

West Melton School | Te Kura o Papatahora 2019-2021 Charter | Strategic Plan

Vision: Innovative | Auaha, Connected | Tūhono, and Empowered | Whakamana ākonga, Driving their passion for learning

Our Strategic Planning responds to the ERO process indicators, which provide a common frame of reference for determining what outcomes are valued for every ākonga and what matters most in improving those outcomes (ERO School Evaluation Indicators. pg.6). This strategic plan sets out the Board's key aims and direction from 2019 - 2021.

Charter Consultation process 2019

- Commenced Charter review process September 2019
- Community Workshop September 2019 (every two years)
- Board and staff review of 2019 Charter to inform decisions and future direction for 2020-2021
- Kāhui Ako | Ngā Peka o Tauwharekākaho discussions and directions (Achievement Challenges woven through kura charter)
- National Priorities pāngarau|maths, pūtaiao|science, te reo matatini (pānui, tuhituhi, kōrero), reading and writing and digital fluency

VALUES									
Determination	Respect	Integrity	Empathy	Resilience					
Aumangea	Whakaute	Ngākaupono	Hiringa	Aroha	Manawaroa				

Contents

INTRO	DDUCTION	3	
COMM	MUNITY	4	
TE AO	MĀORI	5	
EXPECTATIONS			
STRAT	TEGY FRAMEWORK	7	
1: 2: 3: 4:	Learning Hauora Wellbeing Partnerships Environmental Sustainability		

INTRODUCTION

West Melton School | Te Kura o Papatahora opened in 1871 as a small kura servicing part of rural Canterbury. As West Melton village became more established the kura was relocated to its current location.

West Melton School | Te Kura o Papatahora is a decile 10 full primary kura educating ākonga from Year o to Year 8. The kura is sited within the West Melton township, centrally on the Canterbury Plains adjacent to the braided Waimakariri River, around 20 minutes car journey west of Christchurch. The kura provides full and varied innovative learning environments catering for the needs of our ākonga. This includes language skills, a conceptual based curriculum supporting learning, a purpose built Science lab with a specialist Science kaiako delivering the Science curriculum, inquiry, technicraft for our Intermediate ākonga (offsite) and digital technology resources including BYOD from Years 5 to 8. The kura also has a strongly supported Kapa haka group and a Te Reo Māori programme supported by a strong relationship with Taumutu Rūnanga.



We are proud to be an Enviro School with close ties to our Kōwhai Sanctuary working with our wider community.

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

An enhanced Intermediate years programme, including leadership opportunities, supports ākonga as *globally, connected and innovative ākonga driving their passion for learning.* Exciting opportunities continue for West Melton School | Te Kura o Papatahora. In 2016-17 a new two-storey block was



constructed to cater for strong roll growth. The kura continues to remain focused on developing further strategies to effectively monitor resources and development with the continued growth of the region.

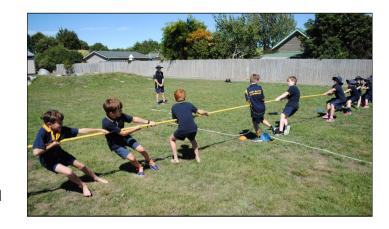
Increased demand for housing on the west side of Christchurch, as families relocate, has seen a large portion of land made available to housing development resulting in a large increase in population and changing demographics for the area. The resulting growth in the community is a key focus for the Board and kura leadership. Since 2010 the kura roll has risen from 260 to 480 ākonga at the end of 2019. Selwyn district remains the fastest growing region in New Zealand.

COMMUNITY

West Melton School | Te Kura o Papatahora enjoys a supportive partnership with the wider community. In addition to providing high quality education for ākonga, the kura 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 kura 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. Four new residential subdivisions developed between 2011 - 2017 immediately adjacent to the kura, are well established. The Wilfield subdivision,





completed early in 2017, will eventually fill to accommodate 216 households. A retail complex across the road from the kura was opened in November 2016. The majority of parents commute into Christchurch for work. A large number of our ākonga catch one of three kura buses to kura.

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 kura understands the need to keep abreast of these changes and is focused on creating active communication channels with the community, local businesses, cluster kuras and individual parents alike. Most residents own their own homes and live in the district as a matter of lifestyle choice.

The kura enjoys the benefit of a strong and active 'Friends of West Melton School | Te Kura o Papatahora' (FoWMS) team. The FoWMS organises regular fundraising activities that provide both a valued stream of financial income to the kura, and raises the profile of the kura in the West Melton community and the greater Selwyn district. New parents to the kura 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 kura. The West Melton School | Te Kura o Papatahora Board has undertaken to actively and regularly engage with the community, including our Māori community, through information evenings, website, community surveys and the kura newsletter on matters relating to the governance of our kura.

