

# West Rolleston Primary School Charter & Strategic Plan 2019-2021

## VISION



Grow as healthy  
happy learners

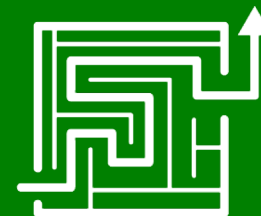


Respect ourselves,  
each other, our school,  
our community and the  
environment

## OUR VISION

WE WILL NURTURE OUR  
LEARNERS TO

## GROW



Own a clear pathway to  
Personal success

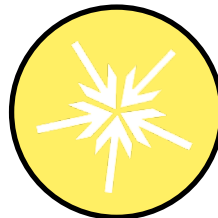


Work individually and  
Together, to solve problems,  
acquire skills and be creative

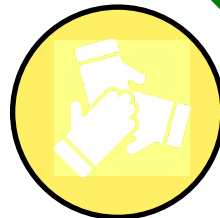
## VALUES



Learning



Inclusion



Whānau and  
community



Sustainable  
Environments



Respect and care

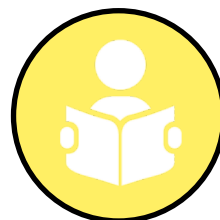


Culture and  
diversity

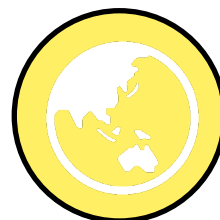
## STRATEGIC AREAS



Hauora/Well-Being



Learning



Cultural  
Responsiveness



Environment

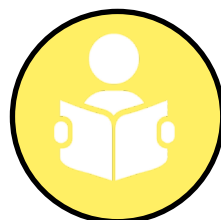


Partnerships

## GUIDING PRINCIPLES



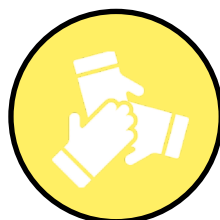
High  
Expectations



Learning to  
Learn



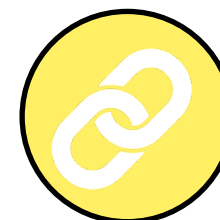
Treaty of  
Waitangi



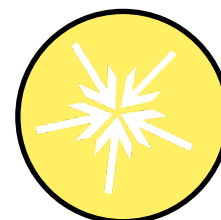
Community  
Engagement



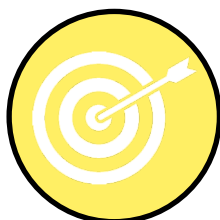
Cultural Diversity



Coherence



Inclusion



Future Focus

# Consultation Plan and Contents

CONSULTATION PLAN	CONTENTS
<ol style="list-style-type: none"><li>1. An annual community review survey delivered to all families October 2018</li><li>2. Staff reviews Term 4 2018</li><li>3. NZCER Health and Well-being student survey Term 4 2018</li><li>4. BoT meeting to review findings</li><li>5. Consideration of Kāhui Ako   Ngā Peka o Tauwhare KāKaho discussions and directions</li><li>6. National Priorities – pāngarau/maths, pūtaiao/science, te reo matatini (pānui, tuhituhi, kōrero), reading and writing and digital fluency</li><li>7. Education Conversation – Key Initiatives, Big Reviews, Medium Term Strategies</li></ol>	<ol style="list-style-type: none"><li>1. Introduction</li><li>2. Community</li><li>3. Māori Responsiveness Plan</li><li>4. Strategic Plan 2019-2022 Themes – Hauora/Well-Being, Learning, Cultural Responsiveness, Environment, Partnerships</li><li>5. Annual Plans</li></ol>

# Introduction

From the 4 July 2013 consultation occurred between the Ministry of Education and Boards of Trustees in Selwyn regarding the provision of new schools and the effects they may have on current rolls. On the 3 March 2014 Education Minister Hekia Parata announced the establishment of two new schools for Rolleston to cater for population growth. One of these schools was a secondary school and another was a full primary school to be located in West Rolleston – our school.

An establishment Board of Trustees was formed the following month – Simon McDermott (chairperson), Denise Sheat, Sherryll Wilson, Rebecca Scott and Kate Duncan. Architectus was the appointed Architect and Southbase the selected Construction Company for the school design and build. In October the establishment Board appointed Sylvia Fidow, who resigned from her position as Principal at Shirley Primary School, to start as the new Principal of West Rolleston Primary School in January 2015.

The establishment Board chose to continue with the name of West Rolleston Primary School as it firmly located the school to its place in Rolleston, and was easily identifiable. Community consultation over the name was very favourable. In July local Ngai Tahu iwi, Te Taumutu Runanga, gifted the school its Māori name, Te Kura o Te Uru Kōwhai. A grove of Kōwhai is significant because the kowhai tree has grown in abundance in the area over time.

The school's logo was designed to represent 'nurturing and growing.' The hands highlight the significance of the school community nurturing and supporting each child (depicted by the koru) to realise his or her full potential. The green and black colours were then chosen for the school's uniform.

One of the Trustees, Denise Sheat of Te Taumutu Runanga, worked closely with the Board to share the history of the local area so it could be used to help determine some of the learning spaces within the school. The school's internal spaces have all been chosen to reflect the history of the land and people of Rolleston from early Māori occupation through to the early European settlers, and the subsequent stages of growth through to today. Each learning studio represents the culture through a direct link to colour and the environment.

