

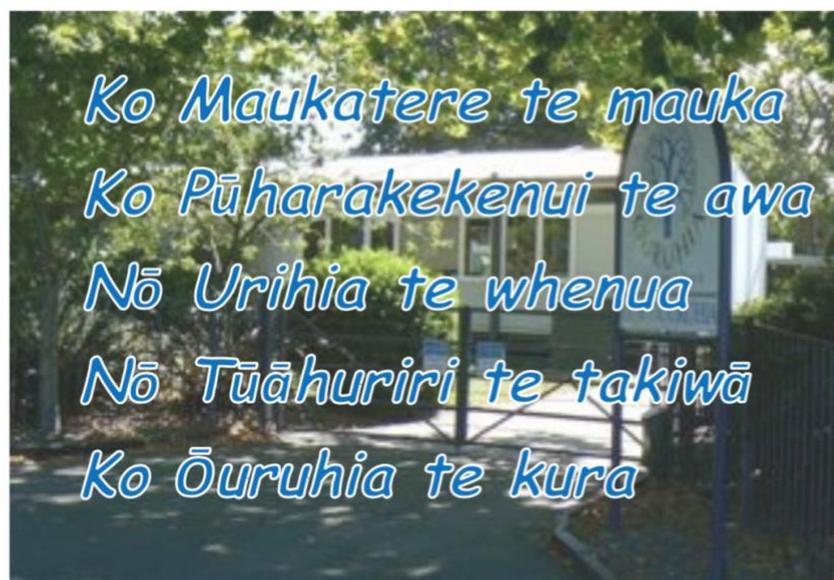
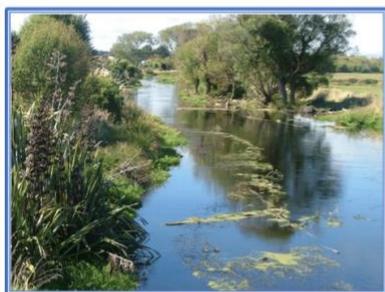


Whāia te mātauranga hei oranga mō koutou
Learning for Life and Making it Count

Ouruhia Model School Charter

School ID Number: **3464**

Year: **2021**





INTRODUCTION

Ouruhia is a full primary school teaching children from Year 0/1 to Year 8. It is situated in the green belt on the northern outskirts of Christchurch.

Ouruhia School was opened in 1914 as a sole charge school. It became a “model school” in the 1950’s. A model school is one which trainee teachers (students) attend for a period of practical teaching experience under the guidance of experienced teaching staff. Trainees observe and assist the regular teacher and also take classes.



Because of the good facilities, qualified teaching staff, pleasant grounds and closeness to town (i.e. Christchurch College of Education), Ouruhia is well suited for this role. Our multi-level classes provide students with teaching experiences similar to those they would meet in a rural school. Schools which have this close association with the College of Education are called "normal schools" (if they are urban) and "model schools" (if they are rural).

The school has had an enrolment scheme in place since 1994. Only children living within the home zone are guaranteed direct enrolment at Ouruhia. Others are accepted if class sizes permit. In recent years our roll has grown as pupils have drawn from an area from Brooklands to Belfast, Kaiapoi and beyond. In 2001 Ouruhia changed from a three-teacher to a four-teacher school. In 2008 a fifth classroom was created. At present we are operating essentially as a four-teacher school again.

Following the earthquakes of 2010 and 2011, which seriously damaged many of the homes in the Brooklands/Spencerville area but not the school itself, the Ministry of Education undertook a review of the whole school network in Christchurch. Ouruhia School remained open following the 2012 review. In 2017 the Ministry of Education asked us to survey the community about future options for our school; we decided to stay on our current site and now look forward to an exciting, certain and positive future.



Families at Ouruhia represent a diversity of occupational backgrounds, not just traditional horticultural, orchard and farm based occupations one would expect from this area.

Details of the enrolment scheme are available from the office.



School Vision:

Whāia te mātauranga hei oranga mō koutou
Learning for Life and Making it Count

Strategic Theme:

To achieve our vision, our learning is based around...

Our People, Our Place, Our Future

Our Students are:

- **Thinkers**, and
- **Independent** learners,
- Who are **Caring & Sharing**, and
- have a **Can-do Attitude**



An Ouruhia Learner is a **Thinker** (**Tamaiti Whakaaroaro**) because we value curiosity, critical thinking and creativity.

An Ouruhia learner is **Independent**, showing **Motuhaketanga**, because we value self-management, initiative and BEST effort.

An Ouruhia learner is **Caring & Sharing** having **Manaakitanga me te Aroha**, because we value respect, co-operation, diversity, responsibility, commitment and service to others.

An Ouruhia learner has a **“Can Do” Attitude** (**Manawanui**) because we value perseverance, resilience, determination and enterprise.



Core Beliefs:

At Ouruhia School we believe in...

- Providing a **safe, happy & challenging** learning environment
- Respecting one another – valuing **good manners & positive behaviour**
- Providing **stimulating programmes** that cater for **individual needs, abilities and interests**
- Doing the **basics** best – Literacy, Numeracy and the Key Competencies
- Providing children with **quality** experiences across the full curriculum
- Teaching children **how to learn, set goals and reflect** on their learning
- Valuing and **accepting individual differences**
- Maintaining a **positive partnership** between teachers and parents
- Staff supporting one another and working as a team, aspiring to **professional excellence**
- Maintaining the friendly **family atmosphere** of our small country school

What we like about our school:

When revising our Charter we put a questionnaire to our parents and the comments they made sum up what we feel is unique and special about our school:

- ***Provides good quality education/ more learning***
- ***Small school/ caring community***
- ***Small class sizes/ more individual attention***
- ***Teachers get to know children well***
- ***Country/ rural/ family atmosphere***
- ***High calibre of teachers***
- ***Parents involved and informed***
- ***Staff accessible***

We would like to maintain these characteristics about our school through our policies, procedures, teaching practices and interactions within the school and our community.



Ko Maukatere te mauka
 Ko Pūharakekenui te awa
 Nō Urihia te whenua
 Nō Tūāhuriri te takiwā
 Ko Ōuruhia te kura



Recognising New Zealand's Cultural Diversity

Ouruhia School will develop procedures and practices that reflect New Zealand's cultural diversity and the unique position of Maori culture.

In recognising the unique position of the Maori culture, Ouruhia School will take all reasonable steps to provide instruction in tikanga (Maori culture) and te reo Maori (Maori language) for students whose parents request it. *Our teachers are expected to be working towards the Tātaiako cultural competencies (see next page, or <https://educationcouncil.org.nz/required/Tataiako.pdf>)*

At Ouruhia School we currently...



