





Being the best we can – No limits!	Onewhero Area School Annual Plan - Strategic aim: Outstanding leadership									
Annual goal	Specific targets	Actions to Achieve (How will we know)	Lead by:	Time Frame						
Develop and implement cohesive leadership pathways for students and staff	<ul style="list-style-type: none">Build a student leadership pathway that is specific to OASDevelop a STRUCTURED professional learning programme for all Middle Leaders.The Senior Leadership Team improves communication with learning community (students, staff and whanau)Build a positive student centred relationship with our community	<ul style="list-style-type: none">Implement 'Cool Schools' peer mediation in Years 1-8Consolidate the Student Council and add year levelsProvide leadership opportunities for emerging leaders (Year 1-11)Develop a leadership model for OASUse the educational leadership capability framework as a focus for team leader meetingsStrengthen leadership focus of appraisal through leadership inquiryTeam leaders to receive training in Arinui and Coaching LeadershipDevelop and implement a communication plan for OASImprove the structure, planning and leading of meetingsRedesign assemblies to include more student involvement, culture building and learning focusTermly opportunities for parent feedback and engagement will be offeredA community consultation process will be held to review the OAS Strategic Plan in line with new MoE requirementsTutor and classroom teachers will make termly contact with whānau throughout the year.	RE SC/EL SC SC SLT Team leade rs/SC SC/ BOT SLT JL/ SLT SC SC/ BOT Staff	2019 – Term				Complete	Year	
				1	2	3	4		2020	2021
				✓	✓					
				✓	✓					
						✓	✓			
					✓					
				✓	✓	✓			✓	✓
				✓			✓			
				✓	✓					
				✓		✓	✓			

Being the best we can – No limits!	Onewhero Area School Annual Plan - Strategic aim: Outstanding wellbeing									
Annual goal	Specific targets	Actions to Achieve (How will we know)	Lead by:	Time Frame						
To develop a sustainable wellbeing programme that seeks to teach, promote and enhance wellbeing within all levels of the school and community.	<ul style="list-style-type: none">Wellbeing Team creating a WB model that meets the needs of whole OAS community.Use PB4L and RP to increase staff capacity to deliver wellbeing as part of their subject teaching and pastoral role.Use PB4L and RP to implement consistent Behaviour Management across the school.Establish opportunities to build wellbeing into the curriculum.Wellbeing Team leading a Pastoral and House system with opportunities to	<ul style="list-style-type: none">Meet at least twice per term to develop plan.Continue to build professional knowledge through reading and professional development opportunities.Seek staff, student, whanau and community voice via hui and survey.Staff, including WB Team, to attend Wellbeing PLD, including RP (restorative practices).Wellbeing Team to deliver PLD to staff at meetings and Teacher-only days.Provision of WB resources through Folder in Google DriveWellbeing Team’s responsibilities to include delivering PLD on PB4L (Positive behaviour for learning).Implement PB4L plan across schoolSyndicate leaders and HoDs examine to integrate wellbeing strategies in planning.Work with Staff, Student Leaders and students to implement new Pastoral and House System.Monitoring student WB through new Tutor Class model. Data collected in Kamar		2019 – Term				Completed	Year	
				1	2	3	4		2020	2021
				✓	✓	✓	✓			
				✓	✓	✓	✓			
				✓	✓					
					✓				✓	✓
				✓	✓	✓				
					✓					
						✓				
				✓		✓				

