



**Edmonton School  
Charter 2018-2020**

**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 60<sup>th</sup> 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

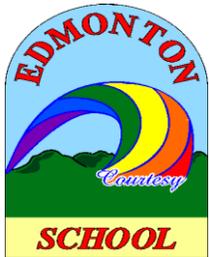
**All learners participating, engaging and achieving in education,  
secure in their identities, languages and cultures, contributing fully to Aotearoa New Zealand's  
social, cultural and economic wellbeing**

## Key Competencies, Values and Principles

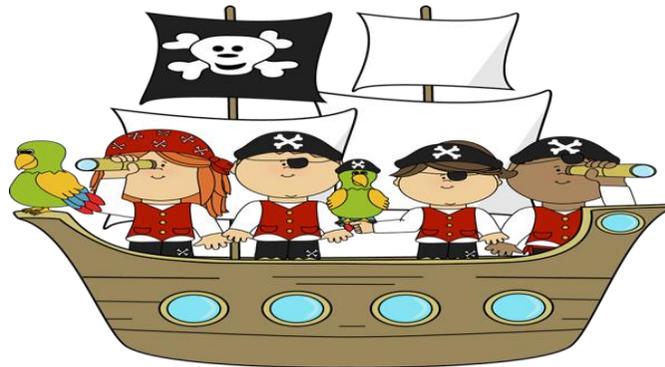
### WORKING TOGETHER, ACHIEVING TOGETHER - MAHI TAHI TATOU

Key Competencies	Our Unique Community Values		Principles The unique position of Edmonton Primary School
<p style="text-align: center;"><b>Thinking</b></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 mā 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;"><b>High Expectations</b></p> <p>We all strive to do our personal best</p> <p style="text-align: center;"><b>Treaty of Waitangi</b></p> <p>We celebrate being a bi-cultural school</p> <p style="text-align: center;"><b>Cultural Diversity</b></p> <p>We recognise and respect all cultural backgrounds</p> <p style="text-align: center;"><b>Inclusion</b></p> <p>All students are welcomed and catered for with individual learning pathways.</p> <p style="text-align: center;"><b>Learning to Learn</b></p> <p>Strive to improve students' ability to think and learn</p> <p style="text-align: center;"><b>Community Engagement</b></p> <p>Consult with our various parent communities in any decisions affecting their students</p> <p style="text-align: center;"><b>Coherence</b></p> <p>Develop class programmes to encourage open-minded exploration and pathways to further learning</p> <p style="text-align: center;"><b>Future Focus</b></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 2018-2020

VISION	Strategic Aims	Year 1 2018 Introducing	Year 2 2019 Developing	Year 3 2020 Consolidating/Embedding
<p><b>Working Together Achieving Together</b></p> 	<p><b>Strategic Aim 1: Student Learning</b></p> <p>Students progress and achieve at expected levels participating in caring, collaborative, inclusive learning communities</p>	<p><b>1.1 Governance and leadership</b> 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><b>1.2-3 Māori and Pasifika education</b> 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><b>1.4 Special education needs</b> 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><b>1.5 English language learners</b> 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>

<p><b>Working Together Achieving Together</b></p> 	Strategic Aims	Year 1 2018 Introducing	Year 2 2019 Developing	Year 3 2020 Consolidating/Embedding
	<p><b>Strategic Aim 2: Effective Teaching</b> Deliberate acts of teaching within cognitively rich classrooms are targeted to students' learning needs</p>	<p><b>2.1 Leadership and collaboration</b> Senior management, teachers and learners, working individually and collaboratively, will put into practice new ideas, and develop new skills.</p>		
	<p><b>2.2 Communication and collaboration</b> Teachers will learn from each other how best to raise the quality of teaching and learning. Expectations clearly articulated in school documentation.</p>			
	<p><b>2.3 School Curriculum</b> 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><b>2.4 Student Agency</b> 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 meta-cognitive skills, self-regulate, and develop self-efficacy and agency.</p>	
	<p><b>2.5 Target Students and school wide assessment</b> 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><b>2.6 Digital Technologies</b> 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 Achieving Together	Strategic Aims	Year 1 2018 Introducing	Year 2 2019 Developing	Year 3 2020 Consolidating/Embedding
	<p><b>Strategic Aim 3: Community Engagement</b> 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><b>3.1 Governance and school leadership</b> 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><b>3.2 Partnerships</b> 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><b>3.3 Communication</b> 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><b>3.4 Transitioning</b> Learners will be well supported in their transitions to and from and within Edmonton School</p>		
		<p><b>3.5 Resourcing</b> The BOT and school leaders will promote a high positive profile of the school to attract and actively seek sponsorship to support teaching and learning programmes</p>		

