's curiosity, empowerment and attitude to learning.
	The core areas of the curriculum (Reading, Writing and Mathematics) remain in our focus because we know these fundamentals are vital learning foundations. We will measure our performance regularly across these areas and act proactively to redirect resources to allow better learning outcomes both for those who need support as well as those with gifts and talents.
Learning	We will be sensitive to and give emphasis to the needs of our Māori and Pasifika learners. We know national trends associated with this demographic require our focus, therefore we will tailor systems and direct resources to support this.
	For our learners with special needs, we will provide systems and support so they can progress with the New Zealand Curriculum and fully participate in and contribute to the school. We know this support will be vital for these individuals' success.
	We will actively look for, and deliberately select, initiatives where technology can be used to deepen and embed learning outcomes preparing our learners for the future (New Pedagogies for Deep Learning).
	We will encourage and promote initiatives which encourage collaboration because we know great learning outcomes can come through rich interactions and engagement.
	We will set up initiatives which promote learners knowledge and understanding of the environment. This way, Environmental Sustainability will receive the focus we believe it needs.
Environmental Sustainability	We will find ways to encourage participation and engagement with the programme because we know rich engagement will encourage active thinking about the earth's biosphere.
	We will actively fund, promote and support initiatives which tie to the EnviroSchools Environmental programme. Our goal will be green-gold status, the highest award for this programme.



		We will maintain a working communication plan which underpins the partnership between the school and its community. We want consistency, accessibility and coherence in all school communications.					
		Our historical relationship with Taumatu Runanga is vital for Tikanga-a-Iwi in our School. We will continue to strengthen this relationship and actively include Taumatu Runanga in school life to enhance positive partnerships with Māori whānau.					
	Relationships	We will actively look for positive ways to integrate our school into the community. To facilitate outward-focused community events, create ties with West Melton groups, organisations and local government. We know the more we integrate into the community, the greater the tapestry of connections we form for the benefit of our learners.					
		We will find ways to leverage Kāhui Ako to fulfill quality professional development pathways for our staff, and to linking our Selwyn Schools together. The transition from early childhood and into secondary school must have focus.					
	Hauora Wellbeing	We will monitor and revisit systems which support Hauora for our staff and learners. In doing so, we regularly set our focus on those fundamental components of people's self, which we know is important to allow learning to occur.					
		In times when finding great teachers is getting more difficult, we will work to differentiate our school for all staff, developing valuable benefits which address work-life satisfaction.					



HOW WE WILL MONITOR AND IMPLEMENT THE PLAN

The following sections outline how we will implement these strategies segmented against each strategic theme:

- Learning
- Environmental Sustainability
- Relationships
- Hauora | Wellbeing



LEARNING

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

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)

Māori and Pasifika learners are engaged in their learning

Collaborative practices enhance learners' engagement, learning and educational success



Goals	Annual Goals							
Learners will be Innovative, Connected	Learners are engaged in authentic personalised learning, meeting individual learning styles and needs. They will achieve to a high standard promoting lifelong learning							
and Empowered. They will DRIVE their passion	Learners come to school motivated, enthusiastic, happy and want to I	earn						
for learning	Professional Development will promote and support learners' achievement goals, retain and promote high quality teaching and support staff	 New Pedagogies for Deep Learning (NPDL) – School wide (CORE Education three year contract 2018 - 2020) Relationships Restorative Practices – School wide (Margaret Thorsborne) Play Based Learning – Years 1 – 4 (Longworth Education) Writing – School wide (Engaging boys, spelling) 						
		Achievement Targets						
		2019	2020	2021 - 2022				
Learners will be achieving	Reading	85%	86%	87%				
at or above the New Zealand Curriculum levels	Learners are achieving at or above their expected level							
for Reading, Writing,	Writing	83%	84%	85%				
Mathematics and Statistics	Learners are achieving at or above their expected level							
	Mathematics and Statistics	85%	87%	88%				
	Learners are achieving at or above their expected level							

Goal

Māori and Pasifika learners are engaged in their learning

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

Goal

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

Goal

Collaborative practices enhance learner engagement, learning and educational success



Learning | Curriculum Annual Plan

This section details the actions that will be undertaken in 2019 and the expected results for the year. The 2019 review section will be completed by 20 November to enable the Board of Trustees | Leadership to begin the review process.

