



Onepoto School

Respect | Persevere | Achieve



Annual Report 2023

Contents

Principal's Report.....	2
List of Board members	3
Statement of Variance: Progress against targets	4
Evaluation of the school's students' progress and achievement	11
Giving effect to Te Tiriti o Waitangi	20
Statement of Compliance with Employment Policy	22

Financial statements

Kiwischools

Principals Report

Onepoto School's Curriculum is based on the New Zealand Curriculum. We are transitioning into the new Curriculum Refresh. We also link learning to Te Whaariki – The Early Childhood Curriculum, for our Junior School Program.



Our School Learning Philosophy is based on 3 Core Principles.

<i>Ko Wai Au – Who am I</i>	Knowing our people lays the foundation for an effective response to our school planning and teaching and ways of working.
<i>Small groups often</i>	Opportunities to practice our knowledge, skills and strategies often accelerates our learning and builds our confidence to succeed.
<i>Learning through Positive Behaviours</i>	Using strategies to make me the best learner I can be. Learning from mistakes, being accountable and pushing through.

OUR LEARNING PRIORITIES

Our key Learning Priorities are Social Skills, Reading, Writing, Maths, Te Reo and Tikanga Māori and Science.

LEARNING AREAS

The New Zealand Curriculum Framework is the core document that guides our teaching and learning at Onepoto School.

Literacy: Oral Language, Reading & Writing | Maths | Science | Te Reo Māori | Technology | Social Sciences | The Arts; Dance, Drama, Music & Visual Art Health & PE | Financial Literacy | Digital Technology | Inquiry Learning | Project based learning | EOTC; Education Outside the Classroom.

Board Members

Name:	Position:	How position was gained:	Term Expired/Expires
Alan Curtis	Presiding Member	Co-opted	Dec 2023
Daniella Latoa-Levi	Principal ex Officio		
Emma Alona	Parent Representative	Elected	Sept 2025
Linda Sullivan	Parent Representative	Elected	Sept 2025
Samantha Sheeran	Parent Representative	Elected	Sept 2025
Tom Allen	Parent Representative	Elected	Sept 2025
Viliami Puli'uvea	Parent Representative	Elected	Sept 2025
Stephanie Taniora	Staff Representative	Elected	Sept 2025

Statement of Variance: Progress against targets

LITERACY AND NUMERACY – 2023

TARGET 1:

All students will make significant progress in their Literacy and Numeracy against the NZC and OS Local Curriculum expectations of 60% - 70% at or above expectations.

We would support and monitor students' well-being to be ready for learning and monitor progress and achievement by noticing, teacher observations and discussions, assessments, incidental meetings and collaborative support.

Strategic Goal that supports the Annual Plan:

Goal 3: RESPONSIVE CURRICULUM

Develop an innovative and authentic local curriculum that is inclusive and responsive

Consistently monitor progress and evaluate performance to inform future decisions

Teachers understand assessment, use assessment tools, and analyze data to inform best practice.

- Unpack baseline data with leaders and staff to identify and understand how this data will inform our practice.
- Implement assessment, evaluation, and data analysis practices.
- Unpack and implement a cycle of moderation for writing.
- Develop content and pedagogical knowledge in math's with a PLD provider.

BASELINE DATA

2022 EOY ALL STUDENTS		Totals	AT/ABV Expectations		WTE
READING	EOY 22	66	26	12	28
		100%	39%	18%	42.40%
WRITING	EOY 22	74	34	4	36
		100%	46%	5%	49%
MATHS	EOY 22	64	44	2	18
		100%	69%	3%	28%

ACTIONS – What did we do?

Ko Wai Au is a key principle where teachers build strong relationships with their learners.

- Being ready to learn. We build strong relationships by enacting our key principle of *Ko Wai Au – Who am I*, Term 1 is dedicated to building strong relationships with students and their whanau.
- Teachers must set up routines, visible timetables to inform students of their learning day. Teachers are encouraged to set the tone for their class.
- We start the week with a PB4L Assembly on a Monday morning to set the tone and share a focus theme for the week. We are thinking of another way to start the week that is more active and inclusive with students.