## Annual Plan 2018

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

Initiative		12 month milestone <i>Where do we need to be at the end of 2018?</i>	Key Activities in 2018 <i>How will we get there?</i>	Timeframe <i>Who</i>
<b>Governance and Leadership</b>	<b>1.1</b> <b>Promote a positive and transparent school culture in the process of developing and reviewing the school's vision, values and strategic direction</b>	<p>Relationships between members of the board of trustees and professional leaders are based on trust, integrity, and openness.</p> <p>School leaders set the tone, and play a key role in developing a school culture, through consultation in which the expectation is that all students will experience success in learning.</p> <p>Trustees are well informed and use reliable progress and achievement data to identify needs, trends and patterns, to compare progress over time, and to inform decisions for future planning.</p> <p>Through consultation, teachers, parents and whanau play a key role in promoting a positive school culture and contribute to reviewing the school's vision, values and strategic direction.</p> <p><b>Ensure all learners have effective, sufficient and equitable opportunities to learn</b></p>	<ul style="list-style-type: none"> <li>• BOT representative at community meetings</li> <li>• Profile introducing the BOT on the website, newsletter</li> <li>• Clarity of roles and responsibilities – actions set for each BOT meeting</li> <li>• Communication across schools. COL</li> <li>• Attend NZSTA BOT professional development workshops, and report to the following BOT meeting.</li> <li>• The BOT and school leaders, teachers, Maori / Pasifika parents regularly review the school charter</li> </ul>	<p>Term 1,2,3,4 BOT, leader Esther</p> <p>Term 1, 2,3,4</p> <p>Principal and senior management Chairperson All BOT members</p> <p>Term 1,2,3,4 Principal, Wendy, Esther, Helen, Siu, Jodie, Bryan, teachers, PFW</p>

	Initiative	12 month milestone <i>Where do we need to be at the end of 2018?</i>	Key Activities in 2018 <i>How will we get there?</i>	Timeframe Who
Māori Education	<b>1.2</b> Māori students enjoying and achieving education success as Māori	<p>Opportunities are provided for students to reach their goals.</p> <p>Level 2 Māori medium initiative for Years 1 and 2 established.</p> <p>Culturally Responsive and Relational Pedagogy (CRRP) PLD:</p> <ul style="list-style-type: none"> <li>• Rongohi te Hau – understanding classroom practise across the school identified.</li> <li>• Surveys – what Maori learners, non-Maori learners and teachers are saying about their experience</li> <li>• Classroom walk throughs</li> <li>• Action plan developed to support establishment of culturally responsive and relational pedagogy throughout the school</li> </ul>	<ul style="list-style-type: none"> <li>• Culturally Responsive and Relational Pedagogy (CRRP) PLD</li> <li>• Review Maori Achievement Plan. Identify needs and ways to achieve success for Māori</li> <li>• Kapa Haka group</li> <li>• Community Hui- each term</li> <li>• Bilingual Unit for Yr 1,2</li> <li>• Staff PLD</li> <li>• Enrichment group</li> <li>• Liaise and receive support from Henderson Int bilingual group.</li> <li>• CRRP - Class observations and feedback, surveys, students, teachers, PFW</li> </ul>	<p>Terms 1,2,3,4 BOT, Principal, Bryan, Ebony Esther Principal, Bryan</p> <p>Bryan, Jodie Bryan, Jodie Bryan, Bryan, Bryan</p> <p>PLD facilitators, senior leaders , Daren and Carol</p>
Pasifika Education	<b>1.3</b> Pasifika students enjoying and achieving education success as Pasifika	<p>Opportunities are provided for students to reach their goals.</p> <p>Strong engagement and contribution from students. Leaders acknowledge responsibility and work actively to build capacity among staff and the Board to cater for the strengths needs and aspirations of Pasifika learners.</p>	<ul style="list-style-type: none"> <li>• Review Pasifika Plan</li> <li>• Identify needs and outline the way to achieve success for Pasifika</li> <li>• Communication, fono, curriculum evenings</li> <li>• Tongan language experiences</li> </ul>	<p>Term 1,2,3,4 Principal BOT, All staff, parents</p> <p>Principal, Siu and her team</p> <p>Siu</p>

