

## Te Kura o Owhiro Bay Strategic Plan 2019

Tirohanga/Vision: *Confident, Connected, Actively Involved Lifelong Learners*

Whakaute/**Respect** – an attitude of treating oneself, others and the earth with dignity and courtesy

### Strategic Goal:

In honouring Te Tiriti O Waitangi, develop purposeful relationships with our Māori parents/whānau in order for our Māori ākonga (learners) to achieve success as Māori.

### ACTIONS:

– Tangata Whenuatanga: Teaching practice affirms Māori ākonga as Māori – provides contexts for learning where the identity, language and culture ('cultural locatedness') of Māori ākonga and their whānau is affirmed

### *Quality Teaching Practice Indicators*

#### **Our kaiako honour Te Tiriti o Waitangi:**

##### **Te Tiriti o Waitangi partnership**

*Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.*

- Understand and recognise of the unique status of tangata whenua in Aotearoa New Zealand.
- Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi.
- Practise and develop the use of te reo and tikanga Māori.

*At Owhiro Bay School this means kaiako will:*

- Normalise Te Reo within the classroom, subjects and date in Te Reo, use of Waiata and Karakia, class/hub Kawa / Treaty
- Ensure our learning environments reflect the culture and heritage of our ākonga. E.g kowhaiwhai patterns; paua shells on kete when transferring from Kindy
- Seize every opportunity to teach an aspect of Māori within the curriculum, value Maori themes and ways of teaching eg Kaitiakitanga, Manaakitanga, Whanaungatanga
- Value Māori Tikanga like Tapu/Noa, eg food & tables are tapu, bottoms are noa, discuss rules and reasons why rules were necessary, especially when it relates to cultural practices
- Correctly pronounce ākonga names, every day vocabulary and Māori place names.
- Explore Pepeha and Mihi during personal identity unit
- Developing Kawa based on local Iwi and school culture, consult with Māori Community Members about changes / for advice – Hui
- All ākonga including teachers participating in Kapahaka, powhiri etc.
- Celebrate with a Kapahaka award/Te Reo award at Prizegiving

*Evidenced by: Use in assembly, classrooms/hubs/planning*

– Ensure our physical learning spaces reflect the bi-cultural nature of Aotearoa and the multi – cultural nature of OBS

Auahatanga/**Originality** – the ability to be innovative, think independently and creatively.

**Strategic Goal:**

Move from our paper based reporting system to an online environment which provides for real time engagement for ākonga, parents, caregivers and whānau.

**ACTIONS:**

- Create and implement an interim written reporting format that complies with current legislation and reflects our vision, including greater use of student voice
  
- Document a shared language around the Key Competencies/Learning dispositions that all ākonga understand
  
- Through the use of Spotlight co – construct personalised learning with our ākonga
  
- Review and strengthen our OBS Curriculum and Inquiry Model imbedding SOLO and Growth Mindset as ways to talk about learning

Māia/**Confidence** – be brave and bold in our own and others qualities and capabilities.

**Strategic Goal:**

Honour the spirit of our One Learning Community.

**ACTIONS:**

- participate in the One Learning Community Sign Language programme enabled through Owhiro Bay Kindergarten
  
- organise an OBK/OBS Tsunami response community planning day with WREMO
  
- Create an infographic to summarise the Charter to engage parent/wider community with the aims and aspirations of the school /board.

Manaakitanga/**Kindness** – being friendly, generous and considerate. The process of showing care for/towards others

**Strategic Goal:**

ROCKS values will be evident and consistently reinforced across the school, leading to increased wellbeing and belonging for ākonga and staff alike.

**ACTIONS:**

- Undertake school wide professional learning in PB4L and implement via the framework
  
- Develop systems to support the school – wide implementation of PB4L
  
- Support the leaders (Nicola and Vaughan) of the PB4L initiative

Piki/**Success** – the accomplishment of an aim or purpose

### **Strategic Goal**

To enable all ākonga to experience success and equity through access to the full curriculum as evidenced by progress and achievement against NZ Curriculum levels and the Key Competencies.

### **ACTIONS:**

– Collate data on the number of students participating and succeeding in sports, kapa haka, cultural activities

– Introduce the use of Junior Science Thinking with Evidence as an assessment tool

### CURRENT MEASURES OF SUCCESS: 2018 **Year 6 OTJ Achievement** data in;

– Reading shows that 93% of all ākonga were working successfully within the appropriate curriculum level, with 100% of our māori ākonga within this cohort.

