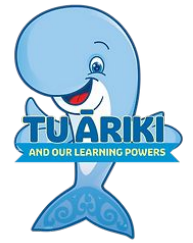




# One Tree Point School Strategic Plan 2024



One Tree Point School is a Year 1- 6 school with approximately 200 students, situated 40 Km south of Whangārei on a wonderful site just across the road from Te Rerenga Parāoa - the Whangārei harbour.

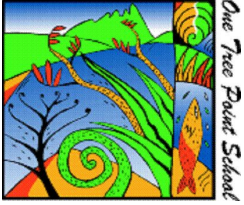
The land on which our school is situated is called 'Te Ara Kāhika' or 'Pathway of Chiefs'. In previous times this is the route that Ngā puhī chiefs took on their journey south. It is important for us that we acknowledge and value the language and stories of Patuharakeke and so we incorporate the name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

Whales possess a tapu (sacred) significance to Maori as both supernatural beings and as harbingers of personal change and spiritual growth. The names of the three teams within our school are named after the whales that traditionally swim in our harbour: Hakurā is the smallest whale and the name of our year 0-1 team, Paikea is the humpback whale and the name of our year 2-3 team and Parāoa is the sperm whale and the name of our year 4-6 team.

Tu Āriki is the name of our whale mascot and represents our graduate profile 'our Learning Powers' of Curious, Creative, Collaborative Citizens.

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.

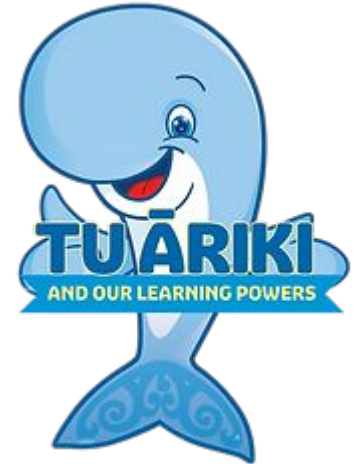


# One Tree Point School Te Ara Kāhika

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



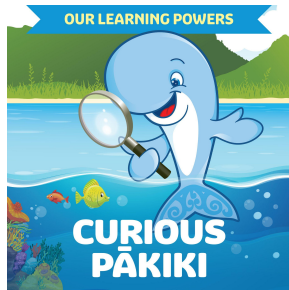
Ko Manaia te maunga  
Ko Te Rerenga Parāoa te moana  
Ko Takahiwai te whenua  
Ko Patuharakeke te iwi  
Ko Rangiora te wharenuī  
Ko Te Ara Kāhika te kura  
Ko Mrs Winters te tumuaki



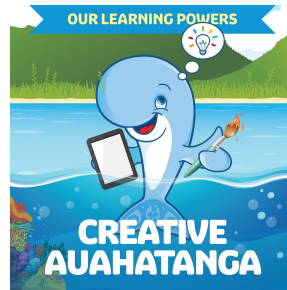
*Ma te Mahi Ka Ora - From Hard Work Comes Success*

## Our Local Curriculum - Our 'Learning Powers'

Tu Āriki is the name of our whale mascot, our graduate profile outlines the key skills and competencies we aim to develop in all of our learners. These skills and competencies are outlined below and are explicitly taught and integrated throughout the curriculum.



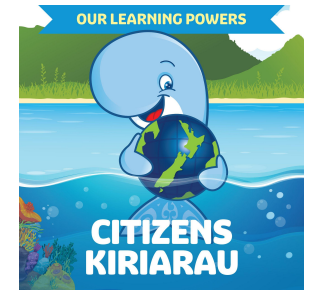
Curiosity is the desire to learn. It is an eagerness to explore, discover and figure things out.



Creativity is the ability to see or think about something in a new way, to see and solve problems no one else may know exists, and to engage in experiences that are new, unique, or different.



Collaboration is when people work with each other to complete a task. It involves cooperation and teamwork and the sharing of ideas, knowledge and skills to reach the same goal.



Citizenship means being a member of and supporting one's community and country. To be a good citizen we need to CARE about and look after ourselves, others and the environment.

## Our CARE Values

Our C.A.R.E. values ensure we focus on the whole child and develop caring and compassionate future citizens. They form the foundation of our school culture and are embedded in everything we do.

