



**School Charter
Strategic and Annual Plan for
Oteha Valley School**

2021- 2023

Principals' endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	26/02/2021

Oteha Valley School 2021- 2023
Introductory Section - Strategic Intentions

Whakapono/Motto	Hahatia Te Ora ki nga Akoranga- <i>Breathing Life into Learning</i>				
Kaupapa/Purpose	Powerful Learners Enjoying and Achieving Success as they develop the values and skills to actively participate in Aotearoa and the wider world				
Tikanga/Values	Aroha <i>Compassion</i>			Maia <i>Courage</i>	Pākiki <i>Curiosity</i>
Ako Taputapu (The Competencies)	Identity, Managing Myself, Collaboration, Thinking and Questioning, Language of Learning, Cultural Connections, Reflect and Respond				
Teaching and Learning Kete	Wellbeing	Inclusion	Collaboration	Coaching	Assessment for Learning
STRATEGIC GOALS					
	1. Cultural Connections	2. Hauora		3. Powerful Learning	
	I. <i>Develop the cultural capabilities of all staff in understanding and responding to the principles of Te Tiriti o Waitangi</i>	I. <i>Strengthen the specific skills and strategies of our learners, including staff, to support and maintain the wellbeing of themselves and others</i>		I. <i>Design and implement an authentic and inclusive local curriculum that is strongly grounded in our community</i>	
	II. <i>Enhance OVS as a culturally inclusive school community where all relationships with whānau are represented by whānaungatanga</i>			II. <i>Strengthen the capability of all teachers and learning assistants to apply the approaches and strategies in our OVS Teaching and Learning kete</i>	

Improvement Plan - Domain: Powerful Learning

Strategic Goal: Reading

Annual Goal *To increase achievement of all children in Reading by the end of the year*

Baseline data and Annual Target

2021 Targets:

1. To increase the percentage of all learners in Reading from 77% reading 'at' or 'above' to 82% reading 'at' or 'above'
2. To increase the percentage of our Māori Learners in Reading from 65% reading 'at' or 'above' to 75% reading 'at' or 'above'
3. To increase the percentage of our Pasifika learners in Reading from 57% reading 'at' or 'above' to 70% reading 'at' or 'above'

2020 Reading 77% at or above All Students

Yr. level	Well Above	Above	At	Below	Well below
0			98	2	
1		20	46	34	
2		37	45	13	5
3	1	24	47	21	7
4		44	40	13	3
5		38	32	24	6
6	3	24	52	14	8
Total	4	28	49	19	4

2020 Reading Māori 65% At or Above

Yr. level	Well Above	Above	At	Below	Well below
0			3		
1				2	
2					1
3		1		1	

4			1		
5		2	3	2	
6	1		4	2	
Total	1	2	11	7	1

2020 Pasifika 57% At or Above

Yr. level	Well Above	Above	At	Below	Well below
0					
1			1	2	
2					
3				1	
4					
5			1		
6			2		
Total			4	3	

Key Improvement Strategies

When	What	Who	Indicators of Progress
Term 1	<ul style="list-style-type: none"> ▪ Identify all individual children at risk in reading from 2020 data ▪ Test any children new to the school ▪ Identify target groups in each class and across teams ▪ Administer and review PAT Reading data- what additional information does this provide? ▪ Share information with parents and talk about how they can help at home ▪ Teams to share data and collaboratively design actions to help boost reading 	Teachers CLs and teams Year 4-6 teachers SNCO, DP and Principal All	By the end of term 1 <ul style="list-style-type: none"> ▪ There will be updated data on all learners at risk in Reading ▪ Individual teachers and Collaborative Teams will know who all these learners are ▪ Target groups in each class/team will be established ▪ Actions to support these learners will be discussed and put in place ▪ Ongoing tracking of at-risk learners is in place ▪ SLT and CLs all know who these learners are