– Writing shows that 93% of all ākonga were working successfully within the appropriate curriculum level, with 100% of our māori ākonga within this cohort.

– Maths shows that 89% of all ākonga were working successfully within the appropriate curriculum level, with 100% of our māori ākonga within this cohort.

*An overall pattern that we are seeing from year to year is that as ākonga progress through the school more and more achieve at or above the expected curriculum level moving from around 50% of our end of Year 1 ākonga below the expected curriculum achievement levels to 85% or more of our end of Year 6 ākonga at or above the expected curriculum level.*

We have identified the following 2019 priority learners who are currently achieving below expectation or are at risk of not achieving across reading, writing, and maths.

1 x Year 6 Girl

1 x Year 5 Girl

3 x Year 4 Girls

2 x Year 4 Boys

3 x Year 3 Girls

1 x Year 3 Boy

3 x Year 2 Girls

2 x Year 1 Boys

1 x Year 1 Girls

4 of these 17 (24%) students identify as Māori whereas Māori ākonga make up 15% (18/122) of the total roll number. Board funded teacher aide support is currently in place for 7 of these ākonga, while MoE funded support is in place for a further 2 of these ākonga.

**2019 Improvement Plan Manaakitanga/Kindness**

**Strategic Goal**

ROCKS values will be evident and consistently reinforced across the school, leading to increased wellbeing and belonging for all ākonga, students and staff alike.

**Annual Goal**

Undertake school wide professional learning in PB4L and implement via the framework.

**Annual Target**

Monitoring and Decision Making move from 37.5% to 50%

Expectations defined move from 50% to 70%

Expectations taught move from 50% to 70%

**Baseline data** *Where are we now? Summarise data*

\*See appendix 1

**Key Improvement Strategies**

*What do we have to learn?*

How to use the PB4L framework to support and improve on current practices.

To work better together as a team with a focus on fixing the stream.

To respond to the data we already collect.

<b>When</b>	<b>What (examples)</b> <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i>	<b>Who</b>	<b>Indicators of Progress</b> <i>What will we see? (eg Note measurable changes in leaders' and teachers' behaviours and in student outcomes).</i>
Term 1	Establish the lead roles and the team	Nicola Vaughan Tineke	A clear direction and input from all ākonga (students, teachers, support staff etc.)
Term 2	Develop systems for monitoring/collating the data we have to hand	Nicola and Vaughan	The collection of further baseline data Wellbeing at School data
Term 3	Adopt new practices and monitor our peers/colleagues	The teaching team	An increase in positive behaviour for learning by the majority of our ākonga
Term 4	Consistent signage/messaging across the school	The teaching team	Improvement in our SET Narrative scores as above

**Monitoring**

*How are we going – check student outcomes every term*

*Term 1 See baseline narrative above*

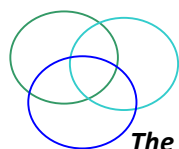
*Where are the gaps?*

*What needs to change if this is not working?*

<b>2019 Improvement Plan</b> <u>Auahatanga/Originality</u>			
<b>Strategic Goal</b> Move from our paper based reporting system to an online environment which provides for real time engagement for ākonga, parents, caregivers and whānau.			
<b>Annual Goal</b> Introduce a written reporting format that encompasses the Key Competencies		<b>Annual Target</b> To use SPOTLIGHT as a reporting tool with 3 families per classroom throughout 2019.	
<b>Baseline data</b> <i>Where are we now? Summarise data</i> <i>Our current reporting system is still heavily influenced by the National standards. The graphics and ticks draw parents'/whanau attention away from the written narrative.</i>			
<b>Key Improvement Strategies</b> <i>What do we have to learn?</i> How to let go of our traditional practices. How to capture learning against the New Zealand Curriculum through the use of Spotlight. How to give value to the full curriculum including the Key Competencies. How to engage parents/whānau in the new process.			
<b>When</b>	<b>What (examples)</b> <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i>	<b>Who</b>	<b>Indicators of Progress</b> <i>What will we see? (eg Note measurable changes in leaders' and teachers' behaviours and in student outcomes).</i>
Term 1	Create an interim written reporting format that complies with current legislation and reflects our vision, including greater use of ākonga voice	Jo Sciascia DP	An agreed format which encapsulates student voice, key competencies across the curriculum, a statement of progress/achievement against curriculum benchmarks
Term 2	Implement an interim written reporting format that complies with current legislation and reflects our vision, including greater use of ākonga voice. Trial with 3 students per class the use of SPOTLIGHT to create individual learning pathways and real time reporting to parents	The teaching team	Teachers, parents and students as ākonga (learners) working with and sharing the new format at learning conferences.  A change in teacher workload, ensuring the emphasis is on the quality of teaching programmes across the whole school year.
Term 3	Trial with 3 students per class the use of SPOTLIGHT to create individual learning pathways and real time reporting to parents Use SPOTLIGHT across the class in a specific learning area of the curriculum (reading, writing or maths)	The teaching team	Ākonga responding to specific learning goals. Ākonga becoming more agentic in their learning and being able to vocalise their goals, progress, evidence.

