

# OXFORD AREA SCHOOL

CHARTER

STRATEGIC PLAN - ANNUAL PLAN



2022

Principal's endorsement: Mike Hart

Board of Trustees' endorsement: Aaron Campbell

Submission date to Ministry of Education: 1st March 2022



# 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	Building Project											Other initiatives complete/ business as usual	
		150-year celebration of Oxford Schools prep												
	PGC development				NCEA Change programme									
			Aotearoa New Zealand Histories											
	Operating in and after a Pandemic (COVID)													

<u>Goal:</u> Prepare me for the future	<u>Initiative:</u> Learning that sticks with me	<u>Outcome:</u> We have strengthened our competencies to be positive contributors to society
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<u>Goal:</u> Strengthen the connection between our whānau and our school	<u>Initiative:</u> Together, we share our learning	<u>Outcome:</u> A stronger connection between our whānau and our school, all the way through to year 13
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<u>Goal:</u> Ignite the spark of success	<u>Initiative:</u> Connecting us with Role Models	<u>Outcome:</u> We acknowledge our successes with confidence
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**Learning that Sticks with Me (Deep Learning) - 2022**

Phase	Actions	Responsible	Resources	Measure	Forecast start	Forecast end
<b>Phase 1: DESIGN</b>  Getting started (from 2021)  <ul style="list-style-type: none"> <li>Defining DL</li> <li>6 Cs and 4 dimensions</li> <li>DL progressions</li> <li>School conditions for DL</li> </ul> We know we will be successful when teaching staff are about to use the learning language and tools to improve their teaching practice.	<i>Use the teacher self assessment tools to identify action in own learning design</i>  <i>"Give it a go"</i>	Lead Learners  All staff	One staff meeting  One Deep Learning Partner meeting	Success on action  Pre and post teacher self assessment	Week 6, Term 1	Week 7, Term 1   Post Self assessment Week 9, Term 1 (Fluid)
	Four dimensions/elements development  Take one task and one dimension  Four dimensions workshops  "Learning the language"	Lead learners  CORE  All staff	Three staff meetings  Two Deep Learning Partner meetings  Writers Toolbox  Book on Deep Learning/Template	Improvement on dimension  Four dimension rubric  "Live" four dimensions sharing board	Week 6, Term 1	Week 11, Term 1 Flexible - Deep Learning = Hybrid
	Unpacking of the 6 C's with our taura  "Learning to learn"	Lead learners  All staff	One staff meeting  One Team meeting (progression defined to the context)	Looks like Sounds like Feels like  Shared understanding	Week 9, Term 1	On-going

	Set a goal on "Character" - tauira to reflect where they are on the progression and next steps	Lead learners CORE All staff	One staff meeting/Section or Team Meeting	Competency progressions Student Educa reflections	Week 2, Term 2	Reflection end of each Term
	Peer mentoring linked to character Wellbeing	Leaders of programmes: Reese Kean and Jesse Moore.	Peer Support Journey Programme	Wellbeing@school - pre and post	Week 4, T2	Week 4, Term 3
	Prepare a task for NZ moderation	Lead learners	NPDL Time to format it to the correct way Margot meeting for NPDL Team	1 Task, 5 people writing it up/supporting	Week 1, Term 2	Week 3, Term 2
	Align Deep Learning with Vision Matrix of Values and Competencies	Lead Learners SLT CORE	Margot input (staff meetings)	Localised curriculum in progress - Incorporation of competencies into our "plan on a page"  - Matrix developed	Week 4, Term 2	Week 3, Term 3 or End of Term 2 (TBC)
	Collaboratively create OAS Learning Design Template	Lead Learners SLT	Leads create feedback at staff meeting Margot session on examples from other schools.	OAS Learning Design Template	Term 2	End of Term 2 using template
	Sharing the learning with whānau "Learning how to learn"	All Staff Lead Learners (analysis)	Educa Get 6Cs added to Educa Templating	Sample of EDUCA Stories generated by staff and see the Deep Learning Terminology being used.		Week 10, Term 2
<b>Phase 1 MILESTONE:</b> <ul style="list-style-type: none"> <li>• Kaiako are speaking the learning language, using the tools to inform improvement</li> <li>• Tauira are able to recognise the six competencies</li> <li>• Whānau are able to understand the importance of learning to learn through deep learning</li> </ul>						
Phase 2: MAKE IT HAPPEN	Learn and complete the "Moderation Protocol"	Lead learners	Deep Learning Partner meetings x3	Four dimensions rubric (precision)	Term 3, 2022	End of Term 3, 2022



