

Ōwhiro Bay School Strategic Plan 2024 - 2025
Annual Implementation Plans 2024

Planning for Success - Consultation Process October 2023

Key stakeholders consulted included:

- Ōwhiro Bay School staff
- Ōwhiro Bay School ākonga
- Parents and whānau of ŌBS
- Ōwhiro Bay Residents Association
- ECE's in our area - Ōwhiro Bay Kindergarten, Island Bay Kindergarten and Island Bay Playcentre

Strategic Aims	Key Themes emerging from the consultation
Powerful Learning	Generally clustered around the following themes: - Academic competencies - Teaching of subjects outside of traditional academic competencies in diverse ways that resonate with a diverse student body/community - Social competencies (self and interpersonal) Clear focus on academic competencies - reading, writing, maths with some additions including science (incl social science) and art (with some specificities such as drawing, displays, creativity more generally) Some direction towards teaching in areas outside of traditional academic subjects - such as exercise, imagination, mindfulness - in ways that resonate with students - both in the new technological context but also in ways that support diverse learners Social skills included a mixture of individual and self focussed as well as interpersonal skills - kindness to others, acceptance, growth mindset, and confidence. There is a clear priority within parents and whānau around considerations, acceptances and inclusivity of diversity (in many different forms). Some comments included also learning about boundaries such as consent, sexuality education and self awareness (accepting of differences)
Dynamic Partnerships	Clear and strong feedback around communication and reporting of student progress so families/whānau can understand what is going on at school, how their child is performing/participating, and what they are doing. e.g. reports, frequent updates to the app, meet the teacher opportunities, hui about what tamariki are learning Parents and whānau are keen to engage with the learning being done at school, at home Families / whānau are keen to be involved in the school in a large number of ways! Representing the diversity and interests of the school community. Strong sense of wanting to be involved in school life in the myriad ways families/whanau are diverse - but within the limitations of time and notice Whānau are asking for events where everyone can come along at one event time (movie night, art fair, concerts, picnics, shared food, singing) and things that families / whānau help with (volunteering, trips, baking, supporting activities at school, joining fair committee, helping with sports) Continuing to increase cultural knowledge within the school, and to share that with families / whānau in an inclusive way. Focus on the basics - mihimihi/pepeha, inclusion of cultural perspectives, families and whānau within planning at school; sharing of resources and knowledge (local te Ao Māori, karakia/waiata). Cultural considerations in all of the senses - art, see, feel, touch, hear.
Enriching Environments	Clear desire for quiet, sensory supportive spaces with low stimulus and separate areas for quieter/noiser activities. Other indoor spaces seemed to be received positively. Continuing to support ŌBS's outside focussed activities, given the environment the school is in, was a focus of these submissions (e.g. bike tracks, mud kitchens, court activities, gardens, free play outside and tools for free play outside - sports and supplies). Sense of increased investment on outdoor activities and spaces that are outside of a traditional playground and that support wellbeing and activity (sports gear, bike tracks, balance and coordination activities) alongside creative and imaginative activities (mud kitchen, huts with art gear, open spaces). Culturally diverse outside spaces should be a feature of entering / welcome to the school.

