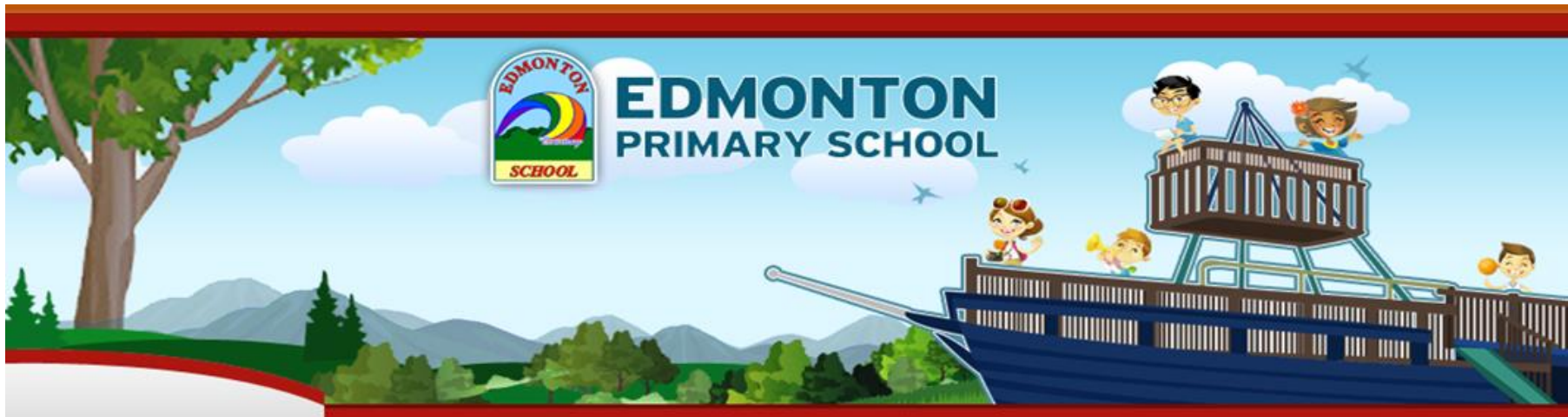


# Edmonton Primary School Charter



**2023-2025**

**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 2021 the school celebrated its 65<sup>th</sup> anniversary. In 2022 the school upgraded its senior playground so children can enjoy physical challenges. 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. The school has continued to raise awareness of te reo within the classroom with teachers and teacher aides studying te reo and tikanga through Te Wānanga o Aotearoa. 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 focus in 2022-2023 is raising student achievement in Mathematics and Statistics. The board of trustees and teachers promote Ka Hikitia – Accelerating Success 2020-2030 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 promotes ongoing study for teachers in digital technologies, 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. These priorities are: Learners at the Centre, Barrier Free access, Quality teaching and learning, Future of learning and work, and World class inclusive public education. In 2022-2023, teachers are participating in professional learning in developing curricula that prepares our young people for this emerging new world.



# Te Tiriti o Waitangi

At Edmonton Primary we acknowledge New Zealand's cultural diversity and the unique position of Māori as tangata whenua. Te Tiriti o Waitangi is one of eight principles in The New Zealand Curriculum that provide a foundation for a school's decision making. At Edmonton Primary the principles of Te Tiriti o Waitangi are recognised as an essential element of the Strategic Plan.

*"The curriculum acknowledges the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga." The New Zealand Curriculum, p 9.*

Edmonton Primary's commitment to the principles of the Treaty of Waitangi is reflected through the following:

## *Partnership and Consultation*

We recognise and value all cultures at our school, and acknowledge the special position of Māori in New Zealand society. We work together to achieve the best environment for success for our students. We consult with our Māori community in creating and maintaining our Strategic Plan which is the guiding document for our school, and access cultural advice as appropriate.

## *Protection and self-determination*

We respect each person's culture and their right to follow their cultural direction. We promote the value of te reo (Māori language) and tikanga Māori (Māori culture).