The artwork for our values incorporates key elements from our school logo which reflect our local environment. These elements have been selected to align with each value. Each of our teams has the name of a whale and the whale tale in the logo signifies our learners and the values we aim to develop as they travel through our school - Te Ara Kahika - the chiefs pathway.



**Mauria Te Pono -  
Believe in Yourself**



**He aroha whakatō; he  
aroha puta mai -  
if kindness is shown;  
then kindness you  
shall receive**



**Manaaki Moana,  
Manaaki Whenua,  
Manaaki Tangata,  
Haere whakamua -  
Care for the ocean,  
care for the land, care  
for the people, go  
forward**



**Naku te rourou nau te  
rourou ka ora ai te iwi  
- With your basket  
and my basket the  
people will live**

## Community Consultation/Engagement

The school board undertook community consultation at the end of 2022 in the form of surveys and face to face conversations. A further consultation process was repeated towards the end of 2023. This included a hui at the marae involving key stakeholders of Patuharakeke and Board members of all schools within the Bream Bay Kahui Ako. The aim is to build a strong partnership between the school and iwi to fully understand the aspirations for all tamariki. We will be co-constructing a vision for learning and culturally responsive practices and progressions in Te Reo Maori for all learners in Bream Bay.

This consultation along with data analysis informed the development of our strategic vision and goals.

We will continue to explore further ways of engaging all whānau in learning to ensure Ensure our local curriculum reflects the aspirations and priorities of our community, including our local iwi Patuharakeke



Each year, we set aspirational targets based on data analysis in the core curriculum areas of Reading, Writing and Mathematics. This analysis informs the professional development we provide for our teachers and is tracked throughout the year as part of our collaborative inquiry processes.

**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.**

	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
<b>Reading</b>	75.2%	77%	80.8	83%
<b>Writing</b>	73.2%	76.6%	75.4	73%
<b>Mathematics</b>	75.8%	77%	78.1	76%

**Strategic Aim: Empowering all learners through equitable learning opportunities.**

**Baseline Data (2023) Whole School Data)**

**Literacy Targets** 28% Year 4 students who are achieving below to make at least one year's progress in writing  
24 Year 6 students who are achieving below to make at least one year's progress in writing

**Maths Targets** 21% of Year 3 students who are achieving below to make at least one year's progress.  
23% Year 4 students who are achieving below to make at least one year's progress  
28% Year 6 students who are achieving below to make at least one year's progress.

**Writing: Year 3 (2023):**  
5% (2) Well below; 28% (11) below  
**Writing: Year 5 (2023):**  
14% (4) Well below; 24% (7) Below


**Maths Year 2 (2023)**  
7% (2) Well below; 21% (6) Below  
**Maths Year 3 (2023)**  
5% (2) Well below; 23% (9) Below  
**Maths Year 5 (2023)**  
7% (2) Well below; 28% (8) Below

## Primary Board Objectives:

1. every student at the school is able to attain their highest possible standard in educational achievement, and
2. the school –
  - (i) is a physically and emotionally safe place for all students and staff; and
  - (ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and
  - (iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and
3. The school is inclusive of, and caters for, students with differing needs; and
4. the school gives effect to Te Tiriti o Waitangi, including by –
  - (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
  - (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
  - (iii) achieving equitable outcomes for Māori students.

## National Education and Learning Priorities (NELPs)

The Statement of National Education and Learning Priorities (the NELP) is a set of priorities designed to guide those who govern schools and kura (state, state integrated, and private), to focus their day-to-day work on things that will have a significant positive impact for children and young people. The priorities can be used alongside their own local priorities, and in conjunction with delivering a rich local curriculum, to help every learner/ākonga to progress and achieve their aspirations

	OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4	OBJECTIVE 5			
	<b>LEARNERS AT THE CENTRE</b> Learners with their whānau are at the centre of education	<b>BARRIER FREE ACCESS</b> Great education opportunities and outcomes are within reach for every learner	<b>QUALITY TEACHING AND LEADERSHIP</b> Quality teaching and leadership make the difference for learners and their whānau	<b>FUTURE OF LEARNING AND WORK</b> Learning that is relevant to the lives of New Zealanders today and throughout their lives	<b>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</b> New Zealand education is trusted and sustainable			
 <b>Actions for schools and kura</b>	<b>1</b> Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	<b>2</b> Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	<b>3</b> Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	<b>4</b> Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy	<b>5</b> Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	<b>6</b> Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	<b>7</b> Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	<b>8</b> Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)
	Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong	Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori Collaborate with Māori communities to invest in, develop and deliver Māori-medium learning	Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective Where possible, reduce non-fee costs, including costs associated with BYOD* policies, and take advantage of policies to reduce financial dependence on families and whānau	Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists Value the heritage languages spoken by Pacific learners/ākonga, and provide opportunities to use and to build on them	Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture Use development opportunities for teachers/kaiko and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement	Identify gaps in teaching capability and invest in opportunities for teachers/kaiko and staff to strengthen teaching, leadership and learning support Develop teacher/kaiko confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches Expect and support teachers/kaiko to build their understanding of learners/ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching	Support learners/ākonga to see the connection between what they're learning and the world of work Break down ethnic, gender and socio-economic stereotypes around education and career pathways, including for girls and young women Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners/ākonga to succeed in education	

\* Bring your own device.



OBJECTIVES

OBJECTIVE  
**1**

**LEARNERS AT THE CENTRE**

Learners with their whānau are at the centre of education

OBJECTIVE  
**2**

**BARRIER FREE ACCESS**

Great education opportunities and outcomes are within reach for every learner

OBJECTIVE  
**3**

**QUALITY TEACHING AND LEADERSHIP**

Quality teaching and leadership make the difference for learners and their whānau

OBJECTIVE  
**4**

**FUTURE OF LEARNING AND WORK**

Learning that is relevant to the lives of New Zealanders today and throughout their lives

OBJECTIVE  
**5**

**WORLD CLASS INCLUSIVE PUBLIC EDUCATION**

New Zealand education is trusted and sustainable

PRIORITIES

**1** Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

**2** Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

**3** Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

**4** Ensure every learner/ākonga gains sound foundation skills, including language\*, literacy and numeracy

\* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language.

**5** Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

**6** Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

**7** Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

**8** Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)

The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).

Some aspects of these priorities will be more applicable to one sector than others.

The NELP is designed to guide those who govern licensed early learning services, ngā kōhanga reo, schools and kura.

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.



# “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**

1. Build teacher capacity to provide a rich curriculum that engages and empowers all learners.
2. Develop our curriculum and assessment to align with Te Mātaiaho in preparation for full implementation in 2027.
3. Integrate Enviroschools within our localised curriculum.

### Empowering Culture

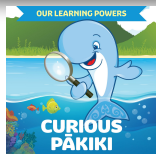
**Empowering culturally sustainable learners who live our vision and values**

- Give effect to Te Tiriti o Waitangi
- Recognise and value the language culture and heritage of all learners,
- Consolidate PB4L, restorative and well-being practices for students, staff and whanau
- Strengthen learning-focused culture through leadership development.

### Empowering Community

**Empowering our community to enable greater partnership in learning**

- Ensure our local curriculum reflects the aspirations and priorities of our community, including our local iwi Patuharakeke
- Implement a range of ways of engaging whānau in learning.



**Confidence  
Whakamanawa**



**Aroha  
Care**



**Respect  
Whakaute**



**Encourage  
Whakatitina**



## Empowering Learners who C.A.R.E.

### Goal 1: Empower Learners through equitable learning opportunities

Link to Primary Board Objectives: 1, 2, 3 and 4

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.

#### NELP:

3. Reduce barriers to education for all, including for Māori and Pacific learners/ākongā, disabled learners/ākongā and those with learning support needs
4. Ensure every learner/ākongā gains sound foundation skills, including language, literacy and numeracy
6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Strategic Goal	How we will achieve our goal:	2024-2025: What we expect to see:	How we will measure success:
<p>1. Build teacher capacity to provide a rich curriculum that engages and empowers all learners.</p>	<p>Undertake school-wide teacher PLD through 'The Learner First' (TFL)            Review programmes and teaching approaches in mathematics and statistics and make changes to reflect the refreshed mathematics curriculum.            Review the mathematics and literacy implementation plans to align with Te Mātaiaho            Develop consistent assessment and moderation practices across the school.            Undertake Accelerating Learning in Literacy (ALL) and Maths (ALiM)</p>	<p>Our curriculum actively reflects Te Mātaiaho            All kaiako are confident about implementing a rich, balanced mathematics curriculum.            Learners have increased agency in their learning, know where they are at and what their next steps are. They are engaged and excited about their learning.            Planning and assessment is consistent within teams and a clear progression of learning exists across the school.</p>	<p>Annual evaluation and review of planning and teaching approaches to monitor consistency.            Twice yearly assessment data is analysed and used to measure progress of all learners, and tracked over time for gender, ethnicity etc.            Teacher professional growth cycle processes includes reflections on practice and evaluation of the impact of practice on learning.            Teacher observations, student voice, observation of student work.</p>

