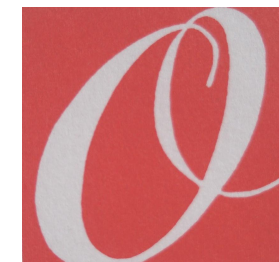


Opaki School

Totara tree



The totara tree is a metaphor for Opaki School.
Totara was the first born of Tane Mahuta - god of the forest, and therefore the totara is holder of knowledge and the most tapu (special & sacred) tree we have.
Totara trees are naturally occurring in the Opaki area.



Mai i te Kōpae ki te Urupa, tātou ako tonu ai.

From the cradle to the grave we are forever learning.

MISSION STATEMENT - Learning for Life

WHO ARE WE?

Opaki is a semi-rural full primary school that promotes a high level of community engagement. We have a strong history of providing academic excellence, sporting opportunities and experiences outside the classroom. We work within collaborative, flexible learning spaces to provide future focussed learning opportunities.

WHAT ARE WE TRYING TO ACHIEVE?

At Opaki School our intention is to provide learning experiences that enable student success and to encourage an awareness that learning is lifelong.



Contents

- Guiding Principles
- Cultural Responsiveness
- Opaki AROHA Concept
- Opaki School Strategic Plan 2018-2020
- Annual Plan
 - Current year's aims/goals
 - Targets for improving student outcomes
 - Target students
 - Interventions to ensure improved achievement
 - Actions & timeframes

Guiding Principles



At Opaki Primary School we are committed to implementing the following aspects to support and enable student success:

High expectations	We will support and empower all students to learn and achieve personal excellence, regardless of their individual circumstances in a wide range of areas ie. academic, sporting, cultural.
Curriculum Programme	We will provide a strong programme to support student learning in literacy, numeracy and other curriculum areas. We will provide positive learning, physical and emotional environments. We will expose children to cultural, sporting and outdoor education programmes with a view to establishing a lifelong interest.
Treaty of Waitangi	We will acknowledge the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students will have the opportunity to acquire knowledge of te reo Maori me ona tikanga.
Cultural diversity	We will reflect New Zealand's cultural diversity and values the histories and traditions of all its people in our programmes and practice. We will respect the feelings of others, valuing cultural diversity, fostering self esteem and confidence in the school community.
Inclusion	We will be non-sexist, non-racist, and non-discriminatory; ensuring that students' identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.
Learning to learn	We will encourage all students to take risks and reflect on their own learning processes while learning how to learn.
Community engagement	We will see that learning opportunities have meaning for students, connect with their wider lives, and engage the support of their families, whanau, and communities. We will also operate an open door policy with effective communications with our community. We will provide opportunities for children to learn about their local community and environment.
Coherence	We will offer all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.
Future focus	We will encourage students to look to the future by exploring such significant future focused issues as sustainability, citizenship, enterprise, and globalisation. We will recognise the importance of technology and environmental sustainability in our children's future.
Leadership	We will value our pupils as role models and foster responsibility and leadership throughout the school.

Cultural Responsiveness



Ka Hikitia

Managing for Success – to ‘Step Up’

Opaki Schools Maori Curriculum Statement:

All learners will be exposed to and understand the significance of the local community's cultural heritage. They will each have a role to play in nurturing our local environment. Students will have the opportunity to learn about Maori Culture, Tikanga and Te Reo, as an integrated part of the curriculum.

Success for Maori – A partnership between school and Whanau/Iwi

- Use of the school newsletter as a vehicle to promote Maori activities and events being carried out as part of the School Curriculum e.g. Parents celebration of learning evenings, assembly, Kapa Haka group events.
- The use of Maori parents to support Kapa Haka group, making of poi, art projects, local history, story tellings, coaching of sports teams and classroom parent help.
- Yearly consultations will take place with Maori whanau/iwi, Principal and DP's on programmes, targets and achievement of Maori students.
- Maori parents views and knowledge are valued, taken into account and acted upon.
- All parents will receive information twice a year on their children's progress and achievements. This is clearly set out in the children's portfolios.
- As part of the wider curriculum children will learn about the Treaty of Waitangi, its history and relevance today. "The Treaty of Waitangi is central to and symbolic of, our national heritage, identity and future". Managing for success/Maori Education strategy".

Maori Children's Achievements

Data is gathered on all children's progress at Opaki School. The Maori children are identified and their data analysed separately – providing us with information of their achievements. This allows us to set goals and programmes for future learning with the aim of improving individual Maori children's results.

