



# ŌPOUTERE SCHOOL

2022-2024

## SCHOOL CHARTER

*SH 25, RD1, Whangamatā, 3691*





### Mission Statement

Respect for Self, People, the Environment and Opportunities

<b>Core Beliefs</b>	<b>Mana</b> Pride in self. Pride in my whānau. Pride in my Kura	<b>Whanaungatanga</b> Developing Relationships, Making Connections and Creating Partnerships	<b>Manaakitanga</b> Respect for people and the environment	<b>Poutama</b> Reaching new heights
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<b>Pedagogy</b>	<b>Five Frames of Learning</b>				
	<b>Experiential</b>	<b>Proficiency</b>	<b>Adventure</b>	<b>Conceptual</b>	<b>Kotahitanga</b>

### Vision

Respect for self, people, environment and opportunities

### Principles

Opoutere School will implement and comply with the National Education Goals (NEGs) and the National Administration Guidelines (NAGs).

We will ensure our students are given an education that prepares them to be global citizens, connects them with real life learning through a balanced curriculum, acknowledges the role we have to be stewards/kaitiaki of the land, and values positive relationships.

The focus of our strategic development over the next three years is to strive for **Excellence (Poutama)** and provide quality teaching and leadership to make a difference for learners and their whānau. Enable **Equity (Manaakitanga)** by ensuring Education opportunities and outcomes are within reach for every learner and **Engage (Whānaungatanga)** by putting our learners with their whānau at the center and productive partnerships. Underpinning this is our school core beliefs of Mana, Whānaungatanga, Manaakitanga and Poutama that drive our vision of “Respect for Self, People, the Environment and Opportunities.”

We will assess and report to students and parents on student progress using our school wide learning pathways in reading, writing and maths. We hold two showcase evenings in Term 1 and 3 and report to parents in Term 2 and 4 annually, the data will be reported on to the board and our community as a whole, including our Māori community.

We will continue to strengthen our organisational capability and promote high levels of staff performance to support the effective and efficient delivery of education to our students.

We will operate on a sustainable financial basis. We will allocate our resources according to sound educational and financial principles, based on delivering the best possible achievement outcomes for students.

We will maintain a strategic plan and an annually updated annual plan, including goals and targets, and will report on these annually.

We will document through our school policies how the National Education Guidelines are being implemented.

We will maintain an ongoing programme of self-review and comply with all general legislation requirements

The philosophy practised in the school is based on creating learning conditions that encourage students to self-manage their learning and behaviour, problem solve, set targets, be curious and to become great citizens. We utilize our localised curriculum through our unique Adventure Learning programme and provide a varied and exciting holistic curriculum.

## Our School

Ōpoutere School is a full primary co-educational school located at the base of the Coromandel Peninsula on state Highway 25 at Tawa Tawa, 12 kilometres north of Whangamatā. The coastal village of Ōpoutere, beside the Wharekawa harbour is 3.5 kilometres from the school. The original school was a “Native School” on the shores of the Wharekawa Harbour where the original schoolhouse remains. The school was later relocated to its original site in 1953 and now comprises six classrooms. The whole school has been remodelled. A new hall/library was added in 2002. Large playing fields, three adventure playgrounds and a turfed court add to the amenities. Construction of a new swimming pool complex was completed in November 2003. Three brand new classrooms make up the Junior area and were completed in 2014. The senior block has been fully refurbished to MLE standards in 2020.

The school is currently rated Decile 4. The majority of children arrive and depart by bus from Whangamatā and a small group of children come to the school from Ōpoutere and Ōnemana. Ōpoutere School is a small school with a culture of Respect for Self, People, Environment and Opportunities. The school curriculum utilises the local environment with a strong focus on personalised learning, a unique Adventure Learning programme, Te Reo and Tikanga and Environmental Education. The school was awarded the Enviro School green gold award in 2016 and developed an Adventure Learning programme making the most of our beautiful surroundings. In 2019 the school made the finals of the Prime Minister's Award for Excellence in Teaching and Learning. The outdoor and environmental focus complements a strong literacy and numeracy program based on personalised learning pathways and provides students' with a real life, meaningful context to learn in.

