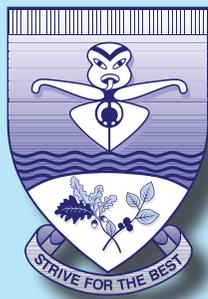


WEYMOUTH PRIMARY SCHOOL



School Charter STRATEGIC AND ANNUAL PLAN

2018 - 2020

Our vision

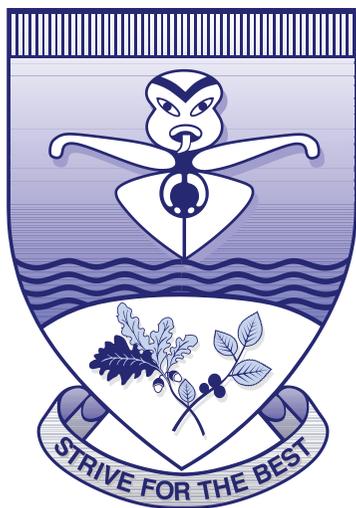


Figure of Christ.
Arms spread wide to
protect our people.

Maori Canoe. Form
of early transport.

Manukau Harbour

Planted by early set-
tlers to Weymouth

Strive for the best

At Weymouth, we seek to provide quality teaching and learning for every child, every day, with everyone responsible. We work together so that all children experience success and have their success celebrated. Education at Weymouth is about creating opportunities for each and every student to dream what their futures could look like. These dreams build on the unique and distinctive stories that students bring, and are supported by the stories that we share as a community. We do not strive alone. Instead, we seek success by developing Whanaungatanga – deep and strong relationships between our school, children, families and community.

The Weymouth Way

Our core values of respect and honesty will be shown through the following of the Weymouth Way.

We Think	...by making good choices and taking ownership of our actions.
We Help	...by working together for the best outcome.
We Learn	...by taking responsibility for my own learning through reciprocity.
We Care	...by showing kindness, empathy and aroha to everyone.

Through following the Weymouth Way, we will display the New Zealand Curriculum's Values and Key Competencies.

Celebrating Diversity

At Weymouth Primary, we place a high value on knowing the learner by building relationships and making connections with our children. This entails seeking to understand how our children's identities are culturally located as well as how they are shaped by experiences in their communities. We acknowledge and embrace all languages, cultures and identities, viewing them as providing richness and diversity to the fabric of our school. Our school seeks to work in partnership with all cultures so that children can contribute to the life of the school through building on their own unique stories and experience success in who they are.

The unique position of the Maori culture is an important and essential element of our school ethos. Our Weymouth whanau have identified their children's desire of identity-their place in our world their sense of belonging and connection, their integration, their understanding and their acceptance. Maori spirituality is also an integral part of our kaupapa. Te Manu Tukutuku is an integral part of our school.

Ka Hikitia, the Pasifika Education Plan and Tātaiako will be our guiding documents for meeting the needs of our diverse students.

Who we are

What Makes Us Unique

Weymouth is the gem of South Auckland. Situated in the southwest of Manurewa, the area of Weymouth covers the tip of land that extends out to greet the eastern reaches of the Manukau Harbour whose waters trace our borders.

Weymouth identifies itself with the greater Manurewa area. Manurewa means drifting kite. It gets this name from an incident where two stepbrothers, Tamapahure and Tamapahore, were kite flying. The brothers shared the same father. On one particular day when they were both flying kites, Tamapahore's kite proved to be superior when it ascended higher than Tamapahure's. In reaction, Tamapahure broke the line on Tamapahore's kite, causing it to drift off. Manurewa's full name is therefore "Te Manu-rewa-o-Tamapahore" — the drifted-away kite of Tamapahore.

Weymouth Primary School is geographically placed in the centre of the Weymouth area. In this position, it functions as the heart of the community. It does so, in the first instance, for our local ducks that find haven within our school gates. Every spring, they nest and lay their eggs in our gardens before taking their ducklings back down to the water. In the second instance, the school is an inviting and welcoming hub for the community where we are able to come together for many different events.

