

Ambition

Flourish as powerful learners who are future focused, collaborative and culturally connected

Goals

COMPLEX NEEDS

WELLBEING

**CULTURAL
CONNECTEDNESS**

POWERFUL LEARNING

**Strategic
Initiatives**

1. Identify main needs and develop action plans
2. Develop expertise
3. Develop a resource bank

1. Explore and implement a Wellbeing programme
2. Explore Resorative Practices
3. Review Transition processes

1. Develop a communication plan
2. Increase understanding of NZC
3. Increase knowledge of other cultures
4. Improve connectedness to our Māori community

1. Develop a Local Curriculum
2. Develop And implement a Collaboration Model
3. Implement consistent Competency Based and Play Based Learning programmes

**What will be
Different**

Children with Complex Needs have their needs met so they can be successful

Our staff and children are positive and engaged in all aspects of school life

Cultural diversity is celebrated and promoted as a strength of our school

Children are actively engaged in their learning, and are well prepared for their future

Values

RESILIENCE

INTEGRITY

RESPECT

POTENTIAL



Breathing Life into Learning

2020 STRATEGIC PLAN 2020-2022

To flourish as global citizens, we will be future-focused, collaborative and culturally connected

STRATEGIC GOAL 1: COMPLEX NEEDS

<i>Empower teachers and Learning Assistants to respond effectively to children with complex needs</i>	WHAT WILL WE DO?	WHAT WILL BE DIFFERENT?	HOW WILL WE KNOW?	WHO WILL DO IT?
1.a. Identify the main complex needs that are causing most concern and root causes, and develop action plans	<ul style="list-style-type: none"> Survey teachers and LAs Identify most common need causing concern- specify what support they need Summarise needs Prioritise Identify people who can support us Develop action plan/s to implement these Track referrals to SENCO/RTLB 	<ul style="list-style-type: none"> There will be less referrals to SENCO/RTLB There will be less behavioural issues We will have a documented process and plan in place identifying our complex needs and their priority for future PD, budgeting purposes 	<ul style="list-style-type: none"> Tracking of SENCO/RTLB Referrals Teachers and LAs will feel more confident meeting needs Teachers and LAs will be using a range of different strategies to support children with complex needs Children with complex needs will show improvement in key learning areas and behaviour measured in our end of year achievement data 	<ul style="list-style-type: none"> WSL responsible for Complex Needs strand
1.b. Develop expertise of teachers and Learning Assistants in identifying key strategies and	<ul style="list-style-type: none"> Identify appropriate personnel to develop action plans to help support teachers and LAs Explore PD options as part of Action Plans 	<ul style="list-style-type: none"> We will know what internal and external expertise we have There will be specific PD aimed to target identified needs- diversified for teachers and LAs 	<ul style="list-style-type: none"> Teachers and LAs will demonstrate a range of strategies when dealing with complex needs 	<ul style="list-style-type: none"> Learning Leader- Matt ESOL Staff

practices to support children	<ul style="list-style-type: none"> ▪ Look at introduction of UDL Principles 			
1.c. Develop an up-to-date shared 'bank' of expertise and resources that is accessible to all	<ul style="list-style-type: none"> ▪ Set up a platform for sharing resources across the school ▪ Source 'experts' -internal and external- who can provide support 	<ul style="list-style-type: none"> ▪ We will have a documented system for sharing of resources ▪ Teachers and LAs will be able to identify who they can reach out to for support 	<ul style="list-style-type: none"> ▪ Teachers, LAs and parents will be accessing expertise and resources where necessary 	<ul style="list-style-type: none"> ▪ Someone in SL

