

Onepoto School



“Empowering our Mana to be successful learners”

CHARTER 2019



OUR VISION: “Empowering our Mana to be successful learners”

At Onepoto School, we empower our students to be successful lifelong learners. Through our core value of Manaakitanga – Respect, developing fundamental relationships, Whaungatanga, with our students, whanau and community has been key in developing engaged learners. Creative planning for exciting teaching and learning experiences, help to build on and extend knowledge and skills for learning, Tikanga Ako. We work together so that all our students experience success at every level of their learning.

OUR CORE VALUE: Manaakitanga – Respect

Our core value of Manaakitanga – Respect will be woven through our Goals and Strategies of the Charter and our new School Curriculum.

Goals	Whanaungatanga – Developing Relationships	Tikanga Ako – Learning to Learn
Strategies	<i>Mana whenua - Belonging</i>	<i>Mana tangata – Contribution</i>
	<i>Mana atua - Wellbeing</i>	<i>Whakamana – Empowerment</i>
	<i>Mahitahi - Working as a Team</i>	<i>Tangata whenua – Our people</i>

Our School Curriculum

We believe in “Doing something differently” in the best interests of our students. Therefore, we have developed an innovative new school curriculum that weaves together the New Zealand Curriculum, Te Whaariki and our Integrated Inquiry Learning model. It is an inclusive model that is highly flexible which allows teachers to plan more explicitly and creatively for their students varying needs. Student learning can be more focused and flexible depending on need. The new curriculum also enables us to create a reporting system that can be flexible and creative, using both formal and informal methods of reporting to parents and whanau.

OUR CULTURAL NARRATIVE

Kia ora, Malo e lelei, Fakalofa lahi atu, Ni Hao and Welcome to Onepoto School.

Onepoto School, is a small multi-cultural school Situated in Northcote Central. We are about to embark on exciting changes. We will be building a new school here on site opening in 2021! This year we are starting with 63 students in 3 classes ranging from Year 0 to Year 6

Built in 1961, on land that was once swamp land, Onepoto Primary School was the main school for the area, at a time when Northcote was more rural Orchard land than what we see today. It has a rich and very diverse history of change which has continued today. The school once had 800 students and it is ironic that we are about to embark on a new school building project that will cater to 800 students once again, opening in 2021.

Connections to local Iwi – a Maori perspective

Northcote has a rich Maori history that we are only starting to explore here at Onepoto School. There are 11 iwi who are represented on the North Shore. Maori culture has always been present at our school and has been well represented through our school Kapa Haka group at our Onepoto Cultural Festivals. This year it is exciting that initial discussions between our school and local iwi will take place, that will bring a genuine identity and historical recount of the area and Onepoto, name as well as genuine Maori participation in our new school journey now and into the future.

Major Community Change

The Northcote Housing Development is well underway. Our surrounding neighbourhood has been demolished to improve housing for our families. Homes that are healthier and warmer. The new development will have a combination of State Housing, Kiwi Housing and Private homes. Several of our families have been re-housed due to this new and exciting rebuild, leaving us with a low roll at the present time, but will increase once the new homes have been built. This will happen in a series of stages. We are preparing ourselves for these changes. Due to these changes we have seen several of our school families relocated, which has seen a drop in our role. This was anticipated and we will cater to our changing school as the development continues to fruition. We will then see an influx of families and new enrolments coming into Onepoto School.

Changes at our School

In 2021, we will be opening a brand new school. It is an exciting time for our school community, knowing that the school will be a state of the art Modern Learning Environment (MLE), that will grow to accommodate 800 students once again. Today, we are a very multi-cultural school, with a very proud and supportive community. We currently have 63 students and 3 classes, each class with a Teacher Aide and a roll that will continue to grow with our new school.

