



Charter 2016

Opoho School Te Kura o Opoho





Our mission.....

What are we trying to achieve?

Developing confident lifelong learners and being at the heart of the community.

Our values.....

What do we value?

Learners who have a

Respect for Self; Respect for Others; Respect for the Environment

and

are caring, committed, and conservation minded."

Our vision.....

What do we want to see?

Learners who are

inquisitive, independent, courageous, and show perseverance through discovery and inquiry, and who will make empowered actions for a sustainable future.





Strategic Action

What we need to do to progress our vision:

All children make *at least* one year's progress in reading, writing and mathematics to achieve at or beyond the expected level;

Consistently apply the principles and philosophy of 'Play is the Way' in all classes - (physically interactive games & supporting language) as the primary behaviour education programme

Participate in the Positive Behaviour *for* Learning initiative in partnership with the Ministry of Education to strengthen our focus of learning and achievement across our school community

Complete the redevelopment of the top school and establish the learning protocols for the extended environment for the Year 4 - 6 classes

Over the triennial cycle, review all policies and procedures to ensure Opoho School is cultural inclusive using 'Hautū' resource and Te Pae Mahutonga



Our people...

Children:

Opoho School starts the year with 129 children, organised into 7 classes. Most families live in the local north Dunedin area of Opoho with a small percentage coming from the wider north area including Pine Hill and Waitati. A number come from areas beyond this catchment.

Children come from diverse cultural backgrounds.

In 2016
79% NZ European / Pakeha
14% NZ Maori
2% Pasifika
5% Asian

Gender Distribution:

54% Boys
46% Girls

Staff:

Principal – Jennifer Clarke

Teachers:

Junior Team:

Carolyn Bayne (Team Leader)
Tania Scarf
Tania Henderson
Anna Hailes

Senior Team

Gregory Hurley (Deputy Principal)
Susan Lawrence
Lucy Marr
Prue Nimmo

Brigid Bloom (Reading Recovery)
Mel Beckett (on leave for 2016)

Music Teacher – Anna Bowen (CRT)

EfS Facilitator – Sally Beckett

Curriculum Extension – Iain Cook-Bonney

Office Manager – Helen Zonneveld

Curriculum/Learning Support:

Tracy Crake Claire Nevile
Deb Robertson Lisa Ryan
Anna-Lena Rowe

Property Team: S Clarke, W Dukes

Board of Trustees:

Otto Hyink (Chairperson) Leah Garthwaite, Gerald Davies, Sam Whata, Rob Fagerlund

Jennifer Clarke (Principal) Carolyn Bayne (Staff Rep)
Helen Zonneveld (Minute Secretary)



Opoho School Board of Trustees Charter

Aims and Objectives

AREA	AIMS	OBJECTIVES
Strategic Planning and Self Review	To develop a strategic plan that reflects the NEG's through policies, plans, curriculum assessment, student achievement, professional review and development, and a programme of ongoing self review.	The board, principal and staff develop and operate a strategic plan for the management of the school's operation, with annual, medium and long term goals.
New Zealand's Cultural diversity and the unique importance of Māori culture	To develop policies and procedures that reflect New Zealand's cultural diversity and with respect to the unique position of the Treaty of Waitangi & Māori culture. To pursue options for instruction in te reo Māori and tikanga Māori if requested (by parents of full time students).	Policies and plans are developed and implemented in ways that are sensitive to cultural backgrounds, values and individual needs of children and whanau; In consultation with Māori whanau the board makes available, policies, plans and targets for the advancement of the achievement of Māori students as required by the National Education Guidelines.
Curriculum Implementation	To provide stimulating challenging learning experiences for all children, encourage and support them to achieve their best, be confident, competent, self regulated learners, and have social and emotional intelligences to relate well to others. To ensure student centred learning through inquiry is integral to curriculum.	Each year, the principal and staff develop, revise or confirm the school's curriculum plan in collaboration with the board. The plan includes annual targets and curriculum content.
Curriculum Content	To provide a well balanced, coherent curriculum plan, with an emphasis on literacy and numeracy, all other national curriculum areas and a good foundation of the key competencies.	Each year, the principal and staff develop, revise or confirm the school's curriculum plan in collaboration with the board. The plan includes annual targets and curriculum content.
Assessment and Reporting	To recognise student's achievements and identify learning needs using ongoing assessments. To fulfil key purposes, principles and practices for assessing, recording and reporting about student's progress and achievement.	Inform and involve students, parents and the board in & about progress and achievement, and learning needs by monitoring, recording and reporting at regular scheduled opportunities throughout the school year. Provide remedial and extension programmes to meet the needs of individual or groups of students.
Finance	To ensure sustainable financial and asset management.	Make the best use of the financial resources by planning, monitoring and reporting effectively; Maximise the monies received from the state, and seek contestable funds for special projects; Ensure the long term viability of Opoho School.
Personnel	To enhance positive working relationships throughout Opoho School, be a good employer, and to promote and support high levels of staff performance including professional development.	The board prepares policies and plans to appoint quality staff to ensure quality education as outlined in its charter, is a good employer, supports professional development and ensures review and development occurs for all staff.
Property	To enhance the educational purpose of the school (and its place in the community) by maintaining and improving the buildings, facilities and environment as a safe, healthy and attractive setting for children, staff and the community.	The board fulfils the conditions of its stewardship agreement with the Crown in good faith, preparing and implementing property development and maintenance plans in accordance with all relevant statutory requirements, including health and safety regulations.
Community Participation	To promote parent and community relationships, welcome their interest, involvement and support as partners in their own and others' children and whanau members education.	Formally consult the school community once in a board term of office about all matters of school performance. Provide regular, timely communications about a range of matters of interest to the school community. Provide educational and social events to enhance & build school community

