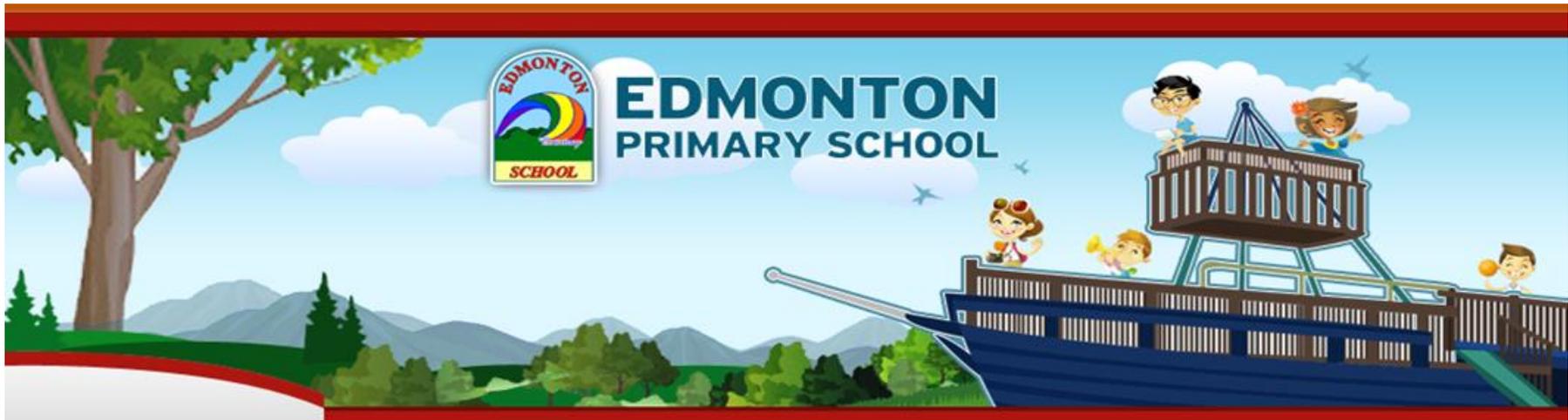


Edmonton Primary School Charter



2021-2023

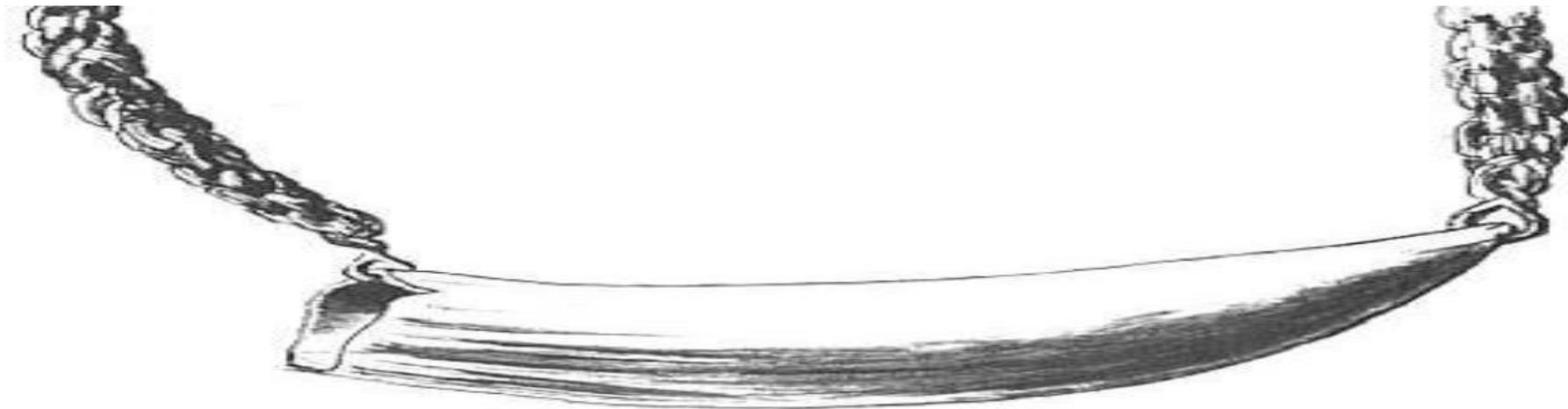
Working Together, Achieving Together

Mahi Tahī Tātou

Edmonton Primary School will focus on community aspirations and contexts

within effective classroom curriculum design and responsiveness to all students' learning needs, and strengths

