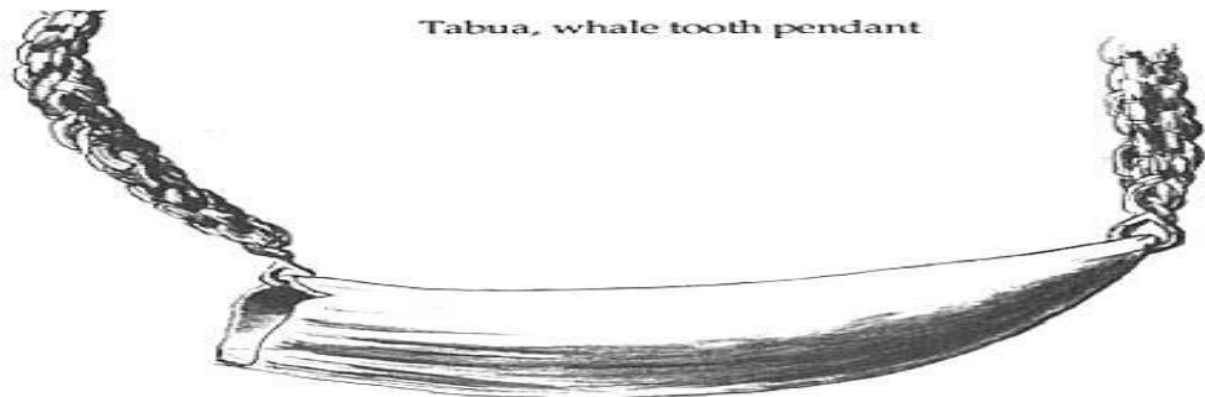


Edmonton School
Charter 2019-2021

Working Together, Achieving Together
Mahi Tahī Tatou

Edmonton School will focus on Community aspirations and contexts within effective classroom curriculum design and responsiveness to all students' learning needs, and strengths

Edmonton School in Te Atatu South, West Auckland, caters for learners in Years 1 to 6. The school is set in spacious grounds and shaded by mature trees. In 2016 the school celebrated its 60th anniversary. In 2017 seven classrooms out of eleven were upgraded to modern learning environments which support strengths-based teaching offering students and teachers flexibility, openness and better access to resources. The school's diverse community includes approximately 23% NZ European/Pākehā, 23% Māori, 21% Pasifika and 28% Asian students. Students from other nationalities make up a further 5% of the school roll. The school recognises New Zealand's cultural diversity and the unique position of Māori culture and language. In 2016 the school introduced an enrichment programme promoting te reo me ngā tikanga Māori and this is continuing. In 2018 Tongan language classes were established. The board of trustees is currently exploring establishing enrichment classes for Asian languages. Edmonton School, along with other schools in the area, is part of a Community of Learning/Kāhui Ako. We work together to help our learners achieve their full potential across the education pathways. The board of trustees and teachers promote Ka Hikitika – Accelerating Success 2013-2018 - and how the principles of the Treaty of Waitangi are applied in education including the Edmonton School curriculum, school policies and forming productive partnerships with all parents, families and whānau. The school also promotes the Pasifika Education Plan 2013-2018, in raising Pasifika learners' participation, engagement and achievement.



Our Mission Statement

All learners participating, engaging and achieving in education, secure in their identities, languages and cultures, contributing fully to Aotearoa New Zealand's social, cultural and economic wellbeing

Key Competencies, Values and Principles

WORKING TOGETHER, ACHIEVING TOGETHER - MAHI TAHI TATOU

Key Competencies	Our Unique Community Values		Principles The unique position of Edmonton Primary School
<p style="text-align: center;">Thinking</p> <p style="text-align: center;">Using language, symbols, and texts</p> <p style="text-align: center;">Managing self</p> <p style="text-align: center;">Relating to others</p> <p style="text-align: center;">Participating and contributing</p>	<p>Honesty <i>Pononga</i></p> <p>Kindness <i>Te atawhai</i></p> <p>Good Manners <i>Hūmārie</i></p> <p>Perseverance <i>Manawanui</i></p> <p>Respect for self, others and the environment <i>Te whakaute mō te whaiaro, ētahi atu, me te taiao</i></p> <p>Confidence <i>Whakamanawa</i></p> <p>Pride in self, work and school <i>Whaka whaiaro, te mahi, te kura hoki</i></p> <p>Risk taking <i>Whakawhara</i></p> <p>Enthusiasm <i>Matangareka</i></p> <p>Resilience <i>Manawaroa</i></p>	<p>Curiosity <i>Manawareka</i></p> <p>Positivity and fun <i>Ngākau reka mete rekareka</i></p> <p>Initiative <i>Kakama</i></p> <p>Excellence <i>Hiranga</i></p> <p>Innovation <i>Tangongitanga</i></p> <p>Diversity <i>Kanorau</i></p> <p>Equity <i>Mana taurite</i></p> <p>Community and participation <i>Te Papori mete whakauru</i></p> <p>Ecological sustainability <i>Toitūtanga haropui</i></p> <p>Integrity <i>Ngākau tapatahi</i></p>	<p style="text-align: center;">High Expectations</p> <p>We all strive to do our personal best</p> <p style="text-align: center;">Treaty of Waitangi</p> <p>We celebrate being a bicultural school</p> <p style="text-align: center;">Cultural Diversity</p> <p>We recognise and respect all cultural backgrounds</p> <p style="text-align: center;">Inclusion</p> <p>All students are welcomed and catered for with individual learning pathways.</p> <p style="text-align: center;">Learning to Learn</p> <p>Strive to improve students' ability to think and learn</p> <p style="text-align: center;">Community Engagement</p> <p>Consult with our various parent communities in any decisions affecting their students</p> <p style="text-align: center;">Coherence</p> <p>Develop class programmes to encourage open-minded exploration and pathways to further learning</p> <p style="text-align: center;">Future Focus</p> <p>Create authentic inquiry topics which develop sustainability, citizenship enterprise and globalisation</p>