	Initiative	12 month milestone <i>Where do we need to be at the end of 2018?</i>	Key Activities in 2018 <i>How will we get there?</i>	Timeframe <i>Who</i>
Special education needs	<b>1.4</b> Ensure high expectations, inclusiveness and success for students with high needs including gifted and talented students	Learners with high needs will succeed in a variety of contexts - academic, leadership, sporting and cultural.	<ul style="list-style-type: none"> <li>• SENCo - Mutukaroa</li> <li>• Gifted and Talented Leader Digital proficiency, bike track, sailing, swimming, league, chess, languages, inquiry incorporating The Arts (projects reflecting school cultural diversity and key competencies)</li> <li>• Writing Extension , Newsletter, Website design</li> <li>• Term 4 all staff (teachers and t/a) participate in w/s sharing of information for a smooth transition to next Year group of high needs including gifted and talented students</li> </ul>	Ann- Marie Antony Ann- Marie Principal, Ann- Marie  Heather, T/A  Principal, senior management leading with all staff
English language learners	<b>1.5</b> Ensure high expectations, inclusiveness and success for English language learners	English language learners (ELL) will succeed in a variety of contexts – academic, leadership, sporting and cultural.	<ul style="list-style-type: none"> <li>• Group learning led by ESOL leader</li> <li>• Support for classroom teacher by senior leaders (ESOL team)– planning and teaching</li> </ul>	Principal, Ann-Marie, Helen  Wendy, Esther , Ann-Marie, Helen, Siu, Cherry, Heather

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

Initiative		12 month milestone <i>Where do we need to be at the end of 2018?</i>	Key Activities in 2018 <i>How will we get there?</i>	Timeframe Who
Leadership and collaboration	<b>2.1 Leadership collaboratively develops and enacts the school's vision, values, goals, and priorities for equity and excellence</b>	<p>Coherent organisational conditions that support effective evaluation and inquiry.</p> <p>Natural leaders emerge and claim a spot in the decision chain.</p> <p>Promote a culture that can evolve without express permission from the top at every step.</p>	<ul style="list-style-type: none"> <li>Teachers will cover teaching as inquiry in twice termly and PLGs at staff meetings.</li> <li><i>Assessment across the school</i></li> <li>Shared leadership with Play.Sport</li> <li>Staff PLD Cultural Responsiveness and Relational Pedagogy</li> <li>Continue to develop and review the Y1-4 ILS, what works well and next steps</li> </ul>	<p>Term1,2,3,4 Senior leaders, principal</p> <p>Term 1,2,3,4 All staff, Cherry, Cynthia Daren, Carol, facilitators, students and all staff Junior and middle teams</p>
Communication and collaboration	<b>2.2 Communication supports and strengthens reciprocal, learning centred relationships</b>	<p>Expectations are clearly articulated in school documentation.</p> <p>Strategies to achieve sustainable practices and progress are clearly documented and followed and regularly reviewed.</p> <p>Effective communication processes are evident.</p>	<ul style="list-style-type: none"> <li>New Team and PLD leaders</li> <li>Networking across the school, and across our community of schools (COL)</li> <li>Clear Induction processes for all new staff members</li> <li>Policies and procedures reviewed</li> <li>Restraint and behaviour management w/s</li> </ul>	<p>Esther, Wendy Ann- Marie Principal</p> <p>Principal</p> <p>BOT, senior leaders T1-4 T1 all staff and t/aides Senior leaders</p>
School curriculum	<b>2.3 Teachers have effective, sufficient and equitable opportunities to participate in PLD to support their teaching and learning programmes</b>	<p>Continue to embed Edmonton Curriculum Planning is established and connected across the school, and initiatives that sustain and extend student centred learning are trialled</p> <p>Innovative learning spaces (ILS) are progressively established.</p> <p>Performance Management and Appraisal goals</p>	<ul style="list-style-type: none"> <li>Revise Kagan principles for co-operative learning.</li> <li>teacher appraisal, observations</li> <li>Refurbished classrooms</li> <li>TESOL</li> <li>Writing focus for COL through Art appreciation</li> <li>Writing PLD across the school</li> </ul>	<p>Senior Leaders</p> <p>Senior leaders</p> <p>Cherry, Siu, Heather TEAM Solutions facilitator, team leaders, all staff T1-4 TEAM Solutions facilitator</p>