Edmonton Primary 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 26 % NZ European/Pākehā/other, 23% Māori, 22% Pasifika and 23% Asian students. Students from other nationalities make up a further 6% 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 embarked on rising awareness of Te Reo within the classroom. In 2019, 10 teachers signed up to Te Wānanga o Aoteroa classes to become proficient in speaking Te Reo in the classroom, and learning Tikanga. This study is ongoing. The board of trustees strives to represent the diversity of the school. 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 Hikitia – Accelerating Success 2020 - 30 year vision - 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 2020-2030 in raising Pasifika learners' participation, engagement and achievement. The school also promotes ongoing study for teachers in digital Technology, to align us with the aims and objectives with the new digital Curriculum. Edmonton Primary is embracing the new National Education and Learning Priorities (NELP) to guide our teaching and learning. Learners at the Centre, Barrier Free access, Quality teaching and learning, Future of learning and work, and World class inclusive public education.



Key Competencies, Values and Principles

Working Together, Achieving Together - Mahi Tahī Tatou

Key Competencies	Our Unique Community Values		Principles The unique position of Edmonton Primary School
<p style="text-align: center;">Thinking</p> <p>Using language, symbols, and texts</p> <p style="text-align: center;">Managing self</p> <p>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

School Values

Resilience Respect Responsibility

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

Edmonton Primary School Strategic Aims

The main themes underpinning the Strategic Aims are:

Agency, Cultural Responsibility, Wellbeing

Strategic Aim 1. Learners at the centre. Learners with their whānau are at the centre of education

Students progress and achieve at expected levels participating in caring, collaborative and inclusive learning communities

Strategic Aim 2: Quality Teaching and Leadership. Quality teaching and leading make the difference for learners and their whānau

Deliberate acts of teaching within cognitively rich classrooms are targeted to students' learning needs

Strategic Aim 3: Teachers, parents, family and whānau and the school community working in partnership to facilitate student wellbeing

Strategic Plan 2021-2023

VISION				
	<i>Strategic Aims</i>	<i>Year 1 2021 Developing</i>	<i>Year 2 2022 Consolidating</i>	<i>Year 3 2023 Embedding</i>
 <p style="font-size: 1.2em; margin-top: 10px;">Working Together Achieving Together</p>	<p>Strategic Aim 1: Student Learning Learners at the Centre. Learners with their whānau are at the centre of education</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 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>1.3 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>1.4 English language learners Students whose culture/first language differs from the culture/language of instruction are</p>	<p>Students whose culture/first language differs from the culture/language of instruction are well</p>	<p>Students whose culture/first language differs from the culture/language of instruction are</p>	

		well supported to access learning across the school.	supported to access learning and this is embedded across the school.	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.
	<i>Strategic Aims</i>	<i>Year 1 2021 Developing</i>	<i>Year 2 2022 Consolidating</i>	<i>Year 3 2023 Embedding</i>
Working Together Achieving Together	Strategic Aim 2: Effective Teaching Quality teaching and leadership make a difference for learners and their whānau	2.1 Leadership and collaboration Senior management, teachers and learners, working individually and collaboratively, will put into practice new ideas, and develop new skills.		
		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.		
	Deliberate acts of teaching within cognitively rich classrooms are targeted to students' learning needs	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.	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.	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.
	2.4 Student Agency Students will begin to participate in a learning environment that supports participation, engagement and agency in learning	Students will participate in a learning environment that supports participation, engagement and agency in learning across the school.	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>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 continue to support teachers to trial and use digital technologies appropriately to support higher-order, collaborative teaching and learning, and develop digital learning frameworks for Digital Citizenship, eLearning, and Digital Technology.</p>	<p>Teachers will work collaboratively alongside students to use digital technologies appropriately to support authentic, personalised and higher order learning, guided by digital learning frameworks for Digital Citizenship, eLearning, and Digital Technology.</p>	<p>Teachers will continue to work collaboratively alongside students to use digital technologies appropriately to support authentic, personalised and higher order learning, guided by digital learning frameworks for Digital Citizenship, eLearning, and Digital Technology.</p>
	<p><i>Strategic Aims</i></p>	<p><i>Year 1 2021 Developing</i></p>	<p><i>Year 2 2022 Consolidating</i></p>	<p><i>Year 3 2023 Consolidating/Embedding</i></p>
<p>SCHOOL</p> <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 2021

Key competencies are the capabilities people have, and need to develop, to live and learn today and in the future.

