



## Otaika Valley School Strategic 2021- carry over 2022 annual plan

PLAN CATEGORY	STRATEGIC INITIATIVE	ACTIONS	MEASURES
Staff Learning Together	A. Embed cross curricular, authentic learning approaches to engage children in learning that matters to them, including a Maori perspective for all learners. (Mahi tahi - Unity of a group of people working towards a specific goal)	To engage with Col's Kāhui Ako Community focus promoting bi-culturalism and the cultural identity of our learners.	Culturally responsive pedagogy team created. Active participation within the Kāhui Ako Community. Timatanga - structure / format through the levels apart of regular daily routine. Children to welcome guest into classes using Timatanga as normal practice. "Curriculum plan implemented and taught Challenge staff as learners eg. pronunciation of Otaika, pepeha at staff meeting, greeting in Te reo (morena, kia ora etc), Use the 2 year plan - feedback from teachers and edits to the plans made. Reflection time at the end of each term. Team to remind staff of plans and encourage use."
Staff Learning Together	B. Embed cross curricular, authentic learning approaches to engage children in learning that matters to them, including a Maori perspective for all learners. (Mahi tahi - Unity of a group of people working towards a specific goal)	All teachers to explore our local curriculum the Takanga o Te Wā, Māori History document and use it to inform teaching. Teacher Only Day with Tamsin Hanley using purchased NZ Histories planning books x6 23rd June. Books designed to inform teachers of NZ history that has not been taught to most Nzers. Books have referenced material/facts with lesson ideas to implement NZ Histories Curriculum. Teachers to remain open / aware that their own beliefs about NZ history may be challenged.	Teachers read book 1 - actively participate in TOD planning day. School to commit to timeline for implementing curriculum (3 year plan?). Create measures after TOD. Term 3 focus? All teachers to teach a Parihaka focus in term 3 on the history of this maunga and why it is important to Whangarei.
Staff Learning Together	C. Principal enrol with MAC - Māori Achievement Collaborative - A Cross Cultural Learning Kaupapa - By Principals for Principals	Principal exploring beliefs through a deep learning, mentoring, coaching, critical conscientisation and collaboration. 1:1 facilitation hui with each school principal. A one day facilitated regional Wānanga. A 3 day National Wānanga - Marae based: Living by Maori Values: Wakawhanaungatanga - A common focus: A national collective sharing practice and focusing vision. Whānau/Hapu/Iwi - liaison - building school, cluster whānau and hapū/iwi partnerships and the co-construction of cultural curriculum.	Principal engage in MAC. Principal to collaborate with Morninside School principal and other schools with a MAC's involvement. Continued increased capability of staff and students to meet the Te Tiriti of Waitangi within the curriculum.
Staff Learning Together	D. Explore initiatives, interventions and curriculum that accelerate learning	To engage with Col's Kāhui Ako Community focus promoting increased language skills - Specific to 'Writers Tool Box' second year embedding practice and mentoring new teachers	All teachers to be using the Writers Tool Box programme. Teachers clear about writing pedagogy and delivery focus for specific year levels. Teachers know what and how to assess writing to inform teaching and learning. The school is able to compare student progress in relation to other schools. Lead teachers trained to coach staff to maintain WTB in the future.
Staff Learning Together	E. Explore initiatives, interventions and curriculum that accelerate learning	Update curriculum delivery statements to reflect current curriculum pedagogy.	Create google sites to centralise Otaika Valley School curriculum delivery/assessment resources for teachers to implement consistent with school goals / PLD focus and NZC
Staff Learning Together	F. Explore initiatives, interventions and curriculum that accelerate learning	Staff to actively engage in learning how to operate the new SMS (Student Management System - HERO)	Senior leadership team to learn and train staff of HERO use. Staff able to enter assessment data, retrieve data and use effectively to plan for student learning. Staff / leadership team able to refine and more effectively monitor progress of students over time.



