

OXFORD AREA SCHOOL

CHARTER

STRATEGIC PLAN - ANNUAL PLAN



2019

Principal's' endorsement: Mike Hart
Board of Trustees' endorsement: Matt Riley
Submission date to Ministry of Education: 1st March 2019

CONTENTS



INTRODUCTORY SECTION	3
NATIONAL EDUCATION GOALS	7
THE PLANNING CYCLE	8
BASELINE DATA	9
STRATEGIC PLANNING	11
SELF REVIEW	13
2019 ANNUAL PLAN	14
ANNUAL SCHOOL IMPROVEMENT PLAN	16

INTRODUCTORY SECTION



Oxford Area School Te Kura o Te Poho Rakahua

Kāhui Whetū • Tātai Whetū • Rau Whetū

As a community, we align our learning and skills, showing how extraordinary we are.

Grow together

Thriving • Connected
Communities

**Kia ngātahi ai tetū, e pakari ai te
tuarā**

Stand united, stand strong.

- ▶ Our school has integral relationships with family, school, community, and the world. We will nurture meaningful connections that ensure we all flourish. The community is at the heart of who we are.

Learn together

Pioneering • Collaborative
Learning

Takata te mōhio, takatā te pai

Learning will help you in life. It's great to learn and have knowledge.

- ▶ We are a future-focused school. We will work and learn from and with one another. Our school will flourish in authentic learning by utilising expertise and knowledge around us.

Shine together

Courage • Success • Pride

**He mahi kai hoaka, he mahi kai
takata.**

Anything worthwhile requires considerable effort. See the rewards of your hard work.

- ▶ To prepare for an unknown future, we will empower our school to be risk takers and to seek excellence in all we do. We will celebrate all our achievements to foster pride in ourselves, each other, and our school.

Values

**Kia whakaute
Be Respectful**

**Kia haepapa
Be Responsible**

**Kia manaaki
Be Caring**

**Kia manahau
Be Positive**

<p>Principles</p>	<p>High Expectations</p> <ul style="list-style-type: none"> Through quality teaching programmes and in all co-curricular activities we always encourage students to aim for personal excellence. Aiming for excellence is reflected in our vision, is modelled by staff and students and high personal standards of excellence are celebrated. <p>Treaty of Waitangi</p> <ul style="list-style-type: none"> Teaching programmes at Oxford Area School will recognise the bicultural nature of New Zealand society. Te Reo and Tikanga Māori will be formally taught to all Year 1 – 6 students as part of their classroom programmes and will be incorporated into all other Yr 1 – 13 programmes and schemes as appropriate. The Māori community will be consulted on biculturalism within the school. <p>Cultural Diversity</p> <ul style="list-style-type: none"> The variety of cultures in our community and in New Zealand will be reflected in our curriculum in a way which portrays diversity as positive and beneficial. <p>Inclusion</p> <ul style="list-style-type: none"> All teaching programmes will be gender inclusive, racially sensitive and accepting. We will endeavour to ensure students' identities, including languages, abilities and talents, are recognised and affirmed and that their learning needs are addressed. <p>Learning to Learn</p> <ul style="list-style-type: none"> Teachers and students will be encouraged to reflect on their learning. Developing their learning strengths will be part of teaching and learning programmes. <p>Community Engagement</p> <ul style="list-style-type: none"> Our curriculum will have meaning for our students, their families and the wider community. The wider community will be encouraged to be involved in supporting learning where appropriate and will have opportunities to engage in learning programmes where possible. <p>Coherence</p> <ul style="list-style-type: none"> Through effective links between learning areas within the school and through systematic review, the curriculum will provide coherent, seamless and meaningful pathways for all students. <p>Future Focus</p> <ul style="list-style-type: none"> Students will engage in issues around sustainability, citizenship, enterprise and globalization as part of their teaching and learning programmes.
<p>Māori dimensions and cultural diversity</p>	<p>Through the Curriculum, Oxford Area School has a planned Te Reo programme for students in Years 1-6. In Years 7-10 a solid bank of resources are developed to support teachers in this area to integrate Te Reo Māori into their programmes. Specialist tutors are appointed to ensure expert knowledge. Where a student requests instruction in Te Reo from Years 9 to 13, the school makes this available through online learning (Net NZ) or through Te Kura.</p> <p>Supplementary instruction in Tikanga Māori is provided through the employment of a Tutor who is responsible for our kapa haka programme in conjunction with our teacher in charge of kapa haka. The kapa haka Tutor also takes leadership courses for Māori students as part of this programme. Opportunities are created for the kapa haka groups to perform both within the school and the wider community, and regionally.</p>

