



One Tree Point School Charter and Strategic Plan 2022

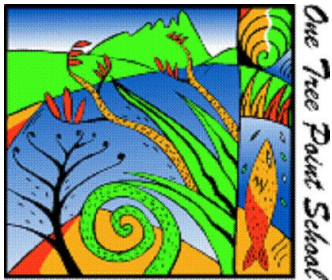
One Tree Point School is a Year 1- 6 school with approximately 230 students, situated 40 Km south of Whangārei on a wonderful site just across the road from the harbour.

The land on which our school is situated is called ‘Te Ara Kāhika’ or ‘Pathway of Chiefs’. In previous times this is the route that Ngā puhi chiefs took on their journey south. It is important for us that we acknowledge and value the language and stories of Patuharakeke and so we incorporate the name ‘Te Ara Kāhika’ alongside ‘One Tree Point School’

In Maori culture whales are synonymous with chiefs, and the names of the three teams within our school are named after the whales that traditionally swim in our harbour: Hakura is the smallest whale and the name of our year 0-2 team, Paikea is the humpbacked whale and the name of our year 3-4 team and Parāoa is the sperm whale and the name of our year 5-6 team.

Empowered learners are motivated, engaged and have confidence in their abilities; they have opportunities to make decisions that make a difference in their lives and in the lives of others.

Our vision “Empowering Learners who C.A.R.E” encompasses our whole community; we aim to empower learners, empower our staff, and empower our community to ensure we all work together to achieve success for our tamariki.



One Tree Point School Te Arakahika

"Empowering Learners Who C.A.R.E."
Te whakamana i ngā ākonga e tiaki ana



Ko Manaia te maunga
Ko Te Rerenga Parāoa te moana
Ko Takahiwai te whenua
Ko Patuharakeke te iwi
Ko Rangiora te wharenuī
Ko Te Arakahika te kura
Ko Mrs Winters te tumuaki



Ma te Mahi Ka Ora - From Hard Work Comes Success

Review of Charter and Consultation

The One Tree Point School Board undertook school-wide consultation in relation to the school's strategic plan at the end of 2021. A survey was sent out in both digital and printed formats. The results were collated and feedback based on this consultation is reflected in the strategic aims and goals within the charter.

2020 Baseline Data and Targets

End of Year Data - % of all students achieving at or above expected achievement three year comparison using students who were at school for a full year.

	2019	2020	2021
Reading	73.5%	75.2%	77%
Writing	71%	73.2%	76.6%
Mathematics	74%	75.8%	77%

Strategic Aim: Empower Learners to have greater agency and voice in their learning.

Baseline Data (2021 Whole School Data)

Literacy	80% of all students are secure in concepts taught within IDEAL.	Y3: 26% below end of year expectations (Reading) Y5: 27% below end of year expectations (Reading)
Maths	Students in years 3, 4 and 5 achieving below end of year expectations to make more than one year's progress. Students in years 3, 4 and 5 to demonstrate improvement in dispositions towards learning in maths.	Y3: 16% 'below end of year expectations Y4: 23% below end of year expectations Y5: 24% below end of year expectations



“Empowering Learners Who C.A.R.E.”

Te whakamana i ngā ākonga e tiaki ana

Empowered learners are motivated, engaged and have confidence in their abilities; they have opportunities to make decisions that make a difference in their lives and in the lives of others.

Empowering Learners

Empowering all learners through equitable learning opportunities

- Implement structured literacy schoolwide
- Build teacher capacity and confidence in research based mathematics.
- Integrate environmental education and new zealand histories within a localised curriculum

Empowering Culture

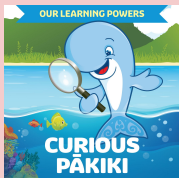
Empowering culturally responsive learners who live our vision and values

- Embed Tu Arika and our Learning Powers across the school.
- Build confidence in using Te Reo Maori in everyday situations.
- Consolidate well-being practices for students, staff and whanau

Empowering Community

Empowering our community to enable greater partnership in learning

- Review and redevelop the reporting to parents processes
- Review and implement effective processes for communicating and engaging whanau in learning.



**Confidence
Whakamanawa**



**Aroha
Care**



**Respect
Whakaute**



**Encourage
Whakatitina**

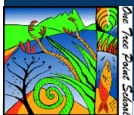


Empowering Learners who C.A.R.E.

Goal 1: Empower Learner through equitable learning opportunities

Equitable learning opportunities ensure all learners are empowered to understand where they are at and their next steps in learning, all tamariki are able to make progress and achieve success in their learning.

