



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	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 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 ākongā 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 ākongā. 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 ākongā (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 ākongā 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 ākongā as *globally, connected and innovative ākongā 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 ākongā 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 ākongā, 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 ākongā 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 Papatahōra 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 Papatahōra), 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 Papatahōra 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 ākongā. 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 ākongā
- Promote and maintain hauora across the kura
- Be positive, fair and consistent
- Communicate respectfully with parents, at all times
- Welcome visitors, parents and ākongā
- Listen openly to concerns of parents and ākongā
- Be enthusiastic and positive
- Apply resources to meet the kura's priorities so that achievement is supported and ākongā 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 ākongā are engaged
- Be role models promoting ICE DRIVER
- Communicate respectfully with parents and staff

Ākongā 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-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.
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 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
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.
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.

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

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																											
<p>Ākonga will be Innovative / Auaha, Connected/ Tūhono, and Empowered /Whakamana (ICE). They will drive their passion for learning across the New Zealand Curriculum</p>	<p>Ākonga are engaged in authentic personalised learning, meeting individual learning styles and needs. They will achieve to a high standard promoting lifelong learning</p>																											
	<p>Ākonga come to kura motivated, enthusiastic, happy and want to learn</p>																											
	<p>Professional Development will promote and support ākonga' achievement goals, retain and promote high quality teaching and support staff</p>	<ul style="list-style-type: none"> ➤ Relationships Restorative Practices PB4L - Kura wide ➤ Writing - Kura wide ➤ DMIC - Kura wide ➤ Structured Literacy - Kura wide 																										
<p>Achievement Targets</p>																												
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 15%;">2019</th> <th style="width: 15%;">2020</th> <th style="width: 15%;">2021</th> <th style="width: 15%;">2022</th> </tr> </thead> <tbody> <tr> <td data-bbox="85 663 383 810"> <p>Ākonga will be achieving at or above the New Zealand Curriculum levels for Reading, Writing, Mathematics and Statistics</p> </td> <td data-bbox="383 663 1126 810"> <p>Reading Ākonga are achieving at or above their expected level</p> </td> <td data-bbox="1126 663 1375 810">85%</td> <td data-bbox="1375 663 1624 810">90% (88%)</td> <td data-bbox="1624 663 1872 810">90%</td> <td data-bbox="1872 663 2132 810">91%</td> </tr> <tr> <td data-bbox="85 810 383 957"> <p>Writing Ākonga are achieving at or above their expected level</p> </td> <td data-bbox="383 810 1126 957"> <p>Writing Ākonga are achieving at or above their expected level</p> </td> <td data-bbox="1126 810 1375 957">83%</td> <td data-bbox="1375 810 1624 957">83% (78%)</td> <td data-bbox="1624 810 1872 957">80%</td> <td data-bbox="1872 810 2132 957">85%</td> </tr> <tr> <td data-bbox="85 957 383 1098"> <p>Mathematics and Statistics Ākonga are achieving at or above their expected level</p> </td> <td data-bbox="383 957 1126 1098"> <p>Mathematics and Statistics Ākonga are achieving at or above their expected level</p> </td> <td data-bbox="1126 957 1375 1098">85%</td> <td data-bbox="1375 957 1624 1098">89% (83%)</td> <td data-bbox="1624 957 1872 1098">86%</td> <td data-bbox="1872 957 2132 1098">88%</td> </tr> </tbody> </table>							2019	2020	2021	2022	<p>Ākonga will be achieving at or above the New Zealand Curriculum levels for Reading, Writing, Mathematics and Statistics</p>	<p>Reading Ākonga are achieving at or above their expected level</p>	85%	90% (88%)	90%	91%	<p>Writing Ākonga are achieving at or above their expected level</p>	<p>Writing Ākonga are achieving at or above their expected level</p>	83%	83% (78%)	80%	85%	<p>Mathematics and Statistics Ākonga are achieving at or above their expected level</p>	<p>Mathematics and Statistics Ākonga are achieving at or above their expected level</p>	85%	89% (83%)	86%	88%
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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 ākongā 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)

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

Develop critical Partnerships to ensure there is equity and effective collaboration so our ākonga experience success and positive outcomes	Provide support through the LSC Corner in the kura newsletter	LSC, Kaiako, RTLB, RTLit, Mana Ake, Public Health Nurse	Newsletters Networking allowance Quality PD around robust conversations																			
	LSC, Learning Assistants and Kaiako will have open lines of two way communication to ensure ākonga needs are at the forefront																					
	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 made a difference?	How do we know? (List evidence using links)	How can we do better? (Next steps)

	technology curriculum																		
Reflect and review this action plan to continue progress in 2021	a. Use 'The strategic thinking 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																

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

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 ākongā, staff and community is actively valued and prioritised

Attract, retain and grow a high performing team

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

	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

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)