	<p>The Māori community is consulted at least once a term through Hui. There are opportunities for the Māori community to raise any issues and contribute to future planning for bicultural education at Oxford Area School and for Oxford Area School to share what we have been doing. The Māori community are involved in decision making around school events and school action plans and goals.</p> <p>We celebrate Māori events on the school calendar and start each year welcoming new students and staff through a Mihi Whakatau.</p> <p>The progress of all Māori students is monitored throughout the year and plans made where progress is a cause for concern.</p> <p>Naming of spaces around the school are to reflect the bicultural nature of Oxford Area School and new buildings are blessed by our local runānga.</p>
<p>Effective Teaching at Oxford Area School</p>	<ul style="list-style-type: none"> ● Modelling and fostering respectful, positive and caring relationships with all learners - students, parents/caregivers and colleagues ● Knowing our students as individuals and as learners ● Modelling and communicating high expectations for each learner ● Collaborating to provide effective learning opportunities teacher to teacher, teacher to student, student to student and teacher, student and home ● Collaborative and individual teaching as inquiry ● Planning, implementing and assessing purposeful, differentiated and authentic learning experiences
<p>Student voice</p>	<p><i>At Oxford Area School we value the voice of our student body. We collect student voice in a variety of ways including but not limited to:</i></p> <ul style="list-style-type: none"> ● Goal Setting processes ● Individual Conferencing ● Conversation in groups and focus groups ● Subject Surveys - end of unit evaluations ● Individual Summary of Student Learning after a task/period/activity ● 3 stars and a wish ● Co-construction of units of work ● Informal observations ● Student feedback sheets ● Class vote/discussion ● Questioning ● Student led conferences ● Student voice box - led by the school council ● Circle time ● School council
<p>Community Consultation</p>	<p>Consultation with our community is valued and helps shape the direction of our school.</p>

Consultation includes:

- Cuppa with the Leadership Team sessions
- Our parent teacher association
- Parent conferences
- Report evenings
- Surveys
- Whānau Hui
- Newsletters
- Educa
- Facebook

NATIONAL EDUCATION GOALS

NEG 1

The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.

NEG 2

Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.

NEG 3

Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.

NEG 4

A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.

NEG 5

A broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence (knowledge and skills) in literacy and numeracy, science and technology and physical activity.

NEG 6

Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.

NEG 7

Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.

NEG 8

Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.