Initiatives	Actions	Year 1 Outcome	Year 3 Outcomes
a. Implement structured literacy schoolwide	Induct all new staff in using iDEAL S.L. Engage staff in on-going PLD in S.L. Purchase decodable texts to support S.L. classroom observations Introduce Tier 2 and 3 interventions	S.L. is used with integrity and consistency across all classrooms. Term 3 data shows 80% of all students are secure in concepts taught within iDEAL.	S.L. is embedded in planning and practice school-wide. All students have opportunities to be literate. End of year data shows at least 80% of students are achieving at or above curriculum expectations.
b. Build teacher capacity and confidence in research based mathematics.	Undertake school-wide teacher PLD through 'The Learner First' (TLF) mathematics contract.	Increased teacher and student motivation and enthusiasm for mathematics. Tools and strategies from TLF integrated into all planning/practice with some consistency. Assessment practices are reviewed and new assessment practices trialled.	School-wide consistent approach to mathematics implementation. School-wide data shows at least 80% of students achieving at or above curriculum expectations. Assessment effectively aligns with the NZC learning progressions.
c. Integrate environmental education and new zealand histories within a localised curriculum	All teachers attend an enviro schools Teacher Only Day. Each team incorporates environmental projects into termly plans (T2 and T3). Establish school enviro team to create vision and pathway for sustainability.	Each team to complete at least one enviro project. A school enviro vision is established for systems for sustainable practices.	Progress reviewed yearly and measured against Enviro School matrices.
Resources/inputs			



Empowering Learners who C.A.R.E.

Goal 2: Empowering culturally responsive learners who live our vision and values

By empowering learners to be culturally responsive we aim to develop a deep understanding and respect for the Te Ao Maori and Te Tiriti o Waitangi in our community. Tamariki who live our vision and values are caring, compassionate, have a love of learning and develop the skills required to be successful in their future.

Initiatives	Actions	Year 1 Outcome	Year 3 Outcomes
a. Embed Tu Ariki and our Learning Powers across the school.	Facilitators from CORE Ed. work with leadership team to develop rubrics for Tu Ariki which are used in planning. All staff attend CORE Ed. PLD in implementing Tu Ariki	A shared language of learning using Tu Ariki is visible across the school; in planning, conversations, wall displays and certificates etc.	The Learning Powers are embedded and underpin the curriculum and culture of One Tree Point School.
b. Build confidence in using Te Reo Maori in everyday situations	All teachers to teach follow up lessons from Whaea Tracy. Generate a bank of sentence structures in Te Reo Maori for staff use. Consolidate culturally responsive practices.	Increased staff confidence in using Te Reo Maori in everyday interactions. Fortnightly planning and observations show regular follow up lessons. Te Reo Maori is evident in school displays.	Te Reo Maori and tikanga Maori is widely visible and integrated in all classrooms.
c. Consolidate well-being practices for students, staff and whanau	Explicitly teach and embed Zones of Regulation across the school. Revisit PB4L and well-being strategies at each staff meeting	The language of Zones of Regulation is widely used and Tamariki are increasingly able to self regulate using the strategies taught. PB4L strategies are consistent and behaviour data is used to inform interventions.	Zones of regulation are embedded Bi-annual Staff, student and whanau wellbeing surveys indicate progress over time.
Inputs/Resources	Whaea Tracy/Junie Shelford/Z of R resources		



Empowering Learners who C.A.R.E.

Goal 3: Empowering our community to enable greater partnership in learning

Empowered whanau have positive relationships with the school, they have a sense of belonging and feel their voice is heard. Our Graduate Profile ensures we all have a clear and shared understanding of the key skills, knowledge and qualities we want to develop in order to prepare our learners for their future. By making these skills explicit we will be able to develop a shared language of learning and actively empower students and their families to be engaged in, and support, their learning.

Initiatives	Actions	Year 1 Outcome	Year 3 Outcomes
a. Review and redevelop the reporting to parents processes	Leadership team to review and redevelop the reporting process and format Engage ETAP to design new report format Seek feedback from whanau	New reporting processes and report format has been developed and used. Feedback from whanau indicates that reporting process meets their needs, is clear and easy to understand.	Reporting to parents process is reviewed bi-annually.
b. Review and implement effective processes for communicating and engaging whanau in learning.	Streamline communication to ensure consistency across platforms. Explore options for ways of informing and engaging parents in learning eg; videos, parents information meetings, open days etc.	Opportunities for whanau to be informed and engaged in learning through open days, meetings and/or videos have been held. Feedback from whanau is sought.	BOT consultation process indicate that communication is effective, clear and consistent.
Inputs/Resources/measures			