Strategic Plan 2024 - 2025 Ōwhiro Bay School

We give effect to Te Tiriti o Waitangi

Powerful Learning	Dynamic Partnerships	Enriching Environments
Our ākonga will experience success through quality teaching and learning, and a relevant and localised curriculum that is evidence based.	**Our ākonga will develop the social, emotional and communication skills they need to progress positively through life.**	**Our indoor and outdoor spaces are fun and purposeful places to play and learn. They are an asset to be enjoyed by our wider whānau and community, and reflect who we are.**
NELP Priority 2: Learners at the centre **NELP Priority 4**: Barrier Free Access **NELP Priority 5:** Quality Teaching and Leadership	**NELP Priority 2**: Learners at the centre **NELP Priority 3:** Barrier free access	**NELP Priority 2**: Learners at the centre **NELP Priority 4**: Barrier Free Access **NELP Priority 5:** Quality Teaching and Leadership
***Hear** students being greeted in Māori by all staff, te reo is naturally integrated into learning, karakia, waiata, pōwhiri, whakatau, etc.... We hear our local stories to deepen our connection to our location.*	***Feel** A shared decision making process with whānau, hapu and iwi. Te reo Māori has status and mana by being valued and actively revitalised. Māori values are being lived e.g. Rangatiratanga, Kotahitanga, Manaakitanga*	***See** equitable representation of things Māori and non-Māori in the physical environment. Te Reo Māori and content on the website and in communication. Equitable representation of Māori in governance and in decision making.*
Lift achievement in Literacy school wide for ALL learners	**Continue to foster a positive partnership with iwi** Te ĀtiAwa - Tenths Trust; iwi represented by whānau Māori	**Increase the visibility of the kura through the development of a clear marketing strategy**
Lift achievement in Numeracy school wide for ALL learners	**Strengthen Home and School, and our ONE Learning Community partnerships**	**Develop a Culturally Responsive Environment** Creative in School
Continue to improve our knowledge and respect for Te Reo Māori, Te Ao Māori, Tikanga Māori	**Grow our understanding and use of Restorative Practice as a tool in our kete for Positive Behaviour for Learning (PB4L)**	**Elevate the quality of our indoor and outdoor spaces to optimise learning**

Ōwhiro Bay School Annual Implementation Plan 2024

Summary of the plan

This plan was formulated using input from ākonga, staff, whānau, board discussion and community consultation using online surveys, informal and formal hui, staff planning days and at various whānau and community events during the year. We also focused on learning initiatives that are underway (Structured Literacy) and areas where we felt there were gaps in achievement and teacher competency and confidence. We are heavily influenced by the strong community engagement in our kura, and connections to local surroundings and history and we have a firm commitment to upholding our responsibilities to Te Tiriti.
We continue the work of 2023 to really focus on who we are, what makes us a school of choice, and how we can best utilise the assets of our location.

Where we are currently at:

Powerful Learning

A key theme arising from our whānau consultation was to have a clear focus on academic competencies, in particular reading, writing and maths. Our community values excellent teaching practice and the opportunity for all tamariki to succeed and thrive in the core learning areas, to then build strong competencies across the curriculum. We continue to dedicate professional development specifically this year to our teaching and learning programmes in writing and mathematics.
In 2023 the staff took a deep dive into the Science of Learning and investigated using a structured and explicit approach to teaching literacy. Our initial plans to cover Literacy as a whole were scaled back to working intently on our delivery of reading, due to the scope of the learning required by staff. This year, in 2024, we turn our focus to Writing (including Spelling and Handwriting) and continue to build our capacity to use a fully structured approach, literacy wide. We have the privilege of working with Dr Helen Walls who specialises in this area. We have also chosen to adopt a more structured and systematic approach to teaching maths, to ensure full coverage of the curriculum, and to strengthen teacher practice. To do so we are using Maths No Problem, and envisage a full review of its impact after 2 years of implementation.

Dynamic Partnerships

We are strengthening our relationship with Te Ātiawa, through the Tenths Trust, as a Kahui Ako, and this work is essential to our kura. Our ongoing collaborative work as a ONE Learning Community with Ōwhiro Bay Kindy will have an emphasis on one of our 3 guiding principles, Mutual Respect. There is dedicated staff only day time allocated to carry out this work.
We have a highly involved community and seek to further engage them in our learning programmes. We commit to giving our whānau opportunities to learn about the delivery of maths and literacy so they can actively support learning at home. We as a Board are committed to increasing our roll and feel all aspects of this strategic plan will contribute to doing so.

Enriching Environments

In 2023 we talked a lot about securing an artist to add value to our outdoor spaces. We are absolutely thrilled to be working with Michel Tuffery on a project that will incorporate the musings and creations of our tamariki, will be inspired by Te Taiao ō Ōwhiro (our stream, our moana and all the inhabitants thereof) and be finalised and woven together by Michel around a theme of navigation from the perspectives of Māori and Pasifika wayfinders. Our contexts for learning are in Science and the Social Sciences - looking above and below, in front and behind. The school has been fortunate to have had recent upgrades to most teaching spaces, and as we develop a new 10 Year Property Plan the Board looks to enhance the remaining classroom spaces to bring them in line with the rest of the school. Our Creatives in Schools project will initiate a refresh of our outdoor spaces and inspire our marketing and aesthetic direction.

