Edmonton Primary School

Strategic Plan 2025-2027

Vision Statement

Mahi Tahi Tātau
Working Together Achieving Together

How we created this plan

The Education and Training Act 2020 which came into effect on 1 August 2020, outlines the Government's **National Education and Learning Priorities (NELPs)**. These priorities provide the focus for schools' planning and reporting framework which come into effect from 1 January 2024. Accordingly, the following strategic goals have been identified:

- Teaching and Learning
- Learning Environment.
- Ākonga with different needs.
- Tiriti o Waitangi

These strategic goals will be reviewed and revised as a result of ongoing consultation with the school community. Each year the school will develop an annual implementation plan to ensure it is meeting the strategic goals.

- In 2023/2024, we obtained student, teacher, senior staff, parent and board voice around the above goals. These were gathered by the BoT through termly hui with Māori whānau and the wider community based on Tiriti o Waitangi, termly fono with Pasifika parents, and termly hui with the wider school community.
- The school follows the culturally responsive and relational pedagogy principles in surveying Māori ākonga, and their responses contributed to the plan.
- School events, including at the local marae, and a parent group, are another opportunity to gather informal feedback on the plan.

Strategic goals	Which Board Primary Objective does this strategic goal work towards meeting?	Links to Education requirements	What we expect to see?	How will we achieve or make progress towards our strategic goals?	How will we measure success?
Strategic goal 1: Teaching and learning **To provide ākonga with an engaging, relevant and stimulating school curriculum ensuring that every student can learn and achieve their highest educational standard**	Education and Training Act 2020 All of Section 127 (1) and (2) apply	NELP Priorities 1,2,3,4,5,6 Te Mātaiaho and the Common Practice Model The Literacy and Communication and Maths strategy Ka Hikitia - Ka Hāpaitia Action Plan for Maori Education 2024-2025 Tau Mai Te Reo Action Plan for Pacific Education 2020-2030 ERO School Evaluation indicators:	Our local school curriculum will continue to be refreshed, integrating a culturally responsive approach reflecting Te Mataiaho (Te Marautanga o Aotearoa) and our community's priorities for their tamariki	In partnership with our community, we will continue to design and review our school's local curriculum	Annual tracking of our local school curriculum development and implementation plan against the Te Mataiaho Implementation Guidance. Annual ākonga, Kaiako and whānau feedback though hui and surveys to measure engagement and understanding of our local school curriculum
			Through PLD, the spelling programme *The Code* was introduced in 2024 for Year 3-6. With foundations laid for implementing the refreshed curriculum and PLD continuing in 2025, we expect an upward shift into 2025, both in Kaiako pedagogy and ākonga achievement in literacy and mathematics across Y1-6.	All teachers and school leaders will continue to participate in whole school PLD in 2025 in structured literacy and mathematics and statistics (Numicon). There will be a focus on explicit teaching. Growing kaiako leadership and accelerative practices in mathematics and literacy will be supported by the school involvement in programmes for students (ALL and ALim).	Evidence of growth in leadership, increased teacher content and specific teaching evidenced by class observations, facilitator feedback, surveys, Kaiako appraisal, and ākonga achievement data. Evidence of Kaiako increasing their knowledge of accelerative practices for ākonga who are not meeting curriculum expectations in literacy and maths.

		Domains 2,4,5 ERO Schools Improvement Framework - A Guide 2024	We will continue to review assessment practices to measure and report on individual and school wide ākonga progress with respect to literacy, and mathematics and statistics.	Supported by PLD, we will continue to build Kaiako assessment practices and how to use tools that align with structured literacy and mathematics and statistics approaches to inform their teaching.	Evidence of Kaiako using reliable assessment information to notice, recognise, and respond to student needs
			Establish and promote barrier-free access to quality teaching and learning for all ākonga	Pacific ākonga will be closely monitored as a group ensuring they achieve at the same standard in literacy and numeracy as other ethnic groups Target ākonga will be closely monitored ensuring they make expected progress and reach their goals	Student achievement data and ākonga and Kaiako feedback
			Kaiako and ākonga will continue to build knowledge and use of digital technologies that enhances learning focusing on thinking skills and project-based learning and student inquiry	PLD opportunities and school leaders will continue to promote ākonga having opportunities to be creators of digital content, and to build Kaiako knowledge and understanding of digital tools	Review of effective use of digital technologies to improve teaching and learning Ākonga and Kaiako feedback on use of digital technologies

