

OCEANVIEW HEIGHTS SCHOOL



NAVIGATING LEARNING THROUGH THE TIDES OF CHANGE

Oceanview Heights School Charter

Oceanview Heights School Strategic / Annual Plan 2022 Review



VISION

Oceanview Heights School strives to enable all children / tamariki to reach their full potential in order to provide Aotearoa / New Zealand with responsible contributing individuals.

Whakatauki

Navigating Learning through the Tides of Change

Values

C.A.R.E:

***Co-operation
Achievement
Respect
Encouragement***

SCHOOL DESCRIPTION

Oceanview Heights is a small urban school at the north - eastern end of Timaru, South Canterbury. The school has started the 2022 year with a roll of 88 - up by 13 from the start of 2021. Now it is up to 110 children - up by 27 from September 2021.

Oceanview Heights has a significant number of children / tamariki from families / whanau who attract multi-agency intervention. We have a very strong family / whanau approach to educating our tamariki and have, in the last twelve years, developed very useful and supportive links with the wider Timaru community.

Oceanview Height's roll is steadily growing, with many new diverse cultures choosing Oceanview Heights School as the place to educate their children. This has included Samoan, Tongan, Pilipino, Kiribati, Fijian Indian and Indian children. We have a great team of experienced Teachers, Teacher Aides and Support Staff, who take great pride in the increasing levels of progress and achievement of our children / tamariki. Oceanview Heights has a hard working and committed Board of Trustees. We received a positive and future - focused ERO Report in 2019. The MoE supported this confidence with the redevelopment of our administration / library area in 2020 / 2021. Our four MLE classrooms are vibrant and learner-focused and provide a safe and secure environment for our children / tamariki. We have

MISSION STATEMENT

Oceanview Heights School is a place where staff, tamariki, parents / caregivers, trustees & the wider community work collaboratively to ensure that the individual strengths of children / tamariki are fostered. Our strength is in our people.

Oceanview Heights School

- **All children / tamariki will be engaged in inclusive, positive, relevant and meaningful learning experiences that meet their diverse learning needs through our balanced NZ and local Curriculum that gives priority to Literacy and Numeracy.**
- **All children / tamariki will be able to access the NZ and local Curriculum, as evidenced by the progress and achievement in relation to the NZ Curriculum Levels and relevant supporting assessment tools. Additional support is provided to the identified Priority Learners who are underachieving.**
- **Māori tamariki will be successful as Māori and all staff and tamariki will develop their knowledge and understanding of Te Ao Māori. Te reo me nga tikanga Maori is embraced as a natural and vital part of all programmes and is regularly practiced at Oceanview Heights School.**
- **The school / kura will recognise and celebrate the multi - cultural diversity of our community.**
- **Staff are valued and provided with support to ensure they have the necessary skills and resources to provide a high - quality education for our children / tamariki.**
- **The school / kura operates within the annual grants and budget. We manage finances to ensure the school is well - resourced and is able to support the future direction of the school / kura.**
- **We will maintain the school / kura classrooms and are modernising the wider school buildings as per the 5 / 10 year Property Plans.**
- **We will continue to provide a safe and secure learning environment that provides for the Well-being / Hauora of everyone in our school as per our Timaru North Kahui Ako Achievement Challenge. We regularly review and minimise risks to staff and children / tamariki especially in the Covid 19 environment. We will also prioritise our focus on Priority Learners in 2022.**
- **All parents / caregivers, families and whanau are encouraged to take an active role in supporting their child's / tamariki's learning and development at home and at school / kura.**

The school / kura fulfills its contractual obligations to the Ministry of Education in its role and lead

Staff at Oceanview Heights School

- **Ensure our children / tamariki are prepared for a changing and exciting future.**
- **Manage and respond effectively to the pace of change through careful planning, monitoring and self - review.**
- **Support continuity of existing best practice and show growth in new practice.**
- **Ensure all children / tamariki actively participate in a comprehensive and vibrant curriculum programme that encompasses our local curriculum, as well.**
- **Stay abreast of relevant technologies and educational practices.**
- **Foster and develop confidence, independence, motivation and responsibility for self, others and the environment.**
- **Develop and extend the individual strengths of our children / tamariki.**
- **Meet the diverse academic, emotional, social and physical needs of our children / tamariki.**
- **Review and refine policies and procedures to ensure they reflect the current status of the school / kura.**
- **Work collaboratively together, so that they are working at the forefront of effective pedagogy.**
- **Undertake dynamic relevant professional development that is then transferred into the school's learning environments.**
- **Promotes with children / tamariki a clear understanding of their identity, roles and responsibilities in the local, national and global**

Maori Dimensions and Cultural Diversity

Oceanview Heights School recognises the importance of Te reo me nga Tikanga Maori for all children / tamariki, but especially for those of Maori descent. Programmes in all learning areas will include relevant and appropriate aspects of Te reo me nga Tikanga Maori and will reflect the needs and skills of our tamariki. Progress will be regularly and sensitively monitored and reported to relevant parties. External assistance from the local community and support agencies are used for guidance and programme ideas. The needs of tamariki who require extension in Te reo me nga Tikanga Maori will be met through accessing local expertise from a

Pacific Dimensions and Cultural Diversity

We have a growing Pacific community at Oceanview Heights School and they were more formally acknowledged in 2018, through a community consultation undertaken at the end of 2018. One of our teachers has done PD in the Pasifika Plan and Pacific community engagement in 2016. 2 staff members attended Pacific related PD at the beginning of 2021. A Pacific cultural focus will be undertaken by the school / kura in 2022, culminating in a Polyfest, when Covid restrictions allow. **Pasifika children will be given the opportunity to attend the Annual Pasifika Day at Ara PolyTec. Samoan children were able to participate in a Samoan Celebration at Waimataitai School in Term 2 and we had great parental support with the item that was performed by some of our children - past and present. We also finished the**