Children's successes and achievements are celebrated together during the school weekly assemblies. Parents/whanau are made to feel welcome to attend.

Maori Language - Te Reo Maori and Tikanga Maori

- Students have access to quality Maori Language resources
- Maori language is a fundamental part of the classroom environment visually and orally.
- The use of basic Maori terms and phrases are used in the classroom. Te Reo Maori and Tikanga Maori is taught through specific and integrated lessons, as set out in our Maori curriculum overview of learning, our values programme and buddy systems.
- We use Maori focussed units of work that incorporate local Maori history, legends and the importance of local landmarks.
- We have strong links with Pukaha and the Te Ore Ore Marae.
- Children have the opportunity to join the school's Kapa Haka group which is lead by Megan Roberts.

Opaki AROHA Concept

At Opaki Primary School we are committed to implementing the following PB4L initiative to support and enable acceptable school wide behaviours and expectations :



Appreciative

Respectful

Open Minded

Honest

Aware

Opaki School Strategic Plan 2018 - 2020



Strategic Aim One	To expand collaborative, future focussed learning environments.
Strategic Aim Two	To appreciate and develop the culture and character of the school.
Strategic Aim Three	To achieve the best possible learning outcomes for each of our students.
Strategic Aim Four	To maintain effective relationships and partnerships within Opaki School and its community.

Year	Aim 1: To expand collaborative, future focussed learning environments.	Aim 2: To appreciate and develop the culture and character of the school.	Aim 3: To achieve the best possible learning outcomes for each of our students.	Aim 4: To maintain effective relationships and partnerships within Opaki School and its community.
2018	<p>Focus:</p> <ol style="list-style-type: none"> 1. For Tipu Syndicate to become a fully collaborative teaching and learning space by the end of 2018. 2. To embed the 'Team Reference Points' within the school teaching teams. 	<p>Focus:</p> <ol style="list-style-type: none"> 1. To implement our updated behaviour management plan inline with PB4L & AROHA. 	<p>Focus:</p> <ol style="list-style-type: none"> 1. To improve the learning and achievement of our target students in the following areas: <ul style="list-style-type: none"> - Moving met writers into above - Reading Vocab - Continuing with Reading Comp 	<p>Focus:</p> <ol style="list-style-type: none"> 1. To provide consistency for our community around communication.
2019	<p>Focus:</p> <ol style="list-style-type: none"> 1. To expand IT resourcing within the school to enable cutting edge learning experiences. 	<p>Focus:</p> <ol style="list-style-type: none"> 1. To focus on implementing school wide improvements around the use of Te Reo Maori, Sign Language and cultural practices. 	<p>Focus:</p> <p>NB. Once MOE requirements for assessment and reporting have been established this focus will be refined.</p> <ol style="list-style-type: none"> 1. To improve the learning and achievement of our target students based on the previous years data. 	<p>Focus:</p> <ol style="list-style-type: none"> 1. Engage in community consultation procedures to track trends in our performance and alleviate any concerns.
2020	<p>Focus:</p> <ol style="list-style-type: none"> 1. To promote and develop student-led sustainable syndicate wide initiatives. 	<p>Focus:</p> <ol style="list-style-type: none"> 1. To review and update our EOTC plan to ensure students are being offered experiences relevant to their needs. 	<p>Focus:</p> <p>NB. Once MOE requirements for assessment and reporting have been established this focus will be refined.</p> <ol style="list-style-type: none"> 1. To improve the learning and achievement of our target students based on the previous years data. 	<p>Focus:</p> <ol style="list-style-type: none"> 1. Develop a database of community skill sets that could be utilised within the school for our students.

Opaki School Annual Plan 2018 - Aim 1



Aim 1: To expand collaborative, future focussed learning environments.			
Focus:	<ol style="list-style-type: none"> 1. For Tipu Syndicate to become a fully collaborative teaching and learning space by the end of 2018. 2. To embed the 'Team Reference Points' within the school teaching teams. 		
Baseline Data/Reason:	<p>We believe that collaborative, future focused learning environments are more beneficial for our students. Embedding the 'Team Reference Points' should ensure consistency within the syndicates throughout the school.</p>		
Target:	<ol style="list-style-type: none"> 1. By the end of 2018 to have the whole school working in collaborative teaching spaces. This will be measured by whether we are all up and running in collaborative spaces or not. 2. By the end of 2018 for teachers to be adhering to the agreed 'Team Reference Points', 'Norms', 'Must Do's & Can Do's'. Tight and Loose Principles This will be measured by observations and discussions throughout the year, as well as being discussed on a weekly basis at syndicate meetings. 		
Action:	<ul style="list-style-type: none"> - Attend Mark Sweeny workshop - Building collaborative teaching teams. - To develop team reference points at teacher only day. Have these available to staff to refer to on a weekly basis at syndicate meetings. - Utilise the work we are doing with Norm Hewitt to help with the implementation of the Team Reference Points. 	<p>Who - Whole teaching staff</p> <p>Who - Whole teaching staff</p> <p>Who - Whole teaching staff</p>	
Resources:	<ul style="list-style-type: none"> - Building Collaborative Teaching Teams workshop with Mark Sweeny. - Norm Hewitt 		<p>Cost - \$240.00 per person</p> <p>Cost - \$19 000</p>

