

# 2022-2024 Strategy

## Motto

**“Be all you can be”**  
**“*Whaia te matauranga*”**

## Mission Statement

“Inspiring our students to believe in themselves and realise their potential within our rural community, so they can move forward as confident, contributing members of society.”  
*“Toi tu te mana, Toi tu te whenua, Toi tu te tangata”*

## Vision

“Oropi School exists to educate our students through experiential learning and personalised opportunities, in doing so we guide them to know their strengths. Our rural school caters for children from Year 1 to 8, developing leadership and a sense of tuakana-teina (close, co-operative, mutually-respectful relationships) across the school. A place where children can be children, take considered risks, exploring new ideas and have a sense of excitement about their own life-long learning.”

## Values

Ako, Manaakitanga, Rangatiratanga, Whanaungatanga, Kaitiakitanga, Whakaaro.

- *Relating, Caring & Respect (for others and the world)*
- *Leading, Self-Managing, and Responsibility*
- *Belonging*
- *Thinking and Creativity*

## Our School Community

We are a Decile 8 school situated approximately 13km up Oropi Road from SH29, Tauranga. Our school is stable with 320-360 students in Years 1-8. We have had an enrolment zone put in place since Term 4 2015. We operate 15 full time classrooms with 17 full time teachers, including senior leadership. We employ a number of part-time teachers to support the implementation of special programmes and release requirements for full time staff. We employ a number of support staff as teacher aides, office staff, garden to table specialists, play based learning facilitators, and for caretaking needs. The location of our school affords both staff and students a peaceful, well resourced semi-rural environment in which to work and learn. Our students are provided with extensive outdoor areas to engage in rich play and participate in a variety of sporting codes. Children living in our district experience the benefits of a rural lifestyle, combined with the opportunities presented within the urban areas of Tauranga Moana.

Our students want to come to school to learn and participate enthusiastically in all our varied components of the school programme, and are encouraged to strive for their personal best in all their endeavours. Our staff display a high level of professionalism in their delivery in a range of quality learning experiences. We are able to address individual learning needs effectively as all students are known due to our rural school environment. The school has a pro-active, open-minded approach to school improvement focused on catering for and responding to individuals equitably. Staff are kept up to date with strong professional development opportunities linked to our strategic direction and provide regular, meaningful reporting of student achievement to families. This is a balance of narrative and summative assessment information that gives a holistic picture of the learner, with a strengths based focus. Children feel like they are part of a team and close community in a school our size and we can often offer opportunities for mixed age group interaction which is socially very good for children. Peer pressure is minimal due to: timely intervention, a trust based philosophy, being individually and culturally responsive, and excellent clear systems for management of behaviour in the school. All children can be children in our context. With the wide range of programmes and opportunities on offer, all children are given the opportunity to participate.

Reminding ourselves of the role of primary school education is important to us. This is to enable a rich range of learning opportunities so our children can make informed decisions about their future learning pathways based on memorable experiences that we have provided. Philosophies relating to innovative learning environments (ILEs) reflect our current position of what is valued in the way our school operates. Play Based learning and project based inquiry, language learning and Interculturalism form a basis of our innovations in learning opportunities at Oropi School. This means our learning opportunity capacity is constantly evolving beyond the single cell classroom context, to now include such opportunities as outdoor learning contexts and connections with people globally and in our wider community. This can occur because we have a well-established trust based culture and environment that allows freedom and flexibility, without needing to be heavily rule and procedure bound.

Our school is governed by a focussed and forward thinking Board of Trustees, and supportive parent groups. There is a cohesiveness between all stakeholders in the school through our future focus, strategic intent and strategic direction. This ensures quality teaching and learning can occur because everyone is on a clear journey together. We have effective governance that makes strategic, informed and planned provision for quality resources, teaching aids, equipment and property.