2022 BUSINESS AS USUAL PLAN

Item	Who is responsible	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov/Dec
BOARD ADMIN											
BOARD ADMIN	Chairperson & Principal	Appoint BOT Chairperson	Teacher Reg Staff PD				Teacher Reg Appraisals / Growth Cycle Staff PD				Teacher Reg Appraisals / Growth Cycle Staff PD
POLICY REVIEW as per School Docs timeline	Principal	Term 1: As per SchoolDocs Review Schedule			Term 2: As per SchoolDocs Review Schedule		Term 3 As per SchoolDocs Review Schedule			Term 4 As per SchoolDocs Review Schedule	
CURRICULUM											
PLANNING & REPORTING	Principal	Approve Annual and Strategic Plans		Review Maths Curriculum	Review of Strategic and Annual Plans Mid - Year Student Achievement Report					End - Year Student Achievement Report	Review of Strategic and Annual Plans
ASSET MANAGEMENT											
PROPERTY	Property, H & S, Principal	Planning process with the Ministry of Education and associated personnel. A reviewed 10YR property plan will be developed this year following confirmation of funding from the Ministry of Education. Refer Property Advisor= Bri Jones and Project Manager - Logic = Wynne Rycroft									
CONSULTATION											
COMMUNITY	Chairperson Principal		Term 1: Maori Educational Success Hui	Term 1: Pasifika Educational Success Hui	Term 2: Reporting to parents / caregiver's Portfolio comments	Term 2: Health consultation			Term 3: BoT Elections		
PRINCIPAL APPRAISAL	Chairperson				Principal Appraisal / Growth Cycle						
STAFF APPRAISAL	Principal / Teaching Staff	Professional Growth Cycle: Observation, reflection, Teaching as Inquiry - providing evidence against the Standards for the Teaching Profession for the purpose of attestation and improvement.									
HEALTH, SAFETY & WELFARE											
HAZARD IDENTIFICATION and HEALTH & SAFETY	Principal	Identify and Remediate Report Evacuation Report Presented at every board meeting									

FINANCIAL

BUDGET	Principal		Final budget accepted		Auditor reports to MoE		Budget reviewed and amended			Draft for 2023
Monthly reports on all board income and expenditure										

KEY DEVELOPMENTS, STRATEGIC / ANNUAL GOALS AND ACTIONS FOR 2022

Governance

- Development of a new Strategic / Annual Plan for 2022 / 2023
- Induct / Support new Trustees after

Teacher's Capability

- Upskill in Relationship First Learning PD with Cognition
- Staff choice of Kahui Ako Projects e.g. Digital Technology
- Lead / be involved in the Well - Being / Attendance Engagement Pilot

Raising Student Achievement

- Continued focus on ensuring Underachievers have robust support to achieve acceleration in their learning
- Strengthen Mathematics

Culturally Responsive Practice

- Continue to consolidate the Te Ahu o Te Reo professional development from 2021 into classroom practice
- Continue to support Te Reo / Tikanga / Kapahaka learning with the expertise of

Key Developments for 2022

Community

- Undertake consultation with Maori community and Pasfika community
- Continue communication re Covid 19 protocols
- Preparation for

Property

- Develop new Adventure Playground
- Develop new Bike track
- Install room signage / notice board
- Develop / implement plans for RTLB / Learning Support

STRATEGIC / ANNUAL GOALS AND ACTIONS FOR 2022

<p>Governance</p> <ul style="list-style-type: none"> • Development of a new Strategic / Annual Plan for 2022 / 2023 • Induct / Support new Trustees after Election 	<p>Strategic / Annual Goals: NELP 1 / NELP 2 / NELP 3</p> <p>Governance</p> <ul style="list-style-type: none"> • The Board of Trustees and staff will collaborate in the development of a new Strategic / Annual Plan for 2022 / 2023 • Induct / Support new Trustees after Election 	<p>Responsibility</p> <p>BoT Principal</p>
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Specific Actions for Improved Outcomes:

- In preparing the new revised Strategic / Annual Plan the Board of Trustees will consult with leadership and staff.
- After Elections in September induct / support new Board members through the revised BoT Governance Manual / BoT meetings.

Review:

- The Strategic and Annual Plan was consulted on with staff and leadership and forwarded to the MoE and placed on the school's website.
- The BoT Elections were held in August / September, as we had 7 nominations - this was a good indication of parent / caregiver and community support for the school. We elected 3 Existing and 1 New BoT members.

<p>Teacher's Capability</p> <ul style="list-style-type: none"> • Upskill in Relationship First Learning PD with Cognition • Staff choice of Kahui Ako Projects e.g. Digital Technology 	<p>Strategic / Annual Goals: NELP 1 / NELP 2 / NELP 3</p> <p>Teacher's Capability</p> <ul style="list-style-type: none"> • Through Kahui Ako PLD staff will be led by the Kahui Ako In - School Lead Teacher through the Relationship First Learning provided by Cognition • Staff will have the choice to extend their PD from 2021 in the range of 	<p>Responsibility</p> <p>Teachers Principal</p>
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<ul style="list-style-type: none"> • Lead / Involvement in Well - Being / Attendance / Engagement Pilot • Support staff Well - being through Covid 19 	<p>Kahui Ako projects into 2022 e.g. Digital Technologies</p> <ul style="list-style-type: none"> • Through the Kahui Ako Well - Being / Attendance / Engagement pilot, staff will be led by the Kahui Ako In - School Lead Teacher through this project / pilot • Through the Covid 19 Pandemic, which will continue through 2022, staff will be encouraged to manage and support each other with their well - being and health 	
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Specific Actions for Improved Outcomes:

- **Staff collectively will identify ways to support staff to build and manage their own wellbeing.**
- **The Board of Trustees and Principal continue to ensure there is a safe and supportive work environment and a focus on well-being.**
- **Staff will be given opportunities to develop capabilities through the development of the Professional Growth Cycle, our Local Curriculum and the Professional Development offered through the Oceanview Heights School Strategic Plan.**
- **Teachers and Principal will engage in the Professional Growth Cycle, with direct links to improved outcomes for staff and students.**
- **As part of the PGC Teachers and Principal reflect, engage with others, critique and challenge their beliefs about teaching and learning in order to develop a true partnership of collaboration and innovation.**
- **A teacher's strengths - based approach is used to meet the needs of students, so there is equity and excellence in teaching and learning.**
- **Teachers use multi-level, flexible and fluid groupings, using evidence - based knowledge of their learners to meet their learning needs.**
- **Relationship First Learning insights will be fostered / developed and implemented into classroom practice.**
- **Learning makes stronger connections across curriculum areas, includes alignment of key competencies, school values and is future focused - BSL / ELS / PMP / HAL.**
- **Teachers will continue be up-skilled and then implement the digital technology curriculum, aligning this to the pedagogies that underpins our curriculum.**

Review:

- **Staff collectively identified ways to support staff to build and manage their own wellbeing through supporting each other around children's behaviour, putting together celebrations like the Matariki Breakfast and personal time like the after-school afternoon tea in Term 1 and drinks and nibbles at the end of Term 4.**
- **The Board of Trustees and Principal continued to ensure there was a safe and supportive work environment and a focus on well-being by providing additional CRT, when possible, release time for PLD during the school day rather than after school, only having staff meetings when important mahi needed to be undertaken, release time when Whaea Iri was taking Te Reo / Kapahaka in the classes, release time at KiwiCan time - sending Teacher Aides to support the children and also having small group activities in the last hour of the day to lessen the numbers in the classes - Room 4 - Boys Group with SWIS, Stacey's afternoon group.**
- **Staff were given opportunities to develop their capabilities through the development of their Professional Growth Cycle, our Local Curriculum and the Professional Development offered through the Oceanview Heights School Strategic Plan. This included PD in: Just in Time Maths, STOP programme, BSLA Structured Literacy, HAL, Relationship Based Learning and Local Curriculum - Maths Review.**
- **Teachers and Principal engaged in the Professional Growth Cycle, with direct links to improved outcomes for staff and students in a very limited way due to staffing pressures and involvement in PD. Many teaching staff got Covid in Term 4.**
- **As part of the PGC Teachers and Principal reflected, and engaged with others, about teaching and learning in order to develop a true partnership of collaboration and innovation. Staff meetings were particularly conducive to this partnership.**
- **All the teacher's strengths - based approaches were used to meet the needs of students, so there was equity and excellence in teaching and learning. This was seen in the programmes that Teachers and Teacher Aides delivered, as well a multitude of additional learning experiences /opportunities that the school provided e.g. swimming programme, free hockey programme, HAL, Just in Time Maths, Digital Technology, BSL, Dyslexia training with Teacher Aides to name a few.**
- **Teachers use multi-level, flexible and fluid groupings, using evidence - based knowledge of their learners to meet their learning needs. Each term these groupings were reviewed and adjusted to meet the children's learning needs. We also adjusted in light of the 27+ new students that have enrolled at the school later in the year. We will go to 5 teachers in 2023, due to extraordinary roll growth. Appointments were made for 1 permanent teacher and one fixed term teacher for 2023.**

- Relationship First Learning insights were fostered / developed and implemented into classroom practice. Tessa confirmed that many of the Masterclass information confirmed that the school was already promoting this approach across the school.
- Learning was making stronger connections across the curriculum areas, and included alignment with our key competencies, school values and was future focused - BSL / KiwiCan / PMP / HAL / RBL / JITM.
- Teachers were up-skilled and were implementing the digital technology curriculum, aligning this to the pedagogies that underpins our curriculum, with the support of Vicky's involvement in PD within the Kahui Ako Collaborative projects.

Raising Student Achievement

- Continued focus on ensuring Underachievers have robust support to achieve acceleration in their learning
- Strengthen Mathematics Curriculum, as part of local Curriculum development, through PD with Impacted

Strategic / Annual Goals: NELP 1 / NELP 2 / NELP 3

Raising Student Achievement

- Continue to refine our assessment strategies to enable teachers to respond to the needs of Underachieving learners, in a more individualised and responsive way
- Strengthen moderation practices to ensure consistency across the school, with a focus on our Underachievers in Reading, Writing and Mathematics
- Use evaluation to continue to decrease disparity for learners, through targeted actions (Curriculum Targets) and by strengthening accelerated learning programmes for the Underachievers
- Continue to strengthen whānau learning partnerships, where teachers and parents / caregivers share the responsibility for children's achievement
- With support from Impacted revise the Mathematics Curriculum, within the Local Curriculum development started in 2021

Responsibility

Teachers
Principal

Specific Actions for Improved Outcomes:

- Data will be gathered to inform programmes of learning and to track progress to ensure programmes raise Underachiever's achievement.
- Collaborative conversations will occur using the Curriculum Targets to monitor learning.
- Moderation of the Curriculum Targets to ensure targets include priority underachieving students, who with explicit target strategies or accelerated intervention, will make progress.

- Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction - e.g. Google classrooms / introduce See Saw in 2022 to students.
- With Impacted, revise the Mathematics programme of learning and design new assessments, purchase new resources and share with families and whānau. Students use the method of assessment best suited to their learning style, e.g., on-line or paper assessments, use of a reader/writer or more time for those requiring special conditions.
- Teachers become more skilled in moderating student work and forming valid professional judgements explicitly within the area of Reading, using BSL assessments, Writing, using e-asTTle and exemplars and Maths, using new Maths revised assessments.
- Measure the use and effectiveness of additional resourcing and its impact on student achievement for priority learners.
- Implementing accelerated learning programmes across the kura: BSL / ELS / PMP / HAL
- Have meaningful learning conversations with whānau to support student's progress.

Review:

- Data was regularly gathered to inform programmes of learning and to track progress to ensure programmes raised Underachiever's achievement, as per the Mid-Year and End-Year Underachiever's Reports to the BoT.
- Collaborative conversations regularly occurred using the Curriculum Targets to monitor learning, as per the Mid-Year and End-Year Underachiever's Reports to the BoT.
- Moderation of the Curriculum Targets to ensure targets included priority underachieving students, who with explicit target strategies or accelerated intervention, mostly made progress, as per the Mid-Year and End-Year Underachiever's Report to the BoT.
- Teachers were using technology to design and implement a variety of formative and summative assessments that accommodated learner needs, and they were providing timely feedback to children and this informed learning - e.g. student portfolio information. The introduction of See Saw in 2022 has been put on the back burner for a time in light of staffing issues / class sizes.
- With Impacted, we started revising the school's Mathematics programme of learning and when more information from the Curriculum Refresh comes out, we will also look at the assessment

aspect of the Maths programme. Teacher purchased some new resources, however due to Covid restrictions we haven't been able to share the Maths programme redevelopment with families and whanau. Teachers and children used different methods of assessment best suited to their learning style, e.g., on-line or paper assessments, use of a reader/writer or more time for those requiring special conditions.

- Teachers became more skilled in moderating student work and forming valid professional judgements explicitly within the area of Reading, using BSL assessments. In the Writing learning area, using e-asTTle didn't happen at the end of the year (due to staff absences with Covid) and Maths assessments will come with the Curriculum Refresh information in 2023.
- Teachers and Teacher Aides measured the use and effectiveness of additional resourcing and its impact on student achievement for priority learners, as per the Mid-Year and End-Year Underachiever's Reports to the BoT.
- Teachers implemented accelerated learning programmes across the kura: BSL / PMP / HAL / RBL / JITM. ELS didn't happen due to the Reading Recovery Teacher's circumstances / resignation.
- Meaningful learning conversations with whānau to support children's progress happened in Term 2 with Parent / Caregivers Interviews and we undertook Term 4 Portfolios to support our Reporting to Parents and Caregiver's programme. We received great comments back from parents and caregivers about their children's learning and their children's portfolios. This was reported to the BoT. Teachers and the Principal have also met regularly with many other parents and caregivers, as needed and when issues arose, and when Covid protocols allow. End of Year Written reports were undertaken and sent home to parents and caregivers.

Culturally Responsive Practice

- Continue to consolidate the Te Ahu o Te Reo professional development from 2021 into classroom practice
- Continue to support Te Reo / Tikanga /

Strategic / Annual Goals: NELP 1 / NELP 2 / NELP 3

Culturally Responsive Practice

- Continue to strengthen our knowledge of the cultural narrative and our culturally responsive practices across the school, particularly in relation to Māori achieving success as Māori in English medium through our use of the professional development from Te Ahu o Te Reo and the support of Whaea Iri in Te Reo / Tikanga

Responsibility

Principal
Teachers

<p>Kapahaka learning with the expertise of a Te Reo Tutor in class</p> <ul style="list-style-type: none"> • Celebrate and support ELL learners 	<p>and Kapahaka</p> <ul style="list-style-type: none"> • Continue to strengthen the way in which we support our ELL (English Language Learners) and their whānau • Continue to strengthen whānau learning partnerships and relationships where teachers and parents /caregivers share the responsibility for children’s learning, where parents / caregivers feel their contributions are valued and to strengthen child / teacher / parent / caregiver’s learning conversations 	
<p>Specific Actions for Improved Outcomes:</p> <ul style="list-style-type: none"> • Continued inclusion of pepeha, waiata, karakia and whakatauki at staff meetings and in classrooms. • A shared understanding of Arowhenua Tikanga is embraced by all students and staff. • Staff implement authentic activities for Matariki, Māori Language week and other important celebrations, as well as use the sunshine Readers which have Te Reo Maori language content. • Demonstrate cultural responsiveness when communicating with students, whānau and colleagues and interact with them as co-collaborators in student learning. • Continue the development of our Cultural Narrative through an integrated approach across our curriculum - also through the development of our Local Curriculum. • Continue to develop community events and communication for our non-English speaking community. Engage with Pasifika whānau in learning sessions to enhance their knowledge of the NZ Curriculum. Communicate the importance of attending school every day. • Engagement with ESOL and migrant whānau forms the foundation of communication protocols (translated into multiple first languages) where possible e.g. Covid 19 communications. • When possible, have our Multi - Cultural Celebration of the new Administration block. <p>Review:</p> <ul style="list-style-type: none"> • Staff continued the inclusion of pepeha, waiata, karakia and whakatauki at staff meetings and in classrooms, as well as when attending PLD and other meetings. 		

