

# OXFORD AREA SCHOOL

CHARTER

STRATEGIC PLAN - ANNUAL PLAN



**2018**

Principal's' endorsement: Mike Hart
Board of Trustees' endorsement: Matt Riley
Submission date to Ministry of Education: 1st March 2018

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# INTRODUCTORY SECTION

<b>Mission</b>	Quality Education in a Rural Setting
<b>Vision</b>	At Oxford Area School students will: <ul style="list-style-type: none"> <li>• Always aim for personal excellence</li> <li>• Be innovative, curious and independent thinkers</li> <li>• Have respect for others, accept diversity and work collaboratively</li> <li>• Enjoy learning, know how to learn and be a lifelong learner</li> <li>• Show commitment and participation</li> <li>• Take responsibility for their learning and actions</li> </ul>
<b>Values</b>	<p>At Oxford Area School we are respectful, responsible, positive and caring</p> <div style="text-align: center;"> <p><i>At Oxford Area School we are...</i></p> <p> <span style="font-size: 2em; font-weight: bold;">■ RESPECTFUL</span>     <span style="font-size: 2em; font-weight: bold;">■ CARING</span>  <span style="font-size: 2em; font-weight: bold;">■ RESPONSIBLE</span>     <span style="font-size: 2em; font-weight: bold;">■ POSITIVE</span> </p> </div> 
<b>Principles</b>	<p>High Expectations</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Treaty of Waitangi</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Cultural Diversity</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Inclusion</p>

	<ul style="list-style-type: none"> <li>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.</li> </ul> <p>Learning to Learn</p> <ul style="list-style-type: none"> <li>Teachers and students will be encouraged to reflect on their learning. Developing their learning strengths will be part of teaching and learning programmes.</li> </ul> <p>Community Engagement</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Coherence</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Future Focus</p> <ul style="list-style-type: none"> <li>Students will engage in issues around sustainability, citizenship, enterprise and globalization as part of their teaching and learning programmes.</li> </ul>
<p><b>Māori dimensions and cultural diversity</b></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 were developed to support teachers in this area to integrate Te Reo Māori into their programmes. Specialist and qualified teachers and 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><b>Effective Teaching at Oxford Area School</b></p>	<ul style="list-style-type: none"> <li>● Modelling and fostering respectful, positive and caring relationships with all learners - students, parents/caregivers and colleagues</li> <li>● Knowing our students as individuals and as learners</li> <li>● Modelling and communicating high expectations for each learner</li> <li>● Collaborating to provide effective learning opportunities teacher to teacher, teacher to student, student to student and teacher, student and home</li> <li>● Collaborative and individual teaching as inquiry</li> <li>● Planning, implementing and assessing purposeful, differentiated and authentic learning experiences</li> </ul>
<p><b>Student voice</b></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"> <li>● Goal Setting processes</li> <li>● Individual Conferencing</li> <li>● Conversation in groups and focus groups</li> <li>● Subject Surveys - end of unit evaluations</li> <li>● Individual Summary of Student Learning after a task/period/activity</li> <li>● 3 stars and a wish</li> <li>● Co-construction of units of work</li> <li>● Informal observations</li> <li>● Student feedback sheets</li> <li>● Class vote/discussion</li> <li>● Questioning</li> <li>● Student led conferences</li> <li>● Student voice box - led by the school council</li> <li>● Circle time</li> <li>● School council</li> </ul>
<p><b>Community Consultation</b></p>	<p>Consultation with our community is valued and helps shape the direction of our school. Consultation includes:</p> <ul style="list-style-type: none"> <li>● Cuppa with the Leadership Team sessions</li> <li>● Our parent teacher association</li> <li>● Parent conferences</li> <li>● Report evenings</li> <li>● Surveys</li> <li>● Whānau Hui</li> <li>● Newsletters</li> <li>● Seesaw and Class Dojo</li> <li>● Facebook</li> </ul>