TE AO MĀORI

Otherwise known as 'Recognising New Zealand's Bicultural Identity', West Melton School | Te Kura o Papatahora community is committed to ensuring Māori ākonga are enjoying and achieving educational success as Māori.

The Board and kura leadership are committed to embedding Tikanga-a-Iwi and Te Reo Māori within the kura during the year. This is achieved through:

- Incorporating the Māori name of our kura (Te Kura o Papatahora), gifted by our local Iwi in 2013, into our kura branding
- Providing professional development for staff in Tikanga-a-Iwi
- Working with Te Taumutu Rūnanga on enhancing curriculum and opportunities for ākonga
- Teaching of Te Reo Māori and growing cultural capability in te reo for all kaiako and ākonga
- 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
- Working closely with Kāhui Ako kura in association with Mātauraka Mahaanui

West Melton School | Te Kura o Papatahora acknowledges and celebrates ākonga 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 kura's Māori programme, the Board, 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, staff, the Board and our ākonga. Therefore this section outlines the expectations we have.

Parents / caregivers / whānau will:

- Take an active part in supporting the kura 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 kura
- Support their child's learning
- Feel welcomed at the kura.
- Communicate respectfully with staff, at all times

Staff will:

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

Board Members members will:

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

Ākonga 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 2021 Charter rest on the following strategic framework. The framework below connects our overarching purpose (The why) with the key strategic initiatives (The how).

Why	Education is a primary instrument for the advancement and betterment of humanity. The right to education is universal, with ākonga'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 ākonga's education will be important for their success. Furthermore, we believe that 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.
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 kura, 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 kuras.
	We want to be a leading kura, distinguished in our approach to learning, 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 kura where many great leaders start out and one day attribute roots to a unique start in education at our kura.
want to be	We want to be a kura which is sensitive to one another's needs, where people's uniqueness is respected and fellow ākonga and teachers consistently show empathy to one another. We want to be a kura known for its rich cultural roots, truly connected with Tangata Whenua, tied right into the surrounding community and knitted together with our surrounding kuras. We want to be the kura of choice for our community.

THEME	STRATEGIES
	Focus on developing ākonga to be lifelong ākonga. Our DRIVER and ICE initiatives underpin this strategy, drawing focus to learner's curiosity, empowerment and attitude to learning.
	Recognise the importance of fundamental foundations (Reading, Writing and Mathematics), placing equal importance on the broader New Zealand curriculum.
	Measure our performance regularly across these areas and proactively redirect resources to allow better learning outcomes both for those who need support as well as those with gifts and talents.
Learning	Be sensitive to, and give emphasis to, the needs of our Māori and Pasifika ākonga. Through partnerships we will tailor systems and direct resources to support this.
	Provide support for ākonga, so they can progress to the best of their ability, fully participate in, and contribute to the kura.
	Actively look for, and deliberately select initiatives where technology can be used to deepen and embed learning outcomes.
	Promote initiatives which encourage collaboration where learning outcomes can come through rich interactions and engagement.
	Create a safe environment to meet the physical, mental, social and spiritual needs; to promote a happy, passionate, fun, confident and resilient community.
Hauora Wellbeing	Review, analyse, implement and monitor feedback supporting Hauora for our ākonga, staff and community.
riddord Wellbelling	Create an inclusive positive culture, attracting, retaining and growing high performing engaged staff.

Engage with the Kāhui Ako to strengthen learning and development opportunities. Establish initiatives which promote ākonga knowledge and understanding of the environment. Encourage participation and critical thinking which affects change towards a sustainable world. Actively fund, promote and support sustainable initiatives to achieve green-gold status along side the EnviroSchools programme.	Partnerships	Encourage and promote initiatives which support collaboration between ākonga, staff, whānau, and community. Maintain and adapt an effective communication plan which supports the partnership between our kura and community. Actively strengthen relationships with Taumutu Rūnanga and whānau.
Sustainability Actively fund, promote and support sustainable initiatives to achieve green-gold status along side the		
		Actively fund, promote and support sustainable initiatives to achieve green-gold status along side the