Opoho School Strategic Plan 2015 - 2017

Developing confident lifelong learners and being at the heart of the community.

Strategic Action Plan			
	2016	2017	2018
Curriculum and Learning	<p>Further develop collaborative learning and teaching for Y4-6;</p> <p>Implement 'Play is the Way' and PB4L</p> <p>Undertake ALiM 2</p>	<p>Embed collaborative learning and teaching for Y4-6</p> <p>Further develop 'Play is the Way' to enhance social and emotional capabilities across the school</p>	<p>Evaluate the collaborative model of practice, and explore implementation in Y2-3 classes</p> <p>Evaluate 'Play is the Way' and continue to implement PB4L</p>
National Standards	<p>Maintain excellent teaching and learning and NS reporting</p> <p>Identify and target support for all learners and particularly those with special learning needs</p> <p>Implement ALiM to accelerate the learning in maths for selected learners currently working below the standard</p>	<p>Maintain excellent teaching and learning and NS reporting</p> <p>Identify and target support for all learners and particularly those with special learning needs</p> <p>Sustain programmes to accelerate the learning in maths and literacy for selected learners currently working below the standard</p>	<p>Maintain excellent teaching and learning and NS reporting</p> <p>Identify and target support for all learners and particularly those with special learning needs</p> <p>Evaluate assessment practices</p>
Property and Finance	<p>Use 5 YA and board funds to implement Phase 1 of the redevelopment of Block 2 into a collaborative learning space</p> <p>Explore options for a more sustainable fuel for heating the school</p> <p>Seek grants to support the production and 2017 camp</p> <p>Develop a cash flow profile to meet the new requirement of the auditor</p>	<p>Seek funding options for Phase 2 of Block 2 redevelopment</p> <p>Advance options for a more sustainable fuel for heating the school including installation of solar energy for water heating if viable.</p>	<p>Evaluate:</p> <p>Progress towards Block 2 redevelopment, and</p> <p>Sustainable fuel heating options</p>
Self Review	<p>Review Policy 2 Protecting Children Against Abuse, &</p> <p>Personnel Portfolio including Policy 4, 5, & 6, & related procedures.</p> <p>Review all Health & Safety policies and procedures to ensure compliance with new Health and Safety Act 2015 (by April 2016)</p> <p>Review policies and procedures using 'Huata' for cultural inclusiveness, and Te Pae Mahutonga</p>	<p>Review Finance and Self Review Portfolio including Policy 7 & related procedures.</p> <p>Community Survey - formally consult the school community on all aspects of school performance.</p> <p>Review policies and procedures using 'Huata' for cultural inclusiveness, and Te Pae Mahutonga</p>	<p>Review Policy 3 Curriculum Delivery including National Standards policy framework, &</p> <p>Care and Safety of Students Policy 1</p> <p>And all related procedures.</p>

Opoho School Annual Strategic Action Plan 2016

CURRICULUM

All children make *at least* one year's progress in reading, writing and mathematics to achieve at

Historical data	What do we plan to do?	Targets: How will we know we have achieved our goal	Analysis of variance
<p>Reading 87.5% students at or above NS;</p> <p>Writing 82% students at or above NS;</p> <p>Mathematics 85% students at or above NS;</p>	<p>Quality learning programmes;</p> <p>Emphasis on engagement, self responsibility and growth mindset;</p> <p>Use a combination of ability and multi ability groups;</p> <p>Continue to use 'Talk Moves' strategies in maths;</p>	<p>Increased perseverance to challenging tasks;</p> <p>Key competency assessment data from end of year reports (compare with 2016 end of year data)</p> <p>Maintain or increase the percentage of students achieving at or above NS</p>	

Consistently apply the principles and philosophy of 'Play is the Way' in all classes - (physically interactive games & supporting language) as the primary behaviour education programme