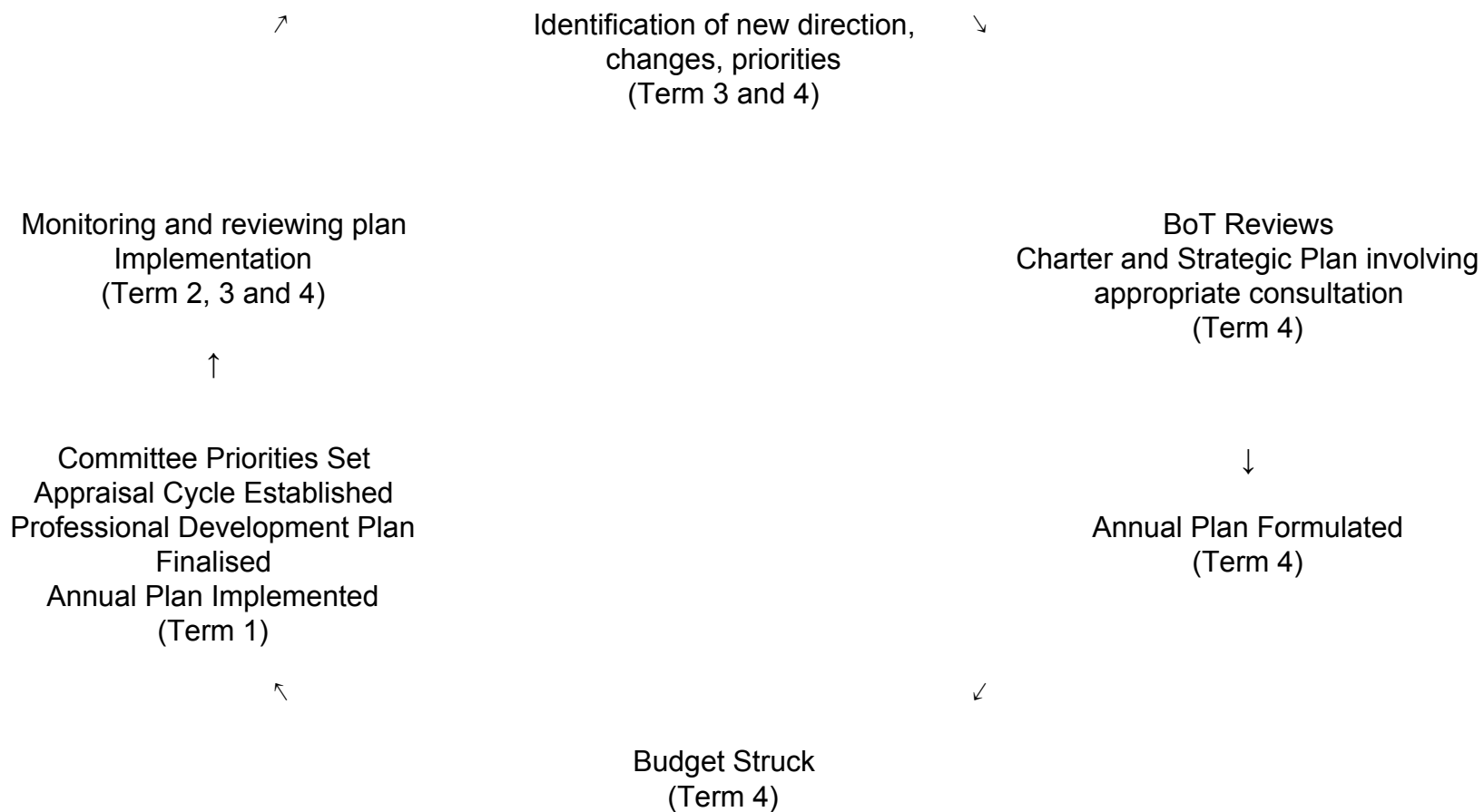
NEG 9

Increased participation and success by Māori through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.

NEG 10

Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations

THE PLANNING CYCLE



BASELINE DATA

Student Learning	Year 1-8 Achievement			
		2016	2017	2018
	Reading (at/above) (Māori) Above	82.3% 72.4% 5.0%	↑ 83.6% ↑ 76.6% ↑ 5.5%	↓ 83.4% ↑ 88.8% ↑ 9.3%
	Writing (at/above) (Māori) Above	73.1% 65.5% 2.8%	↑ 76.9% ↑ 70% ↓ 1.2%	↑ 83.1% ↑ 83.3% ↑ 4.4%
Mathematics (at/above) (Māori) Above	77.3% 72.4% 3.5%	↑ 83.2% ↑ 90% ↓ 3%	↓ 82.9% ↓ 82.8% ↑ 6.4%	

NCEA Achievement and Endorsement				
<i>(source: nzqa.govt.nz) * updated data as per reporting from 01/01/2019</i>				
	% nat in ()	2016	2017	2018 provisional
Level 1		67.7%* Roll =31	67.6% * Roll=38	↓ 44% * Roll = 25
	Endorsed	↑ 42.8%	↑ 44.0%	↓ 36.4%
	Excellence	↑ 23.8%	↓ 16.0%	↑ 27.3%
	Merit	↓ 19.0%	↑ 28.0%	↓ 9.1%
Level 2		72.1% * Roll= 47	↑ 81.5% * Roll=30	↑ 88.9% * Roll = 27
	Endorsed	↓ 25.9%	↓ 13.6%	↑ 25.0%
	Excellence	↓ 6.5%	↓ 0.0%	↑ 12.5%
	Merit	↓ 19.4%	↓ 13.6%	↓ 12.5%
Level 3		54.3% * Roll = 35	↑ 60.6% * Roll=32	↑ 76.2% * Roll = 21

	Endorsed Excellence Merit	↓ 21.1% ↑ 5.3% ↓ 15.8%	↓ 20.0% ↓ 5.0% ↓ 15.0%	↑ 25% ↑ 6.3% ↑ 18.7%
UE		↓ 40.0% *	↑ 42.4% *	↑ 52.4% *
Māori	numbers 5 or less, too few to use for statistical analysis			
Pasifika				

STRATEGIC PLANNING

(Our 2019 Strategic goals will be developed into a three year strategic plan during the year)

Strategic Goal	2019	2020	2021
<p>Grow together</p> <p>Thriving, Connected Communities</p> <p>Kia ngātahi ai te tū, e pakari ai te tuarā</p> <p><i>Stand united, stand strong.</i></p> <p>Our school has integral relationships with family, school, community, and the world. We will nurture meaningful connections that ensure we all flourish. The community is at the heart of who we are.</p>	<p>Education Brief school redevelopment Immersion weeks - (Like Mars Week) Community connections/links/spaces Strengthening the House system Student voice and engagement Values Restorative Practices Diversity in role models</p>		
<p>Learn together</p> <p>Pioneering, Collaborative Learning</p> <p>Takata te mōhio, takatā te pai</p> <p><i>Learning will help you in life. It's great to learn and have knowledge.</i></p> <p>We are a future-focused school. We will work and learn <i>from</i> and <i>with</i> one another. Our school will flourish in authentic learning by utilising the expertise and knowledge available around us.</p>	<p>OAS Curriculum redevelopment</p> <ul style="list-style-type: none"> - Progressions - Attributes development - Cultural competencies - Career Competencies - Digital Curriculum - Mathematics focus - UDL (boys education) - Literacy across the curriculum - Deeper use of technology - Pathways development - GATE <p>Curriculum Leadership Integration of authentic learning opportunities Collaborative teaching and learning Differentiation - catering for ability ranges</p>		