We have introduced a No Fees, Free Stationery policy to ensure our children get the best start to learning! If you seek a positive primary school education, that nurtures children's mana to be the best learners they can be, seek Onepoto School. ***“Empowering our Mana to be successful learners”.***

Onepoto School 2019

Our vision: “Empowering our Mana to be successful learners”

Our Values	<i>Manaakitanga - Respect</i> We respect our people, our learning and our environment.				
Our Goals	Whanaungatanga Developing Relationships		Tikanga Ako Learning to Learn		
	Onepoto Learners will build and develop positive and sustainable relationships leading to engaged learning. Every learner has the right to an education in an environment that values their identity, and nurtures their mana, language, culture and strengths.		Onepoto Learners will be encouraged and empowered to learn and use a range of strategies to make the right choices, make links to prior learning, problem solve, reflect on what they have learned and talk about their next learning steps. We will develop these skills for personal wellbeing and lifelong learning.		
Our Strategies: Our Approach What is important to us?	<i>Mana whenua – Belonging</i> Knowing the Treaty of Waitangi Partnership. Knowing who I am. Know that my Whakapapa, Language and culture is important to me.		<i>Mana Tangata – Contribution</i> Develop and deliver an inclusive and responsive curriculum that has meaning for all learners , connects to our wider lives and has relevance to our community.		
	<i>Mana atua – Wellbeing</i> Taking care of myself and others and being prepared for learning		<i>Whakamana – Empowerment</i> Develop and strengthen our own learning		
	<i>Mahitahi - Working as a Team</i> Developing the strategie’s I need to work in a team		<i>Tangata whenua – Our people</i> <i>Utilising our people to best effect in the best interests of our learners.</i>		
Curriculum support	The OPS Curriculum NZC & Te Whaariki	What theories support us?	Neuro-science - Development stages of the Brain Piaget/Bronfenbrenner/ Maslow John Hattie 21 st Century Pedagogy MLE – Collaborative Learning – Prakash Nair	What influences our ideas and direction	Our students & community Overall Maori and Pasifika achievement statistics across NZ. 21 st Century Education and Digital Pedagogies Finland Education system – Pasi Sahlberg

OUR STRATEGIES FOR CHANGE:

GOAL 1 : Whanaungatanga – Developing Relationships

STRATEGY 1: Mana whenua – Belonging	
<i>Knowing the Treaty of Waitangi Partnership. Knowing who I am. Know that my Whakapapa, Language and culture is important to me.</i>	
Actions	Measurable Outcomes
<p>We value cultural diversity and provide opportunities for learners to learn and share their whakapapa, language and culture.</p> <p>Learners will show the value of Manaakitanga – Respect in all settings and contexts.</p> <p>Develop our school curriculum to include local curriculum content pertinent to our learners and the school.</p>	<ul style="list-style-type: none"> • Teachers learn about their students and are responsive to their students learning needs through planning and differentiated teaching. • Learn about their own and other’s cultures. • Weekly PB4L Assembly Monday mornings, class rewards system and school wide House groups rewards system established. • Create new awards for school assembly • Investigate and explore our local history, local iwi and stories and experiences offered in our local community.
STRATEGY 2: Mana atua – Wellbeing	
<i>Taking care of myself and others and being prepared for learning</i>	
Actions	Measurable Outcomes
<p>Encourage, demonstrate, and celebrate our school value, Manaakitanga – Respect, that supports learners with strategies to develop resilience and a sense of personal and social responsibility.</p>	<p>Teach and encourage our school value Manaakitanga – Respect through the PB4L Programme.</p> <p>Consistently teach PB4L in classes</p> <p>Continue PB4L Assemblies (once a week)</p>
<ul style="list-style-type: none"> • track minor and major behaviours • track lateness of students 	<p>Implement PB4L Programme Tier 1 & 2</p>
<p>monitor health and wellbeing of students and staff illnesses.</p>	<p>Reffer students to our Public Health Nurse and/or staff if needed.</p>
<p>Track Major and Minor behaviours and track lateness of students.</p>	<p>Leadership team to track and deal with Major incidents</p>

STRATEGY 3: Mahitahi - Working as a Team
Developing the strategies I need to work in a team