A strong Kapa Haka group is a feature of the school. We have a supportive and caring staff who work together collaboratively to ensure that students are in a safe learning environment that engages students and creates curiosity in their learning. We value the input of whānau and encourage families to attend many of the happenings that we have including our weekly assembly and other community events.

## Maori Dimensions and Cultural Diversity

Ōpoutere School is committed to implementing the Treaty of Waitangi NZC principles. Our local curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students will have the opportunity to acquire knowledge of te reo Māori me ōna tikanga.

### Culturally Responsive and Relational Pedagogy

Ōpoutere School continues its journey implementing culturally responsive and relational pedagogy. This principle-based pedagogy is being implemented school wide where teachers strive to create learning contexts and environments where power is shared between teachers and students, where culture counts, where learning is interactive and discussion based. We aim to provide contexts for learning where learners are able to connect new learning to their own prior knowledge and cultural experiences.

At Ōpoutere School we continue to develop and create contexts for learning within which:

**Whanaungatanga:** Relationships of care and connectedness are fundamental

**Kotahitanga:** Power is shared and learners have the right to equity and self-determination

**Whakapapa:** Culture counts, learners' understandings form the basis of their identity and learning

**Ako:** Sense-making is dialogic, interactive and ongoing

**Wānanga:** Decision-making and practice is responsive to relevant evidence

**Kaupapa:** Our common vision and interdependent roles and responsibilities focus on the potential of learners – Māori students achieving and enjoying educational success as Māori.

### Te Reo

Students reach higher levels of competence in Te Reo Māori when they are actively engaged in the language, that is, when they are taking part in tasks related to topics that they find genuinely interesting and relevant. As students learn to use Te Reo Māori with increasing accuracy and appropriateness in relevant and meaningful contexts, their confidence and proficiency will grow.

At Ōpoutere School we believe in this kaupapa and strive to implement Te Reo through meaningful authentic real life contexts such as:

- Kapa Haka, Te Reo and digital media, Kaitiaki crew and Te Reo vocab and phrases.
- Adventure Learning
- Green Beans Enviro group
- Junior pepeha, waiata, performance and basic vocab
- Specialist Te Reo and Adventure Learning tutor
- Classroom contexts
- Implementing culturally responsive and relational pedagogy

## **Kapa Haka**

The fundamental purpose of Kapa Haka has always been to assist Māori students to strengthen their links with iwi, hapu and whānau, while growing in the knowledge of Māoritanga. Kapa Haka allows Māori students to reveal the potential of self, culture and identity through the art of performing.” (Kaiwai, 2001)

At Ōpoutere School, Kapa Haka is a valued and an important aspect of our curriculum. We believe Kapa Haka improves students’ general attitude towards school. It encourages parent participation, which flows on to other aspects of school life. Kapa Haka gives our students a sense of pride while offering opportunities for collaborative and group learning. Kapa Haka is a unique medium for learning, building our school community and developing relationships between students, teachers and whānau.

We have one Kapa Haka roopu at Ōpoutere School.

**Tāne Mahuta** are students who are confident and disciplined, and show a passion for learning about Te Reo Maori and Māori culture through the genres of song, dance and performance. Students in Tāne Mahuta range in ages 6 - 13 years old.

Through the teachings of Kapa Haka at Ōpoutere School we aim to grow in our tamariki:

Pride in Personal Identity.