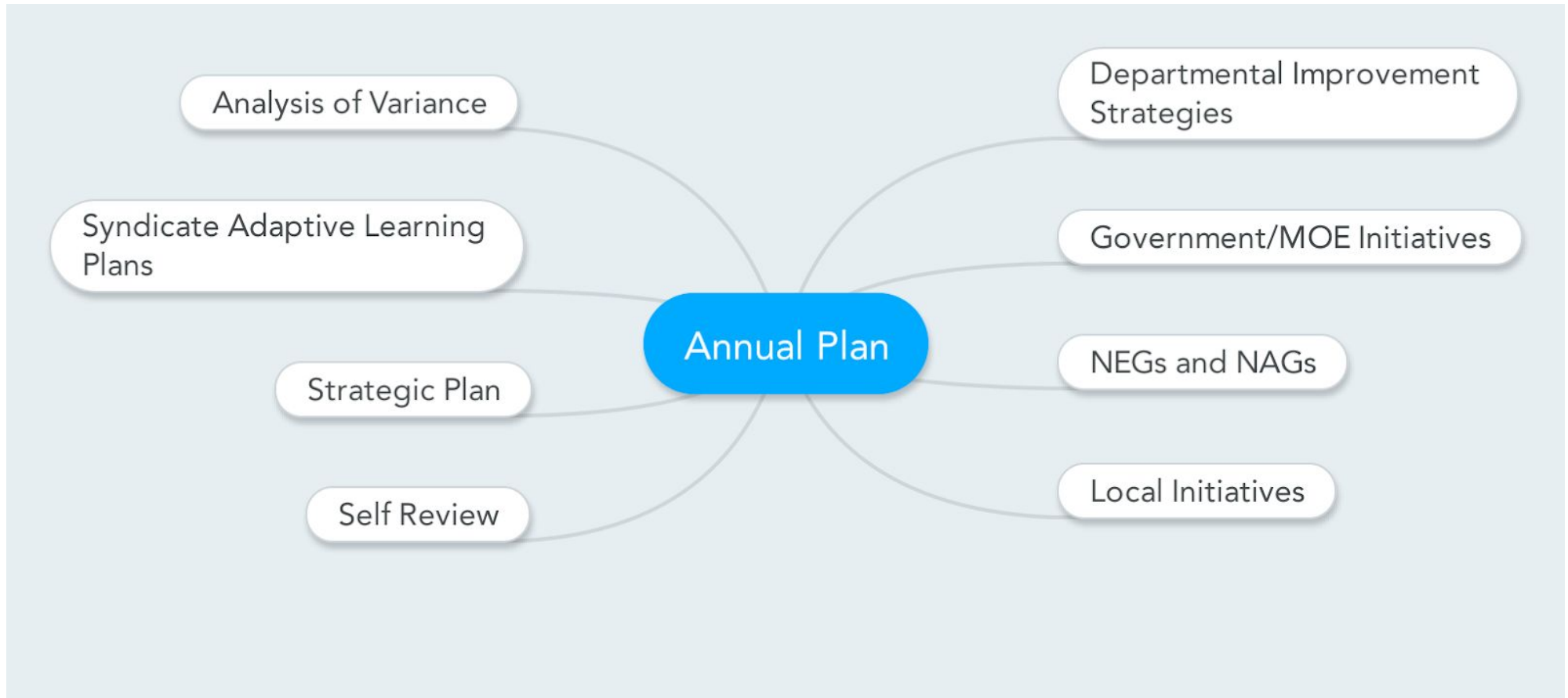
<p>Shine together</p> <p>Courage, Success, Pride</p> <p>He mahi kai hoaka, he mahi kai takata.</p> <p><i>Anything worthwhile requires considerable effort. See the rewards of your hard work.</i></p> <p>We will empower our school to be risk takers and to seek excellence in all we do to prepare for an unknown future. We will celebrate all our achievements to foster pride in ourselves, each other, and our school.</p>	<p>Live reporting - learning stories Celebration evenings (extending Oxpo to other ages) Kapa haka Uniform Badge system Leaders/Dux board Increasing participation in opportunities Staff and student celebration</p>		
<p>Review</p>	<p>English/Literacy Science</p>	<p>Social Sciences Technology</p>	<p>Arts Health and Physical Education</p>
<p>Planning</p>	<p>Mathematics Languages</p>	<p>English/Literacy Science</p>	<p>Social Sciences Technology</p>
<p>Implementation</p>	<p>Arts Health and Physical Education</p>	<p>Mathematics Languages</p>	<p>English/Literacy Science</p>

