

Chelsea Primary School Charter

for 2023-2025



Growing Great Learners
Te Whakatipu Akonga Miharo

Our DNA



Our Values



Our Kaupapa



Strategic Goals for 2023-2025

We are growing...

Our learners through rich local curriculum design	A culturally capable community	A healthy community that understands the dimensions of Hauora (wellbeing)
<p>Our curriculum will connect our learners to the local rohe (area) through a deepening understanding of our turangawaewae, and the history of 'our place'. Learners will be challenged to think critically about the world around them. They will have the skills to lead, and have input into the design and direction of their learning.</p> <p>Three key approaches underpin our local curriculum:</p> <ul style="list-style-type: none">● Assessment for Learning● Inclusion for Learning● Collaboration for Learning	<p>Our people are strong in their identities, languages, cultures and values, so they can confidently carry who they are wherever they go.</p> <p>We give mana to te Tiriti o Waitangi and continue to develop our understanding of how it continues to shape our country.</p>	<p>Our people understand what it means to have strong mental health. They can talk about and make decisions about their wellbeing in relation to our Chelsea Hauora Model.</p>

NELPS - National Education and Learning Priorities

Learners at the centre	Barrier Free Access	Quality Teaching & Leadership
1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.	3. Reduce barriers to education for all, including for Māori, Pacific Learners, disabled learners and those with learning support needs.	5. Meaningfully incorporate te reo Māori and Tikanga Māori into the everyday life of the place
2. Have high aspirations for every learner and support them by partnering with their whānau and communities to design and deliver	4. Ensure every learner gains sound foundation skills, including literacy and numeracy.	6. Develop staff to strengthen teaching, leadership and learner support capability across the workforce.

Curriculum

Focus Area	2023	2024	2025	Our Success
Turangawaewae (Consolidating) NELPS: 1,5	<p>Sharing the turangawaewae statement with our learners and whānau.</p> <p>Growing learner knowledge of the events that have shaped our place through conceptual learning.</p> <p>Exploring our turangawaewae through hikoi, and community events.</p>	<p>Create a conceptual plan that builds learner knowledge that consolidates the concept over time.</p> <p>Creating a turangawaewae video (virtual hikoi) using learner voice and knowledge to ensure sustainability. To share with new whānau our place and our story.</p> <p>Designing a visual representation of our turangawae throughout the school grounds that will support and sustain knowledge and understanding of the place we stand.</p>	<p>Review and refine the conceptual plan.</p> <p>Finalising our virtual turangawaewae.</p> <p>Installing our visual turangawaewae representation.</p>	<p>All community members know and connect with our turangawaewae and the history of our rohe.</p>

<p>Assessment for Learning (Consolidating) NELPS: 2, 3, 4, 6</p>	<p>Appoint WSL to lead AfL.</p> <p>Create a PLD delivery plan for the year alongside external facilitator.</p> <p>Revise and Refine aspects of the AfL Rubric.</p> <p>Impact coaching/observation/ checklists with each teacher (PGC) to plot on AfL rubric next steps.</p> <p>Finalise and share AfL Playbook (videos, LI/SC banks, key readings)</p> <p>Report to the Board on AfL development & progress (shift) including learner voice.</p> <p>Workshopping sessions (Hero)</p>	<p>Monitoring and supporting teacher growth in relation to AfL, using the rubric for decision-making on next direction.</p> <p>Induction of new staff</p> <p>Respond to ongoing areas of development</p>	<p>Full, formal AfL Review</p>	<p>All teachers at Chelsea will have strong Assessment for Learning Practices that will contribute to/lead to/promote/ensure excellent outcomes for learners</p>
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<p>Inclusion for Learning (Consolidating) NELPS: 2, 3, 6</p>	<p>Finalise and share the Inclusion for Learning playbook with staff.</p> <p>Create a plan to deliver key UDL concepts and documents to staff.</p> <p>Add a UDL lens to lesson planning and Conceptual planning frameworks.</p> <p>Create a site that identifies useful digital tools to assist with meeting all areas of understand, know, do in accessing all curriculums.</p> <p>Survey staff PD needs regarding digital tool use and provide PD sessions to familiarise</p> <p>Coaching with Teachers (in teams or as individuals) in order to (Notice), identify needs and barriers and to Recognise what skills might be needed to Respond and provide for these needs</p>	<p>Monitor and support staff in adapting to a UDL practice</p> <p>Induction of new staff</p> <p>Respond to PLD needs of staff to meet learner needs.</p>	<p>Review the levels of UDL practice within the school.</p>	<p>A Universal Design for Learning lens will ensure all learners are supported to engage, participate and achieve in all areas of the curriculum.</p>
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<p>Structured Literacy (Learning & Exploring) NELPS: 4, 6</p>	<p>All staff to attend 'The Code' ToD in January.</p> <p>Appoint WSL to lead the implementation of Structured Literacy.</p> <p>WSL to create an implementation plan for 2023.</p> <p>Purchase resources to support the implementation of LLLL.</p> <p>Form a SL Development Team.</p> <p>Year 1 and 2 teachers to assess learners using appropriate SL assessments to begin teaching Reading, handwriting and Spelling through the Scope and Sequence provided by LLLL.</p> <p>Year 3-6 teachers to assess priority learners using appropriate SL assessment to begin intervention programmes in Reading.</p> <p>Year 3-6 teacher will assess and implement The Code</p>	<p>Purchase any additional resources for Year 1-2 and focus on resourcing Year 3 for the implementation of LLLL.</p> <p>All SL assessment tracking will be done on Hero from the start of 2024 for all learners.</p> <p>Year 1, 2 and 3 teachers to teach Reading, handwriting and Spelling through the Scope and Sequence provided by LLLL.</p> <p>Year 4-6 teachers will assess priority learners using appropriate SL assessment to begin intervention programmes in Reading.</p> <p>Year 3-6 teachers will assess and continue to use The Code Spelling program. Handwriting will form part of this.</p> <p>The use of The Code in Junior classes will be considered and reviewed</p>	<p>Full review of SL programme.</p>	<p>Our teachers will be confident in providing our learners with explicit experiences in Structured Literacy -giving them the skills they need to read, spell and write with confidence.</p>
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	<p>Spelling program. Handwriting will form part of this.</p> <p>WSL to provide ongoing and tailored PD across the school. Other PD opportunities will also be made available.</p> <p>Plan parent education opportunities.</p> <p>Investigate tracking opportunities with Hero.</p> <p>WSL to track teacher confidence and growth through observations and coaching.</p> <p>WSL to collect teacher voice and respond to feedback.</p> <p>WSL to collect achievement data to measure impact of SL on Reading and Writing outcomes.</p> <p>WSL to create a resourcing plan for 2024, to be included in the budget for 2024.</p>	<p>at the start of 2024, as well as for Year 3.</p> <p>WSL to continue provide ongoing and tailored PD and feedback across the school. Other PD opportunities will also be made available.</p> <p>A Structured Literacy Playbook will be designed and created to form part of our Chelsea Curriculum.</p> <p>WSL will continue to measure the impact of SL on Reading and Writing outcomes over time.</p> <p>WSL to create a resourcing plan for 2024, to be included in the budget for 2025.</p>		
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Cultural Capabilities