	<ul style="list-style-type: none"> • A display with Ko Wai-Au is encouraged in classes as reminder to students that this is their place, it has represented the diverse cultures of the class and school community. • Te Reo Māori is incorporated into our learning day through greetings and commands, days of the week and short phrases. • We ensured that our Inquiry Learning theme is related to students. • Teachers were more specific in their Hapori Start of the Year Packs, informing parents about their class information and timetable. • We introduced an Enrolment interview with new parents, and captured key information that is shared with class teachers, such as Who are the important people in your child's life and what are your hopes for your child while they are at OS? Teachers valued this information before students started. • Teachers contact parents to share positive learning progress and sometimes with concerns. Before and after school, teachers are more visible and confident to chat with their student's parents.
<p>Monitor and respond to student learning needs.</p>	<ul style="list-style-type: none"> • Learning to learn remains a key focus for our students. Teachers have focused on the specifics of consistent class routines, moving in the space and learning how to share and play with others. • Regular communication with whanau continues to be integral to working with them and their child. There has been an increase in parents dropping off their children to their classes rather than dropping them off at the office. • Attendance has gradually improved, however there were about 27 children with ongoing absence or patterns of absence, in a small school that is about a quarter of the school. Revisiting and designing an improved process for addressing attendance issues was planned with our local Attendance Service. • Our Strategic Plan and our OS Curriculum are our living documents. All staff must know our Vision and purpose and their purpose for working at OS.
<p>Strengthen teacher practice together and through MLE design for learning and Ready 4 Learning PLD in the Junior school (Years NE/Y1 – Y3).</p>	<ul style="list-style-type: none"> • The MLE environment allowed teachers and learning assistants to establish small group workshops with a focus on phonics, reading, writing and maths, with many opportunities to practice. • Incidental team meetings ensured teachers were prepared for all learners and that specific learning needs of some students were met accordingly. • The NE/Year 1 hapori implemented the Ready 4 Learning Program. This helped learners to strengthen their fine motor skills, sitting and hand grip and hand eye co-ordination, for learning.
<p>Data informed practice and staff professional discussions will support learners' progress and achievement.</p>	<ul style="list-style-type: none"> • Professional development supported teachers to improve practice. • Ready for Learning in terms 2 and 4 prepared teachers in the junior classes to prepare students for school. Selected activities targeted at preparing the skills for learning, talking, sharing, drawing to forming letters, pencil grip, strengthening core muscle groups in the body through movement tasks. • Moderation in Writing – we dedicated 2 staff meetings. The first in term 1 looked at assessment in particular e-Asttle. In meeting 2 we moderated with all teachers bringing their class samples. • We analysed and spread the samples out from the early writer samples to more advanced samples. We used the • We have improved this year with about 90% of students shifting in their writing. • 'Noticing' - Teachers became more responsive to student needs through observation and discussions with students and colleagues. 'Checking in' with students during the day for learning and behaviour needs has become part of our ways of working. • Regular staff meetings around data started well and we will continue this as future practice. Interrogating the data will improve practice.

	<ul style="list-style-type: none"> The BSLA program was introduced by our new AP, who is a facilitator of the program. The initial assessment was a heavy load on teachers in terms of learning the program and learning how to take the assessments. The delivery of the program was impacted by the heavy assessment schedule, and we will review this with a focus on purpose, at the reality of assessment expectations for the program and how we can deliver the program successfully in our context with our students. Our second AP will train as a facilitator next year and we will work on this in 2024 with the BSLA team from Canterbury University, to create a design for our context.
Embed small learning groups often for specific support to students.	<ul style="list-style-type: none"> Small Groups often is one of our principles. This has worked well for students who need the extra boost in their learning or need extension. Teachers and learning assistants work with small groups in Reading, Writing and Maths. The learning assistant is the 2nd or 3rd teacher in our hapori. They work with groups to practice skills in reading and writing. They also run intervention programs such as Steps to Literacy and Colourful Semantics. The Senior leadership team have all worked with small groups and in classes this year. We can see our design for learning in action and also stay connected to students, staff and our craft of teaching.

WHAT DID WE ACHIEVE?

- Happy, engaged and confident learners.
- Students can talk about their learning and their next learning steps.
- Collaboration in the senior school was a successful model and teacher practice improved.
- Intentional teaching in groups for reading, writing and Maryanne.
- Responsive teachers.
- Improved attendance.
- Collaborative teachers
- Improved design for learning models.

WHY DID IT HAPPEN?

- Communication was open with all staff from the beginning of the year and throughout.
- Ensuring that students learning, and behavior needs was a regular feature in our staff and admin meetings. This ensured that our students were front and center to our mahi.
- Delegation of responsibilities to senior school leaders enabled the BSLA program, collaborative teaching models, curriculum and practice support to happen.
- The school board supported the principal in their work and collegial support.

PLANNING FOR NEXT YEAR

- Re-connect with iwi and Mana Whenua to support school initiatives, NZ Histories, Te Reo Māori and develop tikanga at our school.
- Continue to design and develop a cultural framework for our school that Supports our mahi in Te Reo Māori and Tikanga Māori and our ways of working.
- Cultural lead teachers will lead Maori and Pacific initiatives with students, staff and whanau that is genuine to our school.
- Internal evaluation continues.

TARGET 2:

All students achieving below their age and against the NZC and OS curriculum will make significant progress within or beyond their capabilities through learning intervention support. This may also include an Individual Education Plan (IEP)

We would support and monitor students' well-being to be ready for learning and monitor progress and achievement by noticing, teacher observations and discussions, assessments, incidental meetings and collaborative support.

