



West Melton School | Te Kura o Papatahora
2022 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	Vitality	Empathy	Resilience
<i>Aumangea</i>	<i>Whakaute</i>	<i>Ngākaupono</i>	<i>Hiringa</i>	<i>Aroha</i>	<i>Manawaroa</i>

Contents

INTRODUCTION	3
COMMUNITY	4
TE AO MĀORI	5
EXPECTATIONS	6
STRATEGY FRAMEWORK	7
1: Learning	
2: Hauora Wellbeing	
3: Partnerships	
4: Environmental Sustainability	

INTRODUCTION

West Melton School | Te Kura o Papatahōra 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 Papatahōra is a decile 10 full primary kura educating ākonga from Year 0 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 Papatahōra is part of the Community of Learning | Kāhui Ako, Ngā Peka o Tauwharekākaho. This Kāhui Ako consists of primary kura 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 kura, new kura and kura 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 Papatahōra. 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 Papatahoro 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 kura 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 Papatahoro' (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 Papatahoro 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.

RECOGNISING NEW ZEALAND'S CULTURAL DIVERSITY AT WEST MELTON

West Melton School | The Kura o Papatahora community is committed to ensuring Māori ākonga are enjoying and achieving educational success as Māori. The three broad principles of The Treaty of Waitangi (Partnership, Protection and Participation) will provide the foundation for learning. To achieve this we will use the guiding principles of the following key resource documents to support effective practice across our school: Ka Hikitia - Accelerating Success Strategy (2013 - 2017), Pasifika Education Plan (2013-2017), Tapasā (2018), Tātaiako, ERO's latest report "Educationally Powerful Connections with Parents and Whānau" (Nov 2015) and Hautū - Maori Cultural Responsiveness Self Review Tool.

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 environment
- 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 is offered to all communities with the option for students to join the performance group
- 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
- Provide in school support and resources to further enhance inclusion of te reo and tikanga Māori
- Discuss the feasibility of collaborating with Kāhui Ako
- Use of community resource to enhance any of the above

We also celebrate, value and recognise cultural difference as appropriate

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.
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 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.
	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-lwi 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 kura.
What we want to be	We want to be a leading kura, distinguished in our approach to learning, 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 kura where many great leaders start out and one day attribute roots to a unique start in education at our kura.
	We want to be a kura which is sensitive to one another's needs, where people's uniqueness is respected and fellow ākonga and kaiako 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 kura. We want to be the kura of choice for our community.

	THEME	STRATEGIES
	Learning	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.
		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.
	Hauora Wellbeing	Create a safe environment to meet the physical, mental, social and spiritual needs; to promote a happy, passionate, fun, confident and resilient community.
		Review, analyse, implement and monitor feedback supporting Hauora for our ākonga, staff and community.
		Create an inclusive positive culture, attracting, retaining and growing high performing engaged staff.

	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.
		Engage with the Kāhui Ako to strengthen learning and development opportunities.
	Environmental Sustainability	Establish initiatives which promote ākonga knowledge and understanding of the environment.
		Encourage participation and critical thinking which affects change towards a sustainable world.
		Actively consider sustainable initiatives across all decision making practises.

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, Connected/ Tūhono, and Empowered /Whakamana (ICE). They will drive their passion for learning across the New Zealand Curriculum	Ākonga are engaged in authentic personalised learning, meeting individual learning styles and needs. They will achieve to a high standard promoting lifelong learning				
	Ākonga come to kura motivated, enthusiastic, happy and want to learn				
	Professional Development will promote and support ākonga' achievement goals, retain and promote high quality teaching and support staff	<ul style="list-style-type: none"> Relationships Restorative Practices PB4L KiVa - Kura wide Writing - Kura wide DMIC - Kura wide Structured Literacy - Kura wide Professional Growth Cycle 			
		Achievement Targets			
		2019	2020	2021	2022
Ākonga will be achieving at or above the New Zealand Curriculum levels for Reading, Writing, Mathematics and Statistics	Reading Ākonga are achieving at or above their expected level	85%	90% (88%)	90% (87%)	89%
	Writing Ākonga are achieving at or above their expected level	83%	83% (78%)	80% (81%)	83%
	Mathematics and Statistics Ākonga are achieving at or above their expected level	85%	89% (83%)	86% (86%)	88%
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 2022 and the expected results for the year. The 2022 review section will be completed by 18 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**

