

OCEANVIEW HEIGHTS SCHOOL



NAVIGATING LEARNING THROUGH THE TIDES OF CHANGE

Oceanview Heights School Charter MOE - 2110

Oceanview Heights School Strategic / Annual Plan 2022



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, decile 2, 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 this time in 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 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 extensive, beautiful grounds with many mature trees and outdoor play facilities that are to be redeveloped in 2022. We are the hub of "Learning Support" for South Canterbury. We are the Lead School for the Aoraki Cluster 37 RTLB team and additionally, we host Learning Support – South Canterbury, the Vision and Hearing Services and Reading Recovery training.

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 Strategic Goals

- 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 as Lead School / Kura for the Aoraki / South Canterbury Cluster 37 of Resource Teachers: Learning & Behaviour.

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 communities.
- Connect with local communities and environments to ensure quality teaching and learning.
- Ensure our school / kura and local community are informed of and involved in the school / kura programmes and activities.

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 fluent speaker of Maori. Consultation with our Maori Community will be ongoing through informal and formal hui and surveys.

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 Timaru South School.

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 Docstimeline	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 Election

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
- Support staff Well - being through Covid 19

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

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 a Te Reo Tutor in class
- Celebrate and support ELL learners

Key Developments for 2022

Community

- Undertake consultation with Maori community and Pasifika community
- Continue communication re Covid 19 protocols
- Preparation for Covid impact on Teaching and Learning

Property

- 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

STRATEGIC / ANNUAL GOALS AND ACTIONS FOR 2022

Governance

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

Strategic / Annual Goals:

Governance

- 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

Responsibility

BoT
Principal

Specific Actions for Improved Outcomes:

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

Teacher's Capability	Strategic / Annual Goals:	Responsibility
<ul style="list-style-type: none"> • Upskill in Relationship First Learning PD with Cognition • Staff choice of Kahui Ako Projects e.g. Digital Technology • Lead / Involvement in Well - Being / Attendance / Engagement Pilot • Support staff Well - being through Covid 19 	<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 Kahui Ako projects into 2022 e.g. Digital Technologies • 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 	<p>Teachers Principal</p>

Specific Actions for Improved Outcomes:

1. Staff collectively will identify ways to support staff to build and manage their own wellbeing.
2. The Board of Trustees and Principal continue to ensure there is a safe and supportive work environment and a focus on well-being.
3. 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.
4. Teachers and Principal will engage in the Professional Growth Cycle, with direct links to improved outcomes for staff and students.
5. 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.
6. A teacher's strengths - based approach is used to meet the needs of students, so there is equity and excellence in teaching and learning.
7. Teachers use multi-level, flexible and fluid groupings, using evidence - based knowledge of their learners to meet their learning needs.
8. Relationship First Learning insights will be fostered / developed and implemented into classroom practice.
9. Learning makes stronger connections across curriculum areas, includes alignment of key competencies, school values and is future focused – BSL / ELS / PMP / HAL.
10. Teachers will continue be up-skilled and then implement the digital technology 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 Strengthen Mathematics Curriculum, as part of local Curriculum development, through PD with Impacted 	<p>Strategic / Annual Goals:</p> <p>Raising Student Achievement</p> <ul style="list-style-type: none"> 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 	<p>Responsibility</p> <p>Teachers Principal</p>
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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 Mathematic’s programme of learning and design new assessments, purchase new resources and share with families and whanau. 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.

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 a Te Reo Tutor in class
- Celebrate and support ELL learners

Strategic / Annual Goals:

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 and Kapahaka
- 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

Responsibility

Principal
Teachers

Specific Actions for Improved Outcomes:

1. Continued inclusion of pepeha, waiata, karakia and whakatauki at staff meetings and in classrooms.
2. A shared understanding of Arowhenua Tikanga is embraced by all students and staff.
3. 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.
4. Demonstrate cultural responsiveness when communicating with students, whānau and colleagues and interact with them as co-collaborators in student learning.
5. Continue the development of our Cultural Narrative through an integrated approach across our curriculum – also through the development of our Local Curriculum.
6. 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.
7. Engagement with ESOL and migrant whānau forms the foundation of communication protocols (translated into multiple first languages) where possible e.g. Covid 19 communications.
8. When possible, have our Multi - Cultural Celebration of the new Administration block.