How will our targets and actions give effect to Te Tiriti o Waitangi:

By developing stronger competencies in the Science of Learning and Structured Literacy and Numeracy, all ākonga are empowered for success.
Through our work with tangata whenua, in school programmes such as kapa haka, Aotearoa NZ Histories and increasing use of te reo Māori me ona tikanga , kaiako strengthen their skills in te reo Māori, purākau and tikanga. Their practice heightens the pride, confidence and success of all ākonga, in particular, ākonga Māori. Ākonga deepen their understanding of the place of Te Ao Māori in our NZ context, and the significance of Ōwhiro Bay and its people over time.
Finally, by engaging with our whānau Māori in all initiatives within the kura, their tamariki, ourMāori ākonga are empowered to be successful as Māori.

POWERFUL LEARNING

Our ākonga will experience success through quality teaching and learning, and a relevant and localised curriculum that is evidence based

Giving Effect to Te Tiriti	Key Indicators What is success?	Action Plan What will we do?	Responsibility Who?	Time Frame When?	Review What did we achieve?
Hear *students being greeted in Māori by all staff, te reo is naturally integrated into learning; karakia, waiata, pōwhiri, whakatau, etc,...* *We hear our local stories to deepen our connection to our location*	**1.1 Lift achievement in Literacy school wide for ALL learners**				
	Teachers understand the Science of Learning, Writing and Structured Literacy and this underpins classroom practice.	Writing RAPLD with Helen Walls - teaching foundational skills of handwriting, spelling and writing. In-class modelling, discussion and debrief/guidance sessions.	Helen Walls Cilla, kaiako	Terms 1 and 2	
	Ākonga demonstrate greater confidence with elements like sentence writing, paragraph structure, text structures, and conventions of genre	Scheduled formative assessment to pinpoint individual student needs/identify most useful next learning steps Kaiako deliver writing lessons that support the needs of ākonga with a strong focus on spelling and handwriting	Cilla, Vikki oversight Kaiako	Terms 1 - 4	
	Ākonga decoding unknown words, reading fluently and comprehending text	Embed our structured reading and and phonological awareness through explicit, systematic teaching. Attend Communities of Practice, explore iDEAL platform, continue peer observations	Kaiako RTLB - system support	Terms 1 - 4	
	1.2 Lift achievement in Numeracy school wide for ALL learners				
	Implementation of a consistent schoolwide approach to teaching maths underpinned by the Mastery Pedagogy.	PLD with Maths No Problem facilitator (Alex Laurie) including evidence, scope and sequence, sound understanding of all materials and resources including the MNP Hub	Alex Laurie (facilitator) Kaiako	Term 1	
	Ākonga applying maths knowledge in different contexts and real life situations, working collaboratively and independently to solve problems.	Become adept at using the MNP structure of explore, play, practise and explicitly teach lessons Cover all key concepts and strands thoroughly Lessons modelled by Alex to support teacher skill acquisition	Kaiako	Terms 1 - 4	
	Ākonga show growth in maths knowledge, curiosity and confidence, and have a positive self efficacy as mathematicians	Kaiako closely monitor progress and attainment Maths Dispositions rubric is used Student & teacher voice is captured	Kaiako	Terms 1, 3 and 4	
	1.3 Continue to improve our knowledge and respect for Te Reo Māori, Te Ao Māori, Tikanga Māori				
	Kaiako are reflective and teach ākonga in a way that enhances their mana as learners. Kaiako use targeted strategies to ensure their programmes are culturally sensitive, uplifting and aspirational	Embed the Pedagogical Growth Tool (Poutama Pounamu) to develop culturally responsive practice for kaiako Kaiako support each other as co-inquirers Kaiako sessions with PP mentor - reflecting on best practice	Jacqui Pennington Cilla Kaiako	Term 2 - 3	
	Ākonga know and understand stories of relevance to our rohe and our iwi	Find out about local artworks and artists (eg Ariki Brightwell) Investigate MAC Schools (Māori Achievement Collaborative) Further develop use Aotearoa NZ Histories Curriculum	Niky and Cilla (KA) Cilla (MAC)	Terms 1 - 4	
	Kaiako strengthen their skills in te reo Māori, waiata, haka, purākau and tikanga. Staff are pronouncing te reo correctly and confidently using common phrases and waiata. Their practice heightens the success of all ākonga	Te reo Māori - all kaiako upskilling via option of their choosing Fortnightly whole-school kapa haka with support from a tutor Develop a plan for the kapa haka journey for the year Use the school production to showcase Te Toi Māori/Kapa Haka/local stories and people of significance to Ōwhiro Bay	Kaiako Cilla Hariata and Tamati	Terms 1 - 4	