# 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.

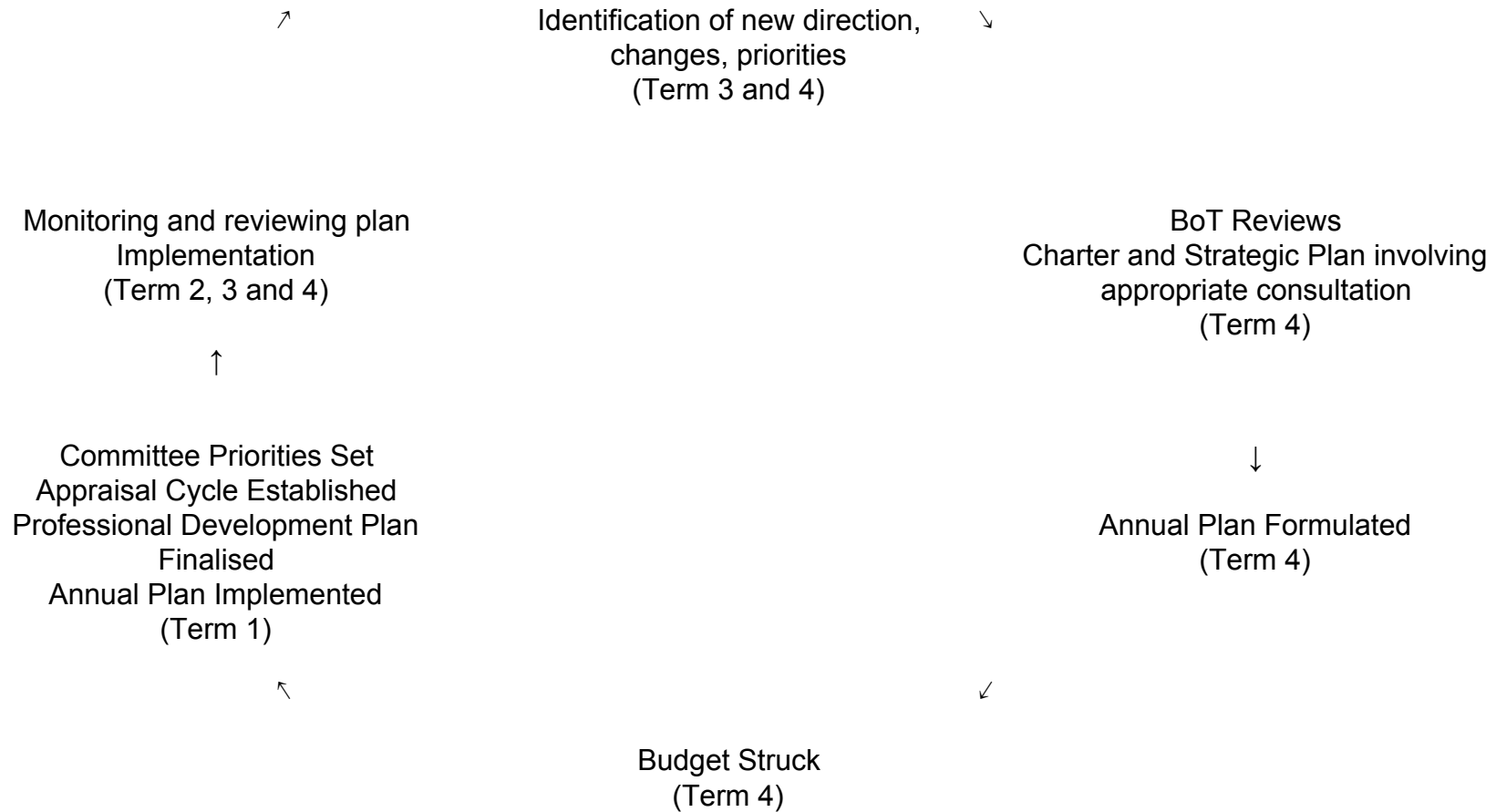
**NEG 9**

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					
		2013	2014	2015	2016	2017
	<b>Reading (at/above)</b>	75.2%	82.1%	77.8%	82.3%	↑ 83.6%
	(Māori)	45.5%	79.4%	80.7%	72.4%	↑ 76.6%
Above	21.2%	22.1%	7.7%	5.0%	↑ 5.5%	
<b>Writing (at/above)</b>	67.9%	76.1%	73.7%	73.1%	↑ 76.9%	
(Māori)	36.4%	82.7%	84.6%	65.5%	↑ 70%	
Above	13.6%	10.6%	5.4%	2.8%	↓ 1.2%	
<b>Mathematics (at/above)</b>	72.5%	78.2%	74.3%	77.3%	↑ 83.2%	
(Māori)	54.5%	75.8%	73.0%	72.4%	↑ 90%	
Above	20.2%	11.2%	7.7%	3.5%	↓ 3%	