Strategic Goals	Which Board Primary Objective does this strategic goal work towards meeting?	Links to Education requirements	What we expect to see?	How will we achieve or make progress towards our strategic goals?	How will we measure success?
Strategic goal 2: Learning environment **To provide ākonga with a caring learning environment that is a physically and emotionally safe place**	All of Section 127(1) applies	NELP Priorities 1,2,3 ERO School Evaluation indicators: Outcome Indicators ERO Schools Improvement Framework - A Guide 2024	Building of a resilient community and development of a culture of positive mental health and wellbeing throughout the school community	All members of the school understand the concepts of resilience and demonstrate this in their lives All members of the school community share the common goal of mentally thriving children	Annual student wellbeing survey analysed and recommendations for improvement acted on Feedback from whānau through surveys and hui Termly review of ākonga with an IEP Biennial whānau survey on schoolwide health programmes
			A focus on healthy food and nutrition	There is a common understanding of the importance of healthy food and nutrition within the school community	Teacher planning and school lunches, with a focus on healthy food and nutrition Feedback from ākonga, Kaiako and whanau
			Daily fitness and regular physical activity are provided for all ākonga	There is a common understanding of the importance of regular physical activity within the school community	Teacher planning for regular physical activity Feedback from ākonga, Kaiako and whanau
			The school buildings and environment will be made safe	With support from the MoE and therapists, changes are made to school buildings and environment	Feedback from ākonga, Kaiako and whanau Regular reporting from the

| | | | | and accessible for ākonga with physical disabilities

The school environment, facilities and buildings will be closely monitored to ensure they are safe for all ākonga | to enable students with physical disabilities to move around freely and have access to all school facilities
The school environment, facilities and buildings are checked **weekly** and any safety issues identified | school Property Manager

Termly review of ākonga with an IEP |
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Strategic Goals	Which Board Primary Objective does this strategic goal work towards meeting?	Links to Education requirements	What we expect to see?	How will we achieve or make progress towards our strategic goals?	How will we measure success?
Strategic goal 3: Ākonga with differing needs **To provide ākonga with a positive school environment that is inclusive of and caters for, learners with differing needs**	All of Section 127 (1) applies	NELP Priorities 1,2,3,4,5,6 Te Mātaiaho and the Common Practice Model The Literacy and Communication and Maths strategy Ka Hikitia - Ka Hāpaitia Action Plan for Maori Education 2024-2025 Tau Mai Te Reo Action Plan for Pacific Education 2020-2030 ERO School Evaluation indicators: Domains 2,4,5	Establish and promote barrier-free access to quality teaching and learning for all ākonga, including those requiring additional learning support or other identified differing needs	Barriers to success are removed for all ākonga including those identified as neurodiverse, gifted, or with other differing needs so they achieve their educational and social goals Where appropriate, external support is applied for through MoE, RTLB, and DHB When funding allows, a teacher aide will give support to the class teacher and identified ākonga	Termly review of ākonga with an IEP Whanau, Kaiako, TA, SENCo and aāonga feedback and input included in IEP or external specialist review of individual ākonga progress
			There is recognition, respect and value of the diverse identities, language and cultures within the school community	There is recognition, respect and value of the diverse identities, language and cultures within the school community Ensuring the school's local curriculum reflect diverse identities The school proactively identifies and draws on	Regular feedback from whānau and ākonga through multiple tools

		ERO Schools Improvement Framework - A Guide 2024		community resources and expertise Representation of different cultures at performances	
			English language support for eligible ākonga who speak more than one language	Access ESOL funding biannually. ELLP record of progress **or** ELLP Pathway record of progress and matrices is completed biannually	Biannual review of involving Kaiako, whānau, ESOL teacher and ākonga
			Refugee and migrant support for eligible ākonga	External support is applied for through the MoE	Biannual review of involving Kaiako, whanau, SENCo and ākonga
			Ākonga identified for further support in literacy and math and statistics	Intervention for literacy and math and statistics learning	Termly monitoring of progress
			All ākonga attend school over 80%	School and Attendance Services are provided to ākonga and whānau when attendance issues arise	Weekly monitoring