- Our shared understanding of Arowhenua Tikanga was embraced by all students and staff and was evident in classroom practices and events such as assemblies and school events.
- Staff implemented authentic activities for Matariki, Māori Language week and other important celebrations, as well as use the Sunshine Readers, which had Te Reo Maori language content. Our Matariki Celebration Breakfast attracted many of our families and whanau and was a celebration of tikanga and Te Reo Maori at Oceanview Heights School.
- We all demonstrated cultural responsiveness, when communicating with students, whānau and colleagues and we also interacted with them as co-collaborators in student learning. This was evident at staff meetings, classroom learning time and at any family and whanau events such as our Matariki Celebration and End of Year Cultural Celebration and Prize Giving.
- Teachers continued the development of our Cultural Narrative through an integrated approach across our curriculum - also through the development of our Local Curriculum and some classes were already implementing aspect of the NZ Histories from a local perspective.
- We continued to develop community events and communication for our non-English speaking community. This was seen in the celebration at Waimataitai School for the Samoan Families and happened at the Pasifika Day at the ARA Polytec. Our End of Year Cultural Celebration was a resounding success, with great family and whanau involvement and the performances by our Pasifika children were spectacular. Engaging with Pasifika whānau in learning sessions to enhance their knowledge of the NZ Curriculum has not occurred due to the orange restrictions of COVID during 2022. We continually are communicating the importance of attending school every day with all our families and are engaged with the Attendance Service with 1 family.
- The engagement with ESOL and migrant whānau forms the foundation of communication protocols (translated into multiple first languages) occurred where possible e.g. Covid 19 communications.
- Our Multi - Cultural Celebration of the new Administration block and other aspects of the school, took place in the last week of the year. We engaged with children and their families and whanau to support us in this celebration and as stated above was a resounding success.

Community

- Undertake consultation with Maori community and

Strategic / Annual Goals: NELP 1 / NELP 2 / NELP 3

Community

- The Board of Trustees, through the Principal, will

Responsibility

Board of Trustees
Principal

<p>Pasifika community</p> <ul style="list-style-type: none"> • Continue communication re Covid 19 protocols etc • Preparation for Covid impact on Teaching and Learning 	<p>undertake consultation (when possible) with our Maori and Pasifika community to seek their guidance for their children’s learning</p> <ul style="list-style-type: none"> • Continue regular communication re Covid 19 protocols etc • Preparation for Omicron Covid 19 impact on teaching and learning 	
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Specific Actions for Improved Outcomes:

- When possible (taking into consideration Red Level Covid protocols) the Principal will have face to face hui / fono / paper consultation / engagement with Maori and Pasifika families and whanau seeking their opinions of and input into the teaching and learning occurring at Oceanview Heights School.
- Engage with Pasifika whānau in learning sessions to enhance their knowledge of the NZ Curriculum.
- Undertake the Health Consultation process as per the requirement of the MoE.
- Ensure that parents and caregivers have regular up - to - date and relevant communication / information about the Covid Response at Oceanview Heights School.
- At the Term 1 Teacher Only Day, staff prepare packs of learning for the children who may be affected by Covid 19 restrictions / isolations.

Review:

- Due to the 2022 Orange Level Covid protocols, the Principal was unable to have face to face hui / fono engagement with Maori and Pasifika families and whanau seeking their opinions of and input into the teaching and learning occurring at Oceanview Heights School and with Pasifika whānau in learning sessions to enhance their knowledge of the NZ Curriculum. This will be undertaken in Term 2 2023 (unless Covid restrictions prevent this).
- The Health Consultation process as per the requirement of the MoE was completed.
- Parents and caregivers received regular up - to - date and relevant communications /

information about the Covid Response at Oceanview Heights School.

- **At the Term 1 Teacher Only Day, staff prepared packs of learning for the children who may be affected by Covid 19 restrictions / isolations.**

<p>Property</p> <ul style="list-style-type: none"> • Develop new Adventure Playground • Develop new Bike track • Install room signage / notice board • Develop / implement plans for RTLB / Learning Support building refurbishment • Develop junior learning area outside library 	<p>Strategic / Annual Goals:</p> <p>Property</p> <ul style="list-style-type: none"> • Depending on the Covid Response Plan during the year, develop with the consultation of the students, staff and our parent / caregiver community a new Adventure Playground and Bike Track • Complete the re-development with new room names and signage as well as a new notice board • Work with the MoE Property team and Logic on the re-development / refurbishment of the RTLB / Learning Support Hub • As part of 5 YA develop a Junior learning area outside the new library. 	<p>Responsibility</p> <p>Board of Trustees Principal</p>
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Specific Actions for Improved Outcomes:

- Use Term deposit and 5YA funding for new capital projects e.g., outdoor learning environments - Adventure Playground and surrounds, a new bike track and the Junior outdoor learning space.
- Install a new notice board with required signage (e.g. Smokefree / Sunsmart) for community outside school gate.
- Rename classrooms - consult with students and staff and install new placenames.
- Work with MoE / Architects and Logic - Wynne Rycroft in the re-development / refurbishment of the RTLB / Learning Support Hub. Additional MoE funding will be needed to be sourced for this work.

Review:

- We used some of the Term deposit funds for the painting the inside of the hall in the July school holidays and the deposit for the new 2023 Adventure Playground (now planned for and ordered - to be completed by the end of Term 1 2023). However, we are only at the planning stage for the outdoor learning environments - a new bike track and the Junior outdoor learning space.
- We installed the required signage (Smokefree / Vapfree / Sunsmart) for the community outside the school gate.
- We have renamed the classrooms with Te Reo Maori class names, after consultation with staff, before the installation of the new placenames, as well as some new manifestations on the hall doors. We also have new signs for the House Groups in the hall. We are investigating a quote on an electronic sign /

noticeboard for the front of the school in 2023.