At Oropi School, we offer a unique environment for our children to be a part of because:

- Children are in a peaceful, semi-rural school environment where individual needs are identified and catered for. It is not “one size fits all”
- There are many regular opportunities for all children in year zero through eight to interact together
- We are a rural school within close proximity to the town centre and associated resources
- We offer modern, up to date and dynamic learning environments with excellent resources
- We identify learning needs quickly and have procedures and resources in place to meet a range of learning needs
- Communication between home and school is excellent and we have a very supportive community
- We have a lot of extra programmes on offer outside of classroom programmes: Support Programmes in Literacy & Numeracy, an Extension and enrichment programme, a variety of Education Outside the Classroom experiences for all age groups (including Camps for Y3-8), Music Tuition and a range of sporting opportunities. 2<sup>nd</sup> Language learning occurs in Mandarin and Te Reo Maori. We have an award winning, nationally recognised Garden to Table programme

## **Provision for supporting an inclusive school culture that ensures progress and achievement for students with special education needs**

We understand and value that it is our school's role to ensure we identify, support and foster the needs of all our students to the best of our ability:

- Who are not achieving
  - Who are at risk of not achieving
  - Who have special needs
  - Who have aspects of the curriculum which require particular attention
  - Who are gifted or talented in areas of the curriculum (something about success for Maori as Maori) Culturally inclusive practices. For example, we make sure that when we are identifying giftedness in a child, we consider Maori world view on this
- So that they can reach their potential and experience success and a sense of achievement in their learning and interactions with others
  - We implement a range of teaching, learning and assessment strategies to find out and address their needs

### **Culturally responsive practices in our approach for students with special education needs**

- We do not assume one type of cultural response is necessarily the one right way of responding to and assessing the needs of these learners. For example, when implementing strategies to support any Māori learners who may be a part of one of the above groups, we endeavour to consider a Māori world view response so “Māori students can enjoy and achieve education success as Māori” *Ka Hkitia Accelerating Success, 2013-17, MoE, Wellington, NZ*
- Consideration of different cultural perceptions on needs and valid assessment strategies is valued. For example, in honouring our bi-cultural heritage in relation to identifying gifted and talented students, we consider the “components of Māori concept of giftedness” *Gifted & Talented Students, MoE, Wellington, NZ, 2012*
- Senior Management, teachers and support staff take into consideration Māori and minority culture world views in the curriculum areas relevant to the special educational need/s being addressed.
- Addressing needs based on honouring Indigenous and minority culture knowledge around the applicable subject skill and knowledge is also important. For example, in the Sciences - honouring the Māori world view on scientific method.

A culturally responsive approach that effectively provides provision for students with special educational needs will require pro-actively engaging with outside agencies, support people, iwi, whanau, and other groups AND will consider a variety of assessment techniques, materials, research and professional readings that can best represent and help staff to understand these cultural perspectives.

## **How will we do this?**

1. By maintaining and nurturing what we value as our school culture: a school environment where every child is known by all staff, where we encourage mixed age group interaction and where children have opportunities to care for and support each other. Staff modelling a strong collegial and collaborative environment to this is key.
2. Parent involvement and communication, including surveying families about their child's needs
3. Using effective identification and testing strategies, catering for the individual with a belief “one size does NOT fit all”.
4. Regular, ongoing and well recorded monitoring strategies through our SMS - as informed by our Assessment framework set at the beginning of each year. This process is overseen by one of our Senior Management Team members with the role of SENCO
5. Effectively and regularly engaging with outside agencies for support and advice
6. Careful, justified and informed consideration and use of resources and support material
7. Self-reviewing our processes each year – making use of the Ministry Rubric to be reviewing in our cyclical programme of self-review how we are catering and providing for students with special education needs

8. Data is analysed in terms of ethnicity

## Specific interventions and Support programmes the School will operate

Enrichment and extension programmes are supported through our special programmes: Language Learning, intercultural initiatives, Garden to Table, Play Based learning opportunities, use of the shed & gully, Music tuition, and House of Science resources. Teachers cater for the range of needs in Literacy & Numeracy through their classroom programmes.

**Intervention programmes:** **Reading Recovery** (6 year olds), **Lexia Core** (a digital support programme in Literacy), **Rainbow Reading**

As specific needs arise, we will target this with additional support staff or teacher time resourcing, as reflected in our Board reporting.

## Intercultural & Te Ao Māori Strategy

### How our school will reflect New Zealand's cultural diversity

Children, from every culture, deserve the best education possible. Oropi School prides itself on acknowledging and valuing the different cultures that compose its school population. We will reflect NZ's increasingly diverse society, particularly the cultures represented in our school, by providing students with a range of opportunities to celebrate their own cultural identity and the diversity of other cultures.