As a school, we highly value our community and its cultural diversity. We acknowledge and embrace all the languages, cultures and identities of our people. In particular we embrace the Maori and Pasifika character of Weymouth. Through developing strong partnerships and reciprocal relationships between the school and community, Weymouth Primary seeks to give all our children the opportunity to succeed and have their success celebrated.

He aha te mea nui o te ao?

He tangata! He tangata! He tangata!

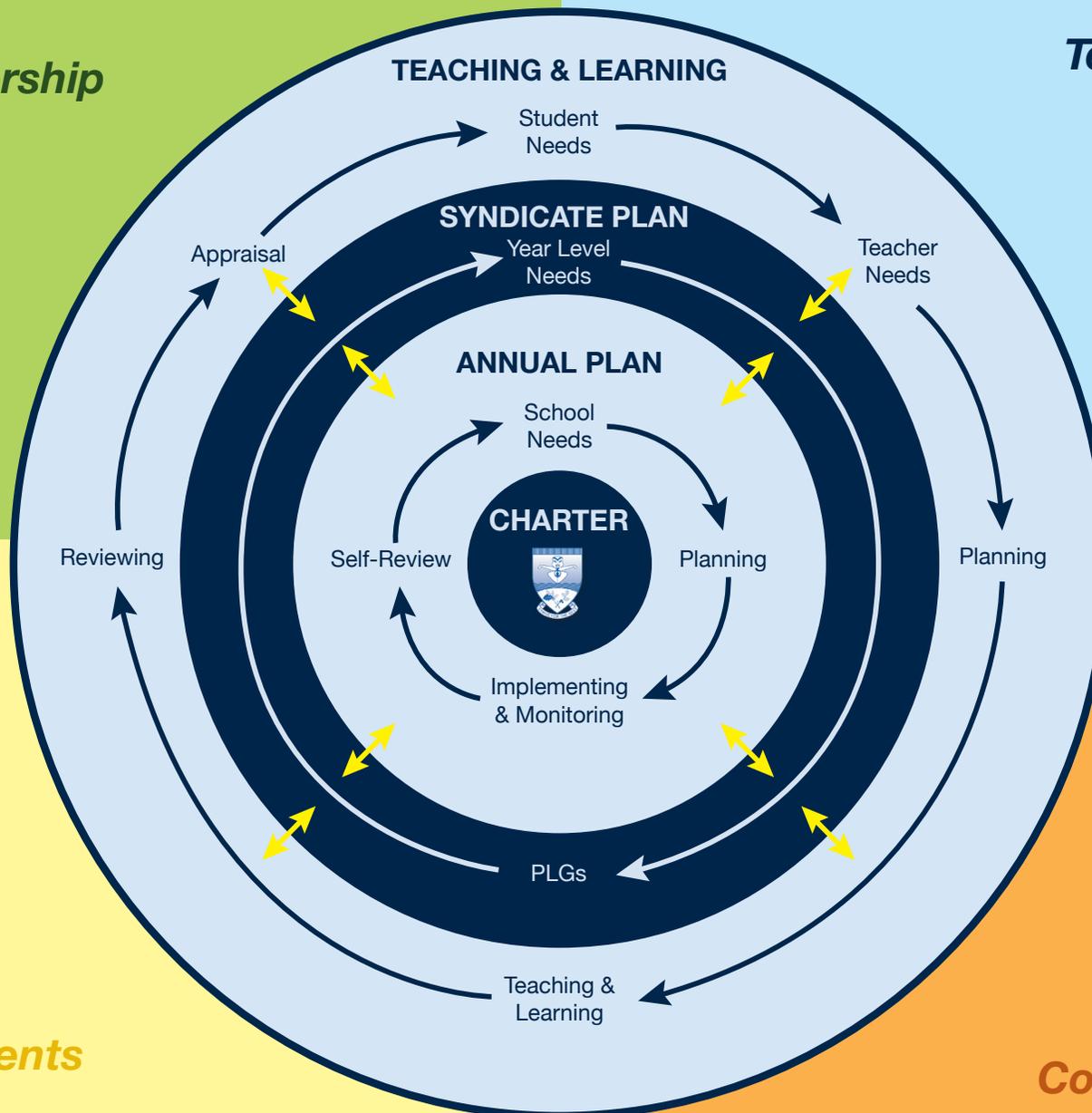
What is the most important thing in the world?

