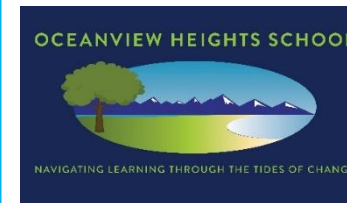


Oceanview Heights School

Annual Implementation Plan 2025



Connection to Strategic Plan:

- **Strategic Goal 1:** All our students / akonga will progress and achieve to their highest possible educational, social, sporting, and artistic potential, through high quality teaching, from a relevant and refreshed local school curriculum, which we will develop based on Te Mataiaho, that meets their learning needs, in an emotionally and physically safe environment.
- **Strategic Goal 2:** We are committed to reducing barriers to education for all including Maori, Pasifika and a range of other ethnic akonga and those with learning support needs. We will also give effect to Te Tiriti O Waitangi by taking all reasonable steps to make instruction available in tikanga and te reo Maori.
- **Strategic Goal 3:** All our students / akonga and staff will develop positive relationships and a mana enhancing culture through a range of well-being, values-based programmes and extra curricula opportunities to ensure that all feel valued, supported and empowered to achieve success.

Where we are currently at:

- Staff were given opportunities to develop their capabilities through the development of their Professional Growth Cycles, our Local Curriculum and Professional Development. This included PD on the TODs and other sessions with Rob Profitt – White's Math's, BSLA Structured Literacy, HAL, Interface Expo, Te Reo Maori PD with Whaea Iri, TOD Kahui Ako Days and Local Curriculum – Math's Review with ImpactED.
- 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 through the introduction of regular Syndicate Meetings.
- All the teacher's strength-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 Learning Assistants delivered, as well the multitude of additional learning experience / opportunities that the school provided e.g. CBay swimming programme, Clubs, HAL, Rob Profitt - White Maths, Digital Technology, BSLA PD etc.
- Teachers used 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.
- Learning in the school ensured stronger connections across the curriculum areas, and included alignment with our key competencies, school values and was future focused.

- Assessment data was regularly gathered to inform programmes of learning and to track progress to ensure programmes raised Underachiever's achievement, as per the End-Year Underachiever's Report to the BoT.
- With ImpactEd, we revised the school's Mathematics programme of learning and will continue now that we have the Learning Outcomes from the new Curriculum. We will undertake the assessment aspect of the Literacy and Math's programme in 2025, using PATs, e-AsTTle, the Phonics Checklist and BSLA assessments. We haven't been able to share the Math's programme redevelopment with families and whanau due to the late arrival of the documents in 2024.
- The PD with Rob Profitt – White has been amazing, and a range of staff have attended the sessions. Staff were also engaged in the Math's Zoom Hui, to upskill in their Math's Teaching Strategies. It was being transferred into classroom programmes, on a daily basis and benefitting the children's Maths learning.
- Children have started to see themselves as confident Math's learners and are enjoying Maths, especially in the co- operative activities such as Discuss and Defend and Move and Prove.
- 1 Junior Room staff member undertook PD in BSLA and implemented appropriate Structured Literacy programmes for underachievers in Reading, in their class. We now have had all Junior Staff members including Learning Assistants complete the BSLA programme.
- Teachers used technology to design and implement a variety of formative and summative assessments that accommodated learner needs, and they provided timely feedback to children, and this informed learning – e.g. student portfolio / written reports information.
- We had a wonderful turnout at our Shared Matariki Breakfast for families and whanau. Even outside of Māori Language Week, staff were implementing a range of Te Reo Maori and Tikanga activities in their classes regularly and showcasing these at our weekly assemblies. We continued to employ Whaea Iri for Te Reo and Tikanga Maori lessons, as well as lead our kapahaka group to the competitive side of the Flava Festival for a 2nd year.
- When possible, we continued the development of our Cultural Narrative through an integrated approach across our curriculum, as seen in a variety of projects undertaken in classrooms. Some classes were implementing aspects of the NZ Histories from a local perspective.
- As Principal of a school with 43% Pasifika tamariki, I joined a New Zealand - wide Pasifika Principal's group, which had a fono in Paihia, in February 2024 and followed this up with an 8-day trip to Samoa with this group to upskill in their cultural practices and educational programmes, that our migrant children have before coming to NZ. I also attended ELLPs sessions at Waimataitai School. 3 staff members completed the MoE funded TALL programme and we presented our mahi to the group, in the middle of the year at Highfield School.