	<ul style="list-style-type: none"> ▪ Timetable additional LA time to support these learners ▪ Share ‘best practice’ from research and what has worked in the past ▪ Identify interests of these at-risk children and purchase additional readers to cater to these interests- especially our Priority Learners ▪ Teams will share progress of their target groups/learners at each meeting- this will be on the agenda ▪ Identify Teachers within our school who have demonstrated good practice in teaching specific reading strategies ▪ Provide release for teachers to observe and be observed as required and feasible ▪ Provide support for LAs and teachers ▪ Review progress at end of Term 1 ▪ Ensure teachers and LAs understand how this fits with our ongoing work on developing our Local Curriculum 	<p>Literacy Leader</p> <p>CLs</p> <p>SLT and CLs</p> <p>SENCO and others</p> <p>DP</p> <p>Teachers and CLs</p>	<ul style="list-style-type: none"> ▪ Evidence in CL team meeting minutes ▪ We have a data base of teachers strong in teaching reading and are building capacity of other teachers ▪ Progress of at-risk learners is documented ▪ At-risk learners will be able to talk about their next learning steps and actions in Reading
Term 2	<ul style="list-style-type: none"> ▪ Set new actions/goals based on Term 1 review and data ▪ Teachers continue to work on specific and deliberate acts of teaching in reading across the curriculum ▪ Offer workshops for teachers and LAs on specific reading strategies and assessment e.g., analysing Running records and using the information ▪ Make and upload videos on to SeeSaw and school website in English, Mandarin and Korean about our Reading programmes with tips for parents/family and whānau 	<p>Teachers</p> <p>Teachers</p> <p>SLT</p> <p>ASL, ESOL staff, SENCO</p>	<p>By the end of term 2</p> <ul style="list-style-type: none"> ▪ Evidence of some progress towards increasing achievement of target learners ▪ Teachers are confidently trying new strategies ▪ There is information in English, Mandarin and Korean for our parents about how to help and support children at home with Reading ▪ At-risk learners will be able to talk about their next learning steps and actions in Reading

	<ul style="list-style-type: none"> ▪ Review progress of learners and share with parents, family and whānau at Learning Conferences ▪ Meetings/workshops for all teachers on Culturally Responsive Pedagogy and what success for Māori in our school looks like 	<p>WSL and Principal and external facilitators- Roimata Smail and Tamsin Hanly</p>	
Term 3	<ul style="list-style-type: none"> ▪ Set new actions/goals based on Term 1 review and data ▪ Teachers continue to work on their Inquiries with target group ▪ Review at end of term and set new actions 		<p>By the end of term 3</p> <ul style="list-style-type: none"> ▪ At risk learners are making progress in reading ▪ They can talk about their next steps in reading, and why this is important ▪ Teachers and learners are clear about what success for Māori looks like at OVS, why this is important to their success in a range of areas
Term 4	<ul style="list-style-type: none"> ▪ Test all children- teachers reflect on their own target group. Teams collaboratively reflect on team data and everyone reflects on school-wide data- what worked? What didn't/ how well did we meet our targets and why? 		<p>By the beginning of December</p> <ul style="list-style-type: none"> ▪ We have updated reading data that demonstrates good progress towards achieving all our targets in reading
<p>Monitoring: Ongoing and regular monitoring at individual teacher and Collaborative Team level and reporting to SLT at the end of each term</p>			

ADDITIONAL KEY IMPROVEMENT STRATEGIES/FOCUS AREAS 2021

PROPERTY	Short Report	FINANCE	Short Report
1. Ensure that “Our Story’ and our Vision for Oteha Valley School is reflected in the design of the new classroom block	Continue to work with Architects and MOE	1. Look for ways to raise additional funds as we are not able to have International Students in 2021	Ask other schools/organisations for ideas for things they do
2. Improve and increase play/leisure spaces by resolving existing drainage issues and creating additional areas for children and parents to utilise	Work with Robert Palmer to get the remaining SIP plans completed		
PERSONNEL	Short Report		
1. Fulfil our obligations as a ‘good employer’ and ensure that all staff feel valued, and have opportunities for professional growth	Wellbeing of Staff as a key strategic focus for 2021		
2. As vacancies arise, recruit staff who will add value to our school and reflect, and strengthen the diversity of our community	Use networks to help recruit teachers who will be fully committed and engaged to working towards our new Vision and Values		

STRATEGIC PLAN OVERVIEW 2021- 2023

Powerful Learners Enjoying and Achieving Success

as they develop the values and skills to actively participate in Aotearoa and the wider world