Giving effect to te Tiriti o Waitangi

Our learners are strong in their identities, languages, cultures and values so that they can confidently carry who they are wherever they go.

Focus Area	2023	2024	2025	Our Success
Te Tiriti o Waitangi (Researching) NELPS: 1, 3, 5, 6	<p>ToD at the start of 2023 with a focus on what it means to give effect to Te Tiriti o Waitangi.</p> <p>Investigate the ways in which we currently give effect to Te Tiriti o Waitangi Use information gathered to create next steps and strengthen the ways in which we give effect to Te Tiriti o Waitangi.</p> <p>Create a shared understanding about how we give effect to Te Tiriti o Waitangi and how this is taught through the Aotearoa NZ Histories Curriculum.</p>	<p>Create a statement and graphic about how we give effect to Te Tiriti o Waitangi.</p> <p>Ensure that the conceptual framework explicitly captures how we teach Te Tiriti at team level that is underpinned by our shared understanding.</p>	<p>Continue to review and refine our statement about how we give effect to Te Tiriti o Waitangi and our teaching and learning.</p>	<p>We give mana to te Tiriti o Waitangi and continue to develop our understanding of how it continues to shape our country.</p>

<p>Te Reo Māori & Tikanga Māori (Learning & Exploring) NELPS: 1, 3, 5, 6</p>	<p>Complete our Chelsea Te Reo and Tikanga progressions on Hero.</p> <p>Provide regular PD for all staff to upskill in Te Reo Māori.</p> <p>Create a partnership with local marae and implement a school-wide marae visit schedule.</p>	<p>Begin to use our Chelsea Te Reo and Tikanga progressions in the classroom and get feedback from teachers and learners about them</p> <p>Continue to provide regular PD for all staff to upskill in Te Reo Māori.</p> <p>Continue to partner with local marae and develop, as part of our conceptual framework, a plan for what explicit teaching needs to happen around this</p> <p>Create a data gathering tool to use to show shift in knowledge and confidence with te reo for all of our people</p>	<p>Review our Chelsea Te Reo and Tikanga progressions and use assessment tool to measure shift in practice and knowledge of te reo (analysis for BoT and community)</p>	<p>Our people will have the ability to use and understand basic te reo Māori in context, with emphasis on correct pronunciation.</p>
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Hauora

Focus Area	2023	2024	2025	Our Success
Mitey 2 & Chelsea Hauora Model (Learning & Exploring) NELPS: 1, 3, 6	<p>Appoint Management Unit holders to lead Haoura and Mitey 2 across the school</p> <p>Engage Mitey Leads with Mitey2 PD to design an implementation plan for the delivery of Mitey in 2023 and beyond. It will ensure Mitey and Chelsea Hauora concepts are embedded into daily teaching and learning opportunities. Little and often.</p> <p>Mitey leads will work alongside whānau to finalise our definition statement of what it means to have positive mental health.</p> <p>Design learner and staff Hauora surveys and focus groups to collect information about areas of strength and areas of development.</p>	<p>Embed the Implementation plan for the delivery of Mitey and the Chelsea Hauora Model.</p>	<p>Full review of Hauora teaching and learning programmes and current states of wellbeing.</p>	<p>Our people will understand what it means to have strong mental health. They will be able to talk about and make decisions about their own mental and physical wellbeing in relation to our Chelsea Hauora model.</p>

The Chelsea cycle - Stages of learning & energy expended				
Researching	Learning & Exploring	Consolidating	Refining & Reviewing	Responding to outcomes
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Initiative	2023	2024	2025
Turangawaewae	Consolidating	Consolidating	Refining & Reviewing
AFL	Consolidating	Consolidating	Refining & Reviewing
UDL	Consolidating	Consolidating	Refining & Reviewing
Structured Literacy	Learning & Exploring	Learning & Exploring	Consolidating
Te Tiriti	Researching	Learning & Exploring	Consolidating
Te Reo Māori & Tikanga Māori	Learning & Exploring	Learning & Exploring	Consolidating
Hauora	Learning & Exploring	Consolidating	Consolidating