Actions	Measurable Outcomes
<p>BOT - Self Review schedule. Training new Board members.</p> <p>Students - learning how to work in a team and how to play games. Teamwork in different contexts; paired, small group, class and teams.</p>	<ul style="list-style-type: none"> • Monthly meetings / BOT develop Review Schedule for the year • weekly and fortnightly Staff meetings • Term PLD • Class teaching opportunities • Sports teams <p>PB4L/PE lessons teaching and learning skills and playing in team situations.</p>
<p>Develop annual work plan for strategic planning</p>	<ul style="list-style-type: none"> • Principal to develop an Annual Strategic Work Plan for 2019.
<p>Personnel Employ, retain and develop quality personnel who are passionate, hold high expectations and model the vision and core value of our school.</p>	<p>Implement Employment process that is inclusive of the Board of Trustees and Leadership Team for new employees. Create a positive culture that fosters and values teachers, nurtures their talents and challenges their practice. Encourage teachers – to work and plan collaboratively for planning and teaching, staff meetings, support staff meetings and PLD.</p> <p>Future Focussed learning - to learn about the New digital Curriculum and start to implement some practices that make use of digital technologies purposefully.</p>

OUR STRATEGIES FOR CHANGE:

GOAL 2: Tikanga Ako – Learning to Learn

STRATEGY 1: Mana Tangata – Contribution	
<i>Develop and deliver an inclusive and responsive curriculum that has meaning for all learners , connects to our wider lives and has relevance to our community.</i>	
Actions	Measurable Outcome
To provide students with opportunities to talk and share their ideas.	Students participation in a range of class discussions, presenting in assembly, roles of responsibilities, speeches, debates, sharing their learning in different contexts.
Student Achievement – to ensure that programmes that we provide for students meet their individual needs and extend students to keep them engaged and motivated.	Reflect on the end of year data to inform practice and planning for this year. Track all student achievement Review student progress against NZ Curriculum (NZC) Analyse the data term by term and throughout the year Impact student learning through targeted planning and teaching strategies.
Target students (literacy/numeracy) to identify and track the progress of target students to accelerate their progress.	Identify these students. Track accelerated progress each term. Gather student voice.
Māori achievement - to ensure planning is inclusive and explicit for Māori students.	Identify these students. Track accelerated progress each term. Review planning for students.
Pasifika achievement - to ensure planning is inclusive and explicit for Pasifika students.	Identify these students. Track accelerated progress each term. Review planning for students.
Inclusive Practice – to ensure that all barriers are removed enabling all students to access the curriculum equitably.	Students have an Individual Education Plan (IEP) Learning within NZC and Key Competencies. IEP Meetings. Pastoral Care Meetings with services maintained.

<p>Ensure planning is inclusive and fair for all students.</p>	<p>Reflect on the end of year data to inform progress and planning for this year. Track <u>all</u> student achievement; Review student progress against NZ Curriculum (NZC) Analyse the data term by term and throughout the year</p>
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STRATEGY 2: WHAKAMANA – EMPOWERMENT
Develop and strengthen our own learning

Actions	Measurable Outcomes
<p>Implement the NEW CURRICULUM - The Onepoto Integrated Inquiry Curriculum</p> <p>Senior Leadership team will plan Strategic Plan for 2019. Review student progress against NZ Curriculum (NZC) Levels term by term and throughout the year</p>	<ul style="list-style-type: none"> • Construct a creative curriculum • Leadership Team will format the curriculum for 2019 from student ideas collated in Term 4, 2018. • Keep to the MOE Schedule for Reporting data. • Teachers will implement the new curriculum • TOD and staff meetings will further support staff in this new way of teaching and learning. • opportunities for teachers to collaborate • Students will be involved in opportunities to design and lead their own learning in class • Teachers have created optimal learning opportunities for all learners • All learners can share their learning during and at the end of each term between classes and with the community.
<p>Senior Leadership Team encourages high expectations for all learners and staff, consistently. Staff meetings and reminders.</p> <p>Track Inclusive Practice – to ensure that all barriers are removed enabling all students to access the curriculum equitably.</p> <p>Senior Leadership team will monitor and evaluate student achievement and teacher pedagogy term by term and throughout the year.</p>	<ul style="list-style-type: none"> • Staff PLG meetings share and implement explicit teacher planning for learners • Readings shared related to student learning • Teachers can plan for next steps • Weekly Staff PLMs to focus on our charter goals and improve our delivery – leadership, pedagogy, observations, review and next steps. • Explicit teacher planning that is inclusive of all learners. Identify, monitor and track TEAM TARGET (Target Students). • Moderation for reading and writing has been done • Construct a clear Assessment Schedule & review assessment tools across the year. • Implement ESOL groups • Utilising teachers and support staff to support student