Strategic Goal	How we will achieve our goal:	2024-2025 What we expect to see:	How we will measure success:
<p>2. Develop our curriculum and assessment to align with Te Mātaiaho in preparation for full implementation in 2027.</p>	<p>Develop and use planning frameworks in Social Science, English and Maths aligned Te Mātaiaho            Provide learning experiences that reflect our local curriculum and include our values and Learning Powers (competencies).            Engage in ongoing professional development about Te Matāiaho for teachers and leaders</p>	<p>Our local curriculum reflects Te Matāiaho and the priorities of our local community and iwi.            Curriculum planning aligns with the frameworks within Te Mātaiaho            Tu Ariki rubrics are used to help teachers and students understand where they are at in their learning.            A shared language of learning using Tu Ariki is visible across the school; in planning and learning experiences.</p>	<p>Annual evaluation of our local curriculum and implementation plan against the Ministry of Education implementation guidelines for Te Mātaiaho</p> <p>The Learning Power rubrics are used by teachers and students to measure their progress and set goals.</p>
<p>3. Integrate Enviroschools within our localised curriculum.</p>	<p>Provide multiple opportunities for tamariki to participate in a range of enviro projects within the school and the wider community.            Create Enviroschool blog which is shared via our school website.            Create a school enviro team consisting of kaiako, support staff and students.            Partner with local iwi to undertake enviro projects and build understanding of matauranga Maori.            Continue to expand the Garden to Table programme</p>	<p>Enviroschools provides rich opportunities for learning and is integrated within the broader curriculum.            Learners are engaged and excited about caring for our environment and feel connected to the whenua.            Learners are empowered to make meaningful differences in their community.            Stronger connections with local iwi and a deeper understanding of matauranga Maori related to caring for the whenua.</p>	<p>Progress is reviewed yearly and measured against Enviro School matrices.            Garden to Table extended to wider group of learners.</p>



## Empowering Learners who C.A.R.E - Goal 2: Empowering culturally responsive learners who live our vision and values

### Link to Primary Board Objectives: 2, 3 and 4

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. By empowering learners to be culturally responsive we aim to develop a deep understanding and respect for the Te Ao Māori and Te Tiriti o Waitangi in our community.

#### NELP:

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 and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs
5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Initiatives	How we will achieve our goal:	2024-2025 What we expect to see:	How we will measure success:
1. Give effect to Te Tiriti o Waitangi	Engage in ongoing Kahui Ako professional development relating to culturally responsive pedagogies. Collaborate with Kahui Ako schools to develop progression of learning Te Reo me ngā tikanga Maori in English Medium settings.	Our local curriculum reflects the aspirations and priorities of our local iwi. Leaders, kaiako, whānau and iwi have a shared vision for learning across the Bream Bay Kahui Ako. Increased confidence and capabilities in teachers and students in their use of Te Reo Maori	Evaluation of the impact of PLD Implementation of the professional of learning in Te Reo Maori Observations of use of Te Reo me ngā tikanga Maori.
2. Recognise and value the language culture and heritage of all learners,	Conduct cultural audit in term 1 to understand the diverse cultures within the school.  Calendar cultural events throughout the year.	School and classroom displays reflect cultural diversity. A range of celebrations/festivals from different cultures have been celebrated/acknowledged. Contexts for learning encompass a range of cultural perspectives.	Classroom and school walkthroughs Participation in events Feedback from whānau Student voice shows that they feel a sense of belonging and their culture is valued at school.

