

Oropi School



SINCE 1899

be all you can be | whaia te matauranga

School Prospectus



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”*

Welcome to Oropi School

There are a lot of exciting developments currently happening at Oropi School and in planning for the future. Our school is dynamic and at the cutting edge of many aspects of education for the 21st century, applicable to the New Zealand context. We are a semi-rural school within close proximity to Tauranga city (within 13km).

With 210-250 children, we can offer a wide range of educational opportunities and programmes, enabling all children to opt in to experiences that will broaden their educational experiences. We pride ourselves on the way in which we cater for individual needs. A part of this is due to our rural-school feel and the fact that all children are known as a person. We endeavour to foster a culture of inclusiveness for all, where all children feel they are part of a team with the opportunities for mixed age group interaction. Peer pressure is minimal at Oropi School and it is a place where children can enjoy being children. Our senior students help foster this sense of togetherness through their leadership programme and daily interaction with the junior and middle school.



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

- Children are in a peaceful rural setting, with many places and opportunities to explore and be creative
- There are many opportunities for our children to interact with one another, across all age levels (5-13 year olds)
- Our community offers a diverse range of resources and learning opportunities related to the local environment
- We offer modern and dynamic learning environments with excellent resources
- We identify learning needs quickly and have strong programmes in place to meet individual learning needs
- Communication between home and school is excellent
- Our community is very supportive and involved
- We have a range of extra programmes in place outside of daily classroom programmes to enrich your child's education such as: swimming lessons, instrumental and vocal music tuition, Mandarin and Maori language learning, camps from Year 3-8, summer and winter sports options, kokako garden projects and leadership opportunities.
- Cutting edge programmes in Language learning (Mandarin - Chinese and Maori) and our Discovery Learning programme

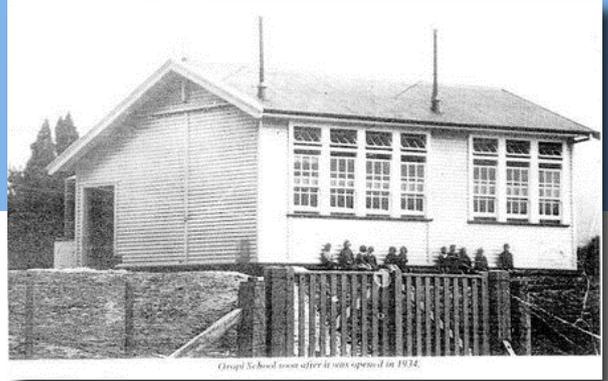
We welcome visitors to our school and would love the opportunity to show you around. We have even had the privilege of hosting our very own New Zealand Prime Minister, Mr John Key, in the school, August, 2015. Other have included teachers from China and the USA. We have strong connections with schools nationally in New Zealand and our local cluster of schools in Tauranga.

Kind regards

Andrew King

Principal

About Oropi School



History

The name Oropi is from the days when a garrison of Imperial Forces had been based at Oropi, during the Battle of Gate Pa. Oropi was the equivalent of Europe to the Maori of that time.

Oropi School was opened in 1899 in a house that was then owned by Mr F B Kensington. The school was closed in 1902 when the house was reoccupied. In July 1905, a small school was opened at Tururu, or Gluepot, as it is now known. Later in 1905 a hall was built over the gorge at Oropi and school was held there for 3 days a week and at Tururu for 2 days.

It was at this stage that Gamman Mill started to be built and the population gradually began to move to the Oropi side of the gorge. Tururu school was closed and school was now held full-time in the Oropi Hall until 1934, when a two-roomed school building was built on the present site. Since this time, the school has continued to grow at it's current location.

The character of the area has changed over the years from being a predominantly milling, dairying area, to a horticultural district. Many families have small life style blocks.

Our point of difference

The kokako bird is a significant icon for us because this bird is renowned for clarity and it has a unique voice. It was once well populated in our district but sadly disappeared. However, some have been re-introduced in 2010 so the future is looking positive!

As a school, we pride ourselves on offering something unique to our children. The school operates like a large family environment that caters for 5-13 years olds, who work and play together. All children are known by all staff and older children look after the younger ones. Peer pressure is minimized in an environment like ours because of our size and family atmosphere.... And our future is also very positive!

Being rural, we have fantastic facilities for educational opportunities outside of the classroom - we have rich rural resources at our finger tips, yet we are within close proximity to Tauranga city.

We offer special opportunities of leadership for our 10-13 year olds. All Year 3-8 children are involved in subsidised camping experiences every year and our Year 1-2 children have a day excursion. We offer a wide range of other opportunities throughout the year which are highlighted further on.