	<ul style="list-style-type: none"> • Staff & Support Staff PLD. 	
<p>Student Agency and Leadership Encourage students to share and lead their learning and take on roles of responsibility.</p>	<p>Work with PB4L facilitators and/or join the North/West cluster group Students can show Positive Behaviour for Learning in different contexts</p>	
	<p>Students can talk about their learning and their next learning steps</p>	<p>Teachers will teach students how to talk about their learning and their next learning step Teacher planning.</p>
	<p>Students will be involved in opportunities to design and lead their own learning in class.</p>	<p>Gather student voice and survey students.</p>
	<p>Develop student leadership for school wide responsibilities.</p>	<p>Leadership team to organise opportunities for all levels of the school to participate.</p>

STRATEGY 3: TANGATA WHENUA- OUR PEOPLE

Utilising our people to best effect in the best interests of our learners.

Actions	Measurable Outcomes
<p>LEADING AND GOVERNANCE</p> <p>The Leadership Team and Board of Trustees will serve the wellbeing of our school community by guiding and implementing relevant policies and ideas strategically in the best interests of our students.</p> <p>Leadership team and BOT together with staff will organise opportunities for all levels of the school to participate in our school setting.</p> <p>Strengthen leadership opportunities at all levels, Board of Trustees, Principal and Leadership Team, Teachers and students.</p>	<p>Review and update job descriptions (accountabilities and responsibilities) for Board of Trustees, the Principal, leadership, teachers and support staff</p> <ul style="list-style-type: none"> • Policies • Monthly Meetings • BOT PD/Training • Elections this year 2019 • Community consultation with all families
<p>STUDENT LEADERSHIP (links to Whakamana – Empowerment) - Empowering and developing student leadership and school wide responsibilities.</p>	<p>Leadership team together with staff will organise opportunities for all levels of the school to participate.</p> <ul style="list-style-type: none"> ❖ House Team Leaders ❖ School Roles & Responsibilities ❖ Road Patrol Team ❖ Sports Team Captains ❖ Cultural Festival Powhiri Leaders ❖ Cultural Group Leaders
<p><u>TEACHERS</u></p>	<ul style="list-style-type: none"> • Analyse the data and discuss and implement best practice strategies to accelerate and improve student learning and achievement. • Reflection is also important. • Developing next steps.
<p><u>SUPPORT STAFF</u></p>	<p>Discussions on Code of Conduct, Staff Handbook</p>