Strategic Goal that supports the Annual Plan:

<p>Enhance the health and wellbeing of students and</p>	<p>Confident & resilient students.</p>	<ul style="list-style-type: none"> • Identify key health areas of focus as a staff. • Identify health initiatives /programs that support student health and wellbeing. • Board to unpack Policies for H& S review, and form H&S committee.
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What did we do?

<p>LEARNING ASSISTANTS</p>	<p>We have purposefully employed four learning assistants to support our diverse learners and small group principle.</p>
<p>IDENTIFIED STUDENTS</p>	<p>Term 1 is dedicated to implementing our <i>Ko Wai Au</i> principle. This means that teachers and learning assistants work purposefully to build relationships with their students and their whanau. This is done specifically to build trust and create a safe learning environment. During this time, teachers and LAs can make observations and gather student voice about learning and how they learn best? By the end of term 1 in weeks 7 or 8, we meet as staff and write our notes about each child's learning capabilities and learning needs. This information is then considered by the SLT and SENCO team when seeking support for students.</p> <p>We had a high number of students with various needs that needed support. 6</p>
<p>SENCO</p>	<p>The principal has acted in the SENCO role during the past 3 years as the school roll was manageable. SENCO uses the list to make referrals to learning support services. The SENCO role at OS is currently the principal, while the school roll continues to be small. Two Team Leaders and four Learning Assistants support the SENCO across the school.</p> <p>IEPs with parents, whanau and support services ensured that students were well supported in the learning.</p>

<p>REFERRALS</p>	<p>Referrals to learning support services were made throughout the year.</p> <p>We currently have 6 students who receive MOE Learning support funding.</p> <p>5 students were referred to the RTLB for Literacy support. They also have teacher aide support.</p> <p>Learners that are working towards expectations, worked specifically in small groups and made progress within Level one of the NZC.</p>
<p>INTERVENTION PROGRAMS</p>	<p><u>RTLB</u></p> <p>The RTLB continued to be the best source of support for our students and teachers. They supported students in individual, small groups and teacher intervention programs.</p> <p>4 students received small group intervention for literacy</p> <p>Wordchain</p> <p>Colorful Semantics</p> <p>Writing PLD in the Senior school</p> <p>BSLA teacher support</p> <p>Ongoing Liaison meetings and Pastoral Care meetings with services have worked well.</p>
<p>MINISTRY OF EDUCATION</p>	<p><u>Learning Support services:</u></p> <p>Speech & Language support</p> <p>Psychologist support</p> <p>Behavior Support</p> <p>Deaf Education for 1 student with Ko Taku Reo.</p> <p>We currently have 6 students who receive MOE Learning support funding. They also have teacher aide support.</p> <ul style="list-style-type: none"> • We received 100 hours of Behaviour support hours, for Terms 1 and Term 2. This has enabled us to have a TA for 3 hours a day. The goal is to transition this student to full time attendance. • An ORS application is yet to be made for BT. We are awaiting a new pediatric report. The Public Health Nurse has supported this. BT currently receives 1.5 hours per day, and this will increase to 2.5 hours in term 3, school funded. • We received LLI support for one student for Language and Learning and hearing. Has support from the Ko Taku Reo team, teachers for the deaf. • One student is supported by TAs, school funded health services. IRF (Interim Response Fund - behaviour support) has been sought and senior leadership team for the remainder of this term. Meeting for support services pending. • One student is on the waiting list for MOE Communication Support. This student currently receives 1:1 LA support in their class.

	<ul style="list-style-type: none"> One student is due to transition back to OS after attending the Northern Health School part time. Transition will start with a transition IEP.
<u>In Studios</u>	<p>In Studios – the Kaupapa for our MLE spaces is small groups often. Teachers work with students in small groups. While this is often the case in all schools, we have made this a principle to follow. Student voice also confirms.</p> <p>We have a small group of students in Years 5 and 6 who need 1:1 support and opportunities to practice. Students work 1:1 with a TA to target literacy areas.</p>
<u>ESOL - English Speakers of Other Languages</u>	<p>ESOL brings together 14 bilingual students for English language support. Our TA Annitta takes small groups from both studios. The focus for our bilingual students is to practice English through activity-based learning, with an emphasis on oral language speaking and listening.</p>
<u>Public Health Nurse</u>	<p>Our PHN has been a very supportive service to our students, whanau and staff. The PHN works once a week onsite and makes regular visits when needed.</p> <p>Taff PD was held in Terms 2 and 4 about asthma, medications and Epi-Pen training.</p>
<u>SWiS</u>	<p>A new SWiS started in Term 3 to support learners and whanau. This has been a welcome addition to our school and whanau. Referrals were made in term 4 for 4 students to participate in an intervention program.</p> <p>Referrals were also made by whanau for social support.</p>

WHAT DID WE ACHIEVE?

Engaged Learners

- Classes are inclusive. We have made a point of sharing the story of some of our diverse learners with their classes, which has supported students as we continue to build our community of learning.
- Students attend school regularly and are engaged in the life of the class and school.
- Students are focused on their tasks and work well in small groups and in 1:1 with teacher aides, as their needs require.