This charter has been designed in consultation with the school's community of BOT, staff, students, parents, families and whānau, to meet the needs, aspirations and resources of the Edmonton School community. It provides guidelines and expectations for the teaching of all learners. By the time students leave Edmonton School in Year 6, they will have developed the skills, knowledge, attitudes and values as determined by the school's community

Edmonton Primary School Strategic Aims





Strategic Aim 1: Students progress and achieve at expected levels participating in caring, collaborative, inclusive learning communities

Strategic Aim 2: Deliberate acts of teaching within cognitively rich classrooms are targeted to students' learning needs


Strategic Aim 3: Parents, families and whānau are actively encouraged and empowered to support students to achieve success in their learning through effective engagement and communication

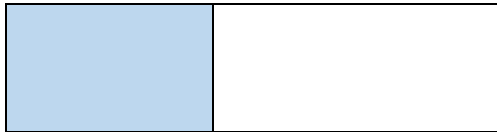
Strategic Plan 2019-2021

VISION	<i>Strategic Aims</i>	<i>Year 1 2019 Introducing</i>	<i>Year 2 2020 Developing</i>	<i>Year 3 2021 Consolidating/Embedding</i>
 <p style="font-size: 24pt; font-weight: bold; color: red; margin-top: 20px;">Working Together Achievin g Together</p>	<p>Strategic Aim 1: Student Learning</p> <p>Students progress and achieve at expected levels participating in caring, collaborative, inclusive learning communities</p>	<p>1.1 Governance and leadership Student learning and wellbeing, achievement and progress is the board's core concern. The board and school leadership build relational trust. From the previous review a revised succession and induction plan for new trustees to be developed.</p>	<p>Student learning and wellbeing, achievement and progress is the board's core concern. The board and school leadership build relational trust. New trustees are inducted into their role.</p>	<p>Student learning and wellbeing, achievement and progress is the board's core concern. The board and school leadership build relational trust. A review of the succession and induction plans for the new trustees to be carried out.</p>
	<p>1.2-3 Māori and Pasifika education Students are building their confidence in their identity, language and culture. Students have opportunities to engage in cultural and language activities. A review of how well the school provides support for Pasifika learners will be carried out.</p>	<p>Students are confident in their identity, language and culture across the school. Students have increasing opportunities to engage in cultural and language activities.</p>	<p>Students are confident in their identity, language and culture and this is embedded across the school. Students have many opportunities to engage in cultural activities.</p>	
	<p>1.4 Special education needs Students with special education needs or abilities will participate in learning opportunities that provide appropriate and effective support and challenge</p>	<p>Students with special education needs or abilities will participate in learning opportunities that provide appropriate and effective support and challenge across the school</p>	<p>Students with special education needs or abilities will participate in learning opportunities that provide appropriate and effective support and challenge and this is embedded across the school.</p>	
	<p>1.5 English language learners Students whose culture/first language differs from the culture/language of instruction are well supported to access learning across the school.</p>	<p>Students whose culture/first language differs from the culture/language of instruction are well supported to access learning and this is embedded across the school.</p>	<p>Students whose culture/first language differs from the culture/language of instruction are well supported to access learning and this is embedded across the school. A review of systems and processes and support for ELLs to be carried out.</p>	

	<i>Strategic Aims</i>	<i>Year 1 2019 Introducing</i>	<i>Year 2 2020 Developing</i>	<i>Year 3 2021 Consolidating/Embedding</i>
 <p>EDMONTON SCHOOL</p>	<p>Strategic Aim 2: Effective Teaching Deliberate acts of teaching within cognitively rich classrooms are targeted to students' learning needs</p>	<p>2.1 Leadership and collaboration Senior management, teachers and learners, working individually and collaboratively, will put into practice new ideas, and develop new skills.</p>		
		<p>2.2 Communication and collaboration Teachers will learn from each other how best to raise the quality of teaching and learning. Expectations clearly articulated in school documentation.</p>		
		<p>2.3 School Curriculum Students will have learning opportunities that enable them to engage in cognitively challenging and purposeful learning opportunities that relate to real-life context, issues and experiences and this will be embedded across the school.</p>	<p>Students will continue to have learning opportunities that enable them to engage in cognitively challenging and purposeful learning opportunities that relate to real-life context, issues and experiences and this will be embedded across the school. A review of how well the school curriculum reflects the aspirations of the community and interests of students will be carried out.</p>	<p>Students will continue to have good learning opportunities that enable them to engage in cognitively challenging and purposeful learning opportunities that relate to real-life context, issues and experiences and this will be embedded across the school.</p>
		<p>2.4 Student Agency Students will begin to participate in a learning environment that supports participation, engagement and agency in learning</p>	<p>Students will participate in a learning environment that supports participation, engagement and agency in learning across the school.</p>	<p>Students will be given explicit instruction in learning strategies (such as goal setting, self-monitoring and deliberate practice) that enable them to take control of their learning, develop metacognitive skills, self-regulate, and develop self-efficacy and agency.</p>
		<p>2.5 Target Students and school wide assessment The progress of Identified target learners and priority groups will be tracked and regularly reviewed for effectiveness. Assessment that is robust, equitable for all learners and informs practice will be used in conjunction with moderation to inform reliable OTJs (developing evaluative capability).</p>		
		<p>2.6 Digital Technologies Professional development will support teachers to trial and use digital technologies appropriately to support higher-order, collaborative teaching and learning. Undertake an audit of school's devices and teacher PLD requirements.</p>	<p>Professional development will continue to support teachers to trial and use digital technologies appropriately to support higher-order, collaborative teaching and learning.</p>	<p>Teachers will work collaboratively alongside students to use digital technologies appropriately to support authentic, personalised and higher order learning.</p>

