

OXFORD AREA SCHOOL

CHARTER

STRATEGIC PLAN - ANNUAL PLAN



2021

Principal's endorsement: Mike Hart

Board of Trustees' endorsement: Matt Riley

Submission date to Ministry of Education: 1st March 2021



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 te tū, 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**



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.

Strategic Plan 2020 - 2022

Grow together

Thriving • Connected
Communities

Goal Strengthen the connection between our whānau and our school

Initiatives Together, we share our learning

Outcomes A stronger connection between our whānau and our school, all the way through to year 13

Learn together

Pioneering • Collaborative
Learning

Goal Prepare us for the future

Initiatives Learning that sticks with us

Outcomes We have strengthened our competencies to be positive contributors to society

Shine together

Courage • Success • Pride

Goal Ignite the spark of our success

Initiatives Connecting us with role models
Recognising our successes

Outcomes We can acknowledge our successes with confidence

Values

Kia whakaute
Be Respectful

Kia haepapa
Be Responsible

Kia manaaki
Be Caring

Kia manahau
Be Positive

Critical Success Factors	Three Year Strategic Plan <small>+1 year due to 2020 COVID-19 impact</small>													
	Strategic Goals/Themes	2021				2022				2023				Outcomes
		T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4	
Consistent implementation Shared understanding	Grow together “Strengthen the connection between our whānau and our school”					Together, we share our learning								A stronger connection between our whānau and our school, all the way through to year 13
Community Education Strong communication	Learn together “Prepare us for the future.”	Learning that sticks with us											We have strengthened our competencies to be positive contributors to society	
Coherence	Shine together “Ignite the spark of our success”				Connecting us with role models					Recognising our successes				We can acknowledge our successes with confidence
Other Initiatives -MOE -Govt -Community	CASA Fest	Building Project												Other initiatives complete/ business as usual
					150-year celebration of Oxford Schools prep									
		PGC development						NCEA Change programme						
					Aotearoa New Zealand Histories									

Goal: Prepare me for the future

Initiative: Learning that sticks with me

Outcome: We have strengthened our competencies to be positive contributors to society

Term 1, 2021

Term 2, 2021

Term 3, 2021

Term 4, 2021

All teachers			
Common understanding and language	Capacity with tools and processes	Participate in a learning design cycle	
Lead-learner team (2 collaborative teaching teams, inclusive of Within School Teachers)			
Common understanding and language	Participate in a learning design cycle	Sharing learnings and moderation	
Capacity with tools and processes		Participate in a learning design cycle	

Learning that Sticks with Me (Local Curriculum) - 2021

Actions	Responsible	Resources	Measure
<ul style="list-style-type: none"> Common understanding and language Capacity with tools and processes <p><i>Developing an understanding of the 6 global competencies and the progressions, including community engagement.</i></p> <p><i>A shared understanding of the four elements for delivering our curriculum</i></p> <ul style="list-style-type: none"> - Pedagogical practices - Learning partnerships 	<ul style="list-style-type: none"> Senior leadership team Within school leads Collaborative teaching team 	<ul style="list-style-type: none"> 10 x 2-hour planning meetings (20 hours) 10 x 1-hour staff meetings (10 hours) CORE Ed facilitation at staff meetings and planning meetings (30 hours) \$3000 NPDL Subscription Deep Learning Lab conference x 5 (virtual \$150pp, in-person unknown) 	<p>School Conditions (baseline) Term 2, 2021</p> <p>School Conditions (improvement) Term 2, 2022</p>

<ul style="list-style-type: none"> - Leveraging digital - Learning environments <p><i>Develop the local curriculum using established tools and processes.</i></p>		<ul style="list-style-type: none"> ● Book: Deep Learning - Engage the world, change the world x 4 ● Book: Deep Learning - Tools for engagement x 4 	
<ul style="list-style-type: none"> ● Participate in two learning design cycle (this will extend beyond 2020) <p><i>Collaborative learning design, implementation, measurement and outcomes.</i></p> <p><i>Internal moderation of learning design cycle.</i></p>	<ul style="list-style-type: none"> ● Senior leadership team ● Within school leads ● Collaborative teaching team 	<ul style="list-style-type: none"> ● 10 x 2-hour planning meetings (20 hours) ● 4 x 1.5-hour staff meetings (6 hours) ● CORE Ed facilitation at staff meetings and planning meetings (26 hours) 	<p>Learning Design Rubric (baseline) Term 3, 2021</p> <p>Learning Design Rubric (at least 2 progressions in the rubric across the four dimensions) Term 2, 2022</p>
Continuation into 2022 and beyond			
<p>Deepen and Lead</p> <ul style="list-style-type: none"> - Increase skills and frequency using learning design cycles - Increase engagement in moderation and re-design - Build an explicit leadership strategy and capacity 	<ul style="list-style-type: none"> ● Senior leadership team ● Within school teachers ● Collaborative teaching team 	<ul style="list-style-type: none"> ● CORE Ed Facilitation TBC ● Staff meetings TBC ● Planning meetings TBC 	<p>School Conditions TBC</p> <p>Learning Design Rubric TBC</p>
<p>Embed, accelerate, amplify</p> <ul style="list-style-type: none"> - Embed learning design cycle across the whole school - Accelerate precision - Amplify shared leadership and engagement 	<ul style="list-style-type: none"> ● Senior leadership team ● Within school leads ● Collaborative teaching team 	TBC	TBC