HOW WE WILL MONITOR AND IMPLEMENT THE PLAN

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

- Learning
- Hauora | Wellbeing
- Partnerships
- Environmental Sustainability

LEARNING - Driving a passion for learning

Goals

Ākonga will be Innovative / Auaha, Connected/ Tūhono, and Empowered/Whakamana (ICE). They will drive their passion for learning across the New Zealand Curriculum

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

Ākonga with learning needs will be supported in their learning so they can progress in relation to the NZ Curriculum and fully participate in, and contribute to, the kura and their community environment

Leverage digital technology to accelerate access to knowledge beyond the classroom

Māori and Pasifika ākonga are engaged in their learning

Goals	Annual Goals					
Ākonga will be Innovative / Auaha,	Ākonga are engaged in authentic personalised learning high standard promoting lifelong learning	g, meeting indivic	lual learning styles a	and needs. They wi	ill achieve to a	
Connected/Tūhono,	Ākonga come to kura motivated, enthusiastic, happy a	and want to learn				
and Empowered /Whakamana (ICE). They will drive their passion for learning across the New Zealand Curriculum	Professional Development will promote and support ākonga' achievement goals, retain and promote high quality teaching and support staff	Writing -DMIC - K	ships Restorative Pr Kura wide ura wide ed Literacy - Kura wi		ıra wide	
		Achievement Targets				
		2019	2020	2021	2022	
Ākonga will be	Reading	85%	90% (88%)	90%	91%	
achieving at or above the New Zealand Curriculum	Ākonga are achieving at or above their expected level					
evels for Reading,	Writing	83%	83% (78%)	80%	85%	
Writing, Mathematics and Statistics	Ākonga are achieving at or above their expected level					
- · · · · · · · · · · · · · · · · · · ·	Mathematics and Statistics	85%	89% (83%)	86%	88%	
	Ākonga are achieving at or above their expected level					

Goal

Ākonga with special learning needs will be supported in their learning so they can progress in relation to the New Zealand Curriculum and fully participate in, and contribute to, the kura and their community environment

Goal

Leverage digital technology to accelerate access to knowledge beyond the classroom

Goal

Māori and Pasifika ākonga are engaged in their learning

Learning | Curriculum Annual Plan

This section details the actions that will be undertaken in 2021 and the expected results for the year. The 2021 review section will be completed by 19 November to enable the Board | Leadership to begin the review process.

Goal: Ākonga will be Innovative/Auaha, Connected/ Tūhono, and Empowered/Whakamana (ICE) - they will DRIVE their passion for learning

How might we	To achieve this we will	Who	Resources	F	M	A M	J	J	A S	0 1	I D
Ensure ākonga are engaged in authentic learning, meeting individual learning needs, promoting lifelong	Connect learning to passions to ensure learning sticks, is explicit and is connected to our localised curriculum	Kaiako, Parents, Ākonga Community	Senior Leadership Learning Design Team Kaiako								
learning	Collate a list of connections to develop learning partnerships with our local community	Kaiako, Parents, Ākonga Community	Senior Leadership Team, Curriculum Team, Kāhui Ako								
	Ensure learning has human significance - driven by a moral purpose, leading to deep learning, and is evidenced in our planning	Kaiako, Ākonga	Localised Curriculum, UNICEF								
Ensure ākonga and staff come to our kura motivated, enthusiastic, happy and wanting to learn	Promote creativity and divergent thinking (engagement vs compliance), as evidenced in our planning	Learning Design Team, Kaiako, Ākonga	TKI, NPDL Global Hub Tools								
	Explicitly teach the 6 Competencies with our ICE DRIVER values, with ākonga and community	Staff, Ākonga , Whanau	Localised Curriculum, Celebration of Learning, Global Hub Tools, Staff meetings								
	Use interest based learning (eg playbased, inquiry) to enhance and maintain engagement and motivation	Design Learning Team, Kaiako, Learning Assistants, Ākonga	CORE Education, Global Hub Tools, TKI								

						74
Ensure professional learning inspires partnerships and supports learning programmes	Using the concept of 'Teaching as Inquiry' to continually improve on practice	Curriculum Leader, Kahui Hauhake Whakaaro, Kaiako				
	Actively participate within the Kāhui Ako network	Roopu Awhi Rito Lead Team, AST, WST	CORE Education Nga Peka o Tauwharekākaho			
	Professional development and learning is shared to Kahui Hauhake Whakaaro (Focus Teams) meetings and share findings where appropriate	Leaders of Learning, Kahui Hauhake Whakaaro, Staff	CORE Education, NPDL global website and NZ website, NPDL Focus team			
Report to parents on ākonga progress and achievement	Review current practice and policy implementing the New Zealand Curriculum levels into assessment / achievement practices, utilising Hero for 'In time' reporting	Principal, Deputy Principal, Assessment Team	MoE site, Educational businesses, websites, Evaluation Associates, Hero (LincEd)			

Internal Evaluation		
What improvements / initiatives have/have not made a difference?	How do we know? (List evidence using links)	How can we do better? (Next steps)

Learning | Mathematics Annual Plan

This section details the actions that will be undertaken in 2021 and the expected results for the year. The 2021 review section will be completed by 19 November to enable the Board of Trustees to begin the review process.