- Teach te reo Maori (Maori language) to an elementary level (greetings, counting, basic vocabulary for everyday items, pronunciation of place names) in all classes.
- Expect all children to learn our school pepeha and several waiata for hui.
- Encourage staff to further develop their confidence and competence in speaking Te Reo.
- Sing waiata (Maori songs) in assembly, classroom music and choir.
- Train a kapa haka group each year for performance to an audience.
- Use elements of Maori protocol as part of any official ceremony.
- Use resources in the curriculum (especially Reading, Maths, Science, Social Science, Art, Music & Phys Ed) which recognise New Zealand's dual cultural heritage

If a whanau requests a higher level of tikanga and/or te reo than is at present evident in our school's Maori programme, the staff and family will discuss and explore the following options:

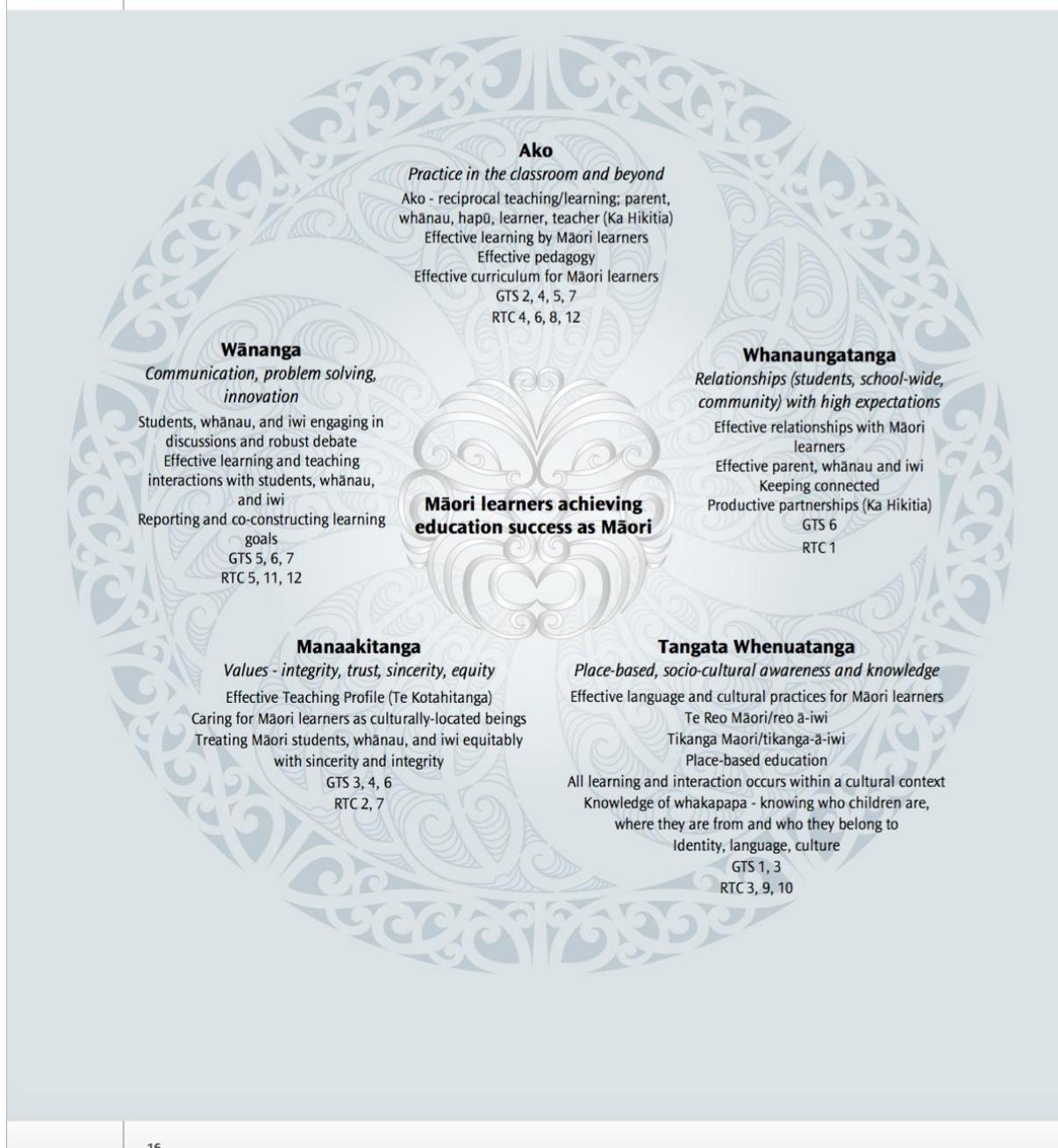
- Further explanation of existing programmes
- Further extend the existing programmes if and as appropriate
- Combine with a neighbouring school for parts of the day/programme
- Provide in-school support and resources to further enhance inclusion of te reo and tikanga Maori within the child's classroom
- Dual enrolment with The Correspondence School
- Explore other schools which may offer programmes closer to their expectations
- Use of community expertise (people and places) to help with any of the above



Tātaiako: Cultural Competencies for Teachers of Māori Learners

Our teachers are expected to be working towards the Tātaiako cultural competencies - see https://teachingcouncil.nz/sites/default/files/Tataiako_FINAL_web_mar16.pdf