It is people! It is people! It is people!

School Organisation

Leadership

Teachers



Students

Community

Review & Consultation

Strategic goals will be reviewed and monitored by leaders and teachers in consultation with students and the community.

Regular self-reviews will be conducted as part of this through a reviewing of school and syndicate annual goals. Emergent self-reviews will also be conducted when the need arises.

Strategic Goals 2018-2020



Goals and Targets 2018-2020

Where we have come from

Our reading data has shown a steady increase from 2014 with a slight decline in 2017 for the percentage of all students reading at or above the National Standards. This trend is also reflected in our Maori and Pasifika students' data. Based on the 2014 reading data, Reading was made a focus for 2015-2016, resulting in our school reading achievement data peaking at the end of 2016. This data indicated that we had the capability to maintain the progress whilst shifting the focus onto Writing in 2017.

Our writing data from 2014 to 2016 maintained achievement levels of around mid 50% of all students working at or above the National Standards. Ethnicity and gender data also shows very little differences in achievement with 2% or 3% slight upward movement. In 2015, there was an improvement of 10% of all students working at or above the National Standards; however, this trend reversed in 2016 with a decrease of 5% of students working at or above the National Standards. This indicates that writing needs to be made a focus in 2017.

Our mathematics data showed steady improvement from 2012 to 2015, with an increase of 11% of students working at or above the National Standards. however, this trend reversed in 2016 with a decrease of 5% of students working at or above the National Standards. Positive gains will need to be made in order to meet our progress targets in mathematics.

Leadership and teachers will continue in-depth analysis of reading, writing and mathematics data to identify next steps. Over the next year, we will continue to focus on improving our achievement and meeting our targets. In addition, closer monitoring will be emphasized and more immediate responses will be actioned so that achievement continues in an upward trend.

The STRIVE inquiry was introduced in 2014 for teachers and children. Some PLD was provided to give teachers initial exposure to inquiry learning. The school has begun to develop a shared language and shared understanding of the inquiry process in order to start embedding the process across the school. This was used to plan unit topics for each term.

Student Achievement

Percentage of students achieving 'at' or 'above' the National Standards.

Reading

	2013	2014	2015	2016	2017
All Students	64%	56%	66%	69%	62%
Maori	59%	52%	68%	72%	62%
Pasifika	60%	53%	57%	63%	58%
Male	59%	53%	63%	67%	59%
Female	69%	58%	68%	71%	66%

Writing

	2013	2014	2015	2016	2017
All Students	53%	55%	65%	60%	55%
Maori	52%	48%	66%	58%	52%
Pasifika	52%	58%	61%	58%	53%
Male	49%	48%	57%	53%	48%
Female	58%	63%	73%	68%	61%

Mathematics

	2013	2014	2015	2016	2017
All Students	64%	65%	75%	68%	66%
Maori	68%	62%	77%	66%	65%
Pasifika	55%	63%	63%	66%	63%
Male	62%	65%	74%	70%	69%
Female	66%	65%	75%	66%	64%

Strategic target

In 2018 85% of all students are able to access the New Zealand Curriculum by developing the knowledge, skills and digital literacy necessary to be active and motivated participants in inquiry learning.