Teaching and Learning at Oropi School is dynamic, creative, and very up to date. We pride ourselves on our effective practices we have in place to cater for all learners including high achievers to those needing extra support. We offer a broad and rich curriculum.





Our unique educational resources

- 10 modernised classrooms
- Up to date and creative use of Information and Communication Technology resources throughout the school for all children to access and use with Ultrafast Broadband and online digital learning opportunities
- Inquiry Learning
- Discovery Learning programme from Year 1-6
- Language Learning – Mandarin (Chinese) and Maori
- Strong programmes in Reading, Writing and Mathematics influenced by current research, professionals, literature and education consultants
- Kokako Garden project (school gardens)
- Native Gully play area for free exploration
- Playground with flying fox
- Hut building bush area
- Sandpits and water play
- Heated swimming pool
- Astro turf courts
- A wide range of sporting opportunities: Tennis, Athletics, Gymnastics, Flippa Ball, Touch Rugby, Ripa Rugby, Netball, Hockey, Swimming lessons
- Music lessons: Voice, keyboard, guitar, recorder, music theory
- Gala Day/Harvest Festival/Fair
- Calf Club Day
- School and Cluster based swim sports, athletics and cross country
- School-wide cultural events and learning celebration opportunities (eg: Matariki celebrations in June)
- Mixed age group and cooperative inter-house opportunities

Our School Charter and Annual Plan

These can be viewed on our school website. These documents outline our many exciting plans and focus areas for development in our school over the next three years.



General Information

Enrolments If you are interested in enrolling your child at Oropi School or finding out more about our school, please do not hesitate to make a time to be shown around by Andrew King, the Principal. If you have any questions, this is a good time to ask. Further information about enrolments can be found in our website. We will inform you of the procedures required at an appointment or on request of an enrolment pack.

School Donations Each year the Board of Trustees asks that each family pay a school donation as outlined in our prospectus.

School Rules We have a system called the "Oropi Top 10" with Steps Procedures that are implemented across the school. These can be viewed on our website.

School Hours 8.55 am until 2:40pm

Morning break 10.40 – 11.00am

Lunch break 12.40 – 1.25pm

Office Hours 8:30am - 3:30pm, Monday to Friday

BOT

The Board of Trustees is the governing body legally charged with the responsibility of running and maintaining our school. Our Chairperson is Grant Marshall and full list of members can be viewed on the school website.

Friends of the School

We have a very supportive parent support team who help raise funds for the school on a regular basis each term and help to coordinate school wide events such as the Harvest Festival and Calf Club Day. Newcomers are very welcome.

Parent Support

We have a number of parents who assist with classroom programmes during the week. Individual class teachers will outline areas in which additional support is required at the beginning of each term.

School Bus

We have three bus runs. The first bus goes down Oropi Road to Warner Road and back along Hereford. The second bus run does the upper Oropi area and includes upper Ohauti Road as far as Adrine Lane. The User pays bus is for families who live from Warner Road South to Johns Produce. Please contact the office for further information about the exact locations of our pick up places on the bus routes.

Personnel

School roll 216 pupils

Principal Mr Andrew King
Deputy Principal Mr Robert Lewis
Assistant Principal Mr Adam Turner

Teachers Ms Rachael Heath
Mr Cameron McKinnon
Mrs Pat Wheeldon
Miss Ralene Miller
Mrs Amanda King
Mrs Vanya Budd
Mrs Alaina Parkinson
Mrs Mary Beaumont
(Learning Support)
Mrs Demelza Pendergrast
Mrs Tanya Williams
(Full-time relief teacher/Music

Teacher)

Teacher Aides Amy Nilson
Sarah Weston
Betty Pope
Brenda Kitchingman

Office Administrators Kylie McHannigan
Lyn Grainger

Library Jan Pendergrast

Caretaker Daniel Thompson



Communication & Student learning



Visitors

Visitors to the school are asked to report to reception upon arrival, and sign the Visitors Register so that our receptionist is aware of who is on site.

Database

To facilitate rapid contact between school and parent/caregiver in the case of injury or illness, our Student Database must be kept current. The school MUST be kept informed of any changes in emergency contact information.

Absences

When children have been absent, an explanatory note is required. If a child is going to be absent for a period of three days, or longer, please notify the school in writing. Daily absences are to be phoned in to the school reception before 9.15 am. The school is to be notified if a child is to leave early for an appointment.