- Pride in Ōpoutere School
- Pride in Māori Culture

Tutors and students strive to:

- Reach a high standard of performance
- Develop students’ confidence
- Build a sense of belonging and whānau
- Develop personal discipline
- Nurture a passion for Māori culture
- Perform in our local community
- Compete at Hauraki Festival in October every two years
- Perform at Coromandel Cultural festival annually
- Matariki Community Festival

# Ōpoutere School Strategic Plan 2022 - 2024

*Vision: Respect for Self, People the Environment and Opportunities*

*Values: Mana, Manaakitanga, Whānaungatanga, Poutama*

<b>Strategic Goals</b>	<b>Excellence (Poutama)</b> <i>Quality teaching and leadership make the difference for learners and their whānau</i>	<b>Equity (Manaakitanga)</b> <i>Education opportunities and outcomes are within reach for every learner</i>	<b>Engage (Whānaungatanga)</b> <i>Learners with their whānau at the center and productive partnerships.</i>
<b>Strategic Programmes &amp; Initiatives</b>	<p>1. Meaningfully incorporate te reo Māori and tikanga Māori into everyday life of the place of learning.</p> <ul style="list-style-type: none"> <li>Develop a te reo learning programme that meets the requirements of Level 4b funding for te reo.</li> <li>Provide opportunities for staff to build their teaching capability knowledge and skills in te reo Māori and tikanga</li> </ul> <p>2. To strengthen teaching, leadership and learner support capability across the school</p> <ul style="list-style-type: none"> <li>Continue with CR and RP implementation</li> <li>Align Professional Growth Cycle with the Manaaki ki te Tangata (Growth Process)</li> <li>Review and strengthen localised curriculum including the Adventure Learning Programme</li> </ul>	<p>1. Ensure every Learner/ ākonga gains sound foundational skills, including language, literacy and numeracy.</p> <ul style="list-style-type: none"> <li>Implement Better Start Literacy Approach (BSLA) across junior school</li> <li>Implement COL learning writing progressions</li> <li>Strengthen numeracy pedagogy school wide.</li> </ul> <p>2. Reduce barriers to education for all</p> <ul style="list-style-type: none"> <li>Ensure inclusion for Gifted, Neurodiverse, disabled and learning support students.</li> <li>To implement Learning support programmes that are robust, responsive and evidence based.</li> <li>Provide EOTC experiences for all learners</li> </ul>	<p>1. Build relationships with Māori, involve them in the decision making and partner with them to support rangatiratanga and Māori educational success as Māori.</p> <ul style="list-style-type: none"> <li>Seek advice from Māori on how best to include tikanga Māori in values practices and organisational culture.</li> <li>Gain feedback from Māori students, staff and parents through surveys and hui</li> </ul> <p>2. Partner with family and whānau to equip every ākonga/ learner to build and realise their aspirations.</p> <ul style="list-style-type: none"> <li>Strengthen Parent Friends Association (PFA)</li> <li>Schedule beginning year Hui with whānau/ kaiako and akonga to discuss aspirations and expectations.</li> <li>Identify and respond to ākonga/ learner strengths, progress and needs and learner/ ākonga and whanau aspirations.</li> </ul>

## 2022 Annual School Improvement Plan

### Excellence (Poutama)

Quality teaching and leadership make the difference for learners and their whānau

