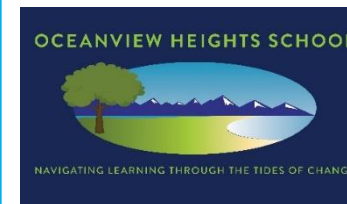


Oceanview Heights School

Annual Implementation Plan 2024



Summary of the Plan:

- **Strategic Goal 1:** 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.
- **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 in the TODs and other sessions with Rob Profitt – White's Math's, BSLA Structured Literacy, HAL, Interface Expo, Kahui Ako Projects, Te Reo Maori PD with Whaea Iri, TOD Kahui Ako Days and Local Curriculum – Math's Review.
- 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 this year 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 Teacher Aides delivered, as well the multitude of additional learning experience /opportunities that the school provided e.g. CBay swimming programme, our free hockey programme, HAL, Rob Profitt - White Maths, Digital Technology, BSLA PD for more staff to name a few.
- 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. We also adjusted classes, in light of the new students that enrolled at the school since the start of the year. We went to 6 teachers in 2023, due to extraordinary roll growth. Appointments were made for 1 more fixed term Teacher and two fixed term Teacher Aides for 2023 (due to a resignation) for Room 1, where we had a disproportionate number of Special Needs children.
- Learning made stronger connections across the curriculum areas, and included alignment with our key competencies, school values and was future focused – BSLA / KiwiCan / PMP / HAL / Kahui Ako TODs - Projects / Maths PD
- 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 when more information about the Learning Progressions from the Curriculum Refresh comes out from the new government (regularly changing after every rewrite of the document). We will undertake the assessment aspect of the Math's programme in 2024. Teachers purchased some new resources, however due to staff illnesses, we haven't been able to share the Math's programme redevelopment with families and whanau. Teachers and children will look at using 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, in light of the Assessment for Learning PD in 2024.
- The PD with Rob Profitt – White has been amazing, and we have had 2 TODs and other staff attended another 2 days hui / PD, so that all staff including Teacher Aides could participate fully in this learning. Staff were engaged in the Math's Zoom Hui, to upskill in the Math's Teaching Strategies. It was being transferred into classroom programmes, on a daily basis and benefitting the children's Math's learning.
- We have done Term 3 Portfolios to support our Reporting to Parents and Caregiver's programme. We decided this year to have a second set of Parent / Caregiver Interviews in Term 3, so that Teachers could discuss the progress and learning as seen in the children's Portfolios.
- 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.
- Junior Room staff undertook PD in BSLA and implemented appropriate Structured Literacy programmes for underachievers in Reading. We now have had 2 more Junior Staff members accepted into the programme, for the start of 2024, as well as Rose Cox being accepted as a BSLA Facilitator.
- 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 information.

- Continued inclusion of pepeha, waiata, karakia and whakatauki at staff meetings and in classrooms. Beth supported staff as part of her unit.
- A shared understanding of Arowhenua Tikanga was embraced by all students and staff.
- We had a wonderful afternoon of Matariki activities, where staff implemented an authentic Matariki programme. We had a wonderful turnout at our Shared Lunch 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 regularly demonstrated cultural responsiveness when communicating with students, whānau and colleagues and interacted with them as co-collaborators in their student learning. This was seen in our written newsletters and event advertisements on our Facebook page, as well as using Te Reo in assemblies and in classroom interactions.
- 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 aspect of the NZ Histories from a local perspective.
- We intended to engage with Pasifika whānau in a learning session to enhance their knowledge of the NZ Curriculum as part of the Matariki Celebration, however, I was sick and further medical reasons inhibited this from occurring later in the year. However, I ensured there was a Pasifika component to the Strategic Direction consultation with parents and caregivers.
- Engagement with ESOL and migrant whānau formed the foundation of communication protocols (translated into multiple first languages) occurred in the “Behaviour” newsletter at the end of the 1st Term, which we got translated into Tongan and tried for the Samoan language too, but the timeframe was too short.
- As Principal of a school with 43% Pasifika tamariki, I joined a New Zealand - wide Pasifika Principal’s group, which has a fono in Paihia, in February 2024. I also attended ELLPs sessions at Waimataitai School – these opportunities and being part of the MoE funded TALL programme will be implemented in 2024.

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 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 fluent speaker of Maori. Consultation with our Maori Community about our targets and actions will be ongoing through informal and formal hui and surveys. Maori parents and caregivers were specifically consulted on the development of our Strategic Plan 2024 – 2025.

Strategic Goal 1: 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 Targets / Goals 1:

- Engage in the curriculum refresh by reviewing and refreshing our school’s local curriculum.
- Grow the capabilities of our Leaders, Kaiako and Teacher Aides to deliver high level teaching and learning.
- Align our assessment and reporting practices and tools and learning pathways, with our revised curriculum documents.

