



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
<i>Aumangea</i>	<i>Whakaute</i>	<i>Ngākaupono</i>	<i>Hiringa</i>	<i>Aroha</i>	<i>Manawaroa</i>



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INTRODUCTION

West Melton School 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-lwi 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-lwi
- 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.
What we believe	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.
	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.
What we want to be	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.
	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.
	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
	Learning	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.
		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.
	Environmental Sustainability	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.
		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.



	Relationships	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 Taumatū Runanga is vital for Tikanga-a-Iwi in our School. We will continue to strengthen this relationship and actively include Taumatū Runanga in school life to enhance positive partnerships with Māori whānau.
		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 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			
	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 at or above the New Zealand Curriculum levels for Reading, Writing, Mathematics and Statistics	Reading Learners are achieving at or above their expected level	85%	86%	87%
	Writing Learners are achieving at or above their expected level	83%	84%	85%
	Mathematics and Statistics Learners are achieving at or above their expected level	85%	87%	88%
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				



			Mason Durie - whare tapa wha																
3. Ensure Professional Development inspires learning partnerships and supports learning programmes	Staff are supported through high quality meaningful professional development to support their practice	Senior Management, Focus Teams	Release time																
	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 TT Kōuka	Leaders of Learning, Kōwhai, Mānuka and TT 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 do we know? (List evidence using links)	How can we do better? (Next steps)
1.			
2.			
3.			



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.

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

[illegible]



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 enhance mathematics programmes	Create a 'maths wall' with visual prompts	Mathematics Focus Team, Teachers	Professional Development – Jo Boaler																
	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.			



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.

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

[illegible]

[illegible]



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 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.			
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8.			

[illegible]



	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.			



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)
1.			
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[illegible]



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 Work towards CommonSense Media accreditation Complete Google online safety and digital citizenship course	e-Learning Team, Teachers	Funding																
	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 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.			



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.

[illegible]



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 partnerships	Implement and review MATES agreements	Senior Leaders, Staff																	
	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 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.			
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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



3. Ensure that Inquiry and action is mainly led by learners, with strong support from adults	Run a competition for learners to design and plant new look hanging baskets for the pool area	Enviro Coordinator, Teachers, Learners	Funding, Parents																
	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 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.			
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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



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 to benefit and support our learners	Expect teachers to actively support Kāhui Ako Achievement Challenges and initiatives	Staff, Board	Kāhui Ako Achievement Challenge document, Across School Teachers, Within School Teachers																
	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 (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)
1.			
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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

[illegible]

[illegible]



	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 Ahead...TAPA	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)
1.			
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