STRATEGIC GOALS	OUR INITIATIVES	OUTCOMES	OUR PLAN		
			2021	2022	2023
<p>1. CULTURAL CONNECTIONS</p> <p>Develop a culturally inclusive school community where all children, parents and whānau feel valued and welcome</p>	<p>I. <i>Develop the cultural capabilities of all staff in understanding and responding to the principles of Te Tiriti o Waitangi</i></p> <p>i. <i>Enhance OVS as a culturally inclusive school community where all relationships with whānau are represented by whānaungatanga</i></p>	<ul style="list-style-type: none"> ▪ There is a shared understanding and evidence of Cultural Responsiveness among staff and children ▪ All cultures and languages are valued, and we understand the importance of, and practise whānaungatanga in all relationships 			
<p>2. HAUORA</p> <p>Prioritise the wellbeing of all staff and students</p>	<p>i. <i>Strengthen the specific skills and strategies of our learners, including staff, to support and maintain the wellbeing of themselves and others</i></p>	<ul style="list-style-type: none"> ▪ Staff and children wellbeing is at the core of our decisions and practices 			

<p>3. POWERFUL LEARNING</p> <p>Ensure our Curriculum meets the needs and aspirations of all our children, parents, whānau and staff</p>	<p>i. <i>Design and implement an authentic and inclusive local curriculum that is strongly grounded in our community</i></p> <p>ii. <i>Strengthen the capability of all our teachers and learning assistants to apply the approaches and strategies in our OVS Teaching and Learning kete</i></p>	<ul style="list-style-type: none"> ▪ Our Curriculum aligns strongly to our Values and those of our community ▪ Teachers and LAs are confidently implementing strategies and approaches in our Teaching and Learning kete to meet the diverse needs of all our children 	 
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2021 ANNUAL PLAN

STRATEGIC GOAL 1: CULTURAL CONNECTIONS:

Develop a culturally inclusive school community where all children, parents and whānau feel valued and welcome

	ACTIONS	MEASURES	WHO/WHEN
<p>i. <i>Develop the cultural capabilities of all staff in understanding and responding to the principles of Te Tiriti o Waitangi</i></p>	<ul style="list-style-type: none"> ▪ Develop a shared understanding of Cultural Responsiveness ▪ Establish staff's understanding of knowledge of te Tiriti o Waitangi and why it is important to us ▪ Professional Learning for staff and BOT- Roimata Smail- Treaty Lawyer ▪ Professional Learning for teachers from Tamsin Hanly PD and related readings ▪ Tikanga and Te Reo Me Ono Tikanga are integrated across the curriculum in all classes ▪ Teachers and Leaders know who our Māori and Pasifika learners are, and which ones require additional support to achieve success ▪ Teachers plan learning activities that reflect Māori Tikanga ▪ All children have opportunities to learn in and about Te Reo and Tikanga 	<ul style="list-style-type: none"> ▪ Staff understand and can talk about what Cultural Responsiveness is and what it looks like at OVS ▪ Staff and BOT have a deeper understanding of the principles of Te Tiriti o Waitangi, and there is evidence throughout the school of these being understood and implemented ▪ There is an increase in Māori children participating in Kapa Haka ▪ Achievement of our Priority Learners in Reading, Writing and Maths increases with more Priority Learners achieving 'at' or 'above' expectation in Reading, Writing and Maths ▪ There is evidence in teacher planning and activities and work in books and on the walls ▪ All of us can share what success for Māori and Pasifika looks like, after seeking feedback from Learners and their parents, family and whānau 	<p>SLT- Term 1 and throughout the year</p> <p>Roimata Smail, Tamsin Hanly- by the end of Term 2</p> <p>Kirstin Craggs and Clarisse Harman- by the end of 2021</p> <p>All teachers, SLT, children and parents and whānau</p>

	<ul style="list-style-type: none"> There is a shared and clear understanding about what success for our Māori and Pasifika children looks like 		
ii. <i>Enhance OVS as a culturally inclusive school community where all relationships with whānau are represented by whānaungatanga</i>	<ul style="list-style-type: none"> Develop a shared understanding of whānaungatanga Identify how this aligns with our Kaupapa and what it looks like at OVS 	<ul style="list-style-type: none"> Staff can talk confidently about whānaungatanga- what it is, why it is important and how it looks at OVS There is evidence throughout the school of this forming the basis of our relationships with all whānau 	<ul style="list-style-type: none"> SLT, Nicole (WSL