Priority Focus Areas for 2022: Curriculum Development / Learner Agency

Aim	Action	Timeline				Outcomes
		Term 1	Term 2	Term 3	Term 4	
Ensure ākonga are engaged in authentic learning, meeting individual learning needs, promoting lifelong learning	<ul style="list-style-type: none"> Develop and design engaging and authentic learning programmes. connected to our localised curriculum. Seek and involve learner voice to promote learning agency. 	✓	✓	✓	✓	<ul style="list-style-type: none"> Kaiako requirement to engage with local curriculum organisation and information. To use templates and plans provided. Show evidence of student voice and direction in planning and implementation of deep learning tasks.
Uphold and deepen the global competencies within our learning programme focusing on character and communication	<ul style="list-style-type: none"> Responsive planning and teaching linked to the character and communication competencies. Teach ākonga to self-reflect using the global competencies character and communication. 	✓	✓	✓	✓	<ul style="list-style-type: none"> Show evidence of global competencies of character and communication in global planning. Self reflection rubrics will be utilised as part of the implementation and assessment process.
To use the school vision of 'Empowered' to drive professional learning and teaching for 2022	<ul style="list-style-type: none"> Develop the graduate profile further to reflect what it is vital for our ākonga to leave with. Whole staff to take part in the professional development lead by CORE and Curriculum team. 	✓	✓	✓	✓	<ul style="list-style-type: none"> A graduate profile that can be used by staff and ākonga that reflects our schools vision and values. Kaiako reflect back on Curriculum professional development and how the school's learning is prioritised from vital to important.

Learning | Mathematics Annual Plan

This section details the actions that will be undertaken in 2022 and the expected results for the year. The 2022 review section will be completed by 18 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: 88% of Ākonga will achieve 'at or above' their expected Curriculum level in Mathematics

Priority Focus Areas for 2022: DMIC / Number Knowledge / Curriculum Development

Aim	Action	Timeline				Outcomes
		Term 1	Term 2	Term 3	Term 4	
All ākonga will progress in maths	<ul style="list-style-type: none"> Identify how we will determine progress for ākonga (e.g. JAM assessment). Implement the number awareness programme Number Building Blocks. Utilise the following resources - SPIN, Khan Academy; <ul style="list-style-type: none"> Resources assessed and evaluated to determine effectiveness. 	✓				<ul style="list-style-type: none"> Information regarding ākonga progress is gathered efficiently. Clear processes for kaiako to follow when entering data. Assessment data will be used to inform practice, programmes and next steps. Explicit number knowledge skills are planned and taught across the school. Strong foundational skills are developed.
Develop a partnership of understanding with our staff, whānau and wider community	<ul style="list-style-type: none"> Create a maths page on the school website. Schedule community education opportunities. Kaiako to be proactive about developing partnerships. Staff has easy access to resources and new staff can quickly and easily upskill in DMIC teaching pedagogy. Include maths pedagogy and practice as part of our induction programme. 	✓	✓	✓	✓	<ul style="list-style-type: none"> Web page developed and informative. Information opportunities are well supported. New staff are aware of our pedagogy before applying for a position. Create a one stop shop for staff with maths resources which show how maths looks at WMS and has all the necessary resources to help make this successful.
Continue to develop a comprehensive maths curriculum with consistent understanding of	<ul style="list-style-type: none"> Ensure sustainability of the DMIC pedagogy by embedding it in pedagogy and practice. Promote professional development. Schedule regular maths focus team meetings. 	✓	✓	✓	✓	<ul style="list-style-type: none"> Link the DMIC maths questions to the unit plans. Communities are supported by their maths focus team expert.