SELF REVIEW

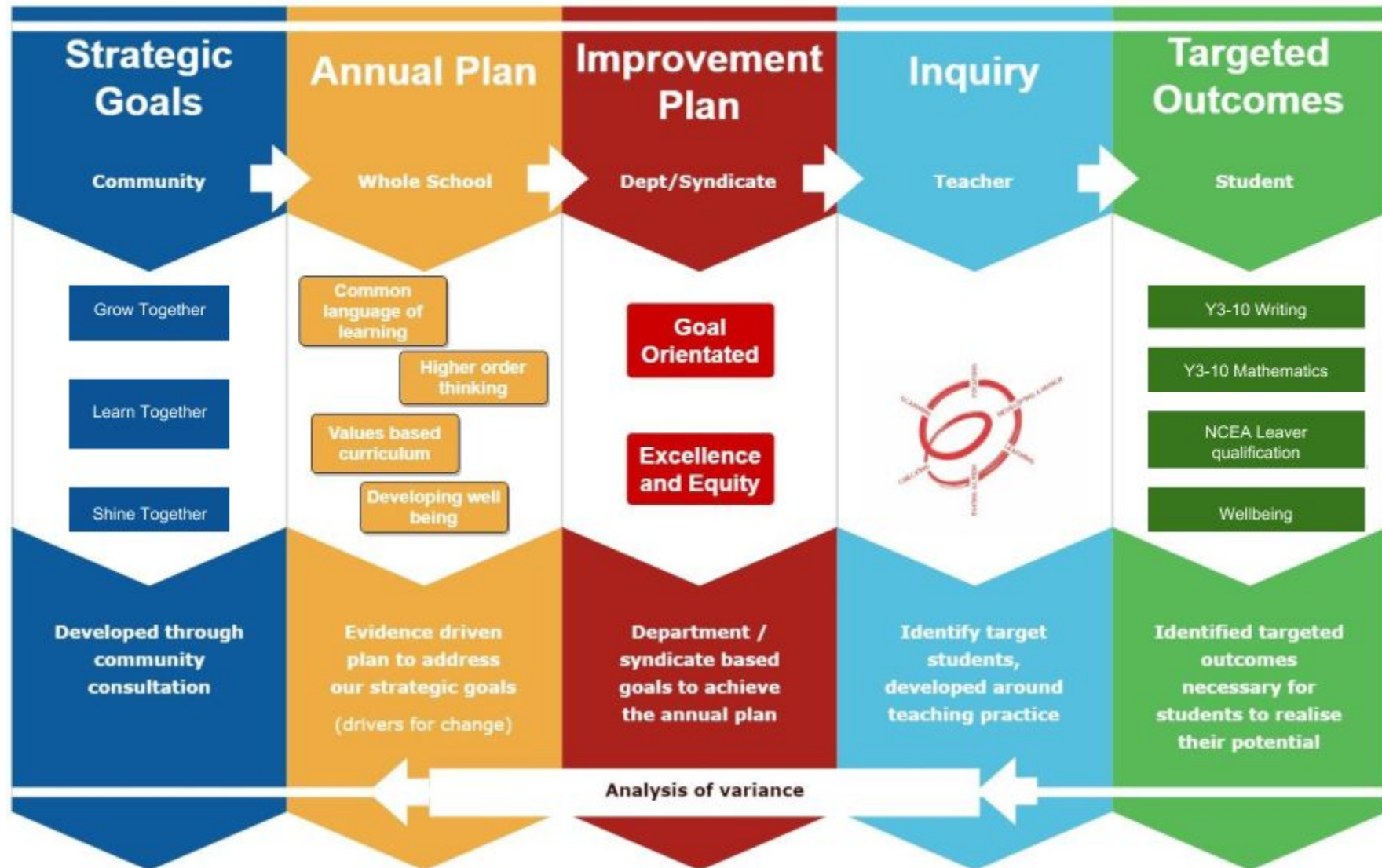
At Oxford Area School we have a strong culture of self review and continual improvement as the world around us changes. The following self review processes assist in informing our Annual Plan and academic targets for the year:

- Charter/Strategic Plan
- Annual school wide goals and specific targets
- Annual Departmental Improvement Plans
- Cyclical Learning Area Reviews
- Departmental Annual Reports including NCEA Analysis
- Data gathering surveys: Staff Engagement Survey, Perception Survey, Wellbeing Surveys etc
- Principal's Reports to monthly Board meetings
- Data generated from student achievement in National Standards, year 9 and 10 curriculum levels and NCEA
- BOT policy and review
- ERO visits
- Staff performance appraisal and inquiry
- Consultation with school's community

2019 ANNUAL PLAN



OXFORD AREA SCHOOL



ANNUAL SCHOOL IMPROVEMENT PLAN

Improvement Plan - Domain Learning

Tipu Māia AC: Writing Challenge: Our challenge is to raise writing achievement across Tipu Māia Kāhui Ako Years 1 - 13 with a particular emphasis on Years 1-10 and boys, Māori and Pasifika students who are currently underachieving.