Key initiatives	Targetted Actions	Who is responsible	Measure of success	Key initiatives
To strengthen, teaching, leadership and learner support capability across the school.	Use COL Literacy progressions competently to inform planning and next steps for akonga learning <ul style="list-style-type: none"> <li>● Use formative assessment and progressions to monitor and assess children's learning.</li> <li>● Focus on CoL wide Literacy progressions for 2022</li> <li>● Meet and discuss with staff ways for implementing in the classroom and develop a school wide process for this.</li> <li>● SMT to ensure progressions are being used in their planning for next steps via observations and learning conversations.</li> </ul> Use staff meetings to unpack progressions at senior and junior levels. Familiarise with content	Principal SMT Staff Students	<ul style="list-style-type: none"> <li>● SMT to observe teachers using progressions and check on planning. Feedback provided.</li> <li>● Tamariki will begin interacting and articulating using the kid speak literacy progressions.</li> <li>● Staff will make sure progressions are kept up to date as students achieve learning goals.</li> <li>● Staff meetings held to unpack progressions</li> </ul>	To strengthen, teaching, leadership and learner support capability across the school.
Use the Manaaki ki te Tangata growth process to support staff to critically reflect on their practice, to build on their culturally responsive and relational pedagogy.	<ul style="list-style-type: none"> <li>● Walkthroughs</li> <li>● Learning conversations and goal setting</li> <li>● Align growth process with Professional Growth Cycle</li> <li>● Continued PLD from Te Awheonui</li> <li>● PLD for BOT</li> </ul>	Principal Unit holder and Lead Teacher Karen - Te Awheonui	<ul style="list-style-type: none"> <li>● 20 min observation (Manaaki te tangata) T2</li> <li>● Critical Learning Conversations and goal setting</li> <li>● Teacher to identify new learnings and next steps for growth</li> <li>● Reduction in School wide māori and non māori disparity targets.</li> </ul>	Use the Manaaki ki te Tangata growth process to support staff to critically reflect on their practice, to build on their culturally responsive and relational pedagogy.
Key initiatives	Targetted Actions	Who is responsible	<ul style="list-style-type: none"> <li>● Measure of success</li> </ul>	Key initiatives

**Equity (Manaakitanga)**  
Education opportunities and outcomes are within reach for every learner

Targets	Proposed Actions	Who is responsible	Measure of success	Targets
Ensure every learner/ ākonga gain sound foundational skills, including language, literacy and numeracy.	<ul style="list-style-type: none"> <li>To implement Structured Literacy (BSLA)</li> <li>BSLA provides a practice-focused learning experience of evidence-based literacy instruction to ensure success for all early learners.</li> <li>Extensive coaching and mentoring support will be provided through a partnership with Angela Nation.</li> <li>Provide extra support for boys to reduce disparity between boys and girls reading achievement. Implement Steps web, Quick 60 and Literacy for Boys Senior programme.</li> </ul>	Jethro Emma Angela	<ul style="list-style-type: none"> <li>Junior Staff to take part in BSLA (Better Start Literacy Approach) starting in Term 3</li> <li>Angela Nation to facilitate this.</li> <li>Junior staff to familiarise with Sunshine decodables</li> <li>Emma to lead this initiative for the year. During Term 1 and 2 junior staff to begin exploring BSLA in preparation for Term 3</li> <li>Monitor priority boys reading achievement throughout the year. (See learning improvement Plan)</li> </ul>	Ensure every learner/ ākonga gain sound foundational skills, including language, literacy and numeracy.

**Engage (Whanaungatanga)**  
Learners with their whanau at the centre and productive partnerships

Key initiatives	Targetted Actions	Who is responsible	Measure of success	Review and outcome
Build relationships with Māori, involve them in the decision making and partner with them to support rangatiratanga and Māori educational success as Māori	Develop an action plan including a hui schedule for regular engagement with the Māori community. <ul style="list-style-type: none"> <li>SMT to develop action plan for better whanau engagement</li> <li>Create a schedule for maori community hui</li> </ul>	Principal SMT All staff Community	<ul style="list-style-type: none"> <li>Action plan developed and implemented</li> <li>Schedule created</li> <li>Maori community feedback analysed from Rongohia te Hau</li> </ul>	Develop an action plan including a hui schedule for regular engagement with the Māori community. <ul style="list-style-type: none"> <li>SMT to develop action plan for better whanau engagement</li> </ul> Create a schedule for maori community hui



## 2022 Improvement Plan - Domain: Student Learning

### Strategic Goal: Equity (Manaakitanga)

Education opportunities and outcomes are within reach for every learner.

#### Annual Goal:

To accelerate achievement of māori priority learners so that they are working on a trajectory that enables them to meet and or achieve beyond the expected curriculum level.