pedagogy and practice throughout the school	<ul style="list-style-type: none"> Develop a bank of mathematics resources e.g. Video recordings of 'experts' within school, links to exemplars and resources. 		✓	✓		<ul style="list-style-type: none"> Planning and teaching will meet the specific needs and next steps of all ākonga. Planning to include agreed content.
---	---	--	---	---	--	---

Learning | Literacy Annual Plan

This section details the actions that will be undertaken in 2022 and the expected results for the year. The 2022 review section will be completed by 18 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: 89% of ākonga will achieve 'at or above' their expected Curriculum level in Reading (87% 2021)
 81% of ākonga will achieve 'at or above' their expected Curriculum level in Writing (81% 2021)

Priority Focus Areas for 2022: Writing / Structured Literacy / Curriculum Development

Aim	Action	Timeline				Outcomes
		Term 1	Term 2	Term 3	Term 4	
All ākonga will progress at least two sublevels in writing All ākonga will progress at least two sublevels in reading	<ul style="list-style-type: none"> Create and review assessment plans. Use formative assessment strategies to flexibly adjust learning activities. Plan teaching and learning programmes to reflect differentiation, ensuring that learning is responsive and personalised. 	✓ ✓ ✓	✓ ✓	✓ ✓	✓ ✓ ✓	<ul style="list-style-type: none"> An effective and efficient assessment plan finalised and understood by teaching staff. Assessment data will be used to inform practice and programmes. Planning and teaching will meet the specific needs and next steps of all ākonga.
	<ul style="list-style-type: none"> Establish, build and strengthen reciprocal relationships and effective communication pathways with whānau. 	✓	✓	✓	✓	<ul style="list-style-type: none"> Learner successes and next steps will be shared with ākonga and whānau (Hero). Ākonga will share their learning pathways with their whānau.
	<ul style="list-style-type: none"> Ensure that the explicit moderation of writing occurs. 	✓		✓		<ul style="list-style-type: none"> Progress and effectiveness of programme delivery are tracked. Ensure consistency across the school, through having a shared understanding of the cross-level curriculum-referenced document. At risk ākonga and gaps in school-wide programmes are identified. Next step for learning for ākonga is identified. Ākonga will have success and identify

						themselves as writers.
	<ul style="list-style-type: none"> Further develop a Structured Literacy approach using LLLL (Little Learners Love Literacy in Years 0- 2 and The Code (Liz Kane) in Years 2 -8, including Equipped for Reading Success (David Kilpatrick), incorporating the Science of Reading. 	✓	✓	✓	✓	<ul style="list-style-type: none"> Strong and consistent practice of teaching Literacy across Years 1 - 4. Well informed kaiako understanding of the code and sequence of a Structured Literacy approach. Ākonga progress in foundation skills of Literacy. Identify priority learners and provide programmes of intervention.
	<ul style="list-style-type: none"> Professional development for staff ensures staff are confident in the administering of reading programmes. 	✓	✓	✓	✓	<ul style="list-style-type: none"> Attendance of staff who transfer their learning to enrich their literacy programmes. The Code/Heggerty/Kilpatrick/Structured Literacy implemented consistently. Available resources budgeted for, to support literacy programmes. Ensure consistency across the school, through having a shared understanding of the cross-level curriculum-referenced document.

Learning | Learning Support Annual Plan

This section details the actions that will be undertaken in 2022 and the expected results for the year. The 2022 review section will be completed by 18 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**

Priority Focus Areas for 2022: Acceleration of ākonga / Gifted and Talented / Systems review