Strategic Goals	Which Board Primary Objective does this strategic goal work towards meeting?	Links to Education requirements	What we expect to see?	How will we achieve or make progress towards our strategic goals?	How will we measure success?
Strategic goal 4: Tiriti o Waitangi **To provide Maori ākonga with equitable outcomes and to give effect to Te Tiriti o Waitangi**	All of Section 127 (1) applies	NELP Priorities 1,2,3,4,5,6 Te Mātaiaho and the Common Practice Model The Literacy and Communication and Maths strategy Ka Hikitia - Ka Hāpaitia Action Plan for Maori Education 2024-2025 Tau Mai Te Reo ERO School Evaluation indicators: Domains 2,4,5 ERO Schools Improvement Framework - A	Achieving equitable outcomes for Māori ākonga	Implement teaching and learning programmes that give effect to Te Marautanga o Aotearoa to improve outcomes for all ākonga. In 2025 this will include Kaiako leader participation and identified Māori ākonga in ALL and ALiM programmes for students. All teachers and school leaders will continue to participate in whole school PLD in 2025 in structured literacy and mathematics and statistics (Numicon). There will be a focus on explicit teaching. Māori ākonga will achieve their highest educational standard or meet their individual goals.	Feedback from external curriculum facilitators Māori ākonga achievement data indicates improvement in outcomes especially for target students and review of individual goals Evidence of Kaiako increasing their knowledge of accelerative practices for Māori ākonga who are not meeting curriculum expectations in literacy and maths
			Strengthen the weaving of te ao Māori through school plans, policies and school curriculum, culture and everyday school life	Ensuring that the school's plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori	Feedback from Mana Whenua on development of local curriculum using multiple tools and approaches

		Guide 2024				Annual tracking of our local school curriculum development and implementation plan against the Te Mataiaho Implementation Guidance
			The school will take all reasonable steps to make instruction available in tikanga Māori and te reo Māori	Implement teaching and learning programmes that give effect to Te Marautanga o Aotearoa and Tau Mai Te Reo to improve outcomes for all ākonga	Regular feedback from whānau, kaiako and ākonga through multiple tools Support observations for kaiako including next steps and progress indicators
			Strengthen partnership and opportunities for learning between parents, local iwi, hapu and marae, Kaiako and our wider community for educational gain.	Enhanced student outcomes because of strong community relationships Home-school connections provide parents and whānau with the tools to support learning at home	Regular feedback from whānau and ākonga through multiple tools

Implementation Plan 2025-2027

Strategic Goal 1	To provide ākonga with an engaging, relevant and stimulating school curriculum ensuring that every student can learn and achieve their highest educational standard
Annual Target/Goal	We will build awareness and capacity to effectively deliver Te Mātaiaho and the Common Practice Model with Kaiako

What do we expect to see by the end of the year?
- Our local school curriculum will continue to be refreshed, integrating a culturally responsive approach reflecting Te Mataiaho (Te Marautanga o Aotearoa) and our community's priorities for their Tamariki   - School leaders, Kaiako, whanau and ākonga are excited and engaged with their local school curriculum   - Kaiako are clear and confident on the learning that matters within our local school curriculum and access and utilise it easily with ākonga   - We are reviewing systems and processes to measure and report on individual and school wide student progress with respect to our local school curriculum   - Establish and promote barrier-free access to quality teaching and learning for all ākonga   - Kaiako and ākonga will continue to build knowledge and use of digital technologies that enhances learning focusing on thinking skills and project based learning and student inquiry

Actions	Who is Responsible	Resources Required	Timeframe	How we will measure success?
Action 1 In partnership with our community, we will continue to design and review our school's local curriculum leadership	Senior leadership team	DP Unit Allocation for curriculum Release time for curriculum leader PLD budget to cover kaiako release time Te Mātaiaho and the Common Practice	Term 1-4	Annual tracking of our local school curriculum development and implementation plan against the Te Mataiaho Implementation Guidance

