

**Being the best we can –
No limits!**

Onewhero Area School Annual Plan - Strategic aim 1:

To have a clearly planned and implemented learning and assessment journey through OAS for all students by the end of 2022.




Annual goal	Specific Actions	How/What?	Lead By:	2022 – Term				Completed
				1	2	3	4	
To implement and embed local curriculum in all areas of learning across Years 1-13, that also reflects local tikanga Māori and mātauranga Māori.	Unpack the broader meaning of local curriculum with staff, students and whaanau.	<ul style="list-style-type: none"> 2 hour PD session 28th Jan TOD Community virtual presentation. Whaanau class presentation. 	TR TR Whaanau Teachers	●				
	Undertake a review of current coverage of local curriculum in teaching programs	<ul style="list-style-type: none"> Compile overviews- 1-6, 7-8, 9-10 of units covered in the year. Highlight areas where the local curriculum is covered.(Refer to 6 parts) Identify cross between subject areas that could be aligned 	TR/TL TL TL	●				
	Map out a plan of teaching learning units for Y1-10, that includes curriculum levels and Achievement Objectives (AO).	<ul style="list-style-type: none"> Develop Unit template- to include: Cool schools/values/PB4L/agen tic/DMIC/KC/Integratio n/community connection Create central spaces for units to be kept. Create curriculum maps for each section of the school. 	TR/TL TR/TL TR/TL	●	●		●	

	Develop a whole school plan for EOTC trips/events that has clear links to learning and local curriculum	<ul style="list-style-type: none"> • Sub group formed to calendar a whole school camp overview that establishes clear goals and links to local curriculum. • Trips to be included in unit overviews. 	TR	●				
	Develop and foster relationships within the community and across the school that strengthen learning programmes.	<ul style="list-style-type: none"> • Develop processes and expectations for collaborative planning • Student Conferences/hui at the Marae in W4 T1 to meet and greet • Call back day for staff T1 Holidays for Waka river tour. • Establish a list of current people and companies who support learning programs. • Establish giving back week. • 2x Maaori community hui a year. • Calendar whaanau connection events.Eg school picnic, grandparents day • Refine whole school transition programs- ECE,parent packs, open days 	TL/SLT Everyone MET to organise/Everyone DM SLT MET TR DM/TL/SENCo	●	●	●	●	
	Implement a clear program of learning for NZ History Y1-10	<ul style="list-style-type: none"> • Attend Conference 	TR/JC TL/TR/JC	●				

		<ul style="list-style-type: none"> ● Highlight units where NZ History (NZH) is currently taught. ● Map out a whole wide plan for teaching NZH for 2023 		●		●	●	
To embed school wide assessment processes that inform teaching and learning programmes.	To utilise KAMAR in order to effectively track assessment schoolwide.	<ul style="list-style-type: none"> ● Identify current uses of kamar and where information is stored. ● Identify missing data ● Streamline where data is stored into minimal places. ● Student profiles to be created for every student to ease transition and support where necessary ● Staff workshop on how to use Kamar 28th Jan 	<p>Kamar PLG</p> <p>Kamar PLG Kamar PLG</p> <p>Kamar PLG</p> <p>DC</p>	●				
	Review current assessment processes.	<ul style="list-style-type: none"> ● Identify current assessment practices. ● Establish clear assessment for learning processes across the school. ● Develop an assessment calendar that includes across school moderation opportunities. ● Use best evidence assessment pyramid to select assessments. 	<p>DZ/TL</p> <p>DZ/TL</p> <p>DZ/TL</p> <p>DZ/TL</p>	●				
	Implement a consistent approach to data analysis across the school.	<ul style="list-style-type: none"> ● Every assessment is followed by analysis. ● Student voice is included in analysis. 	<p>TL</p> <p>Everyone</p>	●	●	●	●	

		<ul style="list-style-type: none"> • Use ERO 3 questions to prompt discussion • Reflection sheets to be completed as a record of analysis • 3 x a year departments and syndicates meet to discuss analysis sheets. 	<p>Everyone</p> <p>Everyone</p> <p>TL</p>	●	●	●	●	
	Use analysed data to reflect and inform teaching/ learning programs.	<ul style="list-style-type: none"> • Provide teacher/Team leaders PD on how to use data for assessment for learning. • Evidence of analysed data being used in department meetings, unit plans, and weekly planning. • Highlights of discussions communicated in Team Leader reports. 	<p>WM/DZ/TL/PD providers</p> <p>Everyone</p> <p>TL/SLT</p>	●	●	●	●	
●								


Being the best we can – No limits!	Onewhero Area School Annual Plan - Strategic aim 2: To embed positive teaching and learning culture as the OAS way to improve student wellbeing and behaviour by the end of 2022.							
Annual goal	Specific Actions	How/What?	Lead By:	2021 – Term				Completed
To embed a positive teaching and learning culture.				1	2	3	4	

