

OCEANVIEW HEIGHTS SCHOOL



NAVIGATING LEARNING THROUGH THE TIDES OF CHANGE

Oceanview Heights School Strategic / Annual Plan



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**



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 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 2023.**
- **All parents / caregivers, families and whanau are encouraged to take an active role in**

ANNUAL GOALS AND ACTIONS FOR 2023

NELP 1 / 2 / 3 Teacher's Capability

- Staff undertake relevant Professional Development
- Lead / be involved in the Well - Being / Attendance /

NELP 1 / 2 / 3

Raising Student Achievement

- Focus on ensuring Underachievers have robust support to achieve acceleration in their learning in Reading and Mathematics
- Strengthen Mathematics Curriculum, as part of local Curriculum development through PD with Impacted and the South Canterbury Math Cluster

NELP 1 / 2 / 3 Culturally Responsive Practice

- Continue to consolidate the Te Ahu o Te Reo professional development from 2021 into classroom practice
- Implement the New



NELP 1 / 2 / 3 Community

- Undertake consultation with Maori community and Pacific community

NELP 1 / 2 Property

- Develop new Adventure Playground
- Develop new Bike track
- Develop / implement plans for RTLB / Learning Support building refurbishment
- Develop Junior

<p>Teacher's Capability</p> <ul style="list-style-type: none"> • Staff undertake relevant Professional Development • Lead / Be involved in Well - Being / Attendance / Engagement Pilot 	<p>Annual Goals / NELP 1 / 2 / 3:</p> <p>Teacher's Capability</p> <ul style="list-style-type: none"> • Staff will undertake PD in BSLA / HAL / Maths Cluster / Kahui Ako projects • Through the Kahui Ako Well - Being / Attendance / Engagement pilot, staff will be led by the Kahui Ako In - School Lead Teacher and Principal through this pilot 	<p>Responsibility</p> <p>Teachers Principal</p>
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Specific Actions for Improved Outcomes:

- 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 / Annual 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 will 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.
- Learning makes stronger connections across curriculum areas, includes alignment of key competencies, school values and is future focused - BSLA / HAL / Maths Cluster / Kahui Ako projects.
- Teachers will continue to be up-skilled and implement the Digital Technology and New Zealand Histories Curriculum, aligning this to the pedagogies that underpins our

curriculum.		
<p>Raising Student Achievement</p> <ul style="list-style-type: none"> Continued focus on ensuring Underachievers have robust support to achieve acceleration in their learning in Reading and Mathematics Strengthen Mathematics Curriculum, as part of local Curriculum development, through PD with Impacted and the South Canterbury Maths Cluster 	<p>Annual Goals / NELP 1 / 2 / 3:</p> <p>Raising Student Achievement</p> <ul style="list-style-type: none"> From robust evaluation / assessments / PD, continue to decrease disparity for learners, through targeted actions (Curriculum Targets) and strengthen accelerated learning programmes for the Underachievers in Reading and Mathematics 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 Undertake a new approach to Mathematics across the school, through the PD provided through the South Canterbury Maths Cluster 	<p>Responsibility</p> <p>Teachers Principal</p>

Specific Actions for Improved Outcomes:

- Assessment data will be gathered to inform programmes of learning and to track progress to ensure programmes raise Underachiever's achievement in Reading and Mathematics.
- With Impacted, revise and implement a Mathematics programme of learning as well as design new assessments and purchase new resources, as required.
- Use Rob Profitt White to provide PD through the South Canterbury Maths Cluster.
- Meaningful learning conversations with whānau to support student's progress are undertaken.
- That children / tamariki enjoy Maths and see themselves as capable of success and progress.
- Junior Room staff will undertake PD in BSLA and implement appropriate Structured Literacy programmes for underachievers in Reading.
- Collaborative conversations will occur with staff using the Curriculum Targets to monitor learning.
- Use of technology to design and implement a variety of formative and summative assessments that accommodate learner needs, and provide timely feedback to students and inform learning programmes will be undertaken- e.g. Google classrooms / introduce See Saw in 2023 to students and families and whanau.