Newsletters

A School Newsletter is emailed each Friday. In addition to celebrating our successes each week, these documents outline forthcoming events during the remainder of the term. Newsletters can also be viewed on our website.

Open Days

We schedule an open day for new families in July/August. In addition to these days, parents are very welcome to visit the school at any other time following arrangements made through reception. Each term, we have a "Learning Link" evening where teachers share information to parents about aspects of classroom programmes

Reporting and Assessment

Term 1	Meet the Teacher Parent-teacher Interviews Portfolios sent home end of term
Term 2	Mid-year reports, Celebrations of Learning
Term 3	Parent-teacher Interviews Portfolios sent home end of term
Term 4	End of year reports Celebrations of learning

Parents are welcome to arrange a meeting at any time with their child's teacher to discuss aspects of their child's learning or social needs.

We regularly assess the children through a variety of methods to ensure we are doing the best we can to support their progress and achievement and to identify learning needs. We use the National Standards to inform our assessment practices. More information about how we assess is best discussed in person with teachers. The BOT are kept fully informed regularly on student achievement data.

Support programmes

- Reading Recovery for 6 year olds
- In class teacher aide support in Literacy for every class each week
- Extra tutoring from a teacher in Writing and Mathematics for specified children
- Extension support for Gifted and Talented children needing to be challenged academically

Homework

Homework will be given on a regular basis throughout the school to support classroom programmes. Individual classroom expectations will be outlined at the beginning of the year, and parents are requested to maintain regular contact with the class teacher. The school places importance on children being involved in extra curricula activities also. Our policy on homework can be viewed on the school website.

Assembly, School Sports and School Events

We have child-led celebration assemblies run by each class, once a term. We have mixed age group sports events, cooperative challenges and Electives programmes.

Whole school singing assemblies happens regularly.

Te Reo & Tikanga Maori Electives

Whole school Athletics day, Swimming Sports and Cross Country
Cluster Sports Events

Transport Changes

All children who travel on the school bus are checked off as they board the bus each afternoon, and will be loaded on their respective bus unless the school has been notified otherwise.

The school must be informed before 2.30 pm if parents/caregivers have made alternative transport arrangements for their children at the end of the school day, so these can be recorded on the Bus Checklists and the Bus Controller informed.

Concerns/Complaints

1. Contact the teacher (or the teacher of the student) whom the concern involves.
2. If unresolved, contact the Deputy Principal – for Senior Students or the Assistant
3. Principal – for Junior Students.
4. If still unresolved, contact the Principal.
5. If there is no satisfaction from the previous steps, complaints may be made in writing to the Board of Trustees. Any complaint in writing must be received by the Thursday preceding the monthly Board meeting.

For full complaints procedures please refer to the Board of Trustees Complaints Policy.



As a staff, we welcome parent input and expression of views about the life of the school. This often provides us with valuable feedback so we can review, improve on and evaluate what we offer to ensure the best possible situation for everyone can be attained.

Sporting Involvement

Competitive Play

Our School currently fields teams in the following sports:

Codes: Netball
 Indoor Basketball
 Rippa Rugby
 Mini ball
 Water polo
 Hockey
 Volleyball
 Touch Rugby

Our teams are coached and managed by staff and parents, and compete against other Bay of Plenty Schools.

KRSA

Oropi School belongs to the Kaimai Rural Schools Association along with Kaimai, Tauriko, and Pyes Pa School. The four schools engage in sporting and cultural events which include Swimming, Tabloids, Cross Country, Winter Sports, Athletics, Speeches, Einstein Challenge, and GATE activities.

Tall Poppies

Our Year 7 and 8 Students belong to the Tall Poppies Cluster which involves 14 schools in the Bay of Plenty Region. The schools engage in academic, cultural, and sporting events which include: Problem Solving, Speeches, Swimming, Athletics, Cross Country, GATE programmes and Dance experiences. This enables our Year 7 and 8 students to establish friendships with others before moving on to college.



Core curricula & Extra-Curricula

Te Reo Maori, Mandarin & Spanish

All children in the school from Year 1-8 are involved in learning level 1 te reo in their classrooms at various stages of the year. This instruction is often integrated into other learning areas. A curriculum for level 1 & 2 is established in the school and every child receives Mandarin lessons from a trained languages teacher. Spanish is offered occasionally at stages throughout the year.

Music

Piano/Guitar A qualified music teacher provides Piano and Guitar Lessons in school on a Tuesday. The timetable rotates so that students are not missing the same component of the classroom programme each week.