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Staff Learning Together	G. Explore initiatives, interventions and curriculum that accelerate learning	To be flexible to be able to provide learning for students who are isolating at home, reluctant to return to school due to Covid19, or are working at school in classrooms	Teachers at school prepared for mixed level class teaching. Classroom teachers able to provide home learning for students who are isolating but well.
Staff Learning Together	H. Explore initiatives, interventions and curriculum that accelerate learning	SENCO/Learning Support Co-ordinator systems refined to identify hard to move students with high learning needs over long term.	New LSC/SENCO job descriptions to clarify roles and procedures. All staff know roles and procedures. Learning Support register developed and used for purpose.
Staff Learning Together	I. Explore initiatives, interventions and curriculum that accelerate learning	To engage with BSLA focus promoting increased literacy skills	BSLA - Junior teachers and LSC to be actively involved in University of Canterbury microcredential and engaging this programme within their classes. To explore how to integrate sustainable elements into school programmes.
Staff Learning Together	J. Enviro - To enhance environmental education in our local environment.	To develop a teacher interest/expertise in our school local environment.	Teachers to plan for children to be involved in looking after our school environment: waste, rubbish, resources, property, vegetable gardens, butterflies, bees, minibeasts, native tree planting with building relationship with the neighbours planting sites
Staff Learning Together	K. To improve staff well-being and functioning as highly successful team	Wellbeing team to organise regular social events for all staff Well-being team to engage with staff to encourage active participation in wellbeing initiatives. All staff adopt and support the school wide initiatives.	Staff are feeling comfortable and supported at school. Support network created and utilised as needed. This applies to ALL staff - communication between teachers and support staff and principal is kept open.
Students Learning Together	L. To encourage students to be self driven, actively involved, motivated, informed learners	Children regularly using 'Writers Tool Box' language and strategies to improve writing outcomes.	Programme to be refined by the Lead Teacher and teachers. Classroom teachers and students have regular timetabled WTB sessions/and or intergration. Increased confidence and achievement in literacy in particular writing - measured by e-asstle / new WTB-Otaika Valley School literacy expectations.
Students Learning Together	M. To encourage students to be self driven, actively involved, motivated, informed learners	Children regularly participating in increased levels of Te Reo korero, tikanga and te ao Maori within weekly classroom programme	All students are more aware of an increasing amount of Te Reo words and phrases, understanding of the Maori world and how to be culturally responsive in it. All students start their day with Timatanga and continually increase confidence and capability. Children to welcome guest into classes using Timatanga as normal practice.
Students Learning Together	N. To encourage students to be self driven, actively involved, motivated, informed learners	Children to become tuakana teina in a variety of ways	PE SHED responsibilities for seniors. Seniors to run a Friday rotation for PE/games etc Buddy classes set up when we are able. Children regularly participating in te ao Maori within weekly programme.
Students Learning Together	O. To encourage students to be self driven, actively involved, motivated, informed learners	Students use ICT/Technologies to learn, and learn about technologies and how they work.	All children demonstrate an understanding of digital technology at their own appropriate level.
Students Learning Together	P. To develop an awareness of Hauora/well-being to promote student success	Children take pride in and know who they are, where they're from, from a cultural and historical perspective. NZ History Curriculum content actively and expertly taught. Teachers to use Tamsin Hanley teaching resources for History content.	Children are able to understand the cultural significance of and communicate their pepeha. Children develop an understanding of their whakapapa. Children will have had opportunities to learn about and be interested in NZ history.
Students Learning Together	Q. To develop an awareness of Hauora/well-being to promote student success	Children learn about Te Whare Tapa Wha. Children learn about growth mindset linked to 'up to me'.	Children understand the four aspects of wellbeing behind the Te Whare Tapa Wha model. Children responding positively to challenges and using RURU values.
Students Learning Together	R. Students reflect on their learning, setting goals so they know their next steps	Students use Seesaw to talk about their learning and where to next.	Students will discuss learning on Seesaw to with parents. Teachers explore possibility of learning reflections.



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Students Learning Together	S. Enviro - To improve Students understanding of the environment	Children to explore our local environment - making it sustainable and ecologically friendly	To be actively engaged in OVS school environment, rubbish, waste, personal property, physical property, school equipment, vegetable gardens, butterflies, bees, minibeasts, native tree planting and relationship with the neighbours
Community Learning Together	T. Active support for school community projects	School playground designed. External grants applied for. Community working group co-ordinated. Instalation managed. Playground finished to meet the needs of students for the next 15 years	Funding received. Active community construction support received. Playground installed.
Community Learning Together	U. Active support for school community projects	Classroom furniture upgraded via grants	Funding received. Senior room replacement furniture purchased.
Community Learning Together	V. Active support for students investigating their local History/whakapapa etc	Community engaged in supporting the schools inquiry into Our Place	Whanau and community involvement in the schools inquiry.
Community Learning Together	W. Parents using digital devices to communicate between home and school/school and home	Newsletter published on the new website. Staff plan for more regular snippets of learning, progress indicating documents, achievement within the seesaw app.	Community actively read the newsletter sent by email and loaded on the website. Parents regularly accessing seesaw to keep up with ther child's learning topics/progress and achievement. Commnity takes the time to learn how to operate the seesaw platform.
Community Learning Together	X. Active support for students investigating their local environment	Community engaged in supporting the schools inquiry into our environment and kaitiakitanga.	Community involvement in the schools whitebait stream visits, local planting days, school native tree growing, school garden projects.