## *Participation*

We promote Māori achievement and equal opportunities for all members of the school community, including our staff and students who need extra support at school.

These principles guide our practice and are incorporated into our policies and procedures.

## *Legislation*

Requirements for schools to meet obligations towards Te Tiriti o Waitangi are contained within the New Zealand Education Act 1989. In relation to Te Tiriti o Waitangi we highlight and acknowledge:

### Section 61

(3) A school charter must contain the following sections:

(a) a section that includes –

- (i) the aim of developing, for the school, policies and practices that reflect New Zealand's cultural diversity and the unique position of the Māori
- (ii) the aim of ensuring that all reasonable steps are taken to provide instruction in tikanga Māori (Māori culture) and te reo Māori (the Māori language) for full-time students whose parents ask for it

# Edmonton Primary School Strategic Plan



*We know who we are...  
us...*



*We know what we want for the future...*

*We know what is important to*



# Strategic Plan 2023-2025

VISION	Strategic Aims	Year 1 2023	Year 2 2024	Year 3 2025
<p><b>Working Together Achieving Together</b></p>	<p><b>1</b></p> <p><b>Student learning progress and achievement</b></p>	<p>1.1 <b>Digital technology is used as a tool to improve learning outcomes</b></p> <ul style="list-style-type: none"> <li>● Students will work collaboratively alongside each other and teachers to use digital technologies appropriate to support authentic, personalised and higher order learning, guided by digital learning frameworks for digital citizenship, eLearning, and digital technology.</li> <li>● Students will participate in innovative practice in implementing the two new technological areas of the Digital Technologies in the National Curriculum (2017), that is (1) Computational thinking for digital technologies and Designing and (2) Developing digital outcomes.</li> </ul> <p>1.2 <b>There is a focus on <u>Tikanga and te reo Māori</u> for the benefit of all students</b></p> <ul style="list-style-type: none"> <li>● Māori students feel valued for their rich cultural heritage and experience success in their learning because of this, and</li> <li>● Māori students are confident in their identity, language and culture and this is embedded across the school.</li> <li>● Other students value Māori tikanga and te reo in honouring our bicultural partnership</li> <li>● The Māori community is consulted with how they wish Tikanga and te reo Māori to be emphasized</li> </ul> <p>1.3 <b>We value and learn about the unique language and cultures of our <u>Pasifika</u> students</b></p> <ul style="list-style-type: none"> <li>● Pasifika students feel valued for their rich heritage and culture and experience success because of this, and</li> <li>● Pasifika students are confident in their identity, language and culture and this is embedded across the school.</li> <li>● Other students know about and demonstrate respect for the language and cultures of our Pasifika students</li> <li>● The Pasifika community is consulted with how they wish Pasifika cultures to be emphasised</li> </ul>		
	<p>Students learn, achieve and progress in the breadth and depth of the New Zealand Curriculum, participating in caring, collaborative and inclusive learning communities</p>			

**Working Together  
Achieving Together**

**1.4 Curriculum areas are targeted to improve school-wide achievement**

- Target students demonstrate increased performance in the annual targeted curriculum area
- All students demonstrate increased performance in the annual targeted curriculum area
- 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

**1.5 English language learners**

- 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

**1.6 Students with learning support needs**

- Students with learning support needs or abilities will participate in learning opportunities that provide appropriate and effective support and challenge and this is embedded across the school