Goal: Prepare me for the future

Initiative: Learning that sticks with me

Outcome: We have strengthened our competencies to be positive contributors to society

Term 1, 2021

Term 2, 2021

Term 3, 2021

Term 4, 2021

Common understanding and language

Writing Fluency

Learning that Sticks with Me (Structure of writing) - 2021

Actions	Responsible	Resources	Measure
<ul style="list-style-type: none">Common understanding and language <p><i>A WTE team established with representation from Years 1-10.</i></p> <p><i>Add a year 1-3 progression to the existing Year 4-10 WTE progression. Exemplars developed to the progressions.</i></p>	<ul style="list-style-type: none">WTE Team	<ul style="list-style-type: none">Targeted staff workshops6 x 30 minute staff sessions <p>3 hours</p>	<ul style="list-style-type: none">All staff are using the WTE names for the twelve sentence styles and have planned and implemented lessons that use them.Writing progression from year 1-10 with exemplars to develop an expectation and consistency in writing.
<ul style="list-style-type: none">The WTE online tools is used for year 7-10 across the curriculumQuick write development to increase fluency	<ul style="list-style-type: none">WTE Team	<ul style="list-style-type: none">WTE online tool \$70006 x 30 minute staff sessionsTargeted staff workshops <p>7 hours</p>	<ul style="list-style-type: none">Baseline data collected Term 1, Week 5Summative data collected Term 4, Week 5 - Targeted writing students have increased the number of words they can write, during a quick write, by 25%.

Goal: Ignite the spark of success

Initiative: Connecting us with Role Models

Outcome: We acknowledge our successes with confidence

Term 1, 2021

Term 2, 2021

Term 3, 2021

Term 4, 2021

Research and proposal development

Consultation

Final programme accepted

Connecting us with Role Models

Actions	Responsible	Resources	Measure
Research mentoring programmes	<ul style="list-style-type: none">• Within school leads• Senior leadership team	<ul style="list-style-type: none">• 15 x 1 hour per week 15 hours	<ul style="list-style-type: none">- Completed research in academics and best evidence/practice
Strengths-based mentoring programme <ul style="list-style-type: none">- Develop a tool to measure success- Run first half of year- Evaluate the programme	<ul style="list-style-type: none">• Within school leads• Senior leadership team• Learning support team	<ul style="list-style-type: none">• 10 x 5 hours per week delivering a course• 5 x 1-hour meeting with a facilitator evaluating 55 hours	<ul style="list-style-type: none">- Evaluation of the success of the course
Combine research and internal evaluation to develop a proposal for consultation <ul style="list-style-type: none">- Consultation with key stakeholders- A formal proposal to the Board of Trustees for decision making	<ul style="list-style-type: none">• Within school leads• Senior leadership team	<ul style="list-style-type: none">• 1 hour per week for 7 weeks• 3 x 1-hour consultation meetings - students, staff, community 10 hours	<ul style="list-style-type: none">- A proposal presented to the Board of Trustees- Decision made on a model for 2022 implementation

Targets

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

Baseline Data	Yr4	Yr 5	Yr 6	Y8	Y9
No. of students who are at or above the expected curriculum level.	28	37	36	38	44
No. of target students not achieving at the expected curriculum level	7	11	7	13	7

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

Baseline Data	Y3	Y5	Y6	Y8	Y9
No. of students who are at or above the expected curriculum level.	29	32	34	38	46
No. of target students not achieving at the expected curriculum level	4	17	9	9	7

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

Baseline Data	Y5	Y6	Y8	Y9
No. of students who are at or above the expected curriculum level.	36	36	38	46
No. of target students not achieving at the expected curriculum level	9	10	11	7

The students identified as below will make accelerated achievement resulting in gaining a qualification and an increase in endorsed students in **NCEA**

Baseline Data

Achievement	Level 1	Level 2	Level 3
No. of students who are at or above the expected curriculum level.	31	30	8
No. of target students not achieving at the expected curriculum level	4	3	8

Endorsement	Level 1	Level 2	Level 3
Merit	10	4	2
Excellence	6	0	1