



# “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

- Build teacher capacity in English and Maths
- Implement new English and Mathematics Curriculum
- Strengthen Assessment for Learning and Moderation Practices.

### Empowering Culture

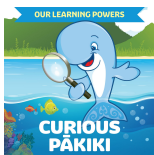
#### Empowering culturally sustainable learners who live our vision and values

- 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 2025

**Strategic Goal: Empowering all learners through equitable learning opportunities**

**Strategic Aim 1: Build teacher capacity to provide a rich curriculum that engages and empowers all learners.**

**Key Actions**

**Success Indicators 2025**

**Monitoring/Review**

### **Goal 1: Build teacher capacity in English and Maths**

All teachers participate in writing PLD throughout the year.

Continue with TLF maths PLD sessions.

Embed effective strategies for teaching writing and maths across all levels by:

PLG's to collaborate, share strategies, analyze student learning and discuss evidence-based practices.

Introduce structured peer observation and coaching cycles where teachers can observe colleagues teaching and reflect on their own practice.

Evidence of new writing strategies in classroom practice, gathered through observations or teacher portfolios.

Improved student writing outcomes as shown in assessments and moderation.

Teacher reflections indicating increased confidence in teaching writing and maths

Evidence of student-centered strategies in maths lessons, gathered through observations and teacher planning.

Improvement in student problem-solving and critical thinking skills in maths, measured through assessment data and classroom activities.

**Strategic Goal: Empowering all learners through equitable learning opportunities**

**Strategic Aim 1: Build teacher capacity to provide a rich curriculum that engages and empowers all learners.**

Key Actions	Success Indicators 2025	Monitoring/Review
<b>Goal 2: Implement refreshed English and Mathematics Curriculum</b>		
Ensure all teachers engage in PLD sessions to understand and implement the new curriculum. Develop resources and planning templates to align with the new curricula.	Teachers demonstrate a clear understanding of the new maths and English curriculum in their planning and delivery.	
<b>Action 4: Strengthen Assessment for Learning and Moderation Practices.</b>		
Review and refine assessment practices to ensure alignment with curriculum expectations and consistency across the school. Implement regular collaborative moderation sessions to build shared understanding and consistency in teacher judgments.	Consistency in Teacher Judgments: Teachers' feedback reflects greater understanding and capability in assessment and moderation practices.	

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

### Strategic Aim: Recognise and value the language culture and heritage of all learners

Key Actions	Success Indicators	Monitoring/Review
<p>Shared progressions of learning across the kāhui ako are used to teach Te Reo me ngā tikanga Maori consistently across the school.</p> <p>Incorporate diverse cultural perspectives into the curriculum by ensuring learning materials and activities reflect the backgrounds of all students.</p> <p>Celebrate cultural events by hosting school-wide activities, performances, and projects that highlight the languages, cultures, and traditions of students.</p>	<p>Evidence of shared progressions being implemented across all classrooms, creating alignment within the school and across the Kāhui Ako.</p> <p>Improved Teacher Capability: Teachers report increased confidence and competence in teaching Te Reo me ngā tikanga Māori.</p> <p>Evidence of diverse cultural perspectives embedded across all subjects and learning activities.</p> <p>High participation rates in cultural events, with students actively sharing and celebrating their heritage.</p>	
<p><b>Strengthen inclusive education practices.</b></p>		
<p>Induct all staff into relational approaches and responses to behaviour.</p> <p>Provide PLD to ensure a consistent understanding of inclusive education.</p> <p>Develop a dedicated space where neurodiverse students are supported to engage in individualised learning.</p> <p>Refine identification systems and processes for students requiring additional support.</p>	<p>All teachers manage challenging behaviour using relational approaches and practices.</p> <p>Students with additional needs are well supported with practices that enable them to thrive within the school environment.</p> <p>The 'hub' is used effectively as a space for students to co-regulate and engage in personalised learning experiences.</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.**

<b>Key Actions</b>	<b>Success Indicators</b>	<b>Monitoring/Review</b>
<p>Partner with local iwi and other community groups to undertake enviro projects and build understanding of mātauranga Maori.</p> <p>Publish, share and integrate our school story and other purakau within our curriculum</p> <p>Continue to expand the Garden to Table programme</p>	<p>Positive feedback from whānau about the integration of cultural narratives and their alignment with local values and histories.</p> <p>Evidence of the school story and pūrākau being embedded in curriculum plans across multiple learning areas, such as literacy, social sciences, and the arts.</p> <p>Students can share and explain key parts of the school story and local pūrākau through talking, writing, art, or performances.</p> <p>Learners are engaged and excited about caring for our environment and feel connected to the whenua.</p>	