The school was the first school in Selwyn to host a satellite class from Waitaha Special School and is a wonderful way to live our value of inclusion.

The school opened on the 2 February 2016 with 77 learners. The starting roll for 2019 was 492 and it is expected that the roll will increase to approx. 580 learners by the end of the year. The school population is diverse with learners identifying as: NZ Euro 60%, NZ Māori 13%, Indian 5%, South African 5%, British 3%, Samoan 2%, Filipino 2%, Chinese 2%, other 8%.

# Community

The school is well governed by an elected Board of Trustees who are all parents within the school. The BoT has never sought a financial donation from parents and whānau but requests people's time and energy. This has resulted in many offers of parent help and support. There is an active PTA called GROW WRPS who organise fund-raising and community events which seek to raise money for more resources for our children and seeks to unite people in a community which is constantly expanding.



There is an active parent Māori group who meet once a term with a group of keen staff to plan opportunities for Māori learners and anyone interested in ako Te Reo Māori.

The school is part of the Community of Learning Kāhui Ako Ngā Peka o Tauwharekākaho. The Kāhui Ako consists of primary schools and early childhood centres (ECE) in Rolleston, Burnham and Weedons. Rolleston College is the secondary school educating learners from Years 9 – 13 and was opened in 2017. The kāhui ako also includes Waitaha Special School and Kingslea School Te Puna Wai o Tuhinapo.

# Māori Responsiveness Plan

Te Ao Māori - Recognising New Zealand's Bicultural Identity






The West Rolleston School community are committed to ensuring Māori learners are enjoying and achieving educational success as Māori. The Board, school leadership team and staff are committed to embedding Tikanga-a-Iwi and Te Reo Māori within the school during the year.

This is achieved through:

- Working closely with our parent whānau hui group
- Providing professional learning and development for staff
- Working with Te Taumutu Rūnanga on enhancing curriculum and opportunities for learners
- Starting each term with Mihi Whakatau for all new learners and their families
- Teaching Te Reo Māori to an elementary level (greetings, counting, colours, basic vocabulary) and provision of extension opportunities for ako Te Reo in which the BoT releases teachers to run these
- 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
- Providing kapahaka for all keen learners and performing at Culture

West Rolleston School also acknowledges and celebrates learners from other cultures. We reflect New Zealand's cultural diversity by:

- Incorporating and acknowledging cultural celebrations and festivals into community programmes
- Integration of cultural perspectives throughout all teaching and learning
- Utilising all resources including Tapasā