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

How might we	To achieve this we will	Who	Resources	F	M	M A	J	J	A S	6 0	N D
Ensure learners are engaged in authentic learning, meeting	Connect learning to passions to ensure learning sticks	Teachers, Parents, Learners	Senior leadership Team, Curriculum Team, Teachers								
individual learning needs, promoting lifelong learning	Form learning partnerships with our local community (Kāhui Ako)	Teachers, Parents, Learners	Senior leadership Team, Curriculum Team, Kāhui Ako								
	Ensure learning has human significance - driven by a moral purpose	Teachers, Parents, Learners	CORE Education								
	Provide opportunities for deep thinking, leading to deep learning	Teachers, Parents, Learners	CORE Education, NPDL - Lane Clark								
Ensure learners and staff come to school motivated, enthusiastic, happy and wanting to learn	Re-imagine learning by actively promoting creativity and divergent thinking	NPDL Focus Team, Teachers, Learners	ULearn Conference, Play Based learning workshops, NPDL Global Hub Tools, CORE Education facilitator								
	Articulate and continue to promote the language of the 6 Competencies with our ICE DRIVER values, with learners and community	NPDL Focus Team, Staff Learners	Facebook, signage, Celebration of Learning, Bus Tickets, Global Hub Tools, Staff meetings, School signage								
	Play Based Learning supports individual learning needs	NPDL Focus Team, Teachers, Learning Assistants, Learners	CORE Education, NPDL resources, Longworth Education PLD								



				Mason Durie - whare tapa wha
3.	Ensure Professional Development inspires learning partnerships and supports learning	Staff are supported through high quality meaningful professional development to support their practice	Senior Management, Focus Teams	Release time
	A K C p T C	Using the Teaching as Inquiry Model to inform / share effective practice / learning	Curriculum Leader, Focus Teams, Teachers	
		Active participation within the Kāhui Ako broadens networks	Roopu Awhi Rito Lead Team, Across School Teachers, Within School Teachers	CORE Education
		Continue to develop play-based practices in Kōwhai, Mānuka and Tī Kōuka	Leaders of Learning, Kōwhai, Mānuka and Tī Kōuka, Staff	Longworth Education
		Continue to educate parents on the pedagogy of Play Based Learning	Curriculum Focus Team, Leaders of Learning, Focus Teams, Staff	CORE Education
		Implement NPDL pedagogy and practice	Curriculum Focus Team, Leaders of Learning, Focus Teams, Staff	CORE Education

Internal Evaluation - Kim to lead evaluation										
To what extent are all our learners experiencing success?	To what extent are improvement initiatives making a difference for all learners?	·	How can we do better? (Next steps)							
1.										
2.										
3.										



Learning | Mathematics Annual Plan

This section details the actions that will be undertaken in 2019 and the expected results for the year. The 2019 review section will be completed by 20 November to enable the Board of Trustees to begin the review process.

Goal: Learners are achieving 'at or above' their expected New Zealand Curriculum level for Mathematics

ANNUAL Goal: 85% of learners will achieve 'at or above' their expected Curriculum level in Mathematics

How might we	To achieve this we will	Who	Resources	F	Μ	A I	L IN	J	Α	S	O N	D
Ensure learners progress / achieve in Mathematics	Develop authentic real learning with flexible groupings	Teachers	Professional reading, Professional Development									
	Provide opportunities for problem solving math lunchtime group	Mathematics Focus Team	Mathematics Focus Team, Nrich, Jo Boaler, DMIC, Bobby Hunter									
	Develop Growth Mindset pedagogy and practices so that they are consistent throughout the school	Focus Teams, Teachers	Mathematics Focus Team, Nrich, Jo Boaler, DMIC, Bobby Hunter, Carol Dweck									
	Investigate and initiate target interventions through teacher inquiry and learning support	Mathematics Focus Team, Teachers, SENCo, Senior Management	Jo Boaler, Professional Development									
	Explore ways to develop partnerships with parents to support mathematical learning	Mathematics Focus Team Curriculum Leader, Teachers	Mathematics Workshop, Class Blog, KIT notices									
	Ensure mathematics is a daily part of the programme	Mathematics Focus Team, Teachers										
Review mathematics programme and its delivery throughout the school	Undertake self / peer feedback, learning walks, professional dialogue in team / focus group meetings	Mathematics Focus Team, Parents, Teachers	Release Time									



