

Scott Point School

"Ākonga equipped to navigate their own journey"

Our Mission

Creativity, fun and uniqueness will be nurtured at Scott Point School

GOAL 1

To provide a future focused curriculum where teaching, learning and assessment meet the needs of today's learner to become tomorrow's global citizen

WHĀIA KI NGĀ WHETU

REACH FOR THE STARS

GOAL 2

To promote holistic positive health and wellbeing for all

GOAL 4

To recognise and celebrate the identities, language and culture of the Scott Point Community

GOAL 3

To continually develop an innovative environment that is vibrant, sustainable and valued

Whanaugatanga, Orangatanga, Rangatiratanga, Kotahitanga

Our Moral Compass

Charter & Strategic Plan 2023-2025



Scott Point School

Introduction

Scott Point school is a full primary school, catering for learners from year 0 to 8 in the Scott Point catchment area. The school is located in the rapidly growing area of Hobsonville in the North West of Auckland. The suburb consists of brand new housing with families relocating into this newly established area.

Background information

Scott Point school opened to learners in February 2021 on the temporary Joshua Carder Campus site and started with 109 learners and 11 staff. The school moved to the permanent 11 Scott Road site in June 2022. By the end of 2022 the school roll had increased to over 500 learners. In 2023 the school is staffed for an expected roll of 635 learners and now employs 48 staff.

Culture

Creating a brand new school and developing a culture of care has been a major focus alongside developing a reputation as a successful school that provides quality education. Learning has always been our driver and our commitment to providing a safe environment that caters to our multicultural learners and whānau. To date we have succeeded in our initial goal of being a welcoming and inclusive school and we understand the need to plan strategically in order to remain successful.

Our School Compasses

Scott Point School compasses inform the culture and decision making of the school. Each compass guides the direction of the teaching and learning at our school.



At Scott Point School we have:

Teachers who

- are passionate and dynamic
- Understand how learners learn and provide formative feedback
- Are open and honest collaborators
- Share responsibility for all learners

An environment where

- There is flexibility and we cater to different learning styles
- Success is celebrated
- There is a sense of belonging
- Relationships are fostered and valued

Partnerships where

- School is the heart of the Scott Point community
- Home and school partnership and collaboration is valued
- Communication is open and honest
- Whānau will feel a sense of belonging at SPSS

Learners who

- Can navigate their own journey
- Are at the heart of all decision making
- Have a voice that is valued
- Are engaged and focussed in their learning



At Scott Point School our Learners are:

Wonderers of possibilities whose

- **Imagination is valued**
- **Creativity is fostered**
- **Innovation and enterprise is seen everywhere**
- **Enjoyment and fun drives learning**

Explorers of knowledge who are

- **Passionate about learning**
- **Inquisitive and inquiring**
- **Engaged and motivated to learn**
- **Able to inspire and encourage their peers by taking joy in inspiring others**

Navigators of their own journey who

- **Pose questions**
- **Investigate a topic, idea, or theory**
- **Have a plan of action**
- **Collaborate with others**

Seekers who when challenged will

- **Show resilience**
- **Be confident problem solvers**
- **Have the ability to be flexible with their learning**
- **Know that sharing learning fosters passion in others**



At Scott Point School our Curriculum will be:

Empowering by

- Using research to underpin what we do
- Being transformative
- Challenging the status quo
- Contributing to the community - Think global, Act local - Community partnerships

Future focused by

- Being innovative and agile
- Being driven by today's world for tomorrow's learners
- Using the key competencies to underpin our curriculum
- Celebrating student success

Challenging by

- Providing a real-life context
- Using differentiated learning programmes
- Fostering resilience and perseverance
- Encouraging collaboration

Relevant by

- Acknowledging student voice
- Using authentic and real contexts
- Fostering varied learning styles
- Using a range of learning tools



At Scott Point School our Curriculum will include:

Food Wise

- Sow
- Grow
- Prepare
- Share

Plant Wise

- Plant Native
- Plant Vegetables
- Plant Fruit
- Plant for pleasure

Waste Wise

- Awareness
- Regulate
- Collect
- Conserve

Energy Wise

- Awareness
- Discover
- Monitor
- Save



At Scott Point School our Learners will:

Wonder by

- Knowing that possibilities are endless
- Using creativity and innovation
- Challenging their ideas and thinking
- Ensuring a positive group environment is fostered

Explore by

- Using the right tool for the job
- Gathering relevant information
- Organising and sorting
- Valuing the strengths and passions of others