	<b>Initiative</b>	<b>12 month milestone</b> <i>Where do we need to be at the end of 2018?</i>	<b>Key Activities in 2018</b> <i>How will we get there?</i>	<b>Timeframe</b> <b>Who</b>
<b>Student agency</b>	<b>2.4</b> <b>The learning environment supports student participation, engagement, and agency in learning</b>	Learner agency and authentic learning practices are established.	<ul style="list-style-type: none"> <li>• Integrated in Writing PLD</li> <li>• Focus of inquiry learning – giving students the power to act in their own learning</li> <li>• Focus on programmes similar to ALiM and ALL accelerated learning programmes</li> <li>• Disseminating learning amongst staff</li> </ul>	<p>TEAM Solutions facilitator, team leaders, all staff T1-4 Helen</p> <p>Senior Leaders</p> <p>Senior Leaders</p>
<b>Target students and assessment</b>	<b>2.5</b> <b>Assessment for learning develops students' assessment and learning to learn capabilities</b>	<p>Target Students and priority groups make accelerated progress and achievement</p> <p>Assessment procedures are valid and reliable</p> <p>Teachers and students co-construct challenging but realistic learning goals and success criteria, developing shared understandings about the kind and quality of work required to achieve the desired outcome.</p>	<ul style="list-style-type: none"> <li>• target students as part of PLG</li> <li>• Profiles on each learner, starting with target students</li> <li>• ALL and ALiM accelerated learning programmes</li> <li>• Reading Recovery training</li> <li>• PaCT writing established and training</li> </ul>	<p>All staff led by team leaders T1-4</p> <p>Wendy, Esther, Daren T1-2 X3 reading recovery teachers T1-4 All staff TEAM solutions, senior leaders</p>
<b>Digital technologies</b>	<b>2.6</b> <b>Students use digital devices and ICT resources in ways that promote productive thinking and digital and technological fluency</b>	<p>Progress continues in accelerating teacher competency and learning with digital technologies.</p> <p>In consultation with the school community, the staff and BOT will review school needs and direction of digital technologies</p> <p>Establish teacher PLD requirements for effective use of digital technologies</p> <p>A school wide digital technologies plan will be developed</p>	<ul style="list-style-type: none"> <li>• Integrated in writing PLD</li> <li>• Review and develop ICT strategic plan</li> <li>• Pilot digital curriculum/media studies: movies, noddies, meshing questions, Story boarding and scripting</li> <li>• Teachers will be surveyed on their previous digital technologies PLD, what worked and next steps</li> <li>• Undertake an audit of school's devices and teacher PLD requirements.</li> </ul>	<p>All teachers and external facilitator</p> <p>BOT and senior management T1</p> <p>External expert, IT provider</p> <p>External expert, IT provider</p>

**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**

	Initiative	12 month milestone <i>Where do we need to be at the end of 2018?</i>	Key Activities in 2018 <i>How will we get there?</i>	Timeframe Who
<b>Governance and School leadership</b>	<p><b>3.1</b> <b>BOT, supported by school leadership, leads the community in identifying with the school and vision</b></p>	<p>BOT and school leadership actively seeks the perspectives and aspirations of students, parents, families and whānau/fanau as part of the development of the school’s vision, values, strategic direction, goals and priorities.</p> <p>Māori parents and whānau are engaged in culturally appropriate ways.</p> <p>Parents of Pasifika students are engaged in culturally appropriate ways.</p> <p>The Board will conduct its biannual survey of the school community on the Health and PE curriculum</p>	<ul style="list-style-type: none"> <li>• Talanoa with Pasifika fanau each term</li> <li>• Māori Hui each term to gather feedback and feed forward, on whanau needs, along with Bilingual and Enrichment programmes</li> <li>• Continue to review and refine systems to identify what the change priorities are and why</li> <li>• Feedback through Surveys, Face book, website, one to one meetings,</li> <li>• Mutukaora/Pastoral care meetings to focus on challenges and opportunities for vulnerable learners, and their families</li> </ul>	<p>Principal, Helen, senior leaders, CRRP facilitator and team Principal, Bryan, senior leaders</p> <p>Senior leaders</p> <p>Principal, Senior leaders</p> <p>Ann-Marie, Esther, Wendy and junior team</p>