Choir When the school is not involved in producing its own musical during the year, children in the middle and upper school have the opportunity to be in the choir for the Tauranga Primary Schools Music Festival at Baycourt.

Instrumental Groups Tuition in keyboard, guitar, singing, recorder, and ukulele is offered as group sessions. Please ask for details.

ICT (Information Communication Technology) We are an extremely well resourced school with a 1:3 ratio of computers. The children are involved in design work and often create projects on the computers as well as completing educational activities online. We have high speed internet access and our children are very digitally literate in a safe and secure online environment.

GATE We offer an extension programme for students and our GATE teacher works alongside class teachers to extend children in Literacy and Numeracy.

Camps All children from Year 3 - 8 will be involved in annual camps utilizing a variety of venues within the Western Bay of Plenty and beyond. These provide rich learning experiences for our students. The Year 1 & 2 children are involved in a day trip experience during the same term.

Ski Trip We offer this experience to Year 4-8 children for three days in July/August of each year at Mount Ruapehu.

Inquiry Learning This is the method of teaching used to Integrate our Science, Social Sciences, The Arts and Technology curriculums across the school to ensure children are involved in meaningful learning experiences.

Health & PE programmes We have a strong Health & PE programme up and running in the school where children are involved in a great variety of experiences to foster this aspect of the curriculum, often involving experiences outside of school.

Life Education The 'Life Education Mobile Classroom' visits our school annually enhancing the learning opportunities for our students within the Health Curriculum.

Other programmes of learning specifically for Year 7 & 8 children

- Second languages: Introductory Mandarin (Modern Chinese)
- Careers education opportunities
- Technology (see below)
- Leadership opportunities and expectations (eg: attending Conference and roles in the school such as being a house captain and head librarians)
- Surf Safety & Water Safety education programmes and participation in the annual Y7&8 triathlon

Technology

Year 7/8 students attend Technology at the purpose built facility at Tauranga Primary School. All students have an opportunity to be involved in Food Technology, Hard Materials (Workshop) and Soft Materials (Textiles).

Dress Code



Dress Code Children need to be appropriately dressed for school in clean clothing. Parents will be advised through class newsletters of activities requiring specific clothing to be worn. We have no daily school uniform.

Sports Uniform Students representing the school in competitive and inter-school sport are required to wear our correct sports uniform consisting of an Oropi School Shirt and black shorts.

Sizes 6 - 14 are \$33.00

Sizes S - L are \$38.00

Hats In line with School Policy, during Terms 1 and 4 all children must wear a hat when outside from 10.30 am through to the end of the school day. These can be purchased from the office for \$15.00. The school hat must be worn.

Lost Property All clothing and other items belonging to children should be labelled clearly. Lost property is displayed regularly during the course of each term. Unclaimed clothing is distributed to charitable organisations.

Services

After School Care We have a close link with Coast Kids After School Care providers who are based in Greerton. Employees from Coast Kids pick the children up from Oropi School or the school bus stop on Oropi Road. Please check their website for details www.coastkids.net.nz. Their facilities are excellent and highly recommended.

Bus Transport

To be eligible for school bus transport, children under 10 must live 3.2 km from the school and children over the age of 10 must live 4.8 km from school.

The buses leave school at 2.50 pm. Bus monitors are selected from Senior School students. In the morning, the bus starts collecting children between 7.50am - 8.30 am

Full details of School Bus Routes are available from reception.

Bought Lunches These are available each Friday. Check the School website for menu and ordering details.

School Library Our school library has an excellent selection of books which students are allowed to borrow on the understanding that good care is taken of these school resources. In addition to individual class library times, our students have access to the library during the lunch break every day and can go during class time independently.

Swimming Pool We are fortunate to have a heated swimming pool which provides opportunity for all classes to swim on a daily basis for much of Term One and at the end of Term Four if the weather is suitable. We have professional coaches come and work with class groups and private lessons can be arranged after school once a week during Term 1 using our school pool (details in the newsletter).

Book Club Children are able to purchase paperback books through the school. Leaflets explaining details are sent home at regular intervals during each term.

Photos Individual, family and class photos are usually taken in Term Three.

Dental Therapist The Mobile Dental Clinic visits the school annually. The dental therapist is also available to check your pre-schooler's teeth. Their phone number is 027 7428588.

Inquiry Learning At Oropi School

Inquiry Vs Traditional Learning?

Inquiry learning is focused on using and learning new information. Inquiry learning is student centred, with the teacher as a facilitator of learning. There is more emphasis on “how we come to know” and less on “what we know.”