Navigate by

- Posing questions
- Investigating topics, ideas or theories
- Having a plan of action
- Collaborating with others

Seek by

- Making sense and meaning
- Reflecting on their learning regularly
- Knowing the purpose is clear for their audience
- Sharing and presenting collaboratively



At Scott Point School our Models are:

Project Based

- A project is undertaken to solve a problem
- A real world problem is needed to complete
- A collaborative, reflective approach with results in a tangible outcome
- Showcase learning

Problem Based

- A learner is self-motivated
- A real world problem is presented to the learner to solve
- Problem specific steps to follow are outlined
- Encourages the learner to think critically and work on several alternatives or solutions

Design

- Learners identify a need or situation they are passionate about improving or solving
- Learners set criteria for the problem
- Design an approach to solve that will improve progress rate
- Shared accountability

Experiential

- The learner experiences an activity or situation
- A real world situation that allows the things to learn
- Regularly scheduled helps a learner to make history of this as it much their confidence
- Encourages learner to be capable of addressing their own challenge

Our Moral Compasses

Scott Point School has four important values that are integrated into everything that we do. These values guide the way that we respect ourselves, each other and our environment.



At Scott Point School learners will aim high to achieve their goals through perseverance.

Strategic Plan & Action Plans 2023–2025

Goals	Aims	2023 Actions	Outcomes
<p>Goal 1: To provide a future focussed curriculum where teaching, learning and assessment meet the needs of today's learner to become tomorrow's global citizen</p>	<p>1.1 The curriculum will be engaging, future-focused, challenging and relevant for all 1.2 All learners will be wonderers, explorers, navigators and seekers of their own learning 1.3 Learners will be competent users of experiential, problem-based, project-based and design based learning models 1.4 During uncertain times we will adapt our teaching and learning programmes and delivery in order to best meet the needs of all our learners</p>	<ul style="list-style-type: none"> Learning models and the inquiry process will continue to be built upon to develop empathetic, passionate, creative, lifelong learners. Experiences and tasks will be targeted towards learners needs and interests. Different learning models will be a focus for each term to ensure learners have plenty of exposure to each. Learners will have ownership over their own learning journey To include the priorities of National Educational Learning Priorities (NELP) in all our planning so that learners are at the centre, there is barrier free access to learning, quality teaching and leadership, future of learning and work focus and an inclusive environment for all 	<ul style="list-style-type: none"> You will see the different learning models and the inquiry process visible throughout the school Learners will learn the skills of trialling, testing, building, making and designing Learners will learn collaborative skills through projects and problems and be seen actively participating Learners will have opportunities to explore their curiosities in areas of personal interest Learners will make choices about all aspects of their learning process Learners will feel safe and inclusive, free from racism, bullying, be provided with quality teaching in a school that collaborates with their whānau Learners will continue to be provided a quality education regardless of influences outside of our control
<p>Goal 2: To promote holistic positive, health and wellbeing for all</p>	<p>2.1 To develop learners who are foodwise, plantwise, wastewise, and energywise to promote a sustainable environment 2.2 To embed a sense of responsibility and care for the environment through real-life, hands-on contexts and activities 2.3 The values within our moral compass will guide all decision making</p>	<ul style="list-style-type: none"> Being a waste free school Walk wise and travel wise initiative promoted Supporting water only school model Setting up of spaces to ensure natural light is used Healthy eating will be promoted and monitored Well being of everybody is fostered through the building of relationships. Our school vision is at the forefront of everything we do. This will allow our Akonga to be navigators of their own journey Wellbeing & resilience will be a focus at all times introducing the Resilience Project 	<ul style="list-style-type: none"> Learners designing and creating gardens, planting food, harvesting and cooking. All staff and learners are cared for and look after each other. Learners will learn the importance of waste (E.g. reducing, recycling, reusing, etc) Different types of learning zones will be available in all learning spaces so that learner well being is supported in class by the environment Settled staff and students who are eager to make best use of the new learning environment