TĀTAIAKO SUMMARY

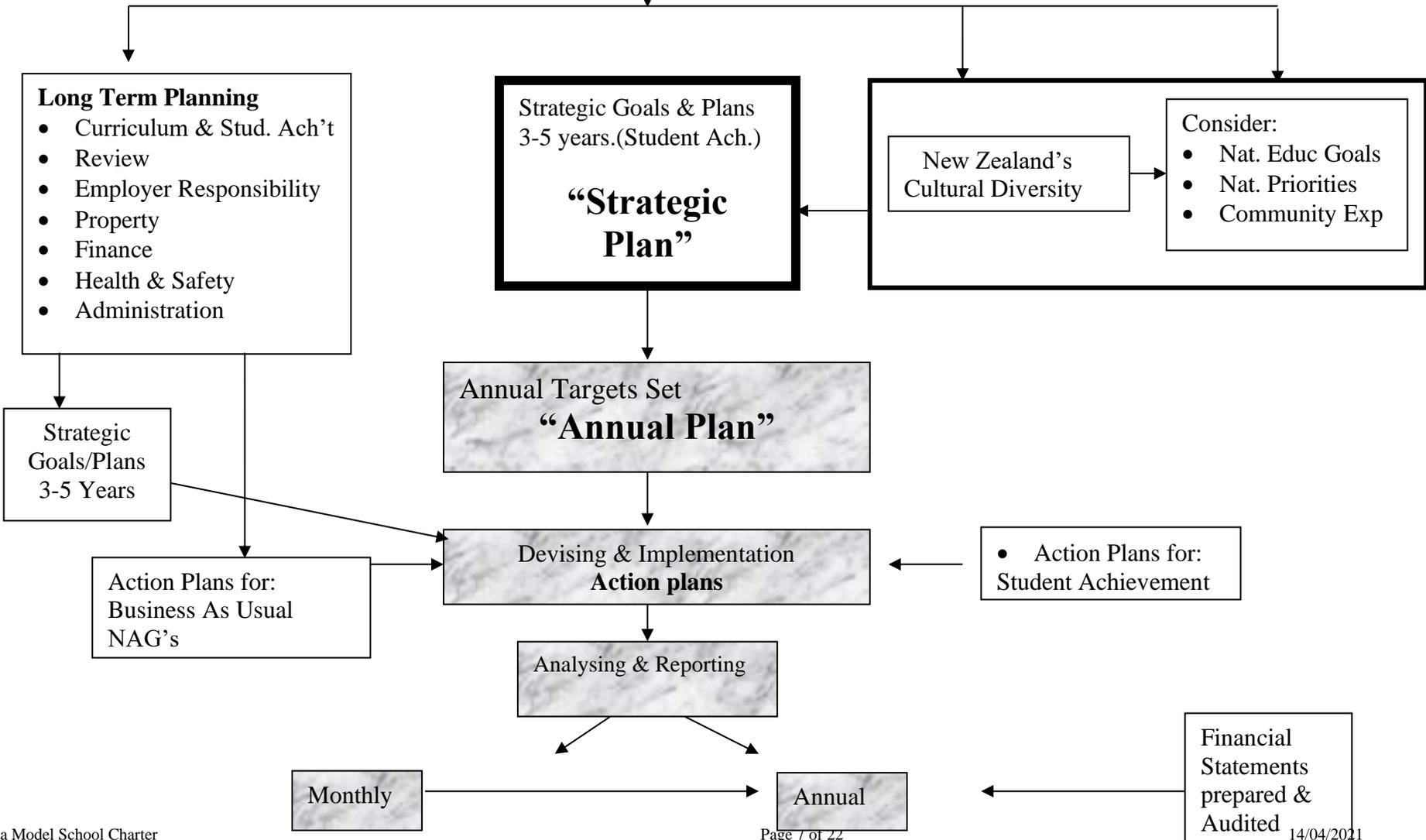


Ouruhia Model School

School Statement



VISION



Vision:

Whāia te mātauranga hei oranga mō koutou

Learning for Life and Making it Count

Strategic Theme:

Our People, Our Place, Our Future

**Core Values and Beliefs:
At Ouruhia School we believe in...**

- Providing a safe, happy & challenging learning environment
- Respecting one another – valuing good manners & positive behaviour
- Providing stimulating programmes that cater for individual needs, abilities and interests
- Doing the basics best – Literacy, Numeracy and the Key Competencies
- Providing children with quality experiences across the full curriculum
- Teaching children how to learn, set goals and reflect on their learning
- Valuing and accepting individual differences
- Maintaining a positive partnership between teachers and parents
- Staff supporting one another and working as a team, aspiring to professional excellence

Ouruhia Dispositions - Students at Ouruhia School are...

Thinkers and **Independent** learners, who are **Caring & Sharing** and have a **Can-do Attitude**

Student Achievement GOALS:

- **To raise student achievement in Literacy.**
- **To raise student achievement in Numeracy.**
- **To develop curious and creative learners**
- **To develop independent life-long learners**
- **To develop fit, healthy and active New Zealanders**

Strategic Theme:

- **Our People, Our Place, Our Future**
- a) To support teachers to continue improving their knowledge and skills for teaching, learning, assessment & reciprocal relationships
- b) To support all of our students to develop and improve their knowledge and skills for a successful and fulfilling life
- c) To maintain a strong school culture & localised curriculum which prepares and motivates all of our students for life-long learning
- d) To plan for success and foster open communication between all levels of the school community

National Priorities:

Numeracy Literacy Physical Activity Learning for Life
Maori Achievement Parental Engagement

Resources

To provide appropriate human and physical resources to support student achievement goals.

Other

To provide the local community with support towards achieving student achievement goals.

Ouruhia Model School – Strategic Goals



Strategic Theme:

Our People, Our Place, Our Future

Strategic Goals	Indicators	Core Strategies/Priorities		
		2021	2022	2023
<p>Our People - Kaiako</p> <p>a) To support teachers to continue improving their knowledge and skills for teaching, learning, assessment & reciprocal relationships Ako & Whanaungatanga</p> <p>1. Improvement of Teacher practice and student engagement and achievement in Reading</p> <p>2. Improvement of Teacher practice and student engagement and achievement in Maths</p> <p>3. Improvement of Teacher understanding and practice of Science, The Arts and PE, and how our values can be strengthened through these.</p>	<ul style="list-style-type: none"> All teachers participate in quality professional development each year (externally and internally provided) Teachers implement their new skills and knowledge – evidence in classroom practice and planning (see appraisal plans) All students make progress each year Improved numbers of students achieving At / Above the expected curriculum levels, and good progress for those Below Valid and multiple assessment methods used, especially in Reading, Writing & Maths Students at risk and Gifted & Talented students are identified and provided with programmes to suit their needs Teachers reflect, review and evaluate the impact of teaching strategies & initiatives on students' learning (journals; appraisal plans; teaching as inquiry) <i>ERO 2018 p3</i> 	<p>READING (Structured Literacy)</p> <ul style="list-style-type: none"> <i>Working with Te Kahui Ako Kātote to improve teaching & learning in Structured Literacy (Reading & Spelling)</i> FINDING OUT: Teachers investigate rationale & resources and observe other teachers BEGINNING: Assess children and decide on a starting point - modify part of Reading/Writing approach REFLECTING: Monitor children's attitudes and progress, resources and teacher needs, successes and concerns. Share findings with colleagues. <p>MATHS</p> <ul style="list-style-type: none"> <i>Creating engaged thinkers in Maths...student speak and problem solving approach</i> <i>Maximise the Maths - is significant learning happening?</i> <i>Identify, monitor and plan for multiple levels within class</i> <i>Manageable individual learning plans for at-risk and advanced kids</i> <p>Local Curriculum & Digital Tech - see also Goal c</p> <ul style="list-style-type: none"> <i>With PLD facilitator, explore what rich learning can happen through local curriculum and Digital Tech</i> <i>Engage children in integrated local learning involving literacy, Maths, Science, Social Science and Te Reo</i> <p>Learning Support</p> <ul style="list-style-type: none"> <i>Clarify roles of LSC, class teachers and school leaders with Special Needs & Pastoral support.</i> <i>Easily accessible records, easy to use and update; no duplication of work; cumulative record of support and progress;</i> 	<p>PD will reflect priority areas identified in last year's review & appraisal process</p> <ul style="list-style-type: none"> Improvement of Teacher practice in Reading/ scope, depth & variety of Reading programmes, critical thinking & inquiry skills (including Library) Maintain OTJ moderation in Maths & Writing Teaching resource folders/guidelines updated for Literacy Enriching the whole curriculum, and building teacher confidence in the Science, Social Science, Arts & PE <p>Each teacher to lead 2 staff meetings about own teaching innovation (successful new strategies) and collaborative work within school</p> <p>Review how "student voice" is evident at Ouruhia School</p>	<p>PD will reflect priority areas identified in last year's review & appraisal process</p> <ul style="list-style-type: none"> Enriching the whole curriculum, and building teacher confidence in the Social Science & Technology MLP – review progress in developing "Agency & Ubiquity" (self-winding learners, any time, any place) and effect on student learning <p>Review effectiveness of Special Needs support programmes (incl G&T) ...<i>records easy to use and update; no duplication of work; cumulative record of support and progress; easily accessible</i></p> <p>TAI/reflective practice and sharing with staff are embedded in our practice</p>