Small groups

- In Studios – the Kaupapa for our MLE spaces is small groups often. Teachers work with students in small groups. While this is often the case in all schools, we have made this a principle to follow. Student voice also confirms.
- We have a small group of students in Years 5 and 6 who need 1:1 support and opportunities to practice. Students work 1:1 with a TA to target literacy areas.

Teachers

- Confident teachers who used strategies to support their learners in tasks.
- A common language of learning was used in all classes and became useful for all students when working in small groups and with teachers.

- Teachers commented that the RTLB had very practical and common-sense approaches that were targeted to specific learning needs.
- Teachers felt supported and successful.
- Teachers have strengthened relationships with their students.

Learning Assistants

- Strengthened relationships with the students they worked with.
- LAs appreciated upskilling in the intervention programs as they could see the outcomes for students.
- LAs worked well with teachers in collaborating and planning for learning.
- LAs provided opportunities for students to practice reading and writing skills and oral language development.
- Students enjoyed working with their LAs.

Whanau

- Parents appreciated the IEPs during the year and felt connected to the school and very supported.
- Relationships with whanau was strengthened through IEPs, onsite visits such as at school assembly and school event days and casual conversations with teachers and the SLT.

Why did it happen?

- Our process to identify students across the school by teachers and senior leaders has strengthened.
- A genuine team approach to our students is key to our ways of working. Collaboration is a key priority for us to ensure that we know our students and how we can use a common approach and language when working with students or when we see our students around the school and in different events.
- Term 1 observations and staff meetings identify our student needs. And referrals are made to support services.
- Regular updates in staff meetings made all staff aware of our learners.
- RTLB support continues to support our students and teachers well.

PLANNING FOR NEXT YEAR – WHERE TO NEXT?

2024

- SENCO – delegate this role to an Associate Principal, as the school roll continues to grow. This builds on leadership capacity and capabilities.
- Create a visual model of our process for referrals for staff and whanau.
- Work with an LSC in our Kahui Ako to support our mahi and learning support.

Evaluation and analysis of the school's students' Progress and achievement.

OVERALL PROGRESS AND ACHIEVEMENT

To enhance all students learning in Reading, Writing and Maths

Baseline Data: 2021

In 2021 we did not collate student data due to Covid and also due to a very staggered start by our families.

Our families were coping with the impact of Covid, job losses, older siblings going to work to help out their families and families in emergency housing.

When schools re-opened, we were prepared for re-socialising students back to school.

Our key focus areas were.

- How to re-connect with others
- How to be a learner / Learning to Learn
- How to work with others.
- Key Competencies

Baseline Data: 2022

In 2022 we had a staggered start to school and variations in attendance. About 30% of our families were in emergency housing and transitions continued, with families often moving out of Northcote. Our key focus areas were;

- Learning to Learn
- Key Competencies
- Collaboration

READING:

READING					
2022 ALL STUDENTS	GENDER At / Above		ETHNIC GROUPS At / Above		
Working Towards	42%	Girls	65%	Maori	63%
At	39.30%	Boys	51.50%	Pacific	48.40%
Above	18%			NZE	75%
				Other	80%

WRITING:

WRITING					
2022 ALL STUDENTS	GENDER At / Above		ETHNIC GROUPS At / Above		
Working Towards	48%	Girls	65%	Maori	52%
At	46%	Boys	45.40%	Pacific	48.40%
Above	5%			NZE	50%
				Other	80%

MATHS:

MATHS					
2022 ALL STUDENTS	GENDER At / Above		ETHNIC GROUPS At / Above		
Working Towards	28.5 %	Girls	77%	Maori	63%
At	69%	Boys	77%	Pacific	68.20%
Above	3%			NZE	75%
				Other	90%

School Targets 2019 - 2023

	2019		2020		2021		2022		2023	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
READING	50% -60%	24%	60%	50%	Covid		60%-70%	57.3%	70%	44%
WRITING	50% -60%	27%	60%	35%			60%-70%	51%	70%	55%
MATHS	50% -60%	25%	60%	45%			60%-70%	72%	70%	70%



The summary below is an evaluation of our annual Strategic Goals that supports student learning, teachers practice, growing school leadership and working with whanau.

STRATEGIC PLAN - ANNUAL PLAN 2023 SUMMARY

GOAL 1: WORKING TOGETHER

Strengthening relationships with our whanau and wider community.