	Strategic Aims	Year 1 2023	Year 2 2024	Year 3 2025
	<p><b>Working Together Achieving Together</b></p>	<p><b>2</b></p> <p><b>Effective teaching</b></p> <p>Deliberate acts of teaching within cognitively rich classrooms are targeted to students' learning needs</p>	<p>2.1 Caring for and valuing staff well-being means:</p> <ul style="list-style-type: none"> <li>● Staff are able to communicate their well-being without judgment</li> <li>● There is adequate and timely support for all staff</li> <li>● The Senior Leadership Team and Board of Trustees are committed to enhancing staff well-being</li> <li>● Responsibilities are shared equitably across the staff</li> </ul> <p>2.2 We have provided our staff with opportunities to improve their skills and knowledge. Staff know how to:</p> <ul style="list-style-type: none"> <li>● Use school systems to accurately measure student performance and evaluate teaching programmes <ul style="list-style-type: none"> <li>○</li> </ul> </li> <li>● Teach numeracy and literacy effectively for all students <ul style="list-style-type: none"> <li>○</li> </ul> </li> <li>● Conduct teaching as inquiry to improve achievement <ul style="list-style-type: none"> <li>○</li> </ul> </li> <li>● Support Māori students to achieve success as Māori <ul style="list-style-type: none"> <li>○</li> </ul> </li> <li>● Use digital technology effectively for teaching and learning</li> </ul> <p>2.3 <b>Student Agency, Key Competencies and Learner Qualities</b></p> <ul style="list-style-type: none"> <li>● 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.</li> </ul>	

	<i>Strategic Aims</i>	<i>Year 1 2023</i>	<i>Year 1 2024</i>	<i>Year 1 2025</i>
<p><b>Working Together Achieving Together</b></p>	<p><b>3</b></p> <p><b>School culture</b></p> <p>Effective culturally responsive pedagogy supports and promotes student learning</p>	<p>3.1 The well-being of students, staff and whānau is monitored and actively improved</p> <p>3.2 Student well-being is promoted by enacting Edmonton School's vision, values, goals and priorities in the curriculum and the provision of expert teaching leaving learners feeling secure and supported</p> <ul style="list-style-type: none"> <li>● Students are consulted about their well-being at school</li> <li>● Whānau are consulted about the well-being of students at school</li> <li>● Staff are consulted about their well-being at school</li> <li>● Students know, understand and action our school vision and values</li> <li>● Students are well supported in their transitions to and from and within Edmonton School</li> </ul>		



<p><b>Working Together Achieving Together</b></p>	Strategic Aims	Year 1 2023	Year 1 2024	Year 1 2025
	<p><b>4</b></p> <p><b>Engaging whānau</b></p> <p>The school and community are engaged in reciprocal learning centred relationships</p>	<p>4.1</p> <p>There are increased opportunities for whānau to engage with the learning of their tamariki across all areas of the curriculum</p> <ul style="list-style-type: none"> <li>• Whānau are able to engage with teachers easily and regularly through digital technologies, face to face learning conversations and community hui</li> <li>• Whānau have increased access to assessment information about their children’s progress and achievement</li> <li>• There are increased opportunities for whānau to provide feedback on the learning of all students and groups of students at school across the curriculum</li> </ul>		

	<i>Strategic Aims</i>	<i>Year 1 2023</i>	<i>Year 1 2024</i>	<i>Year 1 2025</i>
<p><b>Working Together Achieving Together</b></p>	<p style="text-align: center;"><b>5</b></p> <p><b>Leadership and management</b></p> <p>Leadership collaboratively develops and pursues the school's vision, goals and targets for equity and excellence</p>	<p>5.1 Participation in PLD opportunities have given the Senior Leadership Team the skills and knowledge to function as an effective management team</p> <ul style="list-style-type: none"> <li>● SLT members effectively manage and support staff</li> <li>● SLT members manage student behavioural and learning needs effectively</li> <li>● SLT members action and evaluate teaching as inquiry plans</li> </ul> <p>5.2 The SLT understands, monitors and implements effective evaluation of teaching programmes</p>		

	<i>Strategic Aims</i>	<i>Year 1 2023</i>	<i>Year 1 2024</i>	<i>Year 1 2025</i>
<p><b>Working Together Achieving Together</b></p>	<p style="text-align: center;"><b>6</b></p> <p style="text-align: center;"><b>Governance</b></p> <p>The board actively represents and serves the school and education community in its governance role</p>	<p>6.1 The board of trustees is focused on governance that fosters and supports the ongoing improvement of student progress and achievement as outlined in governance policies</p> <p>6.2 New trustees are inducted into their role</p>		

