



Oteha Valley
SCHOOL

Breathing Life into Learning

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

2019 - 2021

Principals' endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	28/02/2019

Oteha Valley School 2019 - 21 Introductory Section - Strategic Intentions

Mission Statement	<i>Breathing Life into Learning Hahatia te ora ki nga akoranga</i>
Vision	<p>At Oteha Valley School we have pride in ourselves, our community, our cultures, beliefs and values. Our students are encouraged to become:</p> <p>Powerful Learners: We know what Powerful Learning is and what Powerful Learners look like and do Risk Takers: We enjoy trying new things even if they are difficult to start with Innovators: We can think about different ways to solve problems and find solutions Decision Makers: We make cool choices and are positive in our thinking Explorers: We enjoy exploring our world, and finding out about things around us and things far away</p>
Values	<p>Students at Oteha Valley School will be encouraged to value:</p> <p>Respect: We demonstrate respect for ourselves and others at all times. Integrity: We show integrity by being honest and responsible Resilience: We are resilient when we use skills to try new things and overcome challenges Perseverance: We persevere to complete tasks, even when they are difficult Potential: We aim high to be the very best we can</p>
Principles	<p>High Expectations: Students are encouraged to reach their potential with teachers catering to individual needs Treaty of Waitangi: The Oteha Valley School community shows respect to the principles of the Treaty of Waitangi through awareness and understanding of its significance to NZ Cultural Diversity: We celebrate our multicultural society by respecting the diversity of cultures within our community Inclusion: We value learners in an inclusive and supportive environment that fosters all learning needs</p>

<p>Māori Dimensions and Cultural Diversity</p>	<p>Learning to Learn: All students are encouraged to set goals and be responsible for their own learning Community Engagement: We encourage involvement with and within our community Coherence: Learners experience a rich and varied curriculum that provides pathways into future learning Future Focus: Students take pride in sustaining their community, their cultural beliefs, values and environment</p>	
	<p>New Zealand's Cultural Diversity All cultures will be acknowledged and valued. Teachers will actively promote respect and understanding of diverse cultures. Teachers will undergo professional development in Te Reo and Tikanga Maori, Ka Hikitia and Pasifika Education Plan.</p>	<p>The Unique Position of Māori Culture OVS will aim to develop an understanding and awareness of Tikanga Māori and Te Reo Māori through Teacher PD and our Inquiry model. This will include fostering knowledge of the Treaty of Waitangi.</p>
	<p>What reasonable steps will we take to incorporate Tikanga Māori into the school's curriculum?</p>	<p>What will our school do to provide instruction in Te Reo Māori for full time students if parents request it?</p>

	<ul style="list-style-type: none"> • Culturally diverse contexts will be planned for and included in a range of curriculum areas as appropriate • National Anthem will be sung in Māori and English at formal school assemblies • A karakia will be said at the beginning of all assemblies • There is one teacher given the responsibility for the Kapa Haka group who will perform at the welcome Powhiri for all new parents and students at the beginning of each term and at the Onepoto Festival • In 2019 A teacher will be released to teach Te Reo and Tikanga for a block a week. Teachers will be expected to carry on the lessons and concepts taught • A school wide Māori curriculum plan will be developed to show a progression of Te Reo throughout the school • Year 5/6 students will visit a marae every alternate year 	<ul style="list-style-type: none"> • All requests will be considered by the BOT, taking into account skills and qualifications of staff, the school's financial position and the feasibility of offering this.
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Key Competencies

At OVS our students develop knowledge, attitudes and values of the 6 key competencies (identity, thinking and questioning, managing self, collaboration, connecting and reflecting and the language of learning) so that they take ownership of their own learning to contribute as active members of their communities.

Identity: *Knowing ourselves, our heritage and personality traits enables us to respond to others and contribute to our community in a positive way*

Thinking and Questioning: *Quality thinking and questioning is about using creative and critical processes to make sense of experiences and ideas*

Managing Self: *Managing self is about self-motivation and a 'can-do' attitude*

Collaboration: *Interacting effectively with a range of diverse people in a variety of different contexts, including people in our family, whanau and school*

Cultural Competency: *The ability to communicate with and relate to, each other people's cultures.*

Capabilities:

Reflect, Review, Connect: *Being able to make sense of our world, requires us to be able to make connections between each of the elements in our learning*

The Language of Learning: *Developing a common learning language enables us to reflect on our progress with increasing accuracy and ask deep questions about what we know, understand and need to learn more about*

