

2023-2025 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, explore 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 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 enrollment 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 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 endeavors. 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 because we do not have a 'one-size-fits all' approach and value diversity. 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 our school 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 have equitable access to and opportunity for participation.

Reminding ourselves of the role & purpose for primary school education is important to us. This is to ensure we 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. Our philosophy of teaching & learning reflects our current position of what is valued in the way our school operates. Play Based learning and project based inquiry, the Garden to Table programme, language learning, and Interculturalism form a basis of our innovations at Oropi School. Our learning opportunity capacity is constantly evolving beyond the single cell classroom context, to include 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 center and associated resources
- We offer modern, up to date and dynamic learning environments with excellent resources
- Our outdoor learning contexts offer a rich space for teaching & learning opportunities, and the well being of our tamariki
- We identify learning needs individually 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, 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. 2nd 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, for children who:

- Are not making progress or are at risk of not making progress in academic and social contexts for learning
- Do have or may have specific individual special needs
- Need further support in curriculum areas
- Are gifted, talented, or achieving above their chronological age in areas of the curriculum

At the outset, we are culturally responsive in our approach, with a strengths based approach. We consider and are mindful of Maori & other cultural worldviews in our approach -

- So that children 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 childrens 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, consulting or engaging with 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 and we are mindful of ensuring assumptions are not made

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

Children from every culture deserve the best education possible and equitable access to educational opportunities. Oropi School prides itself on acknowledging and valuing the different cultures that compose its school population. We will reflect NZ's increasingly diverse society 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:

- Look at providing greater levels of bilingual education in classroom/s at Ōropi 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

What is important for Oropi School?

- Being culturally responsive
- Valuing Māori as Māori
- 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

The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young

people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.

OBJECTIVES	<p>1</p> <p>LEARNERS AT THE CENTRE</p> <p>Learners with their whānau are at the centre of education</p>	<p>2</p> <p>BARRIER FREE ACCESS</p> <p>Great education opportunities and outcomes are within reach for every learner</p>	<p>3</p> <p>QUALITY TEACHING AND LEADERSHIP</p> <p>Quality teaching and leadership make the difference for learners and their whānau</p>	<p>4</p> <p>FUTURE OF LEARNING AND WORK</p> <p>Learning that is relevant to the lives of New Zealanders today and throughout their lives</p>	<p>5</p> <p>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</p> <p>New Zealand education is trusted and sustainable</p>
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PRIORITIES	<p>1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<p>3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p>	<p>5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<p>7 Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<p>8 Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)</p>
	<p>2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<p>4 Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy</p> <p><small>* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language</small></p>	<p>6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p>The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).</p> <p>Some aspects of these priorities will be more applicable to one sector than others.</p> <p>The NELP is designed to guide those who govern licensed early learning services, ngā kōhanga reo, schools and kura.</p> <p>In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.</p> <p>The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.</p>	

Strategic Intent

Key Goal

To see one year's worth of expected progress for all students across all areas of the curriculum. For 90% of all Tamariki to be working within their expected curriculum area.

Objective: 1. Learning at the Center

Learners with their whānau are at the center of learning and teaching and the heart of education at Ōropi School.

1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.

Actions our Kura can take:	Design 2023	Implement 2024	Imbed 2025
Use the NZCER Wellbeing survey to gain a better understanding of experiences of racism, discrimination and bullying for staff and students.	<p>Students and staff will complete the NZCER survey in Term 1. Data to be shared again with the BOT.</p> <p>Share the wellbeing survey results and begin planning for areas of need. Begin to implement needs according to results. Action key learning outcomes in consultation with staff and students.</p> <p>Begin to create a safe and inclusive culture where diversity is valued and a sense of belonging is deeply embedded in the curriculum and across the school addressing each of the areas of need identified in the Wellbeing survey 2022 - 2023.</p> <p>Using the Kahui Ako Te Kura tapu wha (Indigenous model of wellbeing in schools). Sending key staff to PLD provided by Kahui Ako</p> <p>Begin to Access the Mental health clinicians for students that have been identified through teacher and parent referral.</p> <p>PLD provided by John parsons (Cyber Safety) for parents and staff. Staff to begin to develop safety plans for Cyber Safety.</p>	<p>Begin to use the data gathered from the wellbeing survey in 2022 and Term 1 2023.</p> <p>Design an Oropi Wellbeing survey for staff and students to gather feedback yearly on Wellbeing.</p> <p>Identify Key actions around safety, belonging within curriculum across the school - Using resources such as Zones of regulation using the Kahui Ako Te Kura tapu wha (Indigenous model of wellbeing in schools). Sending key staff to PLD provided by Kahui Ako</p> <p>Review and streamline process to access the Mental health clinicians for students that have been identified through teacher and parent referral.</p> <p>Staff to implement and educate parents with Cyber Safety and make clear the process for support for students at Ōropi.</p>	<p>Implement needs according to results. Action key learning outcomes in consultation with staff and students.</p> <p>Yearly implement a Wellbeing survey at Oropi and work to address any staff and student concerns.</p> <p>Implement identified actions through the Hauora and wellbeing using the Mental health education and Hauora resource and Niho Taniwha</p> <p>Review of Cyber Safety policy and guidelines at Ōropi School.</p>
Have a clear process in place to address and resolve any complaints, concerns for staff and whānau through understanding school docs.	<p>Introduction to School Docs Staff Wide - Understanding of the complaints procedures at Ōropi School.</p> <p>Community Introduction to School Docs - Understanding of the complaints procedures at Ōropi School.</p>	<p>Link to School Docs linked on platforms such as Website, Newsletters.</p>	<p>Link to School Docs linked on platforms such as Website, Newsletters.</p>