<p>Culturally Responsive Practice</p> <ul style="list-style-type: none"> • Continue to consolidate the Te Ahu o Te Reo professional 	<p>Annual Goals / NELP 1 / 2 / 3:</p> <p>Culturally Responsive Practice</p> <ul style="list-style-type: none"> • 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 	<p>Responsibility</p> <p>Principal Teachers</p>
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<p>development from 2021 into classroom practice</p> <ul style="list-style-type: none"> • Continue to support Te Reo / Tikanga / Kapahaka learning with the expertise of a Te Reo Tutor in class • Celebrate and support ELL learners 	<p>the professional development from Te Ahu o Te Reo and the support of Whaea Iri and Beth Torrie in Te Reo / Tikanga 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 	
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Specific Actions for Improved Outcomes:

- Continued inclusion of pepeha, waiata, karakia and whakatauki at staff meetings, other meetings and in classrooms.
- A shared understanding of Arowhenua Tikanga is embraced by all students and staff - introduce to the 2 new 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.
- Engage with Pasifika whānau in learning sessions to enhance their knowledge of the NZ Curriculum.
- Engagement with ESOL and migrant whānau forms the foundation of communication protocols (translated into multiple first languages) where

possible, with the support of the Multicultural Centre.

- Have our Multi - Cultural Celebration at the end of the year, as well as participate in local Cultural Pasifika Celebrations.

Community

- Undertake consultation with Maori community and Pasifika community

Annual Goals / NELP 1 / 2 / 3:

Community

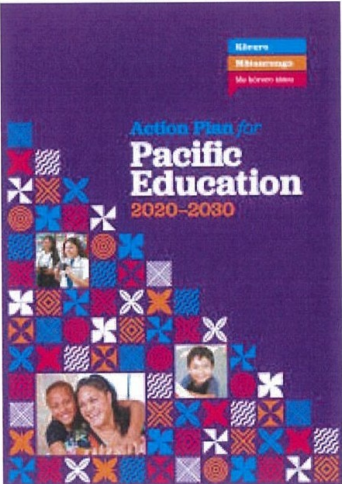
- The Board of Trustees, through the Principal, will undertake consultation with our Maori and Pasifika community to seek their guidance for their children’s learning

Responsibility

Board of Trustees
Principal

Specific Actions for Improved Outcomes:

- 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.



Property	Annual Goals / NELP 1 / 2:	Responsibility
<ul style="list-style-type: none"> • Develop new Adventure Playground and new Bike track • Develop / implement plans for RTLB / Learning Support building refurbishment • Develop junior learning area outside library 	Property <ul style="list-style-type: none"> • Install a new Adventure Playground and develop a new Bike Track • 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. 	Board of Trustees Principal

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.
- 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.

CURRICULUM TARGETS FOR RAISING STUDENT ACHIEVEMENT - NEW ZEALAND CURRICULUM

CURRICULUM TARGETS FOR RAISING STUDENT ACHIEVEMENT IN READING / PĀNUI

<p>Curriculum Area</p> <ul style="list-style-type: none"> English - Reading / Pānui 	<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
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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
- BoT funded SENCO
- Teacher Aides

Annual Goal / NELP 1 / 2 / 3

- Focus on ensuring Underachievers have robust support to achieve acceleration in their learning in Reading.

Strategic Annual Target

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

Baseline Data from Underachievers Curriculum Levels Analysis Report / Analysis of Variance - (Why this Target?)

Reading:

Above / At	2021	45%	2022	55%
Below / Well Below	2021	42%	2022	58 %

- 19% (7/37) of the children have improved by ½ year

- **14% (5/37) of the children have stayed the same**
- **Boys have stayed the same by 22% (4/18) since end - year 2021**
- **Girls have stayed the same by 5% (1/19) since end - year 2021**

ACTIONS FOR READING/PĀNUI These actions take place throughout the year by all staff with specific actions being developed for our target group.	Review	Responsibility
<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. • Children performing above 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 - identified children will participate in these targeted Reading programmes, which aims to increase a child’s abilities in comprehension, fluency, vocabulary, phonics, and attitudes toward Reading. <p>Actions</p> <ul style="list-style-type: none"> • The BSLA programme will be used as a structured literacy programme in the 2 junior classrooms, with a future focus into the middle and senior rooms. • 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 Explicit Instructional Reading 4x per week in the Middle room (Sharp Reading) and Junior rooms (BSLA) and 3x per week in Senior class (Sharp Reading) (due to TTEc commitments). • Focus will be on the Balanced Reader - Decoding - Encoding - Fluency - Phrasing - Comprehension -Oral Language • Teacher Aides provide support for Underachieving children. • Teachers will have specific Underachievers and plan 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 including use of the school library. • Purchasing reading materials that motivate underachieving learners. • Setting clear smart goals with target children and reviewing regularly; ensuring children understand their Reading goals. 	<p>Initial meetings</p> <p>Staff Meetings</p> <p>On-going</p>	<p>Principal and Teachers</p> <p>Principal and Teachers</p> <p>Principal and Teachers</p> <p>Principal and</p>