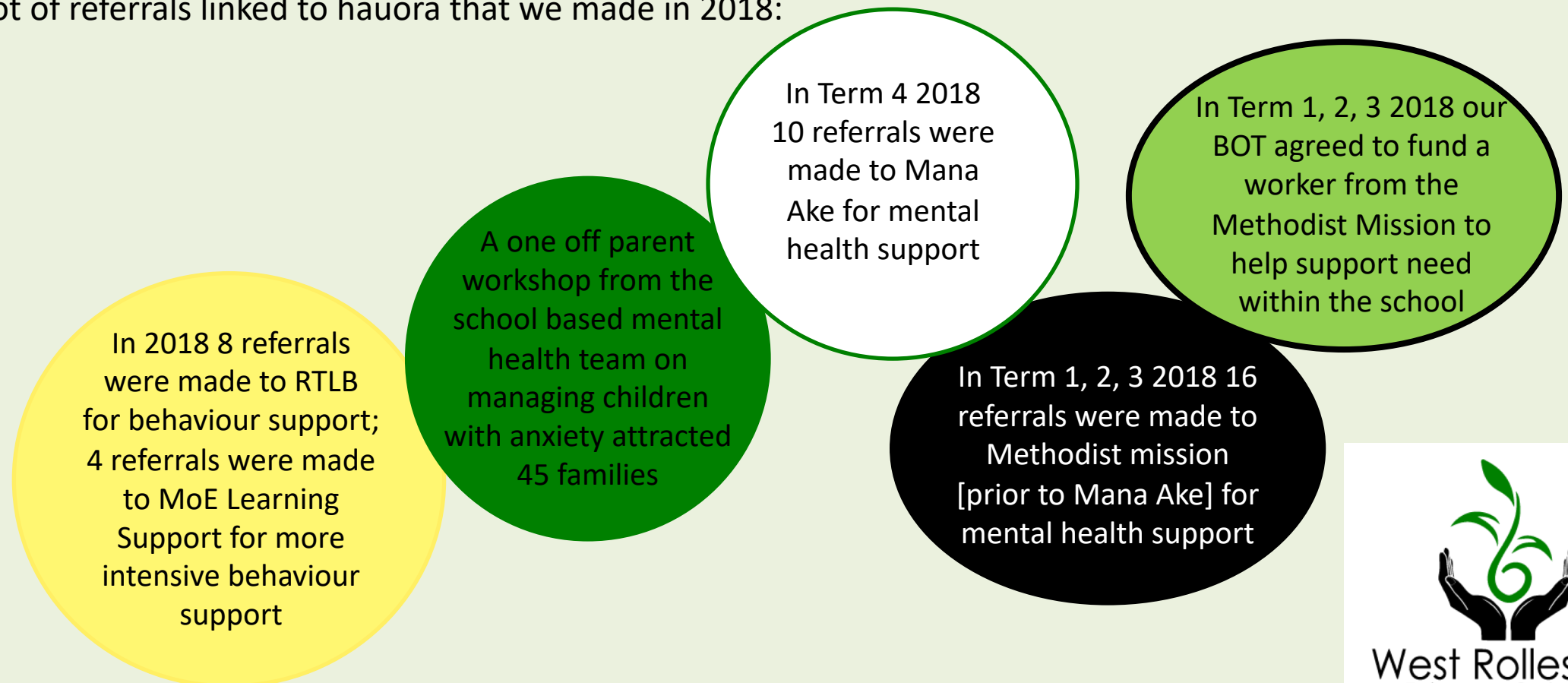
HAUORA/WELL-BEING	LEARNING	CULTURAL RESPONSIVENESS	ENVIRONMENT	PARTNERSHIPS
<p>STRATEGIC Goal 1: To support learners and staff to achieve a sense of belonging in an environment that supports caring, happy, healthy learners inside and outside the studios, through learning and play</p> <p>Annual Goals:</p> <ol style="list-style-type: none"> <li>1. To strengthen our hauora model to ensure the well-being of our learners and staff is prioritised</li> <li>2. To further enhance and improve our positive behaviour plan to develop healthy and happy learners and to create a safe and happy school environment</li> </ol>	<p>STRATEGIC Goal 1: To ensure all learners make progress and have opportunities for accelerated learning, according to their own personal pathways</p> <p>Annual Goals:</p> <ol style="list-style-type: none"> <li>1. To ensure all learners are achieving at or above the expected Curriculum levels in reading, writing and maths and this information will be reported in the middle and end of year for all learners</li> <li>2. To ensure each learner is aware of their own personal learning pathway and can set and achieve their own goals</li> </ol>	<p>STRATEGIC Goal 1: To ensure Māori learners enjoy educational success as Māori</p> <p>Annual Goals:</p> <ol style="list-style-type: none"> <li>1. To monitor the progress and achievement of Māori learners, provide opportunities for ako Te Reo and support the Māori parent community group to meet and set their own goals</li> </ol> <p>STRATEGIC Goal 2: To ensure all learners can confidently express and explore their culture and ethnicity in a safe and inclusive environment</p> <p>Annual Goals:</p> <ol style="list-style-type: none"> <li>1. To celebrate all cultures in a visible and pragmatic way through our culturally responsive practices</li> </ol>	<p>STRATEGIC Goal 1: To ensure all learners have an appreciation of our place on the planet and the impact their decisions have locally and globally</p> <p>Annual Goals:</p> <ol style="list-style-type: none"> <li>1. To continue with our sustainable environments practices and commence the journey as an enviroschool</li> </ol> <p>STRATEGIC Goal 2: To ensure our local environment is safe at all times</p> <p>Annual Goals:</p> <ol style="list-style-type: none"> <li>1. To ensure the school grounds and buildings are compliant with health and safety, and are used effectively to provide a range of options for our learners</li> </ol>	<p>STRATEGIC Goal 1: To build strong partnerships with our local community, GROW, Te Taumutu Runanga, Selwyn Council, and as part of our Kāhui Ako Ngā Peka Tauwhare Kakaho</p> <p>Annual Goals:</p> <ol style="list-style-type: none"> <li>1. To have consistent and clear communication to engage our learning community and support a strong partnership</li> <li>2. To support GROW and maintain a shared vision for our school</li> <li>3. To support the implementation of the Kāhui ako lead roles as we work collaboratively on our achievement challenges, and support the principal's lead role with the Mana Ake delivery</li> </ol>
				

# Hauora Annual Goals

## Why is this important for our community and how will it support learner achievement?

- As a foundation school we are constantly enrolling children from a range of different schooling settings and diverse backgrounds, some whose families have been affected by the Canterbury Earthquakes. There is an increasing need for building a sense of belonging and identity, developing resilience, self-regulation, self-confidence and positive feelings for one self.
- As a foundation school we are constantly inducting new staff and therefore ensuring everyone has the opportunity to belong is important in order for staff to be effective then we need to ensure we are focusing on staff well-being
- We believe that a focus on learners and staff well-being then we will have the potential to improve learning, engagement and well-being within a culture of empowerment

Below is a snapshot of referrals linked to hauora that we made in 2018:





# Hauora Annual Goals

Annual Goal	Aspirations and Indicators of Success	Actions	By the End of 2019	Long Term Actions
To strengthen our hauora model to ensure the well-being of our learners and staff is prioritised	<p>Promotion and enhancement of wellbeing through a variety of contexts and opportunities</p> <ul style="list-style-type: none"> <li>Learners will express a sense of confidence and well-being in our school setting</li> <li>Staff will express a sense of confidence and well-being in our school setting</li> </ul>	<p>A management unit is awarded for health and well-being to develop and implement the hauora model – a budget has been included for staff</p> <p>Staff will work with Mana Ake as the main provider of support for mental health</p> <p>BoT will fund a support person through Hope Trust</p> <p>Learner Well-Being</p> <ul style="list-style-type: none"> <li>Our health programme will meet the needs of learners across the four strands of the NZC</li> <li>Learner surveys will be conducted and the information will be used to inform our programmes</li> <li>Staff will be responsive to needs as they arise</li> <li>Referrals will be made to external agencies including Mana Ake, RTLB as needed</li> </ul> <p>Staff Well-being</p> <ul style="list-style-type: none"> <li>Staff will have opportunities to participate in a range of activities focused on their well-being</li> <li>Our climate will ensure the staff are maintaining a positive work/home life balance</li> <li>EAP services are offered confidentially for staff to engage support</li> </ul>	<p>A hauora model will be developed</p> <p>Health Curriculum will have been delivered successfully</p> <p>Mana Ake will have delivered timely and responsive support</p> <p>Hope Trust worker will have engaged with our learners successfully in breaks</p> <p>Learners surveys will show an increase in feelings of well-being and self-worth</p> <p>Staff surveys will show an increase in feelings of well-being and self worth</p> <p>Staff will participated in a variety of well-being activities including yoga, financial planning and social events</p>	<p>Our hauora model will be successfully implemented and reviewed</p> <p>Our health curriculum will be successfully implemented and reviewed</p> <p>There will be effective systems for ensuring the identification of mental health needs and that relevant programmes are implemented and reviewed</p> <p>External support will have been offered for identified needs and reviewed</p> <p>Hope Trust will be an integral support within our school community</p> <p>There will be opportunities for our community to participate in workshops as needed e.g. anxiety, resilience</p>



# Hauora Annual Goals

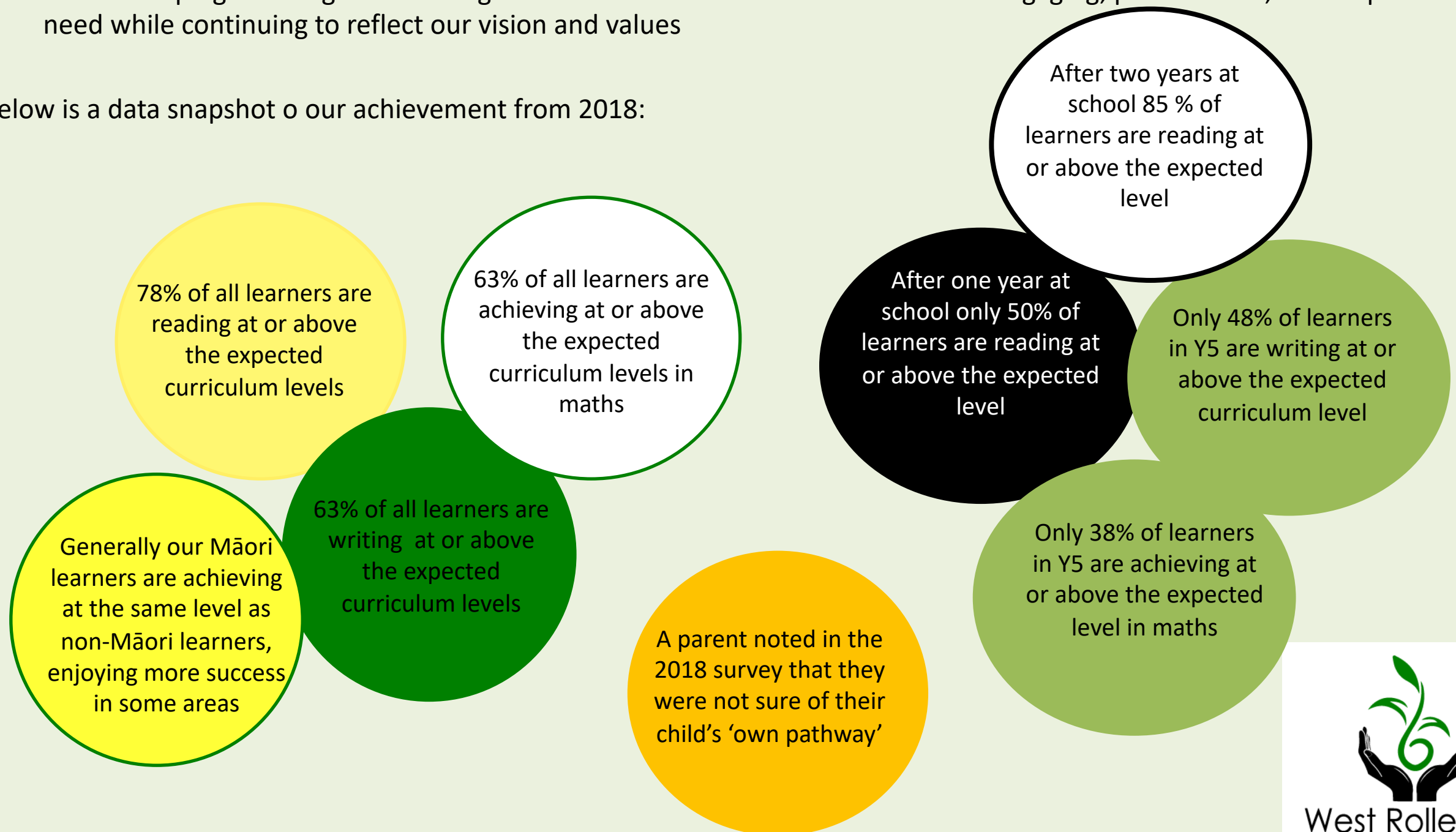
Annual Goal	Aspirations and Indicators of Success	Actions	By the End of 2019	Long Term Actions
To further enhance and improve our positive behaviour plan to develop healthy and happy learners and to create a safe and happy school environment	<p>Our positive behaviour plan is understood and implemented consistently across the school</p> <ul style="list-style-type: none"> <li>Learners will express a sense of feeling healthy and happy</li> <li>Learners will feel safe in our school environment</li> <li>Staff will use the positive behaviour plan and feel supported to meet the needs of learners</li> </ul>	<p>A positive learning culture will be developed across studios and the playground with an emphasis on positive relationships and the use of restorative practices</p> <p>The positive behaviour plan will be reviewed to accommodate the staff surveys undertaken at the end of 2018</p> <p>All staff will be supported to implement the positive behaviour plan effectively</p> <p>Positive school wide programmes will be continued including the use of Wish Jars and Pizza with the principal</p> <p>Positive whānau group and studio incentives will be visible throughout the school</p> <p>All staff and learners will have a clear understanding of the kowhai rules</p> <p>UBRS training with the MoE will be undertaken – there will be follow up PLD around restorative schools and the educultural wheel, particularly for new staff</p>	<p>Learners will express increased levels of feeling healthy, happy and safe within our school environment</p> <p>A positive learning culture will have been maintained across the school</p> <p>The positive behaviour plan will reflect staff voices and clearly indicate when intervention occurs</p> <p>Wish Jars and Pizza with the Principal will have been successful</p> <p>Whānau Group and studio incentives will be visible throughout the school promoting the use of the kowhai rules</p> <p>PLD will have been successfully implemented</p>	<p>Our school will be a positive and safe place to be as expressed by learners, staff and community</p> <p>Our school wide positive behaviour plan will be consistently applied by all staff</p> <p>Parents/whānau will understand the expectations and support the school to be a safe and happy environment</p>