		Model Identified local community connections and expertise		
Action 2 We will build awareness and grow understanding of our local curriculum with Kaiako, ākonga and our school community.	Senior leadership team Pasifika Kaiako Māori Kaiako	Language Weeks celebrated throughout the year Cultural celebration day/week scheduled in school calendar Physical environment of school reflects cultural diversity of whānau Hui and fono held during the year Evidence of regular gathering of whānau voice	Term 1-4	Annual ākonga, Kaiako and whānau feedback though hui and surveys to measure engagement and understanding of our local school curriculum
Action 3 Through ongoing professional development opportunities, we will continue to develop Kaiako curriculum content knowledge and pedagogy that promotes explicit teaching in mathematics and statistics and literacy. The focus in 2025 will be: • Structured Literacy including progressing with the spelling programme The Code (Y3-6) • Literacy PLD will support teachers to	PLD facilitators Senior leadership team Team leaders ALL and ALiM leaders Kaiako School community	Teacher release for Math and Statistics and Literacy PLDand TODs Structured Literacy and Math and Statistics (Numicon) PLD and facilitator modelling Inhouse cover for ALL and ALiM. Mentors supporting kaiako Numicon guides and materials Structured Literacy guides and materials Te Mātaiaho curriculum documents The Te Mātaiaho implementation support pack	Term 1-4	Evidence of increased teacher content and pedagogical knowledge and explicit teaching, evidenced by class observations, surveys, teacher appraisal, and student achievement data. A structured approach to maths following a clearly sequenced year-by-year curriculum, a progressive and cumulative approach to the acquisition of mathematics and statistics concepts, procedures, and processes, and teaching guidance on effective practice

use structured literacy approaches, principles of explicit teaching and assessment practices to inform teaching • Structured Mathematics and Statistics (Numicon) following a progressive and cumulative approach to the acquisition of mathematics and statistics concepts • Programmes for students (ALL and ALiM Y3-4) providing targeted support for identified ākonga		Te Mātaiaho and the Common Practice Model The Literacy and Communication and Maths strategy		
Action 4 Student achievement data will show accelerated progress in identified areas.	Senior Leadership Team and Kaiako	PLD budget to cover kaiako release time Standardised assessment tools, Y5-6 PAT in mathematics and statistics, and Year 1-6 easTTle in writing Year 1 and 2 teachers and Kaiako will have access to a phonics check for students at 20 and 40 weeks	T1-T4 easTTle writing T2-4 PAT Maths nd Statistics Y-6 T1-4 Y1/2 student phonics check	Annual ākonga learning and progress achievement data analysis with respect to our local school curriculum Read and interpret data to know where ākonga are in their learning and set goals and plan for optimum teaching and learning
Action 5 Pacific ākonga will be closely monitored as a group ensuring they	Senior Leadership Team	Ākonga identified to participate in programmes for students – ALL and ALiM	T1-T4	Ākonga achievement data indicates improvement in outcomes especially for target students Ākonga feedback through annual Wellbeing

achieve at the same standard in literacy and mathematics as other ethnic groups Target ākonga will be closely monitored ensuring they make expected progress and reach their goals Supported by mathematics and statistics and literacy PLD, develop teachers' curriculum and content knowledge to promote highly effective teaching and learning	Pasifika Kaiako and all kaiako ESOL leader	Building of teachers' assessment and data literacy Establish and promote barrier-free access to quality teaching and learning for all students, including those requiring additional learning support		Survey
Action 6 PLD opportunities and school leaders will continue to promote ākonga having opportunities to be creators of digital content, and to build Kaiako knowledge and understanding of digital tools	PLD facilitator Digital technologies leader Teachers	Use of digital technologies to support and enhance learning	T1-T4	Review of effective use of digital technologies to improve teaching and learning Ākonga and Kaiako feedback on use of digital technologies

Strategic Goal 2	To provide ākonga with a caring learning environment that is a physically and emotionally safe place
Annual Target/Goal	We will further develop a culture of positive mental health and wellbeing throughout the school community