Strategic Goals	Indicators	Core Strategies/Priorities		
		2021	2022	2023
<p>Our People, Our Future - Ākongā</p> <p>b) To support all of our students to develop and improve their knowledge and skills for a successful and fulfilling life</p> <p>Wānanga, Manaakitanga & Ako</p> <ol style="list-style-type: none"> Teachers and students demonstrate PB4L principles and school values in all facets of school life Students are supported because teachers show strong commitment to Tātaiako cultural competencies Students know how to learn The Arts are valued by students in our school 	<p>Our Values and PB4L practice</p> <ul style="list-style-type: none"> Students know our school values, describing why they are important and how they look in different scenarios Positive behaviours and strategies are taught by teachers so students learn and practise important life skills Senior pupils take on leadership roles and demonstrate care for peers and younger pupils <p>Bicultural practices</p> <ul style="list-style-type: none"> Maori students are supported to achieve as Maori The Board and school leaders are strengthening and embedding current bicultural practices through the curriculum, strategic planning and physical environment. <i>ERO 2018 p3</i> <i>Our teachers are working towards the Tātaiako cultural competencies</i> <p>Learning to learn</p> <ul style="list-style-type: none"> Students are encouraged to be curious and pursue learning of interest to them Students show strong engagement and interest in learning including knowing their "Next steps" Students have the ability to critically evaluate information <p>The Arts</p> <ul style="list-style-type: none"> <i>Students show increasing competence and interest across a range of the Arts</i> 	<p>Our Values and PB4L practice</p> <ul style="list-style-type: none"> 8th year...embedded practice & systems; Maintain Tier 1, esp teach desired behaviours (revise matrix & posters) and collect, record, use behaviour data Students used to language of PB4L (circle time, zones, values, making it right, being noticed for the right reasons, thinking of others...) <p>Bicultural practices</p> <ul style="list-style-type: none"> Maintain links with local Maori resource people/PLD facilitator Strengthen Te Reo confidence across staff (usable resources) Use school waiata, pepeha, local history Bi-lingual signage Partnership with whānau Using student progress data to drive changes in practice Teachers set personal development goals for <i>Tātaiako cultural competencies</i> <p>Learning to learn</p> <ul style="list-style-type: none"> Students learn and practise cooperative, self-managing and reflective skills for a range of work situations Students identify and work towards "next steps" (with parents and teachers) across several learning areas. (Age appropriate) <p>The Arts</p> <ul style="list-style-type: none"> Teachers plan and deliver rich, quality programmes in the Arts Creating love of learning, participation and performance through the Arts...especially Drama, Dance and Music Kapa Haka programmes strengthened 	<p>Our Values and PB4L practice</p> <ul style="list-style-type: none"> Identifying Tier 2 chn – trial interventions/function of behaviour Tier 1 & 2 maintained with fidelity All staff familiar with MOE Booklet Teaching for Positive Behaviour <p>Bicultural practices</p> <ul style="list-style-type: none"> Maintain links with local Maori resource people; strengthen Te Reo and cultural narrative knowledge across staff; structured programme for learning Te Reo Teachers set personal development goals for <i>Tātaiako cultural competencies</i> <p>Learning to learn</p> <ul style="list-style-type: none"> Students have opportunities to pursue learning of interest to them, any time, any place. "Make it" clubs Students use time for rich learning when not directly with teacher Students know their next steps and can show how they are working towards achieving them in a greater range of curriculum areas <p>How is creativity being fostered in our school?</p>	<p>Strengthen support of Maori students & families</p> <p>Children critically evaluate information presented to them in a range of forms (visual, oral, aural and written)</p> <p>Teachers foster creativity, quality learning & flexible thinking</p>

Strategic Goals	Indicators	Core Strategies/Priorities		
		2021	2022	2023
<p>Our Kura: Ouruhia</p> <p>c) To maintain a strong school culture & localised curriculum which prepares and motivates all of our students for life-long learning Tangata Whenuatanga</p> <p>1. School culture and localised curriculum are built around Our People (Our Values, Our Heritage, The Arts and PB4L principles), Our Place (Environment, History & Science) and Our Future (Health & Well-being, Social Action, Technology & Sustainability)</p> <p>2. Learning is used by students to make a difference to their lives and their world.</p>	<p>School Culture:</p> <ul style="list-style-type: none"> Our students, teachers and parents know that our values (Manaakitanga me te Aroha; Tamariki Whakaaroaro; Motuhaketanga; Manawanui) form our character...the people we want to be Our values are evident and talked about in all areas of school life <p>Localised Curriculum:</p> <ul style="list-style-type: none"> Curriculum reflects the uniqueness of Ouruhia (location, history, environment, the Arts & community) <p>Learning for Life & Making it Count</p> <ul style="list-style-type: none"> Students are curious and knowledgeable about their world (Science, Social Science), and love learning any time, any place. Students have skills for a healthy and positive life (Health & PE; The Arts) Students have a sense of Kaitiakitanga for our world, Manaakitanga for our people, and a desire to make difference to care for each other and our place. Our students are becoming critical, active, informed and responsible citizens, prepared to take social action 	<p>School culture</p> <ul style="list-style-type: none"> Maori kupu for school values, school waiata and some karakia learnt for assemblies and special occasions Students & teachers explore the many strands contributing to each school value <p>Localised curriculum</p> <ul style="list-style-type: none"> Students involved in planting projects in Brooklands/Te Riu o Te Aika Kawa, Pūharakekenui and Spencerville; Students engaged in integrated local learning involving literacy, Maths, Science, Social Science and Te Reo (Goal a. above) Planning Folder guidelines for Science, Social Science updated (rich learning; teaching expectations; planning & tracking guide) <p>Learning for Life & Making it Count</p> <ul style="list-style-type: none"> Students and teachers use Seesaw to demonstrate love of learning in a range of learning areas Students and teachers select significant work samples as evidence of learning (Seesaw and cumulative files) 	<p>Enriching the whole curriculum</p> <p>Review of richness of localised curriculum, and student voice about this</p> <p>Development of assessment and indicators of progress in, the Arts, Health & PE</p>	<p>Review of assessment and indicators of progress from Yrs 1-8 ...with Values, Science, Social Science & Technology,</p>