# Learning Annual Goals

## Why is this important for our community and how will it support learner achievement?

- Learner Achievement is a key priority for the BoT across all key learning areas of the NZC
- Our developing teaching and learning model aims to make our local curriculum engaging, personalized, and responsive to need while continuing to reflect our vision and values


Below is a data snapshot of our achievement from 2018:



# Learning Annual Goals

Annual Goal	Aspirations and Indicators of Success	Actions	By the End of 2019	Long Term Actions
<p>To ensure all learners are achieving at or above the expected Curriculum levels in reading, writing and maths and this information will be reported in the middle and end of year for all learners</p> <p>The Year 6 cohort will make improvements so all learners are achieving at or above the expected standards in writing and maths</p> <p>The Year 2 cohort will make improvements so all learners are achieving at or above the</p>	<p>All learners will access a rich and engaging local curriculum which reflects the vision and values of WRPS</p> <p>All learners will set their own learning goals and share these with their whanau, developing a deeper understanding of their 'own pathways' for success</p> <p>Progress and Achievement will be accelerated for the identified Year 2 and Year 6 cohorts</p>	<p>All 2018 achievement data will be shared with staff and target groups will be established for learners who need to make progress, interventions may require additional support from teaching assistants or SENCOs</p> <p>All teachers will keep a termly data board for all learners which show progress being made in reading, writing and maths</p> <p>Team leaders will review the data boards with their teachers and share and discuss any concerns, or patterns of success with the senior leadership team</p> <p>The senior leadership team will identify target groups, which include the Year 2 and Year 6 cohorts, which will benefit from additional teaching assistant support and organise their timetables to reflect the need</p> <p>The senior leadership team will monitor the Year 2 and Year 6 cohorts closely to determine if interventions are working</p> <p>PLD will be targeted to support teachers</p> <p>Parents/whānau will be informed about the progress and achievement of their children at the middle and end of year and within goal setting conferences if appropriate, and encouraged with ways of how they can help</p>	<p>Our learner achievement data will show improvements for all learners including identified cohorts in Year 2 and Year 6</p> <p>Target programmes and interventions will be developed to support learners who are not working at the appropriate curriculum levels</p> <p>Parents/whānau will be engaged to support the progress and achievement of their children</p>	<p>All learners will be achieving at or above the expected curriculum levels</p> <p>Teaching and learning programmes will be engaging and responsive to the needs of all learners</p> <p>Teaching Assistant work will support the needs of identified learners</p> <p>Learners will confidently share their own pathway for learning and set and review their own goals</p>

# Learning Annual Goals

Annual Goal	Aspirations and Indicators of Success	Actions	By the End of 2019	Long Term Actions
To ensure each learner is aware of their own personal learning pathway and can set and achieve their own goals	<p>All learners will access a rich and engaging local curriculum which reflects the vision and values of WRPS</p> <p>All learners will set their own learning goals and share these with their whanau, developing a deeper understanding of their 'own pathways' for success</p> <p>Progress and Achievement will be accelerated for the identified cohorts</p>	<p>The vision icon for 'owing a clear pathway to personal success' will be communicated clearly for our learners</p>  <p>All learners will set a personal pathway goal for themselves for 2019</p> <p>The identified personal pathway goal will be shared mid way in Term One through linc ed and then reviewed in Term Three</p> <p>Teachers will set goals in reading, writing and maths alongside the learners and shared through linc ed</p> <p>Learner lead conferences will be held early in Term One and Term Three so a three-way partnership is established immediately between, teacher, learner and parents/whānau</p>	<p>All learners will understand the icon from our school's vision for 'O'</p> <p>All learners will have set and achieved a personal goal</p> <p>All learners will be aware of their goals in reading, writing and maths and have worked towards achieving these</p> <p>Parents/whānau will have been included and involved in the goal setting and achievement process</p>	<p>All Learners will confidently share their own pathway for learning and set and review their own goals across the key learning areas of the NZC</p> <p>Teachers will have a strong awareness of learner agency and will empower learners with the skills to be self-regulated and managing</p> <p>Parents/whānau will understand the value of learner agency and recognise attributes within their own children</p>