Objective: 1. Learning at the Center

Learners with their whānau are at the center of learning and teaching and the heart of education at Ōropi School.

2. Have high aspirations for every learner/ākonga, and support these by partnering with whānau and communities to design and deliver education that responds to their needs, and sustains their identities, language and culture.

Actions our Kura can take:	Design 2023	Implement 2024	Imbed 2025
School wide curriculum aspirations with specific links to NZ histories Curriculum and the Curriculum refresh linked to Kahui ako work streams.	<p>Begin to build resources for the curriculum delivery of the new Local & National Histories, from a Te Ao Māori and manawhenua focus for Junior, Middle, and Senior area of the school through the use of a google site.</p> <p>Teachers to be supported through PLD to better understand our local area and stories. This will support our whānau to understand our stories from our local areas.</p>	<p>Support staff to understand how to access resources for the curriculum delivery of the new Local & National Histories, from a Te Ao Māori and manawhenua focus for Junior, Middle, and Senior area of the school.</p> <p>To be reviewed and updated in the 2024 strategic plan.</p>	Full delivery of the new Local & National Histories curriculum, from a Te Ao Māori and manawhenua focus for Junior, Middle, and Senior area of the school.
Through community consultation identify and respond to learners, strengths, progress and needs as well as whānau aspirations.	Begin community consultation regarding whānau aspirations for Learning through play and how this supports student progress.	Begin to implement community aspirations for curriculum delivery and learning through play.	Implement community aspirations for curriculum delivery and student success as well as aspirations for learning through play.
Develop a graduate profile in consultation with whānau. Supporting whānau, staff and students to clearly understand Māori educational success as Māori.	<p>Community consultation with the development of the Ōropi School Graduate profile and a clear directive on what Māori educational success looks like across the school.</p> <p>Defining Bilingual Māori Education at Oropi School for Te Kokako o Otanewainuku and our Level 3 Mainstream classes, and Level 4 for all other Mainstream classes. Having a schoolwide definition and understanding of what we do in terms of Bilingual Māori education</p> <p>Consult with staff, students and community as well as local iwi/hapu on the development for our physical environment enhancements that will reflect our local bilingual heritage and strategy.</p> <p>Begin Te Tai whanake implementation in line with the Kahui Ako.</p>	<p>The development of our new Ōropi school graduate profile. Using the community, staff aspirations for educational success for all students at Ōropi school.</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>Begin to develop 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>Reviewing our schoolwide definition and understanding of what we do in terms of Bilingual Māori education</p> <p>Continue putting in place the plans for our physical environment enhancements that will reflect our local bilingual heritage and strategy</p>

Objective 2. Barrier Free Access
Great Educational opportunities and outcomes are within reach for every learner.

3. Reduce barriers to education for all including for Māori and Pacifica learners/ākonga and support those with learning needs.