<p>Goal 3: To continually develop an innovative environment that is vibrant, sustainable and valued</p>	<p>3.1 To provide an environment where there is flexibility so that different learning styles are catered for 3.2 Maintain a collaborative culture for teaching and learning where improvement and innovation are what we do, especially when we relocate to larger spaces 3.3 Learning will be shared, celebrated and visible</p>	<ul style="list-style-type: none"> • Opportunities to celebrate learning and successes • Displays in learning spaces will celebrate learners • Hero will be used to celebrate successes with the community • Planning and teaching will provide hands on and digital activities • If there are english second language learners (ESOL), their learning will be differentiated and scaffolded so that they can use both languages or translate using digital devices • Comprehensive staff induction programme in place to ensure that any new staff are inducted into the culture of the school 	<ul style="list-style-type: none"> • Positive relationships with the community • Different types of learning zones so that learners have choice in how they work in the space (e.g. independent, with peers, or in a big group, quiet or communal) • Learners will have a range of options when completing independent (of the teacher) activities. e.g. Visual, hands-on, digital, etc. • Staff inducted into the school feel valued and maintain a high level of professional expectation for teaching and learning following the Scott Point School vision and values
<p>Goal 4: To recognise and celebrate the identities, language and culture of the Scott Point Community</p>	<p>4.1 The school is a place where everyone has a sense of belonging and relationships are fostered and valued 4.2 Our school is at the heart of the community 4.3 Develop a culture of empathy and understanding that fosters all learners to be proud of their heritage</p>	<ul style="list-style-type: none"> • Teachers and learners will work collaboratively within the kāinga spaces. • Celebrating the success of our learners will be varied according to circumstances. • Learner interests will be valued and used to guide the learning programme. • Ākonga & Whānau profiles will be completed at the beginning of the year and as new learners enrol and updated as things change • The school will use our website, HERO and Facebook to communicate with our local Scott Point Community. • Active participants in Whiria te Tangata Kahui Ako digitally or face to face if it allows. • Communication and consultation with Te Kawerau a Maki and Kaipara iwi. • Acknowledging the cultural background of all our learners and celebrating the diversity that they bring to the classroom and school community. 	<ul style="list-style-type: none"> • Tuakana-Teina relationships fostered • Cultural diversity is celebrated within the classroom learning environment. • Where able; cultural groups are provided as opportunities to learn and celebrate culture. • Whānau who are greeted and welcomed into the school and Kāinga. • Open lines of communication between home and school. • Celebrations and inter school events across the Kāhui Ako when restrictions allow. • Learners will be respectful of our learning environment and the history of our place. • Welcoming rituals adopted for new families, learners and staff ie powhiri, tree planting day when we relocate to Scott Road • By putting emphasis on the National Education Learning Priorities (NELP) the school will be a learner centred environment •

Scott Point School 2023 Targets and Actions

Target 1	Target 2
<p>At Scott Point School, all learners will improve levels of achievement in writing , reducing the number of learners working below or towards their expected level to working at or above.</p>	<p>At Scott Point School we aim to increase the number of learners who maintain positive relationships and improve social skills to support this.</p>
The Data	The Data
<p>The End-of-year data for 2022, shows that 220 (48%) of our 340 learners were working below or towards their expected level of achievement. Although progress was made, this is still a concern.</p>	<p>In 2022, 138 of our year 3 – 7 learners were surveyed using a standardised assessment , this showed that the majority of learners are struggling to build and maintain positive friendships and relationships. (refer sps resilience project report 2022) Longitudinal data SPS</p>
Actions	Actions
<ul style="list-style-type: none"> • Focussed teaching of the structured literacy programmes to develop sound phonological awareness. • The Code spelling programme taught at all levels of the school working on scope and sequence. • SPS writing progressions to inform writing teaching and learning with targeted programmes that are differentiated to meet the diverse range of all needs. • ESOL learners supported in class using ELIP focussed approach. • Learning Assistants to support ESOL learners and those with learning needs in writing, using an individualised approach. 	<ul style="list-style-type: none"> • Whole school focus on well being. • Implementation of the resilience project at all year levels – year level specific. • Development of a common language used school wide i.e. GEM (Gratitude, Empathy and Mindfulness) • The teaching of communicating feelings and emotions and how to deal with challenges. • Introduction of a school counsellor for individuals and groups in need.
Expected Outcomes	Expected Outcomes
<ul style="list-style-type: none"> • There will be fewer learners achieving below or towards the expected level of achievement in writing and an increased number achieving at or above. • Focussed teaching and learning of writing implementing the Writer's Toolbox and Jocelyn Seamer will be evident across the school. 	<ul style="list-style-type: none"> • Improvement in overall school data around building and maintaining positive friendships and relationships. • Increase in the use of common language and understanding around emotional intelligence. • Weekly lessons implemented successfully across all year levels that is transferable throughout the curriculum.

Board of Trustees
Endorsement

Erica Wills (Chair)



22 February 2023