How will our targets and actions give effect to Te Tiriti o Waitangi

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 include relevant and appropriate aspects of Te reo me nga Tikanga Maori and reflect the needs and skills of our tamariki. Progress is regularly and sensitively monitored and reported to relevant parties. External assistance from the local community is used for guidance and programme ideas. The needs of tamariki in Te reo me nga Tikanga Maori are met through accessing local expertise from a fluent speaker of Maori. We will continue to promote with our families and whanau, our Matariki Celebration Breakfast, as well as at our end - of - year International Day. We will participate in the South Canterbury Aoraki Flava Festival and perform at the non - competitive level to the highest of standards, as I will be on sabbatical in Term 3 when the competitive competition is on and we do not have Whaea Iri to support us in 2025. Consultation with our Maori Community will be undertaken with a specific survey for our identified Maori families and will be ongoing through informal and formal hui and surveys in 2025.

Annual Implementation Plan:				
Strategic Goal 1: <ul style="list-style-type: none"> All our student / akonga will progress and achieve to their highest possible educational, social, sporting, and artistic potential, through high quality teaching, from a relevant and refreshed local school curriculum, which we will develop based on Te Mataiaho, that meets their learning needs, in an emotionally and physically safe environment. 				
Annual Target 1: <ul style="list-style-type: none"> Structured Literacy and Mathematics approaches will be embedded and strengthened by staff, in the daily learning of our akonga to enable us to accelerate progress and achievement in these curriculum areas. Baseline information on where our students / akonga are at, will be established in relation to the new Phases of Learning and progress and achievement through the year for all akonga will be tracked and reported on. Our Leaders, Kaiako and Learning Assistants capabilities will be grown to deliver high level teaching and learning, through MoE funded PLD in Mathematics and Literacy. Assessment and reporting practices and tools and learning pathways, will be aligned with our curriculum documents. 				
What do we expect to see by the end of the year? <ul style="list-style-type: none"> We have embedded and strengthened the Structured Literacy and Mathematics approaches using the new Phases of Learning. Akongas have made accelerated progress and achievement, as seen in the Mid and End of Year Curriculum Reports. We have embedded and strengthened the Rob Profitt-White Learners First Math's Cluster Math's pedagogical approaches. We have used the ImpactEd documentation in Literacy and Mathematics. We have engaged in the MoE / Kahui Ako Teacher Only Days, with a focus on the new Mathematics curriculum and participated in the senior Literacy Cohort 5 MoE PLD with ImpactEd. We have focused on this pou in the Kahui Ako space. 				
Actions: Strategic Action 1: <ul style="list-style-type: none"> Staff will continue to embed and strengthen Structured Literacy and Mathematics approaches in the daily learning of our akonga to enable us to accelerate progress and achievement in these curriculum areas. Strategic Action 2:	Who is responsible? Teachers / Kaiako Learning Assistants Senior Leadership Team Principal / Tumuaki	Resources Required: Planning and assessment tracking documents from ImpactEd	Timeframe: Terms 1 – 4 2025	How will you measure success? <ul style="list-style-type: none"> Mid and End Year ākongas progress and achievement data analysis in Reading, Writing and Mathematics.

<ul style="list-style-type: none"> We will establish baseline information on where our students / akonga are at, in relation to the new Phases of Learning and track progress and achievement through the year, with a focus on the children who were underachieving in Reading, Writing and Maths in 2024. <p>Strategic Action 3:</p> <ul style="list-style-type: none"> We will grow the capabilities of our Leaders, Kaiako and Learning Assistants to deliver high level teaching and learning, through MoE funded PLD in Mathematics and Literacy. <p>Strategic Action 4:</p> <ul style="list-style-type: none"> We will align our assessment and reporting practices and tools and learning pathways, with our curriculum documents. 	<p>Teachers / Kaiako Learning Assistants Senior Leadership Team Principal / Tumuaki</p> <p>MoE Kahui Ako / ImpactEd Teachers / Kaiako Learning Assistants Senior Leadership Team Principal / Tumuaki</p> <p>NZCER Teachers / Kaiako Learning Assistants Senior Leadership Team Principal / Tumuaki</p>	<p>NZCER PAT Reading Comprehension / Mathematics Phonics Check / IMA / Ideal Reading Assessments</p> <p>Kahui Ako Teacher Only Days – MoE Cohort 5 Literacy with ImpactEd</p> <p>NZCER PAT Reading Comprehension / Mathematics Phonics Check / IMA / Ideal Reading Assessments</p>	<p>Terms 1 – 4 2025</p> <p>Terms 1 – 4 2025</p> <p>Terms 1 – 4 2025</p>	<ul style="list-style-type: none"> Summative and formative assessments will be used across the school – using PATs in Reading Comprehension / Mathematics, Phonic checks, e-AsTTle Writing, Ideal Reading Assessments and IMA – Junior Maths. All staff have participated in the PD that has been provided for them and evidence is seen in their classrooms through their PGCs. All staff are using the assessment tools that have been provided for them and evidence is seen in their classrooms through their PGCs.
<p>Strategic Goal 2:</p>				