Students are actively involved in finding out new knowledge – they are not simply told facts. The more interested and engaged students are by a subject or project, the easier it will be for them to construct in-depth knowledge of it.

Learning becomes almost effortless when something fascinates students and reflects their interests and goals. Inquiry learning contrasts from ‘traditional teaching approaches’ as traditional teaching tends to focus on mastering content rather than the development of skills to find out new knowledge.

Traditional forms of teaching are more teacher-centred, with the teacher focused on giving out information for the children to retain.

Why Inquiry Learning?

Inquiry Learning provides children with the opportunity to develop essential lifelong skills. Children are challenged to question the world around them, looking for possibilities and solutions to problems. As they look critically at their own worlds, they pose questions about the things of interest.

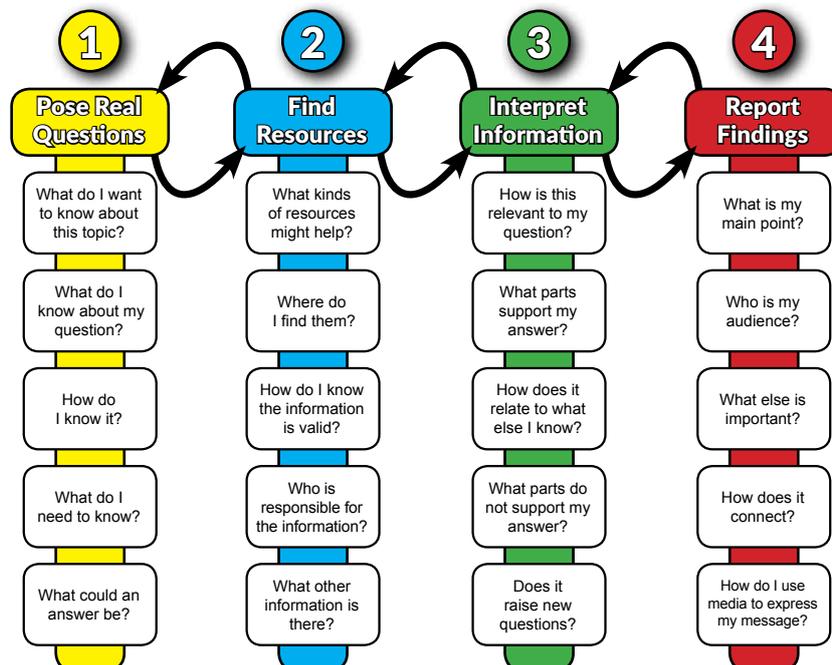
The aim is to be motivated to explore these ideas. Inquiry learning then challenges the children to research and explore these questions in a variety of ways. For example, talking with professionals in the field, searching the internet or interviewing members of the community. These research opportunities help develop skills they need to become independent researchers. Once the students have drawn conclusions to their questions, they are asked “so what?” “Now that I know this information, what will I do with it?” This leads the children in to a stage of action. They need to use their new information and do something with it.

This can be in a variety of ways where they have identified a need within their research or a way they can help. This stage is important because students see their learning is for benefit and action rather than just knowledge they have to retain.

Inquiry Learning is a place where teachers support their students to investigate questions, problems and interests. In an inquiring classroom, the student is the researcher – both in collaboration with others and as an individual.

How does Inquiry Learning operate? (Examples of the processes going on during Inquiry Learning)

The Inquiry Process



Discovery Learning At Oropi School



What is Discovery Learning?

Discovery Learning is an opportunity for children to learn, explore and develop through practical hands on experiences. Children are offered a wide range of activities so that they are able to explore their individual interests. Activities each session include: carpentry, box construction, painting, water play, sandpit, cooking, dress ups, physical play, blocks, colouring activities, play dough, hut building and imaginative play in the school's native bush, science experiments, craft activities and more. Through the Discovery Learning approach children are able to revisit and build on their own interests each week. Each week we offer both prescriptive and free-play activities. Some children appreciate the chance to entirely direct their own learning, while others enjoy following more structured learning opportunities.

Why Discovery Learning?

Play is a vital part of every child's development. Through play, children are able to make sense of the world around them. During Discovery Learning, children are able to develop social relationships with children from beyond their own classroom. With good adult ratios, children are engaged in meaningful conversations and experiences with peers and teachers so that their learning is enhanced. Tuakana-teina relationships are nurtured through shared activities with children from other Year levels. Older children can provide support and role modelling for the younger pupils.

How does Discovery Learning operate?