- Work with MoE / Architects and Logic - Peter Fenwick / Wynne Rycroft in the re-development / refurbishment of the RTLB / Learning Support Hub continues. Additional MoE funding will be needed to be sourced for this work and currently this work is being priced.

CURRICULUM TARGETS FOR RAISING STUDENT ACHIEVEMENT - NEW ZEALAND CURRICULUM

CURRICULUM TARGETS FOR RAISING STUDENT ACHIEVEMENT IN READING / PĀNUI NELP 1 / NELP 2 / NELP 3

Curriculum Area	Key Competencies	School Values
<ul style="list-style-type: none"> • English - Reading / Pānui 	<ul style="list-style-type: none"> • Using language symbols and texts • Thinking • Relating to Others 	<ul style="list-style-type: none"> • Co-operation • Achievement • Respect • Encouragement

Strategic Goal: Student Learning and Engagement

- All children / tamariki will be engaged in inclusive, positive, relevant and meaningful learning experiences that meet their diverse learning needs through our balanced School Curriculum that gives priority to Literacy and Mathematics.

Resourcing

- Annual Reading budget
- MoE / BOT funded additional programmes e.g. BSLA / ELS / Reading Recovery
- BoT funded SENCO
- Teacher Aides

Annual Goal:

- Refine and deliver high quality teaching and learning programmes with emphasis on Literacy.

Strategic Target:

Reading:

- To prioritise our Underachievers in Reading to ensure they make accelerated progress.

ACTIONS FOR READING/PĀNUI	Review	Responsibility
<p>These actions take place throughout the year by all staff with specific actions being developed for our target group.</p> <p>Identification and Tracking</p> <ul style="list-style-type: none"> Children performing below their expected curriculum level for reading will be identified and tracked by their teachers. Identified children will receive support and be tracked through: <ul style="list-style-type: none"> Targeted learning support where appropriate Sharp Reading / BSLA / Reading Recovery / ELS - identified children will participate in these targeted Reading programmes which aims to increase a child's abilities in comprehension, fluency, vocabulary, spelling and attitudes toward Reading. <p>Actions</p> <ul style="list-style-type: none"> Differentiation within the classroom programme, e.g., learning styles and authentic contexts. Whole school / kura meetings – sharing of best practice. Identifying strategies that are or are not working for individuals. Discuss at staff meetings and make changes/modify practice. Record information and monitor within own teacher's planning and assessments. Teachers will ensure these children receive instructional Reading 4x per week. Children will be cross grouped according to ability across a range of classes. Teacher Aides providing support for Underachieving children. Teachers and Teacher Aides will have specific Underachievers and plan programmes (Teachers) and implement programmes to meet their needs, as evidenced in the Teacher's and Teacher Aide's Growth Cycle documents. Systems in place to motivate and encourage Reading mileage. Purchasing reading materials that motivate underachieving learners. Setting clear smart goals with target children and reviewing regularly; ensuring children understand their Reading goals. <p>Assessment</p> <ul style="list-style-type: none"> Ongoing monitoring of reading performance of target group: Principal and Teachers Moderation of data and overall teacher judgements will be completed across classes and curriculum levels. <p>Home and School Partnership - Whānau Engagement</p> <ul style="list-style-type: none"> Clear communication with whānau to clarify the importance of support from home. Staff will facilitate a whānau session to strengthen home-school learning partnership in Reading – when Covid protocols allows <p>Review:</p> <ul style="list-style-type: none"> Each learning space was differentiated within their classroom reading programme, with learning styles and authentic contexts, as seen in Comprehension activities, in Room 4 through to the BSLA teaching and learning in Room 1 and the Discovery Room. This differentiated learning was evident in the portfolios that were sent home to parents and caregivers. As a whole school / kura, we held regular weekly staff meetings, where we shared best practice and identify strategies that were or were not working for individuals. We discussed at staff meetings and made 	<p>Initial meetings</p> <p>Observations Staff Meetings</p> <p>On-going</p> <p>End of Year</p>	<p>Principal and Teachers</p> <p>Principal and Teachers</p> <p>Principal and Teachers</p> <p>Principal and Teachers</p>

changes/modify practice according to the need of not only our identified underachievers but all learners in the school. Teachers recorded information and monitored within their own teaching planning and assessments.