		Regular weekly meetings with support staff at all levels of the school reinforces their tasks and focus on students achievement.
<p><u>COMMUNITY CONSULTATION</u></p> <p>BOT Community consultation with <u>all</u> families, Maori & Pasifika.</p> <p>Iwi</p> <p>Surveys & Curriculum workshops</p> <p>PLD Meetings</p> <p>New Job Descriptions</p> <p>Code of Conduct</p> <p>Invite community to attend BOT meetings</p> <p>Volunteer support to the school</p> <p>Work with SENCO/RTLB/MOE services</p>		<ul style="list-style-type: none"> • Regular message in newsletters, FB page, Website and the Parent Information Booklet.. • Follow up phone call to parents and/or caregivers if necessary, to remind them that attendance is important. • Establishing community Hui and Fono that is meaningful with realistic outcomes and reporting back to the community. • Develop the Cultural Festival Committee. • Invitations to learning days, assemblies, sports, cultural and house events. • Survey/curriculum workshops with parents and whanau about the NZC, their aspirations for their children and how they can support learning. • Encourage parent and whanau to attend BOT Meetings. • NCOL meetings • Encouraging parents as volunteers and the volunteer community • SENCO/RTLB/MOE services
<p>Implement relevant PLD that will make an impact on learning</p> <p>PLD – Behaviour Management Strategies PLD in Term 2 - Collaborative Teaching?</p>		PLD meet the needs of our learners; students, teachers and support staff.
<p>*MOE – SAF TEAM</p> <p>*ERO TEAM</p> <p>*PLD</p>		<ul style="list-style-type: none"> • BOT Meetings • MOE Meetings due to our 1-2 year review status. • SAF Team collaboration • Meetings with ERO
<p>MOE – NEW BUILD TEAM</p> <p>Manager</p>	Felicity Chandler – Project	<ul style="list-style-type: none"> • Regular meetings as required in the planning and design process with the leadership team and BOT.

Alastair Kay – Architect Mary Ann Mills _ Education Brief	Ongoing updates provided to Board, Staff and students and Parents and Whanau.
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TARGETS 2019

BASELINE DATA: From the data we identified that students start school with low levels of literacy and vocabulary skills.			
ORAL LANGUAGE & EARLY LITERACY: Build students oral language ability so they are better placed to successfully participate in reading and writing programmes.			
GOAL	Measurable Outcome	2019	Actions
GOAL: to improve Year 1 and 2 Literacy skills so they are working at or above their chronological age and expected curriculum outcomes.	Reading and writing data	60-70% of students in Years 1 and 2 will improve in the oral language	Summative assessment Observation
BASELINE DATA: From the data we identified that students struggled with effective learning behaviours that supported positive academic outcomes.			
INCREASE STUDENT ENGAGEMENT TO IMPROVE OUTCOMES:			
GOAL: To improve student outcomes by focussing on effective learning behaviours in class.	Surveys NZCER HPS e- Asttle student voice	80% to 100% of students will use positive behaviours for learning to improve student engagement	Surveys Observations Student feedback and student voice

Actions	Measurable Outcome	2019	
To provide students with opportunities to talk and share their ideas.	Students participation in a range of class discussions, presenting in assembly, roles of responsibilities, speeches, debates, sharing their learning in different contexts.	Achievable 60% of students can share an idea or their opinion	Aspirational 80% of students can share an idea or their opinion
Student Achievement – to ensure that programmes that we provide for students meet their individual needs and extend students to keep them engaged and motivated.	Reflect on the end of year data to inform practice and planning for this year. Track all student achievement Review student progress against NZ Curriculum (NZC) Analyse the data term by term and throughout the year Impact student learning through targeted planning and teaching strategies.	55% achievement	70% student achievement in Reading , Writing and Maths
Target students (literacy/numeracy) to identify and track the progress of target students to accelerate their progress.	Identify these students. Track accelerated progress each term. Gather student voice.	To accelerate progress so students reach their NZC levels within the year.	
Māori achievement - to ensure planning is inclusive and explicit for Māori students.	Identify these students. Track accelerated progress each term. Review planning for students.	60%	80% Maori achievement at or above the NZC level
Pasifika achievement - to ensure planning is inclusive and explicit for Pasifika students.	Identify these students. Track accelerated progress each term. Review planning for students.	60%	80% Pacific achievement at or above the NZC level.
Inclusive Practice – to ensure that all barriers are removed enabling all students to access the curriculum equitably.	Students have an Individual Education Plan (IEP) Learning within NZC and Key Competencies. IEP Meetings. Pastoral Care Meetings with services maintained.	60%	80% SWSN achieving against their IEP and Key Competencies
Ensure planning is inclusive and fair for all students.	Reflect on the end of year data to inform progress and planning for this year. Track all student achievement; Review student progress against NZ Curriculum (NZC) Analyse the data term by term and throughout the year	60%	80% of Boys and Girls achievement at or above the NZC level.