STRATEGIC GOAL 2: HAUORA
Prioritise the wellbeing of all staff and students

	ACTIONS	MEASURES	WHO/WHEN
i. <i>Strengthen the specific skills and strategies of our learners, including staff, to support and maintain the wellbeing of themselves and others</i>	<ul style="list-style-type: none"> TOD in January facilitated by Ara Simmons- Core-Ed Establish a Wellbeing team comprising interested staff and students- led by Kristie Daniels, WSL Administer the NZCER Wellbeing at School Student Survey to Year 5 &6 children at start and end of year Collaboratively design/develop a Wellbeing plan for our school 	<ul style="list-style-type: none"> Wellbeing Plan is shared and actively visible in the school Evidence of engagement with our community about this in newsletters, on our website and at key school events End of year Student Wellbeing survey shows an improvement in student wellbeing 'Targeted' children have additional support and strategies to help with their wellbeing- evidenced through 	<p>Ara Simmons/Kristie Daniels</p> <p>Kristie</p> <p>Wellbeing team and SL</p> <p>Ara Simmons, Kristie, and Wellbeing team</p> <p>Wellbeing team and SL</p>

	<ul style="list-style-type: none"> ▪ Ensure that our focus on Wellbeing is shared with our community ▪ Design/adapt a Wellbeing programme ▪ Develop our lunchtime Chill Out spaces for children ▪ Use MOE Kāhui Ako funding to employ Tina Kwok, Counsellor for Terms 1 & 2 ▪ Gather data about our transition from Year 6 – Intermediate and develop a transition plan to ensure that our children feel confident moving on to Intermediate and our Local Curriculum is preparing them for the academic and social changes they will encounter at Intermediate/Junior High School 	<p>engagement with Counsellor, and/or other Support Services- internal and external</p> <ul style="list-style-type: none"> ▪ Children who need ‘time out’ at lunchtimes have spaces to go to, to reduce anxiety and improve wellbeing ▪ Interview some ex OVS children at Northcross to get their views on how confident they felt, how well prepared they were ▪ Year 6 teachers spend a day at Northcross observing children in classes ▪ Meet with DPs/Curriculum Leaders at Northcross to discuss how well prepared our children are, and what we can do to improve their transition 	<p>Kellie Gregory Year 6 teachers- including WSL in charge of Wellbeing</p>
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STRATEGIC GOAL 3: POWERFUL LEARNING

Ensure our Curriculum meets the needs and aspirations of all our children, parents, whānau and staff

	ACTIONS	MEASURES	WHO /WHEN
i. <i>Design and implement an authentic and inclusive local curriculum that is strongly grounded in our community</i>	<ul style="list-style-type: none"> ▪ Work with Jan Hill, <i>The Education Group</i> to develop a Local Curriculum that reflects our school and community values and links strongly with our Kaupapa ▪ Ensure that this is kept at the forefront of meetings, decisions, communication with staff, children, and parents ▪ Continue working with Graphic Designer to devise visuals for our Values and our Kaupapa one pager 	<ul style="list-style-type: none"> ▪ By the end of 2021 we have a clear vision for our Local Curriculum ▪ Evidence of consultation with a range of key groups- staff, students, parents 	<ul style="list-style-type: none"> ▪ SLT- throughout the year 
ii. <i>Strengthen the capability of all our teachers and learning assistants to apply the approaches and strategies in our OVS Teaching and Learning kete</i>	<ul style="list-style-type: none"> ▪ Revisit and review the Quality Practice template we did with teachers in 2018 ▪ SLT attend Professional Growth Cycle PLD with The Education Group ▪ Review and refine our Professional Growth Cycle with teachers ▪ Develop clarity for all about what is important for our learners and what are the best 	<ul style="list-style-type: none"> ▪ We have an up-to-date Quality Practice template that teachers have had input into ▪ We have Documented our Professional Growth Cycle with feedback from teachers ▪ Our Teaching and Learning kete outlines what our best approaches and strategies are 	<ul style="list-style-type: none"> ▪ SLT and teaching staff

	<p>approaches/strategies for us to engage in</p> <ul style="list-style-type: none">▪ Schedule regular meetings for Learning Assistants and share aspects of our Teaching and Learning kete that apply to them and they can use when working with groups or individuals		<ul style="list-style-type: none">▪ SENCO and DP- KG
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