<ul style="list-style-type: none"> We are committed to reducing barriers to education for all including Maori, Pasifika and a range of other ethnic akonga and those with learning support needs. We will also give effect to Te Tiriti O Waitangi by taking all reasonable steps to make instruction available in tikanga and te reo Maori. 				
<p>Annual Target 2:</p> <ul style="list-style-type: none"> Akonga attendance will increase from 2024. The identities of our children will be reflected through our teaching programmes and we demonstrate a commitment to ensuring children, their whanau and their cultures are valued and important to the school. Best practice teaching pedagogy in te reo Maori and tikanga are delivered through genuine learning opportunities. 				
<p>What do we expect to see by the end of the year?</p> <ul style="list-style-type: none"> Attendance levels will have increased / improved since 2024. Kaiako will have engaged in ELL programmes in their classrooms. We will have implemented a dedicated Learning Assistant support programme for our identified ELL tamariki to support their integration into our school. The Tumuaki will have engaged in PLD with the Tautai o le Moana Professional Leaders group in Christchurch. Kaiako will have engaged their tamariki in genuine Te Reo / tikanga Maori programmes in their classrooms. 				
<p>Actions:</p> <p>Strategic Action 1:</p> <ul style="list-style-type: none"> We will increase akonga attendance through a rigorous programme of positive whanau engagement about the attendance of their tamariki. <p>Strategic Action 2:</p> <ul style="list-style-type: none"> We will reflect the identities of our children through our teaching programmes and in the class / school environment that shows a commitment to ensuring children, their whanau and their cultures are valued and important to the school. 	<p>Who is responsible?</p> <p>Teachers / Kaiako Learning Assistants Senior Leadership Team Principal / Tumuaki Arowhenua Whanau Services – Attendance Service</p> <p>Teachers / Kaiako Learning Assistants Senior Leadership Team Principal / Tumuaki</p>	<p>Resources Required:</p> <p>Attendance Action Plan</p> <p>LA ELL programme ELLS group – hosted by Waimataitai School Pasifika Principals Group funded by MoE</p>	<p>Timeframe:</p> <p>Terms 1 – 4 2025</p> <p>Terms 1 – 4 2025</p>	<p>How will you measure success?</p> <ul style="list-style-type: none"> The Attendance Action Plan has been implemented, and attendance levels have increased / improved. ELL assessments undertaken and progress reported on – progress will be evident. Talk to whanau at the Matariki, Language Weeks and at the International Day celebrations about their culture.

<p>Strategic Action 3:</p> <ul style="list-style-type: none"> We will apply best practice teaching pedagogy to te reo Maori and tikanga genuine learning opportunities. 	<p>Teachers / Kaiako Learning Assistants Senior Leadership Team Principal / Tumuaki</p>		<p>Terms 1 – 4 2025</p>	<ul style="list-style-type: none"> Data analysis of Maori akonga's progress in the te reo Maori and tikanga programme.
<p>Strategic Goal 3:</p>				

- All our students / akonga and staff will develop positive relationships and a mana enhancing culture through a range of well-being, values-based programmes and extra curricula opportunities to ensure that all feel valued, supported and empowered to achieve success.

Annual Target 3:

- Prioritise the hauora, well-being and safety of our kura whanau through bringing our school values to life.
- Implement well-being practices to support the learner, with a focus on social and emotional capabilities.

What do we expect to see by the end of the year?

- Staff and students will have undertaken the NZCER Well-being surveys and from the analysed results, programmes of well-being activities would have been designed and implemented.
- Engagements with RTLB, MOE Learning Support, Free Healthy Lunch programme, Breakfast Club, 24/7 group, HAL and any other programmes / activities will have contributed to the support given to our children's well-being.
- The number of Stand Downs, Suspensions and Exclusion will have been reduced.

Actions:	Who is responsible?	Resources Required:	Timeframe:	How will you measure success?
Strategic Action 1: <ul style="list-style-type: none"> • Strengthen the hauora, well-being and safety of our kura whanau through implementing the Collaborative Proactive Solutions and Solution Focused programmes in the school. 	Within School Kahui Ako Collaborator Teachers / Kaiako Learning Assistants Principal / Tumuaki RTLB Skylight Counselling	Funds for 24/7 Youth Worker Kahui Ako release time for Within School Collaborator	Terms 1 – 4 2025	<ul style="list-style-type: none"> • Annual ākonga and staff NZCER Well-being Survey. • Case closure surveys for RTLB / SWIS services. • Analysis of Stand Down, Suspension and Exclusion statistics for 2025 compared to 2023 / 2024. • Kahui Ako surveys.
Strategic Action 2: <ul style="list-style-type: none"> • Implement well-being practices / skills to support the learner with a focus on social and emotional capabilities. 	Within School Kahui Ako Facilitator Teachers / Kaiako Learning Assistants Principal / Tumuaki SWIS Skylight Counselling Principal's Panel		Terms 1 – 4 2025	