Deepen the learning			2 Staff Meetings - One to introduce, one to have a go with partner	Internal moderation process - against an Element		
	Reporting formats	SLT Leads All Staff	Support from Margot, examples of other schools		Term 3, 2022	Term 4, 2022
	Include learning language in school reporting and communication strategies	All staff	Educa Add Elements to Educa	Language visible in reporting procedures	TBD	TBD
	Deepen literacy and mathematics	All staff	Writers Toolbox SSEP (Year 9/10)	Consistent literacy and mathematics programmes/tools taught	TBD	TBD
	Improving learning design.  Must include but not limited to the context of the Oxford Schools 150th Jubilee (Local curriculum and Aotearoa New Zealand History)	Lead learners  CORE  All staff	Deep learning partner meetings  Staff meetings  Jubilee coordinator	Four dimensions rubric	Term 3, 2022	Term 4, 2022

**Phase 2 MILESTONE:**

- Kaiako using the moderation protocol to improve practice
- Tairua can place themselves on the competency learning progression and identify their next steps.
- Whānau are noticing deep learning language in reporting processes

Phase 3: <b>FINDING WHAT WORKS</b>	Teaching inquiry - seeing the DL in action	All staff	Staff meetings to refresh work done and use of the template	One/two tasks for NZ moderation (external)	Term 1, 2023	TBD
Accelerating the learning	Tairua self assessment	Lead learners	TBD	TBD	TBD	TBD
"Learning from the work"		All staff				
	Building networks within the NZ NPDL network Deep Learning Leads contribute to Webinar	Leads All Staff	TBD	Team	Term 2/3, 2022 -Learning P June, Leveraging Digital August,	TBD
	Using DL outside the school gates	All staff	TBD	Whānau, tairua stories in educa	TBD	TBD

	Back map across the curriculum	Lead learners SLT	TBD	TBD	TBD	Term 4, 2023
<p>Phase 3 MILESTONE:</p> <ul style="list-style-type: none"> <li>• Kaiako using an inquiry cycle to develop and deliver deep learning collaborating outside of our school</li> <li>• Tairā</li> <li>• Whānau</li> </ul>						



# Academic Targets

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

Baseline Data	Y4	Y6	Y7	Y8	Y9	Tipu Māia focus Y10
No. of students who are at or above the expected curriculum level.	21	22	18	25	23	18
No. of target students not achieving at the expected curriculum level	7	14	11	9	14	25

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

Baseline Data	Y4	Y6	Y7	Y8	Tipu Māia focus Y10
No. of students who are at or above the expected curriculum level.	19	17	18	25	24
No. of target students not achieving at the expected curriculum level	9	20	11	9	19

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

Baseline Data	Y4	Y6	Y7	Y8	Tipu Māia focus Y10
No. of students who are at or above the expected curriculum level.	22	23	20	25	32
No. of target students not achieving at the expected curriculum level	6	12	9	9	11

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	17
No. of target students not achieving at the expected curriculum level	9	2	4

  

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

## Commitment to Tipu Māia

### Tipu Māia Kāhui Ako

13 Schools and one ECE are members of Tipu Māia Kāhui Ako – a community of one ECE and 13 schools made up six area schools and seven contributing primary schools on the peripheral of the Christchurch region. The region extends towards Oxford and Hanmer Springs in the west, Cheviot to the north and Akaroa in the east. At the heart of the cluster are the shared values of education from year 1-13 and the challenges faced with being geographically isolated.

Our vision for this community is :

- “ Brave, capable confident learners working together in high quality schools with excellent teaching to create the best future for each and every learner”

Our Kāhui Ako comprises of:

- Greta Valley, Hanmer Springs, Omihi, Rotherham, Waiau, Waikari, and Waipara primary schools; Akaroa, Amuri, Cheviot, Hurunui, Oxford, and Rangiora New Life area schools