Strategic Goals	Indicators	Core Strategies/Priorities		
		2021	→ 2022	→ 2023
<p>Our People, Our Place - Kaitiaki Kura/ Board of Trustees & Mātua</p> <p>Wānanga, Manaakitanga & Whanaungatanga</p> <p>d) To plan for success and foster open communication between all levels of the school community</p> <ol style="list-style-type: none"> Continue to improve internal evaluation practices Strengthen and embed current bicultural practices <i>ERO 2018 p3</i> Encourage parents and staff to give feedback about the operations of the school and feel involved Review and improve student achievement reports and cumulative records 	<p>Strategic Planning/Review</p> <ul style="list-style-type: none"> Internal evaluation practices lead to ongoing improvement and innovation. Strategies and initiatives are evaluated to improve learning outcomes Bicultural practices are strengthened and embedded through the curriculum, strategic planning and physical environment. <p>Communication & Feedback</p> <ul style="list-style-type: none"> Clear communication between staff, Board of Trustees and parents Parents and families feel welcome, supported and involved in our school Staff feel involved, listened to, and an integral part of the school <p>Student reports</p> <ul style="list-style-type: none"> Reports to parents are informative, cover the whole curriculum and are in plain language Cumulative student records are professional, holistic, useful and easily understood by other professionals & schools, and manageable for teachers 	<p>Strategic Planning/Review</p> <ul style="list-style-type: none"> Regular (each term) Board audits/reviews covering a range of ERO Dimensions and curriculum areas Board audits/reviews include an evaluation of the impact of strategies & initiatives to improve learning outcomes <p>Communication/Feedback</p> <ul style="list-style-type: none"> Share Board & school news and key documents on website, Facebook or Google Docs PB4L and Chn “at-risk” - engage whānau with regular meetings On-line communication, involving parents and children at home (See Saw; Skool Loop; Website...) Prepare for Covid lockdown/ home learning, taking account of 2020 feedback from parents <p>Parent support/information</p> <ul style="list-style-type: none"> On-line learning parent workshop and Q&A session <p>Student reports</p> <ul style="list-style-type: none"> Feedback (sample of parents?) about reporting student progress ...including “other curriculum” areas Manageable for teachers & useful for parents Cumulative records – decide what/how much is to be shared with parents; key data to be sent on to next school or teacher; what is needed to supplement Edge print-outs? 	<p>Strategic Planning/Review</p> <p>New strategic plan and review cycle implemented with documentation updated</p> <ul style="list-style-type: none"> Charter Review Cycle Policies/Procedures ERO Dimensions <p>Communication/Feedback</p> <p>Review parent & staff feedback preferences/ recommendations</p> <p>Parent support/information</p> <p>Information evenings...continue as needed</p> <ul style="list-style-type: none"> for families of Yr 5&6...what we offer Yr 7&8s <p>Student reports</p> <p>Modify report format to improve clarity and quality of information in other curriculum areas</p>	<p>Parent support/information</p> <p>Information evenings... other curriculum areas</p> <p>Student reports</p> <p>Continue monitoring & reviewing usefulness, efficiency and quality of student reports</p>



VISION:

Whāia te mātauranga hei ora mā koutou
Learning for Life and Making it Count

Principal's 2021 Annual Plan

Strategic Theme: *Our People, Our Place, Our Future*
Our People - Kaiako

Sub Goal a) To support teachers to continue improving their knowledge and skills for teaching, learning, assessment & reciprocal relationships
Ako & Whanaungatanga

Indicators

- All teachers participate in quality professional development each year (externally and internally provided)
- Teachers implement their new skills and knowledge – evidence in classroom practice and planning (see appraisal plans)
- All students make progress each year
- Improved numbers of students achieving At / Above the expected curriculum levels, and good progress for those Below
- Valid and multiple assessment methods used, especially in Reading, Writing & Maths
- Students at risk and Gifted & Talented students are identified and provided with programmes to suit their needs
- Teachers reflect, review and evaluate the impact of teaching strategies & initiatives on students' learning (journals; appraisal plans; teaching as inquiry) *ERO 2018 p3*

Baseline Data (Why the goal was chosen)	Annual Goals & Targets	Actions to Achieve (How will we know?)	Progress/Next Steps
<ul style="list-style-type: none"> • Writing and Maths achievement traditionally lower than Reading • Boys achieve lower in Writing compared to Girls • Teachers sometimes disagree about OTJs in Writing and Maths • Maths improvement through ALiM needs to be sustained 	<ol style="list-style-type: none"> 1. Improvement of Teacher practice and student engagement and achievement in Reading 2. Improvement of Teacher practice and student engagement and achievement in Maths 	<p>READING (Structured Literacy)</p> <ul style="list-style-type: none"> ○ Working with Te Kahui Ako Kātote to improve teaching & learning in Structured Literacy (Reading & Spelling) ○ FINDING OUT: Teachers investigate rationale & resources and observe other teachers; student voice & attitude pre-assessment ○ BEGINNING: Assess children and decide on a starting point - modify part of Reading/Writing approach ○ REFLECTING: Monitor children's attitudes and progress, resources and teacher needs, successes and concerns. Share findings with colleagues. <p>MATHS</p> <ul style="list-style-type: none"> ○ Creating engaged thinkers in Maths...student speak and problem solving approach ○ Maximise the Maths - is significant learning happening? ○ Identify, monitor and plan for multiple levels within class ○ Manageable individual learning plans for at-risk and advanced kids 	<p><u>2020 Next steps:</u></p> <ul style="list-style-type: none"> ○ Balancing mixed-ability groupings with catering for all needs. ○ Planning and monitoring based on needs (assessment data has a purpose). ○ Useful records – what, why, how often? Hard copy or electronic? What to send when changing schools... <p>2021:</p> <ul style="list-style-type: none"> ○