### How our school will reflect the unique position of Māori culture

We understand, value and appreciate the Treaty of Waitangi. This will be achieved through regular and consistent Te Reo and tikanga being integrated in classrooms across the whole school. It is also about ensuring connection with manawhenua to realise the full potential of our New Zealand Histories and localised curriculum. It is important children embrace Maori culture, protocol and language as part of their heritage both in and out of the class. We will incorporate Te Reo and Tikanga Māori as follows:

- Sequential learning of Te Reo Māori from Year 1-8, with the option of Bilingual Maori education
- Bilingual signage around the school, as well as our physical environment showing connection with Te Ao Maori
- Incorporating Maori cultural perspective and consideration for building & classroom design, and pedagogy
- Embracing Māori culture and customs when meeting, welcoming, fare-welling, and ceremony for visitors, newcomers, and existing community members
- Valuing the place of karakia and blessings as part of everyday operations
- Ensuring that local legends and stories or local "heroes"/personalities are remembered and become part of our school and local heritage.
- Learning our whakapapa and using it appropriately, encourages pride in individual identity.
- Use of Māori language frequently and incidentally in addition to formal teaching
- Acknowledging and celebrating events in the Maori calendar
- Integration of waiata and kapa haka as an integral component of our kura
- Ensure Māori custom and protocol are understood when utilising local resources and environment
- Have meaningful relationships with local iwi, hapu, and whanau to ensure we are engaged and genuinely in consultation

If a parent requests a higher level of Te Reo Māori and Tikanga Māori, the school will consider the following, in consideration of resourcing capabilities:

- Look at providing greater levels of bilingual education in classroom/s at Oropi School
- Explore dual enrolment possibilities and engage with local kura kaupapa
- Seek advice, guidance and support from local iwi and hapu
- Provide further opportunities through the child's classroom activities through provision of additional resources
- Engage with other schools that offer greater levels of Māori Medium education
- Meet with Māori Advisors, peak bodies, organisations, and Ministry for guidance and support

## Our Philosophy of Teaching & Learning

Here at Ōropi, we view teaching and learning as a journey so we acknowledge that the way we teach will always be shifting and changing. We trust our staff and we encourage teachers to find what works best for them and for the children in their class, based on their knowledge about children's development, their social and cultural needs and strong connections with whanau. We support all staff to undergo ongoing professional development and reflection to ensure their practice is informed and up to date.

We believe children learn best when they undertake activities that:

- are self-directed, or have a high level of choice
- are hands on and experiential
- are engaging and fun
- encourage grappling and problem solving
- develop skills and knowledge in themes or contexts relevant to the children's lives
- build independence, resilience and resourcefulness
- make connections to our place / history / natural setting wherever possible

A child at Ōropi School will experience all these qualities of learning at every level of the school: at junior level this will occur through our play-based learning programme, continuing into passion projects and discovery learning in middle school and individualised inquiry in the senior classes.

We identify that every child comes to school with their own natural wonderings, questions, passions, strengths and areas of need. The children are given the resources, support and time to experiment and challenge their ideas in safe environments. Teachers facilitate these opportunities with the children closely, providing resources, support and time to extend and challenge their thinking and learning.

Play Based Learning fosters and provides smooth transitions for our new entrant students as they enter learning spaces that are similar to those they have known in Early Childhood settings. Our learning environments help us incorporate the dispositions to learning that are a pillar to the Early Childhood Curriculum. This curriculum has relevance in the Primary School setting right through to Year 8, as it is focused first and foremost on a growth mindset and dispositions for learning.

The Dispositions of Learning fit hand in hand with the Key Competencies of the New Zealand Curriculum for school aged children. They are crucial life-long competencies that will ensure the future success for our students to thrive in the 21st century, as global citizens, grounded in their own identity.

It is through play based learning, passion projects, discovery learning, and individualised inquiry that the students can access all of the available curriculum areas we identify as priority.