Aim	Action	Timeline				Outcomes
		Term 1	Term 2	Term 3	Term 4	
For all identified ākonga to make an accelerated process relative to the individual.	<ul style="list-style-type: none"> • Ākonga are identified and supported so acceleration of learning occurs. • Kaiako will understand and follow the process of identifying and meeting needs. • Create a 2022 Learning Support Register to collectively record information regarding children of concern. • Differentiated programmes planned to meet the needs of ākonga. • Actively seek and purchase Learning Support resources which align with whole school pedagogy. • Provide appropriate support through LAs, support and guidance for Kaiako and resourcing. • Gather data on ākonga levels, tracking progress concerns in addition to those that are not at the expected level. 	✓	✓	✓	✓	<ul style="list-style-type: none"> • Ākonga are supported by school and whānau and everyone knows their contribution. • Clear expectations around ākonga requiring a CAP. • CAPs explicitly plan for the additional learning needs of the ākonga. • Ākonga working 'towards' standard are clearly identified on Hero and recorded on the LSR. • Specific programmes are implemented to meet the needs of ākonga. • Appropriate resources are purchased which align with whole school pedagogy.
Establish clear guidelines regarding identification of G&T ākonga and efficient systems to identify these children	<ul style="list-style-type: none"> • Develop a common understanding for Gifted and Talented. • Staff development opportunities are promoted. 	✓	✓	✓	✓	<ul style="list-style-type: none"> • All staff have a clear understanding of what G&T looks like at WMS. • Clear understanding of how to identify and nominate Gifted and Talented

	<ul style="list-style-type: none"> • Research with NZCGE, Kāhui. • HERO processes are defined. • Establish processes for nominating ākonga. • Plan differentiated programmes to meet the needs of the learner. 	✓	✓	✓ ✓ ✓	✓	<p>ākonga.</p> <ul style="list-style-type: none"> • Have a clear Gifted and Talented definition. • Gifted and Talent ākonga are identified and their strengths are enhanced through targeted opportunities. • Hero will be utilised effectively to record and track progress of Gifted and Talented children.
Work collaboratively across the Kāhui to best meet the needs of our ākonga	<ul style="list-style-type: none"> • Gather data regarding learning needs and identify trends. • Meet twice a term with LSC from across the Kāhui. • Draw on the expertise from the collective. 	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	<ul style="list-style-type: none"> • Trends across the Kāhui are identified. • Expertise is utilised. • Strong networking connections are maintained.

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

Priority Focus Areas for 2022: Leveraging Digital / Digital Fluency / Digital Citizenship

Aim	Action	Timeline				Outcomes
		Term 1	Term 2	Term 3	Term 4	
Access and engage with existing knowledge Leveraging digital Personalisation Learning anywhere, anytime	<ul style="list-style-type: none"> Introduce and teach age appropriate digital tools to access and engage with existing knowledge. 		✓	✓	✓	<ul style="list-style-type: none"> Ākonga will choose the appropriate tools (voice typing, text to speech, video etc) to access and engage with existing knowledge. Kaiako will utilise or create multimodal content to support personalised learning.
Increase use of creativity tools to allow for ākonga reflection, creation of content and authentic sharing of learning with the community Leveraging digital Digital creativity	<ul style="list-style-type: none"> Introduce and teach age appropriate digital tools to create and share their present thinking. Utilise Computational thinking/digital fluency across the curriculum. 	✓	✓	✓	✓	<ul style="list-style-type: none"> Weekly evidence of digital tools in Admin minutes. Ākonga kaitiaki to share information with the community (Year 7 / 8 Media Team). Ākonga creating content and sharing on Seesaw and Hero. Ākonga use a variety of analogue and digital creativity tools and skills.
Use strategies to engage and motivate students, and to connect to local and global sources, to amplify learning Leveraging digital Collaborating Connecting	<ul style="list-style-type: none"> Implement thinking tools and strategies through e-Learning practices. Use digital technologies to support collaborative practices in authentic and purposeful ways - including kaiako planning, movie making, assessment reporting and recording. Increase use of digital media (movie making, 	✓	✓	✓	✓	<ul style="list-style-type: none"> Ākonga can access a range of thinking tools and strategies and use them as required. Ākonga are Developing and Designing Analogue and Digital Outcomes thinking about purpose and audience. Ākonga and Kaiako are actively seeking feedback utilising collaborative tools in