What do we expect to see by the end of the year?
- Building of a resilient community and development of a culture of positive mental health and wellbeing throughout the school community   - A focus on healthy food and nutrition   - Daily fitness and regular physical activity are provided for all ākonga   - The school buildings and environment will be made safe and accessible for ākonga with physical disabilities   - The school environment, facilities and buildings will be closely monitored to ensure they are safe for all ākonga

Actions	Who is Responsible	Resources Required	Timeframe	How we will measure success?
Action 1 All members of the school understand the concepts of resilience and demonstrate this in their lives All members of the school community share the common goal of mentally thriving children	Senior leadership team Music and Art groups Kaiako External facilitators and mentors, RTLB	Building of a resilient community through the development of resilience programmes for students and whānau, eg HALO, SkillStreaming and lego therapy, flying, art and music groups, kapa haka, Waka Ama Development of a culture of positive mental health and wellbeing throughout the school community	T1-T4	Annual student wellbeing survey analysed and recommendations for improvement acted on Feedback from whānau through surveys and hui Termly review of ākonga progress with an IEP Biennial whānau survey on schoolwide health programmes
Action 2 There is a common understanding of the importance of healthy food and	All staff Parent group	Focus on healthy food and nutrition Garden Club shows healthy membership and support from whānau	T1-T4	Teacher planning and school lunches, with a focus on healthy food and nutrition Feedback from ākonga, Kaiako and whānau

nutrition within the school community				
Action 3 There is a common understanding of the importance of regular physical activity within the school community	All staff Leadership Team External facilitator Sport Waitakere Kapa haka tutor Waka ama mentor	Daily fitness and regular physical activity, and sports Building tuakana teina through physical activity and leadership opportunities New playground games, activity posts, bike track Weekly kapa haka group and waka ama group	T1-T4	Teacher planning for regular physical activity Feedback from ākonga, Kaiako and whānau
Action 4 With support from the MoE and therapists, changes are made to school buildings and environment to enable students with physical disabilities to move around freely and have access to all school facilities The school environment, facilities and buildings are checked monthly and any safety issues identified	SENCo Ministry physios MoE	Adapting the school environment so it is safe and accessible for all ākonga External experts to lead staff meetings	T1-T4	Feedback from ākonga, Kaiako and whanau Regular reporting from the school Property Manager Termly review of ākonga with an IEP

Strategic Goal 3	**To provide ākonga with a positive school environment that is inclusive of and caters for, learners with differing needs**
Annual Target/Goal	**We will identify ākonga needs and strengths, and access and provide relevant support**

What do we expect to see by the end of the year?

- Establish and promote barrier-free access to quality teaching and learning for all ākonga, including those requiring additional learning support or other identified differing needs
- There is recognition, respect and value of the diverse identities, language and cultures within the school community
- English language support for eligible ākonga who speak more than one language
- Refugee and migrant support for eligible ākonga
- Ākonga identified for further support in literacy and math and statistics
- All ākonga attend school over 80%

Actions	Who is Responsible	Resources Required	Timeframe	How we will measure success?
Action 1 Barriers to success are removed for all ākonga including those identified as neurodiverse, gifted, or with other differing needs so they achieve their educational and social goals Where appropriate, external support is applied for through MoE, RTLB, and DHB When funding allows, a teacher aide will give support to the	Senior leadership team SENCo Kaiako External agencies Teacher aides	The needs of neurodiverse learners, gifted students and English language learners, are being met	T1-T4	Termly review of ākonga with an IEP Whanau, Kaiako, TA, SENCo and ākonga feedback and input included in IEP or external specialist review of individual ākonga progress

class teacher and identified ākonga				
Action 2 There is recognition, respect and value of the diverse identities, language and cultures within the school community Ensuring the school's local curriculum reflect diverse identities The school proactively identifies and draws on community resources and expertise Representation of different cultures at performances	All staff School community	There is recognition, respect and value of the diverse identities, language and cultures within the school community The school proactively identifies and draws on community resources and expertise The strategic priorities for the school reflect the aspirations of the community for their tamariki Kapa haka, Pasifka group, Indian group	T1-T4	Regular feedback from whānau and ākonga through multiple tools
Action 3 Access ESOL funding biannually. ELLP Record of Progress **or** ELLP Pathway Record of Progress is completed biannually. Report to BoT after the March and August returns.	ESOL coordinator Kaiako ESOL Coordinator ESOL Coordinator	PLD facilitated by ESOL Coordinator English Planet programme for identified priority ākonga Support for Kaiako by ESOL Coordinator Small group teaching for priority students by ESOL Coordinator Ensure there are adequate resources funded and tagged for the explicit teaching of English	T1 March return T2 gathering evidence for the August return. T3 August return T4 gathering evidence for the March return	Biannual ELLP assessment of student progress in Terms 2 and 4, for the March & August returns. Done by classroom teachers and the ESOL coordinator.

