

ORANGA SCHOOL 2022 - 2024

Growing our future together

Our Values

Hiringa

Aroha

Manaakitanga

GOALS

Increase learning for all

Provide a future focused curriculum

Strengthen relationships and partnerships

OUR INITIATIVES

Embed collaborative pedagogy

Ensure ākonga make progress and are active learning participants

Create a leadership pathway to grow capability of all

Integrate e-learning into teaching approaches

Develop a localised curriculum that reflects who we are

Support teachers to implement current teaching and learning

Use innovative initiatives to embed Positive Behaviour for Learning

Nurture the taonga that is the bi-cultural heritage of Aotearoa

Celebrate the identities, languages and cultures of all ākonga

SUCCESS

Our ākonga and kaiako will develop their unique learning pathway to become life-long learners

Our ākonga are ready for their future

Our ākonga will embrace the unique identities of all

The kōrero behind our journey in creating our vision

Our connection and location to Maungakiekie inspired our vision statement: 'Growing our future together'. The word 'growing' symbolises the slopes of Maungakiekie which connect us not only to our location but also to our turangawaewae (sense of identity). The word growing creates powerful imagery that represents staff, students and whānau as we progress through our unique learning journeys. The words 'together' and 'we' are critical in our vision statement as they acknowledge our connection to each other and the significant role we all take on within a collaborative learning environment. 'Future' has been incorporated into our vision statement as it is important that our students recognise they are active participants in shaping and driving their own future.

Our school values were co-constructed with the community in 2020 and have strong links to our vision statement. Our three values include; manaakitanga (respecting ourselves, those around us and our environment) hiringa (being determined to do our best) and aroha (demonstrating empathy and compassion towards others). These values support our vision statement and are at the heart of all that we do and believe at Oranga School.

In consultation with our Oranga School community we have developed a strategic plan which identifies our direction for 2022-2024. The first strategic goal acknowledges that we are all learners and places importance on increasing learning for all, which encapsulates both staff and community. Our learning pathways connect us and provide us with a shared commitment to strive for success.

Educational practices regularly change and evolve. For this reason we recognise the importance of having a learning community that reflects, refines and is adaptive in seeking opportunities to enhance future focused learning opportunities for our students. Relationships are at the heart of what we do and this is reflected in our strategic vision through our final goal. This goal recognises and acknowledges the strength and diversity our community brings and the importance of working together to achieve the best environment and successes for our students.

Our students and community are proud to be part of Oranga School.

Ehara tāku toa i te toa takitahi engari, he toa takitini.

My successes are not mine alone, they are ours - the greatest success we will have is from working together.

Our values



Manaakitanga

We respect ourselves, those around us and our environment.



Hiringa

We persevere and are determined to do our best.



Aroha

We demonstrate empathy and compassion towards others.

Bicultural Perspective

We are committed to meeting Te Tiriti o Waitangi and we recognise the importance and uniqueness of New Zealand's bicultural heritage. We acknowledge the special position of Māori in New Zealand society. We access cultural advice as appropriate and consult with our Māori community in creating and maintaining our school charter/strategic plan so that it reflects local tikanga Māori, mātauranga Māori, and te ao Māori. All students have opportunities to speak te reo and value the language and the importance of tikanga. Tikanga Māori is valued by all.

We promote tikanga Māori and Te Reo Māori through our expectation that;

- Our school values, manaakitanga, hiringa and aroha, are evident across the school
- all teachers integrate Te Reo Māori into their classroom programme; greetings in the morning, waiata, local stories
- there is recognition of the bicultural past and present
- Māori histories, including the history of our local area, are explicitly taught
- begin the day with karakia and waiata
- Kapa haka is promoted and available for students
- school occasions/events follow tikanga Māori and incorporate Te Reo Māori where possible
- O Oranga e is recognised as the school waiata that acknowledges mana whenua. All staff and students will sing with correct pronunciation

Achievement of Māori is closely monitored and achievement levels reported to the Board of Trustees in all curriculum reports.

We work together to achieve the best environment for success for our Māori students.

Cultural diversity

All cultures within our school are celebrated and We respect each person's cultural diversity. Teaching and learning at Oranga School promotes and appreciates the traditions, histories and languages of those cultures within our school, community and New Zealand. Teaching and Learning reflect the histories and traditions of its people as their cultures are valued. Cultural diversity is actively taught. Language weeks are regularly celebrated and led by students. We work together to achieve the best environment for success for our students.



Growing our future together

Oranga School Roadmap 2022 - 2024

	2022				2023				2024				
	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4	
Increase learning for all						Embed collaborative pedagogy							
						Plan	Implement	Embed					
		Ensure ākonga make progress and are active learning participants											
		Plan	Implement	Integrate									
		Create a leadership pathway to grow capability of all											
			Plan	Implement	Integrate								
Provide a future focused curriculum					Integrate e-learning into teaching approaches								
					Plan	Implement	Integrate						
									Develop a localised Curriculum that reflects who we are				
									Develop	Trial	Integrate		
						Support teachers to implement innovative teaching and learning							
					Plan	Implement	Embed						
Strengthen relationships and partnerships							Use innovative initiatives to embed PB4L						
							Plan	Implement	Embed				
			Nurture the taonga that is the bi-cultural heritage of Aotearoa										
			Plan & engage	Implement	Review								
										Celebrate the identities, languages and cultures of all ākonga			
										Plan	Implement	Embed	