<ul style="list-style-type: none"> Engage with the RTLiT when required. <p>Assessment</p> <ul style="list-style-type: none"> Ongoing monitoring of reading performance of target group: Principal and Teachers. Redesign our Reading progressions across all levels. BSLA assessments / PM Benchmarks / Running Records / BURT / CLOZE will be used for assessments. Reporting will align to new progressions. Analyse Mid - year and End - year data and report to BoT and staff. Reflect and review data to inform future teaching and learning priorities. <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. 	<p>During Year</p>	<p>Teachers</p>
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CURRICULUM TARGETS FOR RAISING STUDENT ACHIEVEMENT IN MATHEMATICS / PANGARAU

Curriculum Area: <ul style="list-style-type: none"> • Mathematics / Pungarau 	Key Competencies <ul style="list-style-type: none"> • Using language symbols and texts • Thinking • Relating to Others 	School Values <ul style="list-style-type: none"> • Co-operation • Achievement • Respect • Encouragement
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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 Mathematics budget
- Kahui Ako funded additional programmes - Impacted / SC Maths Cluster
- BoT funded SENCO
- Teacher Aides

Annual Goal / NELP 1 / 2 / 3

- Focus on ensuring Underachievers have robust support to achieve acceleration in their learning in Mathematics

Strategic Curriculum Target
Mathematics: To prioritise our Underachievers in Mathematics to ensure they make accelerated progress.

Baseline Data from Underachievers Curriculum Levels Analysis Report / Analysis of Variance - (Why this Target?)

Above / At	2021	62%	2022	53%
Below / Well Below	2021	38%	2022	47%

- Boys have stayed the same by 29% (4/14) since end - year 2021
- Girls have stayed the same by 60% 9/15) since end - year 2021

- Maori children have stayed the same by 33% (1/3) since end - year 2021
- Pacific children have stayed the same by 62% (5/8) since end - year 2021

ACTIONS FOR MATHS - PANGARAU

These actions take place throughout the year by all staff with specific actions being developed for our target group.

Review

Responsibility

Identification and Tracking

- Children performing below their expected curriculum level for Maths will be identified and tracked by their teachers.
- Children performing above their expected curriculum level for Maths will be identified and tracked by their teachers.

Actions

- Staff will engage in the Rob Proffitt White South Canterbury Maths Cluster Professional Development and Teachers will implement revised Maths strategies in classroom programmes e.g. MoveNProve / DiscussNDefend / RevisitNRetain / RecallNReason / OpenUps
- 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 Explicit Instructional Mathematics 4x per week, particularly around Subject Matter Knowledge and Pedagogical Content in Mathematics from the Curriculum Refresh with a focus on Do / Know and Understand.
- Teacher Aides providing support for Underachieving children.
- Teachers will have specific Underachievers and plan 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.
- 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 and consolidated.
- Review Mathematics at OVH School with the support of Impacted - considering Local Curriculum development planning and the Curriculum Refresh.

Initial meetings

Principal and Teachers

ToD Observations Staff Meetings

Principals and Teachers

On-going

Principal and Teachers

On-going

Principal and Teachers

Digital Literacy and Tools

- 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., Chromebook / iPads programme.

<p>Assessment</p> <ul style="list-style-type: none"> • Ongoing monitoring of Mathematics performance of target group: Principal and Teachers. • Redesign our Mathematics progressions across all levels. • Assessments and reporting align to new progressions. Assessments will focus on formative assessment practices as per UDL and Just In Time Maths / Maths Cluster processes. • Analyse Mid - year and End - year data and report to BoT and staff. Reflect and review data to inform future teaching and learning priorities. <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. 	<p>During Year</p>	<p>Principal and Teachers</p>
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