**Working
Together
Achievin
g
Together**

	<i>Strategic Aims</i>	<i>Year 1 2019 Introducing</i>	<i>Year 2 2020 Developing</i>	<i>Year 3 2021 Consolidating/Embedding</i>
 <p>Working Together Achieving Together</p>	<p>Strategic Aim 3: Community Engagement All parents, families and whānau are actively encouraged and empowered to support students to achieve success in their learning through effective engagement and communication</p>	<p>3.1 Governance and school leadership BOT and school leadership actively seeks the perspectives and aspirations of students, parents, families and whānau as part of the development of the school’s vision, values, strategic direction, goals and priorities</p>	<p>The Board will consult with the school community to assist in the charter strategic direction for 2020– 2024. BOT and school leadership actively seeks the perspectives and aspirations of students, parents, families and whānau as part of the development of the school’s vision, values, strategic direction, goals and priorities.</p>	<p>BOT and school leadership actively seeks the perspectives and aspirations of students, parents, families and whānau as part of the development of the school’s vision, values, strategic direction, goals and priorities.</p>
	<p>3.2 Partnerships All parents, families and whānau (PFW) will be informed about their child’s progress, and participate in learning opportunities that enable them to constructively support their child’s learning</p>			
	<p>3.3 Communication A range of appropriate and effective communication strategies will be reviewed and used to communicate with and engage parents, family whānau and the school community</p>			
	<p>3.4 Transitioning Learners will be well supported in their transitions to and from and within Edmonton School</p>			
	<p>3.5 Resourcing The board of trustees and school leaders will promote a high positive profile of the school to attract and actively seek sponsorship to support teaching and learning programme</p>			



ANNUAL PLAN 2019

STRATEGIC AIM 1: Students progress and achieve at expected levels participating in caring, collaborative, inclusive learning communities.

<i>Strategic Goal</i>		<i>Strategic Initiative</i>	<i>Action</i>	<i>Measure</i>	<i>Timeframe</i>
Gove manac	A revised succession and induction plan for new trustees in place	1.1 Promote a positive and transparent school culture in the process of developing and reviewing the school's vision, values and strategic direction	1.a Attend NZSTA BOT professional development workshops and report at the next BOT meeting.	1.a Every board member has attended at least one PD workshop and reported on the learnings can be implemented.	BOT chair, BOT members, Termly
	Student learning and wellbeing achievement and progress is the boards core concern		1.a.a BOT elections held June 8th.	1.a.a Successful election completed by end of June.	Principal, Kathy
1.b Roles and responsibilities are documented and an induction plan is in place		1b Clear role descriptions are in place for board members and trustees and an induction plan is in place.	BOT chair , BOT, Principal Termly, after elections in June		
1c The board, school leaders, teachers, Maori /Pasifika parents review the school Charter at least once a term.		1.c Information is gathered at every hui, and are systematically processed within the charter, action plan , reviewed, and updated.	Principal, BOT representative Termly		
1d.BOT are provided with and analyse reliable progress and achievement data at each board meeting.		1.dBoard decisions are informed by progress and achievement data.	Principal, DP Wendy		
		1e. Board representative attend and fully participate in all community meetings (termly) and report back to the board.	1e Board decisions are informed by regular attendance at community meetings.	Principal, BOT representative	

	The Board and school leadership build relational trust		1f .Regular communication and updates about the COI to the board.	1f. Regular updates are made through the Principal's report so the board is aware of schools involvement in initiatives and progress across the COL.	Principal, WSL - Heather
	Strategic Goal	Strategic Initiative	Action	Measure	Timeframe
Mā	<p>In-depth review of how well the school provides support for Māori and Pasifika learners is carried out.</p> <p>Students are building their confidence in their identity, language , and culture.</p> <p>Students have opportunities to engage in cultural and language activities.</p>	1.2 Māori students enjoying and achieving education success as Māori	<p>1.2.a Review Maori achievement plan each term and identify actions for the following term.</p> <p>1.2.b Develop a continuum based on CRRP whereby teachers can identify culturally responsive practice.</p> <p>1.2.c PLD focuses around CRRP with regular workshops, and learning opportunities for teachers.</p> <p>1.2.d Conduct twice yearly surveys on parents , teachers and students to assess CRRP in the school.</p> <p>1.2.e Hold termly community hui to gather student and parent voice identifying next steps for Māori learners.</p>	<p>1.2.a Outcomes of plan review are evident in SLT plans and school review.</p> <p>1.2.b classroom observations undertaken and continuum development for use by all teachers.</p> <p>1.2.c PLD sessions undertaken on CRRP each term.</p> <p>1.2.d Surveys undertaken and data collated and reported on to SLT,BOT, staff.</p> <p>1.2.e Data collated and reported on to SLT, teachers and BOT</p>	<p>Principal, DP- Esther Te Reo Teacher,</p> <p>Senior leadership team, CRRP leaders - Daren, Carol - Termly CRRP leader CRRP team - Daren, Carol termly</p> <p>Principal, senior leaders, CRRP - Daren , Carol</p> <p>Principal, senior leaders, Esther</p> <p>Principal, Katie</p>