	<p>promote wellbeing, leadership, participation and engagement in school activities for students and staff.</p>	<ul style="list-style-type: none"> • Develop new house activities for students to participate in. • Present weekly up-dates of house points to noticeboard and through assemblies/notices/newsletter. 	✓	✓	✓	✓				
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Being the best we can – No limits!	Onewhero Area School Annual Plan - Strategic aim: Outstanding achievement								
Annual goal	Specific targets	Actions to Achieve (How will we know)	Lead By:	Time Frame					
To develop effective systems for identifying, tracking, and reporting student achievement across the school Developing student centered assessment practices across the school	<ul style="list-style-type: none">• Raise the achievement of Maori students as Maori• Develop a tool to collect achievement data in a range of curriculum areas• Improve completion rates of assessments for students in Y11-13 (explore philosophy of learning and theories of action of students who are underperforming)	<ul style="list-style-type: none">• Build staff capability -to use Te Reo and Tikanga in everyday classroom practises-, though having weekly lessons at staff briefings.• Incorporate Maori values into classroom practices• Discussions at syndicate meetings on strategies to support these students• Use the connecting with Maori communities: whanau, Hapu, and Iwi survey with staff.• Develop a shared understanding of what ‘success as maori’ looks like in OAS.• Develop an assessment rubric for Years 1 to 10 that assesses against the curriculum and soft skills for each curriculum area.• Develop a Middle school passport (Year 7-10) that acknowledges achievement across a range of areas for school. Eg values, learning strengths, contribution to wider school.• Academic mentoring of students in extended tutor time.• teachers to input marks into Kamar no more than 3 weeks after assessment completion.• Create and share an assessment schedule of all the NCEA assessments.• Create assessment handbook for NCEA to align all departments to the same practice.	KR/AR	2019 – Term				Year	
				1	2	3	4	2020	2021
			✓	✓	✓	✓			
			Bil/TL’s	✓	✓	✓	✓		
				✓	✓	✓	✓		
			Bil	✓	✓	✓		✓	✓
					✓	✓			
			BIL/TL’s	✓	✓	✓	✓		
				✓	✓	✓	✓		
			Tutor teachers	✓	✓	✓	✓		
✓	✓	✓		✓					
✓									
BIL		✓		✓	✓				

	<ul style="list-style-type: none"> 70% of all students in Year 4-6 working within expected curriculum level 50% of all achievement standards gained will be at merit or above level. NCEA results of: Level 1 - 80% Level 2 - 85% Level 3 - 70% 75% of all students in Year 7-8 working within expected curriculum level (4) in writing 	<ul style="list-style-type: none"> Teachers to look in depth at the English curriculum and develop a shared understanding of what should be taught at each level. Review writing program in the Junior school to align with ELP and create shared understanding of a successful Writing program at OAS. Reduced Credit amounts per subject to give students more time to produce quality work. HOD's to review results according to the NCEA examinations reports. Teachers to identify and support students who could achieve merits and excellence within their academic mentoring. Implement the semester system Teachers to look in depth at the English curriculum and develop and document a shared understanding of what should be taught at each level. Review writing programme in the Middle school to align with ELP and create shared understanding of a successful Writing program at OAS. 	MP	✓	✓	✓	✓		
			BM/KH/MP	✓	✓				
			TL's	✓					
				✓					
				✓	✓	✓			
			SS	✓	✓				
				✓	✓				

Being the best we can – No limits!	Onewhero Area School Annual Plan - Strategic aim: Outstanding curriculum											
Annual goal	Specific targets	Actions to Achieve (How will we know)	Lead by:	Time Frame								
Develop a school-wide OAS local Curriculum that empowers and connects with our students	• Write the local curriculum document to reflect the unique nature of our community	<ul style="list-style-type: none">• Develop an overview of contexts currently taught in school<ul style="list-style-type: none">○ Use this overview to identify local opportunities○ Map this from Y0 to Y13• Ensure current and future planning is informed by a local context.• Engage community experts<ul style="list-style-type: none">○ Local business○ Ex-students association○ Arts people○ Local agencies○ Community members• Collect student/community voice on what should be in our curriculum<ul style="list-style-type: none">○ contexts○ content○ skills• Create connections with other communities of learning to leverage their learning• Identify major pedagogies that we currently use and areas that we are looking to build on• Investigate the purpose of our assessments		2019 – Term				Completed	Year			
				1	2	3	4		2020	2021		
				TL, JL	✓	✓					✓	✓
				All Staff	✓	✓	✓				✓	
				All Staff	✓	✓	✓				✓	
				CC	✓	✓						
				CC All Staff	✓	✓	✓				✓	
				CC TL	✓	✓	✓				✓	
				JL TL		✓	✓				✓	