Annual strategic targets

	2018	2019	2020
Reading	<p>85% of all students will be achieving at or above National Standards. This means that we will focus on accelerating achievement in this area.</p> <p>85% of Māori students will be achieving at or above National Standards.</p> <p>85% of Pasifika students will be achieving at or above National Standards.</p>	<p>85% of all students will be achieving at or above National Standards. This means that we will focus on accelerating achievement in this area.</p> <p>85% of Māori students will be achieving at or above National Standards.</p> <p>85% of Pasifika students will be achieving at or above National Standards.</p>	<p>85% of all students will be achieving at or above National Standards. This means that we will focus on accelerating achievement in this area.</p> <p>85% of Māori students will be achieving at or above National Standards.</p> <p>85% of Pasifika students will be achieving at or above National Standards.</p>
Writing	<p>85% of all students will be achieving at or above National Standards. This means that we will focus on accelerating achievement in this area.</p> <p>85% of Māori students will be achieving at or above National Standards.</p> <p>85% of Pasifika students will be achieving at or above National Standards.</p>	<p>85% of all students will be achieving at or above National Standards. This means that we will focus on accelerating achievement in this area.</p> <p>85% of Māori students will be achieving at or above National Standards.</p> <p>85% of Pasifika students will be achieving at or above National Standards.</p>	<p>85% of all students will be achieving at or above National Standards. This means that we will focus on accelerating achievement in this area.</p> <p>85% of Māori students will be achieving at or above National Standards.</p> <p>85% of Pasifika students will be achieving at or above National Standards.</p>
Mathematics	<p>85% of all students will be achieving at or above national standards. This means that we will focus on accelerating achievement in this area.</p> <p>85% of Māori students will be achieving at or above National Standards.</p> <p>85% of Pasifika students will be achieving at or above National Standards.</p>	<p>85% of all students will be achieving at or above National Standards. This means that we will focus on accelerating achievement in this area.</p> <p>85% of Māori students will be achieving at or above National Standards.</p> <p>85% of Pasifika students will be achieving at or above National Standards.</p>	<p>85% of all students will be achieving at or above National Standards. This means that we will focus on accelerating achievement in this area.</p> <p>85% of Māori students will be achieving at or above National Standards.</p> <p>85% of Pasifika students will be achieving at or above National Standards.</p>

Strategies 2018-2020



3 Year Outlook

Teaching and Learning

TARGET	CURRENT REALITY	2018 INITIATIVES	2019 INITIATIVES	2020 INITIATIVES	MEASURABLE 3 YEAR OUTCOMES
Develop pedagogical content knowledge through cycles of inquiry driven by student need	Teaching as inquiry NZC. External facilitator for reading. Target group of students in reading. PLGs focused on target students and inquiry questions.	Increase individual teacher capacity to inquire into practice for sustainability.	Embed inquiry practices across school.	Sustain inquiry practices across the school.	All teachers have an inquiry question around school wide curriculum focus. Shift in student achievement. Shift in teacher pedagogy Mini inquiries throughout the year.
Developing Culturally Responsive Pedagogy	External facilitator for Culture Counts. Staff PLD Training for new Impact Coaches. Accredited Impact Coaches (x4).	Impact coaches to carry out observations across the school. Individual goals with teachers around 'relationships for learning' using the observation tool. Increase the number of impact coaches. ICs to deepen understanding of the 5 dimensions of RbL.	Embed individual teacher capacity to deepen their understanding of the relationship based learning framework.	Sustain individual teacher capacity to deepen their understanding of the relationship based learning framework.	All teachers have professional learning & development in 'Relationships for Learning' around 5 key areas: Agentic talk, Caring for and Nurturing the Learner, High Expectations, Feedback – Feed forward, and Well Managed Learning Environment.
Develop knowledge and skills in digital literacy to enable students to be active and motivated participants in Inquiry Learning.	Review current digital literacies across the school. Appoint staff to lead the plan for digital literacies across the school. A range of digital tools have provided across the school.	Create an action plan for the implementation of digital literacy practices across the school. Internal facilitators to provide professional learning and development of digital literacies.	Embed the plan of digital literacies across the school.	Sustain the plan of digital literacies across the school.	All teachers have professional learning and development in digital literacy and leadership. Shift in digital practice across the school. Shift in teacher pedagogy.
Develop Te Reo Maori, Tikanga and Kawa across the school to cater for our akonga	Level 2 in our bilingual units. Level 4 across the school. A dedicated teacher has worked in all classes to develop teaching and learning up to level 4. Teachers have been given planning templates to support going forward. Friday briefing sessions have a kupu hou section. Staff PLD on supporting teaching of Maori across the school.	Teachers now have tools to teach Level 4 Te Reo. Professional learning and development of staff to deliver Te Reo, Tikanga and Kawa across the school. Continue weekly briefing sessions to support teachers. To provide professional development for kaiako in bilingual classes - Level 2.	Embed practice to deliver Te Reo, Tikanga and Kawa across the school. To embed practice of kaiako in bilingual classes, in Level 2.	Sustain practice to deliver Te Reo, Tikanga and Kawa across the school. To practice of kaiako in bilingual classes, in Level 2.	To increase to Level 4 Te Reo, Tikanga and Kawa across the mainstream. To deliver level 2 Maori bilingual education from Year 1 to Year 8 bilingual classes. To work in collaboration with whanau, iwi and hapu to ensure the best educational experiences for Te Manu Tukutuku