			(submitted in the year following.)	
Action 4 External support is applied for through the MoE and other agencies, eg, RTLB, RTLit Public Health Nurse	SENCo External support agencies	Identification of ākonga who need additional funding and support	T1-T4	Biannual review of involving Kaiako, whānau, SENCo and ākonga
Action 5 Ākonga identified for further support in literacy and math and statistics	RTLit teacher SENCo DPs	RTLit ALL Quick 60 Math and Stats COSMIBRICS/Spring into Maths ALiM	T1-T4	Monitoring of progress
Action 6 All Ākonga attendance will be over 80%	SENCo Office BoT Attendance Services	Attendance data Attendance Services referral document Ministry-approved attendance codes to record student attendance to the ministry	T1-T4	Daily monitoring

Strategic Goal 4	To provide Māori ākonga with equitable outcomes and to give effect to Te Tiriti o Waitangi
Annual Target/Goal	**We will work to ensure :** • **the local school curriculum reflect local tikanga Māori, Mātauranga Māori and te ao Māori** • **Māori ākonga achieve equitable outcomes**

What do we expect to see by the end of the year?

- Achieving equitable outcomes for Māori ākonga
- Strengthen the weaving of te ao Māori through school plans, policies and school curriculum, culture and everyday school life
- The school will take all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- Strengthen partnership and opportunities for learning between parents, local iwi, hapu and marae, Kaiako and our wider community for educational gain.

Actions	Who is Responsible	Resources Required	Timeframe	How we will measure success?
Action 1 Implement teaching and learning programmes that give effect to Te Marautanga o Aotearoa to improve outcomes for all ākonga Ākonga will achieve their highest educational standard or meet their individual goals Māori ākonga will be closely monitored as a group ensuring	Senior leadership team All kaiako	Appropriate support from kaumatua of local iwi Evaluation of our developing relationships and networks with mana whenua Develop teachers' curriculum and content knowledge to promote highly effective teaching and learning focusing on structured literacy and mathematics and statistics supported	T1-T4	Feedback from external curriculum facilitators Ākonga achievement data indicates improvement in outcomes especially for target students and review of individual goals

		by PLD. Ākonga identified to participate in programmes for students – ALL and ALiM		
they achieve at the same standard in literacy and mathematics as other ethnic groups Building of teachers' assessment and data literacy				
Action 2 Ensuring that the school's plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori	Senior leadership team	Professional Growth Cycles indicate Kaiako development in this area Ka Hikitia, Te Mātaiaho and the Common Practice Model, and Tau Mai Te Reo implementation plan Curriculum document	T1-T4	Feedback from Mana Whenua on development of local curriculum using multiple tools and approaches Annual tracking of our local school curriculum development and implementation plan against the Te Mātaiaho Implementation Guidance
Action 3 The school will take all reasonable steps to make instruction available in tikanga Māori and te reo Māori	Senior leadership team Kaiako	Language Weeks celebrated throughout the year Cultural celebration day/week scheduled in school calendar Physical environment of school reflects cultural diversity of whānau Hui and fono held during the year Evidence of regular gathering of whānau voice Appropriate PLD in Te Reo Māori accessed on a needs basis for kaiako	T1-T4	Regular feedback from whānau, kaiako and ākonga through multiple tools Teacher appraisal
Action 4 Enhanced student outcomes because of strong community relationships	Senior leadership team	Regular engagement of whānau and students as stakeholders in execution of the school's vision and strategic goals	T1-T4	Regular feedback from whānau and ākonga through multiple tools

Home-school connections provide parents and whānau with the tools to support learning at home		Further strengthen links amongst school and home		