Classes from Year 0 – 3 meet every Friday from 11am -12:40pm for Discovery Learning. We begin each session with a group gathering. Structured tasks are explained and discussed, as well as all the activities on offer. Children are then able to explore their chosen activities. At the end of each session, we come together again as a group for reflection time. Children have a chance to share their learning with the rest of the group and reflect on the processes they have been through. Children's wonderings are also discussed, which help to form a basis for future Discovery learning sessions.



ICT At Oropi School

What is ICT?

ICT or Information and Communication Technology in school is the use of technology and resources which allow children to research, experience and access new information. Learning is enhanced by using ICT as a tool for organisation, presentation, communication, research and problem-solving. ICT's include computers, laptops, iPads, Apps, data projectors, the Internet, Web 2.0 tools, digital/video cameras, voice recorders, CD players, iPods, mobile phones and many more. ICT allows children to work collaboratively and cooperatively, developing team building skills. It motivates and engages children in their learning, making learning more meaningful. Children's critical thinking and problem-solving skills are developed and improved, preparing them as lifelong learners. It provides opportunities to present learning in creative, innovative and engaging ways which make learning fun.

Why ICT?

In an ever-changing world, it is important that education moves with the times. The use of ICT is more prevalent than ever and its uses are expanding continually. ICT is enhancing and altering human activity, enabling us to live, work and think in new ways. Students must be prepared to understand, use and apply ICT in effective, efficient and ethical ways.

"There is a new, emerging, different form of life out there, that the Digital Natives are creating for themselves. If you are a parent or an educator, the one thing you can be sure of is that you ignore it at your peril" Prensky (2004)

It is our job, as educators, to ensure children feel confident and safe using technology. We use ICT to take learning beyond the classroom, connect them with the world and prepare children for global citizenship. ICT inspires children to further their learning and enables them to expand their knowledge and skills. It provides children with increased opportunities to discover and explore new learning.

How does ICT operate at Oropi School?

At Oropi, ICT is not taught as a stand-alone subject; it is infused and integrated within other learning areas to make learning more powerful. New ICT skills are learned in real-life contexts, allowing for more meaningful learning to take place. We are very aware of the need to balance the use of ICT in the classroom with other learning experiences and opportunities in order to uphold the adventurous, nature-loving spirit of the Oropi Learner. ICT is used in purposeful and relevant contexts, with a specific learning goal in mind. It is not used as a babysitter, time-filler or game station. Educational 'games' may be accessed as part of the learning programme to consolidate a particular learning intention e.g. basic facts to ten.

ICT in the Junior School

ICT in the Junior School mainly involves the use of tablets, computers and cameras. Cameras are used frequently to document children's learning so they can make movies and stories and improve oral skills by reflecting on and talking about it. Specific apps and programs are used on the computers and iPads to further the understanding of a particular learning intention. Children are not allowed on the computers before school or during break times, unless a specific task has been set by the teacher. In the Junior School, we believe it is very important to balance the use of ICT as we are aware of the effects technologies can have on children's brains and eyesight. We endeavour to keep up with research on the application and impact of ICT in order to ensure we are providing the best education for the children.

ICT in the Middle/Senior School

In the Middle/Senior School, we are aware of the impact technologies play in the future lives of our children. It is most important to ensure children feel safe and confident when using ICT. At Oropi, we teach children to become digitally literate not just in using ICT, but in keeping themselves safe and troubleshooting when problems occur. Children learn how and when to choose appropriate technologies to fit the purpose. ICT is used as a tool to support learning. Through experience, children learn how to use and apply a variety of ICT's to complement the learning goal they are working on. We are very conscious of the ever-changing nature of technology and aspire to keep up-to-date with the latest developments to make sure we are delivering the best education for the children.

Why small schools are great for Year 1-8

“Smaller schools are generally better for most purposes in education. Small schools, particularly at the primary school level, have a positive effect upon student achievement, extra-curricular participation, student satisfaction, student behaviour and attendance.”
T. Cobbald (2011).

Research tells us that...

Many small schools teach the full range of the National Curriculum. They do it well, making good use of their environment and the community. Even though larger schools may offer more courses, they are not necessarily better. Depth is more important than breadth.

- Reduced incidence of misbehaviour in smaller school.
- Smaller schools increase the learning of all students.
- Students have a greater sense of belonging and self-esteem in small schools than in large ones.
- Interpersonal relations between and among students and teachers are more positive in small schools.
- Teacher attitudes toward their work are more positive in small schools than in large ones.
- Levels of extracurricular participation by all students are much higher and more varied in small schools.
- Student attitudes towards school and toward particular school subjects are more positive in small schools.

