



ŌHOPE BEACH SCHOOL

Dream • Believe • Achieve

***Ōhope Beach School Annual Plan
January 2024 - December 2024***

ANNUAL IMPLEMENTATION PLAN

Strategic Goal 1: Localised Curriculum

All learners have a sense of belonging in the school and are making progress towards their own personal excellence and have access to the Te Mātaiaho NZ Curriculum to reach their full potential as learners.

Annual Target/s:

All students have the literacy and mathematics skills necessary for independent learning enabling them to access Te Mātaiaho NZ Curriculum and to reach their potential as learners.

Actions	Who is Responsible	Resources Required	Timeframe	How will we measure success?
Engage in PLD with Learning Matters to embed structured literacy practices across the school	All staff	Staff subscription to the Learning Matters site. PLD Budget to cover one visit per term by facilitator.	Ongoing 2024	All staff have access and engage in PLD with Learning Matters
Teachers will provide a balanced literacy programme that includes reading, writing, spelling and oral language development.	All staff		Ongoing 2024	Learning space timetables will reflect the delivery of the curriculum. Improved student outcomes in reading and writing.
Students requiring literacy support will be identified and supported.	All staff LSC Literacy Team	Literacy Budget	At the start of each term	Students with literacy learning needs are identified and supported. The Allocation of Learning register is updated at the end of each term.
Provision of reading recovery and early literacy support for identified students.	LSC	Reading recovery staffing allocation	Ongoing 2024	Students complete reading recovery and transfer their skills to the learning space.
Utilise the skills, expertise and knowledge of itinerant professionals. eg. RTLB, RT Lit	LSC Teaching staff	RTLB RT Lit	Ongoing 2024	Provision of support for identified students.
Literacy team to support colleagues and further strengthen the localised literacy delivery practices.	Literacy Team	Release as required for observations/modelling. Literacy Budget	Ongoing 2024	Literacy team confident to model and support colleagues.
Engage in Maths PLD with Charlotte Wilkinson to embed maths practices across the school	All staff	Staff subscription to the Wilkie Way Website. PLD Budget to cover one visit per term/per team by facilitator.	Ongoing 2024	All staff have access and engage in PLD with Charlotte Wilkinson.

Students requiring maths support will be identified and supported.	All staff LSC Maths Team	Maths Budget PLD Budget to provide facilitator expertise	At the start of each term	Students with maths learning needs are identified and supported. The Wilkie Way screening assessment is completed, analysed and used to inform practice. Improved student outcomes in Mathematics.
Maths team to support colleagues and further strengthen the maths delivery practices.	Maths Team	Release as required for observations/modelling. Maths Budget	Ongoing 2024	Maths team confident to model and support colleagues.
School assessment practices will be reviewed.	Leadership Team		Feb. 2024	Assessment Schedule set up for staff.
Delivery of the Aotearoa NZ Histories curriculum across the school.	NZ Histories Team All teaching staff	PLD for NZ Histories team.	Ongoing 2024	Aotearoa NZ Histories embedded in local curriculum.
Delivery of the Science curriculum to include the priorities identified by the community	All teaching staff	Integration budget for any science equipment. House of Science Subscription	Ongoing 2024	Children engaged in science capabilities and local priorities.

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Strategic Goal 2: *Hauora – Well Being*

To ensure the learning environment provides access to learning for all and provides for the physical, social, cultural and emotional safety of students and staff.

Annual Target/s:

Students with learning needs are supported in their learning so that they can progress in relation to Te Mātaiaho NZ Curriculum and fully participate in and contribute to their school and community.

Actions	Who is Responsible	Resources Required	Timeframe	How will we measure success?
Provision of a safe learning environment for all students, adapting the physical environment to meet the needs of the learners.	BoT Principal All staff	Budget for grounds and buildings.	Ongoing 2024	Health and Safety monthly reviews.
Transition practices are embedded which support students from ECE to Intermediate and new students as they enrol.	Manuka Staff LSC Classroom teachers	Release for staff to visit ECE & Intermediate	Ongoing 2024	Children are successfully transitioned to their new learning environment.
To have a clear focus on what supports the progress of all learners.	LeadershipTeam LSC		Ongoing 2024	Provision of a range of appropriate supports for students.

Identification of students who require additional support practices.	Classroom Teachers LSC Leadership Team		Ongoing 2024	Students are being provided with appropriate support for their needs.
Review PB4L practices in the school to ensure they are still fit for purpose and consistent across the school.	PB4L Team Classroom Teachers	Release as required for the team to meet. Attendance at cluster and regional PB4L hui.	Ongoing 2024	PB4L practices are embedded and consistent. Children are able to engage in and model the PB4L values.
EAP support available to staff as required. (Employee Assistance Programme)	BoT Principal Staff	Annual subscription	Ongoing 2024	Staff are able to access support if the need arises.
MATES (Mutually Agreed Teaching Expectations) are set up within each team to support consistency and collegiality.	Principal Team Leaders Staff		Start of the year and reviewed each term	Staff are collegial and supportive of each other.
The Board of Trustees will actively provide support and appreciation to the staff.	BOT Members	Budget provision	Ongoing	Staff are appreciated and feel valued.