- Teachers ensured these children received instructional Reading sessions 4x per week. In many other learning areas such as Social Sciences, STEM and Science, Reading was also an integral part of the learning that was occurring.
- Children were cross grouped according to ability across a range of classes, and this was regularly reviewed, and we adjusted groupings. Children's learning needs were considered. With the influx of many new children to the school, this occurred nearly every few weeks.
- Teacher Aides provided support for Underachieving children and provided amazing learning opportunities for some of the neediest children. An example of this was the Discovery Room programme for many of our de-regulated new entrants and junior children. Ra implements a Reading programme of learning and well-being activities that helped the children learn social skills, as well as the Reading / Literacy and needs they had.
- Teachers and Teacher Aides had specific Underachievers and with teachers input planned and implemented programmes to meet their needs, as evidenced in the Teacher's and Teacher Aide's Growth Cycle documents. This was especially important, considering the roll growth that occurred in the past few months.
- We had systems in place to motivate and encourage Reading mileage such as the Sustained Silent Reading in Room 4 and the weekly visits to the Library with Melissa, our School Librarian.
- We continue to purchase reading materials that motivated underachieving learners especially in the BSLA area of the school. Duffy Books in the home are also used to increase reading mileage.
- Setting clear smart goals with target children and then reviewing them regularly is occurring.
- There was ongoing monitoring of reading performance of target group by the Principal and Teachers as seen in the Mid and End Year Underachiever's Curriculum Levels Report presented to the BoT in July 2022 and February 2023.
- Moderation of data and overall teacher judgements were completed across classes and curriculum levels as seen in the Mid and End of Year Underachiever's Curriculum Levels Report presented to the BoT in July 2022 and February 2023, the children's Progress Overviews and the children's Mid-year portfolios and End of Year Reports to caregivers and parents.
- Clear communication with whānau to clarify the importance of support from home has been not done as well as hope due to the disruptions with Covid, however at the Parent Teacher Interviews, we are able to relay this information in a more natural face to face way. We also saw from the parent / caregiver's comment sheets from the Portfolios that the parents and caregivers were appreciating the learning that their children were undertaking.
- Staff were unable to facilitate a whānau session to strengthen home-school learning partnership in Reading because of Covid protocols.

of the neediest children. An example of this is the Room 2 programme for some of our de-regulated middle and senior children. Stacey implemented a Writing programme of learning and activities that helped the children learn scaffolded writing models that supported their writing ability and enabled them to produce writing that extended their knowledge and skills. This was particularly important for our Pasifika children who had made the most progress in this area.

- Teachers and Teacher Aides had specific Underachievers and with teachers input planned and implemented programmes to meet their needs, as evidenced in the Teacher's and Teacher Aide's Growth Cycle documents. This was especially important, considering the roll growth that occurred in the past few months.
- Systems were in place to motivate and encourage Writing mileage and engage children in topics / genre that interested them, and this enabled our most reluctant writers to enjoy their writing more. This was again particularly important for our Pasifika children who made the most progress in this area.
- We have not needed to purchase a lot of writing materials to motivate Underachieving children at this stage of the year.
- Setting clear smart goals with target children in Writing and then reviewing them regularly was occurring.
- Specific and deliberate handwriting and spelling interventions were explicitly taught.
- Phonics programme is underway in most classrooms – e.g. looking at spelling patterns in the senior classroom / BSLA in the junior room.
- Planned learning experiences for target children to develop their oral language, including phonological awareness e.g. BSL / ELS occurred.
- Technology such as the use of Chromebooks were used to support Underachieving children.
- Supporting children with specific learning disabilities, e.g., dyslexia occurred after Tessa upskilled Teachers and Teacher Aides in this area with some PD.
- Prioritising use of tools that support achievement, e.g., iPads programme has not been necessary at this stage in the junior room due to the BSL focus.
- There has been ongoing monitoring of Writing performance of the target group by the Principal and Teachers as seen in the Mid-Year and End – Year Underachiever's Curriculum Levels Report presented to the BoT in July 2022 and February 2023.
- Moderation of data and overall teacher judgements were completed across classes and curriculum levels as seen in the Mid-Year and End – Year Underachiever's Curriculum Levels Report presented to the BoT in July 2022 and February 2023, the children's Progress Overviews and the children's Mid-year Portfolios and the End of Year Reports to parents and caregivers.
- Clear communication with whānau to clarify the importance of support from home was not done as well as hope due to the disruptions with Covid, however at the Parent Teacher Interviews we are able to relay this information in a more natural face to face way. We also saw from the parent / caregiver's comment sheets from the portfolios that the parents and caregivers were appreciating the learning that their children were undertaking.
- Staff were unable to facilitate a whānau session to strengthen home-school learning partnership in Writing because of Covid protocols.

CURRICULUM TARGETS FOR RAISING STUDENT ACHIEVEMENT IN MATHEMATICS / PANGARAU

NELP 1 / NELP 2 / NELP 3

<p>Curriculum Area:</p> <ul style="list-style-type: none"> Mathematics / Pungarau 	<p>Key Competencies</p> <ul style="list-style-type: none"> Using language symbols and texts Thinking Relating to Others 	<p>School Values</p> <ul style="list-style-type: none"> Co-operation Achievement Respect Encouragement
<p>Strategic Goal: Student Learning and Engagement</p> <ul style="list-style-type: none"> All children / tamariki will be engaged in inclusive, positive, relevant and meaningful learning experiences that meet their diverse learning needs through our balanced School Curriculum that gives priority to Literacy and Mathematics. 	<p>Resourcing</p> <ul style="list-style-type: none"> Annual Mathematics budget Kahui Ako funded additional programmes - Impacted BoT funded SENCO Teacher Aides 	
<p>Annual Goal</p> <ul style="list-style-type: none"> Refine and deliver high quality teaching and learning programmes with emphasis on Mathematics. 		
<p>Strategic Curriculum Target Writing</p> <ul style="list-style-type: none"> To prioritise our Underachievers in Mathematics to ensure they make accelerated progress. 		