Staying on in a full primary school for Year 7&8 is a very good thing

One of the worst times to go through a transition in schooling is at aged 11 years. A seamless transition between schools increases student achievement. (Dave Harris, Principal and author)

Multi-age interaction is very important for all age groups. It is very powerful to have senior children teaching younger children. It dramatically improves behaviour, particularly of older boys ...

Class configurations and class sizes at Oropi School

The junior school roll has been growing and this is now filtering into the middle school. Oropi School is very pro-active at putting interventions and staffing in place to help manage the growth and maintain sound levels of staffing to support our learners. The Board supports this proactively.

Now that Oropi School has an enrolment zone, we can manage this growth effectively. We still welcome out-of-zone students in applying to enrol as we are likely to have out-of-zone placements each term. However, out-of-zone placements can be determined and set by the school, dependant on numbers per year group and in each class.

We have a mix of Modern Learning Environment classes and 'single-cell' classrooms. Further information can be found on our school website about this.

We have three MLA pods and three single cell classrooms. The MLA pods are equivalent spaces to two classrooms worth of children and have two classroom teachers in the pod.

Our pods and classroom names are as follows:

Piwakawaka	New Entrant and Year 1 pod (2 classrooms)
Kiwi	Year 2 and 3 pod (2 classrooms)
Kea	Year 3 (single cell classroom)
Pukeko	Year 4 and 5 pod (2 classrooms)
Ruru	Year 6 (single cell classroom)
Te Hokioi	Year 7 and 8 (single cell classroom)
Wharemiari (Bee Hive)	Library and MPR Room (buildings to be completed June 2016)

They have been named to symbolise native birds due to the link with our local environment being unique and because students in 2013 came up with this idea during an Inquiry project.

Each bird symbolises characteristics of learning we value at Oropi School.

Additional staffing is put in place as numbers grow in the junior school and we have additional staffing in the school on top of our Ministry allocation to support learning in Reading, Writing, Mathematics and our "Curious Minds" programme. This ensures our staff to student ratios are excellent and cater well for individuals.

Year 7 & 8 At Oropi School

Why choose Oropi School?

- Our Year 7 and 8 Programme aligns with the intent of the revised New Zealand Curriculum.
- We offer personalised learning, and the opportunity to interact with others in our Rural School Cluster and mixed age group interaction.
- Our senior students are presented with many and varied opportunities to pursue and develop their individual interests and strengths.
- Digital Learning is enhanced through the provision of Laptops and Computers operating on a Wireless network, on a ratio of 1 Unit for every 2 students
- Opportunity is provided to engage in learning experiences beyond our immediate school environment.
- The style and quality of education your child receives is determined by the school they attend **a good choice is an informed choice.**

Retaining our Senior Students

Why is the retention of our Year 7 and 8 Students important to us?

- As a focal point of our rural community, Oropi School provides quality education for children from the age of five through to the end of Year 8.
- Our highly qualified staff enjoy reflecting upon the results of their collective efforts as students complete their final Year 8 year at Oropi School
- Students who remain at our school for year 7 and 8 benefit from a seamless education, and do not experience a plateau in achievement as they adjust to a change in learning environment at the end of Year 6.
- Our senior students provide a positive role model for younger children within the school in academic, sporting, and cultural spheres
- Our Year 7 and 8 students provide positive leadership within the school

Our Seniors

Being a senior at Oropi School

- Our year 7 – 8 students are not just viewed as seniors by the school, but as leaders.
- As we have a smaller number of students, our kids are known as individuals rather than a number. This opens up many opportunities for our kids giving them the chance to not only participate in a wide range of activities but they have the chance to lead and create.
- Every child has the opportunity to rise up and become a leader. Our Year 7 – 8's are all role models that set and help maintain the culture of our school.
- We foster and help develop our seniors to become self managed learners that strive for new opportunities where they realise that in order to see results we need take action ourselves.