Our approach to teaching and learning ensures we have passionate, open-minded, collaborative, and resilient students & staff who have a genuine love for exploring, creating, learning, experimenting, engaging and interacting. At Oropi School children are being enabled to become confident life-long learners as they can question the world around them while developing the confidence and skills needed to find the answers they seek and to thrive in a range of contexts.

# Student Achievement & Curriculum Strategic Planning

## Futures Perspectives (Informed by feedback from Community Consultation)

### What is important for Oropi School?

- Being culturally responsive - valuing Māori as Maori
- Bilingual Education
- Ensuring our outdoor and green spaces enable sustainable solutions and learning contexts outside of the classroom
- Being a school that has flexible learning opportunities in a variety of indoor and outdoor learning spaces at any one time
- Operating a high trust model that enables freedom, flexibility, imagination and creativity; minimal playground rules and behaviour management structures; children taking considered risks in their play and learning; and children taking ownership for their decisions, actions and freedoms
- Enabling collaborative teaching and learning contexts, with mixed age group learning opportunities and social engagement
- Maintaining and growing our play & project based programme, throughout all levels of the school
- Being a school that embeds the principles of Te Whariki (Early Childhood Curriculum), NZC (the New Zealand Curriculum) and Te Marautanga o Aotearoa throughout the school
- Managing our roll effectively to ensure the environmental aspects and character of the school are not lost
- Embedded culturally responsive dispositions in leadership, teaching and learning programmes
- Our points of difference: Play & Project based learning, Languages programme (Maori and Mandarin), Intercultural programme, Garden to Table
- Having a nurturing, inclusive and equitable context for all learners and community members
- Being a school that makes meaningful connections with local, national and international contexts that foster a sense of self and place for the community

## Strategic Intent

### Key Goal

To see progress for all students across all areas of the curriculum and be working within their expected curriculum area.

## Strategic Objectives Planning

	2022- Design	2023 – Implement	2024- Imbed
<b>Objective 1 Community</b>	<p>2022: To continue our focus and develop our understanding as a staff and community in use of Key Competencies and Dispositions for learning. Through all aspects of our curriculum, assessment practices, and school culture. Though the development of a graduate profile and review of the localised curriculum.</p> <p>2022: As a whole school community, be articulate about the following aspects of our school and see evidence of these practices in the day to day practice.</p> <ul style="list-style-type: none"> <li>• Bilingual Education</li> <li>• Play Based Learning</li> <li>• Individualised Inquiry &amp; Project Based Learning Senior School</li> <li>• Outdoor Learning Contexts - GTT</li> <li>• Task Based Languages Learning</li> <li>• The role of Mixed Ability &amp; Ability Grouping</li> <li>• Collaborative Practice</li> </ul>	<p>2022: To implement the use of Key Competencies and Dispositions for learning. Through all aspects of our curriculum, assessment practices, and school culture by delivering the graduate profile and new localised curriculum framework and assessment practices.</p> <p>2023:As a whole school community, be articulate about the following aspects of our school and see evidence of these practices in the day to day practice and be able to measure the successes and challenges of these aspects of our school.</p> <ul style="list-style-type: none"> <li>• Bilingual Education</li> <li>• Play Based Learning</li> <li>• Individualised Inquiry &amp; Project Based Learning</li> <li>• Outdoor Learning Contexts</li> <li>• Task Based Languages Learning</li> <li>• The role of Mixed Ability &amp; Ability Grouping</li> </ul> <p>Collaborative teaching</p>	<p>2024: To continue to imbed the use of Key Competencies and Dispositions for learning. Through all aspects of our curriculum, assessment practices, and school culture by delivering the graduate profile and new localised curriculum framework and assessment practices and measure the effectiveness of this on student achievement and overall school culture.</p> <p>2024:As a whole school community, be articulate about the following aspects of our school and see evidence of these practices in the day to day practice and be able to measure the successes and challenges of these aspects of our school.</p> <ul style="list-style-type: none"> <li>• Bilingual Education</li> <li>• Play Based Learning</li> <li>• Individualised Inquiry &amp; Project Based Learning</li> <li>• Outdoor Learning Contexts</li> <li>• Task Based Languages Learning</li> </ul>