Real-time feedback	<p>photography, ākonga blogs) to allow for ākonga reflection, creation of content and authentic sharing of learning with the community.</p> <ul style="list-style-type: none"> • Foster a high degree of digital citizenship and personal safety for all ākonga (and adults). 	✓	✓	✓	✓	<p>the Google Suite, Hero and Seesaw.</p> <ul style="list-style-type: none"> • Ākonga and kaiako model digital citizenship and have opportunities to develop their digital citizenship in authentic contexts.
Develop an action plan to continue progress in 2022 and onwards	<ul style="list-style-type: none"> • Use 'The strategic thinking roadmap' to identify current areas of strength and weakness across our kura, and to highlight areas of focus for future. 	✓	✓	✓	✓	<ul style="list-style-type: none"> • Termly reviews of "The strategic thinking roadmap" • Action plan for 2022 going forward.

Learning | Cultural Annual Plan

This section details the actions that will be undertaken in 2022 and the expected results for the year. The 2022 review section will be completed by 18 November to enable the Board to begin the review process.

Goal: Māori and Pasifika ākonga are engaged in their learning

Priority Focus Areas for 2022: Mana Tikanga / Mana Reo / Mana Tangata / Te Tiriti o Waitangi

Aims (From 'Tu Rangatira' - Key focus areas)	Action	Timeline				Outcomes
		Term 1	Term 2	Term 3	Term 4	
"Mana Tikanga" -to preserve, practice and respect tikanga māori	<ul style="list-style-type: none"> To learn and ensure correct protocols are adhered to in all kura activities. To engage Matua Steve to aid in the ako for Mihi whakatau. To formulate plans that facilitate a culture of tikanga that is embraced schoolwide. 	✓	✓	✓	✓	<ul style="list-style-type: none"> Guidance provided to the staff in unpacking and understanding the local tikanga. Improved practical knowledge of local tikanga, and mihi whakatau. A bank of tikanga resources that are available via the school curriculum site page.
"Mana Reo"- the preservation of te reo language	<ul style="list-style-type: none"> Survey the staff on 2022 Cultural Responsiveness and compare to 2021 data. Set up a weekly te reo kete for kaiako to support their classroom programme. Sharing of PD staff have had and are on for te reo development. 	✓	✓	✓	✓	<ul style="list-style-type: none"> Data comparison from the previous year to identify where support is needed or where improvements have been made. A bank of language resources that are available via the school curriculum site and Cultural Responsiveness Site.
"Mana Tangata" recognising that relationships are critical to effective practice	<ul style="list-style-type: none"> Through the CreateNZ project create a school Mural that reflects the working relationship with Te Taumutu Rūnanga , Create a relationship Ngāti Moki marae from offering working bees to aid in the sharing of local stories. Build relationships with our WMS whānau. 	✓	✓	✓	✓	<ul style="list-style-type: none"> Maintaining a functional relationship with Te Taumutu Rūnanga, Initiating more regular noho marae (marae visits) of students at Ngāti Moki marae. A school mural that reflects Tūrangawaewae for our kura. Connection and partnership opportunities.

Honour Te Tiriti o Waitangi through culturally responsive practices, te reo and Tikanga Māori	<ul style="list-style-type: none"> Continued development of our localised curriculum. Approach staff Professional Development sessions with a cultural lens. 	✓	✓	✓	✓	<ul style="list-style-type: none"> Having a localised curriculum that reflects both Māori and Pakeha world views and perspectives that shows a commitment to Te Tiriti o Waitangi.
---	--	---	---	---	---	---

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

Growing our high performing team

Hauora | Well being Annual Plan

This section details the actions that will be undertaken in 2022 and the expected results for the year. The 2022 review section will be completed by 18 November to enable the Board to begin the review process.