Initiative		12 month milestone <i>Where do we need to be at the end of 2018?</i>	Key Activities in 2018 <i>How will we get there?</i>	Timeframe Who
Learning Partnerships and wellbeing	<b>3.2 Partnerships across health, education and social services</b>	<p>A strong home-school partnership.</p> <p>Leadership ensures school processes and practices effectively promote and support student wellbeing, outcomes and engagement in learning.</p> <p>Students' opinions and ideas are listened to, valued and, where appropriate, acted on.</p> <p>Teachers demonstrate professional regard for other staff and parents.</p>	<ul style="list-style-type: none"> <li>• Mutukaroa team to continue to test and meet with parents of all 5-6 year old learners</li> <li>• Partnership with Play. Sport</li> <li>• Partnership with external agencies – RTLb, MOE, Arohanui, health nurse, community constable, SLT, PFW</li> <li>• Each class will elect a class representative to share and contribute their ideas at student voice meetings 4 times a Term .All points of view will be listened to, and adjustments to school procedures, planning, and activities made accordingly.</li> <li>• Celebrate successes as a whole staff</li> <li>• Through teacher certificates at Staff meeting</li> <li>• Morning tea together each Friday</li> <li>• Every 5 weeks – Principal thank you</li> </ul>	<p>Ann-Marie, Principal</p> <p>Cynthia, Cherry,</p> <p>All leaders Principal Ann-Marie (SENCo), Principal Antony X4 each term</p> <p>Principal Principal</p> <p>Principal Principal</p>

	Initiative	12 month milestone <i>Where do we need to be at the end of 2018?</i>	Key Activities in 2018 <i>How will we get there?</i>	Timeframe Who
Communication	<b>3.3</b> Communication supports and strengthens reciprocal, learning centred relationships	A range of appropriate and effective communication strategies are used to communicate with and engage parents, family whānau and the community.	<ul style="list-style-type: none"> <li>Newsletters, school website, Facebook, one-to-one meetings, new parent meetings, transition meetings with pre-school managers visiting our site</li> <li>Meet-the-teacher night, parent interviews, reporting to parents</li> <li>Cultural celebrations, on our topic studies where we have parents as teachers</li> </ul>	Principal Leaders Teachers Claire Kathy  Term 1, 2, 4 Principal All teachers
Transitions	<b>3.4</b> Transition to and from school and within school	<p>Relationships and networks are strengthened.</p> <p>All local primary schools strengthening networks through COL (Community of learning)</p> <p>Networking through Mutukaroa and Future Focus.</p> <p>Induction.</p> <p>Promote high positive profile of the school</p> <p>Increase in zone students by 30 children (decrease out of zone students)</p>	<ul style="list-style-type: none"> <li>Visits to early childhood centres, with students to respond to questions from pre-school students</li> <li>Centre managers scheduled to visit Edmonton School</li> <li>Transitions to intermediate – many opportunities for Y6 to visit</li> <li>Role models from intermediate and college, taking sports groups</li> <li>Publicise school events through website, newsletter, Facebook.</li> <li>Senior managers meeting twice termly for review of new enrolments and placements</li> <li>Scheduled meetings for transitioning students year to year within the school</li> </ul>	<p>Esther Term 1,2,3,4 Students Performers Esther Term1,2,3,4</p> <p>Principal, Antony COL</p> <p>SENCO, Heather (COL) Wendy, Antony, Bryan</p> <p>Principal, Esther, Heather, Claire, Kathy Senior managers</p> <p>Principal, senior leaders Ann-Marie and all staff and t/a</p>

	Initiative	12 month milestone <i>Where do we need to be at the end of 2018?</i>	Key Activities in 2018 <i>How will we get there?</i>	Timeframe Who
Resourcing	<b>3.5</b> <b>Increase corporate support through sponsorship</b>	High positive profile of the school and its teaching and learning programmes  Teaching and learning programmes reflecting a point of difference	<ul style="list-style-type: none"> <li>• Volvo have a go – 36 students Yr 5/6</li> <li>• Celebrate our combined successes each term with open days across the school</li> <li>• Trust Stadium support for basketball, hoops, covers, and uniforms</li> <li>• Build bike track</li> <li>• Murals representing cultures at Edmonton school</li> <li>• Full audit, monitoring and tracking of sustainability of the school's newly planted orchard</li> </ul>	Antony Principal , All Staff  Principal, Shelley, Cam  Principal, Kathy Esther, Corban's Art Centre Principal, external horticulturalist