STRATEGIC GOAL 2: WELLBEING

<i>Develop positive, happy and healthy staff and children</i>	WHAT WILL WE DO?	WHAT WILL BE DIFFERENT?	HOW WILL WE KNOW?	WHO WIL DO IT?
2.a. Explore wellbeing programmes that can be embedded throughout the school	<ul style="list-style-type: none"> Establish a Wellbeing Team Leader and focus group Look at results of our 2019 CORE-Ed Wellbeing Survey from teachers Decide on a process to get feedback from other staff Implement this Explore Wellbeing Programme options Source funding 	<ul style="list-style-type: none"> Wellbeing will be formally identified as a priority We will have data on specific wellbeing needs of our staff We will identify wellbeing actions to meet identified needs 	<ul style="list-style-type: none"> Annual Wellbeing survey will show improved levels of general wellbeing and staff feeling supported 	<ul style="list-style-type: none"> Learning Leader and Wellbeing team/WSL
2.b. Implement a Wellbeing programme for our school	<ul style="list-style-type: none"> Create a manageable and sustainable programme that meets our needs Design an implementation plan that includes the involvement of all staff Establish a review process at key milestone points Subscribe to EAP to provide additional support for any staff on personal or professional issues/concerns 	<ul style="list-style-type: none"> We will have a Wellbeing Programme selected on needs of our staff There will be greater 'buy-in' from all staff- they will actively participate in Wellbeing programmes/initiatives Review of the programme will be documented regularly and made available to all staff for input 	<ul style="list-style-type: none"> Staff will report and demonstrate they are feeling more supported Staff will have opportunities to give feedback on outcomes of the programme at the end of each term Wellbeing will be added to whole staff and/or team meeting agendas BOT will be informed of impact of programme/initiatives through monthly reports from Principal 	<ul style="list-style-type: none"> Learning Leader and Wellbeing team/WSL

			<ul style="list-style-type: none"> There will be a reduction in sick leave of staff 	
2.c. Implement a Restorative Practice programme that links to KiVa	<ul style="list-style-type: none"> Review effectiveness of KiVa through end of year survey for Year 2-6 students Make any changes to the implementation of KiVa from survey results Continue to upskill teachers, LAs and parents about KiVa Explore research on Restorative Practices Talk to other schools using this approach Draft a plan to implement some Restorative Practice PD 	<ul style="list-style-type: none"> The survey will provide evidence of reduction in reported bullying instances as an outcome of KiVa Links between KiVa and Restorative practices will be clearer There will be training for staff and children in Restorative practice principles Parents will be informed through termly updates via communication portals- WeChat, Mailchimp Parents will be invited to give feedback 	<ul style="list-style-type: none"> Our 2018 Year 3 cohort reported incidents of bullying of more than 2 or 3 times per month will reduce from 38% - 20% Less reported bullying incidents from all children, teachers, LAs and parents Teachers will have ongoing support/PD for implementing KiVa and Restorative Practices Children will have better strategies to deal with conflict issues at school and home Parents will be supportive and will understand the process and use a shared language 	<ul style="list-style-type: none"> KiVa Team
2.d Review Transition processes in and out of school to ensure better transition into and out of school for all children and parents	<ul style="list-style-type: none"> Document current process Look at feedback from parents from 2019 Identify and contact our key pre schools Look at what other schools in our Kāhui Ako, Cluster/PLGs do for transition Look at research on transition Revise and document a transition process- in and out of our school Review and revise our information mornings for parents of new enrolments Establish process for ongoing review 	<ul style="list-style-type: none"> Information about our Transition process will be available in our main languages on our school website and in promotional material for new enrolments There will be regular communication with our main pre-school providers We will implement a process and timeline to review this on a regular basis There will be a designated teacher as a contact point for transition in and out of school We will have effective data about how well we prepare 	<ul style="list-style-type: none"> 100% of Teachers, children and parents are responding positively about our Transition process Children and parents who do not speak English as their first language will have relevant information in their own language Parents will be better informed about how we transition children into our school 	<ul style="list-style-type: none"> Kellie Gregory SENCO Designated WSL Year 6 Lead Teacher

	<ul style="list-style-type: none">Establish a process to get feedback from our Year 6 children when they have been at Intermediate/Junior High for 3-6 months	our Year 6 children for Intermediate/Junior High		
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STRATEGIC GOAL 3: CULTURAL CONNECTEDNESS

<i>Develop a culturally inclusive school community where all children, parents, family and whanau feel valued, welcome and connected</i>	WHAT WILL WE DO?	WHAT WILL BE DIFFERENT?	HOW WILL WE KNOW?	WHO WILL DO IT?
3.a. Develop a communication plan to improve our connections with parents and families who don't speak English as a first language	<ul style="list-style-type: none"> Use Information Sharing and Building Learning Partnerships guide to develop a plan Identify key people in our Chinese and Korean families who can support us Look at what other schools with high ESOL communities do that is successful Utilise expertise within our ESOL Team and Kāhui Ako 	<ul style="list-style-type: none"> Cultural Connectedness will be identified as a priority A plan using MOE Local Curriculum Guide will be developed to inform our decisions and practice We will know the key people in our community we can 'tap into' Parents and children who do not have English as a first language will have access to a range of support materials and people 	<ul style="list-style-type: none"> There will be evidence from our plan of how we have collected views of a diverse range of people in our community We will have an up to date 'register' of people who speak our main languages that we can utilise Non-English-speaking parents and children will settle into our school community well and will be better informed 	<ul style="list-style-type: none"> Hsin-yi, Rose and WSL
3.b. Increase parents' understanding of how our school 'operates' and the NZC	<ul style="list-style-type: none"> Develop a resource of phrases/terms commonly used in our school and have them translated and explained in our main languages- Mandarin, Korean Co-opt additional Mandarin/Korean speaking parents on to the Board of Trustees 	<ul style="list-style-type: none"> There will be a resource to help explain aspects of how we do things at our school in our main languages The Board will better reflect the diversity of our community and will be able to include other perspectives when making decisions We will have more effective communication with our 	<ul style="list-style-type: none"> There will be a reduction in instances where parents/children do not comply with our Health and Safety procedures due to cultural differences There will be more parents on the BOT who are representative of our main cultures- Chinese, Korean There will be a wider group of Chinese and Korean 	<ul style="list-style-type: none"> ESOL staff, Rose, BOT Chair and other BOT members