Strategic Goals: Personal, Academic and Cultural Excellence: Achieving high levels of academic achievement

Annual Goal:

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

Annual Target:

The students identified below will make accelerated achievement resulting in more than one year's progress in **writing**

Baseline Data: Writing

2019 Cohort	Year 3	Year 4	Year 5	Year 8	Year 9	Year 10	
No. of students who are at or above the expected curriculum level.	34	39	36	34	30	30	
No. of target student not achieving at the expected curriculum level	8	8	8	10	9	9	

Key Improvement Strategies

When	What	Who	Indicators of Progress
All year	Strengthen the use of SOLO in the years 11-13 to support and scaffold student learning	All staff (years 11-13)	Improved student achievement; Students are actively using SOLO and know how to improve their achievement
All year	Write that Essay PLD	Write that Essay staff All staff (years 1-13)	Increased engagement in writing particularly with our Target Students
Mid year	Review and strengthen practice with communicating with	Principal Deputy Principals	Regular communication home; invite parents into school

	whanau	All Staff (1 - 13)	
All year	To continue to develop 'teacher as inquiry' practices to monitor, evaluate and review Target student progress. Ensure links to ALPs	Deputy Principal All staff (years 1-8)	ALPs shared and discussed with colleagues
Term 2	Explore ways to effectively use tuakana-teina to accelerate the progress of Target students.	Principal Deputy Principals All Staff (1 - 13)	The value of ako is recognised, both "buddies" gain from the experience
<p>Monitoring: Termly moderation of progress and achievement of target students.</p>			
<p>Resourcing: Write that Essay PLD, Tipu Maia Across School Lead Teacher, Educa for communication about learning</p>			

Improvement Plan - Domain Learning

Tipu Māia AC: Maths Challenge: Our challenge is to raise mathematics achievement across Tipu Māia Kāhui Ako Years 1 - 13 with a particular emphasis on Years 1-10 and boys, Māori and Pasifika students who are currently underachieving.

Strategic Goals: Personal, Academic and Cultural Excellence: Achieving high levels of academic achievement

Annual Goal:

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

Annual Target:

The students identified below will make accelerated achievement resulting in more than one year's progress in maths

Baseline Data Maths:

2019 Cohort	Year 3	Year 5	Year 6	Year 8	Year 9 (Boys)	Year 10 (Boys)
No. of students who are at or above the expected curriculum level.	37	33	38	34	6	7
No. of target student not achieving at the expected curriculum level	6	9	9	8	7	6

Key Improvement Strategies

When	What	Who	Indicators of Progress
All year	Strengthen the use of SOLO in the years 11-13 to support and scaffold student learning	All staff (years 11-13)	Improved student achievement; Students are actively using SOLO and know how to improve their achievement
All year	ALiM	ALiM PLD providers, ALiM Lead Teacher All staff (years 1-8)	Increased engagement in Mathematics particularly with Target students.

Mid year	Review and strengthen practice with communicating with whanau	Principal Deputy Principals All Staff (1 - 13)	Regular communication home; invite parents into school
----------	---	--	---

Improvement Plan - Domain Learning

Tipu Māia AC - School Leavers: Our challenge is to ensure that at least 85% of school leavers achieve at least NCEA Level 2 in preparation for their future.

Strategic Goals: Personal, Academic and Cultural Excellence: Achieving high levels of academic achievement

Annual Goal:

To increase the number of students achieving at least NCEA Level 2 or equivalent to the best of their ability

Annual Target:

To increase the number of students with NCEA certificate endorsement at Level 1, 2 and 3

To increase the number of students achieving NCEA Level 1, 2 and 3.

Baseline Data:

2018 Cohort	Level 1	Level 2	Level 3
Percentage of achieving students achieving NCEA Merit and Excellence certificate endorsements	36.4%	25%	25%
No. of students achieving an NCEA endorsed certificate	4	6	4

2018 Cohort	Level 1	Level 2	Level 3
No. of students not achieving NCEA certificate	14	3	5

Key Improvement Strategies

When	What	Who	Indicators of Progress
All year	Strengthen the use of SOLO in the years 11-13 to support and scaffold student learning	All staff (years 11-13)	Improved student achievement; Students are actively using SOLO and know how to improve their

			achievement
All year	To supply supervised tutorials to all students (years 11-13) to support learning.+ assessment	Tutorial teachers	Improved student achievement.
All year	Live reporting on Educa by staff and students showing evidence of learning progress	Subject and LM teachers	Improved student achievement. Students can identify progress in learning.
All year	LM conferencing with senior students (Thurs session). Looking at goal and NCEA progress.	LM Teachers.	Improved student achievement. Students can identify where they are tracking towards NCEA certificate.
Start and end of the year	Students identified for Gateway and Trade courses which best fit their vocational pathways.	SENCO, Deans, Gateway/Trades coordinators, Gateway tutor, DP	Retention in the school of students at risk of not achieving NCEA.
All year	Tracking of student progress for numeracy requirements. Timely support for at-risk students provided.	Subject teachers, HODs, LM Teachers, Deans, DP	Improved student achievement.
All year	Explore ways to effectively use tuakana-teina to accelerate the progress of Target students.	Principal Deputy Principals All Staff (1 - 13)	Retention in the school of students at risk of not achieving NCEA.
Monitoring: Termly moderation of progress and achievement of target students.			
Resourcing: LM timetabled into Year 9-13. Across school leaders COL.			