Key Initiatives:	KEY ACTIONS:	SUMMARY: WHAT DID WE DO?	Outcome/Next steps:
<p>Strengthen whanau engagement in their child's learning to improve outcomes.</p>	<p>Parent workshops held termly on ways to support their child's learning at home.</p> <p>Whanau hui/Fono twice a year to share the Strategic plan and collect feedback and contributions.</p>	<ul style="list-style-type: none"> Our Meet the Teacher event on the 7th of March was delayed due to the Auckland floods. An opportunity for parents and team teachers to meet, ask questions and share information about class information. In Term 2, we held a whanau hui in Term 2 inviting parents and caregivers to share their aspirations for the school and ideas for future school events. The Strategic Plan was shared. We capture parent voice in our Learning Conferences and Mid-Year reports. This year's question was In Term 3, a parent workshop for our new Junior school literacy program, Better Start to Literacy Approach (BSLA), was held. Parents were provided information and teachers shared strategies to use at home with their children. In Term 4, we held a meeting with our school community about our annual Cultural Festival. For 2024. We have actively participated with our Northcote Kahui Ako. Our Associate Principal is a Within School Lead, a role that the Kahui Ako have gifted to us over the last two years. We have attended Stewardship meetings, are actively involved in the Maths Curriculum Refresh and presented a workshop at the Kahui Ako Conference held in June. We actively contribute to the three Kahui Ako Goals Knowing our Learners, Maths and Local Curriculum. However, we do not participate in the Case Studies as we have yet to see the purposeful outcomes for our students and our school. We have continuously monitored roll growth since 2019. Roll growth has been slower than first estimated, due to construction delays with Covid, the Auckland floods this year. 	<p>Parents use ideas and skills to support students learning at home.</p> <p>The strategic plan reflects whanau voice collected from all our hui held.</p> <p>The BSLA program was implemented this year.</p> <p>Opportunities to inform parents and whanau the program was useful. Future meetings will focus further on strategies to support whanau at home with their children.</p> <p>Kahui Ako strengthens relationships with local schools and staff.</p> <p>We are working well with our Kahui Ako in developing Maths. Next year I would like to look at assessment across the KA as PAT is the main assessment tool and we do not use this as it does not suit our context. Would also like to look into 'in the moment assessment'.</p> <p>Staffing is ok for now.</p> <p>Concerns when the sudden growth happens.</p>
	<ul style="list-style-type: none"> Monitor roll numbers. Roll growth referrals sent to MOE as needed. 		

<p>Prepare and plan for roll growth.</p>	<ul style="list-style-type: none"> • Manage roll growth with MOE & similar MLE schools. 	<ul style="list-style-type: none"> • Our location in a housing development zone, gives us certainty that the community will grow. This year we have had our 6 monthly updates shift to quarterly updates as many Kainga Ora, Kiwi build and Private market homes are completed and then occupied. Regular updates for completion and occupancy timeframes have been important for us as a school to ensure we can maintain current staffing annually and to prepare for any sudden influx of students. 80% of our school enrolments this year have been unexpected (off the street) enrolments. With this trend, it is unpredictable and at times sudden due to family circumstances. • I made another application for Additional Staffing for the 2024 year and included a supporting report. 	<p>Next Steps: Marketing our school to Kainga Ora and Real Estate agencies in 2024.</p> <p>Ongoing applications for roll growth will continue in 2024.</p> <p>What are the plans for the Ko Taku Reo onsite? Check ins with the MOE T4 of 2023 or early 2024. This is also under property allocation.</p>
<p>Improve transition to school between ECEs and schools.</p>	<ul style="list-style-type: none"> • Clear transition process developed. • Update clear systems for enrolment. • Visit local ECEs to promote OS. • Implement Ready 4 Learning PLD for teachers to support student transition. 	<ul style="list-style-type: none"> • Enrolment process. We implemented enrolment interviews, which have been a successful way of meeting new families on enrolment. A questionnaire is discussed by the principal with parents, gathering purposeful information about new students before they start school. Questions about their likes and dislikes, strengths, interests, worries or concerns, learning challenges and parent voice about their aspirations for their child at our school, have been invaluable for teachers as they respond explicitly to the students when they visit and start school. • 89% of all enrolments this year have been unexpected (off the street) enrolments. This means that the enrolments we are receiving are not pre-enrolments but new families moving into the area. Many of these are transitioning Kainga Ora residents, families renting privately or families buying new homes. We have also seen at least 30% of new enrolments have parents that are healthcare workers. Our school continues to grow in diversity and culture. • Onsite visits by ECEs continue once each term. Our school leaders planned visits but were unable to attend ECE centres due to staff shortages at ECEs and our school also. 	<p>Next steps: Continue this process and review with admin and staff each term.</p> <p>To monitor this trend in 2024 and advise resourcing and MOE.</p> <p>To plan visits to local ECEs to re-connect and invite them for school visits.</p>

STRATEGIC PLAN - ANNUAL PLAN 2023 SUMMARY

GOAL 2: FUTURE FOCUSED

Develop and grow our future focused vision that encourages continual growth and improvement.