		non-English speaking parents and grandparents	parents who can help get our Health and Safety messages out to our non-English speaking parents and grandparents	
3.c. Increase knowledge and understanding about other cultures in our community and how to act in a culturally responsive way	<ul style="list-style-type: none"> Identify internal and external expertise we can tap into Use data from Complex Needs survey to identify key needs for PD Develop a 'plan' to define what being culturally responsive 'looks like' at OVS Share this with our parent community 	<ul style="list-style-type: none"> Teachers and LAs will have resources and resource people they can approach for support There will be documented resources for all staff to define what being culturally responsive looks like Teachers and LAs will be more confident when working with non-English speaking children There will be more opportunities to celebrate and acknowledge our diverse cultures at school-wide events Children will be given more opportunities to share aspects of their culture in their classroom 	<ul style="list-style-type: none"> All staff will understand and be able to articulate what being culturally responsive means at OVS All staff will demonstrate a heightened awareness of the importance of acting in a culturally responsive way There will be evidence of sharing and learning about our main cultures in classrooms 	<ul style="list-style-type: none"> WSL, Hsin-yi
3.d Improve our connectedness to our Māori community and develop better awareness of all staff of the importance of our bi-cultural heritage	<ul style="list-style-type: none"> Use data from our Hui in September 2019 to further connect with our Māori families and whanau Work with Paora Puru (MOE) to develop an ongoing plan to connect and engage with our Māori community on an ongoing basis PD for all staff on the importance of our bi-cultural heritage and what it means for us- Tamsin Handy Review our powhiri kaupapa with engagement 	<ul style="list-style-type: none"> We will have more regular and meaningful engagement with our Māori families and whanau Staff will have a greater understanding of what our bi-cultural heritage means to us as a school Our powhiri will be strengthened with input from our Māori families/whanau There will be some key community members who can support us There will be ongoing evidence of growth in the 	<ul style="list-style-type: none"> Māori families and whanau will be more 'visible in our community and school events All staff will be able to articulate the importance of our bi-cultural heritage and what it means in our school All staff will confidently participate in our whakatauki and karakia at appropriate occasions Increase in the number of Māori students in our Kapa Haka so that 100% of our students who identify as 	<ul style="list-style-type: none"> WSL, SL, Teacher in charge of Māori Teachers

	<p>from our Māori families/whanau</p> <ul style="list-style-type: none"> ▪ Identify key parents/whanau/community members who we can use to help us ▪ Strengthen our relationship with our Kaumatua and other Kāhui Ako schools 	<p>mana of our Māori students through involvement in Kapa Haka and other programmes</p> <ul style="list-style-type: none"> ▪ The percentage of our Māori students achieving at or above expected levels in reading, writing and maths will increase 	<p>Māori actively participate in Kapa Haka</p> <ul style="list-style-type: none"> ▪ Our end of year achievement data will show improvement in achievement of our Māori students from 2020-2022, with our Māori children achieving as well as, or better than, our NZE and Asian children in reading, writing and maths 	
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STRATEGIC GOAL 4: POWERFUL LEARNING