# Annual Plan

Strategic Goals	Strategic Outcomes	Actions 2023	Timeframe	Budget Area	Personnel Responsible	Progress
<p style="text-align: center;"><b>1</b></p> <p><b>Student learning, progress and achievement</b></p> <p>Students learn, achieve and progress in the breadth and depth of the New Zealand Curriculum, participating in caring, collaborative and inclusive learning communities</p>	<p style="text-align: center;"><i>Digital technology is used as a tool to improve learning outcomes</i></p>	Students use Chromebooks collaboratively to share learning progress on Schooltalk	All year	\$1,000 for site licence	Middle school teachers	
		Teachers and students use Google Classroom, ClassDoJo Seesaw for student learning	All year	\$800 for site licence	All school teachers	
		Funding is sought through Schooltalk to purchase more iPads and other technology for classes	All year	\$0	Senior Leadership Team	
		Teachers implement the new school-designed digital technology curriculum and digital citizenship	All year	\$0	All teachers	
	<p style="text-align: center;"><i>There is a focus on tikanga and te reo Māori for the benefit of all learners</i></p>	All teachers take responsibility for MASAM (Māori Achieving Success as Māori). They will investigate and improve outcomes for Māori students	All year	\$0	All teachers	
		Year 3-6 students have the opportunity to participate in a performance kapa haka rōpu. Funding sought through Tu Manawa	All year	\$0 In-house Kapa Haka Tutor	Principal	
		All students learn and understand the meaning of at least three local Tāmaki Makaurau waiata	All year	\$0	All teachers and Kapa haka tutor	
		All students learn and recite their pepeha	All year	\$0	All teachers	
		Students learn greetings and simple sentences	All year	\$0	All teachers	

		structures to be able to converse in Māori at a basic level				
		All students participate in and understand protocols for the school whakatau.	All year	\$0	All teachers	
	<i>We value and learn about the unique language and cultures of our Pasifika students</i>	Students have the opportunity to take part in a Pasifika Group	All year		Teachers responsible for Pasifika Group	
		Teachers provide opportunities for students to learn about the Pasifika cultures in classes	All year	\$0	All teachers	
		The Pasifika community is consulted on how they wish to emphasize Pasifika culture	Terms 1, 3	\$0	Board and Senior Leadership Team	
		Students will continue to have good learning opportunities, in partnership with Kahui Ako Mathematics focus 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	All year	\$0	Pip Arnold - PLD facilitator Teachers Senior leadership team Board of Trustees	
		Students will have the opportunity to develop their love of reading in our reorganised and newly opened library	All year	\$0	All teachers	

Strategic Goals	Strategic Outcomes	Actions 2023	Timeframe	Budget	Personnel Responsible	Progress
<p style="text-align: center;"><b>2</b></p> <p><b>Effective Teaching</b></p> <p>Deliberate acts of teaching within cognitively rich classrooms are targeted to students' learning needs</p>	<p><i>Our teaching staff are valued and we have cared for their well-being</i></p>	<p>The achievements of staff are celebrated frequently at staff meetings, assemblies, school newsletters and social media</p>	<p>All year</p>	<p>\$0</p>	<p>All staff</p>	
	<p><i>We have provided our teaching staff with opportunities to improve their skills and knowledge</i></p>	<p>PLD for staff (teachers and teacher aides) through Incredible Years will be part of our January TODs. The well-being of staff is shared regularly in team and staff meetings, monitored closely and interventions employed when required</p>	<p>All year</p>	<p>\$0</p>	<p>All staff</p>	
	<p><i>We have provided our teaching staff with opportunities to improve their skills and knowledge</i></p>	<p>PLD for staff through Kahui Ako Mathematics workshops 1x per term and New Curriculum roll out. PLD for WSL through mentoring programme with facilitator - x 6 sessions, then taking back to all staff</p>	<p>All year</p>	<p>\$0</p>	<p>All teachers</p>	