Baseline Data or School Context																													
Students' Learning	<table border="1"> <thead> <tr> <th>Year Level At and Above 2018</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Yr. 1</td> <td>73</td> <td>89</td> <td>93</td> </tr> <tr> <td>2</td> <td>82</td> <td>72</td> <td>86</td> </tr> <tr> <td>3</td> <td>82</td> <td>66</td> <td>80</td> </tr> <tr> <td>4</td> <td>85</td> <td>74</td> <td>81</td> </tr> <tr> <td>5</td> <td>72</td> <td>60</td> <td>69</td> </tr> <tr> <td>6</td> <td>84</td> <td>74</td> <td>75</td> </tr> </tbody> </table>	Year Level At and Above 2018	Reading	Writing	Maths	Yr. 1	73	89	93	2	82	72	86	3	82	66	80	4	85	74	81	5	72	60	69	6	84	74	75
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<p>Health and Safety- KiVa (Anti Bullying Programme) Survey Data- November 2018</p> <p>Number of students in each year who have been bullied 2 or 3 times a month or more often.</p> <table border="1"> <thead> <tr> <th></th> <th>Our School</th> <th>Rest of NZ</th> </tr> </thead> <tbody> <tr> <td>TOTAL</td> <td>18</td> <td>21%</td> </tr> <tr> <td>Year 2</td> <td>27</td> <td>20%</td> </tr> <tr> <td>Year 3</td> <td>18</td> <td>22%</td> </tr> <tr> <td>Year 4</td> <td>7</td> <td>19%</td> </tr> <tr> <td>Year 5</td> <td>13</td> <td>18%</td> </tr> <tr> <td>Year 6</td> <td></td> <td>19%</td> </tr> <tr> <td>Total %</td> <td></td> <td>19%</td> </tr> </tbody> </table>		Our School	Rest of NZ	TOTAL	18	21%	Year 2	27	20%	Year 3	18	22%	Year 4	7	19%	Year 5	13	18%	Year 6		19%	Total %		19%					
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<p>Review of Charter and Consultation</p>	<p>Consult on an ongoing basis through parent meetings in main language of our community- Mandarin, Korean and English. Student feedback through Kahui Ako Student Reps- voice from all classrooms</p>																																				

Strategic Section

Strategic Goals		Core Strategies for Achieving Goals 2018 - 2021
Students' Learning	<ol style="list-style-type: none"> 1. Increase the % of our Maori learners achieving 'at' or 'above' in Writing from 68%- 75% 2. Increase % of children at or above in Maths in Year 6 from 69%-75% 	<ul style="list-style-type: none"> ▪ Know who our Maori students are- identify those at risk of not achieving 'at' or 'above' in writing by end of the year ▪ Workshops or teachers using framework from Murray Gadd on effective writing programmes ▪ Identify 'hot spots'- teachers who run effective writing programmes and have had success raising achievement- model lessons, observe and give feedback ▪ Develop Year 6 Maths Collaborative teaching programme- upskill new teachers ▪ Increase devices in Year 6 classes ▪ Identify children at risk of not achieving 'at' or 'above' by end of 2019- what will help them? ▪ PD in Maths for teachers who need it- new to our school/new to NZ
Student Engagement	<ol style="list-style-type: none"> 1. By the end of 2019 the % of children from Year 2-6 who report being bullied more than 2 or 3 times per month has decreased from 23%-19% 2. By the end of 2019 the % of Year 4 learners (2018 Year 3 cohort) who report 	<ul style="list-style-type: none"> ▪ All teachers trained in KiVa (1-day TOD) ▪ KiVa Team has additional 1-day training ▪ Inform teachers and LAs of KiVa process/procedures ▪ Parent Information evening by beginning of Term 2 ▪ Staff PD sessions as required throughout the year ▪ Ensure that the programme is being applied/used consistently across the school ▪ Children complete same survey at end of 2019

	being bullied more than 2 or 3 times a month has decreased from 38%-28%	
School Organisation and Structures	<ul style="list-style-type: none"> 1. Personnel 2. Property 3. Finance 4. Community Engagement 	
1. Personnel	<p>Induction of new staff into our school community</p> <p>Identifying leadership capability</p> <p>Recognising, recruiting and retaining quality staff</p>	<ul style="list-style-type: none"> i. Review and revise Staff Induction process ii. Provide additional release and support for new teachers- Mentor them with an existing teacher iii. Identify leadership capability within our school iv. Provide ongoing opportunities for leadership development and support for leaders v. Find ways to acknowledge and reward teachers who perform vi. Retain quality teachers vii. Identify areas of need when vacancies need to be filled
2. Property	<p>Work with architects and MOE on new classroom block to ensure its design meets our needs</p> <p>Complete property projects for current year under 10YA</p>	<ul style="list-style-type: none"> i. Have shared understanding of our Vision and what we want to achieve- keep this at forefront ii. Keep staff and community informed of progress- consult and communicate regularly

			iii. Schedule planned 10YA projects within current school year as per plan
3. Finance	Operate within our budget and look for ways to get additional income to purchase resources and equipment we need	<ul style="list-style-type: none"> i. Review budget through monthly finance report from SAJ Services and analysis of variance ii. Identify causes of any budget overspend iii. Apply for grants for additional prioritised resources and equipment iv. Communicate regularly with our parents about school donation- showing how this supports all children 	
4. Community Engagement	Review current level/status of community engagement and identify areas for focus and improvement	<ul style="list-style-type: none"> i. Review 2018 parent/community engagement data – identify areas of high engagement and look for possible reasons for this ii. Focus on an area where community engagement is not high- what are reasons? How can we improve this? Who can support us? 	