The New Zealand Curriculum identifies **five key competencies**:

- Thinking
- Relating to others
- Using language, symbols, and texts
- Managing self
- Participating and contributing

Student Agency

Students, Teachers, Parents, Community

Strategic Initiative	Action	Measure	Red, Amber, Green	Timeframe Who
<p>Promote a positive and transparent school culture in the process of developing and reviewing the school's vision, values and strategic direction</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>	Attend NZSTA BOT professional development workshops and report at the next BOT meeting.	Every board member has attended at least one PD workshop and reported on the learnings can be implemented.	Green 3	BOT chair, BOT members, Termly
	BOT elections held November	Successful election completed by end of November	Amber	Principal, Kathy
	Roles and responsibilities are documented and an induction plan is in place	Clear role descriptions are in place for board members and trustees and an induction plan is in place.	Green	BOT chair , BOT, Principal Termly, after elections in June
	The board, school leaders, teachers, Maori /Pasifika parents review the school Charter at least once a term.	Information is gathered at every hui, and are systematically processed within the charter, action plan , reviewed, and updated.	Amber	Principal, BOT representative Termly
	BOT are provided with and analyse reliable progress and achievement data at each board meeting.	Board decisions are informed by progress and achievement data.	Green	Principal, DP , Wendy
	Regular communication and updates about the COL to the board.	Regular updates are made through the Principal's report so the board is aware of schools involvement in initiatives and progress across the COL.	Green	Principal. Daren , Heather, Landis
	Review and approve new policies and procedures.	Tracked and reported to the BOT Induction process reviewed All new staff are taken through the Induction process	Green	Principal, buddies, for teachers , T/As, Team leaders

	Applications to Trust	Secured funding for improvements to the hall (sound, TV Donation of equipment , furniture BOT action plan for trust applications reviewed each BOT meeting	Green	Principal , Kathy
<p>1.2 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>Māori students enjoying and achieving education success as Māori</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>2.6 Digital Technologies Professional development will continue to support teachers to trial and use digital technologies appropriately to support higher-order, collaborative teaching and learning.</p> <p>Leadership collaboratively develops and enacts the school's vision, values, goals, and priorities for equity and excellence.</p>	Review Maori achievement plan each term and identify actions for the following term.	-Outcomes of plan review are evident in SLT plans and school review. - Development of school gardens - Lise and students	Amber	Principal, Adelma
	Teacher will review and reflect on Appraisal goals	Once a term meeting with Margaret on Inquiry goal - review progress on well being, and key Competencies	Green	Whole staff PLD facilitator
	Formal plan for assessment is formulated and implemented.	Twice a term mixed PLG/ Inquiry meetings for target students.	Amber	Whole staff
	Leadership development to build relational trust and empower staff	Leadership programmes aligned with Appraisal goals Wendy - Maggie Mindlab - 5 teachers completed Tikanga - 6 teachers continuing Pause , Breathe , Smile	Green	Whole staff
	Staff PLD on Digital Technology	Twice a term staff PLD - James - 5 staff completed - 1x teacher continuing with Mindlab digital masters programme	Amber - milestone	Whole staff

<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>PLD specially addresses opportunities for individual innovative teaching practice. PLD - Mark Treadwell</p>	<p>Development and Growth Cycle processes addresses and supports teachers' individual goals and records innovative practice. Coherent organisational conditions that support effective evaluation and inquiry.</p>	<p>Green Amber</p>	<p>Principal</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>Cultural Celebrations on our topic studies where we have parents as teachers</p>	<p>Cultural team inviting parents and whanau to celebrate learning and share about their cultures during school day</p>	<p>Green</p>	<p>Principal, SLT, Helen, Siu, Cherry</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>Student / Parent / Community Pasifika students enjoying and achieving education success as Pasifika.</p>	<p>Raise student agency to inform decisions and create a responsive curriculum. school leaders inform and liaise with senior management , teachers on student issues and concerns Lunchtime groups</p>	<p>Termly meetings notes taken and shared back SLT</p>	<p>Green</p>	<p>SLT Principal Wendy</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>Ensure high expectations, inclusiveness and success for students with high</p>	<p>Gifted and Talented Register updated and policy reviewed.</p>	<p>Gardening Group, Art Group, Sports Shop, landscaping group, chess, dance Groups change and adapt to the feedback and student voice. Information reported to the BOT. Teachers consulted and adapt the register to current needs and talents. All teachers familiar with the new Policy, and framework</p>	<p>Green</p>	<p>Ann-Marie</p>