NCEA Achievement and Endorsement (source: nzqa.govt.nz)						
	% nat in ()	2013	2014	2015	2016	2017 provisional
Level 1	<b>Participate</b>	67.6% (82.6%)	76.0% (84.2%)	80.4% (85.6%)	67.7% (86.5%)	↑ 75.8% (84.7%)
		54.3% (70.6%)	69.1% (72.5%)	74%(74.4%)	65.6% (75.5%)	↓ 64.9% (72.9%)
	<b>Roll based</b>		Roll = 55	Roll = 50	Roll =31	Roll=38
Level 2	<b>Endorsed</b>	32.0% (51.5%)	23.7% (52.7%)	40.5% (53.1%)	42.8% (54.3%)	↑ 45.9% (55.7%)
		0.0% (17.1)	0.0% (17.8%)	10.8% (18.6%)	23.8% (19.8%)	↓ 16.7% (20.1%)
	<b>Excellence</b>	32.0% (34.4)	23.7% (34.9%)	29.7% (34.5%)	19.0% (34.5%)	↑ 29.2% (35.6%)
Level 3	<b>Merit</b>	20.0% (39.8%)	34.6% (41.1%)	35.3% (41.5%)	26.6% (42.6%)	↓ 19.0% (43.1%)
		2.9% (13.2%)	0.0% (14.3%)	8.8% (14.9%)	3.3% (16.1%)	↓ 0.0% (16.0%)
	<b>Participate</b>	17.1% (26.6%)	34.6% (26.8%)	26.5% (26.5%)	23.3% (26.5%)	↓ 19.0% (27.1%)
Level 1	<b>Participate</b>	85.4% (85.7%)	96.3% (88.1%)	77.3% (88.5%)	78.9% (88.9%)	↑ 91.3% (89.1%)
		67.3% (71.6%)	72.2% (72.5%)	73.9% (76.4%)	62.5% (78.4%)	↑ 72.4% (77.2%)
	<b>Roll based</b>		Roll = 36	Roll =46	Roll= 47	Roll=30
Level 2	<b>Endorsed</b>	20.0% (39.8%)	34.6% (41.1%)	35.3% (41.5%)	26.6% (42.6%)	↓ 19.0% (43.1%)
		2.9% (13.2%)	0.0% (14.3%)	8.8% (14.9%)	3.3% (16.1%)	↓ 0.0% (16.0%)
	<b>Excellence</b>	17.1% (26.6%)	34.6% (26.8%)	26.5% (26.5%)	23.3% (26.5%)	↓ 19.0% (27.1%)
Level 3	<b>Participate</b>	76.2% (79.2%)	77.8% (80.4%)	76.2% (82.8%)	76% (83.4%)	↑ 87% (83.1%)
	<b>Roll based</b>					



	<b>Roll based</b>	51.6% (57.6%)	45.2% (60.2%) Roll = 31	76.2% (62.7%) Roll = 21	48.7% (64.5%) Roll = 35	↑ 65.5% (64.2%) Roll=32
	<b>Endorsed Excellence Merit</b>	12.6% (39.9%) 6.3% (11.4%) 6.3% (28.5%)	50% (41.7%) 14.3% (12.8%) 35.7% (28.9%)	37.5% (42.3%) 0.0% (13.8%) 37.5% (28.5%)	21.1% (42.7%) 5.3% (14.7%) 15.8% (28.0%)	↑ 26.4% (43.7%) = 5.3% (15.6%) ↑ 21.1% (28.1%)
<b>UE</b>	<b>Participate Roll based</b>	60.9% (70.9%) 45.2% (51.7%)	44.4% (61.3%) 25.8% (46.1%)	54.5% (63.4%) 57.1% (48.6%)	52% (62.9%) 33.3% (49.2%)	↑ 60.9% (61.1%) ↑ 44.8% (47.1%)
<b>Māori</b>	numbers 5 or less, too few to use for statistical analysis					
<b>Pasifika</b>						
<b>School Leavers</b>	<b>Level 2+ No. gained less than L2</b>	70.0% (74.7) 15 students	73.5% (77.1) 9 students	67.3% (79.1%) 17 students	↑ 82.6% (80.3%) 8 students	