	<p>Embed restorative practice as part of the teaching and learning culture at OAS.</p>	<ul style="list-style-type: none"> Recap restorative philosophy at the start of every term. Build capability of staff to have restorative conversations through PLD with WU. Cool schools refresher for junior teachers. Peer mediators established Term 1 Establish timetable and processes for restorative conversations in JS. Year 7-13 to use non contacts. 	<p>Waka team</p> <p>DM/WU</p> <p>JTL</p> <p>JTL</p> <p>JTL/SLT</p>	<p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p>	<p></p> <p></p> <p></p> <p></p> <p>●</p>	<p></p> <p></p> <p></p> <p></p> <p>●</p>	<p></p> <p></p> <p></p> <p></p> <p>●</p>	
	<p>Align behaviour data collection to positive teaching and learning culture.</p>	<ul style="list-style-type: none"> Collect waka cards, certificates, kamar, rewards and record against year groups. Apply data analysis processes to inform practise. 	<p>Waka team</p> <p>Waka team</p>	<p>●</p> <p>●</p>	<p>●</p> <p>●</p>	<p>●</p> <p>●</p>	<p>●</p> <p>●</p>	
	<p>Grow staff understanding of positive practices.</p>	<ul style="list-style-type: none"> Teachers to engage with growth cycle process Meetings to be run with positive teaching and learning focus. Agenda to focus on things that work and solutions. 	<p>Everyone</p> <p>TL/SLT</p> <p>TL/SLT</p>	<p>●</p> <p>●</p> <p>●</p>	<p>●</p> <p>●</p> <p>●</p>	<p>●</p> <p>●</p> <p>●</p>	<p>●</p> <p>●</p> <p>●</p>	

		<ul style="list-style-type: none"> • 1x Team Leader meeting to build supports for running meetings. • SLT to support Team Leaders in syndicate meeting 	SLT	●					
			SLT	●	●	●	●		
	Program and resources for implementing explicit teaching of positive learner expectations Y1-13	<ul style="list-style-type: none"> • Establish a calendar for the teaching of positive OAS expectations. • Co-construct planning for each behaviour expectation (using PB4L planning template) • Explicit teaching of each behaviour expectation by all staff. • All staff to use ongoing positive reinforcement of expected behaviours. • Implement a New Student Transition program and include the behaviour matrix in the handbook. 	Waka team	●					
			Everyone	●	●	●	●		
			Everyone		●				
			Everyone	●	●	●	●		
			DZ/DM/ Dean	●	●	●	●		
				●					

Implement and consolidate an integrated Wellbeing curriculum across the school	Program and resources for implementing explicit teaching of Wellbeing	<ul style="list-style-type: none"> • Purchase and use a wellbeing resource kit. • Complete the wellbeing survey x2 a year. • Reports from surveys shared at staff meetings and discussed. 	DM	●				
		<ul style="list-style-type: none"> • Junior school to begin Mindfulness PLD in pause, breathe smile and implement in their day to day planning 	JTL	●				
			Everyone	●		●		
			Wellbeing team		●	●		

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Being the best we can – No limits!	<u>Onewhero Area School Annual Plan - Strategic aim 3:</u> Achievement Targets							
Continue to identify trends in speaking and listening skills in the first two years of school.	90% of all students in Years 1-2 will make at least 1 years progress in listening and speaking.	Use talk moves in DMIC to encourage student discussion in Mathematics. Use coaching conversations throughout the class program. Assess oral language skills twice a year.	Year 1-2 Teachers					
Continue to develop Literacy programs in Years 1-8	80% of all students in Years 1-8 will make at least 1 years progress in Reading and Writing	Implement reading and writing plan actions from August 2021 literacy plan .	Year 1-8 Teachers of literacy					
Continue to develop DMIC programs in Years 1-10 Mathematics	80% of all students in Years 1-10 will make at	Attend PLD x2 Collaboratively plan units of work each term.	All teachers of Mathematics					

	least 1 years progress in Mathematics	Align unit plans to Mathematics overviews developed in 2020. Participate in 2x coaching sessions in term 1 and 4 term with mentors. Participate in 2x lesson study sessions in terms 2 and 3. Identify barriers for students starting on a curriculum level.						
Raise student achievement in NCEA.	70% of students achieve NCEA Level 1 33.3% of all students will achieve Merit or excellence endorsement at Level 1.	Continue to improve consistency across academic mentoring programs(See above) Identify at risk students for whanau teachers to target.						
	80% of all students will achieve NCEA Level 2. 35% of all students will achieve Merit or excellence endorsement at Level 2.	Identify students capable of Merit and excellence. Use first 2 weeks of 2021 to target students need 15 credits or less to achieve NCEA Level 1						
	73% of all students will achieve NCEA Level 3. 20% of all students achieve Merit or excellence endorsement at Level 3.	Have pathway meetings with students, whanau, and teachers for students who need more than 15 credits to achieve NCEA Level 1.						
●								