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

- We will implement the necessary curriculum refresh changes through the development of our local curriculum.
- We will engage in ongoing Ministry of Education professional development opportunities about Te Mātaiaho for school leaders and Kaiako.
- Engage with Rob Profitt-White in the Learners First Math’s Cluster PLD.
- Finalise with ImpactEd our documentation in Maths and initiate new documents in Literacy.
- Engage in the BSLA PLD with Teachers and Teacher Aides.
- Engage with ImpactEd in the Assessment for Learning PLD.

Action:	Who is responsible?	Resources Required:	Timeframe:	How will you measure success?
<ul style="list-style-type: none"> • Strategic Action: Engage in the curriculum refresh by reviewing and refreshing our school’s local curriculum. 	ImpactEd Maths Cluster Teachers Teacher Aides Senior Leadership Team Principal	PLD from ImpactEd – Assessment for Learning funded externally and PLD from Learners First – Maths Cluster – Rob Profitt – White – with Teacher release days funded by BoT	Terms 1 – 4 2024	<ul style="list-style-type: none"> • Annual ākonga, kaiako and whānau feedback methods to measure understanding and implementation of our local school curriculum. • Annual tracking of our local school curriculum development and implementation plan against the Te Mātaiaho implementation guidance. • Annual ākonga learning and progress achievement data analysis with respect to our local school curriculum. • Formative assessment for learning strategies are being successfully used across the school.
<ul style="list-style-type: none"> • Strategic Action: Grow the capabilities of our Leaders, Kaiako and Teacher Aides to deliver high level teaching and learning. 	ImpactEd Maths Cluster BoT Teachers Teacher Aides Senior Leadership Team Principal	PLD from Learners First – Maths Cluster – Rob Profitt – White – with Teacher release days funded by BoT	Terms 1 – 4 2024	<ul style="list-style-type: none"> • Annual ākonga, kaiako and whānau feedback methods to measure understanding and implementation of our local school curriculum. • Annual tracking of our local school curriculum development and implementation plan against the Te Mātaiaho implementation guidance. • Annual ākonga learning and progress achievement data analysis with respect to our local school curriculum. • Formative assessment for learning strategies are being successfully used across the school.
<ul style="list-style-type: none"> • Strategic Action: Align our assessment and reporting practices and tools and learning pathways, with our revised curriculum documents. 	ImpactEd Maths Cluster Teachers Teacher Aides Senior Leadership Team Principal	PLD from Learners First – Maths Cluster – Rob Profitt – White – with Teacher release days funded by BoT	Terms 1 – 4 2024	<ul style="list-style-type: none"> • Annual ākonga, kaiako and whānau feedback methods to measure understanding and implementation of our local school curriculum. • Annual tracking of our local school curriculum development and implementation plan against the Te Mātaiaho implementation guidance. • Annual ākonga learning and progress achievement data analysis with respect to our local school curriculum. • Formative assessment for learning strategies are being successfully used across the school.

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.

Annual Targets / Goals 2:

- Make a commitment that all learner’s needs are identified early, addressed appropriately and reviewed regularly.
- Reflect the identities of our children through our teaching programmes and demonstrate a commitment to ensuring children, their whanau and their cultures are valued and important to the school.
- Apply best practice teaching pedagogy to te reo Maori and tikanga genuine learning opportunities.

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

- Assessment data will be gathered to inform programmes of learning and to track progress to ensure programmes raise Underachiever’s achievement.
- Staff will use flexible groupings, using evidence - based knowledge of their learners to meet their learning needs.
- A group of kaiako and the Principal will engage in the MoE funded TALL PLD (from Pasifika parent’s / caregiver’s voice).
- The Principal will engage in PLD with the Tuatai o le Moana Professional Leaders group and attend the Residential Fono in Paihia.
- Engage Whaea Iri in a te reo Maori and tikanga programme across all classes and engage her to continue to upskill kaiako in te reo Maori and tikanga (from Maori parent’s / caregiver’s voice).
- We will ensure that local runaka will guide the development of matauranga Maori, te reo maori and tikanga included in our local curriculum.

Action:	Who is responsible?	Resources Required:	Timeframe:	How will you measure success?
<ul style="list-style-type: none"> • Strategic Action: Make a commitment that all learner’s need are identified early, addressed appropriately and reviewed regularly. 	Teachers Teacher Aides Senior Leadership Team Principal	PLD from MoE – TALL funded externally and ELLS group – hosted by Waimataitai School	TALL - Terms 1 and 2 focus	<ul style="list-style-type: none"> • Annual ākonga learning and progress achievement data analysis will inform next step learning. • Groupings will be investigated regularly and adjusted as required.
<ul style="list-style-type: none"> • Strategic Action: Reflect the identities of our children through our teaching programmes and demonstrate a commitment to ensuring children, their whanau and their cultures are valued and important to the school. 	Teachers Teacher Aides Senior Leadership Team Principal	Pasifika Principals Group funded by MoE	Terms 1 – 4 2024	<ul style="list-style-type: none"> • Annual ākonga, kaiako and whānau feedback methods to measure understanding and implementation of TALL programme.
<ul style="list-style-type: none"> • Strategic Action: Apply best practice teaching pedagogy to te reo Maori and tikanga genuine learning opportunities. 	Teachers Teacher Aides Senior Leadership Team Principal Whaea Iri	Whaea Iri Funded by BoT	Terms 1 – 4 2024	<ul style="list-style-type: none"> • Data analysis of Maori akonga’s progress in the te reo Maori and tikanga programme. • Tangata whenua satisfaction that the local curriculum has been co-designed with them.