3.	Transition basic facts to growth mindset activities	Transition from basic facts to Growth Mindset tasks - KIT Notice	Mathematics Focus Team, Teachers	Professional Development
4.	Ensure that assessment practices are purposeful and consistent school wide	Finalise assessment practices and recording school wide Provide professional development on school wide moderation	Mathematics Focus Team - Assessment Team, DP	Professional Development – PaCT Tool
5.	Introduce proven successful initiatives to	Create a 'maths wall' with visual prompts	Mathematics Focus Team, Teachers	Professional Development – Jo Boaler
	enhance mathematics programmes	Introduce and use 'Think Boards' and Cognitive Function Fans	Mathematics Focus Team, Teachers	Professional Development
6.	Build professional knowledge and capability	Explore different professional development opportunities e.g. moderation	Mathematics Focus Team, Curriculum Leader, DP	Professional Development

Internal Evaluation - Aaron to lead 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)							
1.										
2.										
3.										
4.										
5.										
6.										



Learning | Literacy Annual Plan

This section details the actions that will be undertaken in 2019 and the expected results for the year. The 2019 review section will be completed by 20 November to enable the Board of Trustees to begin the review process.

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

ANNUAL Goals: 85% of learners will achieve 'at or above' their expected Curriculum level in Reading

83% of learners will achieve 'at or above' their expected Curriculum level in Writing

How might we	To achieve this we will	Who	Resources	F	M	Α	M	J J	Α	S	O N	D
 Ensure learners progress achieve in Reading and Writing 	Use professional readings and 2018 Teacher Inquiries to guide our practice	Literacy Focus Team, Teachers	Professional readings, 2018 Teacher Inquiries									
	Provide in house Professional Development opportunities to teaching staff	Literacy Focus Team, Teachers, Learning Assistants	Professional Development opportunities, Staff meetings									
	Obtain school-wide learner voice by conducting writing surveys	Literacy Focus Team, Teachers	Writing survey									
	Track the support and progress of at risk / target learners throughout the year	Literacy Focus Team, DP, Team Leaders, SENCo	School-wide literacy tracking document									
	Draft and implement school-wide literacy guidelines to support staff and learners	Literacy Focus Team	Professional Readings									
	Use the Literacy Learning Progressions to set goals and plan strategically for reading and writing	Literacy Focus Team, Teachers	MoE Literacy Learning Progressions									
Ensure an effective school-wide spelling programme supports learning	Review feedback from learners and teachers about WordLab Draft WMS spelling guidelines	Literacy Focus Team, Teachers	WordLab feedback from learners and teachers									



		Implement spelling guidelines schoolwide						
3.	Ensure that reading and writing assessment practices are purposeful and consistent school-wide	Review and update literacy assessment guidelines and schedule using NZ Curriculum Levels	Literacy Focus Team, Assessment Team, Staff	NZ Curriculum, Assessment Tools				
		Provide Professional Development to teaching staff	Literacy Focus Team	Professional Development opportunities				
		Moderate writing school-wide and potentially across the Kāhui Ako	Teachers	NZ Curriculum, Assessment Tools, Kāhui Ako Schools				
4.	Review and update the current school-wide Literacy Programme	Use the Golden Circles to present our 2018 school-wide Literacy Programme - write a statement of shared understanding	Literacy Focus Team, Teachers, Curriculum Leader	2018 School-wide Literacy Programme		912		
5.	Educate parents about ways in which they can support literacy learning at home	Communicate with parents through parent workshops, information in school newsletters, and information on WMS websites	Literacy Focus Team, Curriculum Leader, Teachers	Scheduled time				
6.	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 Team, Staff	Professional Readings				
7.	Continue to develop the Literacy - Play Based Learning partnership	Reflect on current practice and implement new initiatives from professional development to enhance the literacy aspect of Play Based Learning	Literacy Focus Team, Kōwhai / Mānuka / Tī Kōuka Teachers	May - Longworth Education Literacy PBL Professional Development				



8. Continue to explore and implement successful initiatives to enhance our literacy programme	Continue Reading Recovery intervention for 6 year old children Investigate literacy initiatives	Literacy Focus Team, Literacy Leader, Teachers	Professional Development, Professional readings				

Internal Evaluation – Julia to lead ev	aluation		
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)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			



Learning | Cultural Annual Plan

This section details the actions that will be undertaken in 2019 and the expected results for the year. The 2019 review section will be completed by 20 November to enable the Board of Trustees to begin the review process.