# Cultural Responsiveness Annual Goals

## Why is this important for our community and how will it support learner achievement?

- We are a very diverse school community with a number of learners and families from different cultures and countries and we believe it is important that we value and understand each person's own unique story
- We want each learner to feel confident in themselves and able to share their own cultural story proudly and believe this will support them to access the NZ Curriculum with confidence

Below is data from 2018:

We have 296 learners who identify as NZ European 61%

We have 67 learners who identify as NZ Māori 14%

We have 25 learners who identify as Indian 5%

We have 25 learners who identify as South African 5%

We have 14 learners who identify as Samoan 3%

We have 13 learners who identify as British/Irish 3%

We have 11 learners who identify as Chinese 2%

We have 10 learners who identify as Filipino 2%

We have 7 learners who identify as other European 1%

We have 4 Australian, 4 Korean, 2 Fijian, 2 Dutch and 1 Sri Lankan learner

51/127 surveyed learners in Y5-8 said they did not feel like their teachers were interested in their culture

We have 11 migrant learners and 18 NZ born learners who qualify for ESOL support

We have 80 learners who commit to kapahaka each week, and 60 learners who commit to Pasifika group each week funded by the BoT

We have a parent whanau hui group who meet once a term with their families and staff

We have ako Te Reo group who meet for one day a term with two teachers

# Cultural Responsiveness Annual Goals

Annual Goal	Aspirations and Indicators of Success	Actions	By the End of 2019	Long Term Actions
Monitor progress and achievement of Māori learners, supporting our Māori parents and community providing opportunities for extension Te Reo	<p>Māori learners enjoying success as Māori, Māori parents and whānau contributing to their children's education</p> <ul style="list-style-type: none"> <li>Learners will express themselves confidently as Māori</li> <li>All learners will have opportunities for Te Reo extension if desired</li> <li>Māori parents will feel a sense of belonging in school</li> <li>Staff will feel confident about catering for the needs of our Māori learners and using culturally responsive practices</li> </ul>	<p>A management unit is awarded for culture and diversity to develop and implement the hauora model – a budget has been included for staff PLD</p> <p>Learner Actions</p> <ul style="list-style-type: none"> <li>All learners will participate in Mana Māori values and Māori teaching and learning programmes</li> <li>All learners can participate in kapahaka if they wish to commit</li> <li>There will be a Te Reo Māori extension programme for keen learners</li> </ul> <p>Staff PLD</p> <ul style="list-style-type: none"> <li>A staff Māori action group will be formed</li> <li>Staff will undertake some PLD building their Te reo knowledge and confidence</li> <li>Staff are welcome to attend Taumutu values PLD at Ngati Moki Marae [four staff have participated]</li> </ul> <p>Community</p> <ul style="list-style-type: none"> <li>Community will be invited to whānau hui group each term</li> <li>Community are welcome to support Te Reo extension day</li> </ul>	<p>Learner achievement data will continue to show positive results for Māori learners</p> <p>Learner surveys will show positive results for Māori learners feeling confident and valued</p> <p>Effective Te Reo extension days will have been held</p> <p>There will have been opportunities for kapahaka</p> <p>More staff will have attended PLD at Ngati Moki Marae</p> <p>Parent whānau hui will have run successfully with community having the option to initiate some opportunities for Māori learners</p>	<p>Our achievement data will show positive results for Māori learners and target programmes will have been implemented for any learners not achieving and making progress</p> <p>Our leadership ad GATE groups will show that Māori learners have opportunities to lead</p> <p>An extension programme for Maori Mana values and te Reo will be an integral part of school</p> <p>Our kapahaka group will continue to thrive and we will perform bi-annually in different performances</p> <p>Our whānau hui group will drive and lead meetings and events</p>