		Teachers will implement the school-developed Digital Technology Curriculum	All year	\$0	All teachers	
		Teachers will implement Early Literacy Strategies through BEST Literacy to improve reading and writing	All year	\$0	Y1 / 2 teachers	
		in conjunction with the library reorganisation and reopening in February 2023, teachers will be upskilled in literacy - reading with a focus on library skills, enjoyment, and the latest shared vision on creating an effective school library and making a difference to student learning				
		The SENCO will implement Quick 60 for a small group of Year 3-4 students.	All year	\$0	SENCO	
		Teachers will participate in Healthy Active learning PLD for Health and PE curriculum projects led by Sport Waitakere				
		In line with the 2023 Kahui Ako achievement challenge goals, to raise student achievement in Maths and Statistics by 10% (24 students overall, Maori 3 Pasifika 4). Teacher voice and student data will be collected to gauge needs and next steps for Kahui Ako Mathematics across school initiatives				

Strategic Goals	Strategic Outcomes	Actions 2023	Timeframe	Budget	Personnel Responsible	Progress
<p style="text-align: center;"><b>3</b></p> <p><b>School Culture</b></p> <p>Effective culturally responsive pedagogy supports and promotes student learning</p>	<p><i>We actively improve the well-being of students, staff and whānau</i></p>	Positive student behaviour is promoted and rewarded through the Incredible Years - Caught Being Good Programme	All year	\$0	Senior Leadership Team and all staff	
		The school vision and values are promoted throughout the school with professional signage	All year	\$0	Senior Leadership Team and all staff	
		Student and whānau voice is gathered formally and informally to measure student graduate profile	All year	\$0	Senior Leadership Team and all staff	
		Student wellbeing is promoted by enacting Edmonton School's vision, values, goals and priorities in the curriculum and the provision of expert teaching leaving learners feeling secure and supported	All year	\$0	Senior Leadership Team and all staff	
		Student and whānau voice is used by staff to implement initiatives that	All year	\$0	Senior Leadership Team and all staff	



		improve student well-being through our key competencies				
		Staff voice will be gathered formally and informally to implement initiatives to improve well-being, through our vision and values	All year	\$0	Senior Leadership Team	
		Student and whānau voice is used to measure the effectiveness of programmes used to improve student well-being.	All year	\$0	Senior Leadership Team and all staff	
		Based on Incredible Years Model - Behaviour Management data is analysed and reviewed regularly to search for trends and patterns to implement suitable strategies for improvement.	All year	\$0	Senior Leadership Team and all staff	

Strategic Goals	Strategic Outcomes	Actions 2023	Timeframe	Budget	Personnel Responsible	Progress
<p style="text-align: center;"><b>4</b></p> <p><b>Engaging Whānau</b></p> <p>The school and community are engaged in reciprocal learning centred relationships</p>	<p><i>There are increased opportunities for whānau to engage with the learning of their tamariki across all areas of the curriculum</i></p>	Teachers and students use Google Classroom, Seesaw and ClassDoJo to engage with whānau	All year	\$800 for site licence	All teachers	
		Teachers and students use Google Classroom, Seesaw and ClassDoJo	All year	\$800 for site licence	All teachers	
		Teachers communicate regularly kanohi ki te kanohi (face to face) with whānau	All year	\$0	All teachers	
		Whānau have increased access to assessment information about their children's progress and achievement	All year	\$0	All teachers	