Annual School Improvement Plan – SUMMARY

Domain	Strategic Goal	Target	Short Report
Students' Learning	<p>Improve outcomes for all students with a focus on our Priority Learners and those with special needs</p> <p>Accelerate achievement of children not at expectation</p>	<p>Increase the % of our Maori learners achieving 'at' or 'above' in Writing from 68%-75%</p> <p>Increase % of children at or above in Maths in Year 6 from 69%-75%</p>	

<p>Student Engagement</p>	<p>To ensure all students can succeed by providing a safe learning environment where bullying is identified, acknowledge and strategies are put in place to deal with it</p>	<p>By the end of 2019 the % of children from Year 2-6 who report being bullied more than 2 or 3 times per month has decreased from 23%-19%</p> <p>By the end of 2019 the % of Year 4 learners (2018 Year 3 cohort) who report being bullied more than 2 or 3 times a month has decreased from 38%-28%</p>	
<p>School Organisation and Structures Community Engagement</p>	<p>To strengthen relationships, involvement and engagement within our diverse school community.</p>	<p>Develop our Competency based curriculum the competencies of 'Identity' and 'Cultural' to allow for more involvement and participation from all our ethnic groups.</p> <p>Include more authentic opportunities such as Matariki and Maori Language week to acknowledge and celebrate our bi-cultural identity of New Zealand.</p> <p>Inform and educate parents about our beliefs about Teaching and Learning, including Learning through</p>	

<p style="text-align: center;">School Environment</p>		<p>Play and the principles of the New Zealand curriculum, through SeeSaw, Linc-Ed and other platforms and mediums.</p> <p>Engage with our staff and school community meaningfully through the design process to ensure our physical environment meets current and future needs.</p> <p>Identify additional ways to acknowledge and support all staff.</p>	
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Improvement Plan - Domain: Student Engagement																					
Strategic Goal To provide equal opportunities for all students to learn and succeed through improving student engagement and promoting excellence for all.	Annual Goals: Increase the % of our Maori learners achieving 'at' or 'above' in Writing from 68%- 75%																				
Baseline data: Maori Achievement- 2018																					
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Key Improvement Strategies																					
When	What	Who	Indicators of Progress																		
Term 1	Identify all our Maori Learners- especially those not 'at' or 'above' in Writing	Teachers	Maori Learners are identified in each class and teachers can talk about individual plans to help improve achievement in Writing																		
Term 1 and ongoing	Revisit work of Dr. Murray Gadd- what are components of successful writing programme at different year levels, what do teachers need to do differently, clarify school-wide expectations for teaching of writing	SL with teachers	All teachers understand what effective teaching of writing looks like at OVS at each year level																		

Term 1 and ongoing	Revisit learnings from Te Whare Rama- how to motivate and engage reluctant writers	Joyce Ah Ching	Teachers can articulate and demonstrate a new technique or strategy they have implemented or how they have improved on something to improve engagement of all learners in writing, with focus on Maori learners
Term 1	Teachers survey children about their thoughts/feelings about writing- what motivates them, doesn't motivate them	Teachers	Teachers have some data about how children feel about writing- what motivates them
Ongoing	Ensure that Spelling Alive programme is being taught consistently across year levels to support children with surface features	SP- and delegated teachers	Spelling Alive is being taught consistently across the school
Ongoing	Teachers utilise online tools and programmes to help motivate children- think about context that will engage Maori learners in particular	Teachers- led by CR and SI	Teachers are utilising a range of devices, online apps and programmes to help engage writers- especially Maori learners
Monitoring Maori children will be monitored on an ongoing basis by teachers. Formal assessment mid and end of year			
Resourcing Release time for teachers to observe other teachers- especially teachers new to NZ and OVS			
Look at any relevant PD- especially Dr. Murray Gadd			
Release Joyce to coach/mentor a couple of teachers on aspects of Te Whare Rama			