Dynamic Partnerships

Our ākonga will develop the social, emotional and communication skills they need to progress positively through life.

Giving Effect to Te Tiriti	**Key Indicators** What is success?	**Action Plan** What will we do?	**Responsibility** Who?	**Time Frame** When?	**Review** What did we achieve?
Feel *A shared decision making process with wnānau, hapu and iwi. Te reo Māori has status and mana by being valued and actively revitalised. Māori values are being lived eg Rangatiratanga, Kotahitanga, Manaakitanga*	**2.1 Continue to foster a positive partnership with our local iwi (Te ĀtiAwa) and iwi represented by whānau Māori**				
	Ākonga have respect and understanding of the lived experience of tangata whenua, particularly those of this rohe	Engage with local iwi and whānau Māori Attend iwi steering group hui Call upon other expertise to fill our kete of local matauranga	Cilla, Niky	Terms 1 - 4	.
	Added value to our ākonga by including aspirations of our iwi and whānau Māori into our teaching and learning.	Explore the possibility of a noho marae for Year 4 - 6 team, including whānau Engage with iwi and other stakeholders to enrich our learning e.g. Rei Ahipene-Mercer, Pukeahu, Tenths Trust	Cilla BoT	Terms 1 - 2	
	Successful completion of the Strategic Leadership for Principals Programme (SLPP) Strategic planning reflects the interests of iwi and whānau Māori and our Pasifika fanau	Build knowledge about strategic leadership, management, change skills and practices Build strong and trusting relationships with key stakeholders Utilise the tools and skills learnt to develop conditions for change. Revisit Tataiako and Tapasā with staff Work with Capacity Partner, other principals and Springboard staff to develop strategic plan, critique thinking and gain insights to develop strategic leadership skills	Cilla Capacity Partner and Springboard Trust	Terms 1 - 4	
	2.2 Strengthen Home and School, and our ONE Learning Community partnerships				
	Meaningful engagement with parents and whānau	Whānau hui are scheduled each term tailored to new areas of learning (Literacy and Maths) or as whānau request Parent-Student-teacher conferences in Terms 1 and 3	Cilla/Vikki Kaiako	Terms 1 - 4	
	Clear and meaningful written reporting of ākonga progress	Develop a new format for reporting progress and achievement to parents and whānau twice per year	Cilla/Vikki	By early Term 2	
	A relationship of mutual trust and respect is embedded in the ONE Learning Community	Create fresh opportunities for ONE LC interactions and engagement Combined Staff Only Day focus: Mutual Respect	Cilla/Kindy Lead teacher	Terms 1 - 4	
	2.3 Grow our understanding and use of Restorative Practice as a tool in our kete for Positive Behaviour for Learning				
	Positive, respectful relationships are nurtured across the school community	PLD with Cath Forster (UoW) and regular staff and management hui, focused on RP and tailored to ŌBS	Cilla/Vikki/Cath Kaiako	Term 1 - 4	
	We manage school life grounded in beliefs about equality, equity, dignity, mana and the potential of all people.	Staff develop best-practice and have tools and techniques to maintain and restore relationships, including WARM and restorative conversations	All staff	Term 1 - 4	
	Ākonga, staff and our community uphold our school values and those promoted through restorative practice.	Reviewing our Tier 1, 2 and 3 PB4L practices Revise school wide responses to student behaviours and develop consistency in our approaches	Cilla/Vikki MOE PB4L facilitator All staff	Term 1 - 4	