## *Empowering Learners who C.A.R.E* - Goal 2: Empowering culturally responsive learners who live our vision and values

### Link to Primary Board Objectives: 2, 3 and 4

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. By empowering learners to be culturally responsive we aim to develop a deep understanding and respect for the Te Ao Māori and Te Tiriti o Waitangi in our community.

#### **NELP:**

**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 and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs**

Strategic Goal	How we will achieve our goal:	2024-2025 What we expect to see:	How we will measure success:
3. Consolidate PB4L, restorative and well-being practices for students, staff and whanau	Collaborate with PB4L School-Wide team: Develop behavior continuum and response strategies. Establish student leadership program. Strengthen School House system	Behaviour continuum developed and shared Social curriculum aligns with school values Student leaders in service roles Recognition systems for students	Student feedback PB4L data shows decrease in incidents. Classroom walk throughs
	Develop an action plan using Bullying-Free NZ School Framework Roll out a holistic school wide bullying prevention initiative. Share program resources and information via newsletters and the school website.	Whole school teaching of pro-social skills and bullying prevention. Signage depicting the definition of bullying. Section of the website dedicated to anti-bullying. Participation in Pink Shirt Day and bully-free events.	Student voice surveys Feedback from stakeholders.
	Conduct audit for intervention strategies Establish identification systems for students requiring extra support. Engage students, staff, and whanau in collaborative problem-solving for addressing student needs.	Assessment tools for identifying student needs Identification of students with learning support needs. Whanau meetings conducted Wellness events throughout the year. Meetings to address student needs	Learning support register shows supports in place for students. Feedback from stakeholders.

**Empowering Learners who C.A.R.E - Goal 2: Empowering culturally responsive learners who live our vision and values**  
**Link to Primary Board Objectives: 2, 3 and 4**

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. By empowering learners to be culturally responsive we aim to develop a deep understanding and respect for the Te Ao Māori and Te Tiriti o Waitangi in our community.

**NELP:**

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 and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

Strategic Goal	How we will achieve our goal:	2024-2025 What we expect to see:	How we will measure success:
<p>4. Strengthen learning-focused culture through leadership development.</p>	<p>Undertake leadership development through Evaluation Associates ‘Leading Adult Learning to Improve Learning for All’</p>	<p>All members of the leadership team demonstrate the ability to build a highly effective and collaborative team culture and are confident to engage in coaching conversations to support their teams to grow professionally.</p>	<p>Feedback from leaders who have taken part in the ‘Leading Adult Learning to Improve Learning for All’ PLD.</p> <p>Surveys from teachers.</p> <p>Professional Growth Cycle documentation including evidence of observations, coaching conversations and reflections.</p>
	<p>Engage in leadership inquiry and analyse the impact of leadership skills in creating a school culture focused on maximising learning for all tamariki</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

Empowered whanau have positive relationships with the school, they have a sense of belonging and feel their voice is heard. By developing a shared language of learning through our Learning Powers, we aim to actively empower students and their families to be engaged in, and support, their learning.

#### NELP:

**2 Have high aspirations for every learner/ākongā, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.**

**3. Reduce barriers to education for all, including for Māori and Pacific learners/ākongā, disabled learners/ākongā and those with learning support needs**

Initiatives	How we will achieve our goal:	2024-2025 What we expect to see:	How we will measure success:
1. Ensure our local curriculum reflects the aspirations and priorities of our community, including our local iwi Patuharakeke.	Engage in ongoing Iwi consultation to develop a clear understanding of their priorities and aspirations for our learners. Collaborate with iwi to publish and share our local purakau.	Regular hui with Iwi and school leaders from across the Bream Bay Kahui Ako. Shared progression of learning for Te Reo me ngā tikanga Maori Written statement/ action plan that reflects iwi aspirations/priorities.	Feedback from tangata whenua shows that they are satisfied with the level of engagement and consultation and are assured that their perspectives have been included in our school curriculum
2. Explore a range of ways of engaging whānau in learning.	Develop and implement a whānau engagement plan that shows a range of ways of engaging whānau in learning over the year. Publish Learning Power rubrics onto our website and share with whānau	Whānau are invited to attend at least one event per term. Learning Power rubrics are visible across the school and on our website.	Feedback from whānau indicates that they feel connected to school and they understand where their child is at in their learning and their next steps.