Actions our Kura can take:	Design 2022- 2023	Implement 2023-2024	Imbed 2024-2025
Work with whānau to identify barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling and work to address them.	<p>Identify barriers through community consultation to gain an understanding of how to address attendance</p> <p>Through the BOT sub-committee identify transport issues and work to address these areas of identified need.</p> <p>Begin to brainstorm with the community and whānau how to remove these barriers of engagement and attendance.</p> <p>Appreciative inquiry into attendance across the Kahui Ako.</p>	TBC End 2023	TBC End 2023
Ensure learners/ākonga and staff with disabilities, neurodiversity needs and those with learning support needs are safe and included in the school and that their needs are supported with programmes that are robust and effective in line with Kahui Ako Learning support directive.	<p>Begin to define a process for SENCO support linked to the Kahui ako work streams through LSC/AST</p> <p>Utilize the learning support panel to access outside agencies when all options have been exhausted.</p> <p>Develop a one plan documentation to streamline support and transition processes for students with additional needs.</p>	<p>Streamline our school process for support when required.</p> <p>Staff to understand and define the process for SENCO support linked to the Kahui ako work streams through LSC/AST</p> <p>Review and adapt changes to the one plan if needed.</p>	Staff can confidently move through the process of accessing support that is needed for our students with additional learning needs.
Support for families to reduce the cost of education so that all whānau have access to school life where possible.	<p>2023 the school has opted into the donations scheme. Stationery costs have been covered by the school to promote equitable access to the curriculum.</p> <p>Camps have been kept to a minimum cost and parents identified when further support is needed.</p> <p>Parents offered opportunities to pay off camps and large school EOTC activities.</p> <p>Review and consider school opportunities or fundraisers that may prevent students from attending school.</p> <p>Re-start the breakfast club at school for students that are needing food at school and communicate this to families.</p> <p>Communicate with families that we are in need of lunch food for students that have been identified as requiring this.</p>	<p>Review that all camps have been kept to a minimum cost and parents identified when further support is needed.</p> <p>Continue to review and consider school opportunities or fundraisers that may prevent students from attending school.</p> <p>Review the breakfast club at school for students that are needing food at school and communicate this to families.</p> <p>Document support that is required for school to apply for further funding to support families in need.</p>	Review in 2024 - 2025

Objective 2. Barrier Free Access
Great Educational opportunities and outcomes are within reach for every learner.

4. Ensure every learner/ākonga gains sound foundation skills including language, literacy and numeracy.

Actions our Kura can take:	Design 2022- 2023	Implement 2023-2024	Imbed 2024-2025
<p>Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking skills.</p>	<p>Community consultation with the development of the Ōropi School Graduate profile and a clear directive on what Māori educational success looks like across the school.</p> <p>Supporting staff with PLD around Executive functioning skills (EFS) and Zones of regulation and Te Kura Tapa wha linked to PLD opportunities through Kahui Ako.</p> <p>Review play practice through the PBLot assessment and linking this to appraisal and attestation processes. Team leaders to ensure that all play practice has elements of curriculum and key competencies woven within the play.</p> <p>Review of student leadership roles and responsibilities at school in year 7/8 as well as titles such as Head Boy Head Girl to better reflect our Graduate Profile and School Values.</p> <p>Implement student leadership roles such as Library monitors, Cool schools student leaders, Office student staff to support students in the senior school with opportunities to showcase communication, problem solving and critical thinking skills.</p>	<p>The development of our new Ōropi school graduate profile. Using the community, staff aspirations for educational success for all students at Ōropi school.</p> <p>Staff will be confidently using EFS and zones of regulation in classrooms.</p> <p>Staff to confidently understand what makes a good play practitioner and how to plan, teach and assess students in play and provide learning opportunities that foster the KCs.</p>	<p>Teachers will be delivering 30 - 50% of language and foundation skills in core curriculum areas for all children.</p> <p>Staff will be able to confidently choose which program will fit the needs of the students in their classrooms and know the staff members to see help and advice from.</p> <p>Deeply embed play philosophy that is grounded in quality learning opportunities that directly link to core learning and the KC's.</p>
<p>Identify learners/ākonga who are not making sufficient progress in key foundation skills including core learning areas such as Reading, Writing and Maths.</p>	<p>Teachers to identify target learners through quality assessment practices and classroom observations.</p> <p>Monitor and track student achievement in classes and across the school looking for trends and links to attendance rates and classroom practice.</p> <p>Teacher to be provided PLD to adjust learning opportunities, teaching approaches and supports including seeing additional support from SENCO and outside providers when needed.</p>	<p>Teachers will be confident in adjusting learning opportunities, teaching approaches and supports including seeing additional support from SENCO and outside providers when needed.</p> <p>Teachers will begin to show a level of competence in delivering foundation skills in core curriculum areas including the implementation of structured literacy.</p>	<p>Teachers will be competent in delivering foundation skills in core curriculum areas including the implementation of structured literacy.</p>

