



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

2022-2024

Principals' endorsement:	16/05/2022
Board of Trustees' endorsement:	16/05/2022
Submission date to Ministry of Education:	17/05/2022

OTEHA VALLEY SCHOOL 2022-2024

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>	Māia <i>Courage</i>		Pākiki <i>Curiosity</i>	
Ako Tuitui (The Competencies)	Identity, Managing Myself, Collaboration, Thinking and Questioning, Language of Learning, Cultural Connections, Reflect and Respond				
Culturally Responsive Teaching and Learning Kete	Wellbeing	Inclusion	Collaboration	Coaching	Assessment for Learning

STRATEGIC GOALS

	1. Cultural Connections	2. Hauora	3. Powerful Learning
	<p><i>I. Develop the cultural capabilities of all staff in understanding and responding to the principles of Te Tiriti o Waitangi, so that our curriculum reflects Te Tiriti and Aotearoa's bi-cultural heritage</i></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 in a safe and inclusive environment</i></p>	<p><i>I. Design and implement an authentic and inclusive local curriculum that is strongly grounded in our community and strengthens partnerships and connections with whānau</i></p>
	<p><i>II. Enhance OVS as a culturally inclusive school community with a shared understanding of whanaungatanga and the priorities of our Local Curriculum</i></p>		<p><i>II. Develop our Ako Tuitui, Learning Through Play and Collaborative teaching practice model so that our children are active in the learning process, taking leadership roles and ownership and they have voice and choice</i></p>

			<i>in why, what, and how they learn with others</i>
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Hahatia Te Ora ki nga Akoranga

Breathing Life into Learning

compassion

Aroha

Courage

Māia

Curiosity

Pākiki



Oteha Valley
SCHOOL

Improvement Plan - Domain: Powerful Learning

Strategic Goal Area: Te Reo Māori	Annual Goal: To accelerate the achievement of children in speaking and understanding Te Reo Māori
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<p>Baseline data and Annual Target</p> <p>2021 Data: 100 % of children are working at Level 1 of the Te Reo AOs</p> <p>2022 Target: 98% of our children are working at Level 1, and 2% are working at Level 2 of the AOs by the end of 2022</p>
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Key Improvement Strategies

When	What	Who	Indicators of Progress
Term 1-Term 4	<p>1. Familiarisation of Taumata Level 1 AOs in:</p> <p>Whakarongo (Listening)</p> <ul style="list-style-type: none"> ▪ Identify the sounds of the letters of the Māori alphabet (<i>arapū</i>), letter combination, intonation, and stress patterns ▪ Recognise and understand simple, familiar spoken words, phrases, and sentences <p>Kōrero (Speaking)</p> <ul style="list-style-type: none"> ○ Imitate the pronunciation, intonation, stress, and rhythm of Māori words, phrases, and sentences ○ Respond appropriately to simple, familiar instructions and simple questions ○ Ask simple questions ○ Initiate spoken encounters in te reo Māori, using simple greetings, questions, and statements 	Teachers	<p>Teachers and children can:</p> <ul style="list-style-type: none"> ▪ greet, farewell, and acknowledge people and respond to greetings and acknowledgements ▪ introduce themselves and others and respond to introductions ▪ communicate about number using days of the week, months, and dates ▪ communicate about personal information such as name, parents,' and grandparents 'name, iwi, hapu, mountain, river, hometown, and place of family origin ▪ Communicate about location ▪ Understand and use simple politeness conventions (e.g., thank you, please, well done etc.) ▪ Use and respond to simple class language e.g., asking for the word to express something in te reo Māori

	2. Set up a Te Reo Channel on Teams so that resources, ideas, links, activities can be shared and contributed to by all	Clarisse	Teachers regularly view and use resources, links, ideas in their classroom programme and willingly share results of activities, lessons they did and what they and the children learnt
	3. There is regular discussion, planning, assessment for Te Reo in teams	CLs and teachers	Te Reo is a standard item on team planning agenda
	4. Specific Level 1 objectives are added on to Hero	Sherryl, and Kellie	Expectations of our Te Reo focus, and targets are clear
	5. Teachers regularly assess children through observation and formative methods	Teachers	There is ongoing assessment of Te Reo on children's pages on Hero

Monitoring:

- Rose to meet with Clarisse/Nicole on a regular basis
- Monitoring at CL Meetings
- Te Reo Channel on Teams shows evidence of what teachers are trying, what is working
- By the end of 2022, all children have recorded assessments of our Te Reo AOs on Hero

ADDITIONAL KEY IMPROVEMENT STRATEGIES/FOCUS AREAS 2022

PROPERTY	Short Report	FINANCE	Short Report
<i>1. Develop outdoor learning spaces to enhance Collaborative Practice and encourage flexible learning</i>		<i>1. Spending reflects the priority areas identified in our budget and is aligned to our Strategic goals</i>	
PERSONNEL	Short Report	COMMUNITY	Short Report
<i>1. Review staff wellbeing plan and develop deliberate actions that promote wellbeing of staff</i>		<i>1. Establish a cohesive school community that enhances learning</i>	
<i>2. Ensure that needs of our school and community are considered when making new appointments to reflect diversity and inclusion</i>		<i>2. Develop ways to promote our Values within the community so they are embedded and enacted by the whole community</i>	

STRATEGIC PLAN OVERVIEW 2022- 2024

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		
			2022	2023	2024
<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>ii. <i>Enhance OVS as a culturally inclusive school community with a shared understanding of whānaungatanga and the priorities of our Local Curriculum</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 Our parents have a better understanding of our Local Curriculum priorities 			
<p>2. HAUORA</p> <p>Prioritise and enhance 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 			