Priority Focus Areas for 2022: Positive Behaviour for Learning / KiVa / WMS Health Curriculum/ Growth Coaching Cycle

Aim	Action	Timeline				Outcomes
		Term 1	Term 2	Term 3	Term 4	
To further enhance and improve on our positive relationship plan to develop healthy and happy ākonga and create a safe and happy school environment	<ul style="list-style-type: none"> Model, teach and promote our vision and values. Continue to develop and embed PB4L framework / matrix across school - second year. Embed whole schoolwide acknowledgement system. Implement KiVa - bullying prevention programme schoolwide - first year of programme. Promotion of PB4L / KiVa strategies through Celebrations of Learning, newsletter, facebook. Continue to embed restorative practice <ul style="list-style-type: none"> Investigate online Professional Development opportunities. Analyse and develop an action plan of key findings of NZCER Wellbeing at School survey. Review the Safe Travel Plan. 	✓	✓	✓	✓	<ul style="list-style-type: none"> Ākonga can articulate each of our values. Vision and values will be displayed in all learning spaces and frequented areas. Our positive behaviour plan is understood and implemented consistently across the school. Matrix will be visual and used. Ākonga celebrate their successes independently, within communities, schoolwide. Structured KiVa lessons are taught in programmes. Bullying incidents managed and monitored. Staff identified who are not trained in Restorative and professional development opportunities investigated. Undertaken Wellbeing survey. Up to date Travel Plan being implemented.
Plan for, teach and engage ākonga in relevant PE and Health learning opportunities	<ul style="list-style-type: none"> Survey and analyse community, staff and ākonga (Health Curriculum). Survey ākonga (KiVa, Wellbeing at School) and develop an action plan. Plan and implement a Physical Education Programme and Health Programme for two 	✓	✓	✓	✓	<ul style="list-style-type: none"> Survey is completed, results analysed and action plans are developed Health statement and programme consult and developed Physical Education and Health plan developed, implemented and reviewed

	<ul style="list-style-type: none"> year cycle. Plan and implement a Health Programme for two/three year cycle. Engage Selwyn Sports Trust to provide opportunities to cater for all our ākonga in physical activity. 	✓	✓	✓	✓	<ul style="list-style-type: none"> Increase in participation over a variety of different physical activities throughout the school..
To strengthen our hauora model to ensure that the well-being of our learners and staff is prioritised	<ul style="list-style-type: none"> Dedicate a WSL position to relationships (PB4L and KiVa). Assign a management unit to Wellbeing. Continue to develop and implement our school hauora model. Hauora Staff Social Team and Leadership to organise opportunities for staff to participate in a range of activities focused on their wellbeing. EAP services are offered confidentially for staff to engage support. 	✓	✓	✓	✓	<ul style="list-style-type: none"> Positions allocated with clear guidelines of positions. Confirm Hauora model and explicitly teach the pedagogy behind Te whare tapa wha and Five Ways of Wellbeing. Action plan developed on where to next. Wellbeing page on school website. Activities are organised for wellbeing. EAP is taken up.
Provide an environment where staff and ākonga are encouraged to explore leadership opportunities and personal/professional interests	<ul style="list-style-type: none"> Review current school wide ākonga leadership programme, research and create an action plan. Implement ākonga leadership opportunities eg PALS, Tuakana Teina, Cool Schools. Grow staff leadership and capacity by: <ul style="list-style-type: none"> Professional Development Kāhui Ako - ASL and WSL ACE recommendations Unit allocation Support sabbatical applications Implementation of Coaching Model NMSSA. 	✓			✓	<ul style="list-style-type: none"> Ākonga leadership pathway developed and implemented. Positive relationship initiatives have been implemented and ākonga have opportunities to develop partnerships with all of WMS community. Participation in professional development Staff take up opportunities to extend their professional and personal capacity.
Embed the WM Principles and Practices of Effective Teaching and Learning	<ul style="list-style-type: none"> Continue to unpack teacher understanding of the WM Principles and Practices. Refine and implement the WM Professional Growth Cycle (PGC) and align with Growth Coaching Model. Promote and Engage in relevant and meaningful professional learning and 	✓	✓	✓	✓	<ul style="list-style-type: none"> More consistent teacher practice and alignment. Increased understanding of the PGC and improvement in professional practices. Increased alignment between teacher observation, growth and evaluation, professional growth cycle and PLD for
Utilise Growth Coaching						

model to improve teacher practice and meet diverse ākonga needs	development related to PGC and school priorities. • Utilise HERO as part of PGC.	✓	✓	✓	✓	improved practice. • Identification of a goal from self-assessment, to action and shift in evidence of practice.
---	---	---	---	---	---	---

Partnerships - Strong community engagement enhances opportunities for learning

Goals

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

Maintain a fit for purpose communication strategy engaging our wider whānau

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 2022 and the expected results for the year. The 2022 review section will be completed by 18 November to enable the Board to begin the review process.