Goal: Māori and Pasifika learners are engaged in their learning

How might we	To achieve this we will	Who	Resources	F	M	A N	l J	J	A	S	N	D
Develop Teacher Knowledge / Resources for Teaching	Celebrate diversity deliberately and visibly so that learners feel affirmed in their identity	All Staff	Resources relating to events									
	 Enter dates of significant celebrations on calendar 											
	 Share resources 											
	Practice school portfolio of waiata and karakia with confidence and in recognition of tikanga / formality	Teachers, Learners	Shared resource folder of waiata and karakia									
	Ensure opportunities for staff and learners to present mihi so they feel confident introducing themselves in te reo Maori	Teachers, Learners	Template for pepeha / mihi, Opportunity for staff practice									
	Make explicit links between school, values, teachers actions and the Code of Standards	Teachers	Reflective activity by Taumutu									
	Staff Professional Development opportunities to learn local history and tikanga	All Staff	Cultural Team -Taumutu workshops									
Develop Tikanga / School-wide Practices	Engage with whānau and Taumutu Education Committee regularly	Principal, Cultural Leader	Taumutu Education Committee									
	 Whānui hui meeting 											
	Newsletter updates											



	Embed our Cultural Narrative (in our planning and practice. Ensure staff access, use and understand	Teachers	Cultural Narrative			
	Development of school tikanga; confidence and recognition of cultural process and formalities such as Mihi Whakatau at beginning of each term Poroporoaki protocols for staff / learners leaving at end of term / year	All Staff, Learners, Whānau	Shared resources re process and role			
	Year 4 marae visit as compulsory part of school calendar	Year 4 Teachers, Cultural Team	Language practice, Marae booking			
	Developing cultural networks with Kāhui Ako schools - ongoing Kāhui Ako involvement	Principal, Cultural Leader	Kāhui Ako course - March 2019 - Te Ope Hautu			
3. Promote Bicultural Learning Environments	Enhanced knowledge and affirmation of bicultural environment with Y4-8 learning communities to showcase bilingual kupu / words	Year 4 - 8 Teachers	Printed kupu/word cards			
	Visible celebration and affirmation of cultural identity and history through site artworks - murals, bi-cultural signage (Front entrance mural, Pool wall mural, Front entrance welcome)	Fab 5 Leader, Learners	Community expertise, Funding			
	Visible celebration and affirmation of cultural identity and history through site artworks - Whāre-iti	Fab 5 Leader, Learners	Professional expertise Historical and cultural information			



Engage kapa haka tutors who will provide regular high quality kapa haka tutelage for our group to ensure they are capable of representing our school with pride in local events	Cultural Leader	Kapahikita Trust, Funding							
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Internal Evaluation - Carolyn to lead	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)
1.			
2.			
3.			



Learning | Learning Support Annual Plan

This section details the actions that will be undertaken in 2019 and the expected results for the year. The 2019 review section will be completed by 20 November to enable the Board of Trustees to begin the review process.

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

Но	w might we	To achieve this we will	Who	Resources	F	M A	M	J	Α	s o	N D
1.	Support staff, and learners to achieve our 2019 achievement target	Endeavour to allocate Learning Assistant support to communities with specific target requirements	SENCo, DP	Time, Funding							
	of 83% in writing – particularly focusing on boys writing	Provide professional development for Learning Assistants eg readings, courses	SENCo, DP, Learning Assistants	Professional Reading, Funding							
2.	Initiate and engage in effective communication with parents, staff and support agencies	Provide community with information on our website outlining systems and procedures pertaining to Learning Support	SENCo, Gifted and Talented Coordinator, DP								
		Be proactive when contacting parents regarding a learner's needs	SENCo, DP, Leaders of Learning, Teachers								
3.	Effectively utilise support agencies and whānau to obtain the best outcomes	Meet twice a term as a Pastoral Care Team (RTLB, PHN, CDHB Mental Health, Mana Ake)	SENCo, DP	Support Agencies							
	for our learners	Ensure that the communication between all stakeholders is purposeful, efficient and timely	SENCo, DP, Agencies, Teachers								
4.	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							



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

Internal Evaluation - Jeanette to lead	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 | e-Learning Annual Plan

This section details the actions that will be undertaken in 2019 and the expected results for the year. The 2019 review section will be completed by 20 November to enable the Board of Trustees to begin the review process.