<i>Establish future-focused, powerful children through Collaboration</i>	WHAT WILL WE DO?	WHAT WILL BE DIFFERENT?	HOW WILL WE KNOW?	WHO WIL DO IT?
4.a. Develop a Local Curriculum that meets the needs of our children and community	<ul style="list-style-type: none"> Identify a Leader to drive this Review our curriculum using the Leading Local Curriculum Guide and associated resources Identify people who can leverage this Define what Powerful Learning and Future Focused learners look like at OVS Invite input from key stakeholders Review our Vision and Values Develop a plan to revise our curriculum 	<ul style="list-style-type: none"> Staff, children and parents will understand what Powerful Learning and Future Focused children are Our curriculum will reflect our Vision, Values and the new direction we are taking A range of key stakeholders will be consulted and involved in the review process All teachers will have resources available to support the implementation of this Teachers new to our school will have a Mentor/Buddy assigned to them 	<ul style="list-style-type: none"> Clear links will be evident in our revised curriculum to our Vision Better consistency of our curriculum priorities and practices will be evident in teacher planning and classroom environments, so that 100% of teachers will be consistently following our model 	<ul style="list-style-type: none"> Rose, Sherryl, Kellie Sara?
4.b. Identify a Collaboration Model for OVS	<ul style="list-style-type: none"> Work with Nikki Ulrich from Core-Ed and use current research on best practice to define what 'good' collaboration looks like Identify a model of Collaboration that aligns with our Vision Document the model 	<ul style="list-style-type: none"> A clear definition of collaboration will be developed Barriers to effective collaboration will be identified and strategies put in place to help overcome these All teachers will have access to resources that outline our approach to 	<ul style="list-style-type: none"> All teachers will have Collaborative Practice PD and access to relevant research Teacher strengths will be leveraged All teachers will be confident and capable of working collaboratively with a range of different people 	<ul style="list-style-type: none"> SL, Teachers, Nikki Ulrich, Jan Hill, Jo Robson

	<ul style="list-style-type: none"> Identify pairs/groups of teachers who are interested in developing our model Develop PD programme to upskill all teachers Establish how the model will be shared and reviewed 	Collaboration and our expectations	<ul style="list-style-type: none"> Teachers, parents and children will speak positively about collaboration at OVS There will be an increase in teacher applications for future positions at our school due to the positive feedback about collaboration 	
4.c. Implement consistent Competency based and Play Based Learning programmes	<ul style="list-style-type: none"> Review our Concept Learning and Play Based Learning 'programmes' Identify what is working well and what can be strengthened Designate key teachers responsible for leading and modelling consistency in these programmes Provide relevant, differentiated PD for staff Keep parents informed Put up to date information on our website and information we send out to prospective parents Develop strong induction procedures to support new teachers getting on board as quickly as possible 	<ul style="list-style-type: none"> Concept Learning and Play Based Learning will have documented practice and clear expectations for teachers 	<ul style="list-style-type: none"> Greater consistency in teaching Concept Learning and PBL practices All teachers can confidently talk about and demonstrate in their classroom programme what CL and PBL look like in our school Our school will be known for its innovative approach through our CL and PBL programmes 	<ul style="list-style-type: none"> Sherryl Kellie Designated Year 6 Teacher/Leader

ROADMAP	2020 T1	T2	T3	T4	2021 T1	T2	T3	T4	2022 T1	T2	T3	T4
<i>Empower teachers and Learning Assistants to respond effectively to children with complex needs</i>	Identify needs and develop action plan											
		Develop expertise of Teachers and LAs										
				Develop bank of expertise and resources and make available to everyone								
<i>Develop positive, happy and healthy staff and children</i>		Explore options for wellbeing programmes										
					Implement a Wellbeing programme							
									Implement Restorative Practice			
	Review and revise our Transition to school programme				Review our Transition to Intermediate/Junior High and revise							
<i>Develop a culturally inclusive school community where all children, parents, family and whanau feel valued, welcome and connected</i>			Develop a communication plan									
						Increase parents understanding of schooling at OVS/NZC						
		Increase knowledge of culturally responsive practice										
	Improve our connectedness to our Māori community and develop better awareness of all staff of the importance of our bi-cultural heritage											
<i>Establish future-focused, powerful learners through Collaboration</i>	Develop Local Curriculum											
	Identify a Collaboration Model											
				Review and Implement consistent Competency based and Play Based learning approaches								

ADDITIONAL KEY IMPROVEMENT STRATEGIES/FOCUS AREAS 2020

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		1. Increase income by becoming a Signatory to the Code of Practice for International Students and enrolling students from Term 2 onwards	
2. Improve and increase play/leisure spaces by resolving existing drainage issues and creating additional areas for children and parents to utilise			
PERSONNEL	Short Report		
1. Fulfil our obligations as a 'good employer' and ensure that all staff feel valued, and have opportunities for professional growth			
2. As vacancies arise, recruit staff who will add value to our school and reflect, and strengthen the diversity of our community			