# STRATEGIC PLAN 2015-2018

*At Oxford Area School every member of the school community is a learner*

## **Strategic Goal 1 - Personal, Academic and Cultural Excellence**

Success will be reflected in learners aiming towards their potential

How
1. Achieving high levels of academic progress
2. Increasing learner pride in achievement for all
3. Encouraging high levels of commitment and participation in a wide range of learning experiences
4. Learner excellence acknowledged and opportunities promoted
5. Developing leaders school-wide

## **Strategic Goal 2 - Partnering with Community**

Success will be reflected in the school engaged in the community and the community engaged in the school

How
1. Use effective and innovative communication
2. Improving community voice
3. Systematic and planned communication with our community, including Board of Trustees
4. Strengthen community involvement in and understand of our school curriculum, vision, values and expectations
5. Strengthen and developing partnerships within our community, including local iwi, school cluster groups and community groups and businesses/industry
6. Further explore and develop school events that reflect our community and environment

## **Strategic Goal 3 - Enhance our Learning Environment, Teaching and Programmes**

Success will be reflected in consistently effective teaching and learning

How
1. Provide ongoing planned professional learning and development about effective and up to date culturally responsive pedagogy and programmes

2. Develop a shared understanding and use of consistent learning language and processes

3. To complete planned building projects that best meet the needs of learning

4. Develop of 10 Year Property Plan to make provision for capital development of the school

5. Improve the physical environment to meet the needs of all learners

6. To be environmentally responsible

# STRATEGIC PLANNING

Strategic Goal	2015	2016	2017	2018
<p><b>Strategic Goal 1 - Personal, Academic and Cultural Excellence</b> Success will be reflected in learners aiming towards their potential</p>	<p>4. Learner excellence acknowledged and opportunities promoted</p>	<p>1. Achieving high levels of academic progress</p> <p>3. Encouraging high levels of commitment and participation in a wide range of learning experiences</p>	<p>1. Achieving high levels of academic progress</p> <p>2. Increasing learner pride in achievement for all</p> <p>5. Developing leaders school-wide</p>	<p>1. Achieving high levels of academic progress</p> <p>2. Increasing learner pride in achievement for all</p> <p>5. Developing leaders school-wide</p>
<p><b>Strategic Goal 2 - Partnering with Community</b> Success will be reflected in the school engaged in the community and the community engaged in the school</p>	<p>1. Use effective and innovative communication</p> <p>3. Systematic and planned communication with our community, including Board of Trustees</p> <p>4. Strengthen community involvement in and understand of our school curriculum, vision, values and expectations</p> <p>5. Strengthen and developing partnerships within our community, including local iwi, school cluster groups and community groups and businesses/industry</p> <p>6. Further explore and develop school events that reflect our community and environment</p>	<p>1. Use effective and innovative communication</p> <p>2. Improving community voice</p> <p>3. Systematic and planned communication with our community, including Board of Trustees</p>	<p>2. Improving community voice</p> <p>5. Strengthen and developing partnerships within our community, including local iwi, school cluster groups and community groups and businesses/industry</p>	<p>2. Improving community voice</p> <p>4. Strengthen community involvement in and understand of our school curriculum, vision, values and expectations</p> <p>6. Further explore and develop school events that reflect our community and environment</p>