Health & Safety

TARGET	CURRENT REALITY	2018 INITIATIVES	2019 INITIATIVES	2020 INITIATIVES	MEASURABLE 3 YEAR OUTCOMES
To ensure our school wide initiatives promote physical activity, healthy lifestyles and safety programmes.	Many opportunities for students to participate in a variety of physical activities have been provided.	Classroom teachers to ensure children have many opportunities to be involved in Physical Activities, Healthy Lifestyle and Safety Programmes. Utilize the programmes we have had PLD learning on i.e. tennis, netball, Halberg Trust.	Opportunities to be involved in Physical Activities, Healthy Lifestyle and Safety Programmes.	Opportunities to be involved in Physical Activities, Healthy Lifestyle and Safety Programmes.	A consistent programme across the school that shows an increase in physical activity, healthy lifestyles and safety programmes.
To support a school based curriculum of education for sustainability.	Working towards developing and creating opportunities for staff to work towards sustainability education by bringing in external experts to begin the journey. To date we have created new rubbish streams systems and created community garden. Composting and worming up and running. Chickens on site.	Teachers and external facilitator to run education programmes within the school. Classes will have a rotation working in the community garden. Support from external partner. Guidelines in kaupapa booklet to develop sustainability.	Maintain Education programmes within the community: gardening, waste diversion and reducing, reusing and recycling. Explore garden to table. Explore other animals to support waste reduction. Bring in community groups to support the programmes.	Maintain Education programmes within the community: gardening, waste diversion and reducing, reusing and recycling. Explore garden to table. Explore other animals to support waste reduction.	Professional learning & development with staff, students and whanau on sustainable education pathway for our school environment inside and outside. Establish waste minimization practices school wide.

Engaging Families

TARGET	CURRENT REALITY	2018 INITIATIVES	2019 INITIATIVES	2020 INITIATIVES	MEASURABLE 3 YEAR OUTCOMES
To build strong learning relationships with our families, whanau and wider community.	Provide a variety of opportunities for school and family to work in collaboration. Learning conversations about assessments are held with whanau. Survey community on communication. A variety of curriculum focused workshops for whanau.	Work with Year 1 to 3 teachers to roll out Mutukaroa practices with whanau at conferences. Work with Year 4 to 8 teachers to roll out guidelines and expectations of goal setting conferences. Develop communication plan for our whanau.	Review and refine the work with Year 1 to 3 teachers of the Mutukaroa practices. Review and Review the work with Year 4 to 6 teachers around the guidelines and expectations of goal setting conferences. Emed communication practices.	Embed the practices of Mutukaroa and Goal Setting guidelines and expectations. Sustain communication practices.	To provide opportunities for families to engage in school life to support the learning of their tamariki.

School Culture

TARGET	CURRENT REALITY	2018 INITIATIVES	2019 INITIATIVES	2020 INITIATIVES	MEASURABLE 3 YEAR OUTCOMES
Respect and live by our vision, values, and goals.	Visual display of the Weymouth Way in our school environment. The Weymouth Way underpins everything we do.	Survey our staff, children and families. Shared agreements on how we communicate our vision, values and goals.	Embed shared agreements on how we communicate our vision, values and goals.	Sustain shared agreements on how we communicate our vision, values and goals.	All stakeholders know our vision, values and goals. All staff can share our vision, values and goals through storytelling.