ORANGA SCHOOL 2022 ANNUAL PLAN

GOAL #1

INCREASE LEARNING FOR ALL

Strategic Initiative

Ensure ākonga make progress and are active learning participants

Outcome

Our ākonga and kaiako will create their unique learning pathway to become life-long learners

Key Actions	Measures	Who	When	Resourcing
Develop a shared understanding of progress through developing progressions in writing	Review and analyse teacher planning to ensure the language of the progressions is used	Liz	Term 1	Mary-Anne
Develop a shared understanding of progress through developing progressions in reading		Liz	Term 2	6 days release 3 W2 & 3 W5
Develop a shared understanding of progress through developing progressions in maths		Liz	Term 3	6 days release 3 W2 & 3 W5
Build a literacy team to support Literacy Leader to design a school wide phonics programme	Literacy team tracks and monitors the progress of a group of target students	Liz	Term 2	
Develop a common language of AFL practices	Teachers use a self-assessment tool to measure their progress in their understanding and knowledge of assessment for learning practices	Bridget	Term 1 TOD	Mary-Anne
Support leaders to implement Assessment for Learning Practices		Bridget		Mary-Anne
Implement moderation practices to ensure consistent judgements are made across the school.	Data will confirm accuracy and consistency across the school	Liz	Writing mid of T1 Reading end of T2 Maths end of T3	
Regularly seek student voice on their learning	Focus groups of students can articulate how learning is personalised, targeted and caters to their needs	Liz Team leaders	Once a term	

Strategic Initiative
Create a leadership pathway to grow capability of all

Outcome
Our ākonga and kaiako will create their unique learning pathway to become life-long learners

Key Actions	Measures	Who	When	Resourcing
Co-construct an observation framework based on AFL principles. Share framework with teachers and develop a regular and consistent approach using this framework across the school	Leaders will use the observation framework to observe teachers in their teams once a term	Leadership team	T1	All leadership team to work together for one day with Mary-Anne
Observe teachers to increase knowledge, skills and effectiveness of teaching and learning practice using AFL pedagogy	Teachers will develop their own unique learning pathway and create opportunities to ensure students make progress and are active learning participants	Liz Sandy	T1 T2	Sandy
Each team leader sets a leadership goal and are regularly coached by Principal	Team leaders regularly reflect on their leadership goal and have opportunities to discuss progress	Bridget	Once a term	Sandy
Leadership team participate in Education Group Growth Coaching programme to develop leadership skills and improve wellbeing and outcomes of all staff and ākonga	All leadership team complete the Coaching Accreditation Programme	Leadership team		Phase 1-3
Kahui Ako in-school leaders work with leadership team and SLT to share and develop their inquiries that support our learners	Teachers are aware of the in-school leader inquiries and draw on the skills and knowledge, of the in-school leaders	In-school leaders	Regularly	

GOAL #2

PROVIDE A FUTURE FOCUSED CURRICULUM

<i>Strategic Initiative</i> Support teachers to implement innovative teaching and learning	<i>Outcome</i> Our ākonga will embrace the unique identities of all
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Key Actions	Measures	Who	When	Resourcing
Co-construct a framework and process to begin the implementation a Professional growth cycle	Teachers can discuss the Oranga School professional growth cycle and how this supports learning and development of teacher practices	Bridget	Term 4	
Provide differentiation in professional learning programme to increase teachers classroom practices	Teachers form Professional Learning Groups that support their growth and interests	Bridget	Term 4	
Create a system that supports the pairing of teachers with a colleague or critical friend to provide targeted feedback on teaching practices	A feedback system is defined so that each teacher receives targeted feedback from a critical friend	Bridget	Term 4	
Review and update the Quality Practice Template to identify the Standards as quality practices related to each Standard	Quality practices will be identified that connect to each standard	Bridget	Term 4	
Investigate opportunities for hubs to regularly engage in collaborative inquiry	A system will be defined so that it can be implemented in 2023	Bridget	Term 4	

GOAL #3

STRENGTHENING RELATIONSHIPS AND PARTNERSHIPS

Strategic Initiative

Nurture the taonga that is the bi-cultural heritage of Aotearoa

Outcome

Our collaborative partnerships will enhance ākonga outcomes

Key Actions	Measures	Who	When	Resourcing
Provide opportunities for staff to attend te reo Māori classes outside of school hours to increase knowledge and understanding	Te Reo Māori is visible in all learning hubs Evidence of Te Reo Māori authentically integrated into their classroom programme	Emma	Term 3	
Consult and plan with whānau to plan a marae visit for all ākonga	All ākonga visit a marae to deepen their understanding and knowledge of tikanga Māori	In-school leaders	Term 3	Donations scheme
Connect with local high schools	Students from high schools share their skills and knowledge	Laura		
Develop understanding and application of Te Aho Arataki Marau mō te ako i Te Reo Māori	Evidence of Taumata 1 and 2 in Te Aho Arataki Marau mō te ako i Te Reo Māori page 56-59	Emma	Term 3	
Ensure representation of Māori perspectives is evident	Co-opt Māori representative onto the BOT	Bridget	Term 3	
Ākonga and staff are supported to create, learn and share their pepeha	All staff have completed a pepeha	Emma	Term 3	
Create tuakana-teina relationships	All students who are new to school are paired with an older student	Laura	Term 1	