#### Annual Target:

To reduce the current levels of māori and non māori disparity by  $\leq 5\%$  in Reading, Writing and Maths respectively.

#### Baseline data:

#### 2021 End of Year numbers of students achieving at or above expected levels

	Reading	Writing	Mathematics
<b>All</b>	86/117 (73%)	85/117 (73%)	94/117 (80%)
<b>Māori</b>	38/54 (70%)	35/53 (66%)	44/54 (81%)
<b>Pākehā</b>	44/57 (77%)	46/60 (77%)	48/60 (80%)
<b>Pasifika</b>	2 Students	2 Students	2 Students
<b>Boys</b>	37/58 (64%)	35/58 (60%)	43/58 (74%)
<b>Girls</b>	45/56 (80%)	48/56 (86%)	48/56 (86%)

Mathematics – 1% difference between māori and non māori

Writing - 11% difference between māori and non māori

Reading - 7 % difference between māori and non māori

#### Key Improvement Strategies

When	What	Who	Indicators of Progress
T1	PLD from Facilitator at Teacher Only Days. To improve awareness of the features of the Culturally Responsive (CR) and Relational Pedagogy (RP) across Opoutere School. Consolidate fundamental principles and introduce the Manaaki ki te Tangata growth process tool. Evidence collection, Critical Learning conversation and shadow coaching.	Facilitator Whole Staff	Facilitator to lead TOD Shadow Coaching process.
	Provide a salary unit for leading Manaaki ki te tangata. Meet with Unit holder, facilitator to co construct clear job description for 2022.	SMT Unit holder	Meet with lead teacher Clear expectations about job description Regular progress reports
T2	Evidence collection. Observing individual staff members and having learning conversations and co constructing a shadow-coaching plan.	SMT Unit holder	Learning conversations and Shadow coaching plan co constructed and implemented.
	Unpack guiding principles further and collaboratively for each principle describe what it looks like, sounds like, feels like and acts like chart to contextualise this principle within our kura.	Whole Staff SMT Unit holder	Each principle unpacked Rubric developed that reflects what this pedagogy looks like in our kura. Align with professional growth tool
	BOT to include goals in the Strategic plan based on Hautū review. Board to complete PLD about CR and RP.	BOT	BOT include goals in stratplan based on Hautū
T3	Collect mid-year school wide data and review with a focus on reducing disparity.	Staff	Mid – year school wide OTJ data collected and analysed by SMT
T4	Collect end of year data and collate for AOV	SMT	Mid – year school wide OTJ data collected and analysed by SMT AOV completed Data reported to BOT
<b>Monitoring</b> SMT to check each term. Scheduled appraisal meetings Staff observations and evidence collection. Manaaki ki e Tangata programme. School wide data collection and analysis by syndicates. Leaning conversation’s and shadow coaching plan School wide data reported to the BOT throughout the year.			

**Resourcing**

Allocate PLD course costs

Allocate reliever costs

Unit for Leading

## 2022 Improvement Plan - Domain: Student Learning

**Strategic Goal: Equity (Manaakitanga)**

Education opportunities and outcomes are within reach for every learner.

**Annual Goal:**

To accelerate achievement of boy priority learners so that they are working on a trajectory that enables them to meet and or achieve beyond the expected curriculum level.

**Annual Target:**To reduce the current levels of boy and girls disparity by  $\leq$  10% in Reading.**Baseline data:****2021 End of Year numbers of students achieving at or above expected Reading levels**

	Reading
All	86/117 (73%)
Māori	38/54 (70%)
Pākehā	44/57 (77%)
Pasifika	2 Students
Boys	37/58 (64%)
Girls	45/56 (80%)

## Reading -

16% difference between boys and girls

7 % difference between māori and non māori

Term 4 2021 - Final  
Whole school - National Standards Reading

	Well Below	Below	At	Above	Total
Year 2		3	1	1	5
Year 3	2	7	3	1	13
Year 4		9	5	3	17
Year 5		1	3	4	8
Year 6		3	12	5	20
Year 7			6	2	8
Year 8		5	5	7	17
<b>Total</b>	<b>2</b>	<b>28</b>	<b>35</b>	<b>23</b>	<b>88</b>