Community	Strategic / Annual Goals: Community	Responsibility
<ul style="list-style-type: none"> • Undertake consultation with Maori community and Pasifika community • Continue communication re Covid 19 protocols etc • Preparation for Covid impact on Teaching and Learning 	<ul style="list-style-type: none"> • The Board of Trustees, through the Principal, will undertake consultation (when possible) with our Maori and Pasifika community to seek their guidance for their children’s learning • Continue regular communication re Covid 19 protocols etc • Preparation for Omicron Covid 19 impact on teaching and learning 	Board of Trustees Principal
Specific Actions for Improved Outcomes: <ul style="list-style-type: none"> • 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. 		

Property	Strategic / Annual Goals:	Responsibility
<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>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>Board of Trustees Principal</p>

Specific Actions for Improved Outcomes:

1. 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.
2. Install a new notice board with required signage (e.g. Smokefree / Sunsmart) for community outside school gate.
3. Rename classrooms – consult with students and staff and install new placenames.
4. 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

Curriculum Area <ul style="list-style-type: none"> English – Reading / Pānui 	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
Strategic Goal: Student Learning and Engagement <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. 	Resourcing <ul style="list-style-type: none"> Annual Reading budget MoE / BOT funded additional programmes e.g. BSL / ELS / Reading Recovery BoT funded SENCO Teacher Aides 	
Annual Goal <ul style="list-style-type: none"> Refine and deliver high quality teaching and learning programmes with emphasis on Literacy. 		
Strategic Target Reading <ul style="list-style-type: none"> To prioritise our Underachievers in Reading to ensure they make accelerated progress. 		

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
Identification and Tracking <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 / BSL / 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. Actions <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. 	Initial meetings Observations Staff Meetings	Principal and Teachers Principal and Teachers

<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ◦ 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>On-going</p> <p>End of Year</p>	<p>Principal and Teachers</p> <p>Principal and Teachers</p>
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CURRICULUM TARGETS FOR RAISING STUDENT ACHIEVEMENT IN WRITING / TUHITUHI		
Curriculum Area <ul style="list-style-type: none"> English – Writing / Tuhituhi 	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
Strategic Goal: Student Learning and Engagement <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. 	Resourcing <ul style="list-style-type: none"> Annual Writing budget BoT funded SENCO Teacher Aides 	
Annual Goal <ul style="list-style-type: none"> Refine and deliver high quality teaching and learning programmes with emphasis on Literacy. 		
Strategic Curriculum Target Writing: To prioritise our Underachievers in Writing to ensure they make accelerated progress.		

ACTIONS FOR WRITING - TUHITUHI	Review	Responsibility
Identification and Tracking <ul style="list-style-type: none"> Children performing below their expected curriculum level for Writing will be identified and tracked by their teachers. 	Initial meetings	Principal and Teachers
Actions <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 writing 5x per week. Effective modeling for targeted groups, use of models/templates and scaffolding of writing tasks, ensuring children have time to write. 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 Writing mileage. Purchasing writing materials that motivate Underachieving children. Setting clear smart goals with target children and review regularly; ensuring children understand their Writing goals. Specific and deliberate handwriting and spelling interventions will be explicitly taught. 	Observations Staff Meetings	Principal and Teachers

<ul style="list-style-type: none"> Planned learning experiences for target children to develop their oral language, including phonological awareness e.g. BSL / ELS. <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., dyslexia and dyspraxia. Support children with specific learning disabilities, e.g., dyslexia. Prioritising use of tools that support achievement, e.g., iPads programme. <p>Assessment</p> <ul style="list-style-type: none"> Ongoing monitoring of Writing performance of target group: Principal and Teachers. Moderation of data and overall teacher judgements will be completed across classes and curriculum levels using e.g. e-AsTTle Writing. <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 Writing – when Covid protocols allows. 	<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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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
Strategic Goal: Student Learning and Engagement <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. 	Resourcing <ul style="list-style-type: none"> Annual Mathematics budget Kahui Ako funded additional programmes - Impacted BoT funded SENCO Teacher Aides 	
Annual Goal <ul style="list-style-type: none"> Refine and deliver high quality teaching and learning programmes with emphasis on Mathematics. 		
Strategic Curriculum Target Writing To prioritise our Underachievers in Mathematics to ensure they make accelerated progress.		

ACTIONS FOR MATHS - PĀNGARAU	Review	Responsibility
Identification and Tracking <ul style="list-style-type: none"> Children performing below their expected curriculum level for Maths will be identified and tracked by their teachers. 	Initial meetings	Principal and Teachers
Actions <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. 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. 	Observations Staff Meetings	Principals and Teachers

<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. 	On-going	Principal and Teachers
<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. 	On-going	Principal and Teachers
<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. 	End of Year	Principal and Teachers

