



ŌPOUTERE SCHOOL

2019 -2021

SCHOOL CHARTER

SH 25, RD1, Whangamata, 3691





Mission Statement

Respect for Self, People, the Environment and Opportunities

R	E	S	P	E	C	T
RESPONSIBILITY	EDUCATION OWNERSHIP	SELF-AWARENESS	POUTAMA EXPLORING NEW HEIGHTS	ENVIRONMENTAL ACTION	CHARACTER DEVELOPMENT	TANGATA
Ownership, Accountability, Learning Pathways, Learner Agency.	Tiriti o Waitangi, Holistic Curriculum, Personalised Learning, Self-efficacy.	Mana, Identity, Potential, Pride, Aspirations, Passions, Wellbeing, Self-control, Self-management.	Adventure Learning, Perseverance, Striving for Excellence, Adventure Expeditions, Adventure Race, Resilience	Kaitiakitanga, Sustainability, EnviroSchools Kaupapa, Connectedness	Leadership, Self-confidence, Role modelling, Manaakitanga, Citizenship	Te Kotahitanga, Community Minded, Service, Whanaungatanga, Tuakana/ Teina, Showcasing

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

Vision

Respect for self, people, environment and opportunities

Principles

Ōpoutere 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 develop future focussed learners, achieve success for all and work collaboratively. Underpinning this is our school core beliefs which 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 natural environment 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 School, 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 of six classrooms. The whole school has been remodelled. A new hall/library was added in 2002. Large playing fields, two 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 is being refurbished 2019.

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 and family atmosphere. 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.

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.

Arts and Culture and taught effectively through our weekly Culture Connections. 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 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.

Maori Dimensions and Cultural Diversity

Ōpoutere School is committed to implementing the Treaty of Waitangi NZC principle. 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:

- Cultural Connections. 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 2019 - 2021

Vision: RESPECT

Values: Mana, Manaakitanga, Whanaungatanga, Poutama

Strategic Goals	Developing Future Focussed Learners	Achieving success for all	Working Collaboratively
<p>Strategic Programmes & Initiatives</p>	<ol style="list-style-type: none"> 1. To develop 'learning how to learn' strategies <ol style="list-style-type: none"> a) Integrate skills needed for learner agency and inquiry learning across the curriculum. b) Strengthen formative assessment practices and develop assessment capable learners. 2. To strengthen learner agency <ol style="list-style-type: none"> a) Increase student led and decrease teacher directed learning. b) Continue to revise school curriculum to ensure it consistently responds to students' interests, aspirations and needs. c) Continue to develop a junior play based curriculum. d) Develop a graduate profile. 3. To strengthen the Kaupapa of our Adventure Learning Programme: <ol style="list-style-type: none"> a) To develop a Junior Adventure Learning pathway aligning physical and key competencies. 	<ol style="list-style-type: none"> 1. To accelerate learning of priority learners <ol style="list-style-type: none"> a) Use outside agencies or expertise to support our priority learners. b) Strengthen self –efficacy to improve student progress. c) Continue to develop trajectories. d) Develop a strengths based model around our priority Learners (Maori Potential Approach) e) Develop expectations when sharing info with stakeholders at critical points. 2. To provide equal opportunities for all learners <ol style="list-style-type: none"> a) To implement culturally responsive and relational pedagogy action plan culturally responsive and relational pedagogy coherently across the school. b) Provide multilevel experiential tasks to engage learners in a variety of settings and contexts. 3. To build professional capability and collective capacity <ol style="list-style-type: none"> a) Continue to refine and implement Arinui appraisal system and processes. 	<ol style="list-style-type: none"> 1. To establish powerful connections with whānau <ol style="list-style-type: none"> a) Develop a schedule and format that facilitates engagement with our māori community through regular hui. b) Improve physical environment to reflect biculturalism across the school. c) Develop more flexible 'reporting to parents' options d) Develop an action plan to improve whanau engagement with school-based activities. 2. To improve transition at critical points <ol style="list-style-type: none"> a) Revise procedures for transition to school, and to high school. b) Improve induction of new students to our school. c) To develop shared understanding around the skills that enable them to become lifelong learner. 3. Continue revising Opoutere curriculum and consult with school community <ol style="list-style-type: none"> a) Plan and host a community consultation evening. b) Review and develop curriculum with staff and BOT.