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

ANNUAL Goal: 86% of Ākonga will achieve 'at or above' their expected Curriculum level in Mathematics

How might we	To achieve this we will	Who	Resources	F	M	Α	M	J	J	A S	6 0	N	D
Ensure ākonga progress / achieve in Mathematics	Develop authentic rich learning tasks with flexible groupings	Kaiako	DMIC Professional Development										
	Develop math group norms across our kura	Focus Teams, Kaiako	Mathematics Focus Team, DMIC, maths language										
	Investigate and initiate target interventions through kaiako inquiry and learning support	Mathematics Focus Team, Kaiako, LSC, Learning Assistants	Professional Development - DMIC										
	Explore ways to develop partnerships with parents to support mathematical learning and understanding of DMIC	Mathematics Focus Team Curriculum Leader, Kaiako, DMIC Team	Mathematics Parent Workshop, KIT notices										
	Explicitly use math language in our daily programmes and support its use by our ākonga	Mathematics Focus Team, Kaiako, DMIC Team	DMIC Resources, NPDL Resources										
	Provide developmentally appropriate equipment for learning	Mathematics Focus Team, Kaiako, LAs	Various math resources										
Consolidate the delivery of DMIC across our kura	Professional dialogue in team / focus group meetings Mentors provide quality feedback and next steps for kaiako	Mathematics Focus Team, DMIC Mentors, Kaiako	DMIC, allocated timeframes										

	Professional development regarding effective planning and assessment		
Embed number knowledge into the daily mathematics programme	Using Warm Ups and Connect time in math lessons to support ākonga understanding of number and develop understandings of how this can be used in problem solving	Mathematics Focus Team, Kaiako, DMIC Mentors	Professional Development - DMIC
Develop assessment practices that are purposeful and consistent kura wide	Review past assessment practices and develop a plan which aligns with current pedagogy	Mathematics Focus Team, Kaiako, DMIC Mentors, DP	Professional Development - DMIC Team
Build professional knowledge and capability	Consolidate the delivery of DMIC across our kura	Mathematics Focus Team, Kaiako, DP, DMIC Mentors.	Professional Development - DMIC

Internal Evaluation								
What improve ments / initiatives have/have	How do we know? (List evidence using links)	How can we do better? (Next steps)						
not made a difference?								

Learning | Literacy Annual Plan

This section details the actions that will be undertaken in 2021 and the expected results for the year. The 2021 review section will be completed by 19 November to enable the Board to begin the review process.

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

ANNUAL Goals: 90% of ākonga will achieve 'at or above' their expected Curriculum level in Reading (88% 2020)

80% of ākonga will achieve 'at or above' their expected Curriculum level in Writing (77% 2020)

How might we	To achieve this we will	Who	Resources	FN	A N	M J	J	A :	S O	N D
Ensure that our bi-cultural identity is woven into all areas of the curriculum through literacy	Encourage staff and ākonga to read, write, speak and listen to Te Reo Māori as part of everyday teaching and learning	Literacy Team, Cultural Team, Staff	Anton "FUSH" - staff meeting / ways to embed in daily practice Professional Readings							
Ensure ākonga progress / achievement in Literacy; with a specific emphasis on writing and increasing the achievement of boys	Embed practice throughout the kura Model and observe within the kura The Code and Liz Kane Literacy as a foundation	Literacy Team, Staff trained in Structured Literacy	The Science of Reading The Code Phonemic Awareness - Heggerty							
	Use 2020 Kaiako Survey to provide staff development in Phonemic Awareness	Literacy Team, Staff trained in Structured Literacy	At staff/team meetings introduce: 1. The Science of Reading 2. The Code 3. Phonemic Awareness - Heggerty 4. About DYSLEXIA MOE Kaiapoi North School							
	Track the support and progress of at risk / target ākonga throughout the year	Literacy Team, DP, Team Leaders, LSC Staff	School-wide literacy tracking document							

