

OCEANVIEW HEIGHTS SCHOOL



NAVIGATING LEARNING THROUGH THE TIDES OF CHANGE

# Oceanview Heights School Strategic Plan 2024 - 2025



## VISION

Oceanview Heights School will provide a unique and inclusive learning environment, where all children / akonga reach their full potential, with the support of their school and family.

## *Whakatauki*

*Navigating Learning through the Tides of Change*



## Values

### **C.A.R.E:**

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





# Oceanview Heights School Strategic Goals and Actions

- **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.


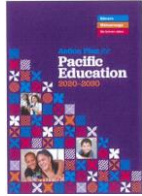


- **Strategic Goal 2:** We are committed to reducing barriers to education for all including Maori, Pasifika and a range of other ethnic akonga and those with learning support needs. We will also give effect to Te Tiriti O Waitangi by taking all reasonable steps to make instruction available in tikanga 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.



<p><b>LINK TO BOARD PRIMARY OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>• Every student at the school can achieve their highest educational standard.</li> <li>• The school is a physically and emotionally safe place, ensures students' human rights are upheld and takes steps to eliminate racism, stigma, bullying and other forms of discrimination.</li> </ul>	<p><b>STRATEGIC GOAL 1:</b></p> <p>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.</p>	<p><b>LINKS TO EDUCATION REQUIREMENTS:</b></p> <p>NELPS 1 / 2 / 3 / 4</p> <p>Ka Hikitia</p> 
<p><b>WHAT DO YOU EXPECT TO SEE?</b></p> <ul style="list-style-type: none"> <li>• <b>Strategic Action:</b> Engage in the curriculum refresh by reviewing and refreshing our school's local curriculum.</li> <li>• <b>Strategic Action:</b> Grow the capabilities of our Leaders, Kaiako and Teacher Aides to deliver high level teaching and learning.</li> <li>• <b>Strategic Action:</b> Align our assessment and reporting practices and tools and learning pathways, with our revised curriculum documents.</li> </ul>	<p><b>HOW WILL WE ACHIEVE OR MAKE PROGRESS TOWARDS OUR STRATEGIC GOAL?</b></p> <ul style="list-style-type: none"> <li>• We will implement the necessary curriculum refresh changes through the development of our local curriculum.</li> <li>• We will engage in ongoing Ministry of Education professional development opportunities about Te Mātaiaho for school leaders and Kaiako.</li> <li>• Engage with Rob Profitt-White in the Learners First Math's Cluster PLD.</li> <li>• Finalise with ImpactEd our documentation in Maths and initiate new documents in Literacy.</li> <li>• Engage in the BSLA PLD with Teachers and Teacher Aides.</li> <li>• Engage with ImpactEd in the Assessment for Learning PLD.</li> </ul>	<p><b>HOW WILL WE MEASURE SUCCESS?</b></p> <ul style="list-style-type: none"> <li>• Annual ākonga, kaiako and whānau feedback methods to measure understanding and implementation of our local school curriculum.</li> <li>• Annual tracking of our local school curriculum development and implementation plan against the Te Mātaiaho implementation guidance.</li> <li>• Annual ākonga learning and progress achievement data analysis with respect to our local school curriculum.</li> <li>• Formative assessment for learning strategies are being successfully used across the school.</li> </ul>

<p><b>LINK TO BOARD PRIMARY OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>• The school is inclusive of and caters for students with differing needs.</li> <li>• The school gives effect to Te Tiriti o Waitangi, including by: <ul style="list-style-type: none"> <li>✦ working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori.</li> <li>✦ taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori.</li> <li>✦ achieving equitable outcomes for Māori students.</li> </ul> </li> </ul>	<p><b>STRATEGIC GOAL 2:</b></p> <p>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>	<p><b>LINKS TO EDUCATION REQUIREMENTS:</b></p> <p>NELPS 1 / 2 / 3 / 4</p> <p>Ka Hikitia</p>  
<p><b>WHAT DO YOU EXPECT TO SEE?</b></p> <ul style="list-style-type: none"> <li>• <b>Strategic Action:</b> Make a commitment that all learner's needs are identified early, addressed appropriately and reviewed regularly.</li> <li>• <b>Strategic Action:</b> 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.</li> <li>• <b>Strategic Action:</b> Apply best practice teaching pedagogy to te reo Maori and tikanga genuine learning opportunities.</li> </ul>	<p><b>HOW WILL WE ACHIEVE OR MAKE PROGRESS TOWARDS OUR STRATEGIC GOAL?</b></p> <ul style="list-style-type: none"> <li>• Assessment data will be gathered to inform programmes of learning and to track progress to ensure programmes raise Underachiever's achievement.</li> <li>• Staff will use flexible groupings, using evidence - based knowledge of their learners to meet their learning needs.</li> <li>• A group of kaiako and the Principal will engage in the MoE funded TALL PLD (from Pasifika parent's / caregiver's voice).</li> <li>• The Principal will engage in PLD with the Tuatai o le Moana Professional Leaders group and attend the Residential Fono in Paihia.</li> <li>• 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).</li> <li>• We will ensure that local runaka will guide the development of matauranga Maori, te reo maori and tikanga included in our local curriculum.</li> </ul>	<p><b>HOW WILL WE MEASURE SUCCESS?</b></p> <ul style="list-style-type: none"> <li>• Annual ākonga learning and progress achievement data analysis will inform next step learning.</li> <li>• Groupings will be investigated regularly and adjusted as required.</li> <li>• Annual ākonga, kaiako and whānau feedback methods to measure understanding and implementation of TALL programme.</li> <li>• Data analysis of Maori akonga's progress in the te reo Maori and tikanga programme.</li> <li>• Tangata whenua satisfaction that the local curriculum has been co-designed with them.</li> </ul>

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<p><b>WHAT DO YOU EXPECT TO SEE?</b></p> <ul style="list-style-type: none"> <li><b>Strategic Action:</b> Prioritise the hauora, well-being and safety of our kura whanau through bringing our school values to life.</li> <li><b>Strategic Action:</b> Implement well-being practices to support the learner, with a focus on social and emotional capabilities.</li> <li><b>Strategic Action:</b> Offer a more comprehensive range of sporting, cultural, arts and EOTC opportunities.</li> </ul>	<p><b>HOW WILL WE ACHIEVE OR MAKE PROGRESS TOWARDS OUR STRATEGIC GOAL?</b></p> <ul style="list-style-type: none"> <li>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).</li> <li>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).</li> <li>Focus on this pou in the Kahui Ako space.</li> <li>Initiate a new programme of Clubs (from student's voice) once a week.</li> </ul>	<p><b>HOW WILL WE MEASURE SUCCESS?</b></p> <ul style="list-style-type: none"> <li>Annual ākonga and staff well-being and belonging measures e.g. NZCER Well-being Survey.</li> <li>Case closure surveys for RTLB / SWIS / Learning Support services.</li> <li>Free Healthy Lunch programme surveys with akonga and families and whanau each term.</li> <li>Kahui Ako surveys.</li> </ul>