	<ul style="list-style-type: none"> b) Develop a learning pathway that measures student progress against adventure competencies. c) Build capability in all staff members to ensure the sustainability of the Adventure programme. 	<ul style="list-style-type: none"> b) Design differentiated and needs-based professional learning programmes. c) Align learning improvement goals with appraisals. <p>4. To provide open, flexible learning environments</p> <ul style="list-style-type: none"> a) Complete modernisation of senior block. b) Design and create an outdoor learning environment. 	
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2019 Annual School Improvement Plan

Strategic Goal 1: Developing Future Focussed Learners				
Targets	Proposed Actions	Who is responsible	Measure of success	Review and outcome
Strengthening Formative Assessment and develop assessment capable learners	Refine Reading Learning Pathways. Develop pedagogy within classroom where Learning Pathways are at the forefront of each child's learning. Ensure pathway goals are included in staff planning. Ensure pathways are continually updated. Unpack and implement formative assessment practices focussing on writing.	JD GK Rachael Allen	Appraisal reflections Observations of pathways in action. Included in teacher planning. Writing achievement data. Staff and student voice.	
Develop and implement a Junior Play Based curriculum	PLD and support from Longworth Education. Observations of AKO in practise. Implementing teaching through play practices. Noticing and applying NZC in children's play. Implement Action plan goals:	JD MB- Lead Teacher Whaea Brooke	Termly review of Action plan goals Observations of Practice Regular feedback from Longworth Education facilitator	

	<p>1. Identify which areas of the curriculum are suited to child-guided experiences with scaffolding from adults.</p> <p>2. Investigate ways to incorporate socio-dramatic play using loose parts and invitations in the outside environment.</p>	Sarah Aniono - Facilitator		
Develop an Adventure Learning pathway	<p>Create a pathway for adventurers to progress skills and knowledge.</p> <p>Develop a merit system that celebrates levels of achievement in disciplines and soft skills.</p> <p>Integrate this digitally via individual student google sites.</p>	<p>JD</p> <p>GK</p> <p>RT</p> <p>Mike Cooney- Board Chairperson</p>	<p>Student voice</p> <p>Termly review of pathway.</p> <p>Student progress through pathway.</p>	

Strategic Goal 2: Achieving Success for All

Targets	Proposed Actions	Who is responsible	Measure of success	Review and outcome
Use outside agencies or expertise to support our priority learners.	<p>RT Literacy referrals for Term 2.</p> <p>RT Literacy staff PLD</p> <p>Strengthen formative assessment</p> <p>RTLB referrals and support for Quick 60 implementation.</p>	<p>JD</p> <p>Vicki Sephton - RT Literacy</p> <p>Rachael Allen- Formative Assessment</p>	<p>Priority learner progress and achievement</p> <p>Quick 60 results</p>	
Review and develop priority learner trajectories	<p>Review format from last year.</p> <p>Implement trajectories for Reading, Writing and Maths</p> <p>Incorporate end of term reflections into staff meetings and build collective knowledge around individual practice.</p> <p>Senior management to check each term</p>	All staff	<p>Termly reflection meetings and learning conversations</p> <p>Trajectories up to date</p> <p>Priority learner's progress monitored.</p> <p>Writing trajectories linked to appraisal</p>	
Complete modernisation of senior block	<p>Concept and Architectural drawings completed.</p> <p>Community consultation</p> <p>BOT approval</p>	Marica - project manager	<p>Timeline adhered to</p> <p>Documentation completed on time</p>	

	Refurbishment of Totara and Puriri classrooms Temporary classrooms in hall	BOT JD	Regular meetings w project manager and David Vincent (MoE Property)	
Implement culturally responsive and relational pedagogy action plan	Align with Strategic Plan Continued PLD with Karen and Lesleigh from Te Awheonui Develop school wide tikanga Implement shadow coaching Whanau contributions and Hui Build Te Reo capability	JD GT RT Karen and Lesleigh - Te Awheonui	Whanau feedback Shadow coaching observations Student voice PLD for staff	
Strategic Goal 3: Working Collaboratively				
Targets	Proposed Actions	Who is responsible	Measure of success	Review and outcome
Build staff capability in Adventure Learning	Adjust timetable so teachers are supporting Adventure Learning specialist. Gain knowledge and skills through regular participation in Adventure Learning. Support specialist teacher with monitoring and tracking student achievement via Adventure Learning pathway.	All staff	Teacher confidence in the outdoor setting. Success of Adventure learning pathway. Teacher voice through survey.	
Plan and host a Curriculum Community Consultation evening	Set a date for the evening Continue to adapt and modify draft curriculum with staff and BOT. Unpack Manaakitanga core belief. What is our school tikanga? Present to community for consultation.	All staff BOT	Tikanga developed Community feedback BOT feedback	
Improve physical environment to reflect biculturalism.	Explore what this might look like at Opoutere School? What to restore? What to add? Improve Te Reo and signage around school	All staff Students Community	Environment to reflect NZ biculturalism 1.e Artwork, sculpture installation Te reo prominent in signage	
Develop a Graduate profile	Survey community around skills and knowledge are valued Gather student voice Develop with teaching staff Community feedback	JD GK Staff Students Community	Profile developed with all stakeholder input Digital Graphic generated. Part of Info booklet and on website.	