						10
Implement The Code as schoolwide spelling programme alongside Phonemic Awareness programme	Complete Phonological Awareness Screening Tool (PAST) to all ākonga by the end of week 8 term one and enter into school wide tracking document	Staff trained in Structured Literacy, Literacy Leader	Liz Kane (LK) Literacy PAST School-wide literacy tracking document			
Improve oral language particularly for new entrants and ESOI ākonga Develop and implement a local Literacy Curriculum and Hero assessment guidelines, using NZ Curriculum levels	Investigate our understanding of oral language and its impact for ākonga and their learning Create Te Kura o Papatahora Literacy Goals for ākonga	Staff, WST Oral Communication Lead, Literacy Team Literacy Team, Staff	Readings MOE research Kāhui Ako NZ Curriculum and Literacy Progression documents Hero			
Promote future and current parent awareness of Structured Literacy and how they can support literacy learning at home	Attend ECE evenings Meet with ECE providers Include in NE meetings Powerful Connections Newsletters	Literacy Team, Staff, Curriculum Leader	Scheduled time and delegation to Kōwhai Team Literacy Teams			

Internal Evaluation									
What improvements / initiatives have/have	How do we know? (List evidence using links)	How can we do better? (Next steps)							
not made a difference?									

Learning | Learning Support Annual Plan

This section details the actions that will be undertaken in 2021 and the expected results for the year. The 2021 review section will be completed by 19 November to enable the Board to begin the review process.

Goal:

Ākonga with 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 kura and their community environment

How might we	To achieve this we will	Who	Resources	F M A M J J A S O N D
Support the writing target to	Allocate Learning Assistants	LSC, Kaiako,	Budget allocations	
achieve 80% of ākonga	strategically to support this goal	Learning Assistants	Student Achievement data	
achieving at or above the expected level	through in class, group and individual programmes		Literacy programmes: The Code, Quick 60, 7 Plus, WordChain, AwS	
	Support the Structured Literacy	LSC, Learning	Investigate Heggerty	
	approach which kaiako are using in the communities	Assistants	AwS, WordChain	
	Collect writing samples from ākonga to gather specific data	LSC, Kaiako	Photocopy from books	
Advocate with and on behalf of our ākonga, whānau and	Actively listen to the needs and voice of ākonga and whānau	LSC, Kaiako	Quality PD around advocacy and robust	
kaiako to empower their voice so that all will have greater learning experiences	Ascertain the level at which a child is working and provide appropriate support to progress their learning		conversations	
Support ways to identify trends in order to remove	Analyse ākonga achievement data, individual profiles and needs	LSC across Kāhui	LSR - within school and across Kāhui Ako	
barriers for ākonga, whānau and kaiako in our Kāhui Ako	Work collaboratively with Kaiako to develop SMART goals	LSC. Kaiako.	Various assessment data	
	Kaiako create Collaborative Action Plans for ākonga with higher needs in consultation with whānau and LSC	Whānau		

Develop critical Partnerships to ensure there is equity and effective collaboration so our	Provide support through the LSC Corner in the kura newsletter LSC, Learning Assistants and	LSC, Kaiako, RTLB, RTLit, Mana Ake, Public Health Nurse	Newsletters Networking allowance				
ākoknga experience success and positive outcomes	Knga experience success positive outcomes Kaiako will have open lines of two way communication to ensure ākonga needs are at the forefront	Quality PD around robust conversations					
	Open lines of communication between whānau and kura to ensure the needs of ākonga are effectively and efficiently communicated						
	Continue to strengthen relationships with outside agencies to ensure our ākonga are receiving the best possible support						

Internal Evaluation									
What improvements / initiatives have/have not	How do we know? (List evidence using links)	How can we do better? (Next steps)							
made a difference?									

Learning | e-Learning Annual Plan

This section details the actions that will be undertaken in 2021 and the expected results for the year. The 2021 review section will be completed by 19 November to enable the Board to begin the review process.