Leading and Governing

TARGET	CURRENT REALITY	2018 INITIATIVES	2019 INITIATIVES	2020 INITIATIVES	MEASURABLE 3 YEAR OUTCOMES
To develop the capacity of the leadership team to support teachers, teaching and learning programmes and to develop shared understanding for the urgency to improve outcomes for all students.	Job Description and Leadership goals for team leaders are aligned to appraisals. Deputy Principals had external appraiser. Team leaders worked alongside Principal on goals. Change in leadership team.	Acting Principal and DPs to engage in external appraisal. Team leaders to be appraised by Principal. Teams leaders to appraise teams. PLD for acting Principal and DPs. PLD for APs and Team leaders. Induction new members. Coaching and mentoring support.	Embed practice for leadership team.	Sustain practice for leadership team.	Confident, competent and expert leadership practices are evident across the school.
To develop the expertise of Board of Trustee members	Monthly board meetings. Review of board expertise through a completed survey. Engage in PLD with NZSTA Attend NZSTA BOT conference	Upskill and provide training for board members.	Embed effective governance practices.	Sustain effective governance practices.	NZSTA workshop training.

Annual School Improvement Plan 2018

Teaching & Learning

Teaching and learning will support a diverse range of students by equipping them to be confident, articulate, connected and active life-long learners.

TARGET

Embed Relationships-based Learning Framework through cycles of inquiry driven by student need

CURRENT REALITY *What we are doing right now*

Student achievement data analysis is carried out termly as a whole staff. Team leaders then unpack team data regularly at team meetings.

External Provider (Cognition): Relationships-based Learning - Culture Counts

Teaching as inquiry NZC. Target group of students in reading, writing and maths

PLGs focused on target students and mini inquiries throughout the year for accelerated learning.

ACTIONS	MEASURES	TIMING	MILESTONE REPORTING	RESOURCING (TIME, PEOPLE AND FINANCE)	RESPONSIBILITY
Establish target groups of students in reading, writing, and maths identified through assessment data and monitor/track progress.	Priority target students identified on etap using end of 2017 data. Progress monitored and reported termly.	Target walls established Week 3, Term 1 Monitor student progress termly.	Termly team evaluations. Teachers reporting to teams on inquiries (actions/impact/next steps).	Team leaders to report termly to leadership team. Literacy & Numeracy Budget. Students & Whanau Termly meetings with team leaders and Principal.	Leadership Team Teachers
Linking teacher inquiry with appraisal documentation	Evidence of teacher inquiry in appraisal documents	Regular entries into Appraisal Document.	Appraisal discussions in teams. One on one with Acting Principal termly.	Access to PLD. One-on-one release	Leadership Team Teachers
Engage in professional development provided by outside facilitators to develop mathematical inquiry communities in our classrooms	Collection of Voice - student/teacher/whānau (beg/end) Shift in progress from beg/end 2018	Term 1/4, Week 2 PAT - Term 1 / Term 4	Assessing outcomes - termly with facilitators/ leadership/teachers	PLD facilitators Release - inclass support 10 x Yr 4-8 teachers	Leadership Team Danielle

ACTIONS	MEASURES	TIMING	MILESTONE REPORTING	RESOURCING (TIME, PEOPLE AND FINANCE)	RESPONSIBILITY
Embed Relationship based learning practices across the school.	Teacher inquiry cyclical. Evidence in appraisal docs. RbL observation tool & Coaching conversations.	Ongoing	Cyclical inquiry discussions in teams.	PLD hours Impact coaches training Literacy & Numeracy budget Induction of new staff Release for coaching conversations	Team leaders Teachers Impact Coaches
Build leadership capacity to become impact coaches utilising RbL tool.	External facilitator accreditation process for new impact coaches.	Ongoing	Term 3 - Impact coaches accredited.	PLD budget	Leadership team

TARGET

Develop knowledge and skills in digital literacy to enable students to be active and motivated participants in inquiry learning.

CURRENT REALITY *What we are doing right now*

Review current digital literacies across the school.

Appoint staff to lead the plan for digital literacies across the school.

Explore a range of digital tools across the school. Weymouth Primary are now part of a COL. Working on developing a digital pathway for 2019.