<p>needs including gifted and talented students</p>		<p>Parents consulted for permission and feedback on individual programmes</p> <ul style="list-style-type: none"> - one day school for gifted and talented - Construction group - community members 		
<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>Ensure high expectations, inclusiveness and success for English language learners. Reading Recovery - 2 teachers (1x training, 1x continuing for Reading Recovery</p>	<p>Students achievement has been raised, and discontinued at level 17. Ongoing system to monitor students, who have discontinued</p>	<p>Amber Amber</p>	<p>Principal</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>Reporting to parents</p>	<p>Sharing of student data of 5, 5 ½ 6 year olds, goals set and sharing of resources to support families Parent / student conferences held in term 3 Written report in terms 2 & 4</p>	<p>Green</p>	<p>Principal , Esther</p>
	<p>Meet the teacher opportunity</p>	<p>Meet the teacher opportunity carried out early term 1. Feb 12 as a family day</p>	<p>Green</p>	<p>Principal, SLT teachers</p>
		<p>classes open to parent , family whanau to celebrate learning goals - Mother's Day Parent teacher conferences term 3</p>		<p>Principal, SLT, teachers</p>
	<p>RTL, MOE, Arohanui, Health Nurse. SLT, PFW</p>	<p>SENCo meetings twice a term with all agencies to update and review current and pending cases COL SENCo meetings twice a term</p>	<p>Green</p>	<p>Principal, SLT, team leaders, teachers</p>

	Alternative education programmes	Outsourcing and individual programmes are created to meet the needs of students. Review of programmes termly	Green	Principal Ann-Marie Team leaders Scott
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Reflection notes - / Next Steps

Are we explicit in our thinking around
the nature of learning
how to learn

- Zoo group
- COncious Kids
- Nature School
- Inschool programmes - Margaret, Antony, Margot,

Cultually Responsive

Students, Teachers, Parents, Community

Key competencies are the capabilities people have, and need to develop, to live and learn today and in the future.

The New Zealand Curriculum identifies **five key competencies**:

- Thinking
- Relating to others
- Using language, symbols, and texts
- Managing self
- Participating and contributing

<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>COL COL Plus School networking with local ECE. Attend, participate and support ASL WSL in communicating COL initiatives across the school. Continue to Develop COL links with Maths targets - with focus on Maori and Pasifika</p>	<p>Progress reported to SLT, BOT , and staff Daren to work with Heather and Landis to initiate connections and shifts in practice across the school WSL attend PLD TOD day Jan 2021, &June the group taught 4 x times a week</p>	<p>Green Amber Amber</p>	<p>Principal, Heather, Landis</p>
	<p>Parents Meet the teacher opportunities Parent interviews Reports to parents Celebrations / acknowledgements- Mothers' Day, Fathers' Day New parent meetings Parent , student teacher, surveys term 1 and 4</p>	<p>Term 1 informal meeting with students and their whanau Parent / student conferences held in term 3 Review report format and adjust accordingly Afternoon teas for Mother's and Father's held to celebrate parents in our school community Diwali celebrations - Indian community networking with wider community In school mentoring Cluster school events - Ki o Rahi Sport Waitakere ASL & WSL - working together with mathematics progressions Held once a term as an induction for new families on how Edmonton school operates.. Collated feedback information, and identified next steps which informed professional development for 2021</p>	<p>Green Green Amber</p>	<p>Principal, SLT, All staff Principapl, SLT. All staff Principal Wendy</p>
	<p>Visits to and from our local ECE centres.</p>	<p>Termly vsists to and Roster set up to schedule in visits each term</p>	<p>Green</p>	<p>Principal</p>

	Centre managers scheduled to visit Edmonton.	rom our ECE's to build relationships and bonds , and provide enrolment information		
	SENCo Intermediate school transition visits.	SENCO and senior school teachers liaise closely with Intermediate, and partake in events to help transition Year students	Green	Ann- Marie
	Mutukaroa meetings across the school.	Termly meetings across schools to share practice, and report back to SLT, BOT	Amber	Esther Helen
Communication supports and strengthens reciprocal, learning centred relationships	Combination of withdrawal (Junior School) and teacher aide in class support (middle and senior) led by ESOL teacher.	Weekly meetings with T/As and Helen to review and set goals for the following week source resources.	Green	Principal, Helen, SLT , SENCO
Students whose culture and first language differs from the culture / language of instruction are well supported to access learning across the school.1.5 Ensure high expectations, inclusiveness and success for English language learners.	Support for classroom teacher by senior leaders (ESOL team) planning and teaching. PLD & last year Foundation group as the needs arise - vocab building , language structures -	Workshop with teams around planning for ELLS students in Term 3. Review and report to SLT in term 4. - Confident students integrating into classrooms after completing their individual programmes	Green	Helen SLT Principal,SLT, teachers
	Cluster Sports Days	School is regularly represented at cluster sports events	Green	Principal Scott
	Newsletter / e- mailed - paper School website and facebook	Layout and content is more student based School website review carried out each term. More regular use of the school facebook page to share success and events. More use of google classroom, seesaw	Amber Green	Principal, All Staff Principal, SLT, ASL - Daren, Claire
3.5 Resourcing The board of trustees and school leaders will promote a high positive	Creating connections with our Community	During Inquiry themes where appropriate teachers are making links to the local community and highlighting resources we have close to the school.	Red	Principal, BOT, SLT, Team leaders