Term 4	<p>Trial with 3 students per class the use of SPOTLIGHT to create individual learning pathways and real time reporting to parents</p> <p>Use SPOTLIGHT across the class in a specific learning area of the curriculum (reading, writing or maths)</p>	The teaching team	Staff are confident and competent in the use of SPOTLIGHT as a reporting to parents/whanau tool with a view to full class implementation in Term 1, 2020.
<p><b>Monitoring</b></p> <p><i>How are we going – check student outcomes every term</i></p> <p><i>Term 1 – New reporting format in place and underway</i></p> <p><i>Where are the gaps?</i></p> <p><i>What needs to change if this is not working?</i></p>			

## Appendix 1



### SET Narrative – The School – wide Evaluation Tool (SET) SWPB4L 2019

*The SET aims to determine how accurately school – wide PB4L is being implemented and was carried out at Owhiro Bay School on 15/30/2019. It consists of a number of evaluation questions that are divided into seven sub – scales. The following summary outlines some of the elements in the sub – scales and specifically highlights the strengths of the implementation at the school. In addition, areas are also identified for future direction and/or planning considerations.*

Sub – scale	Elements	Quantitative measure	Strengths and Achievements	Suggested Future Directions and Planning
A. Expectations defined	Evidence that the school's expectations have been defined clearly and that these are visible across the school.	50%	Rocks – Respect, Originality, Confidence, Kindness and Success are established values  All the senior school students knew the values.	Some students are getting the Home learning values mixed up with the school – wide values. How can the values be consistent to avoid these confusions?
B. Expectations taught	Evidence that the school has a system for teaching expectations. This sub – scale includes looking at how your school organises its teaching of social behaviour and staff/student knowledge of school – wide expectations.	50%	Teachers said are teaching the values but some have said that it isn't explicit more incidental.	Consistency in teaching the values and a plan of action.
C. Rewarding expected behaviour	Evidence that the school has a system for rewarding social behaviour and that the staff use this system.	100%	There is an established system for recognising the rocks values.  Students are given values vouchers and one section goes home and the other goes into a box for a draw. The students are given certificates out at assembly.	Linking the values to the rewards and making sure all teachers are giving out the vouchers as some indicated that they could get better.
D. Responding to behaviour problems	Evidence that the school's system for responding to problem behaviour is understood consistently by staff.	100%	All staff indicated that they would refer serious behaviours to the leadership team	Look at what is meant by serious.

E. Monitoring and Decision Making	Evidence that data is summarised and reported to staff.	37.5%	Data is collected and put onto etap. The principal indicated that she looked at the data but it was not shared with the staff	This year we will look at ways to share all data with the staff.
F. Management	Evidence that the school leadership has embedded PBL goals into the school's overall goals and operations.	62.5%	PB4L is included in the charter under Kindness and the Rock values are the heading in the charter.	Strategic Goal to be formalised
G. Regional Level Support	Evidence that the school team connects with regional personnel and allocates funding for school – wide PBL.	100%	Jan is part of the PB4L team that we can contact to ask questions.	

**Overall score: 71.4%**

**Thank you for a lovely visit. You have a number of systems in the school that are going well. ROCKS is known by all the senior students. This year looking at making these values visible will be part of the process in your PB4L journey.**

**Jan Treeby**