ACTIONS	MEASURES	TIMING	MILESTONE REPORTING	RESOURCING (TIME, PEOPLE AND FINANCE)	RESPONSIBILITY
Implement digital literacy practices across the school. Investigate new digital literacies curriculum.	Evidence of use of IT in programmes. Planning incorporates digital devices.	Ongoing	Annual report to the Board. Termly reports to the leadership team on use of digital tools	IT Team & Budget Year 6-8 gmail accounts Swivel camera for observations	IT Team
Ensure online safety practices are in place	PLD staff and students. Digital passports for students Parent workshops	Ongoing	Annual BOT report	IT budget External facilitator New Era	Leadership Team IT Team Students, Teachers & Whanau

TARGET

Develop Te Reo Maori, Tikanga and Kawa across the school to cater for our akonga.

CURRENT REALITY *What we are doing right now*

Level 4 Te Reo across the school.

Level 2 in Years 4-8 Maori Bilingual Education.

Successful MLF resourcing audit Term 3, 2016. Tuakana-Teina opportunities across the school.

ACTIONS	MEASURES	TIMING	MILESTONE REPORTING	RESOURCING (TIME, PEOPLE AND FINANCE)	RESPONSIBILITY
Implement Level 4 Te Reo, Tikanga and Kawa across the school.	Opportunities for participation in kaupapa Maori for all students and teachers. Team and weekly planning	Ongoing	Termly evaluations Leadership team discussions	Supporting resources from CRT release in 2017. Tamsin Hanly books Whanau. Local iwi. Marae Visits in teams.	Teachers Leadership team
Implement Level 2 Te Reo, Tikanga and Kawa in Te Manu Tukutuku.	Evidence of at least 51% Te Reo Maori in planning, in programmes, in student work, in conversational opportunities.	Ongoing	Annual Board report. Termly updates	MLP Level 2 PLD centrally funded application Treaty of Watangi - Tamsin Hanly books	Te Manu Tukutuku

Health & Safety

We will provide a healthy and safe learning environment.

TARGET

To develop school wide initiatives that promote physical activity, healthy lifestyles and safety programmes.

CURRENT REALITY *What we are doing right now*

Provide opportunities for students to participate in a variety of physical activities with external facilitators. Inquiry links to healthy living. Water Safety NZ PLD for staff and students.

ACTIONS	MEASURES	TIMING	MILESTONE REPORTING	RESOURCING (TIME, PEOPLE AND FINANCE)	RESPONSIBILITY
Opportunities to be involved in regular Physical Activities, Healthy Lifestyle and Safety Programmes - Jump Rope for Heart - Athletics - Water & Bike Safety - Life Education (T1 & T4)	Evidence of PE, Sport, Health and Safety Programmes in short, long term planning, and school-wide initiatives. Overview of Sport Fitness & Health Calendar	Ongoing	Annual report to Board.	Kiwisport Fund PE budget Heart Foundation Counties Manukau Sport Health budget Big Foot Bikes Scooters Water Fountains Public Health Nurse Jan May - Chaplain Bible in Schools	Cheyenne & Sports team coaches Teachers Leadership team
Implement Zones of Regulations (Years 1 to 3), Anger Busters (Years 4 to 8) and Cool Schools - whole school.	Survey students, parents and teachers.	Term 2 and 4	BOT Report T2/4.	PLD staff External facilitators Cool Schools and Anger Busters	Moana Danielle
Implement safety at the gate.	Safety practices demonstrated. Evident in planning	Ongoing	BOT report	Travelwise Team Community Constable Auckland Transport Road Patrol	Teachers Students Parents

TARGET

To support a school based curriculum of education for sustainability

CURRENT REALITY *What we are doing right now*

Working towards becoming environmentally sustainable. Developing a community garden. Working towards whole school sorting of rubbish streams. Ensure worm farms and composting are up and running. Create a space for school and community to utilise to develop environmentally sustainable programmes. Creating spaces for animals in the community garden. Chickens are included in our garden and we are researching what next.