Key Initiatives:	KEY ACTIONS:	SUMMARY: WHAT DID WE DO?	Outcomes/Next steps:
<p>Grow and strengthen leadership capability.</p>	<ul style="list-style-type: none"> Develop a plan for regular coaching and mentoring for APs. Develop leader and teacher Professional Growth Cycles of inquiry. Develop and implement a plan for planned observations and feedback cycle. 	<ul style="list-style-type: none"> The Senior Leadership team's teaching for the year was Teaching to the Northeast by Russell Bishop. APs participated in PLD with Te Kete Hono through the Stonefield's Collaborative. This supported our mahi on collaborative practice and design for learning. The Professional Growth Cycle was discussed as a staff. This feedback was important in developing our PGC. Planned observations were based on key areas of Assessment for Learning. Termly observations were planned in Terms 1, 2 and 3, on Environments, Communication and Collaborative teams. 1:1 Professional meetings with Teachers and senior APs are held fortnightly or once a month during term time. A PGC summary meeting is held with teachers at the end of the year, where they share their journey in achieving their goal and how this attributed to their professional knowledge and craft as a teacher. 	<p>Next steps: The SLT and teachers have strengthened their teaching capability to deliver effective programs and practice.</p> <p>Grow all staff in their capacity to lead curriculum or programs to support student learning.</p> <p>To improve our PGC meetings through improved coaching PLD for leaders.</p>
<p>Strengthen collaborative practice to improve learner outcomes.</p>	<ul style="list-style-type: none"> APs and teachers implement protocols for working together. Teachers develop collaborative planning and teaching together. Teaching teams develop meetings for 	<ul style="list-style-type: none"> Ensured relevant the Teacher's Council Code of Standards, our school Code of Conduct was shared and utilized in staff PD. Senior leaders also work with the Leadership Framework. Teams designed and implemented ways of planning and teaching collaboratively. Our AP led Curriculum and Practice and led both the Junior and Senior teams to implement clear collaborative strategies to work effectively, using the strengths of the team, including learning assistants. Incidental 	<p>Team teachers worked hard to create collaborative teaching that works. Incidental meetings proved pivotal in immediate feedback and clarification.</p> <p>Next steps: Teaching teams are given time and space for collaboration. Successful</p>

<p>Implement innovative designs for learning, with the new curriculum in mind.</p>	<p>the purpose to inform, support, share and nurture their craft.</p> <ul style="list-style-type: none"> LAs will support teaching and learning programs and utilized to improve student outcomes. 	<p>conversations between teachers in teams proved valuable in on the spot support or clarifying student learning.</p> <ul style="list-style-type: none"> Teams meet weekly to discuss student learning, successes and areas to continue developing in collaboration. Teachers gathered student voice regularly to support their ways of working with their students. Regular weekly meetings with LAs ensured programs were working. 	<p>teachers can support colleagues to strengthen their practice in collaboration.</p>
	<ul style="list-style-type: none"> MLE designs for learning successfully support student learning outcomes. Unpack the NZ Histories & Curriculum Refresh documents 	<ul style="list-style-type: none"> Both teams approached their designs differently to meet the needs of their students. The junior team utilized the strengths of their teachers and re-organised themselves to teach different year levels. This proved successful for all. The senior team built strong relationships with their students, which gave them a stronger foundation to discuss and implement appropriate strategies to meet varying student needs. Their ongoing incidental conversations and daily meetings strengthened the team's teaching practice and collaboration. Regular staff meetings, team and 1:1 incidental meetings give teachers and staff opportunities to review and discuss successes and areas to improve. Incidentals and 1:1 meetings can be held in the moment and is immediate feedback for teachers and staff. Senior school leaders have identified and researched existing innovative practices in other schools to support our mahi in our school. The Aps PLD with Te Kete Hono, the Principals PLG group on collaboration and a staff visit to Stonefield's School, confirmed what we know works for our learners in our context and inspired us to innovate and re-design current teaching and learning structures to meet our learners. The staff started to work through the NZ Histories curriculum and will continue to look at how Tapasā, Tātaiako & Ka Hikitia support the curriculum refresh. We have reviewed curriculum statements as per the Internal Evaluation Schedule. 	<p>We unpacked the NZ Histories & Curriculum Refresh documents and implemented our school curriculum to reflect our context. Student voice is gathered throughout the year for ideas and topics of interest that our students would like to learn more about for the new year, and this has always supported our foundation for teaching and learning.</p> <p>The NZ histories and new Curriculum refresh has fitted seamlessly into our design for learning.</p> <p>Next steps: Continue work on the NZ Histories document for specific progressions.</p>

STRATEGIC PLAN - ANNUAL PLAN 2023 SUMMARY

GOAL 3: RESPONSIVE CURRICULUM

Develop an innovative and authentic local curriculum that is inclusive and responsive for all learners