Goal: Leverage digital technology to accelerate access to knowledge beyond the classroom

How might we	To achieve this we will	Who	Resources	F M A	MJ.	J A S	O N D
Learning							
Use strategies to engage and motivate students, and to connect to local and	a. Implement thinking tools and strategies through e-Learning practices	e-Learning Team to lead, Kaiako	Regular time at team meetings				
global sources, to amplify learning	b. Use digital technologies to support collaborative practices in authentic and purposeful ways - including kaiako planning, movie making, assessment reporting and recording	e-Learning Team to lead, Kaiako	Regular time at team meetings Tuakana-teina Digital portfolios				
	c. Increase use of digital media (movie making, photography, ākonga blogs) to allow for ākonga reflection, creation of content and authentic sharing of learning with the community	e-Learning Team to lead, Kaiako	Regular time at team meetings Participation in DigiAwards; Tahi, Rua, Toru Tech; other awards as appropriate NPDL leveraging digital resources				
	d. Foster a high degree of digital citizenship and personal safety for all ākonga (and adults)	e-Learning Team to lead	Regular time at team meetings RUAs in class				
	f. Scaffold learning processes	Kaiako	Classroom programme				

	using digital tools		Hero to support assessment Flipped learning and authentic integration	
Professional development				
Improve pedagogical understanding of staff to ensure ākonga are engaged in 21st Century learning	a. Use the SAMR model to improve areas of teaching and learning by using technology b. Use devices effectively and appropriately to amplify learning c. Facilitate ākonga access to digital that enables timely and accurate feedback for learning	e-Learning Team	Use NPDL leveraging digital Provide authentic integration Regular time at team meetings to discuss device use and demonstrate as necessary Encourage digital inclusion in all activities	
	d. Participate in ActivBoard professional development opportunities. Work towards ActivBoard Centre of Excellence accreditation			
	e. Complete Level 1 Google Certification course. Work towards Level 2	e-Learning Team	Cost per exam (TBC)	
	f. Complete Apple Teacher certification	e-Learning Team		
	g. Work through modules from <u>Kia Takatū ā-Matihiko</u> to upskill kaiako to deliver the revised	e-Learning Team	Online resources	

	technology curriculum		
Reflect and review this action plan to continue progress in 2021	a. Use ' <u>The strategic thinking</u> roadmap' to identify current areas of strength and weakness across our kura, and to highlight areas of focus for future	E-Learning Leader to lead e-Learning Team	Strategic thinking roadmap - used regularly at e-Learning focus group meetings Use Netsafe and KTM to help with future directions
Hardware and systems			
Ensure learning needs across the kura are supported by well-maintained technical infrastructure	a. Maintain TELA leases for staff, and iPad leases to ensure equitable access throughout rest of our kura b. Continue with software updates and server maintenance	e-Learning Team	TELA leases (budgeted) Equico leases (budgeted) SmartNet contract (budgeted)
	c. Develop age-appropriate digital citizenship skills across kura, including an understanding of online safety d. Work towards Netsafe accreditation e. Complete Google online safety and digital citizenship course	e-Learning Team to lead	Cost per exam (TBC)
	f. Continue use of FamilyZone to monitor internet usage	eLearning Leader to liaise with FamilyZone / Clinton	FamilyZone subscription SmartNet contract

Internal Evaluation

What improvements / initiatives have/have not made a difference?	How do we know? (List evidence using links)	How can we do better? (Next steps)

Learning | Cultural Annual Plan

This section details the actions that will be undertaken in 2021 and the expected results for the year. The 2021 review section will be completed by 19 November to enable the Board to begin the review process.

Goal: Māori and Pasifika ākonga are engaged in their learning

How might we	To achieve this we will	Who	Resources	F	M	Α	М	J.	J	A S	0	N D
Continue to develop kaiako	Continue to celebrate diversity, deliberately and	Cultural Team,										
knowledge / resources for	visibly, so that ākonga feel affirmed in their											

teaching	identity	Staff	
	Provide opportunities for staff and ākonga to present their mihi so they feel confident introducing themselves in te reo Māori	Leadership, Staff	
	Make explicit links between kura, values, staff actions and the Code of Standards Conduct		Mātauraka Mahaanui Teahers Council
	Survey the staff and ākonga to collect a baseline of te reo confidences and set an action plan from it	Cultural Team	
Develop Tikanga / Te Reo Maori in school-wide practices	Engage with whānau, Mātauraka Mahaanui (Kāhui Ako) and Taumutu Education Committee regularly	Cultural Team, Leadership	Mātauraka Mahaanui
	Embed our kura specific cultural narrative from the collaboration with Mātauraki Mahaanui	Cultural Team, Leadership	Mātauraka Mahaanui
	Continue with cultural process and formalities eg Mihi Whakatau, Poroporoaki, karakia, waiata, greetings and acknowledgements	Cultural Team, Leadership, Staff	Website
	Provide opportunities for our ākonga to visit Nga Moki Marae	Leadership	
	Developing cultural networks with Kāhui Ako kura - ongoing Kāhui Ako involvement	Leadership	Kāhui Ako Mātauraka Mahaanui
	Develop a system to document and highlight the variety of teaching and learning opportunities in terms of kura tikanga and cultural responsiveness		

Internal Evaluation		
What improvements / initiatives have/have not	How do we know? (List evidence using links)	How can we do better? (Next steps)
made a difference?		