<i>Strategic Goal</i>	<i>Strategic Initiative</i>	<i>Action</i>	<i>Measure</i>	<i>Timeframe</i>	
Pasifika	<p>In-depth review of how well the school provides support for Maori and Pasifika learners is carried out.</p>	<p>1.3 Pasifika students enjoying and achieving education success as Pasifika.</p>	<p>1.2.f Staff professional development through enrolment in He Papa Reo at Te Wananga o Aotearoa</p> <p>1.2.g Continue enrichment classes through the school , building tuakana teina.</p> <p>1.2.h Opportunities for students to be leaders in their own right by reading in their own language to others at lunchtime.</p> <p>1.3 a Review Pasifika Plan each term and review actions for following term.</p> <p>1.3.b Continue to Develop a continuum based on CRRP whereby teachers can identify culturally responsive practice.</p>	<p>1.2.f Teachers working together and working through the modules.</p> <p>1.2.g Collect and collate student and parent voice around achievement in the classes. Mid yearcheckpointand achievement objectives set for term 3 and 4.</p> <p>1.2.h Library open Tuesday and Wednesday lunchtimes with a roster. Data collected around attendance(age,gender, languages read,student voice from readers.</p> <p>1.3.a Outcomes of plan review are evident in SLT plans and school review.</p> <p>1.3.b classroom observations undertaken and continuum development for use by all teachers.</p> <p>1.3.c PLD sessions undertaken on CRRP each term</p>	<p>Principal, Teachers</p> <p>Principal, Te Reo teacher</p> <p>Helen termly</p> <p>Principal, SLT, Pasifika team, termly</p> <p>Principal, SLT CRRP team</p> <p>Principal,CRRP team - Daren , Carol</p>

			<p>1.3.c PLD focuses around CRRP with regular workshops, and learning opportunities for teachers</p> <p>1.3.d Conduct twice yearly surveys on parents, teachers and students to assess CRRP in the school.</p> <p>1.3.e Hold termly community fono to gather student and parent voice identifying next steps for Pasifika learners.</p> <p>1.3.f Continue Pasifika group, and create more opportunities that are culturally responsive to the needs of our community.</p> <p>1.3.g Create Tongan language experiences for the junior school.</p> <p>1.3.h Integrate dual language readers into junior school reading programme.</p> <p>1.3.i Provide opportunities for the Pasifika group to perform to the wider community.</p> <p>1.3.j Opportunities for students to be leaders in their own right by reading in their own language to others at lunchtime.</p>	<p>1.3.d Surveys undertaken and data collated and reported on</p> <p>1.3.e Data collated and reported on to SLT, teachers and BOT.</p> <p>1.3.f Collect and collate student and parent voice around students experience in the group. Create a bollywood group.</p> <p>1.3.g Classes to be held during whanau interactive play</p> <p>1.3.h Children to have regularly taken home readers in dual languages. Collect and collate student and parent voice around the impact for students and families</p> <p>1.3.i Group to perform at the Matariki festival Term 2 and pasifika festival CoL Term 3.</p> <p>1.3.j Library open Tuesday and Wednesday lunchtimes with a roster. Data collected around attendance(age,gender, languages read,student voice from readers.</p>	<p>Principal, SLT, CRRP team</p> <p>Principal Pasifika team - Siu</p> <p>Principal Pasifika team - Siu</p> <p>Pasifika team - Siu</p> <p>Team leader Pasifika team</p> <p>Pasifika team - Siu, Ameet</p> <p>Helen</p>
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<i>Strategic Goal</i>	<i>Strategic Initiative</i>	<i>Action</i>	<i>Measure</i>	<i>Timeframe / Who</i>	
<i>Spe cial</i>	Students with special education needs or abilities will participate in learning opportunities that provide appropriate support and challenge.	1.4 Ensure high expectations, inclusiveness and success for students with high needs including gifted and talented students	<p>1.4.a School SENCo will continue to liaise with staff, parents and wider community and agencies to provide the necessary support for all learners.</p> <p>1.4.b Mutukaroa meetings to continue for 5, 5 ½, 6.</p> <p>1.4.c Gifted and Talented Register updated and policy reviewed.</p> <p>1.4.d Term 4 transition meetings for learners with special abilities and high needs.</p> <p>1.4.e IEPs/ IBP's review of processes and systems.</p>	<p>1.4.Regular updates in SLT meetings. Twice termly Network meetings. Informs the BOT in a timely manner of trends and patterns.</p> <p>1.4.b Board report made by lead teacher. Parent feedback gathered, and used to inform next steps. learning conversation notes and goal setting recorded as a shared document for all staff on Public.</p> <p>1.4.c Information reported to the BOT. Teachers consulted and adapt the register to current needs and talents. All teachers familiar with the Policy.</p> <p>1.4.d Clear timeframe for class, student , teacher allocation. Handover of important information in term 4 meeting.</p> <p>1.4.e Review IEP/ IBP process and system. Time table of review process shared with staff.</p>	<p>Ann- Marie</p> <p>Esther</p> <p>Ann- Marie, Antony</p> <p>Principal, SLT</p> <p>Ann- Marie, Helen SLT</p>

			1.4.f Parent Reading Review	<p>Process created for ongoing tracking and monitoring.</p> <p>1.4.f Selection to be worked out by SENCo. ESOL, and teachers giving priority to ex Reading Recovery who require extra support, then yr , yr 5 yr 4 ex or current ESOL status reading below Level 20.</p>	Helen,Ann- Marie SLT, Antony Teachers of senior school
<i>Strategic Goal</i>		<i>Strategic Initiative</i>	<i>Action</i>	<i>Measure</i>	<i>Timeframe / Who</i>
English	<p>Students whose culture and first language differs from the culture / language of instruction are well supported to access learning across the school.</p>	<p>1.5 Ensure high expectations, inclusiveness and success for English language learners.</p>	<p>1.5.a Combination of withdrawal (Junior School) and teacher aide in class support (middle and senior) led by ESOL teacher.</p> <p>1.5.b Support for classroom teacher by senior leaders (ESOL team) planning and teaching.</p>	<p>1.5.a Weekly meetings with T/Asand Helen to review and set goals for the following week source resources. Twice weekly small group sessions taken by Esther.</p> <p>1.5.b Workshop with teams around planning for ELLS students in Term 3. Review and report to SLT in term 4.</p>	<p>Principal Helen SLT SENCO</p> <p>Helen SLT</p>

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STRATEGIC AIM 2: Deliberate acts of teaching within cognitively rich classrooms targeted to students' learning needs.