Key Initiatives:	KEY ACTIONS:	SUMMARY: WHAT DID WE DO?	Outcome/Next steps:
<p>Consistently monitor progress and evaluate performance to inform future decisions</p>	<ul style="list-style-type: none"> Unpack baseline data with leaders and staff to identify and understand data informed practice. Implement assessment, evaluation, and data analysis practices. Unpack and implement a cycle of moderation for writing. Develop content and pedagogical knowledge in maths with a PLD provider. 	<ul style="list-style-type: none"> Baseline data is discussed at the start of the year with staff and during each term. Mentors of our beginning teachers have supported them to understand data and assessment. Teachers have also worked on Clarity in the Classroom for staff PLD. We collated data and discussed the findings as a staff, identifying patterns of progress or challenges. In November, we completed a moderation for writing as a staff based on the e-asttle generic rubric and exemplars. Our AP, Kristen Webster has worked with Kahui Ako this year on developing a math's strategy and understanding and implementing the new curriculum refreshed Maths component and the Common Practice Model. Information was shared with teachers. 	<p>Teachers are beginning to understand assessment, use of assessment tools, and how to analyze data to inform best practice.</p> <p>Ongoing discussions through staff PLD were useful in clarifying strategies and analysis of data.</p> <p>Next steps:</p> <p>Run re/refresh workshops for teachers on the Assessment tools we use in Term 1 and Term 2.</p> <p>Set up SMS ETap to make it work for the data we need.</p> <p>Look at the data page set up.</p> <p>Ongoing data analysis throughout the year with key times set for Maths and Reading.</p> <p>Continue Maths PD in 2024 through the KA for Maths. PD for AP and teachers.</p>
<p>Students develop learner agency in their learning</p>	<ul style="list-style-type: none"> Unpack with leaders and teachers Learner Agency. Develop a common language of learning and 	<ul style="list-style-type: none"> We encourage our students daily. From student and staff voice, we would like to develop our learner agency in more depth with students and staff. We have been gathering ideas from students, whanau and staff and have started to design Learner Dispositions for our learners, which will produce a Graduate Profile. 	<p>Students are engaged in learning as we noted the type of 'talk that students were 2024.having in class and in the playground.</p> <p>We have shared and gathered ideas about learner</p>

<p>Enhance the health and wellbeing of students and staff</p>	<p>Learner Dispositions across the school.</p> <ul style="list-style-type: none"> Identify key health areas of focus as a staff. Identify health initiatives /programs that support student health and wellbeing. Board to unpack Policies for H& S review, and form H&S committee. 	<ul style="list-style-type: none"> As a staff, we discussed the importance of work life balance and supporting each other in life. Health programs continue to develop as we introduce Keeping Ourselves Safe, fitness and sports. The school board continued their work on reviewing the policies for Health and Safety. The H & S committee met regularly. Some Board members worked through the online NZSTA webinars about their role and understanding aspects of it. 	<p>dispositions but will need to revisit this in 2024.</p> <p>Next year: We will implement relevant health programs for students about the human body and hygiene. We will sign up to the Mirfey program to support our mahi in developing strategies to cope with emotions and working with others. This would extend on from our PB4L program. Seek out Sports and EOTC support services to encourage kids in sport.</p>
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2023 END OF YEAR OVERALL PROGRESS AND ACHIEVEMENT

READING:

READING					
2023	ALL STUDENTS	GENDER At / Above		ETHNIC GROUPS At / Above	
Working Towards	50%	Girls	48%	Maori	45%
At	30%	Boys	38%	Pacific	39%
Above	14%			NZE	29%
				Other	56%

WRITING:

WRITING					
2023	ALL STUDENTS	GENDER At / Above		ETHNIC GROUPS At / Above	
Working Towards	40%	Girls	58%	Maori	52%
At	47%	Boys	69%	Pacific	46%
Above	8%			NZE	57%
				Other	89%

MATHS:

MATHS					
2023	ALL STUDENTS	GENDER At / Above		ETHNIC GROUPS At / Above	
Working Towards	24%	Girls	66%	Maori	54%
At	50%	Boys	65%	Pacific	70%
Above	20%			NZE	58%
				Other	83%

Reason for Variance:

While the variance saw a slight shift in progress, progress has been gradual. We have been building a community of learning.

- In Term 1 teachers worked hard on our "Ko Wai Au" principle and identified students learning needs.
 - The Teachers worked in collaborative teams in two studios. One team was successful in their approach and one team had to learn more about collaboration. An AP lead both teams in collaboration design and strategies.
 - Utilizing our LAs as the third teacher in our collaborative teams supported specific learners and small groups.
 - Student voice helped teachers in their teaching and awareness of student learning habits and learning styles.
 - An Associate Principal was employed to lead the BSLA – Better Start Literacy Approach program in Years 1-3. RTLB supported teachers in implementing it. The BSLA assessments were implemented in Term 3 as teachers were training.
 - Unpacking and analyzing the data as a staff.
 - Small groups often have been an integral part of our approach.
 - Student feedback has helped us in our responsive teaching.
 - Started the Maths PLD that is led by our Kahui Ako. Teachers worked 1:1 with the ASL.
 - Strengthening whanau relationships has seen more whanau attending school events.
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- Roll growth has been gradual
 - 89% of all enrolments in 2023 were unexpected families moving into new homes
 - Attendance was at about 75% - 80%, which impacted some students learning.