Improvement Plan 2: Student Achievement

<p>Strategic Goal: To provide equal opportunities for all students to learn and succeed through improving student engagement and promoting excellence for all.</p>	<p>Annual Targets:</p> <p>I. Increase % of children at or above in Maths in Year 6 from 69%-75%</p>
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Baseline data and Target:

At and Above 2018

Yr.	Maths
1	93
2	86
3	80
4	81
5	69
6	75

Key Improvement Strategies

When	What	Who	Indicators of Progress
Term 1	Year 6 teachers begin Collaborative Maths teaching, based on what worked successfully for Year 6 achievement in 2018	CP	By end of Term 1, the Year 6 teachers will be working collaboratively to teach Mathematics to Year 6 students and Year 5 students in Rm 27
Ongoing	Provide support as required for two new teachers, MI and SD	CP	SD and MI are confident with rationale of the programme, how it works, their role in it

Term 1	Provide additional devices for Year 6 classes to support their independent activities	BOT	Students can complete independent activities on line
Term 1	Identify students at risk of not being 'at' or 'above' by the end of 2019- and monitor these students- what additional support do they need?	Teachers	All teachers know which students are at risk of not achieving by end of 2019, and they are focus for teachers
Term 1	Tracking register is set up to track these students	Teachers	Progress of 'at risk' students is maintained
Term 1 and ongoing	Teachers use SeeSaw, 3 Way Conferences, PT Interviews, Linc-Ed to keep all parents informed	Teachers	Parents are aware of where children are at, and how they can support at home
Ongoing	Year 6 teachers meet regularly to review programme, progress of students- make changes as required	Teachers	Ongoing tracking of 'at risk' students is maintained
As required	Additional PD/Observations in other schools by Year 6 teachers		Teachers' knowledge and beliefs about effective teaching of Maths is reinforced or challenged through PD, observing other schools
Monitoring Review Mid-Year through assessment of achievement- make changes as required			
Resourcing Fixed Term unit for CP to lead this as well as any additional release time for her or MI, SD as required Additional devices for Year 6s to ensure that these are utilised to support the programme			

STRATEGIC GOAL 3: STUDENT ENGAGEMENT

<p>Strategic Goals: To ensure all students can succeed by providing a safe learning environment where bullying is identified, acknowledged and strategies are put in place to deal with it</p>		<p>Annual Targets: By the end of 2019 the % of children from Year 2-6 who report being bullied more than 2 or 3 times per month has decreased from 23%-19% By the end of 2019 the % of Year 4 learners (2018 Year 3 cohort) who report being bullied more than 2 or 3 times a month has decreased from 38%-28%</p>	
<p>Baseline data and Target Use KiVa survey at end of 2019 to see how we have progressed</p>			
<p>Key Improvement Strategies</p>			
When	What	Who	Indicators of Progress
TOD	Training for all teachers on KiVa programme by certified KiVa trainer	KiVa Trainer	All teachers, including part-time teachers, understand definition of bullying, and how KiVa programme works and their role in it
Feb	Additional training for KiVa Team	SL and SENCO, HS	KiVa team members understand their role in the KiVa programme

Term 1	Teachers use correct process to report any bullying to KiVa team	Teachers and KiVa team	Any bullying is reported and dealt with according to KiVa programme
Term 1	Learning Assistants are informed of KiVa programme, how it works and why we are doing it	SENCO	Learning Assistants can reinforce KiVa principles when working with individuals or small groups and in the playground when supervising
By Term 2	Parents are informed about KiVa- background, research, how it works- English and Mandarin	SP and HY	Parents understand why we are implementing KiVa, and how it works and what their role/responsibility is
By end of Term 2	Information about KiVa is visible throughout the school and on our website, and information books	SP	Children and parents can see evidence of what the process is
Monitoring Keep ongoing record of KiVa cases and outcomes, and KiVa survey completed in November by Year 2-6 children Ongoing reporting to the BOT through our Review process			
Resourcing Additional release for teachers as required, money for KiVa support and resources			

Other 2019 Key Improvement Strategies to Achieve Strategic Vision			
Property (summarised from property plan)	Short Report	Finance	Short Report
Put in 10ya Actions for the 2019 year		<p>Increase working capital surplus by stopping curriculum and non-essential spending at end of term 3</p> <p>Use monthly Variance analysis by AR to see where we are overspending and reasons/causes for this and adjust budget mid-year or as required</p>	
Personnel	Short Report		Community Engagement
<p>When any teaching vacancy occurs, consider our need to increase the number of teachers with expertise in areas of need</p> <p>Support and mentor teachers new to NZ and new to OVS through appointing a dedicated Mentor teacher and additional release/PD/Support as required</p>			<p>Look for additional ways to engage with our increasing Chinese parent community</p> <p>Continue to translate key information into Mandarin and utilise our Mandarin and Cantonese speaking staff</p>