_	-
٠,	L
_	r

_		20
T		
t		

Hauora | Wellbeing - We care for our community

Goals

The D.R.I.V.E.R. values are embedded as the culture of our kura community

The safety and wellbeing of ākonga, staff and community is actively valued and prioritised

Attract, retain and grow a high performing team

Hauora | Well being Annual Plan

This section details the actions that will be undertaken in 2021 and the expected results for the year. The 2021 review section will be completed by 19 November to enable the Board to begin the review process.

How might we	To achieve this we will	Who	Resources	F	М	Α	М	J.	J	A S	SC	N	D
Ensure current systems and practices actively monitor and support Hauora	Participate in PB4L contract, research and implement PB4L initiatives	PB4L Team, Staff, Student Exec	Ministry of Education contract										
Wellbeing	Continue to prioritise staff training supporting and enhancing existing Restorative Practices, complimenting our schoolwide Relationships plan	Kaiako, DP, PB4L Team	Professional Development										
	Ensure consistency of systems and procedures are known by all, easy to understand to support hauora and wellbeing	Kaiako, Pastoral Care Team, Community members	Bus tickets, certificates, prizes, Whānau Hui workshop, PB4L, School wide Communications, Community Workshops										
	Train Peer Mediators to support ākonga in the playground	Kaiako	Zones of Regulation PB4L										
	Raise the Wellbeing @School measures for years 5 - 11 Ākonga by an average of 10% across schoolwide community aspects each year	Hauora Team, Kaiako, DP	NZCER Well Being@ School survey, Kāhui Ako support										
	Continue to explore and implement a Growth Mindset practice	Hauora Team, Kaiako	PLD – kura visits										
	Learn, teach, embed common wellbeing language across the kura	Hauora Team, Staff, Student Exec	Zones of Regulation resource, Mana Ake										

	Staff are familiar and understand relevant key policy and procedures (SchoolDocs)	Staff, DP	SchoolDocs, Principal, DP
	Continue to implement and sustain Zones of Regulation	WST, Hauora Team, Staff	
	Investigate and explore effective transitions for all ākonga with a transition target of a 12% increase each year from 2019 - 2021 who are transitioning well (Refer to Achievement Challenge Document)	Key kaiako, Within School Teachers (Kāhui Ako)	Community of Learning Kāhui Ako, Across School Teachers (Kāhui Ako)
Development of a Hauora programme within PE and Health curriculum to meet	Decide on and implement a wellbeing model	Hauora Team, Teachers, DP	Grow Waitaha Community of Practice
increasingly diverse needs	Build capacity with mindfulness practices implementing a practical school wide programme	Principal, Health and Safety Leader WST, Hauora Team	Professional Development
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	Pastoral Care Team, Hauora Team	CoL Kāhui Ako, Resiliency workshop, Kāhui Ako Hui, Mana Ake
	Discuss needs of ākonga at Pastoral Care meetings to gain suggestions and support	Pastoral Care Team, Hauora Team	Kāhui Ako Hui, Mana Ake, PHN nurse, outside agencies
Attract, retain and grow a high performing team	Explore current and establish future opportunities to promote and celebrate wellbeing within the kura and across the Kāhui Ako e.g. kaiako hauora weeks, shared hui, healthy habit celebrations, conferences, Connect Weeks	Staff, Pastoral Care Team, Teachers, Across School Teachers, Within School Teachers	Kāhui Ako resources Celebration of Learning
	Ensure effective and relevant professional development meets	Leadership	Budget 2020

the needs of staff and kura as identified in the Strategic Plan, achievement data and appraisal processes Consolidate staff induction processes	Professional Development Strategic Plan Principal, Leaders of Learning, Kaiako	
Distribute leadership to enhance, acknowledge and empower individual strengths and areas for development - We will 'Grow Leaders'	Principal, DPs, Leaders of Learning, Unit holders	Professional Development opportunities Kāhui Ako
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 Kaiako positions	Kāhui Ako
Continue to promote our kura as an attractive career option supported by a comprehensive induction and mentoring programme for all especially Provisionally Registered Teachers	Principal, Board, Associate and Mentor Kaiako	University of Canterbury, Local Associations, Teaching Council NZ