2022 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"> ▪ All teachers to deliberately plan lessons and activities from Tamsin Hanly books- <ul style="list-style-type: none"> ○ Term 1- Bk 4 Te Tiriti o Waitangi ○ Term 2- Bk 5 Pākehā Responses ○ Term 3-Bk 6 Māori Responses ○ Term 4-Bk 1 Te Ao Māori o Nehera ▪ Formalise teaching of Te Reo, using the Te Reo AOs across all classes 	<ul style="list-style-type: none"> ▪ Discussion in Team meetings ▪ Evidence in classrooms- wall displays, work in children's books, and on Te Reo Teams channel ▪ See action plan above 	<p>Teachers-led by Clarisse and Nicole and supported by Rose</p>
<p>II. <i>Enhance OVS as a culturally inclusive school community with a shared understanding of whānaungatanga and the priorities of our Local Curriculum</i></p>	<ul style="list-style-type: none"> ▪ Develop a shared understanding of what whānaungatanga means for us, and looks like in our school through our school values- Aroha, Māia, and Pākiki ▪ Use Ako Tuitui concepts of <i>Identity, Cultural</i> and 	<ul style="list-style-type: none"> ▪ Teachers and children can talk about our Values, and what they mean and look like in our school ▪ Evidence of our values being enacted in classroom programmes and actions and behaviour of staff and children ▪ Visual representations are evident to help reinforce these ▪ Evidence in CL team minutes and planning 	<p>Teachers</p> <p>SLT</p> <p>Teachers- led by Sherryl, Chantelle</p>

	<p><i>Collaboration</i> to discover what whānaungatanga means and looks like in different families, and cultures</p> <ul style="list-style-type: none"> ▪ Discover effective and culturally appropriate ways of connecting with families and whānau and bringing our community together ▪ Actively engage with our Chinese parents/caregivers to improve their understanding of the priorities in our local curriculum 	<ul style="list-style-type: none"> ▪ Exploration and deeper understanding of all the cultures in our school community ▪ Formal and informal opportunities for parents, family, and whānau to be actively and authentically engaged in children's learning and school-wide activities and events ▪ More regular communication to and from our Chinese families that demonstrates a shared understanding of the priorities in our curriculum 	<p>Teachers-led by Hsin-yi, Nicole, Clarisse, SLT</p>
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STRATEGIC GOAL 2: HAUORA

Prioritise and enhance the wellbeing of all staff and students

	ACTIONS	MEASURES	WHO/WHEN
<p>i. Strengthen the specific skills and strategies of our learners, including staff, to support and maintain the wellbeing of themselves and others</p>	<ul style="list-style-type: none"> ▪ Use the concept of <i>Managing Self</i>, and our <i>Learning Through Play</i> to identify what things enhance our wellbeing ▪ Review and revise our Staff Wellbeing Plan to ensure it is still meeting the needs of our staff ▪ Continue to seek feedback from staff about workload and pressure points in the year and prioritise actions to minimise this where possible ▪ Continue developing our Transitions into and out of our school, looking for ways to improve these processes 	<ul style="list-style-type: none"> ▪ Staff and children can talk about and actively demonstrate importance of Identity and Managing self to enhance wellbeing ▪ Review options for our school-wide Wellbeing PLD and programme, taking into consideration COVID settings and restrictions and impact of this on staff ▪ Staff have formal and informal opportunities to discuss workload, and share strategies that may help others ▪ Revised process for transition into and out of school based on feedback from parents, teachers, and children ▪ Review feedback from teachers collected in 2021 about transitions within the school in 	<p>Teachers-led by Kellie and Nicole-ongoing</p> <p>SLT/CL-Term 1</p> <p>At CL Meetings and ongoing</p> <p>Kellie</p> <p>Kellie</p>

	<ul style="list-style-type: none"> Strengthen our transition plans within our school at the end of the year Regularly assess any children who need additional support, and decide on best ways to help them 	<p>Term 4 to see how our current process can be strengthened</p> <ul style="list-style-type: none"> Seek feedback from a focus group of children Find out if other schools have different processes that may help Regular review of children who may need additional support Involvement of RTLB/MOE or other professionals as appropriate Set up a system for sharing of information about children on Hero, now that we have abandoned hard folders Share our school-wide process for identifying and reporting of children who may need additional support to SENCO Review our level of support of LAs-who and how they work with children and in classes to ensure that they are being utilised to make the most difference 	<p>Heather, Kellie, Rose</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

<p>i. Design and implement an authentic and inclusive local curriculum that is strongly grounded in our community</p>	<ul style="list-style-type: none"> ▪ Review our work on Local Curriculum from 2021 and establish a revised plan that allows for the disruptions caused by Lockdowns in 2021 ▪ Finalise our Teaching and Learning Kete ▪ Develop a plan to 'roll this out' to staff ▪ Decide on how to keep our community apprised of this 	<p>Revised Action Plan for 2022 indicates our intended actions and outcomes</p> 	<p>SLT</p>
<p>iii. Develop our Ako Tuitui, Learning Through Play and Collaborative teaching practice model so that our children are active in the learning process, taking leadership roles and ownership and they have voice and choice in why, what, and how they learn with others</p>	<ul style="list-style-type: none"> ▪ Ensure that these are top of mind and at the front of our discussions, professional learning, and planning ▪ Collaboration Leaders have these as regular agenda items at their team meetings ▪ Share ways that teachers are developing active and authentic student voice and choice and celebrate these ▪ Regularly share what is working well in our Collaborative practice and what needs strengthening/changing 	<p>Evidence in Team planning and meetings each week Discussion in CL meetings</p> <p>Feedback from children-anecdotal and planned</p> <p>Feedback from teachers and children Observations from SLT and CL walkthroughs</p>	<p>Sherryl, Kellie, and Chantelle lead</p>