Enriching Environments

Our indoor and outdoor spaces are fun and purposeful places to play and learn. They are an asset to be enjoyed by our wider whānau and community and reflect who we are.

Giving Effect to Te Tiriti	**Key Indicators** What is success?	**Action Plan** What will we do?	**Responsibility** Who?	**Time Frame** When?	**Review** What did we achieve?
See *equitable representation of things Māori and non-Māori in the physical environment* *Te Reo Māori and content on the website and in communication.* *Equitable representation of Māori in governance and in decision making*	**3.1 Increase the visibility of the kura through the development of a clear marketing strategy**				
	School promotional materials and signage reflect the diversity and richness of our kura and community	Refresh our Newsletter - using consultation gained in 2023. Refine and make adjustments as required Refresh our website - survey staff and whānau for expectations and ideas - engage support with design from community and/or outside professionals	Cilla, Sarah Cilla and BoT rep Design input	Term 1 Term 2 - consult Term 3 - design Term 4 - final	
	Ōwhiro Bay School is a visible and positive presence in our wider rohe and Te Whānganui a Tara	School Board of Trustees explore ways to lift the profile of the kura in local and wider environs	Sub committee formed (BoT)	Term 2 - Term 4	
	3.2 Develop a Culturally Responsive Environment				
	"Navigate for Life - Awa to Moana Tasi" Successful completion of a mural by our Creative in School artist Michel Tuffery and the tamariki of ŌBS	Ākonga craft and develop ideas, and be a part of an authentic, culturally inspired art making process with an iconic NZ artist, Michel Tuffery! Students explore different media and artistic conventions to represent our natural environment, sea and stream creatures, and learn about symbolism within Māori and Pasifika art	Michel Tuffery/Cilla Kaiako	Terms 1 - 2	
	Ākonga and kaiako have a deeper understanding of early Māori and Pacifica wayfarers and how the stars, moon, birds, tides and stories past down informed their navigation	Call on Michel and other providers wide knowledge, and Aotearoa/NZ Histories Curriculum to optimise learning around early navigation and local stories Ākonga investigate the wayfaring stories of their own whānau	Michel Kaiako Other providers/iwi	Terms 1 - 4	
	Ākonga know about people of significance to the Ōwhiro Bay area and how their contributions have enhanced our community over time	Delve into the works of local artists and personalities in our rohe e.g.Sheila Natusch, Ariki Brightwell, Carl Gifford, Stephen Gibbs. Use this as motivation for our production	Michel All staff	Terms 3 - 4	
	3.3.Elevate the quality of our indoor and outdoor spaces to optimise learning				
	All of our classrooms are fit for purpose, healthy and high quality places to learn	Plans for modernisation to two classroom spaces are underway (Rooms 4/ 5). Address moisture issues	MoE/10YPP Cilla/Shaun BoT	Terms 3 and 4 Terms 1 and 2	
	Spaces for physical activity are upgraded for use by our ākonga and the wider community	Source a community grant for new basketball hoops, football goals and court markings Investigate options to upgrade our playground spaces	Parent Cilla BoT	Term 2 - 3	
	Our vegetable gardens are flourishing, engaging places to enhance ākonga learning and well-being	Extend and develop our vegetable garden spaces Develop our Garden to Table programme Source funding to enrich and sustain and the programme	Cilla Bunnings grant G to T facilitator	Term 2 - 4	

Our Vision

E TIPU E REA - Our children Our future

Our One Learning Community fosters a sense of belonging that encourages lifelong learning. Through collaborative relationships we celebrate diversity and honour family and whānau aspirations.

Our Values