The things our children have created, lead and organised

- School-wide cross country and swimming sports
- School wide Leadership day
- A variety of fundraisers. E.G. Sausage sizzle, Milk & Cookies, Hot Soup day
- School Badge
- Lunch time sports
- Full School re-naming-Native Birds
- A variety of lunchtime groups that include music, singing, ukulele and lunch time support for juniors



Our Learning Environment

- Our school prides itself on its 'family atmosphere' where children know each other, and staff are in a position to build a positive relationship and interact with students at all levels.
- We provide a stable environment within which to address the learning and emotional needs of the emerging adolescent.
- Students are not subject to negative peer pressure, and are able to maintain their individualism
- Our number of Y7&8 students within the Senior School enables us to successfully meet the individual learning needs for this age group.
- We provide extension opportunities for our High Achievers.
- Our in depth knowledge of our students as individuals, enables us to support them effectively in any areas of the curriculum where they experience difficulty.
- As we have a smaller number of Y7&8s every child has a vital part to play in the operation of the school. The seniors help the school operate while developing a culture of independence, identity and a safe environment.
- Oropi School's rich environment promotes out of the class learning where the children are immersed in regular interactions with people of all ages, helping them develop their self confidence and communication skills.

Our Learning Programme

What are the foundations of our Senior School Programme?

- Our programme continues to have a strong Literacy and Numeracy Base.
- Students are provided with the opportunity to accept increasing responsibility for the direction of their own learning through an Inquiry Learning Approach, while encouraged to reflect upon their achievements and establish 'next steps' in their learning.
- Our students have access to a wide range of technologies and resources to support them in their endeavours as they acquire the skills appropriate for the 21st Century Learner.
- Computer/Laptop access currently stands at 1 unit per 2 students within the Senior School.
- We utilize Tauranga Primary School Technology Centre – a purpose built facility, in providing a range of additional learning experiences in the field of Technology.
- Our link with the 'Tall Poppies Cluster' enables our students to interact with and compete against others in a wide range of sporting codes and cultural pursuits including Swimming, Cross Country, Athletics, Problem Solving, Speech Making, and Social Dancing
- We foster qualities of independence and initiative, and encourage our Senior Students to accept additional leadership responsibility through taking on the roles of House Captain, Bus Monitor, Librarian, Sports Captain and a range of other duties around our school.
- Our senior students are involved in leadership opportunities beyond the school – including the Dynamos Leadership Programme and the National Young Leaders Day
- We continually seek to broaden our Learning Programme, and this year involved our students in the 'Swim Safe' and 'Learn to Surf' Programmes, and took advantage of programmes offered at both the City Library and Art Gallery.

Highlights of our school year at Year 7 and 8 level include:

- Technology
- Disco and Senior Ball
- Organising Inter-House Challenges and events
- National Young Leaders Conference
- Otago Problem Challenge
- Personal Sporting Involvement
- Talent Quest
- Downhill Cart Racing
- Hot Air Balloon designing and flying
- School Choir involvement in the Combined Schools Music Festival
- Year 7 and 8 Quadathlon, Aims Games, Ski Trip, 1st Aid Training, Water Safety
- Term 4 Camp and Leadership Camp
- Fundraising initiatives
- Input into the end of year Prize Giving
- Leadership opportunities with visitors to the school

E.R.O'S PERCEPTIONS OF OUR SCHOOL

What does ERO say about our school?

Follow the link on our website www.oropi.school.nz under the 'Our School' tab to see the latest E.R.O. report.

THE COLLEGE PERSPECTIVE

What do the Colleges say about our Year 8 Students as they enter Year 9?

Our students are recognised for their ability to:

- Complete a smooth transition into the College System
- Display a high level of self motivation
- Display well developed work habits and time management skills
- Display a high level of independence, initiative, and self responsibility
- Interact positively with other students and adults in a variety of situations
- Achieve success in academic, cultural and sporting components of the programme as a result of active involvement and consistent effort



THE TRANSITION TO COLLEGE

The move from a small school to a large college

- Oropi works very closely with the Year 9 Dean of each college to ensure that our children have a smooth and as carefree as possible move to their next school.
- As we have a smaller number of students making the move to college, we have a lot of communication about the placement of each individual child.
- The Deans work on a face by face placement.

A WORD FROM OUR CURRENT YEAR 7 - 8'S

- We get more support with our learning at Oropi School
- I love the unique environment our school is set in. What other schools have a gully and a flying fox?
- I have a lot of friends because I know everyone.
- We get more opportunities to use equipment and do sports because there is less of us.
- We all have the same interests because we all grew up in the same environments.
- We get a say in our education and with what happens within our school.
- We are trusted more within the school because all teachers know us.
- We also get recognised more for our achievements in school and sports.
- There is less bullying at Oropi.
- We are trusted to do more like run things
- We are not a name or number, we are a face at Oropi. The teachers and principal knows each child individually.

We are incredibly proud of our students and their achievements, and confidence in their ability to stand tall in any educational environment.



Oropi School



SINCE 1899

be all you can be | whaia te matauranga

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Quality Education in a
Rural School Environment