			<ul style="list-style-type: none"> <li>The role of Mixed Ability &amp; Ability Grouping</li> </ul> Collaborative teaching
<b>Objective 2 Teaching and Learning</b>	<p>Be actively using assessment for learning practices independently to make Overall Teacher Judgements (OTJs) using progressions based assessments, robust moderation and naturally occurring evidence.</p> <p>To identify our target group intervention strategies using data, robust moderation and data tracking sheets to optimise acceleration of progress</p> <p>To begin to develop whole school understanding of a year 4-8 Play Based Learning programme and curriculum that incorporates all our outdoor learning contexts</p> <p>As a school and Board of Trustees, begin to educate and work with the community on sharing examples of how we are upholding the values, mission, vision and motto of the school</p>	<p>Be able to measure the success of using assessment for learning practices independently to make Overall Teacher Judgements (OTJs) using progressions based assessments, robust moderation and naturally occurring evidence. This will be seen through student progress data.</p> <p>To understand what it means to accelerate progress of target learners independently.</p> <p>To implement a whole school understanding of a year 4-8 Play Based Learning programme and curriculum that incorporates all our outdoor learning contexts</p> <p>As a school and Board of Trustees, continue to educate and work with the community on sharing examples of how we are upholding the values, mission, vision and motto of the school</p>	<p>To measure the success of intervention strategies and review target learners independently to make learning happen for all students at all levels of the curriculum.</p> <p>To implement a whole school understanding of a year 4-8 Play Based Learning programme and curriculum that incorporates all our outdoor learning contexts</p> <p>As a school and Board of Trustees continue to work with the community on sharing examples of how we are upholding the values, mission, vision and motto of the school</p>
<b>Objective 3 Leadership</b>	<p>Further develop language and cultural practices by shifting teacher expectations of practice in the classroom.</p> <p>Continue to develop middle leadership through coaching and mentoring practices.</p>	<p>Continue to embed a culturally responsive teaching, learning, and leadership approach at class level, systems level and community level across the school</p> <p>Continue to develop middle leadership through coaching and mentoring practices.</p>	<p>Confidently know that we have a deeply embed culturally responsive teaching, learning, and leadership approach at class level, systems level and community level across the school and can be measured for success.</p> <p>Continue to develop middle leadership through coaching and mentoring practices.</p>

<p><b>Object 4 Bilingual Education</b></p>	<p>Defining Bilingual Māori Education at Oropi School for Te Kokako o Otanewainuku, our Level 3 Mainstream classes, and Level 4 for all other Mainstream classes</p> <p>Profiling Te Kokako o Otanewainuku better for our community to understand their point of difference</p> <p>Having a schoolwide definition and understanding of what we do in terms of Bilingual Māori education</p> <p>Defining our curriculum delivery of the new Local &amp; National Histories, from a Te Ao Māori and manawhenua focus for Junior, Middle, and Senior area of the school</p> <p>Having plans in place to ensure our physical environment reflects our local bilingual heritage and strategy</p>	<p>Communicating and sharing what Bilingual Māori Education at Oropi School for Te Kokako o Otanewainuku, our Level 3 Mainstream classes, and Level 4 for all other Mainstream classes looks like</p> <p>Reviewing the level of Te Reo &amp; Tikanga Maori in Te Kokako o Otanewainuku; do we want to increase the Te Reo component and move to Level 2 Bilingual?</p> <p>Communicating our schoolwide definition and understanding of what we do in terms of Bilingual Māori education</p> <p>Building up our resources for the curriculum delivery of the new Local &amp; National Histories, from a Te Ao Māori and manawhenua focus for Junior, Middle, and Senior area of the school</p> <p>Putting in place the plans for our physical environment enhancements that will reflect our local bilingual heritage and strategy</p>	<p>To continue communicating and sharing what Bilingual Māori Education at Oropi School for Te Kokako o Otanewainuku, our Level 3 Mainstream classes, and Level 4 for all other Mainstream classes looks like</p> <p>Implementing the new level (if applicable) of Te Reo &amp; Tikanga Maori in Te Kokako o Otanewainuku</p> <p>Reviewing our schoolwide definition and understanding of what we do in terms of Bilingual Māori education</p> <p>Full delivery of the new Local &amp; National Histories curriculum, from a Te Ao Māori and manawhenua focus for Junior, Middle, and Senior area of the school</p> <p>Continue putting in place the plans for our physical environment enhancements that will reflect our local bilingual heritage and strategy</p>
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## Self-Review 2022-2024