<ul style="list-style-type: none"> • Emerging research and trends in teaching & learning point to more student-centred learning • Teachers are developing Teaching Inquiry process...need more focus on progress/changes made by students (and evidence) • New Learning Support Coordinator (LSC) 	<p>3. Teachers begin using Local Curriculum to teach our school values and create authentic, powerful cross-curricular learning</p> <p>4. Improve support & record keeping for children with special learning needs</p>	<p>Local Curriculum - see also Goal c</p> <ul style="list-style-type: none"> ○ With PLD facilitator, explore what rich learning can happen through local curriculum. ○ Engage children in integrated local learning involving literacy, Maths, Science, Social Science and Te Reo <p>Learning Support</p> <ul style="list-style-type: none"> ○ Clarify roles of LSC, class teachers and school leaders with Special Needs & Pastoral support. ○ Easily accessible records, easy to use and update; no duplication of work; cumulative record of support and progress; 	<p><u>2020 Next steps:</u></p> <ul style="list-style-type: none"> ○ Devise Local Curriculum Guidelines which are helpful for teachers. ○ LC Resources collated; rich and relevant learning activities developed covering several curriculum areas with fidelity (e.g. writing; speaking & listening; viewing & presenting; science; social science; interpreting pictures & maps; harakeke crafts; sketching & painting... <p>2021:</p> <ul style="list-style-type: none"> •
	<p>Achievement Targets</p> <p>1. Structured Literacy: Target children (below and well below expected levels in 2020 or "at risk") in Years 2 - 8 will make more than one year's progress (accelerated progress) in relation to the NZC Reading/Writing.</p> <p>2. Maths: Target children (below and well below expected levels in 2020) in Years 2 - 8 will make more than one year's progress (accelerated progress) in relation to the NZC</p>	<p>1. Structured Literacy:</p> <ul style="list-style-type: none"> ○ Identify target children, and specific needs (The Code assessment) ○ Review & implement changed approach in teaching to accelerate progress of at least 3 children (Teaching As Inquiry focus) ○ Monitoring & assessment of all Target chn at Weeks 5&10 each term <p>2. Maths:</p> <ul style="list-style-type: none"> ○ Identify target children, and specific needs (incl Gifted & Talented) ○ Review & implement changed approach in teaching to accelerate progress of at least 3 children – possibly using problem solving approach, individual learning plan, "I know that.../I think that..." student speak (Teaching As Inquiry focus) ○ Monitoring & assessment of all Target chn at Weeks 5 &10 each term 	
<p>Budget & other Implications</p>		<p>Kahui Ako Katote support from Across School and Within School Teachers; TODs New LSC (Ministry funded) shared with Woodend School</p>	



VISION:

Whāia te mātauranga hei oranga mō koutou
Learning for Life and Making it Count

Principal's 2021 Annual Plan

Strategic Theme: *Our People, Our Place, Our Future*
Our People, Our Future - Ākongā

Sub Goal b) To support all of our *students* to develop and improve *their knowledge and skills* for a successful and fulfilling life
Wānanga, Manaakitanga & Ako

Indicators

Our Values and PB4L practice

- Students know our school values, describing why they are important and how they look in different scenarios
- Positive behaviours and strategies are taught by teachers so students learn and practise important life skills
- Senior pupils take on leadership roles and demonstrate care for peers and younger pupils

Bicultural practices

- Maori students are supported to achieve as Maori
- The Board and school leaders are strengthening and embedding current bicultural practices through the curriculum, strategic planning and physical environment. *ERO 2018 p3*
- *Our teachers are working towards the Tātaiako cultural competencies*

Learning to learn

- Students are allowed to pursue learning of interest to them
- Students show strong engagement and interest in learning including knowing their "Next steps"
- Students have the ability to critically evaluate information

The Arts

- *Students show increasing competence and interest across a range of the Arts*

Baseline Data (Why the goal was chosen)	Annual Goals & Targets	Actions to Achieve (How will we know?)	Progress/Next Steps
<ul style="list-style-type: none"> ● PB4L focus (7th year) ● We want our students to be Independent Thinkers and learners, who are Caring & Sharing, and have a Can-Do Attitude 	<p>1. Teachers and students demonstrate PB4L principles and school values in all facets of school life</p>	<p>Our Values and PB4L practice</p> <ul style="list-style-type: none"> ○ 8th year...embedded practice & systems; all staff deal effectively with minor behaviours using a range of approaches and self-reflection; and know what to do with major behaviours, supporting colleagues and playing their part ○ Maintain Tier 1, esp teach desired behaviours and collect, record, use behaviour data. ○ Record incidents on EDGE ○ Students used to language of PB4L (zones, values, making it right...) ○ Restorative conversations used when "unpacking" incidents 	<p><i>2020 Next steps:</i></p> <ul style="list-style-type: none"> ○ <i>Develop Tier 2 systems & structure, including regular classroom practice team meetings</i> ○ <i>Maintain positive focus, innovations, when behaviour deteriorates</i> ○ <i>Continue using music as therapy/ distraction/ positive focus for at risk chn</i> <p><i>2021:</i></p> <ul style="list-style-type: none"> ●

<ul style="list-style-type: none"> • National priority focus on Maori achievement and engagement • Kāhui Ako Kātote desire to work more closely with Maori community 	<p>2. Students are supported because teachers show strong commitment to Tātaiako cultural competencies</p>	<p>Bicultural practices</p> <ul style="list-style-type: none"> ○ Maintain links with local Maori resource people; ○ Strengthen Te Reo confidence across staff (usable resources) ○ Use school waiata, pepeha, local history ○ Bi-lingual signage in classroom and school ○ Partnership with whanau ○ Using student progress data to drive changes in practice ○ Teachers set personal development goals for <i>Tātaiako cultural competencies</i> 	<p><u>2020 Next steps:</u></p> <ul style="list-style-type: none"> ○ TO DO - whānau consultation & feedback meetings ○ Incorporating Te Ao Māori view in local curriculum ○ Continue to unpack Tātaiako for staff competency ○ Principal supporting teachers with regular (weekly) Reo sessions, and encouraging a more structured approach to learning Te Reo ○ Whānau involvement; hāngi; weaving... <p>2021:</p> <ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • We want our students to become independent, thinking, life-long learners • Recent Principal's sabbatical investigating Performing Arts 	<p>3. Students know how to learn</p> <p>4. The Arts are valued by students in our school</p>	<p>Learning to learn</p> <ul style="list-style-type: none"> ○ Students learn and practise cooperative, self-managing and reflective skills for a range of work situations ○ Students identify and work towards "next steps" (with parents and teachers) across several learning areas. (Age appropriate) <p>The Arts</p> <ul style="list-style-type: none"> ○ Teachers plan and deliver rich, quality programmes in the Arts ○ Creating love of learning, participation and performance through the Arts...especially Drama, Dance and Music ○ Kapa Haka programmes strengthened 	<p><u>2020 Next steps:</u></p> <ul style="list-style-type: none"> ○ explicitly identifying and teaching the skills needed to work co-operatively in a group. Part of group work is not just to work together, but to reflect on how well the group is or isn't working. ○ teachers explore when and how to manage and use student centred learning. ○ Arts network didn't happen, but Kātote has Arts as a focus next year <p>2021:</p> <ul style="list-style-type: none"> •
<p>Budget & other Implications</p>			