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	F	M	Α	M	J	J	Α	s c	N	D
Use strategies to engage and motivate learners to accelerate and deepen	Implement thinking tools and strategies through e-Learning practices	e-Learning Team, Teachers	Team Meetings, Robotics kit - Funding										
learning (NPDL Teacher S-A Rubric)	Use digital technologies to support collaborative practices in authentic and purposeful ways – including teacher planning, movie making, assessment reporting and recording	e-Learning Team, Teachers	Team Meetings										
	Increase use of digital media (movie making, photography, learner blogs) to allow for learner reflection, creation of content and authentic sharing of learning with the community	e-Learning Team, Teachers, Learners	Team Meetings, DigiAwards										
	Develop community websites as a vehicle for communicating ideas, information and learning with community												
Improve pedagogical understanding of staff to	Improve areas of teaching and learning by using iPads	e-Learning Team, Staff, Learners	Team Meetings										
ensure learners are engaged in 21st Century learning	Devices used effectively in all curriculum areas daily and with confidence												



		Develop a small list of Apps that are specific to our learning and learning environment						
		Participate in ActivBoard professional development opportunities	e-Learning Team	Heath				
		Work towards ActivBoard Centre of Excellence accreditation						
		Complete Level 1 Google Certification Course	e-Learning Team	Funding				
		Work towards Level 2						
		Attend professional development to extend personal understandings and gain knowledge around new Technology Curriculum	e-Learning Team	CORE				
		Develop understanding of the new Technology Curriculum to be implemented from 2020	e-Learning Team	Online resources, Professional Development, Funding to be applied for				
		Read and discuss professional reading and articles related to e-Learning – shared at focus meetings, linked to Arinui, staff meetings	e-Learning Team, Teachers					
3.	Reflect and review this action plan to continue progress in 2020	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	e-Learning Team	Strategic Roadmap				
4.	Ensure learning needs across the school are supported by	Maintain TELA+ leases for staff, and iPad leases to ensure 1:4 for	e-Learning Team	TELA, Clinton				



well-maintained technical infrastructure	Year 7/8; 1:10 throughout the rest of the school						
	Continue with software updates and server maintenance						
	Develop age-appropriate digital citizenship skills across school, including an understanding of online safety	e-Learning Team, Teachers	Funding				
	Work towards CommonSense Media accreditation						
	Complete Google online safety and digital citizenship course						
	Continue use of LineWize to monitor internet usage - look at use of FamilyZone for parents / whānau	e-Learning Leader	LineWize, Clinton				
	Review Team Drive usage across the school and ensure these are working well for all	e-Learning Team					

Internal Evaluation - Christina to lead	Internal Evaluation - Christina to lead 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 | Collaborative Practice and NPDL Annual Plan

This section details the actions that will be undertaken in 2019 and the expected results for the year. The 2019 review section will be completed by 20 November to enable the Board of Trustees to begin the review process.

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

Ho	w might we	To achieve this we will	Who	Resources	F	M	A	/I	J	Α	S	N	D
1.	Embed the deep learning goals with our school vision and values – ICE	Develop our shared ICE DRIVER values with the 6 Competencies with staff	Teachers, Curriculum Focus Team	Professional Development, Global Hub tools									
	DRIVER	Articulate the language of the 6 Competencies with ICE DRIVER values with learners and community	Staff, Curriculum Focus Team	Professional Development, Global Hub tools									
		Revisit and review the school conditions for deeper learning	Teachers, Curriculum Focus Team	Professional Development									
2.	Demonstrate the competencies of 'character and communication' traits	Ensure that they are an integral part of our planning and practice Staff to role model traits Unpack the learners competency framework rubric	Teachers, Leaders of Learning, Curriculum Focus Team, Learners	Professional Development, Global Hub tools, CORE Education (Margot)									
3.	Ensure that all learners are reviewed against the 'character and communication' global deep learning competencies	Have powerful feedback conversations with learners Regularly provide opportunities for our learners to self reflect using the competency framework rubric Internal moderation	Teachers, Leaders of Learning, Curriculum Focus Team, Learners	Professional Development, Global Hub tools, CORE Education (Margot)									
4.	Engage our community in NPDL – 'leading deep change' as genuine learning partners	Provide workshop opportunities and information in newsletters Invitation to Learning partnership / learning spaces / school events	Curriculum Focus Team, Teachers, Leaners, Community	Professional Development, CORE Education (Margot), NPDL Cluster Schools									