Improvement Plan - Domain Wellbeing

Strategic Goals: Personal, Academic and Cultural Excellence:

Annual Goal:

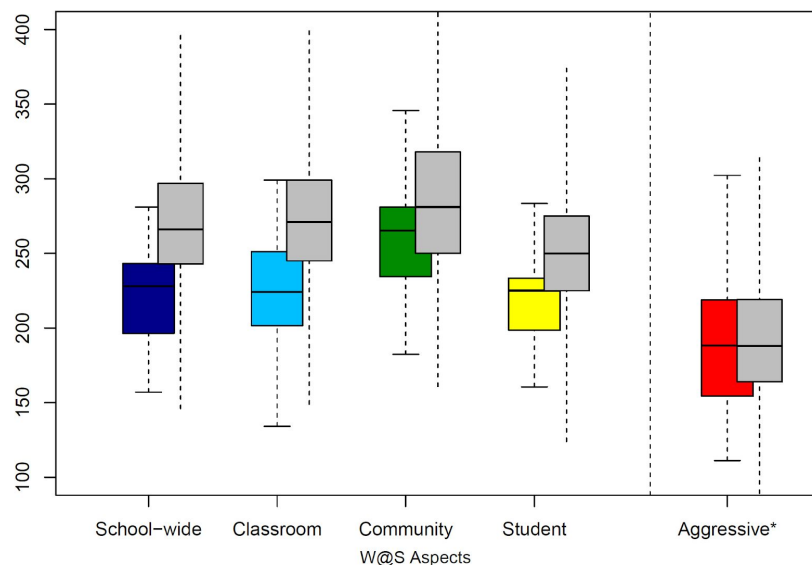
To increase student's well being giving a sense of pride and participation in school life

Annual Target:

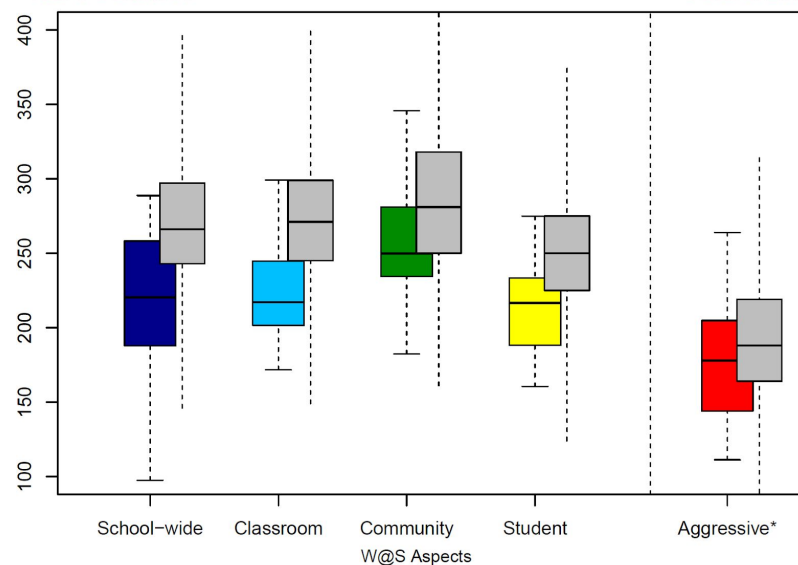
To increase the number of students positive perceptions around wellbeing at school based on the NZCER Student Wellbeing@Schools survey and reduce aggressive behaviour.