<p><b>Strategic Goal 3 - Enhance our Learning Environment, Teaching and Programmes</b> Success will be reflected in consistently effective teaching and learning</p>	<p>1. Provide ongoing planned professional learning and development about effective and up to date pedagogy and programmes</p> <p>2. Develop a shared understanding and use of consistent learning language and processes</p> <p>3. To complete planned building projects that best meet the needs of learning</p> <p>4. Develop of 10 Year Property Plan to make provision for capital development of the school</p> <p>5. Improve the physical environment to meet the needs of all learners</p> <p>6. To be environmentally responsible</p>	<p>1. Provide ongoing planned professional learning and development about effective and up to date pedagogy and programmes</p> <p>2. Develop a shared understanding and use of consistent learning language and processes</p> <p>3. To complete planned building projects that best meet the needs of learning</p> <p>5. Improve the physical environment to meet the needs of all learners</p>	<p>1. Provide ongoing planned professional learning and development about effective and up to date pedagogy and programmes</p> <p>2. Develop a shared understanding and use of consistent learning language and processes</p> <p>6. To be environmentally responsible</p>	<p>1. Provide ongoing planned professional learning and development about effective and up to date pedagogy and programmes</p> <p>2. Develop a shared understanding and use of consistent learning language and processes</p> <p>5. Improve the physical environment to meet the needs of all learners</p>
<p><b>Review</b></p>	<p>English/Literacy Science</p>	<p>Social Sciences Technology Special Needs</p>	<p>Arts Health and Physical Education</p>	<p>Mathematics Languages</p>
<p><b>Planning</b></p>	<p>Mathematics Languages</p>	<p>English/Literacy Science</p>	<p>Social Sciences Technology Special Needs</p>	<p>Arts Health and Physical Education</p>
<p><b>Implementation</b></p>	<p>Arts Health and Physical Education</p>	<p>Mathematics Languages</p>	<p>English/Literacy Science</p>	<p>Social Sciences Technology Special Needs</p>

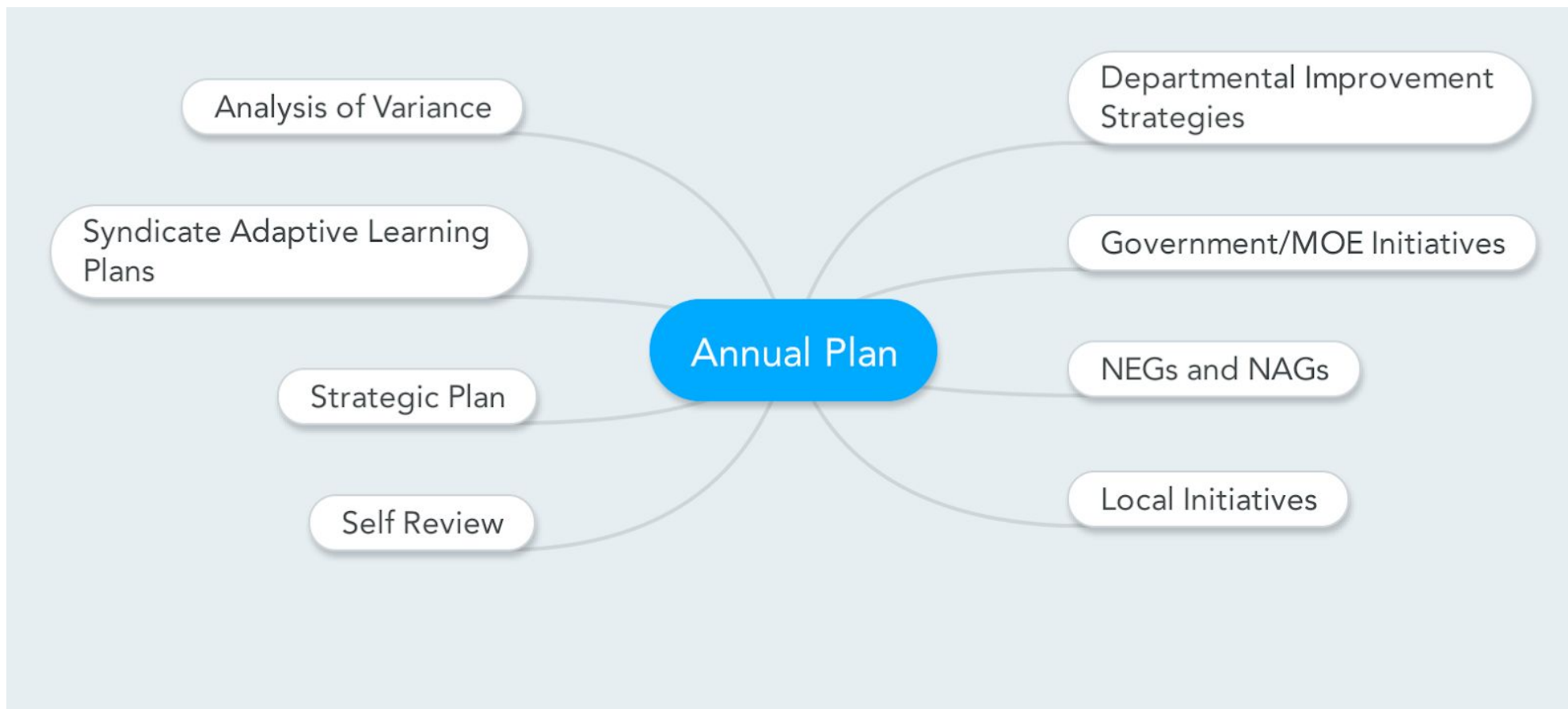
# SELF REVIEW

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:

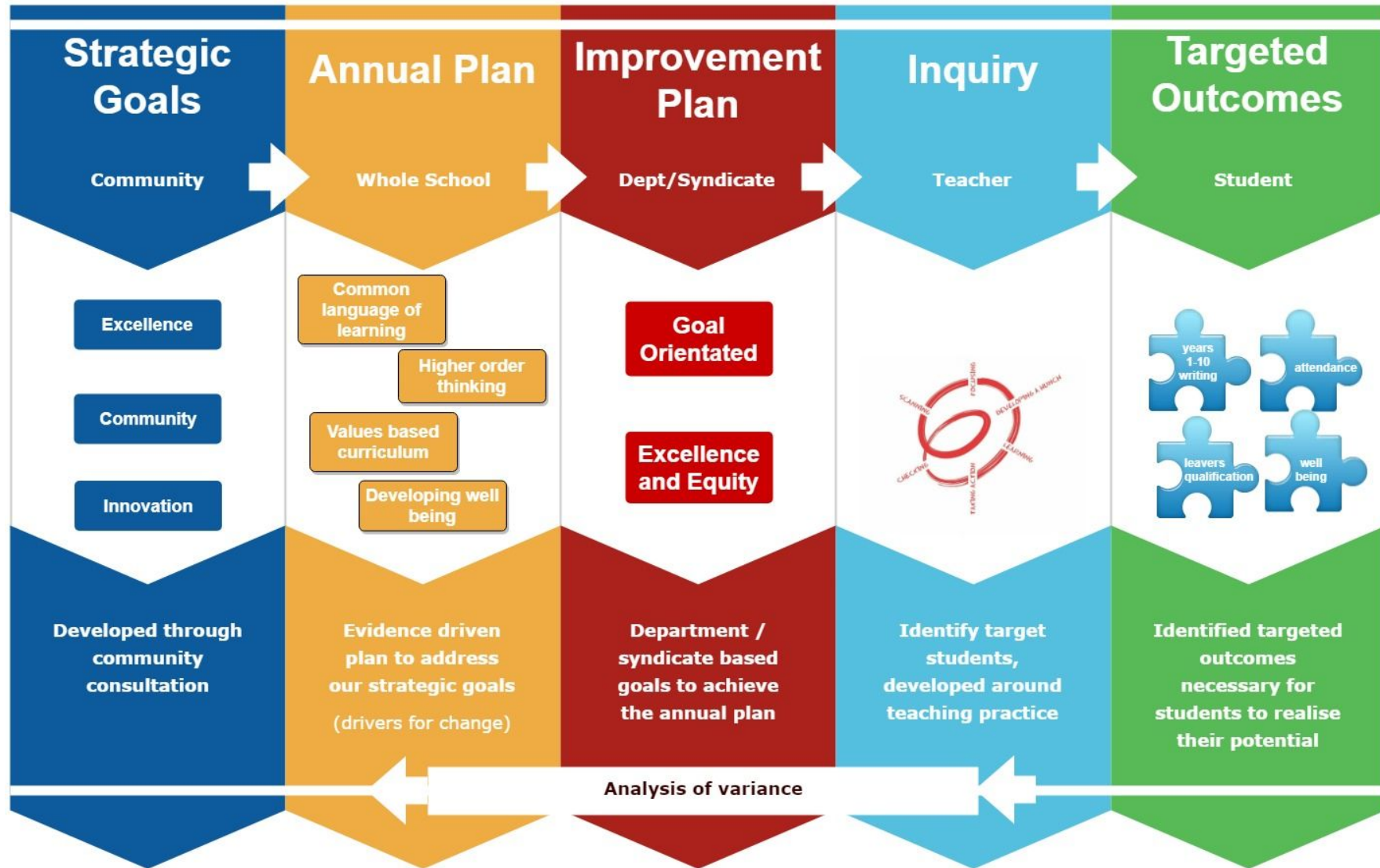
- Charter/Strategic Plan
- Annual school wide goals and specific targets
- Annual Departmental Improvement Plans
- Cyclical Learning Area Reviews
- Departmental Annual Reports including NCEA Analysis
- Data gathering surveys: Staff Engagement Survey, Perception Survey, Wellbeing Surveys etc
- Principal's 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