5.	Effectively build capacity of pedagogy and practice related to 'deeper learning'	Provide professional learning opportunities	Curriculum Focus Team, Staff	Professional Development, CORE Education (Margot), NPDL Cluster Schools
		Peer feedback within and out of community - submit moderated evidence	Curriculum Focus Team, Teachers	Professional Development, CORE Education (Margot), NPDL Cluster Schools
6.	Establish and consolidate effective collaborative	Implement and review MATES agreements	Senior Leaders, Staff	
	partnerships	Provide professional learning opportunities to develop "important conversation" skills - use competency teacher rubric	Senior Leaders, Curriculum Focus Team, Teachers	Learning Talk: important conversations at work - Joan Dalton, CORE courses
7.	Develop a shared understanding of collaborative practices throughout the school	Regular opportunities to share pedagogy and practice - use collaborative framework and competency teacher rubric	Senior Leaders, Curriculum Focus Team	Professional Development, CORE Courses, Collaborative Framework, CORE Education

Internal Evaluation - Kim and Tracey	nternal Evaluation - Kim and Tracey to lead 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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Environmental Sustainability

Goals

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

To encourage meaningful participation and active thinking about relationships and change to global ecosystems

To achieve green-gold status within the Environmental programme by December 2018 / 2019



Environmental Sustainability Annual Plan

This section details the actions that will be undertaken in 2019 and the expected results for the year. The 2019 review section will be completed by 20 November to enable the Board of Trustees to begin the review process.

How might we	To achieve this we will	Who	Resources	F	M	ΙΑ	M	J	J	Α	S	N	D
Weave the EnviroSchool Guiding Principles into all aspects of our school life	Have a designated group of EcoWarriors for each community to pass on and act upon school and community-wide Enviro actions	Enviro Coordinator, Matt Stanford (Enviroschools), EnviroTeam, EcoWarriors, all communities	Budget, Professional Development – Staff meeting, Matt Stanford (Enviroschools), Time										
	Present in depth report on Eco Warrior activities at Celebrations of Learning	Enviro Coordinator, EnviroTeam, EcoWarriors											
	Integrate environmental practices to whole school community eg Admin / Staff meetings	Enviroteam, EcoWarriors, SLT, Staff, Learners, Parents	Time										
	Provide alternate (environmentally friendly) purchase options for equipment and consumables	Enviroteam, EcoWarriors											
Develop a strong sense of connection to the environment for all learners so that they know they can effect	Incorporate Enviroschools lessons into FAB5 with a focus on Respect (self, people, places/environment) in conjunction with the Inquiry topic "Being the Best that I can Be"	Enviro Coordinator, Teachers, Community	Enviroschools, School Community										
change for a sustainable world	Integrate environmental awareness by having all communities undertake a project in the school or community which will be completed this year, unless a multi-year research project such as studying the water race parallel to school	Learning Communities, Teachers	Enviroteam, EcoWarriors, ECan, Te Ara Kakariki, DoC, Waitaha Wai, SDC, Enviroschools, School Community										