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Strategic Goal 3: *Capabilities*

Increase the staff capacity to effectively deliver culturally responsive teaching practices.

Annual Target/s:

To grow professional practice across all levels of the system. Teachers will demonstrate increased skills in instructional and evaluative teaching capability.

Actions	Who is Responsible	Resources Required	Timeframe	How will we measure success?
Teachers will fully engage in PLD in Literacy and Maths.	Principal All teachers	Budget to cover PLD provision. Release for staff as required.	Ongoing 2024	Teachers understanding of the expectations of Te Mātaiaho NZ Refreshed Curriculum.
Teachers will fully engage in PLD in relation to Te Ao Māori through the MAC (Māori Achievement Collaborative)	Principal Within School Teacher All teachers	Within School teacher release as required. MAC facilitator planned visits. Provision of "Niho Taniwha" resource for all staff.	Ongoing 2024	Teachers will have increased competence and confidence to integrate Te Ao Māori and Te Reo Maori in their learning space.
Work in partnership with the Whakatāne Kahui Ako and Ngati Awa to develop Ngati Awatanga within the school.	Te Ao Māori Team All staff Principal	Attendance and Kahui Ako hui	Ongoing 2024	Teachers and students will have increased knowledge of Ngati Awa and its history in our area.

	BoT			
Ensure a Te Ao Māori lens is considered in all curriculum approaches and contexts.	All staff		Ongoing 2024	Te Ao Māori is woven and integrated into the local curriculum and planning.
Support staff to engage in PLD opportunities for Literacy, Maths and any specialist support required in their role.	Principal Literacy & Maths Team LSC All support staff	PLD with Structured Literacy PLD with Charlotte Wilkinson - Maths PLD with Ko Taku Reo	Ongoing 2024	Support staff will have increased competence and confidence in their roles.

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Strategic Goal 4: *Partnerships*

Building and maintaining authentic partnerships within the community.

Annual Target/s:

The school and community are in partnership to support the education and welfare of students.

Actions	Who is Responsible	Resources Required	Timeframe	How will we measure success?
Opportunities for home and school partnerships to be strengthened.	All staff	Coffee and cake evenings	Ongoing 2024	Home and School partnerships are planned and facilitated.
Grow our connections with local iwi to support our localised curriculum delivery.	BoT Principal WIS Teacher All staff	Release as required Local Mana whenua Runanga	Ongoing 2024	Iwi involvement in the school through environment initiatives. Students involved in kapa haka development.
Engage with Whakatāne Kahui Ako areas for development <ul style="list-style-type: none"> - Iwi Connections - Additional Learning Needs - Leadership Support - Graduate Profile - Attendance 	BoT Principal All staff	Release as required	Ongoing 2024	Strengthened connections with Iwi evident in our school practices and class programmes. LSC support across the Kahui Ako to provide for common needs. Provision of leadership development for staff career paths. Graduate Profile developed and in place at school. MoE attendance goals monitored with improved attendance across the school.

Utilisation of local groups to support environmental action in the school and community.	All staff Students	Local agencies who can provide expertise to enhance our local curriculum	Feb. 2024 to Dec.2024	<p>Students are aware of the local environment resources.</p> <p>Students are active in their kaitiaki roles in the community.</p> <p>All students are kaitiaki of our school and local environment.</p>
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Describe how the annual targets and actions give effect to Te Tiriti o Waitangi

- We are committed to providing a curriculum that engages and challenges students and affirms New Zealand’s unique identity. Success for Māori as Māori, by Māori and with Māori.
- The Board will take all reasonable steps to provide instruction in te ao Māori and te reo Māori. We are continually working towards strengthening this area of our practice.
- When developing policies and practices every endeavour is made to reflect New Zealand’s cultural diversity and unique position of Māori.
- We have high expectations of our Māori students to be achieving at or above curriculum expectations.
- All assessment practices will analyse the achievement of Māori students. From the analysis of achievement data, annual achievement targets are set. Resourcing, planning and teaching will be responsive to these targets.
- All students will have the opportunity to acquire knowledge of te reo Māori me ōna tikanga.
- All staff are supported in developing their abilities and confidence in te ao and te reo Māori. Increasing te ao Māori within the curriculum, giving priority to significant local knowledge, is an ongoing focus so that all teaching and learning contexts reflect and model these.
- We work together with parents of students, identified as Māori, to make decisions regarding how the school supports achievement and well-being.
- All staff will be encouraged and fully supported with professional learning and development to extend their understanding and development of Ka Hikitia.
- All staff will be fully supported with professional learning and development to ensure their understanding and development of Tātaiako - cultural competencies for teachers of Māori Learners.
- The Board will take part in PLD in relation to the Hautu tool through the Kahui Ako.