Historical Data	What do we plan to do?	Targets: How will we know we have achieved our goal	Analysis of variance
<p>At least 32% of students often need additional and disproportionate support to sustain positive social interactions, participate in organised and free play harmoniously, or stay involved in instructional or optional games or collaborative learning tasks when things do not go their way.</p> <p>All staff (2015) participated in an initial professional learning opportunity related to learning and implementing 'Play is the Way' strategies and have been using the resources in an informal way.</p>	<p>Implement a programme of in-school professional learning to strengthen teachers knowledge of the programme, provide collegial support to become confident and competent users of the resources, and facilitate self reflections with students to improve self regulation and self awareness.</p> <p>Participate in 'Positive Behaviour for Learning' contract with the MOE to complement behaviour education work in the school and school community;</p> <p>Continue to maintain records about student interactions that require more-than-usual support to be appropriately harmonious and developmentally appropriate.</p>	<p>Fewer children will opt out of collaborative and competitive games, and will persevere and participate for personal satisfaction and the benefit of the group effort;</p> <p>Self regulation will improve and students will be assigned improved assessments as reflected in the key competency categories of the end of year report (anecdotal evidence from teachers and students);</p> <p>Students will demonstrate more self control when interacting with others and fewer incidents will require higher than usual support to sustain positive interactions.</p>	

To accelerate the achievement of a group of students at each year level (Year 3-6) who are achieving below the National Standard to be achieving at least 'At' the expected level.

Historical Data	What do we plan to do?	Targets: How will we know we have achieved our goal	Analysis of Variance
<p>At the end of 2015, four Y2, 2 Year 3, 3 Year 4, and three Year 5 students were assessed as working Below the NS for mathematics;</p> <p>Implementing ALiM (Year 1) a withdrawal intervention proved successful to raise the achievement of a group of students working below the expected level.</p>	<p>Assess students at the beginning of 2016;</p> <p>Implement ALiM (Year 2) Intake 1 (March - Sept);</p> <p>Determine an appropriate intervention using the resources available to accelerate the progress of the identified students;</p>	<p>Identified students will improve mathematics achievements <i>and</i> have more positive attitudes to mathematics as measured by proven assessment tools and questionnaires for students and whanau members;</p> <p>Sustainable interventions programmes identified;</p> <p>Teachers will have had ongoing PLD to support learning in mathematics;</p>	

In developing our targets, care has been taken to ensure they comply with the Education Act. The board recognises internationally supported evidence that makes it clear that stable, sustainable and true improvement in student achievement, particularly for those with special learning and personal needs, cannot be achieved in a single year. Time, resourcing and continued focused attention (at both home and school) are required. The progress and achievement of every student, at every level, in reading, writing and mathematics is tracked through their successive years of schooling. At Opoho School, consistent with our charter aim, we believe in a longer term view of learning and know that sustained progress across all years may not necessarily be achieved in any one or every year alone.

PROPERTY

Progress the redevelopment of the top school and establish the learning protocols for the extended environment for the Year 4 - 6 classes

Historical data	What do we plan to do?	Targets: how will we know we have achieved our goal?	Analysis of Variance
<p>Plans are completed to connect classrooms in the top block (Block 2);</p> <p>Initial tenders for the project are over budget so a two-stage development schedule has been planned;</p> <p>Stage 1 - tender process in progress;</p> <p>Two Year 4 & 5 classes have successfully developed collaborative learning protocols over the past 2 years using the top block.</p>	<p>Action Phase 1 of updated building project to enable a collaborative learning space for Year 4 - 6 students and teachers using 5YA and BOT funds by the end of 2016;</p> <p>Establish the collaborative learning environment for Year 4 - 6 to ensure quality facilitated self-directed learning pedagogy enhances student achievement.</p>	<p>Stage 1 of the project will be complete;</p> <p>Year 4 -6 classes and teachers will learn and teach in the enhanced space;</p> <p>Collaborative learning and teaching pedagogy will continue to be implemented for Y4-6 classes in the more specifically designed space;</p>	

SELF REVIEW

Review personnel policies and procedures to ensure Opoho School is cultural inclusive using 'Hautū' resource and Te Pae Mahutonga

Historical Data	What do we plan to do?	Targets: how will we know we have achieved our goal?	Analysis of Variance
<p>Policy No: 4 Equal Employment Opportunities; No 5 Performance Management; No 6 Appointing Staff & related procedures were last reviewed in 2013;</p> <p>Education Council Aotearoa guidelines have increased the recommended requirements of self and professional review for teachers with regard the professional standards;</p>	<p>Review all personnel policies and procedures inviting interested groups and relevant organisations to participate;</p> <p>Use 'Hautū' and Te Pae Mahutonga to inform and guide the process to ensure cultural inclusiveness.</p>	<p>Policies and procedures are reflective of consultation and relevant documentation, and the updated documents are considered and ratified at a full board meeting.</p>	



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S C H O O L