### School Curriculum and Strategic Planning

2022	2023	2024
<p>Focus:</p> <p>P-BLOT - Assessment Play and what it means to be an effective play practitioner.</p> <p>Assessment for learning</p> <p>Localised Curriculum development NZHC - 2024 postponement</p> <p>Digital Fluencies</p> <p>Strategic Planning after consultation: Review of Values and Learner competencies</p> <p>HERO</p>	<p>Focus:</p> <p>P-BLOT - Assessment Play and what it means to be an effective play practitioner.</p> <p>Assessment for learning</p> <p>Localised Curriculum development NZHC - 2024 postponement</p> <p>Digital Fluencies</p> <p>Strategic Planning after consultation: Review of Values and Learner competencies</p> <p>HERO</p>	<p>Focus:</p> <p>The Arts</p> <p>Literacy</p> <p>Numeracy</p>
Ongoing	Ongoing	Ongoing
<p>Languages, Maori &amp; Intercultural Dimension</p> <p>Individualised Inquiry and Discovery (Play based) Learning Programmes</p> <p>Provisions for students with Special Education Needs (included Curious Minds Programme - GATE)</p>	<p>Languages, Maori &amp; Intercultural Dimension</p> <p>Individualised Inquiry and Discovery (Play based) Learning Programmes</p> <p>Provisions for students with Special Education Needs (included Curious Minds Programme - GATE)</p> <p>Year 7&amp;8 programmes</p>	<p>Languages, Maori &amp; Intercultural Dimension</p> <p>Individualised Inquiry and Discovery (Play based) Learning Programmes</p> <p>Provisions for students with Special Education Needs (included Curious Minds Programme - GATE)</p> <p>Year 7&amp;8 programmes</p>

Year 7&8 programmes	Reporting to parents, BOT and community	Reporting to parents, BOT and community
Reporting to parents, BOT and community Pre-school and High School Partnership programmes	Pre-school and High School Partnership programmes	Pre-school and High School Partnership programmes
Staff Appraisals	Staff Appraisals	Staff Appraisals
Student Achievement data analysis and collection	Student Achievement data analysis and collection	Student Achievement data analysis and collection
Ministry of Education Initiatives and strategies	Ministry of Education Initiatives and strategies	Ministry of Education Initiatives and strategies
Community-wide Consultation for foci	Community-wide Consultation for foci	Community-wide Consultation for foci

## **Annual Learning Targets Review 2022**

(As informed by our end of 2021 Analysis of Variance - AoV & End of 2021 Student Achievement Data Reporting)

**It is the intention of our school to ensure all students are enabled to work to their full potential and so experience accelerated progress towards learning outcomes. Annual planning will reflect initiatives and interventions to address the targets below with specific focus on identified individuals, groups and cohorts where required.**

<b><u>Reading</u></b>	<b><u>Writing</u></b>	<b><u>Maths</u></b>
Reading: <b>90%</b> of all years 1-8 will be at/ab by the end of 2022-9% increase	Writing: <b>65%</b> of all years 1-8 will be at/ab by the end of 2022-10% increase	Mathematics: <b>80%</b> of all years 1-8 will be at/ab by the end of 2022- 10% increase

## **Management/Governance/BoT Self Review Cycle**

Property - New 5 Year Plan Agreement in place July 2022-2027

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<b>Year 1 (2024)</b>	Health & Safety	BoT Induction and Code of Conduct  Governance Policy and Trustee Remuneration & Expenses	Review of BoT member roles and responsibilities  Child Protection	Responsibilities of, Professional Expenses of, and Appraisal of the Principal
<b>Year 2 (2022)</b>	BoT Meeting format and content  Communication systems	Employer responsibility and Employee Management  Community Consultation	Finance and Assets	Submissions to Board  Legislation / Administration
<b>Year 3 (2023)</b>	School Buses	Privacy of Information & Protected Disclosures	Animal Welfare	

The above Policies & associated Procedures are now contained within SchoolDocs, where we are gradually moving our review cycle to.