Baseline Data:

Wellbeing@School Primary/Intermediate Student Survey
Aspects at a Glance Report
Year 7 Combined
October 2018



Wellbeing@School Primary/Intermediate Student Survey
Aspects at a Glance Report
Year 8 Combined
October 2018



Please note this is data from the 2018 year 7 and 8's. Grey box and whisker diagrams are National averages. All dimensions aim to be high apart from Aggressive which should be low (i.e. disagree they have been exposed to aggressive behaviour)

Key Improvement Strategies

When	What	Who	Indicators of Progress
Term 1	PB4L systems to be reviewed	PB4L committee	TFI completed indicating areas

			requiring attention
Term 1 and 2	<p>Explicit teaching of Hauora across the school.</p> <p>Strategies for managing feelings and improving personal wellbeing are explicitly taught.</p> <p>Via Survey (youth) Character strength assessment and strategies</p>	<p>Teachers years 1-13 Learning mentors years 9-13</p> <p>Teachers years 1-13 Learning mentors years 9-13</p> <p>Year 9-13 LMs Year 7/8 homerooms</p>	<p>Students voice on the understanding of wellbeing</p> <p>Reduction of incidents Student voice on the use of strategies</p> <p>Students are able to identify their strengths and what activities enhance them</p>
End Term 2	Systematically establish a leadership growth programme from year 1-13	DPs Middle Leaders	An established and agreed upon plan
All year	<p>Tuakana - teina. Establish opportunities for younger and older students to work together. Looking to incorporate older students in the Rite Journey classes and EOTCs</p> <p>Re-establish "buddy class" system - years 1-8 with years 9-13</p> <p>Mentoring opportunities in vertical learning mentor time.</p> <p>Incorporating year 7 and 8's in the year 1-6 assembly</p>	<p>Syndicate Leaders DPs TRJ staff 24/7 Youth Workers</p> <p>DPs</p> <p>LMs</p> <p>DP AP</p>	<p>Students are able to identify an older student they know</p> <p>All buddy classes regularly meeting</p> <p>Students engaged in personal growth conversations across year levels during learning mentor time.</p> <p>Student confidence in years 7/8 to grow</p>
All year	House groups strengthened to create a stronger sense of belonging.	House Coordinators DP	There have been more whole school House based activities during the year.
Term 1	<p>Strengthening the accuracy of information around wellbeing</p> <p>Establish a wellbeing team to</p>	<p>PB4L team</p> <p>Hui attendees</p>	<p>Teachers attending PLD around Well-Being.</p> <p>Observation of explicit teaching of</p>

	attend regional hui.		Well-Being.
Monitoring: Use of SMS, surveying NZCER wellbeing@schools, TFI			
Resourcing: NZCER wellbeing survey, Units of work developed and shared with staff with appropriate PLD.			

Other key improvement strategies					
Goal	What	Indicators	Goal	What	Indicators
Develop an Education Brief	Establish a committee to meet regularly, taking on board the voice of the community to develop an understanding of how we wish to utilise our school.	Brief completed that represents the needs to the school to prepare for the future.	Curriculum Development	Through the assistance of Student Achievement Function (SAF) we will begin the redevelopment of our local curriculum and look to include dispositions.	A new curriculum document aligned to new values and inclusive of a set of dispositions
Live reporting	Through continual consultation create a reporting system which allows for multimedia, live and up to date reporting information.	This reporting system will be in place and be more informative and up to date than the previous system	Digital Technology Curriculum	Provide staff with relevant professional development and lesson plans around the implementation of the year 1-8 Digital Technologies Curriculum	Teachers feel confident and prepared with lesson banks to deliver the digital curriculum in 2020.

At Oxford Area School we use a process / model when targeting students that require acceleration

Individual Syndicates and Departments will create key improvement plans based on student achievement targets.

Identify:

- students achieving Below or Well Below expectation
- learning areas of concern
- specific needs within the learning area
- the interests and strengths of target students

(Term 4, 2018 - Term 1, 2019, DP, Syndicate Leaders/HODs)

Share information regarding Target Students with:

- all teachers working with the students
- Students
- parents and caregivers
- HODs/Syndicate Leaders/SENCO/SLT
- outside agencies already working with the student

(Term 1 Week 4, 2019, DP, Syndicate Leaders/HODs)

Develop Adapted Learning Plans (ALPs)/Class Specific Plans:

- that address the identified specific learning needs of individuals or groups of Target Students
- using the inquiry model
- home learning activities to maintain learning

(Term 1 Week 3, 2019 - Term 1, 2019, Teachers)

Teaching Practice

- Strengthen teaching practice through inquiry
- Acquire professional learning and development

(Throughout 2019, Professional Leaders, Teachers)

Implement:

- daily teaching sessions with Target Students using plans

(Term 1 Week 5, 2019, Teachers)

Monitor and track progress and effectiveness of teaching by:

- regular discussions/moderation in Syndicates/Departments to determine progress and next steps
- a Target Student register
- student activities, learning conversations and workbooks
- formative and standardised testing using assessment schedules for Target Students
- SMS database
- class profiles
- using student voice

(Monthly 2019, Teachers, shared with Syndicate Leaders/HODs)

Utilise the expertise of outside agencies if necessary including:

- RTLB
- RTLit
- GSE

(2019, Syndicate Leaders, Deans, SENCO)

Strategic Resourcing:

Extra classroom release

Strengthened PLD budget

Accelerated Learning in Literacy support PLD

Collaborate with Outside Agency Support