# 2018 ANNUAL PLAN

Excellence - Community - Innovation



# 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 years progress in writing

### Baseline Data:

2018 Cohort	Year 3 Boys	Year 6 Boys	Year 7 Boys	Year 8 All	Year 1-8 Maori	Y9 group	Y10 Boys
No. of students who are at or above the expected curriculum level.	10	14	16	6 Boys 21 Girls		14 Boys 24 Girls	13
No. of target student not achieving at the expected curriculum level	9	10	10	4 Boys 4 Girls	8 Boys 2 Girls	4 Boys 3 Girls	6

### Key Improvement Strategies

When	What	Who	Indicators of Progress
All year	Strengthen the use of SOLO in the years 1-8 to support and scaffold student learning	All staff (years 1-8)	Improved student achievement; Students are actively using SOLO and know how to improve their work
End of Term 1	Review how we deliberately authenticate the experiences of with Writing for 'Boys'	All staff (years 1-8)	Gather student voice at the beginning of the year as evidence of engagement
All year	Investigate ways to improve Oral	Jo Anderson RTLit	Collecting writing samples (deeper

	Language, to have impact on writing	All staff (years 1-8)	features)
All year	Consolidate and build on the strategies from ALL writing with emphasis on developing vocab	All staff (years 1-8)	Target student meetings and the questions and discussions that occur with colleagues
Mid year	Review and strengthen practice with communicating with whanau	Principal Deputy Principals All Staff (1 - 13) Jo Anderson RT LIT RTLBs	Regular communication home; invite parents into school
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><b>Monitoring:</b> Termly moderation of progress and achievement of target students.</p>			
<p><b>Resourcing:</b> ALL Ministry Funding, Tipu Maia Across School Lead Teacher</p>			

**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:**

2017 Cohort	Level 1	Level 2	Level 3
Percentage of participating students achieving NCEA Merit and Excellence certificate endorsements	45.9%	19%	26.4%
No. of students achieving an NCEA endorsed certificate	10	4	4

2017 Cohort	Level 1	Level 2	Level 3
No. of students not achieving NCEA certificate	13	9	12

**Key Improvement Strategies**

<b>When</b>	<b>What</b>	<b>Who</b>	<b>Indicators of Progress</b>
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 guided tutorials to all students (years 11-13) through the use of a range of curriculum specialist	Tutorial teachers	Improved student achievement
Bi weekly	ATL - comments/next steps	All staff (years 11-13)	Improved student achievement through understanding of where they are currently at what their next steps are in their learning
All year	LM conferencing with senior students. Looking at ATL comments and NCEA marks.	LM Teachers.	Improved student achievement. Students can identify where they are tracking towards NCEA certificate.
Start of the year	Students identified for Gateway and Trade courses which best fit their vocational pathways.	RK,CO,MB,CH,LK	Retention in school of students at risk of not achieving NCEA.
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 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 agreeing and strongly agreeing to the well being questions in the NZCER Student Wellbeing survey and reduce the number of repeated physical aggression incidents.

### **Baseline Data:**

From a sample size of year 3-13 students in the 2017 NZCER Student Wellbeing Survey:

	Everyone thinks our school values are important	At school everyone knows what to do if someone is being bullied or hurt	Treat each other with respect	Treat teachers with respect	Students always stand up for other children if someone is mean to them	Students don't include other children who are being left out	At school I am taught how to manage my feelings (like when I get angry)
2017 Agreement	43 out of 120	60 out of 120	40 out of 120	46 out of 120	43 out of 120	65 out of 120	54 out of 120

Managing my feelings (like when I get angry) target students:

8 Boys  
1 Girl

### **Key Improvement Strategies**

<b>When</b>	<b>What</b>	<b>Who</b>	<b>Indicators of Progress</b>
Term 1	PB4L systems to be reviewed, although with explicit teaching and the use of circle time	PB4L committee	TFI completed indicating areas requiring attention

Term 1 and 2	<p>Hauora - professional development for teachers led by PE and Health Department</p> <p>Explicit teaching of Hauora across the school.</p> <p>Strategies for managing feelings and improving personal wellbeing are explicitly taught.</p>	<p>PE and Health Department</p> <p>Teachers years 1-13 Learning mentors years 9-13</p> <p>Teachers years 1-13 Learning mentors years 9-13</p>	<p>Teachers have clear understanding of Hauora</p> <p>Students voice on understanding of wellbeing</p> <p>Reduction on incidents Student voice on use of strategies</p>
End Term 2	Explore and 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.</p> <p>Re-establish "buddy class" system - years 1-6 with years 7-13</p> <p>Mentoring opportunities in vertical learning mentor time.</p>	<p>Syndicate Leaders DPs</p> <p>DPs</p> <p>LMs</p>	<p>We see more opportunities provided to students to strengthen this relationship</p> <p>All buddy classes regularly meeting</p> <p>Students engaged in personal growth conversations across year levels during learning mentor time.</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	Strengthening the accuracy of information around wellbeing	PB4L team	Teachers attending PLD around Well-Being. Observation of explicit teaching of Well-Being.
<b>Monitoring:</b> Use of SMS			
Resourcing: NZCER wellbeing survey, Units of work developed and shared with staff with appropriate PLD.			

**Improvement Plan - Domain Engagement**

**Strategic Goals:** Personal, Academic and Cultural Excellence:

<b>Annual Goal:</b>  To increase student engagement by ensuring they are at school.	<b>Annual Target:</b>  The students identified below will make improvements on their attendance in 2018.
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**Baseline Data:**  
Attendance 2017  
Year 12 Attendance All 75.9% Male 75.86% Female 75.67%  
Year 13 Attendance All 72.34% Male 75.83% Female 70.48%

	Male	Female
Year 11	3	2
Year 12	1	4
Year 13	1	4

**Key Improvement Strategies**

<b>When</b>	<b>What</b>	<b>Who</b>	<b>Indicators of Progress</b>
Term 1	Identify target attendance students and contact home to set an attendance goal	Learning Mentors Deans DP	Attendance goal has been set
Term 1 and 2	Explicit teaching of wellbeing and strategies to improve	Learning Mentors	Students can identify successful strategies
All year	Improve accuracy of attendance data including following up of unexplained absences and use of parental portal	All teachers	Increased portal activity Accurate attendance data - explaining the unexplained attendance information
All year	Provide opportunities for	Deans	Students taking on leadership and

	leadership and mentoring (tuakana - teina)		mentoring roles
<p><b>Monitoring:</b> At least six times per year attendance rates will be produced to measure improvements. Shared with whanau and student.</p>			
<p><b>Resourcing:</b> MUSAC Edge, portal</p>			

<b>Other key improvement strategies</b>			
Self Review: Education Review Office review			
Gifted and Talented	Review our current Gifted and Talented programmes and develop a coherent plan from years 1-13	International Department	Increase the number of International students at school to improve multicultural opportunities for our students
Careers Education	Review our current Career Education Programme using the Careers benchmarks and develop a coherent plan from years 7-13	Property Plan	Develop an educational brief and design plan around our Science block as it is redeveloped in 2018
Wharenui	In consultation with whānau and runānga develop a plan to create a wharenui on site which represents Māori culture		



**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, 2017 - Term 1, 2018, 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, 2018, 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, 2018 - Term 1, 2018, Teachers)*

Teaching Practice

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

*(Throughout 2018, Professional Leaders, Teachers)*

Implement:

- daily teaching sessions with Target Students using plans

*(Term 1 Week 5, 2018, 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 2018, Teachers, shared with Syndicate Leaders/HODs)*

Utilise the expertise of outside agencies if necessary including:

- RTLB
- RTLit
- GSE

*(2018, Syndicate Leaders, Deans, SENCO)*

***Strategic Resourcing:***

*Extra classroom release*

*Strengthened PLD budget*

*Accelerated Learning in Literacy support PLD*

*Collaborate with Outside Agency Support*