Internal Evaluation											
What improvements / initiatives have/have not made a difference?	How do we know? (List evidence using links)	How can we do better? (Next steps)									

Partnerships - Strong community engagement enhances opportunities for learning

Goals

Use collaborative practices to enhance ākonga' engagement, learning and educational success

Implement and review a fit for purpose communication strategy

To strengthen connections and engagement with our Maori / Pasifika whānau and communities

To connect /engage with Kāhui Ako to develop new learning and development opportunities

Be the kura of choice for all families in zone

Partnerships Annual Plan

This section details the actions that will be undertaken in 2021 and the expected results for the year. The 2021 review section will be completed by 19 November to enable the Board to begin the review process.

How might we	To achieve this we will	Who	Resources	FN	1 A	M J	J	A S	0	N D
Continue to ensure our communications have a purpose, are effective and efficient, specific and informative	Review, refine and enhance existing communication plans, incorporating Hero initiatives (parent portal) and continue to make improvements	Board, Principal, Senior Leadership, Staff, Parents	Funding, Surveys, Professional Development - Hero (LincEd) training							
Enhance positive partnerships with our Māori and Pasifika whānau, actively	Engage with our Māori and Pasifika whānau guiding kura direction and initiatives	Principal, Cultural Team, Kaiako	Taumutu Rūnanga, School Community							
engaging them in kura life	Enhance connections with Tāumutu Rūnanga	Kaiako	Taumutu Rūnanga							
Report to parents on ākonga progress and achievement	Review current practice and policy implementing the New Zealand Curriculum levels into assessment / achievement practices, utilising Hero for 'In time' reporting	Tumuaki, Deputy Principal	MoE site, Educational businesses, websites, Evaluation Associates, Hero (LincEd)							
Continue to effectively promote West Melton School to the wider community	Review and enhance current practices introducing initiatives promoting the kura, whilst supporting FoWMS and local businesses	Friends of West Melton School (FoWMS), Board, Staff, Promotions Officer	Community Support Website Social media							
Strengthen partnerships / networks within our Kāhui Ako and other educational organisations to benefit and support our ākonga	Expect kaiako 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	Grow Waitaha, Learning Support – RTLB, MoE, Oranga Tamariki				
Build leadership pathways for ākonga and staff		Across School Teachers, Within School Teachers			

Internal Evaluation		
What improvements / initiatives have/have not made a difference?	How do we know? (List evidence using links)	How can we do better? (Next steps)

Environmental Sustainability - To be recognised as an environmentally sustainable kura Goals

To promote and enhance ākonga' knowledge and understanding of the environment and ecosystems

Ākonga will understand their relationships with, and ability to affect change to global ecosystems

To understand and achieve green-gold status within the Environmental programme by December 2021

Environmental Sustainability Annual Plan

This section details the actions that will be undertaken in 2021 and the expected results for the year. The 2021 review section will be completed by 19 November to enable the Board to begin the review process. The objectives (The 'How might we'...) are derived from the five Enviroschool Guiding Principles.

How might we	To achieve this we will	Who	Resources	FIN	МА	М	J	J A	S	1 0	1 D
Achieve Enviroschools Green-Gold certification	2021. Vision map will link to the local area and cultural narrative	EcoWarriors, Enviroschools, Enviro Team	Enviroschools Kit book Designated area in the Kaurapa								
	Staff Meeting PD with Enviroschool Focus	Tumuaki, Enviroschools, Enviro Team, Staff	Staff meetings to be assigned								
	PD for Enviro Team members to be shared back and subsequently feed forward to staff	Enviro Team, Staff	Enviro Team Funding,								
	Raise Community (and School) awareness that Te Kura o Papatahora is an Enviroschool by;	Enviroschools, Facilitators, Enviro Leader, Enviro Team,	Digital media, presentation resources,								
	 Taking part in community events outside the school Newsletters Celebrations of Learning Kahui āko Board presentations 	Enviroschool									
Integrate the 5 Guiding Principles of Enviroschools	Begin to show evidence of guiding principles in Kaiako planning	Whole School	Vision Map Staff PD								
	Have ākonga, kaiako and whanau hapori able to verbalise the guiding principles and begin to show understanding	Enviro Leader, Enviro Team, Ākonga, Staff, Wider School Community	Braided River Vision Map containing the 5 guiding principles Braided River Action Plan for each sector of our school community -								

Internal Evaluation											
	How do we know? (List evidence using links)	How can we do better? (Next steps)									
made a difference?											