VISION:

Whāia te mātauranga hei oranga mō koutou
Learning for Life and Making it Count

Principal's 2021 Annual Plan

Strategic Theme: *Our People, Our Place, Our Future*
Our Kura: Ouruhia

Sub Goal c) To maintain a strong school culture & localised curriculum which prepares and motivates all of our students for life-long learning
Tangata Whenuatanga

Indicators

School Culture:

- Our students, teachers and parents know that our values (Manaakitanga me te Aroha; Tamariki Whakaaroaro; Motuhaketanga; Manawanui) form our character...the people we want to be
- Our values are evident and talked about in all areas of school life

Localised Curriculum:

- Curriculum reflects the uniqueness of Ouruhia (location, history, environment, the Arts & community)

Learning for Life & Making it Count

- Students are curious and knowledgeable about their world (Science, Social Science), and love learning any time, any place.
- Students have skills for a healthy and positive life (Health & PE; The Arts)
- Students have a sense of Kaitiakitanga for our world, Manaakitanga for our people, and a desire to make difference to care for each other and our place.
- Our students are becoming critical, active, informed and responsible citizens, prepared to take social action

Baseline Data (Why the goal was chosen)	Annual Goals & Targets	Actions to Achieve (How will we know?)	Progress/Next Steps
<ul style="list-style-type: none"> • Our vision to make learning meaningful, relevant, fun, challenging...using real life contexts and local environment 	<p>1. School culture and localised curriculum are built around Our People (Our Values, Our Heritage, The Arts and PB4L principles), Our Place (Environment, History & Science) and Our Future (Health & Well-being, Social Action, Technology & Sustainability)</p>	<p>School culture</p> <ul style="list-style-type: none"> ○ Maori kupu for school values, school waiata and some karakia learnt for assemblies and special occasions ○ Students & teachers explore the many strands contributing to each school value 	<p><i>2020 Next steps:</i></p> <ul style="list-style-type: none"> ○ see Goal b)2 above <p><i>2021:</i></p> <ul style="list-style-type: none"> ○

		<p>Localised curriculum</p> <ul style="list-style-type: none"> Students involved in planting projects in Brooklands/Te Riu o Te Aika Kawa, Pūharakekenui and Spencerville Students engaged in integrated local learning involving literacy, Maths, Science, Social Science and Te Reo (Goal a. above) Planning Folder guidelines for Science, Social Science updated (rich learning; teaching expectations; planning & tracking guide) 	<p><u>2020 Next steps:</u></p> <ul style="list-style-type: none"> see Goal a)3 above <p>2021:</p>
	<p>2. Learning is used by students to make a difference to their lives and their world.</p>	<p>Learning for Life & Making it Count</p> <ul style="list-style-type: none"> Students and teachers use SeeSaw to demonstrate love of learning in a range of learning areas Students and teachers select significant work samples as evidence of learning (SeeSaw and cumulative files) 	<p><u>2020 Next steps:</u></p> <ul style="list-style-type: none"> see Goal b)3 above <p>2021:</p>
Budget & other Implications			



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Principal's 2021 Annual Plan

Strategic Theme: Our People, Our Place, Our Future

Our People, Our Place - Kaitiaki Kura/ Board of Trustees & Mātua

Sub Goal d) To plan for success and foster open communication between all levels of the school community

Wānanga, Manaakitanga & Whanaungatanga

Indicators

Strategic Planning/Review

- Internal evaluation practices lead to ongoing improvement and innovation.
- Strategies and initiatives are evaluated to improve learning outcomes
- Bicultural practices are strengthened and embedded through the curriculum, strategic planning and physical environment.

Communication & Feedback

- Clear communication between staff, Board of Trustees and parents
- Parents and families feel welcome, supported and involved in our school
- Staff feel involved, listened to, and an integral part of the school

Student reports

- Reports to parents are informative, cover the whole curriculum and are in plain language

Baseline Data (Why the goal was chosen)	Annual Goals & Targets	Actions to Achieve (How will we know?)	Progress/Next Steps
<ul style="list-style-type: none"> • ERO report 2018. • Our Board strives to continually improve its practice, and do the best for our kids 	<ol style="list-style-type: none"> 1. Continue to improve internal evaluation practices 2. Strengthen and embed current bicultural practices <i>ERO 2018 p3</i> 	<p>Strategic Planning/Review</p> <ul style="list-style-type: none"> ○ Regular (each term) Board audits/reviews covering a range of ERO Dimensions and curriculum areas ○ Board audits/reviews include an evaluation of the impact of strategies & initiatives to improve learning outcomes <p>Bicultural practices See Sub-Goal b) 2, above</p>	<p><i>2020 Next steps:</i></p> <ul style="list-style-type: none"> • <i>Maintain on-going review. This includes Principal driving curriculum review with staff, within a manageable staff meeting schedule.</i> ○ <i>2021:</i>

<ul style="list-style-type: none"> • We value the partnership with our community, and strive to keep parents well-informed, supported and involved in our school 	<p>3. Encourage parents and staff to give feedback about the operations of the school and feel involved</p>	<p>Communication/Feedback</p> <ul style="list-style-type: none"> ○ Share Board & school news and key documents on website, Facebook or Google Docs ○ PB4L and Chn "at-risk" - engage whānau with regular meetings ○ On-line communication, involving parents and children at home (See Saw; Skool Loop; Website...) ○ Prepare for Covid lockdown/ home learning, taking account of 2020 feedback from parents <p>Parent support/information</p> <ul style="list-style-type: none"> ○ On-line learning parent workshop and Q&A session 	<p><u>2020 Next steps:</u></p> <ul style="list-style-type: none"> ○ <i>maintain readiness for future lockdown e.g. on-line learning readiness; learning lessons from 2020 experience; what works for parents & pupils...</i> <p>2021:</p>
<ul style="list-style-type: none"> • We continue to adapt and improve our reports to parents to reflect the changing curriculum and keeping it manageable for teachers 	<p>4. Review and improve student achievement reports and cumulative records</p>	<p>Student reports</p> <ul style="list-style-type: none"> ○ Feedback (sample of parents?) about reporting student progress ...including "other curriculum" areas. Manageable for teachers & useful for parents <p>Cumulative records</p> <ul style="list-style-type: none"> ○ Decide what/how much is to be shared with parents; key data to be sent on to next school or teacher; what is needed to supplement Edge print-outs? 	<p><u>2020 Next steps:</u></p> <ul style="list-style-type: none"> ○ <i>Survey parents about relevance and suitability of the modified report</i> <p>2021:</p>
<p>Budget & other Implications</p>			

Ouruhia Model School Student Achievement Targets 2021

Student Achievement Targets this year are based on data taken from 2020 end of year reports, and staff review and reflection on what we know about student achievement at Ouruhia.