Term 4 2021 - Final  
Whole school - National Standards Reading

	Well Below	Below	At	Above	Total
Year 2 Male		3	1	1	5
Year 3 Female	2	5	2	1	10
Year 3 Male		2	1		3
Year 4 Female		2	3		5
Year 4 Male		7	2	3	12
Year 5 Female			2	3	5
Year 5 Male		1	1	1	3
Year 6 Female		1	4	1	6
Year 6 Male		2	8	4	14
Year 7 Female			6	2	8
Year 8 Female			3	4	7
Year 8 Male		5	2	3	10
<b>Total</b>	<b>2</b>	<b>28</b>	<b>35</b>	<b>23</b>	<b>88</b>

30 Reading Priority Learners

16 Māori and 14 Non Māori

20 Boys and 10 Girls

6 SENCO students

### Key Improvement Strategies

When	What	Who	Indicators of Progress
Term 1	Used 2021 end of year data to identify below boys in reading. Analyse this data by cohorts and set goals.  Discuss with junior and senior teams what support will be in place to improve boys' reading achievement.  Provide a salary unit for leading Structured Literacy. Meet with Unit holder, facilitator to co construct clear job description for 2022.	BOT SMT SENCO Snr Team Jnr Team	Baseline data collected  Programmes set up for the year.
Term 2	Implement specific programmes targeting schoolwide boys reading achievement.	SENCO SMT Staff	Easttle Yr 4-8 assessment collected and analysed  Team meetings discuss Priority reading learners  Priority learners assessed with Lexplore.

	<p>Assess with E-Asttle Reading in Yr 4-8. Analyse this data against national norms.</p> <p>Timetable and discuss priority learners at team meetings.</p> <p>At interim report time provide opportunities for parents to engage with kaiako and discuss progress.</p> <p>Review programmes and their effectiveness. Discuss evidence based outcomes so far.</p> <p>Assess all reading priority learners with Lexplore (AI tracking)</p>		
Term 3	<p>Junior school to begin Better Start Literacy Approach (BSLA) professional learning</p> <p>Junior and senior teams to discuss learners and strategies used. How are students tracking? WHAT can we do differently? WHAT is working well? What further supports will be in place to improve boys reading achievement.</p> <p>SMT to observe reading programmes across school.</p>	<p>SMT</p> <p>Jnr Team</p> <p>Snr Team</p>	<p>Junior team begin BSLA journey.</p> <p>Team meetings discuss priority learners in reading.</p> <p>Observation feedback to staff.</p>
Term 4	<p>Reassess Reading priority Learners with Lexplore. (AI Tracking)</p> <p>Rea assess with E-Asttle Reading and compare.</p> <p>Gather end of year OTJ Reading Data. Analyse assessment data against Learning improvement goals. Use this info for Analysis of Variance.</p> <p>Report on progress for the year. Use information to report to parents.</p> <p>Did support programmes make a difference? WHAT in class support made a difference? Share these ideas within teams.</p>	<p>BOT</p> <p>SMT</p> <p>SENCO</p> <p>Snr Team</p> <p>Jnr Team</p>	<p>Collect end of year data from E-asttle reading, Lexplore and OTJ.</p> <p>Analyse achievement and progress with staff, SMT and BOT</p> <p>Complete Analysis of Variance with commentary with BOT</p>
<p><b>Monitoring</b></p> <p>SMT to check each term.</p> <p>Scheduled appraisal meetings</p> <p>Feedback from observations</p> <p>School wide data collection and analysis by syndicates.</p> <p>School wide data reported to the BOT throughout the year.</p>			

**Resourcing**

TA timetabling for support times

Literacy for Boys subscriptions

Unit for Structured Literacy