2019 Improvement Plan - Domain: Student Learning

Strategic Goal: Achieving Success for All

Annual Goal:

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

Annual Target:

To accelerate the achievement of all māori boys writing so that they are on a trajectory that enables them to meet and/ or achieve beyond the expected curriculum level.

Baseline data:

2019 WRITING PRIORITY LEARNER ACHIEVEMENT DATA

Year Level	Gender	Name	Maori = M Non Maori	2018 Term 4 Writing sample	OTJ Curriculum Level
2	F		Māori	1B	Early Level 1
2	M		Māori	1B	Early Level 1
2	M		Māori	1B	Early Level 1
3	M			1P	Early Level 1
3	M		Māori	1P	Early Level 1
4	M		Māori	1A	Level 1
4	F		Māori	Northern Health	Early Level 1
4	M			1B	Early Level 1
5	M			2B	Level 1

5	M		Māori	1A	Level 1
5	F		Māori	2B	Early Level 2
6	M		Māori	2P	Level 2
7	M		Māori	2P	Level 2
7	F		Māori	2B	Level 2
7	M			2B	Early Level 2
8	M		Māori	3A	Level 3
8	M		Māori	3B	Early Level 3
8	M		Māori	2A	Level 2
8	M		Māori	2A	Level 2
8	M		Māori	2A	Level 2
8	M			New student	

71.4 % of the above writing priority learners are māori

80.9% of writing priority learners are boys.

12/21 = 57% of writing priority learners are māori boys

Key Improvement Strategies			
When	What (examples)	Who	Indicators of Progress
T1	Complete priority learner trajectory targets and reflections termly. What is the shift that happened for this learner? What intervention/s caused the shift? Where to next for this learner? SMT to check each term.	All staff SMT	Individual priority learner trajectories up to date and reflected on. Sharing of trajectories at end of T1 staff meetings
T1	Analyse class data from March 2019 writing samples. Focus in on Priority learners and their needs. What do you notice? What similarities can you see? How does this inform my planning for these students? Moderate writing samples.	All staff SMT Numeracy leader	Evidence in planning of needs met. Pedagogical shifts occurring as teachers inquire into individual teaching practice. Whole school moderation.
T1	Use data to inform writing inquiry linked to appraisal. Continue with writing inquiry for 2019.	All staff	Teacher appraisals will have focus writing inquiries that links to lifting achievement of priority learners.
T1	Make referrals to RT Literacy for T2 support.	SMT	Referral made. RT Literacy facilitator working with identified groups of children.
T2	Improve formative assessment practice in writing. Unpack writing progressions at curriculum levels. Ensure staff are using pathways to inform their writing planning and practice.	All staff Principal Rachel Allen	Staff using writing progressions to inform planning and learning design. Regular interaction with student writing progressions monitoring progress and tracking achievement.
T2	RT Literacy support with Senior classroom and Junior group RT Literacy feedback from support in 2018 - Integrating technology in senior classes. Continued writing PLD for 2019.	RT Literacy Facilitator	Senior boys working with Chromebooks and Google classroom. Other senior staff integrating technology as part of writing practice.
T3	Monitor progress with whole school mid-year sample. Moderate samples. Share data with all staff. Share inquiry progress. Report on progress.	All Staff	Staff meetings to share mid-year data Progress report on priority learners School wide moderation.
T4	Analyse end of year writing sample data. Report on progress.	SMT	Shifts in achievement noted.

	<p>Present teacher inquiries to staff sharing their learnings. Review writing progress. Moderate samples.</p>	All Staff	<p>Trajectories of students shared with staff Staff meeting for sharing appraisal learnings. Complete AOV and report to BOT and Staff. Whole school moderation.</p>
<p>Monitoring Complete priority learner trajectory targets and reflections termly. SMT to check each term. Moderate writing samples throughout the year. Mid-year samples analysed and discussed. Reflection check point. SMT to have mid-year appraisal check-in. End of year writing samples analysed for progress made.</p>			
<p>Resourcing Allocate staff meetings to update trajectories and share collective knowledge from term reflections. Arinui appraisal platform fee paid. Allocate funds for costs of formative assessment PLD</p>			