<i>Strategic Goal</i>		<i>Strategic Initiative</i>	<i>Action</i>	<i>Measure</i>	<i>Timeframe/Who</i>
Lead	Coherent organisational conditions that support effective evaluation and inquiry.	2.1 Leadership collaboratively develops and enacts the school's vision, values, goals, and priorities for equity and excellence.	2.1a. Teacher will review and reflect on teaching as Inquiry takes place regularly.	2.1.a Once a term meeting with Margaret.	Principal
			2.1.b Formal plan for assessment is formulated and implemented.	Twice a term mixed PLG meetings for target students. 2.1.b Plan in place for a timeline for actions for teachers. Twice yearly reporting to SLT, BOT, and staff.	Team leader DP - Wendy
			2.1c Review Y1-4 ILS and determine next steps.	2.1.c End of year reflection, review, and identification of next steps.	DP - Esther, Team Leader, Cynthia Junior Team Teachers Play. Sport

			<p>2.1.d Upskilling teachers with knowledge and delivery of the Health and PE Curriculum.</p> <p>2.1.e Staff PLD Culturally Responsive Pedagogy led by Daren and Carol.</p> <p>2.1.f Staff PLD on Digital Technology</p> <p>2.1.g PLD specially addresses opportunities for innovative teaching practice.</p>	<p>2.1.d Plans reviews and observations reflect a shift towards integrated teaching and learning of Health and PE. Sports activators are recognised and actively involved in a variety of activities.</p> <p>2.1.e Once a term review of CRRP framework.</p> <p>2.1.f Twice a term staff PLD</p> <p>2.1 g Development and Appraisal processes record innovative practice.</p>	<p>Team - Cynthia, Cara, Cherry, Landis, Claire</p> <p>Daren, Carol, SLT</p> <p>Principal, Digital facilitator</p> <p>Principal, Teachers - termly</p>
	Strategic Goal	Strategic Initiative	Action	Measure	Timeframe/Who
Com	Strategies to achieve sustainable practices and progress are clearly documented and followed and regularly reviewed	2.2 Communication supports and strengthens reciprocal, learning centred relationships	<p>2.2.a Induction process is reviewed and implemented.</p> <p>2.2.b Mentor team and PLD leaders.</p> <p>2.2.c Review and approve new policies and procedures.</p> <p>2.2.d Review CRRP</p> <p>2.2. e Whole staff training on wellbeing.</p>	<p>2.2.a All new staff are taken through the Induction process.</p> <p>2.2.b Meeting minutes record discussions and next steps.</p> <p>2.2.c Tracked in the school review plan, and reported to the BOT.</p> <p>2.2.d End of term 1 all staff review CRRP process.</p> <p>2.2.e School behavior plan aligned with new learning.</p>	<p>Principal, buddies, for teachers , T/As, Team leaders</p> <p>Principal, Ann- Marie,</p> <p>Principal, Ann- Marie BOT</p> <p>Principal,CRRP team - Daren and Cynthia Principal,SLT</p> <p>Principal, SLT</p>

			<p>2.2.g School review updated.</p> <p>2.2.h Review Captain's Log , Captain's Compass.</p> <p>2.2.i Networking across our Community of Learning</p>	<p>2.2.g Aligned with Implementation Plan.</p> <p>2.2.h Review communication systems each term and implement new actions.</p> <p>2.2.i Regular termly meeting with ASL. Termly COL meetings. Feed back to BOT , staff and teachers</p>	<p>Principal, SLT</p> <p>Principal, SLT, WSL</p> <p>Principal, Heather</p>
	Strategic Goal	Strategic Initiative	Action	Measure	Timeframe/Who
School	<p>Students will have learning opportunities that enable them to engage in cognitively challenging and purposeful learning opportunities that relate to real- life context, issues and experiences and this will be embedded across the school.</p> <p>Planning is established and connected across the school, and initiatives that sustain and extend student</p>	<p>2.3 Teachers have effective, sufficient and equitable opportunities to participate in PLD to support their teaching and learning programmes.</p>	<p>2. 3 a Review and align Edmonton Curriculum with CRRP</p> <p>2.3.b TESOL training for staff</p> <p>2.3.c Writing Focus for COL</p> <p>2.3.d Digital technology / Writing PLD across the school linked to CRRP, continuing to review what a good writing programme looks like at each level</p>	<p>2.3.a Parent and student voice collected for graduate profile</p> <p>2.3.b Regular sharing by staff who are training to teams and staff. TESOL practice observed in classrooms.</p> <p>2,3,c Regular meetings with WSL. Report to Staff , BOT and SLT</p> <p>2.3.d Review google doc , observations and feedback to staff</p>	<p>Principal, SLT</p> <p>Helen, Heather, Siu Cherry</p> <p>Principal, Heather</p> <p>Principal, SLT Daren and Carol</p> <p>Principal</p>

<i>Strategic Goal</i>	<i>Strategic Initiative</i>	<i>Action</i>	<i>Measure</i>	<i>Timeframe/Who</i>
<p><i>Students</i></p> <p>Students will begin to participate in a learning environment that supports participation, engagement and agency in learning.</p>	<p>2.4 The learning environment supports student participation, engagement, and agency in learning</p>	<p>2.4.a Writing / Digital IT PLD is linked to CRRP</p> <p>2.4.b Inquiry learning templates reviewed and ongoing support by Helen</p>	<p>2.4.a Staff meetings unpacking digital Curriculum, and confidently use digital technologies in their teaching and learning programmes</p> <p>2.4 b Planning templates updated and shared through teams. Staff meeting lead by Helen . Shared through teams.</p>	<p>Principal Digital IT facilitator</p> <p>Helen, SLT</p>