Priority Focus Areas for 2022: Systems / Hero (SMS) / Transition to school / Building Year 7 and 8 capacity / Board elections / Kāhui Ako

Aim	Action	Timeline				Outcomes
		Term 1	Term 2	Term 3	Term 4	
Extend and embed ways to digitally connect with our community, contributing to a strong partnership (under protection framework conditions)	<ul style="list-style-type: none"> Review ongoing effectiveness of communication processes. Research, plan and implement events to continue to strengthen community partnerships <ul style="list-style-type: none"> Hybrid Ako Conversations - online / face to face Live streaming of events. Review website and implement changes to enhance levels of communication. Investigate and engage with māori and pacific whānau. Continue to seek community / whānau feedback e.g. surveys. 	✓	✓	✓	✓	<ul style="list-style-type: none"> Efficient and easy access for all of our school community through our school based digital platforms for communication, learning updates and school based events. An updated website that presents information in a clear way and which is user-friendly makes it easy for parents, students, and staff to find what they are looking for. Stronger relationships with whānau and the wider community.
Staff, whānau and ākonga are confident when using Hero	<ul style="list-style-type: none"> Review and embed the assessment and reporting guidelines to support new assessment and reporting practices. Ongoing Professional Development training for staff and whānau. Investigating using Hero reporting functions to the Board. Investigate Hero in a platform to record Professional Growth Cycle for Staff. Administration team attends PD opportunities in the area of finance. 	✓	✓	✓	✓	<ul style="list-style-type: none"> Effective assessment and reporting guidelines that are clearly understood and utilised by all kaiako. Latest research findings are put into practice. Review of reporting processes to the Board. Use of Hero as part of our Professional Growth Cycle to streamline processes.

Seek alignment and coherence in school systems, practices, teaching and leadership structures	<ul style="list-style-type: none"> • Ensure there are clear and well documented systems stored in a central location. • Share the mahi undertaken by individuals across all teams e.g. Leadership, ASL, WSL. 	✓	✓	✓	✓	<ul style="list-style-type: none"> • Streamlined processes and documents are effective and efficient. • People have a clear understanding of roles and responsibilities. • Sharing of new knowledge with the opportunity to implement.
Be the kura of choice for potential New Entrants in the West Melton area	<ul style="list-style-type: none"> • Review and further develop effective New Entrant transition to school programme and procedures (establish an action plan). • Ongoing strengthening of relationships with the three WM ECE's. • Review cohort entry initiative for effectiveness. 	✓	✓	✓	✓	<ul style="list-style-type: none"> • An effective transition programme is in place. • Whānau of 5 year olds select West Melton School. • Review of cohort entry 2022 moving forward.
Be the kura of choice for Year 7 and 8 - grow the capacity	<ul style="list-style-type: none"> • Review and develop programmes and procedures (establish an action plan). • Raise the profile of Year 7 and 8. • Research into effective strategies of full primary schools. 	✓	✓	✓	✓	<ul style="list-style-type: none"> • An effective action plan is in place to ensure that West Melton School is a kura of choice for Year 7 and 8. • Whānau of year 7 and 8s select West Melton School.
Ensure a succession plan is in place for new trustees with the Triennial BOT elections in 2022	<ul style="list-style-type: none"> • Develop a process for identifying and encouraging people to put themselves forward as candidates. • Promote the role of the trustee. • Review the induction pack for new trustees • Seek and encourage opportunities for BOT training and professional learning. 	✓	✓	✓	✓	<ul style="list-style-type: none"> • Action plan established. • Opportunities for promotion of Board function. • Up to date induction pack ready to go • Induction of new board members, having attended internal and external professional development. • Number of quality candidates putting their hand up.
Establish a new 2023 charter	<ul style="list-style-type: none"> • Review of past charter and creation of new charter <ul style="list-style-type: none"> ○ Community, staff, ākonga ○ Gather information ○ Consideration of Kāhui Ako achievement objectives ○ National Priorities ○ Education Conversations. 			✓	✓	<ul style="list-style-type: none"> • All shareholders have contributed to the establishment of the charter. • To have a working document ready for the beginning of 2023.