	<p>Begin Structured Literacy Professional development for staff and community - 2022 - Jr school undertaking structured literacy PLD UC BSLA. Supported though RTLB</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>Review assessments across the school in writing using the e-asttle writing matrix and HERO progressions.</p>	<p>Implement a Structured Literacy approach in all classrooms as part of good practice at Ōropi School.</p>	<p>Deeply embed the practice and use of the scope and sequence for Structured Literacy school wide.</p>
<p>Provide opportunities for learners to integrate and use languages that are spoken at school such as Te Reo.</p>	<p>Begin to develop professional learning and guidance to teachers who are teaching in English and Te Reo to ensure that students have access to foundation skills in core curriculum areas.</p> <p>Te Ao Māori enrichment - CRT In 2023 provide opportunities for teachers to be supported to normalize the use of Te Reo in classrooms.</p> <p>Begin to support Kapa Haka school wide.</p> <p>Improving school environment and signage.</p> <p>Begin to construct a scope and sequence for language learning with a focus on Te Reo.</p> <p>Mandarin Language Bites to be reviewed and progressions of lessons to be developed using Google Sites.</p> <p>Communicate with staff and students about why correct pronunciation of Te Reo Māori is important and provide learning opportunities for further development.</p>	<p>All teachers who are teaching in English and Te Reo to ensure that students have access to foundation skills in core curriculum areas.</p> <p>Teachers will be using Te Reo and teaching Tikanga and Te Ao Māori practices in all classrooms 20%</p> <p>Kapa Haka to be taught and support as part of regular classroom programming</p>	<p>Teachers will be using Te Reo and teaching Tikanga and Te Ao Māori practices in all classrooms 30% in all mainstream classrooms.</p>

Objective: 3. Quality Teaching and Leadership

Strategic Goal: 5. Meaningfully incorporate te reo Māori and tikanga Māori into every daylife of the place of learning.

Actions our Kura can take:	Design 2022-2023	Implement 2023-2024	Imbed 2024 - 2025
Seek advice from Māori on how best to include tikanga and Māori values, practices and organizational culture.	<p>Further develop language and cultural practices by shifting teacher expectations of practice in the classroom. Continue to develop middle leadership through coaching and mentoring practices.</p> <p>As a school begin to implement the Graduate profile in consultation with the community and our local Iwi and hapu.</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>As a school to implement the Graduate profile in consultation with the community and our local Iwi and hapu.</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> <p>As a school start to imbed the Graduate profile in consultation with the community and our local Iwi and hapu.</p>
Use Development opportunities for teachers/kaiako and leaders to build their teaching capabilities, knowledge and skills in Te Reo Māori and tikanga Māori	Te Ao Māori enrichment - CRT In 2023 provide opportunities for teachers to be supported to normalize the use of Te Reo in classrooms.	Teachers will be using Te Reo and teaching Tikanga and Te Ao Māori practices in all classrooms 20%	Teachers will be using Te Reo and teaching Tikanga and Te Ao Māori practices in all classrooms 30% in all mainstream classrooms.

Objective: 3. Quality Teaching and Leadership

Strategic Goal: 6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.

Actions our Kura can take:	Design 2022-2023	Implement 2023-2024	Imbed 2024 - 2025
Identify gaps in teaching capability and invest in PLD opportunities to strengthen teaching, learning and leadership and learning support.	<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>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>Structured Literacy Professional development for staff and community - 2023 - 2024 - Implementation of school wide approach through PLD /Clarity education</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>Imbed Structured Literacy through continued Professional development for staff and community</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>As a school begin to develop the Graduate profile in consultation with the community and our local Iwi and hapu</p>		
Develop teacher confidence in addressing the variety of needs in a classroom and modify up to date teaching approaches to learning.	<p>Begin to unpack data from the Wellbeing survey Term 4 - Term 1 2023 and formulate key actions and support for teachers with students with major behaviors.</p> <p>Support teachers to use Zones of Regulation to understand how to support students to self regulate when needed.</p>		
Expect and support staff to build their own capacity and understand what it means to build a culture of learning in classrooms and also what it means to know their learners and provide culturally responsive practices.	<p>Provide PLD opportunities for support staff focused on student needs.</p> <p>Support teacher aides to understand culturally responsive practices in the classroom.</p>		

Annual Learning Targets Review 2023

(As informed by our end of 2022 Analysis of Variance - AoV & End of 2022 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.