			2.4.c PLay.Sport PLD	2.4.c Planning reflects growth in understanding of play.sport	Principal, SLT , Helen
			2.4.d Develop individual learning pathways	2.4.d Weekly review . Termly collect student voice	Principal, SLT, Team leaders - Cynthia to lead
			2.4.e Accelerated targeted teaching established school wide.	2.4.e All teachers have targeted groups GAP analysis and planning checked by team leaders.	Principal, SLT (DPs/ AP)
	Strategic Goal	Strategic Initiative	Action	Measure	Timeframe/Who
Target	Identified targeted learners, and priority groups will be tracked and regularly reviewed for effectiveness.	2.5 Assessment for learning develops students' assessment and learning to learn capabilities.	2.5.a Twice termly PLG	2.5.a PLGS meetings occur twice termly, and are tiered across all levels of the school. Evidence of teacher and student shifts are recorded in meeting minutes.	Principal, SLT, Team leaders
			2.5.b Accelerated Targeted teaching is established school wide	2.5.b All classes have targeted learning groups, who receive 15 - 20 mins extra teaching time on top of regular classroom instruction	Principal, SLT (DPs / AP)
			2.5.c Learner profiles	2.5.c All teachers collect information for each learner to	Principal, SLT, Team leaders

	<p>Assessment that is robust and equitable for all learners and informs practice will be used in conjunction with moderation to inform reliable OTJ's (developing evaluative capability.</p> <p>Teachers and students co-construct challenging realistic learning goals and success criteria, developing shared understanding about the kind and quality of work required to</p>		<p>2.5.d Target group mid year check</p> <p>2.5.e Mid year update of ministry targets</p> <p>2.5.f Reading Recovery tracking</p> <p>2.5.g Assessment Checks</p> <p>2.5.h Schoolwide moderation</p> <p>2.5.i GAP analysis</p>	<p>help build a wider picture of interests and areas of strength.</p> <p>2.5 d Analysis of target groups from term 1 and 2 to monitor acceleration carried out with mid year data collection.</p> <p>2.5.e Analysis of ministry targets carried out after mid year data. Progress mapped for students and targets set as needed.</p> <p>2.5.f Discontinued student are monitored regularly by one of the reading recovery teachers and data is shared with SLT.</p> <p>2.5.g Termly checks by team leaders/ SLT of assessments carried out by teachers with individual feedback.</p> <p>2.5.h Twice yearly team and school wide moderation of writing.</p> <p>2.5.i Regular updates to check new staff understand Collected mid year to check consistency across the school.</p>	<p>Principal, SLT (DP's/ AP)</p> <p>Principal, SLT, Teams</p> <p>Principal, Wendy, Carol, Ann- Marie</p> <p>Principal, SLT, DP's/ AP, Team leaders</p> <p>Wendy DP</p> <p>DP's Wendy , Esther</p>
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	achieve the desired outcome.		2.5.j Individual tracking 2.5.k Goal setting	Feedback given to teachers and team leaders. 2.5.j Writing tracking is embedded across the school. Maths tracking developed across the school . 2.5.k Termly goal setting and evaluation with all students.	DP's Wendy, Esther Principal, SLT, Team leaders
	Strategic Goal	Strategic Initiative	Action	Measure	Timeframe/Who
Digital	Professional development will support teachers to trial and use digital technologies appropriately to support higher -order collaborative teaching and learning.	2.6 Students use digital devices and ICT resources in ways that promote productive thinking and digital and technological fluency.	2.6.a Develop ICT strategic plan / PLD 2.6.b Staff development with PLF facilitator. 2.6.c Undertake an ICT audit of ICT devices and Teachers PLD requirements.	2.6.a ICT plan in place 2.6.b Twice termly PLD with facilitator. 2.6.c Audit complete term 1 and action plan in place for terms 2 3 4 for teachers needs.	Principal, Ann- Marie, IT facilitator, SLT, Antony to lead staff Principal, SLT , facilitator - Antony to lead Principal, AP, Antony, Facilitator

			2.6.d Teachers surveyed and needs identified.	2.6.d Survey complete and action plan in place for teachers needs.	Principal, SLT, Antony to lead, facilitator
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STRATEGIC AIM 3: All parents, families and whānau are actively encouraged and empowered to support students to achieve success in their learning through effective engagement and communication.

Strategic Goal		Strategic Initiative	Action	Measure	Timeframe/Who
Gove manā	Board and school leadership actively seeks the perspectives and aspirations to support students, parents, family / whanau as part of the school's vision, values , strategic direction, goals and priorities.	3.1 BOT, supported by school leadership, leads the community in identifying with the school and vision.	3.1.a. Maori Hiu with Whanau	3.1.a Termly meetings , feedback collected and collated and feedback to SLT. A BOT member attends each meeting. Links to ASL COL leader.	Principal Katie and team
			3.1.b Tanaloa with Pasifika fanau.	3.1.b Termly meetings feedback collected and collated and shared with SLT BOT and staff.	Principal Siu and Pasifika team
			3.1.c Review and refine systems to identify change priorities.	3.1.c Clear systems established to collect information. Change priorities are identified and next steps are put in place.	Principal, SLT, Staff