<p>ACTIONS FOR MATHS - PANGARAU</p> <p>These actions take place throughout the year by all staff with specific actions being developed for our target group.</p> <p>Identification and Tracking</p> <ul style="list-style-type: none"> Children performing below their expected curriculum level for Maths will be identified and tracked by their teachers. <p>Actions</p> <ul style="list-style-type: none"> Differentiation within the classroom programme, e.g., learning styles and authentic contexts. Whole school meetings – sharing of best practice. Identifying strategies that are or are not working for individuals. Discuss at staff meetings and make changes/modify practice. Record information and monitor within own teacher’s planning and assessments. Teachers will ensure these children receive instructional Mathematics 4x per week. Effective modeling for targeted groups, use of models/templates and scaffolding of Mathematics tasks. Children will be cross grouped according to ability across a range of classes. Teacher Aides providing support for Underachieving children. Teachers and Teacher Aides will have specific Underachievers and plan programmes (Teachers) and implement programmes to meet their needs as evidenced in the Teacher’s and Teacher Aide’s Growth Cycle documents. Purchasing Mathematics materials that motivate Underachieving children. 	<p>Review</p> <p>Initial meetings</p> <p>Observations Staff Meetings</p>	<p>Responsibility</p> <p>Principal and Teachers</p> <p>Principals and Teachers</p>
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<ul style="list-style-type: none"> ● Setting clear smart goals with target children and review regularly; ensuring students understand their Mathematics goals. ● Specific and deliberate basic facts will be explicitly taught. ● Review Mathematics at OVH School with the support of Impacted - in light of Local Curriculum development planning. <p>Digital Literacy and Tools</p> <ul style="list-style-type: none"> ● Technology will be used to support Underachieving children with needs that impact the transference of ideas to paper, e.g. dysgraphia. ● Support children with specific learning disabilities, e.g., dysgraphia. ● Prioritising use of tools that support achievement, e.g., iPads programme. <p>Assessment</p> <ul style="list-style-type: none"> ● Ongoing monitoring of mathematics performance of target group: Principal and Teachers. ● Moderation of data and overall teacher judgements will be completed across classes and curriculum levels. <p>Home and School Partnership - Whānau Engagement</p> <ul style="list-style-type: none"> ● Clear communication with whānau to clarify the importance of support from home. ● Staff will facilitate a whānau session to strengthen home-school learning partnership in mathematics - when Covid protocols allows. <p>Review:</p> <ul style="list-style-type: none"> ● Each learning space was differentiated within their classroom Mathematics programme, with learning styles and authentic contexts as seen in the Just In Time Maths activities in Rooms 3 and 4. This differentiated learning was evident in the portfolios that were sent home to parents and caregivers. ● As a whole school / kura, we held regular weekly staff meetings, where we shared best practice and identified strategies that were or were not working for individuals. We discussed at staff meetings and made changes/modified practice according to the need of not only our identified underachievers but all learners in the school. Teachers recorded information and monitored within their own teaching planning and assessments. ● Teachers ensured these children received instructional Mathematics sessions 4x per week. In many other learning areas such as Social Sciences, STEM and Science, Mathematics was also an integral part of the learning that occurred. ● Effective modeling for targeted groups, and use of models/templates and scaffolding of Mathematics tasks occurred in all classes especially in the junior part of the school. ● Children were cross grouped according to ability across a range of classes, and this was regularly reviewed, and children's learning needs were considered. With the influx of many new children to the school, this occurred nearly every few weeks. ● Teacher Aides provided support for Underachieving children and provided amazing learning opportunities for some of the neediest children. ● Teachers and Teacher Aides had specific Underachievers and with teachers input, planned, and implemented programmes to meet their needs, as evidenced in the Teacher's and Teacher Aide's Growth Cycle documents. This was especially important, considering the roll growth that has occurred in the past few months. ● We purchased some replacement Mathematics materials that motivated Underachieving children. ● Setting clear smart goals with target children and reviewing them regularly; ensuring students understand their Mathematics 	<p>On-going</p> <p>On-going</p> <p>End of Year</p>	<p>Principal and Teachers</p> <p>Principal and Teachers</p> <p>Principal and Teachers</p>
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<p>goals occurred.</p> <ul style="list-style-type: none"> ● Specific and deliberate basic facts were explicitly taught especially in the senior part of the school, through an online programme and we saw some great success foremost with the underachievers. ● We are currently reviewing Mathematics at OVH School with the support of Impacted - considering Local Curriculum development planning. This has been in conjunction with the Just In Time Maths PD that Vicky and Tessa undertook, as well as the staff meetings with Impacted to review the Maths programmes in the school. This is ongoing work. The Just In time PD is proving to be of great importance in teachers being able to deliver a revised programme that is more engaging and dynamic than the previous Numeracy programme. ● Technology was used to support Underachieving children with needs that impact the transference of ideas to paper, e.g. dysgraphia. This was seen in the senior children's use of their Chromebooks, during Maths time and well as some of the new technology resources e.g. bee bots that were being used in Maths and STEM time. ● We are supporting children with specific learning disabilities, e.g., dysgraphia. See above. ● We prioritised the use of tools that supported achievement, e.g., Chromebooks programmes, in the senior room. ● There has been ongoing monitoring of Mathematics performance of the target group by the Principal and Teachers as seen in the Mid-Year and End - Year Underachiever's Curriculum Levels Report presented to the BoT in July 2022 and February 2023. ● Moderation of data and overall teacher judgements was completed across classes and curriculum levels as seen in the Mid-Year and End - Year Underachiever's Curriculum Levels Report presented to the BoT in July 2022 and February 2023, the children's Progress Overviews and the children's Mid-year Portfolios and the End of Year Reports to parents and caregivers. ● Clear communication with whānau to clarify the importance of support from home was not done as well as hope due to the disruptions with Covid, however at the Parent Teacher Interviews we are able to relay this information in a more natural face to face way. We also saw from the parent / caregiver's comment sheets from the portfolios that the parents and caregivers were appreciating the learning that their children were undertaking. ● Staff were unable to facilitate a whānau session to strengthen home-school learning partnership in Mathematics because of Covid protocols. 		
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