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

Management/Governance/BoT Self Review Cycle

See School Docs 3 Year review cycle

Three-Year Review Schedule				SchoolDocs Policies and Procedures
	2022	2023	2024	
TERM 1	HEALTH AND SAFETY MANAGEMENT (board) Review main board-level policy	LEGISLATION AND ADMINISTRATION POLICY (board) Review main board-level policy	Te Tiriti o Waitangi (board)	
	Risk Management	Student Attendance	Board Responsibility (board)	
	Health and Safety Induction	Enrolment	Parent Involvement	
	Visitors	Privacy (board)	Communicating with Parents	
	EMERGENCY, DISASTER, AND CRISIS MANAGEMENT (board)	Official Information Requests (board)	Community Conduct Expectations	
	School Closure	Uniform / Dress Code	School / Special Character * (board)	
	Emergency Management (see subtopics)	Boarding House/Hostel Policies *	DOCUMENTATION AND SELF REVIEW POLICY (board) Review main board-level policy	
	Disaster Management		School Planning and Reporting	
	Crisis Management		Reporting to Parents on Student Progress and Achievement	
	TERM 2	HEALTHCARE	EDUCATION OUTSIDE THE CLASSROOM (board)	EMPLOYER RESPONSIBILITY POLICY (board) Review main board-level policy
Medicines		EOTC Planning and Review	Appointment Procedure (board)	
Managing Injuries and Illness		EOTC Risk Management	Teacher Relief Cover	
Recording and Reporting Accidents, Injuries, and Illness (board)		EOTC Coordinator	Safety Checking	
Infectious Diseases		EOTC External Providers	Classroom Release Time (primary) Timetable (secondary)	
BEHAVIOUR MANAGEMENT (board)		EOTC Staff Competence	Media	
Bullying		EOTC Event Categories	Professional Development	
Searches, Surrender, and Retention of Property		EOTC Communicating with Parents	Staff Conduct	
			Staff Leave	
TERM 3		Child Protection (board)	Inclusive Education (board)	Performance Management
	Abuse Recognition and Reporting	Māori Educational Success (board)	Principal Professional Growth Cycle (board)	
	Supporting Student Wellbeing	LEARNING SUPPORT	Teacher Professional Growth Cycle	
	Food and Nutrition	Learning Support Coordination	Concerns and Complaints (board)	
	Sun Protection (board)	Identify Learning Support	Protected Disclosure (board)	
	Staff Wellbeing and Safety	Gifted Learners		
	Harassment (board)			
TERM 4	HEALTH, SAFETY, AND WELFARE POLICY (board) Review main board-level policy	CURRICULUM AND STUDENT ACHIEVEMENT POLICY (board) Review main board-level policy	FINANCE AND PROPERTY MANAGEMENT POLICY (board) Review main board-level policy	
	Alcohol/Drugs and Other Harmful Substances (board)	Student Achievement Information (primary) Student Assessment and Achievement (secondary)	Managing Income and Expenditure (board)	
	Digital Technology and Cybersafety	Home Learning	Financial Conflict of Interest (board)	
	School Bus Transport *	Distance Learning	School Donations	
	School Swimming Pool / Swimming Off Site * (board)	Religious Instruction / Religious Education (board)	Expenditure	
		Religious Observances * (board)	Asset Management and Protection (board)	
		Health Education (board)	Property Maintenance	
			Prevention of Bribery, Corruption, Fraud, and Theft (board)	

REVIEWS BY YEAR

Year	Policy	Terms
2022	Health, Safety, and Welfare Policy	Terms 1-4
2023	Legislation and Administration Policy	Term 1
	Curriculum and Student Achievement Policy	Terms 2-4
2024	Governance and Management	Term 1
	Documentation and Self-Review Policy	Term 1
	Employer Responsibility Policy	Terms 2-3
	Finance and Property Management Policy	Term 4

WHO SHOULD REVIEW

Reviews are open to the whole school community: board, staff, and parents/caregivers/whānau. Shaded rows indicate the topics boards should focus on.

HOW TO REVIEW

Topics being reviewed have a specific review button. Click on the button to access the review tool and submit your feedback. * Some topics/sections are optional, such as School Bus Transport. If you don't have an optional topic, you don't need to review it.

itions for learning. Through all aspects of our curriculum, assessment practices, and school culture by delivering e effectiveness of this on student achievement and overall school culture.

Property - New 5 Year Plan Agreement in place July 2023- June 2027

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
- Astro turf 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
- reporting x2 per year online with new HERO SMS
- Linking the school with community through events linked to children's learning
- Learning Stories