	<p>Maori parents and whanau are engaged in culturally appropriate ways.</p> <p>Pasifika parents are engaged in culturally appropriate ways.</p> <p>BOT will conduct its biannual survey of the community of the Health and PE Curriculum.</p>		<p>3.1.d Feedback collected from student , parents, families and whanau.</p> <p>3.1.e Maori Hiu with Whanau.</p> <p>3.1.f Mutukara / Pastoral care meetings.</p> <p>3.1.f Talanoa with Pasifika fanau.</p> <p>3.1.g Feedback collected and collated from students , parents . family/ whanau - Health and PE.</p>	<p>3.1.d Feedback shared with SLT , BOT, and staff.</p> <p>3.1.e Termly meetings feedback collated and shared with SLT, BOT and staff, and next steps identifies.</p> <p>3.1.f Sharing of data with 5,51/2, 6 year olds goals set and sharing of resources to support families.</p> <p>3.1.f Termly meetings feedback collated and shared back to SLT, BOT, and staff, and next steps identifies</p> <p>3.1.g Feedback shared with SLT . BOT and staff and next steps identifies.</p>	<p>Principal, SLT CRRP , Siu, and Katie</p> <p>Principal, Katie and team</p> <p>Principal, Esther, Wendy Ann- Marie, Junior team</p> <p>Principal, Siu and Team</p> <p>Principal, SLT , Play.sport team.</p>
	Strategic Goal	Strategic Initiative	Action	Measurement	Timeframe/Who
Lea min	Continue to build home school partnerships.	3.2 Partnerships across health, education and social services.	<p>3.2.a Mutukaroa testing and meetings</p> <p>3.2.b Meet the teacher evenings</p> <p>3.2.c Open afternoon</p> <p>3.2.d Parent workshops</p> <p>3.2.e Celebrations / acknowledgements- Mothers Day, Fathers</p>	<p>3.2.a Sharing of student data of 5, 51/2 6 yr olds, goals set and sharing of resources to support families</p> <p>3.2.b Meet the teacher evening carried out early term 1</p> <p>3.2.c classes open to parent , family whanau to celebrate learning goals</p> <p>3.2.d Termly meetings based on parent feedback needs</p> <p>3.2.e Afternoon teas for Mothers and Fathers held to celebrate parents in our school community</p>	<p>Principal, Esther</p> <p>Principal, SLT , teachers</p> <p>Principal, SLT, teachers</p> <p>Principal, SLT, Siu and Katie, Helen</p> <p>Principal</p>

	<p>Leadership ensures school processes and practices effectively promote and support student wellbeing, outcomes and engagement in learning. Student opinions are listened to, valued and where appropriate acted on.</p>	<p>3.2. 1 Apply culturally responsive pedagogy across the school in all areas of the curriculum, and at all levels, teacher , teacher aide, student.</p>	<p>3.2.f Maori Hiu</p> <p>3.2.f Talanau with Pasifika fono</p> <p>3.2.h Parent / student conferences</p> <p>3.2.i Play.Sport</p> <p>3.2.j RTLb, MOE, Arohanui, Health Nurse. SLT, PFW</p> <p>3.2.h Travelwise</p> <p>3.2.1.a Carried out parent , student teacher, surveys term 1 and 4</p> <p>3.2.1.b In class Observations of all staff, including school leaders to gage levels of CRRP practice across the school.</p>	<p>3.2.f Termly meetings feedback shared with SLT . BOT, teachers ,</p> <p>3.2.gTermly meetings feedback collated and shared with SLT, BOT teachers and ASL for our COI</p> <p>3.2.h Parent / student conferences held in term 3</p> <p>3.2.i In school mentoring by Tony and Nicky. Kaea mentoring Maori and Pasifika boys</p> <p>3.2.j SENCo meetings twice a term with all agencies to update and review current and pending cases</p> <p>3.2.h Promotions termly to raise awareness of road safety, and drop and walk zones</p> <p>3,2,1,a Collated feedback information, and identified next steps which informed professional development for 2019</p> <p>3,2,1,b Information used to form next steps for whole school and individual Inquiries</p>	<p>Principal, Katie</p> <p>Principal, Siu and team</p> <p>Principal, SLT, team leaders, teachers</p> <p>Principal, Play.sport team, Cynthia to lead</p> <p>Principal, Ann- Marie</p> <p>Principal, Scott</p> <p>Principal, BOT, SLT</p> <p>Principal, SLT , CRRP - Daren, and Carol</p>
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	<p>regard for other staff and parents.</p>	<p>3.2.2 Raise student agency to inform decisions and create a responsive curriculum.</p> <p>3.2.3 Increase the number of opportunities to interact in a face to face setting two to three times a term</p>	<p>3.2.1.c Attend ,participate and support WSLs in communicating COL initiatives across the school.</p> <p>3.2.1.d Reading Recovery - 3 teachers (1 x training for Reading Recovery)</p> <p>3.2.2.a school leaders inform and liaise with senior management , teachers on student issues and concerns</p> <p>3.2.2.b Elective groups created in the junior school in response to student interests and teacher pedagogy. Parents approached with specific skills.</p> <p>3.2.2.c Lunchtime groups</p> <p>3.2.3.a Whole staff celebrations</p> <p>3.2.3 b Friday morning tea</p>	<p>3.2.1.c Sarah - Lee to work with Heather to initiate connections and shifts in practice across the school</p> <p>3.2.1.d Students achievement has been raised, and discontinued at level 17. Ongoing system to monitor students , who have discontinued</p> <p>3.2.2.a Termly meetings notes taken and shared back SLT</p> <p>3.2.2.b weekly block of mixed ability, and ages attend a self selected elective for Term 2/4. Feedback informs next steps.</p> <p>3.2.2.c Gardening Group, Art Group, Sports Shop, landscaping group, chess Groups change and adapt to the feedback and student voice.</p> <p>3.2.3.a Timetabled throughout the term on a more regular basis</p> <p>3.2.3 b Regular schedule of responsibility for morning tea visible in the staffroom</p>	<p>Principal, Heather, Siu</p> <p>Principal, SLT, Wendy , Ann- Marie</p> <p>Principal, SLT, Helen, Team leaders</p> <p>Cynthia</p> <p>Principal, Esther, Errina, Janell, Jane</p> <p>Principal, Natalie</p> <p>Principal</p>
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			<p>3.3.1 c New parent meetings</p> <p>3.3.1.d Transition meetings with ECE centre managers visiting our site</p> <p>3.3.1.e Meet the teacher night</p> <p>3.3.1. f Parent interviews</p> <p>3.3.1 g Reports to parents</p> <p>3.3.1 h Cultural Celebrations on our topic studies where we have parents as teachers</p>	<p>3.3.1.c Held once a term as an induction for new families on how Edmonton school operates..</p> <p>3.3.1.d Schedule in place for regular visits and connections with teachers</p> <p>3.3.1 e Term 1 informal meeting with students and their whanau</p> <p>3.3.1 f Parent / student conferences held in term 3</p> <p>3.3.1 g Review report format and adjust accordingly</p> <p>3.3 1 h Teams inviting parents and whanau to celebrate learning and share about their cultures during Inquiry themes.</p>	<p>Wendy DP</p> <p>Esther DP</p> <p>Principal, SLT, All staff</p> <p>Principal, SLT, Teachers</p> <p>Principal, SLT teachers</p> <p>Principal, SLT , Team leaders</p>
<i>Strategic Goal</i>	<i>Strategic Initiative</i>	<i>Action</i>	<i>Measure</i>	<i>Time frame / Who</i>	