profile of the school to attract and actively seek sponsorship to support teaching and learning programme				
<p><u>Reflection / Next Steps</u></p> <p>Are we explicit in our thinking around key competencies TE Reo in class to do with teacher capabilities He Papa Reo PD for many staff Map out whole school Continuum for Te Reo Need to develop a system - build onto staff meetings for upskilling other teachers Google form for surveying maori / pasifika parents Statistics for pasifika boys arent great - in data gathering mode</p>				

Wellbeing

Students, Teachers, Parents, Community

Key competencies are the capabilities people have, and need to develop, to live and learn today and in the future.

The New Zealand Curriculum identifies **five key competencies**:

- Thinking
- Relating to others
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- Managing self
- Participating and contributing

Strategic Initiative	Action	Measure	Red, Amber, Green	Timeframe Who
<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>BOT, supported by school leadership, leads the community in identifying with the school and vision.</p>	<p>Hold termly community hui to gather student and parent voice, identifying next steps for Māori learners.</p>	<p>Data collated and reported on to SLT, teachers and BOT</p>	<p>Amber</p>	<p>Principal, Adelma</p>
	<p>ENVIRO SCHOOLS</p>	<p>Termly meetings , feedback collected and collated and feedback to SLT. A BOT member attends each meeting.</p>		<p>Principal, Lise ,</p>
<p>Partnerships across health, education and social services.</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>3.4 Transitioning</p>	<p>Term 4 transition meetings for learners with special abilities and high needs.</p>	<p>Clear timeframe for class, student , teacher allocation. Handover of important information in term 4 meeting.</p>		<p>Principal</p>
	<p>Scheduled meetings for transitioning students within the school for 2022</p>	<p>Term 4 meetings for all staff to pass on information for high needs, and identified children of concern.</p>		<p>Principal , SLT, SENCo</p>
	<p>IEPs/ IBP's review of processes and systems.</p>	<p>Continue to review IEP/ IBP process and system. Timetable of review process shared with staff. Process created for ongoing tracking and monitoring.</p>		<p>Ann- Marie</p>
	<p>Parent Reading Programme</p>	<p>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>		<p>Helen, SLT, Ann- Marie, Antony, teachers in senior school</p>
	<p>COL SENCo register developed</p>	<p>Continue Development of COL SENCo register to share data and vision for our students</p>		<p>Principal, Ann- Marie, Helen</p>

Learners will be well supported in their transitions to and from and within Edmonton School	SLT team review enrolments, and placements each term.	Ballot system in place for out of zone.		Principal , SLT
	Procedure review for class lists for the following year.	Procedure reviewed and trialed by SLT when preparing class lists for 2022.		Principal, SLT
	student well being	<p>. development of school-wide approaches for supporting school-wide, key competencies and well being - health action plan around learning emotional skills in weekly timetable</p> <p>Consistent student -run games and activities at lunchtime</p> <p>Development of enviro school, and school gardening projects - design and complete plan for water garden by the water tank. develop signage for the entrance to the school Development leadership programme to extend talented students - Children running their own games developed with their own set of rules</p>		Principal , SLT, Student well being group Principal , SLT, Scott Principal, SLT, Lise Principal, SLT
	Review and refine systems to identify change priorities. School-wide, Cluster and COL schools	Clear systems established to collect information. Change priorities are identified and next steps are put in place.		Principal, SLT . Staff
	Travelwise/ Bike Track	Promotions termly to raise awareness of road safety, and drop and walk zones		Principal, Scott
	Whole staff celebrations	Timetabled throughout the term on a more regular basis		Principal
	Friday Catch Up	Weekly email to celebrate and raise awareness of all the successes within the school		Principal
	Teacher coupons	Extra release time for teachers to reward hard work and allow for time to complete work		Principal

	Audit, monitoring and tracking of sustainability of the schools orchard	Data gathered and feedback to SLT by Cathy		Principal, Cathy
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Reflection/ Next Steps

Grandparents Day- celebrating our grandparents and the significant role they play in the lives of our students.