3.	Ensure that Inquiry and action is mainly led by earners, with strong	Run a competition for learners to design and plant new look hanging baskets for the pool area	Enviro Coordinator, Teachers, Learners	Funding, Parents
	support from adults	Assist learners to design and run stalls for WM fete	Enviro Coordinator	Fete Committee, Parents
4.	Measure many changes from our actions, and show that we are making a difference	Achieve a 50% reduction of waste by Term 4 of 2019 (revamp NoWrapVember to Term 2 so carries on for the whole year),	Whole school, Community, Enviro Team, EcoWarriors	SDC, Enviroschools, Braid.org
		Conduct an annual invertebrate survey at Kōwhai Sanctuary showing positive transition from introduced terrestrial fauna to native	EcoWarriors, Enviro Team, Te Ara Kakariki, ECan, Enviroschools	Parents
		Adopt a stretch of the Waimakariri River and undertake annual wildlife surveys and participate in school and community education	Enviroteam, EcoWarriors, Community, DoC	Enviroschools, ECan, Te Ara Kakariki
5.	Honour the status of the Tangata Whenua in accordance with the Treaty of Waitangi Principles	Develop Māori knowledge and experience of a sustainable environment integrating into learning programmes	Cultural Team, Enviro Team	

Internal Evaluation - Darren to lead e	valuation		
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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Relationships

Goals

To focus on our communication channels, improving them to be consistent, efficient and specific

To develop our Maori / Pasifika whānau and communities

To represent and promote school events & activities positively in the community

To leverage Kahui Ako to develop new learning and development opportunities for staff and students alike



Relationships Annual Plan

This section details the actions that will be undertaken in 2019 and the expected results for the year. The 2019 review section will be completed by 20 November to enable the Board of Trustees to begin the review process.

How might we	To achieve this we will	Who	Resources	F	M	Α	M	JJ	Α	S	O N	D
Continue to ensure our communications have a purpose, are effective and efficient, specific and informative	Review existing communication plans, incorporating eTAP initiatives (parent portal) and continue to make improvements as a result of recommendations made by communication consultant	Board, Principal, Senior Leadership, Staff, Parents	Funding, Surveys, Professional Development - eTAP training									
	Refine ways of digitally connecting with our parent community - Newsletter, Facebook	Board, Principal, Senior Leadership, Staff	Professional Development - eTAP training									
	Enhance communications through consistency and clarity of processes	Teachers, Admin staff Leadership, Board	Professional Development - eTAP training									
Enhance positive partnerships with our Māori and Pasifika	Engage with our Māori and Pasifika whānau guiding school direction and initiatives	Principal, Cultural Team, Teachers	Taumutu Rūnanga, School Community									
whānau, actively engaging them in school life	Engage community expertise to guide and support Māori and Pasifika initiatives	Principal, Cultural Team, Teachers	Taumutu Rūnanga, School Community									
	Enhance connections with Tāumutu Rūnanga	Teachers	Taumutu Rūnanga									
Report clearly and effectively on learner progress and achievement	Review current practice and policy implementing the New Zealand Curriculum levels into assessment / achievement practices	Principal, Deputy Principal	MoE site, Educational businesses, websites, Evaluation Associates									



4.	Continue to effectively promote West Melton School to the wider community	Review, enhance current practices introducing initiatives promoting the school whilst supporting FoWMS and local businesses	Friends of West Melton School (FoWMS), Board, Staff, Promotions Officer	Community Support		
5.	Strengthen partnerships / networks within our Kāhui Ako and other educational organisations	Expect teachers to actively support Kāhui Ako Achievement Challenges and initiatives	Staff, Board	Kāhui Ako Achievement Challenge document, Across School Teachers, Within School Teachers		
	to benefit and support our learners	Showcase and share best practice within the educational sector eg Grow Waitaha, Learning Support – RTLB, MoE, Oranga Tamariki				
		Build leadership pathways		Across School Teachers, Within School Teachers		

Internal Evaluation - Sue to lead (stat	Internal Evaluation - Sue to lead (staff to contribute)											
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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Hauora | Wellbeing

Goals

The wellbeing of learners, staff and community is actively prioritised and programmed

To develop benefits for staff which differentiate our school through valuable development and work-life satisfaction



Hauora | Well being Annual Plan

This section details the actions that will be undertaken in 2019 and the expected results for the year. The 2019 review section will be completed by 20 November to enable the Board of Trustees to begin the review process.