## **Operational Planning for 2022-2024**

## Health & Safety

- Termly evacuation drills and procedures + checks
- Maintaining Sun Smart Procedures & Policy and making improvements as and when required/able
- Bus procedures reviewed and checked twice yearly, with bus duty teachers monitoring, reviewing and responding weekly to needs and issues
- Health & Safety Register maintained, reviewed and reported on regularly (reports available for significant incidents using the H&S Register). This includes a register in the sick bay for minor incidents with children. Reporting to the Board of Trustees of incidents in the H&S Register is a requirement.
- Property & Grounds checks & monthly building checks (maintaining Building Systems Manual) (Caretaker)
- Maintaining building code compliance
- Caretakers equipment and space needs checking four times per year
- Maintaining and reviewing the system for all staff to be able to inform the BoT about any Health & Safety matters or suggestions to ensure they have a voice.
- To build on our current Health & Safety management so it is updated and in line with the new Health & Safety Act April 2016 in order to provide a safe workplace for all.

## Property and Resourcing Goals 2022-2024 (further details in Annual Plan)

### Improved:

#### Focus –

- Developing the building space and usage to cater for our local curriculum needs for our three remaining single cell classrooms
- Outdoor teaching & learning spaces for all weather conditions
- Developing and maintaining effective and creative use of green spaces

#### Other -

- Staffroom and MULTipurpose space development to cater for current numbers
- Implementing alternative power sources in the school for such facilities as the pool heating system and electricity usage
- Maintaining and extending our adventurous play space, native bush areas, large field space and resources there, our traditional look
- Staying current with technology changes and space for ICT resourcing needs
- Furniture renewal cycle in place for classroom and administrative furniture needs
- School pool maintenance and development, including seating options
- Astroturf development - cover

## Human Resources (staffing, professional development, performance management)

### Retaining human resourcing for the following areas is important to us so we can work towards our goals:

- a. Literacy & Numeracy support programmes
- b. PLD needs of teaching and support staff
- c. RTLB & MOE funded hours for individual students
- d. ESOL provision and training
- e. Management release for teachers with areas of responsibility that are priority
- f. Languages teacher for Maori and Mandarin
- g. In-class teacher-aide support
- h. Music Programme
- i. Staffing for Play programme
- j. Staffing for the library
- k. Staffing for Garden to Table programme

### Professional Development:

- Cyclical in nature to allow for individual, whole staff, and groups of PLD options for teachers and support staff
- Priority for: Leadership development for staff with responsibilities, Literacy & Numeracy programmes, Play Based Learning, Languages Teaching & Intercultural, Garden to Table
- Staff and team meetings focused on the above PLD priorities

### Performance Management:

- Appraisal system for teaching staff linked with Charter foci and Goals and individual professional goals, overseen by Principal, Deputy Principals, and Team Leaders, using a Teaching as Inquiry approach
- Appraisal of support staff focused on individual professional goals and annual attestation by the Principal or Deputy Principals
- Establish & maintain professional learning community link with other schools.

## Finance and IT

- Continued commitment to ICT Hardware replacement and renewal (completed by ICT Lead Teacher)
- Active fundraising for capital and human resourcing priorities

- Investigating business sponsorship opportunities.
- Use of Education Services
- Retaining slight surplus budget to enable capital expenditure during 2022-2024 based on strategic priorities
- Furniture needs established for classroom and non classroom spaces, using F&E funding drop in 2022

## **Community Partnership**

### Marketing & Local Community:

- Ensuring whole school events are strengthened and maintained
- Roll management with Enrolment Zone
- Continue school website development
- Annually revise Prospectus and Enrolment material for domestic and international students
- Media promotion of events and school features
- Learning celebration evenings, information evenings, regular community consultation, reporting to parents on the strategic plan in place and progress being made
- Linking with small businesses and local expertise
- Termly Parent-teacher meets relating to student achievement and well being 1:1

### Local community:

- Otanewainuku Kiwi Trust
- Website
- Weekly newsletters
- Contribution to Oropi News
- Class Assemblies
- Learning Link sessions
- Parent-teacher meetings
- Written reporting x2 per year
- Linking the school with community through events linked to children's learning