Transition	Relationships and networks are strengthened.	3.4 Transition to and from school and within school.	3.4.1 a Visits to and from our local ECE centres.	3.4.1.a Termly visits to and from our ECE's to build relationships and bonds , and provide enrolment information	Esther - DP
			3.4.1.b Centre managers scheduled to visit Edmonton.	3.4.1 b Roster set up to schedule in visits each term	Esther - DP
			3.4.1.c Intermediate school transition visits.	3.4 1 c SENCO and senior school teachers liaise closely with Intermediate, and partake in events to help transition Year students	Ann - Marie
			3.4.1.d Role models from Intermediate and college.	3. 4 1 d Liaise with Rangeview Intermediate for helpers with school events	Ann- Marie
	Networking with Mutukaroa		3.4.2. a Mutukaroa meetings across the school.	3.4.2.a Termly meetings across schools to share practice, and report back to SLT, BOT	Esther
			3.4.2. b. Matariki Festival	3.4.2. b Kapa Haka, Pasifika and Bollywood groups to attend Term 2	Principal, KATie, Siu, Ameet
	Local Primary schools strengthening partnerships through COLS.		3.4.2.c Pasifika Festival	3. 4.2.c Kapa Haka, Pasifika , and Bollywood groups to attend in term 3	Principal, Siu, Katie, Ameet
			3.4.2 d COL networking with local ECE.	3.4.2.d Joint application made with COL and interested ECE's . Progress reported to SLT, BOT , and staff	Principal WSI, Esther
			3.4.2.e Cluster Sports Days	3.4.2.e School is regularly represented at cluster sports events	Principal, Cherry, Landis

	Promote high profile of the school.		3.4.2. f COL TOD	3.4.2. f Teachers who present workshops will review successes and next steps for next time Term 1	Principal, Daren, Siu, Natalie
			3.4.2.g CRRP / COL links advanced	3.4.2.g Regular meetings with ASL and CRRP lead teachers to share practice and links within the COL	Principal, SLT, WSL
			3.4.2.h COL Meetings	3.4.2.h COL meetings attended by Principal and SLT team	Principal, SLT
			3.4.3 a Publicize events at the school through facebook, newsletter and website.	3.4.3.a More effective use of platforms to publicise school events, and successes. Collect data from parents on effectiveness of of information sites, make action plan of next steps	Principal, BOT, SLT, teachers, Kathy, Claire,
			3.4.3.b Krypton Factor held at Edmonton Term 1.	3.4.3.b Review the event and feedback for next steps.	Principal, Heather and team
			3.4.4.a SLT team review enrolments , and placements each term.	3.4.4.a Ballot system in place for out of zone.	Principal , SLT
			3.4.5.a Procedure review for class lists for following year.	3.4.5.a Procedure reviewed and trialled by SLT when preparing class lists for 2020.	Principal, SLT, teachers
	Increase inzone students by 30 students.		3.4.5.b Scheduled meetings for transitioning students within the school for 2020.	3.4.5.b Term 4 meetings for all staff to pass on information for high needs, and identified children of concern.	Principal, SLT, SENCO
	Transitioning to new classes 2020.				

<i>Strategic Goal</i>		<i>Strategic Initiative</i>	<i>Action</i>	<i>Measure</i>	<i>Timeframe/ Who</i>
Res our	The Board of Trustees and school leaders will promote a high positive profile of the school, and its teaching and learning programmes.	3.5 Increase corporate support through sponsorship	3.5 1 a Applications to Waitakere Trust	3.5.1.a Secured funding for improvements to the hall (sound, TV)	Principal, BOT, Kathy
	3.5 1. b BOT links to Douglas Pharmaceuticals		3.5.1.b Donation of equipment	Principal, BOT - Om	
	3.5.2 a Volvo have a go programme		3.5.2.a Twice yearly senior school to participate in sailing	Principal, Antony	
	3.5.3.a Audit, monitoring and tracking of sustainability of the schools orchard		3.5.3.a Data gathered and feedback to SLT by Cathy	Principal, Cathy	
	3.5.3.b Alternative education programmes		3.5.3.b Outsourcing and individual programmes are created to meet the needs of students. Review of programmes termly	Principal	
Teaching and Learning programmes reflecting a point of difference.		3.5.3.c Creating connections with our Community	3.5.3 c During Inquiry themes where appropriate teachers are making links to the local community and highlighting resources we have close to the school.	Principal, BOT, SLt, Team leaders	