Strategic Goals	Strategic Outcomes	Actions 2023	Timeframe	Budget	Personnel Responsible	Progress
<p style="text-align: center;"><b>5</b></p> <p style="text-align: center;"><b>Leadership and Management</b></p> <p style="text-align: center;">Leadership collaboratively develops and pursues the school's vision, goals and targets for equity and excellence</p>	<p style="text-align: center;"><i>Participation in PLD opportunities have given the Senior Leadership Team the skills and knowledge to function as an effective management team</i></p>	<p>The Senior Leadership Team undertakes targeted PLD with Maggie Twaddle to build skills in managing staff and students in Terms 1 and 3</p>	<p>Term 1 &amp; Term 3</p>	<p>Senior Staff Development \$1500</p>	<p>Senior Leadership Team</p>	
		<p>The Senior Leadership Team and WSLs will use inquiry research methods for improving teaching and learning in Mathematics - supported by Kahui Ako PLD with Pip Arnold</p>	<p>All year</p>	<p>\$0</p>	<p>Senior Leadership Team</p>	
		<p>The Senior Leadership Team implement a PLD plan in conjunction with Maggie Twaddle in student assessment</p>	<p>All year</p>	<p>\$0</p>	<p>Senior Leadership Team</p>	
	<p style="text-align: center;"><i>The SLT understands, monitors and implements effective review of teaching programmes</i></p>	<p>The SLT, through regular critical analysis, ensures that Raising Achievement Plans and teaching inquiries, focussed upon the target area of reading will improve outcomes for target students</p>	<p>All year</p>	<p>\$0</p>	<p>Senior Leadership Team</p>	
		<p>The SLT will complete walk through observations Terms 1 and 3 to monitor and improve teacher performance, supported by Kahui Ako PLD with Pip Arnold and ASL, WSL teams</p>	<p>All year</p>	<p>\$0</p>	<p>Senior Leadership Team</p>	
		<p>SLT members will effectively manage and support staff SLT members will manage student behavioural and learning needs effectively</p>				

Strategic Goals	Strategic Outcomes	Actions 2023	Timeframe	Budget	Personnel Responsible	Progress
<p style="text-align: center;"><b>6</b></p> <p style="text-align: center;"><b>Governance</b></p> <p style="text-align: center;">The board actively represents and serves the school and education community in its governance role</p>	<p style="text-align: center;"><i>The board of trustees is focused on governance that fosters and supports the ongoing improvement of student progress and achievement as outlined in governance policies</i></p>	The Board reviews policies regularly to ensure the intent of Te Tiriti o Waitangi is fulfilled	All year	\$0	Board Members	
		The Board undertakes PLD in Te Tiriti o Waitangi	All year	\$0	Board Members	
		The Board critically analyses reports on student achievement and uses this information to resource areas of identified need.	All year	\$0	Board Members	
		The Board as an entity regularly reviews its performance.	All year	\$0	Board Members	
		Consultation meetings with our whānau of community Term 1 & 3				
		The board actively participates in the Principals' Kahui Ako meetings working with all Kahui Ako schools to support raising achievement outcomes for all students across the Kahui Ako. Within this action there will be specific focus for Maori and Pasifika students.				
		New trustees are inducted into their role	All year	\$0	Board Members	

## Supporting Documentation

<b>Curriculum</b>	<b>Our Learning Community</b>	<b>Asset and Systems Management</b>
NZ Curriculum	Job descriptions and performance agreements	Charter and Strategic plans
National Standards Documents	Performance Management file	Governance Manual
Edmonton Curriculum 2020	Staff professional development plans	Procedures Manual
Assessment and Reporting Schedule	School information books	Annual budget and audited accounts
Learning Progressions Documents	School organisation booklets	10 Year Property Plan and 5YA
Curriculum Policies and Procedures	Parent newsletters	Health and Safety Guidelines
Class Programme Planning	Board of trustees meeting report	School organisation folders
Student records	Transition to school- Preparing for School booklet	Meeting minutes
Raising Achievement Plans	Community consultation documentation	
Teaching inquiries	MoE publications ie. Ka Hikitia, Tataiako, Success for All, Pasifka Education Plan etc.	