ACTIONS	MEASURES	TIMING	MILESTONE REPORTING	RESOURCING (TIME, PEOPLE AND FINANCE)	RESPONSIBILITY
Implement programmes for environmental sustainability Develop checklist of expectations when working in community garden area.	Evidence in classroom programmes, school wide, local and community environments Mini inquiries on planting, composting, worm farms, reducing footprint practices for sustainability. Maintenance of projects and practices across the school	Ongoing	BOT report PMIs Feedback from stakeholders	PLD internal and external Support staff member appointed to work alongside classes Environment sustainability budget Utilise free resources available Community to support in maintenance i.e. parents, grandparents and community organisations i.e. local marae.	Staff Students Community

Engaging Families

We will build strong relationships and strategic partnerships with our families, whanau and the wider community.

TARGET					
To build strong learning relationships with our families, whanau, and wider community.					
CURRENT REALITY <i>What we are doing right now</i>					
Provide a variety of opportunities for school and family to work in collaboration. Learning conversations about assessments are held with whanau. Goal setting conferences to share reporting to parents reports. Surveys to support where to next steps.					
ACTIONS	MEASURES	TIMING	MILESTONE REPORTING	RESOURCING (TIME, PEOPLE AND FINANCE)	RESPONSIBILITY
Provide multiple opportunities for parents to engage with school. Accessing the wider community, support agencies, e.g. St Johns, Retirement Village, Local iwi.	Expo & Meet the Teacher Parent workshops to support parents as first teachers. Parent surveys. Focus groups of parents to review practices Goal setting conferences	Ongoing	Annual report to BOT	Community Engagement budget	All Staff
Reporting to parents, families and whanau.	Reporting to parents twice a year.	Year 1 to 3 termly in Week 7. Week 8 Parent conferences. Year 4 to 8 mid and end of year reports Week 9 Term 2 & 4. Parent conference on request. Goal setting conferences Week 2, Term 2 & Term 3.	Reporting to Parents	nil	Teachers Leadership Team

School Culture

We will respect and live by our vision and values.

TARGET

Respect and live by our vision, values and goals.

CURRENT REALITY *What we are doing right now*

Visual display of the Weymouth Way.
The Weymouth Way underpins everything we do.

ACTIONS	MEASURES	TIMING	MILESTONE REPORTING	RESOURCING (TIME, PEOPLE AND FINANCE)	RESPONSIBILITY
Develop shared understanding on how we communicate our vision, values and goals. Weekly focus of Weymouth Way, Vision and Values	Evident in planning Evident in whole school weekly focus Increased community involvement Purposeful communication with all stakeholders Surveys Focus groups of parents and teachers. Newsletters Website Assemblies Communication Plan development.	Ongoing	Ongoing	Community Engagement budget All staff Community BOT	Weymouth Community & School Staff

Leading & Governing

We will serve the well-being of our community by strategically guiding, supporting and delivering an awesome education.

TARGET					
To listen to and activate the voices of our school community to guide and inform teaching and learning to deliver an awesome education for ALL students.					
CURRENT REALITY <i>What we are doing right now</i>					
Working alongside Cognition with an external facilitator to develop and build capabilities and capacity of impact coaches. We have collected two lots of voices from our students, teachers, parents, leadership team to support the development of or curriculum.					
ACTIONS	MEASURES	TIMING	MILESTONE REPORTING	RESOURCING (TIME, PEOPLE AND FINANCE)	RESPONSIBILITY
Identify and address key themes coming through from the voice collection.	Planned actions throughout annual goals/ targets. Discussions across teams. Team planning.	T4 2017 ongoing. 2018.	BOT report	PLD funding External facilitator Internal PD budget	Guiding Coalition Teachers Leadership team

TARGET					
Develop the expertise of Board of Trustee members					
CURRENT REALITY <i>What we are doing right now</i>					
Monthly board meetings. Review of board expertise through a completed survey.					
ACTIONS	MEASURES	TIMING	MILESTONE REPORTING	RESOURCING (TIME, PEOPLE AND FINANCE)	RESPONSIBILITY
Upskill and provide training for Board members.	Level of contribution and participation in board meetings	Monthly board meetings	Evaluation of monthly board meetings	NZSTA Conference NZSTA online modules External facilitator RbL facilitator Committees when needed	Board of Trustees Principal