Giving effect to Te Tiriti ō Waitangi

Our Place

Onepoto School was built in 1961. The literal Māori name, **Onepoto**, means short beach. **'One'** means beach and **'poto'** means short. In developing our cultural narrative for our school, the name Onepoto is significant to the whakapapa of the North Shore and Northcote areas but also places it, in a time of new development. With such a diverse history of the lands that surround our school, our cultural narrative is one to be honoured and celebrated.

The location of our school lies on the banks of the Onepoto Basin (*Te kopua o Matakamokamo*) and Tuff crater (*Te Kopua o Matekarepo*). The Awataha Stream, has been daylight once again, and will flow beside our school, to the Waitemata Harbour at Shoal Bay. It is important that we know the history of the whenua (land) that our school was built upon. *'Kōrero tuku iho (ancient stories), are embedded in the whenua (land); moana (the sea) and taiao (the environment). They endure and connect Māori to place, acknowledging their mauri (life force).'* (Eke Panuku 2018)

In 2018/2019, as part of our design and build process for our new school, it was important that we developed a Cultural Narrative, together with our school kaumatua and mana whenua. It was important our community, to understand the whenua (land). From this we learned about the rich local history that surrounded us. The design of the school is based on the Ko Taku Reo stories of the area and the curved design of the building, depicts Onepoto Basin.

Over the past 28 years, we have hosted largest cultural festival on the North Shore for primary and intermediate schools. This is a day for schools to come together to celebrate and showcase their Kapa Haka, Pasifika and cultural groups. In this time, we have had active Kapa Haka and Pasifika groups. Students learn Powhiri and waiata and have participated with preparing food for the hangi. This one event encapsulates rich learning opportunities for students, staff and whanau. Since Covid we have been unable to host this but look forward to bringing this back next year.

We are currently developing a cultural framework that becomes embedded in our ways of working. We started working with the Maori Achievement Collaborative in 2022/2023. We started with a staff PD workshop about Te Tiriti o Waitangi and unpacking assumptions, racism and colonialism. Our next step is to reconnect with iwi, mana whenua and kaumatua to seek their guidance and knowledge in developing our framework together.

While Karakia and/or whakatauki are part of our daily practice, we must strengthen our te reo māori and tikanga further with māori and all students

Our studios are called Hapori and named after significant areas of the North Shore that have a direct connection to our whenua and cultural narrative; Onewa, Awataha, Pupuke and Rangitoto.

Work with Māori whanau is ongoing as our neighbourhood continues to grow and fluctuate. Whanau hui continues to be an important part of strengthening relationships and collecting whanau voice to support Māori students.

We are taking a genuine approach to incorporating and speaking te reo Māori and developing māori tikanga in our context to reflect and honour tangata whenua and their history and Te Tiriti o Waitangi. Our teaching and learning experiences will have rich histories to unpack and enjoy and we look forward to the journey ahead.

Statement of compliance with employment policy

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	Professional 1:1 learning conversations, Inclusive staff meetings and Team Only Days, Ensuring EAs are up to date and on time. We have an NZEI Staff Rep. Regular check-ins and support.
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	We are working collaboratively towards ensuring that we meet the new guidelines for our EEO program. We will continue to work with staff and our board to ensure our program meets the guidelines.
How do you practise impartial selection of suitably qualified persons for appointment?	We have a panel interview with the Principal, DP or teacher and a Board representative. We always make reference checks prior to the interview.
How are you recognising, <ul style="list-style-type: none"> - The aims and aspirations of Māori, - The employment requirements of Māori, and - Greater involvement of Māori in the Education service? 	Encouraging staff to share their knowledge and expertise with staff. Seeking advice on tikanga when needed. We have employed staff that reflect our community. We have a Cultural Lead Teacher role to support our students, Staff and school in building a cultural framework with us for our school.
How have you enhanced the abilities of individual employees?	Growing leadership capability in our teachers to lead programs in the school to enhance learning.
How are you recognising the employment requirements of women?	Our staff are all women. Employment processes are fair.
How are you recognising the employment requirements of persons with disabilities?	To examine, with people with disabilities, other ways in which jobs might be performed, and be willing to make changes and modifications to accommodate people with disabilities. Because of the range of disabilities, job modification must be carried out on a case-by-case basis. What is important is to recognise that job modifications are often possible. We will seek advice from organisations involved in finding employment for people with disabilities.

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) program/policy. The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	<input checked="" type="checkbox"/>	
Has this policy or programme been made available to staff?	<input checked="" type="checkbox"/>	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?		<input checked="" type="checkbox"/>
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?		<input checked="" type="checkbox"/>
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	<input checked="" type="checkbox"/>	
Does your EEO programme/policy set priorities and objectives?	<input checked="" type="checkbox"/>	