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.

Annual Targets / Goals 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.
- Offer a more comprehensive range of sporting, cultural, arts and EOTC opportunities.

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

- Staff and students will undertake the NZCER Well-being surveys and from the analysed results, design programmes of well-being activities (from student's / parent's / caregiver's voice).
- Engage with RTLB, Learning Support, Roots of Empathy, Free Healthy Lunch programme, Breakfast Club, 24/7 group, HAL and any other programmes / activities to support children's well-being (from student's / parent's / caregiver's voice).
- Focus on this pou in the Kahui Ako space.
- Initiate a new programme of Clubs (from student's voice) once a week.

Action:	Who is responsible?	Resources Required:	Timeframe:	How will you measure success?
<ul style="list-style-type: none"> • Strategic Action: Prioritise the hauora, well-being and safety of our kura whanau through bringing our school values to life. 	Within School Kahui Ako Collaborator Teachers Teacher Aides Principal	Funds for 24/7 Youth Workers Kahui Ako release time for Within School Collaborator	Terms 1 – 4 2024	<ul style="list-style-type: none"> • Annual ākonga and staff well-being and belonging measures e.g. NZCER Well-being Survey. • Case closure surveys for RTLB / SWIS / Learning Support services. • Free Healthy Lunch programme surveys with akonga and families and whanau each term. • Kahui Ako surveys.
<ul style="list-style-type: none"> • Strategic Action: Implement well-being practices to support the learner, with a focus on social and emotional capabilities. 	Within School Kahui Ako Facilitator Teachers Teacher Aides Principal	Funds for well-being resources e.g. books	Terms 1 – 4 2024	
<ul style="list-style-type: none"> • Strategic Action: Offer a more comprehensive range of sporting, cultural, arts and EOTC opportunities. 	Teachers Teacher Aides Principal	24/7 Youth Worker's funds for Cubs	Terms 1 – 4 2024	

CURRICULUM TARGETS FOR RAISING STUDENT ACHIEVEMENT IN MATHEMATICS

Strategic Goal 1: 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.

Strategic Curriculum Target - MATHEMATICS:

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

Resourcing:

- PLD Opportunities – ImpactEd / SC Maths Cluster
- MoE funded Assessment for Learning PLD
- Teacher Aides – BoT funded

Actions for Mathematics:

These actions take place throughout the year for our target group:

Identification and Tracking:

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

Actions:

- Staff will engage in the Rob Profitt 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 best practice. Identifying strategies that are or are not working for individuals. Discuss at staff meetings and make changes/modify practice. Record and monitor within own teacher's planning and assessments.
- Teachers will ensure these children receive Explicit Instructional Mathematics 5 x 1 hour 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 Growth Cycle documents.
- Setting clear smart goals with target children and review regularly; ensuring students understand their Mathematics goals.

Assessment:

- 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.

Home and School Partnership – Whānau Engagement:

- 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.

CURRICULUM TARGETS FOR RAISING STUDENT ACHIEVEMENT IN LITERACY

Strategic Goal 1: 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.

Strategic Curriculum Target - LITERACY:

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

Resourcing:

- PLD Opportunities – ImpactEd / BSLA
- MoE funded Assessment for Learning PLD
- Teacher Aides – BoT funded

Actions for Literacy:

These actions take place throughout the year for our target group:

Identification and Tracking:

- Children performing below their expected curriculum level in Literacy will be identified and tracked by their teachers.

Actions:

- Junior room staff will engage in the BSLA Professional Development and Teachers will implement revised reading and writing strategies in classroom programmes.
- Whole school meetings – sharing best practice. Identifying strategies that are or are not working for individuals. Discuss at staff meetings and make changes/modify practice. Record and monitor within own teacher's planning and assessments.
- Teachers will ensure these children receive Explicit Instructional Reading and Writing 5 x 1 hour per week, particularly around Subject Matter Knowledge and Pedagogical Content in Reading and Writing 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 Growth Cycle documents.
- Setting clear smart goals with target children and review regularly; ensuring students understand their Literacy goals.

Assessment:

- Ongoing monitoring of Literacy performance of target group: Principal and Teachers.
- Redesign our Literacy progressions across all levels.
- Assessments and reporting align to new progressions. Assessments will focus on formative assessment practices as per UDL and Assessment for Learning 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.

Home and School Partnership – Whānau Engagement:

- 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 and Writing.