Foster strong collaboration and professional learning and connections with all stakeholders across Kāhui Ako	<ul style="list-style-type: none"> • Access opportunities <ul style="list-style-type: none"> ◦ Appoint ASL / WSL Kaiako to support the work of the Kāhui Ako. • Take part in Kāhui Ako events. • Ongoing commitment to the new achievement challenges. 	✓	✓	✓	✓	<ul style="list-style-type: none"> • All staff will attend and participate in Kāhui Ako events. • ASL and WSL have worked towards achieving the goals of WMS strategic plan and towards the Kāhui Ako's achievement goals.
--	---	---	---	---	---	--

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 local and global ecosystems

Actively consider sustainable initiatives across all decision making practises.

Environmental Sustainability Annual Plan

This section details the actions that will be undertaken in 2022 and the expected results for the year. The 2022 review section will be completed by 18 November to enable the Board to begin the review process. The objectives (The 'How might we...') are derived from the five Enviroschool Guiding Principles.

Priority Focus Areas for 2022: Enviroschool silver certification / Sustainability

Aim	Action	Timeline				Outcomes
		Term 1	Term 2	Term 3	Term 4	
Maintain Enviroschool silver certification, through integrating the 5 Guiding Principles of Enviroschools	<ul style="list-style-type: none"> • Presentation of vision map to Board of Trustees and visual in all communities. Reflect on progress. • Staff Meetings PD with Enviroschool Focus. • Raise Community (and School) awareness that Te Kura o Papatahoro is an Enviroschool by: <ul style="list-style-type: none"> ◦ Taking part in community events outside the school ◦ Newsletters ◦ Celebrations of Learning ◦ Kahui āko ◦ Board presentations. • Guiding principles of enviro are unpacked with ākonga, kaiako and whanau. • Show evidence of guiding principles in kaiako planning - link to possible plan and incorporate enviro focus into Empowered planning during the year. 	✓			✓	<ul style="list-style-type: none"> • Board of Trustees is aware of vision map and refers to it when setting priorities for development and resourcing. • Staff engage in PD and are familiar with Enviro focus. • Ākonga and wider school community are aware of Enviro initiatives. • Ākonga value Enviro focus and respect the input of EcoWarriors. • Ākonga, kaiako and whanau hāpori able to verbalise the guiding principles and begin to show understanding. • Staff actively role-model sustainable practices. • Kaiako use guiding principles in planning through the 2022 Empowered theme.
Embed sustainable practices across the school	<ul style="list-style-type: none"> • Sustainable enviro practices promoted and embedded across the school: <ul style="list-style-type: none"> ◦ Weekly recycling ◦ Promotion of litter-free lunchboxes ◦ Garden club ◦ Worm farms ◦ School chickens 	✓	✓	✓	✓	<ul style="list-style-type: none"> • Sustainable practices are widespread through the school. • Ākonga are able to explain the benefits of following such practices. • Teams find ways to increase sustainable practices relevant to their ākonga/community.

	<ul style="list-style-type: none"> ○ Selling school produce ○ Litter free landscape. ● Teams identify sustainable focus for each term. ● Ecowarrior 2022-led initiatives to further enhance sustainable practices across the school. 	✓	✓	✓	✓	<ul style="list-style-type: none"> ● EcoWarriors are empowered to plan and undertake initiatives to promote and enhance sustainability.
--	--	---	---	---	---	--