# Cultural Responsiveness Annual Goals

Annual Goal	Aspirations and Indicators of Success	Actions	By the End of 2019	Long Term Actions
To celebrate all cultures in a visible and pragmatic way through our culturally responsive practices	<p>All learners will feel their own culture and background is valued by staff, peers and our community</p> <ul style="list-style-type: none"> <li>Learners will express themselves confidently and share their cultural stories</li> <li>Learners will develop an appreciation and understanding of diverse cultures and identities of people</li> </ul>	<p>A management unit is awarded for culture and diversity to develop and implement the hauora model – a budget has been included for staff PLD</p> <p>Learner Actions</p> <ul style="list-style-type: none"> <li>All learners will participate in a social sciences topic related to the strand: Identity, Culture and Organisation – this will afford them opportunities to share their own culture and identity and learn about others</li> </ul> <p>Community</p> <ul style="list-style-type: none"> <li>Community will be invited to participate in a cultural parent group</li> <li>Community will be invited in to share their own knowledge and skills</li> </ul> <p>Other</p> <ul style="list-style-type: none"> <li>Mandarin will be offered as an extension option for Year 5-8 learners through the Rolleston College teaching exchange programme; this will also be offered to learners for whom Mandarin is a language spoken at home</li> <li>Pasifika performance group will be offered to all learners who commit</li> <li>Other cultural groups may be formed depending on expertise and leadership available</li> <li>More signage will reflect the diverse cultures of our school community</li> </ul>	<p>Learner achievement data will show positive results for diverse learners</p> <p>Our ESOL programme will help support learners for whom English is not their first or second language to access the curriculum</p> <p>Learner surveys will show positive results for learners feeling confident about expressing their own culture and feeling valued</p> <p>A new multi cultural welcome display will be positioned at each entrance way</p>	<p>Our achievement data will show positive results for diverse learners and target programmes will have been implemented for any learners not achieving and making progress</p> <p>Our leadership and GATE groups will show that diverse learners have opportunities to lead</p> <p>There will be different cultural performing groups</p> <p>A cultural parent group will contribute to school planning</p>



# Our Environment Annual Goals

## Why is this important for our community and how will it support learner achievement?

- Showing pride in our environment is a great way to live our value of sustainable environments
- As a foundation school we started with a relatively blank landscape canvas. Since opening we have installed a new tunnel/slide hill playground, installed a new swing with accessible flooring, installed a new adventure playground, relocated the scooters/bikes stands and enabled better accessibility into the school close to the road patrol crossing, installed two new outdoor basketball hoops and backboards for different sized learners, installed a new outdoor play kitchen and built a new enclosure for the school's kune kune

From the 2018 Annual Community Survey "Our boys have a strong understanding of good and bad decisions that impact the environment and feel that the school promotes this well. Love the planter boxes, pigs etc! This is such an important aspect of our children's future that it should be a key learning priority"

In 2018 all studios developed their own gardens except for Te Ara Whānui and Te Ara Maia as their plans were postponed until 2019 due to access

We are a school gen school and we implement many measures to be energy efficient. We have a 20kilowatt array of solar panels

In 2018 we implemented a safe travel management plan with approval from the Selwyn District Council

# Our Environment Annual Goals

Annual Goal	Aspirations and Indicators of Success	Actions	By the End of 2019	Long Term Actions
To continue with our sustainable environments practices and commence the journey as an enviroschool	<p>Our learners will understand how their actions impact at a local and global level on our planet</p> <p>Our learners will proactively live in a way where supporting sustainable practices is a normal way of living</p>	<p>Staff and learners will use our current recycling system for paper waste across the learning studios, and in the staff lounge and work-spaces</p> <p>A senior leadership group from year 5-8 will be established by application which will support some of the initiatives we have identified below</p> <p>Nude food will be promoted to reduce the waste in lunchboxes and across the school</p> <p>Our community will dispose of their oral waste and all suckies in the bins provided in the office area</p> <p>Pepper and Duncan will receive some of our food waste</p> <p>Our school has already registered our interest in being an enviroschool and we will attend all meetings as necessary to support this</p> <p>Our school gen energy efficiency programme will continue to be implemented across the school</p> <p>A senior group from Year 5-8 will be established to work on ideas such as: living/growing communities, cultural interests, endangered natives (fish, birds, insects, plants) community projects and more</p>	<p>Our recycling and waste system will be well utilised across the school and community</p> <p>There will be less rubbish on the ground</p> <p>Two different leadership groups will be established to support sustainable practices throughout our school and our senior learners will promote these</p> <p>The school gen programme will operate successfully</p>	<p>All school wide decisions will be made from a sustainable practices lens</p> <p>Our school will be accredited as an enviroschool</p> <p>Learners, staff, parents and whānau will understand what it is to be an enviro school and our actions will reflect this</p> <p>We will maximise the potential of our school gen programme and our 20 kilowatt array of solar panels</p> <p>There will be a walking school bus operating</p>

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The school grounds and all buildings are compliant with health and safety, and are used effectively to provide a range of options for our learners	<p>Our school will be a well managed, safe and attractive environment</p> <p>Internal and External spaces will be organised to accommodate different learning styles and different physical needs</p> <p>Learners will have space to play a range of different games and be challenged outside</p>	<p>A health and safety committee comprising of Board, teaching and support staff will meet termly to review procedures and manage risks</p> <p>The BoT will work with JCL Asphalt to install two new hard-courts alongside the adventure playground</p> <p>BoT will prioritise projects that effectively utilise our spaces, and work with GROW to achieve them</p> <p>We will work with the MoE to provide airconditioning and appropriate ventilation throughout the school</p> <p>Andy will work on a de-constructed play area adjacent to the orchard and new courts</p> <p>A GROW funded project will be the extension of the adventure playground to include provision for, and jungle gyms as identified by our learners wish-list</p> <p>The safe travel management plan will be promoted through our communication plan and health curriculum delivery</p>	<p>We will have an additional two court spaces for teaching and learning programmes and recreational use</p> <p>The adventure playground will be extended to include two jungle gyms</p> <p>The outdoor kitchen will be extended; and there will be more outside play options available</p> <p>There will be airconditioning units installed across the school</p> <p>The senior school will develop their 2018 planned garden</p> <p>The scooter and bike space will be adapted to accommodate the increase of learners biking and scootering to school and the learners will use the stands appropriately</p> <p>Learners will have been encouraged to travel safely to and from school</p>	<p>Plans for the extra land on Dunn's Crossing Rd will be made through engagement with our local community</p> <p>A bike and a scooter track will be designed and installed</p> <p>Provisioning for the bikes and scooters will increase and possibly re-located nearer to the scooter and bike track</p> <p>The safe travel management plan will be embedded into school systems</p> <p>The school's internal systems. Including the hazard register will show all health and safety needs are minimised and concerns addressed swiftly</p>