How might we	To achieve this we will	Who	Resources	F	M	Α	M	J	J	Α	S	N	D
Continue to enhance current systems and practices that actively monitor and support Hauora	Continue to prioritise staff training supporting and enhancing existing Restorative Practices, complimenting our schoolwide Relationships plan	Teachers, DP	Professional Development - 5 teachers, (Margaret Thorsborne)										
	Ensure consistency of systems and procedures are known by all, easy to understand to support hauora and wellbeing	Teachers, Pastoral Care Team, Community members	Bus tickets, certificates, prizes, Whānau Hui workshop, Positive Behaviour for Learning Resources, School wide Communications, Community Workshops										
	Increased access to and engagement in opportunities to celebrate and enhance wellbeing will be identified	Teachers, Community, Board	Kāhui Ako , Across School Teachers, Within School Teachers										
	Raise the Wellbeing @School measures for years 5 - 11 learners by an average of 10% across schoolwide community aspects each year	Teachers, DP	NZCER Well Being@ School survey, Kāhui Ako support										
	Consistently ensure 'Circle Time' is effective and addresses needs	Teachers	Professional Development - Staff meetings, school visits										
	Continue to explore and implement a Growth Mindset practice	Student Hauora Team	PLD – school visits										



		Ensure the learner pastoral care team are effective in meeting identified needs	Student Hauora Team	Ursula – CDHB, RTLB, Health Nurse
		Continue to monitor the Safe School Travel Plan in association with Selwyn District Council	Teachers, Community, Board, H & S Team	Selwyn District Council
		Staff are familiar and understand relevant key policy and procedures (SchoolDocs)	Teachers, DP	SchoolDocs, Principal, DP
		Investigate and explore effective transitions for all learners with a transition target of a 12% increase each year from 2019 - 2021 who are transitioning well (Refer to Achievement Challenge Document)	Key teachers, Within School Teachers (CoL)	Community of Learning Kāhui Ako, Across School Teachers (CoL)
2.	2. Development of a Hauora programme within PE and Health curriculum to meet increasingly diverse needs	Explore resources to implement a school wide resilience programme	Student Hauora Team	CDHB https://nziwr.co.nz Mana Ake
		Build capacity with mindfulness practices implementing a practical school wide programme	Tracey, Anna	Professional Development
3.	Provide opportunities to support our community with Mental Health challenges	Continue to provide opportunities for whānau hui workshops on mental health collaborating with Kāhui Ako schools and settings	Student Hauora Team	CoL Kāhui Ako, Resiliency workshop, Kāhui Ako Hui, Mana Ake
		Establish shared knowledge of initiatives and available resources e.g. Mana Ake, WellBeing Community of Practice, Leading Lights etc	Kāhui Ako Lead, Pastoral Care team, SENCo	Kāhui Ako Hui, Mana Ake
4.	Further foster an environment where staff are developed, extended,	Explore current and establish future opportunities to promote and celebrate wellbeing within the	Staff, Pastoral Care Team, Teachers, Across School Teachers	Kāhui Ako resources



valued and loved and recognised for their outstanding contribution (celebrating wellbeing)	school and across the Kāhui Ako e.g. teachers hauora weeks, shared hui, healthy habit celebrations, conferences etc	Within School Teachers	
	Carefully manage and monitor negotiations and the implications for staff and school	Board, Leadership	NZEI
	Ensure effective and relevant professional development meets the needs of staff and school as identified in the Strategic Plan, achievement data and appraisal processes	Leadership	Funding
	Consolidate staff induction processes	DP, Leaders of Learning, Teachers	
	Distribute leadership to enhance, acknowledge and empower individual strengths and areas for development - We will 'Grow Leaders'	Principal, DPs, Leaders of Learning, Unit holders	
5. Select and enhance high performing staff	Continue to acknowledge the career pathway for Advanced Classroom Expertise Teachers (ACET)	Principal, Board	TeachNZ
	Provide options for an alternative career pathway through Kāhui Ako opportunities	Across School Teacher positions, Within School Teacher positions	Kāhui Ako
	Continue to promote our school as an attractive career option supported by a comprehensive induction and mentoring	Principal, Board, Associate Teachers	University of Canterbury, Local Associations, Teaching Council NZ



	programme for all especially Provisionally Registered Teachers						
6. Prioritise work – life satisfaction	Staff will be mindful of workloads and strive to prioritise (home one day early each week)	Staff, Board, Social Club	Self discipline / organisation				
	Ensure meetings have a purpose, efficient and keep to time, where possible, practicing Think, Act, Plan AheadTAPA	Staff, Senior Leadership, Board					

Internal Evaluation - Sue to lead (staff to contribute)									
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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