



“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 ākonga through equitable learning opportunities

- Strengthen teacher capability across the curriculum
- Adopt the new English and Mathematics curriculum and aligned assessment tools to strengthen teaching and monitoring of student progress
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Empowering Culture

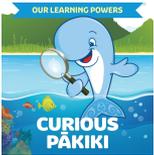
Empowering culturally sustainable whānau who ākonga who live our vision and values

- Give effect to Te Tiriti ō Waitangi
- Recognise and value the language culture and heritage of all learners,
- Strengthen inclusive education practices.

Empowering Community

Empowering our community to enable greater partnership in learning

- Integrate and embed a localised curriculum that reflects our community’s identity and values.



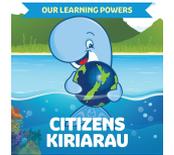
**Confidence
Whakamanawa**



**Aroha
Care**



**Respect
Whakaute**



**Encourage
Whakatitina**

One Tree Point School Annual Plan 2026

Strategic Goal: Empowering all learners through equitable learning opportunities

Strategic Aims:

- Strengthen teacher capability across the curriculum to ensure high-quality, consistent teaching and learning in all learning areas
- Adopt the new English and Mathematics curriculum and aligned assessment tools to strengthen teaching and monitoring of student progress

Key Actions

Success Indicators 2025

Monitoring/Review

Goal 1: Build teacher capacity in English and Maths

All teachers will participate in writing PLD to strengthen consistent, explicit teaching across the school

PLGs will incorporate Relationships First coaching to enable collaborative peer observation and coaching cycles that strengthen reflective teaching practice.

Targeted PLD, collaborative planning, and aligned assessment tools and processes to support curriculum implementation.

Consistent schoolwide use of explicit writing routines, scaffolds, and planning frameworks that align with Structured Literacy and Helen Walls' pedagogy

Teachers will have engaged in peer observations, reflective conversations, and shared problem-solving within PLGs

Consistent planning, teaching, and assessment practices that align with the new curriculum expectations

Empowering culturally sustainable learners who live our vision and values

Strategic Aims:

- Give effect to Te Tiriti ō Waitangi
- Recognise and value the language culture and heritage of all learners,
- Strengthen inclusive education practices.

| Key Actions | Success Indicators | Monitoring/Review |
|--|---|-------------------|
| <p>Increase the use and understanding of te reo Māori me ngā tikanga Māori across all classrooms</p> <p>Incorporate diverse cultural perspectives into the curriculum by ensuring learning materials and activities reflect the backgrounds of all students</p> <p>.</p> | <p>Regular, purposeful use of te reo Māori and tikanga practices in daily routines, classroom instruction, and integrated across the curriculum..</p> <p>Evidence that resources, and learning experiences recognise, value, and represent the cultural identities of all ākonga</p> <p>.</p> | |
| <p>Provide induction, coaching, and PLD that builds a shared understanding of relational approaches and inclusive education</p> <p>Strengthen inclusive practice by ensuring neurodiverse students are supported through individualised learning approaches across all classrooms.</p> | <p>Consistent behaviour responses, evidence of inclusive practice, and improved student wellbeing and engagement data.</p> <p>Differentiated teaching, sensory and learning supports, and responsive teaching practices.</p> | |

Empowering Learners who C.A.R.E.

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

Link to Primary Board Objectives: 2, 3 and 4

Strategic Aim: Integrate and embed a localised curriculum that reflects our community's identity and values

| Key Actions | Success Indicators | Monitoring/Review |
|---|---|--------------------------|
| <p>Partner with local iwi and other community groups to undertake enviro projects and build understanding of mātauranga Maori.</p> <p>Share and integrate our school story and other purakau within our curriculum</p> <p>Continue to expand Garden to Table across the school.</p> | <p>Regular collaboration with iwi and community partners that informs learning programmes, environmental action, and cultural understanding.</p> <p>Our school story and local pūrākau will be embedded in learning programmes, classroom discussions, and inquiry contexts across the school</p> | |