# Partnerships Annual Goals

## Why is this important for our community and how will it support learner achievement?

- A sense of belonging and identity with our school and our local community is really important and a great way to achieve our value of inclusion and whānau and community

Some facts about our school and kāhui ako:

Each year a group of teachers attends PLD at Ngati Moko to support our staff with understanding Te Taumutu values, history and how we reflect this in our own kura

Communication features in our annual community review as both a real strength and an area to develop

Our PTA GROW was formed in 2016 and has part funded many resources in our school

GROW needs to elect a new chairperson and secretary at the AGM

A new treasurer for GROW started in T4 2018

In our 2018 annual survey 54/90 survey respondents identified being extremely happy with how well we form partnerships, a further 27 respondents reported being happy - 83%

Our Kāhui ako was formed in 2018 and we are waiting to hear whether our achievement challenges have been accepted

Our principal is the lead principal for the mana ake initiative in our kāhui ako

Our Kāhui ako will be advertising leadership roles for teachers in Term 2, 2019

# Partnerships Annual Goals

Annual Goal	Aspirations and Indicators of Success	Actions	By the End of 2019	Long Term Actions
To have consistent and clear communication to engage our learning community and support a strong partnership	There will be multiple platforms of communication for our parents, whānau and community to be well informed	<p>A studio newsletter/update will be emailed to all families on a Sunday/Monday keeping them informed on the week's activities</p> <p>Using the app: Hail a weekly school newsletter will be emailed to all families on a Thursday – any school wide notices must be included in this correspondence including information on trips, and voluntary contributions requested for all trips and events</p> <p>We are trialling google forms as the most efficient platform for gathering permission slips for trips but paper copies of trips including permission slips will be available at the office</p> <p>We will enquire into the purchase of a school wide app to further communicate reminders to parents and whānau</p> <p>We may use a whiteboard notice board at the school gate, initially the parent carpark/scooter bike access as another visual form of communication</p>	<p>Parents and whānau will read the weekly studio newsletter/update</p> <p>Parents and whānau will read the weekly school newsletter</p> <p>All permission slips will be collected manually or via google forms for trips</p> <p>We will be successfully using school apps</p>	<p>Parents and whānau will be proactive in keeping up to date with our multiple platforms of communication and feel well informed</p> <p>The use of paper notices going home will be minimal</p>

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To support GROW and maintain a shared vision for our school	<p>Parents and whānau will commit to the success of GROW by participating and contributing</p> <p>GROW will be committed to fund-raising projects in agreement with the BoT for our learners and school</p> <p>GROW will provide opportunities for our community to connect as adults and as families</p>	<p>A BoT representative(s) will support GROW to function successfully and maintain a shared vision for our school</p> <p>GROW will reduce to two meetings per term and we will request a plan for the year which is aligned to the strategic direction of the school</p> <p>BoT will support the promotion of GROW and encourage parents and whānau to apply for the lead roles</p>	<p>GROW will have inducted a new chairperson and secretary into these key roles</p> <p>GROW will have prepared fundraising applications for BoT endorsed projects</p> <p>GROW will have raised funds internally through school based events and community initiatives</p> <p>GROW will have provided hauora events for our learners</p> <p>GROW will have provided community events for our parents and whānau</p>	GROW will be a functioning successful group meeting the needs of our learners and community

# Partnerships Annual Goals

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To support the implementation of the Kāhui ako lead roles as we work collaboratively on our achievement challenges, and support the principal's lead role with the Mana Ake delivery	<p>Our school will be an integral part of the kāhui ako and commit to the achievement challenges</p> <p>The process for appointing leadership roles across the kāhui ako will be transparent and fair; and backfilled easily within schools</p> <p>Mana ake will be successfully delivered in our kāhui ako</p>	<p>Principal and where possible DPs will attend the kāhui ako meetings</p> <p>A clear and transparent process for leadership roles and appointments will be enacted</p> <p>Any WRPS teachers who win an Across School leadership Role or a Within School leadership role will work to achieve the goals of our school's strategic plan and charter, working towards the Kāhui Ako's achievement goals</p> <p>Sylvia will continue to take a lead role with Mana Ake in our Kāhui Ako</p>	<p>Our Kāhui ako will be working on our achievement challenges and accessing support and PLD</p> <p>All leadership roles will be filled and being carried out effectively, roles will be backfilled effectively</p> <p>Mana Ake will be supporting the mental health needs of learners across our Kāhui ako from Years 1-10</p>	<p>Kāhui ako will meet the needs of all learners throughout our cluster and keep our families well informed</p> <p>Leadership opportunities will have been provided for our staff across the kāhui ako and within our school</p> <p>There will be clear and accessible systems of support to meet the mental health needs of learners across our Kāhui ako from Years 1-10</p>