Annual Target: 2021/1

To increase the number of students achieving at or above the expected curriculum level for

Reading & Writing:

Student Groups: Yrs 2 - 8

Gender	All	Boys: (12)	Girls: (14)
Ethnicity	All	Maori: (3)	Other:

Targets:

Target children (achieving below the expected curriculum level in 2020 or “at risk”) in Years 2 - 8 will make more than one year’s progress (accelerated progress) in relation to Reading (and Writing) in the NZ Curriculum.

Why this target?

Reading and Writing achievement has been lower than we want and has become a focus both at Ouruhia School and in our Kāhui Ako Kātote. Some local schools have been getting positive results in the past 2 years through “**Structured Literacy**”, so we want to find out more about that and whether it will work in our school. At the end of 2020 around 2/3 of our pupils (64% of boys and 68% of girls) were judged to be achieving at or above the expected curriculum level for Reading, and just over half (55%) of our pupils (42% of boys and 63% of girls) achieving at or above expected levels in Writing. Since the earthquakes, we seem to have been having more and more children requiring Reading Recovery as they have not been responding as well as in the past to classroom literacy programmes. We identified 12 boys and 14 girls causing concern from last year’s Reading data, and initial testing at the beginning of 2021 (Total 26 children, including 3 Māori ākongā)

What will we do?

Action Plan:			
What will the school do to meet the target?	When will it be done by?	Who is involved / responsible?	What resources will be allocated to meet target?
Structured Literacy: Identify target children from last year’s data and initial testing in 2021	By end Term 1	Unit holders Principal, Teachers	Staff meeting time Use of AST/LSC as required
Pre-test to identify specific phonemic knowledge needs (The Code assessment)	By end Term 1	Teachers, LSC	
Staff meeting PLD/ working with AST : Help Teachers understand key features of Structured Literacy... ensure school-wide consistency	By end Term 1	Unit holders WST, AST Teachers	
Decide how to start... on a changed approach in teaching, using ideas and resources from Structured Literacy PLD, to accelerate progress of at least 3 children (Teaching As Inquiry focus)	By beginning Term 2	Teachers	
Monitoring & assessment of all Target chn at Weeks 5&10 each term. Use school-wide Google sheet	Term 2, 3, 4	Unit holders, WST, Principal, Teachers, LSC/AST	
Teacher observation of others teaching using Structured Literacy approach and resources	Term 2, 3, 4	Principal, Teachers	
Sharing successes and challenges with colleagues at Admin meetings	Term 2, 3, 4	Unit holders, WST, Principal, Teachers,	
Analyse year-end data to inform progress and planning for following year.	End of November	Teachers, LSC, Unit holders, WST, Principal,	

Annual Target: 2021/2

To increase the number of students achieving at or above the expected curriculum level for **Maths**:

Student Groups: Yrs 2 - 8

Gender	All	Boys: (10)	Girls: (22)
Ethnicity	All	Maori: (5)	Other:

Targets:

Target children (achieving below the expected curriculum level in 2020 or “at risk”) in Years 2 - 8 will make more than one year’s progress (accelerated progress) in relation to the relevant Maths Curriculum level.

Pay special attention to progress of Maori students.

Why this target?

Traditionally Maths achievement has been lower than Reading at Ouruhia. Some gains had been made while our school focused on Maths with ALiM (Accelerated Learning in Maths) in 2015 and 2016, but these gains were not maintained from 2018 to 2020 (some of which may have been due to turnover of students). At the end of 2020 only about half (51%) of our children were judged to be achieving at or above the expected curriculum level for Maths. 36% of our Maori students, 48% of our boys and 54% of our girls achieved at expected levels. We identified 10 boys and 22 girls causing concern from last year’s data and initial testing at the beginning of 2021 (Total 32 children, including 5 Māori ākongā.)

What will we do?

Action Plan:			
<i>What will the school do to meet the target?</i>	<i>When will it be done by?</i>	<i>Who is involved / responsible?</i>	<i>What resources will be allocated to meet target?</i>
<p>Review assessment data with staff and determine particular learning needs of target students. Test GLOSS/JAM & PAT</p> <p>Enter all students on monitoring sheet (Google Doc) for Maths, showing clearly who is above, at, below or well below expected levels.</p> <p>Staff meetings & PLD with focus on authentic problem solving, multi-level groupings and ensuring children of all levels catered for: Help teachers understand what the curriculum requires at each level, and how to plan and monitor progress.</p> <p>Decide how to start... on a changed approach in teaching, using ideas and resources from Problem Solving PLD, to accelerate progress of at least 3 children (Teaching As Inquiry focus). Possible focus on student-talk to enhance engagement and thinking (TAI – how does problem solving and encouraging “student speak” affect student engagement and learning?)</p> <p>Monitoring & assessment of all Target chn at Weeks 5&10 each term. Use school-wide Google sheet</p> <p>Peer observation of Maths teaching and resources used by others</p> <p>Sharing successes and challenges with colleagues at Admin meetings</p> <p>Re-test (GLOSS/JAM & PAT) at end of year to gauge progress</p> <p>Analyse year-end data to inform progress and planning for following year.</p>	<p>By end Term 1</p> <p>By end Term 1</p> <p>By end Term 1</p> <p>By beginning Term 2</p> <p>Terms 2-4</p> <p>Terms 2-3</p> <p>Terms 2-3</p> <p>Term 4</p> <p>End of November</p>	<p>Principal, Teachers</p> <p>Teachers</p> <p>Teachers, Unit holders, Principal</p> <p>Teachers, Unit holders, Principal</p> <p>Teachers, Unit holders</p> <p>Teachers</p> <p>Principal, Teachers</p> <p>Teachers, LSC, Unit holders,</p> <p>Teachers, LSC, Unit holders, Principal,</p>	<p>Budget Course fees for TOD/PLD; Staff meetings; existing classroom resources; use existing staffing/teaching Principal</p>