

Otari School Strategic Plan (2016–2018) and Annual Plan for 2018

Strategic Aims	Strategies for Achieving Aims	Annual Goals	Actions
<i>We have identified the following priorities:</i>	<i>To meet these priorities we are going to:</i>	<i>We have identified the following priorities for 2018:</i>	<i>These will be addressed through the following actions:</i>
Students' Learning			
All students are given access to effective learning based on <i>The New Zealand Curriculum</i> and <i>Te Marautanga o Aotearoa</i> through the <i>Otari School Curriculum & Marautanga</i> , as evidenced by their progress and achievement in relation to the National Standards, Ngā Whanaketanga, and through their success in each learning area.	Use a variety of assessment tools and the National Standards/ Ngā Whanaketanga data to identify and address strengths and weaknesses within our classroom programmes; to identify students who need support; and accordingly provide this support with its accompanying on-going monitoring.	<ol style="list-style-type: none"> 1. Accelerate the progress of students performing 'below' expectations in Writing and Tuhituhi. 2. Accelerate the progress of students performing below expectation in Te Reo Māori 	Implement the 'Key Improvement Strategies' as outlined in the 'Learning Improvement Plans' that support the <i>Annual Plan</i> within the <i>Otari School Charter</i> .
Curriculum Implementation Student Engagement and Professional Learning Development (PLD)			
Undertake on-going review of the <i>Otari School Curriculum/Te Marautanga o Te Kura o Otari</i> .	Review and develop the teaching of specific learning areas and include targeted staff development.	<ul style="list-style-type: none"> • Review and update the Mathematics and Pāngarau plans to reflect current teaching practice. • Review and develop a technology plan that reflects the digital technology component. 	Using staff feedback and incorporating identified teaching priorities, the Principal will work with a curriculum consultant, to review current plans and draft new documents that reflect Otari School practice. Following further feedback, a final plan will be edited and published.
Undertake ongoing review of teaching and learning	Inquire into the effectiveness of teaching practices and learning programmes	<ul style="list-style-type: none"> • Digital Technology PLD: Establish shared skills, learning and knowledge of digital learning, using the technologies to enhance teaching and learning. Developing the knowledge and skills for integrating digital technology through all curriculum areas, developing assessment tools and implementing digital learning programmes for learning support (ORS students). 	The school has 100 funded hours to implement this. Kath Tawhiwhirangi, approved MOE provider, will be working with individual teachers and with the whole school facilitating this PLD.
Strengthen and enhance student engagement in all Learning Areas and Wāhanga Ako throughout the School	Participate in school and strand-wide Professional Learning Development.	<ul style="list-style-type: none"> • Treaty of Waitangi whole school PLD: Undertake professional development in The Treaty of Waitangi and deliver 6 units of work over the following 18 months. • Target Student inquiries: Teachers will continue the successful initiative undertaken last year and inquire into identified priority learners. 	<p>A term 1 Teacher Only Day is facilitated by Tamsin Hanley, author of the 6 units and PLD provider. This will introduce the units and provide background for the implementation of these.</p> <p>Teachers will be meeting throughout the term, including the Principal, sharing findings, ideas and strategies and journaling student progress.</p>

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<p><i>We have identified the following priorities:</i></p> <p>Personnel</p> <p>Meet all personnel and legislative requirements to ensure Otari School promotes high levels of staff performance, students are learning within a positive, productive, safe and fulfilling environment and employment contracts are complied with.</p> <p>Health and Safety</p> <p>The Board fulfills its obligation to ensure health and safety requirements are met and student and staff well-being is fostered and maintained</p>	<p><i>To meet these priorities we are going to:</i></p> <p>Through effective leadership, professional development and teaching, sound learning programmes are sustained.</p> <p>Safe practices are adhered to, Issues are appropriately addressed, policies are actioned and reports are provided</p>	<p><i>We have identified the following priorities for 2018:</i></p> <ul style="list-style-type: none"> Evaluate how well the school is placed for ongoing leadership, management and teaching throughout the personnel changes that inevitably occur. Evaluate student well-being 	<p><i>These will addressed through the following actions:</i></p> <p>Board and management to continue to review and evaluate administrative needs and management job descriptions and establish a sound continuity plan.</p> <p>A survey and other inquiry will be undertaken to evaluate student well-being. Focus question: Are our perceptions about student well-being accurate? Also find out what factors are contributing to well-being and identify if there are any issues that need to be addressed.</p>
Community Engagement			
<p>Parents, caregivers and the wider community are provided with opportunities that encourage and foster whānau engagement.</p>	<p>Consult the entire community every three years to help the BOT to update strategic priorities and establish any new ones, ensuring involvement of Montessori Strand, Original Strand, Maori medium Strand, Māori students, and Special Needs whānau.</p>	<ul style="list-style-type: none"> Effectively consult on a range of teaching, learning, management and governance areas to contribute towards the establishment of the new 3 year strategic plan. 	<p>BoT will be consulting the community throughout the year to inform their development of the strategic plan. Groups consulted and invited to respond will include each strand parent community, Māori whānau in the Original and Montessori strands, parents of children who require learning support, teachers and students.</p>