Opaki School Annual Plan 2018 - Aim 2



Aim 2: To appreciate and develop the culture and character of the school.			
Focus:	1. To implement our updated behaviour management plan inline with PB4L & AROHA.		
Baseline Data/Reason:	As a school we feel that a consistent behaviour management approach needs to be established. A need has developed for this as the school role has increased. Alongside this there is a need to develop a more positive school culture as outlined in our community consultation survey.		
Target:	1. To provide a positive school climate and to create a supportive environment for personal, social, and academic growth for students and staff. <i>This will be measured within the PB4L programme using the provided benchmarks.</i>		
Action:	<ul style="list-style-type: none"> - To develop a leadership team. - Leadership team to attend PB4L workshops and feedback the processes that need to be put in place at school. - To actively unpack and teach each of the concepts in classrooms. This may take a number of years to fully embed the understanding. - Expect that the AROHA concepts will be part of our school culture. 	Who: Whole Staff Who: Leadership Team Who: Classroom Teachers Who: Whole Staff	<ul style="list-style-type: none"> - AROHA wheel prizes cost to be budgeted for.
Resources:	<ul style="list-style-type: none"> - Norm Hewitt - Aroha signage - PB4L workshops - Aroha prizes 		Cost - \$19,000.00 Cost - \$6400.00 Cost - \$6000.00 Cost - \$200.00

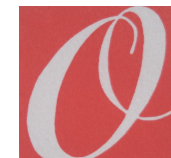
Opaki School Annual Plan 2018 - Aim 3



Aim 3: To achieve the best possible learning outcomes for each of our students.

Focus:	1. To improve the learning and achievement of our target students.		
Baseline Data/Reason:	We aim to achieve success for all of our learners. We noticed that there was a significant drop in the percentage of students above the National Standard at the end of 2017 from 2016 in writing, so some "met" students will be our targets. Focusing on target students should ensure that our teaching strategies have positive learning outcomes for them.		
Target:	<p>1. Moving "met" writers into "above" by utilising specific teaching methods that relate to the e-asTTle rubric. Our aim is to have 20% of writers 'Above' our standards by the end of 2018. <i>This will be measured by comparing our end of year school wide results.</i></p> <p>2. Improve Reading Vocab results in PROBE and PAT assessments for Years 3-8. <i>This will be measured by comparing 2018 February and November results.</i></p> <p>3. Improve Reading Comprehension results in PROBE and PAT assessments for Years 3-8. <i>This will be measured by comparing 2018 February and November results.</i></p>		
Action:	<ul style="list-style-type: none"> - Teachers to select target students who are currently meeting the standards in writing. The aim is for some of these students to move to above the standards. - Trial mixed ability groupings in literacy sessions to expose all students to high level language. - Develop students' verbal vocabulary so they use more interesting words in their speech and writing so as to be more familiar with language used at higher reading levels. - Explicitly teach reading comprehension strategies in the classroom 	<p>Who: Teaching Staff</p> <p>Who: Teaching Staff</p> <p>Who: Teaching Staff</p> <p>Who: Teaching Staff</p>	
Resources:	<ul style="list-style-type: none"> - Sheena Cameron Writing Books - Sheena Cameron Reading Comprehension - Using appropriate apps 		<p>Cost: Extra resource books if needed.</p> <p>Cost: On going app updates.</p>

Opaki School Annual Plan 2018 - Aim 4



Aim 4: To maintain effective relationships and partnerships within Opaki School and its community.			
Focus:	1. To provide consistency for our community around communication.		
Baseline Data/Reason:	Feedback from our recent community consultation highlighted an ongoing need to refine and develop our process for communicating with our community.		
Target:	<p>1. By the end of February 2018 to develop one form of communication for our school whanau so that people have a clear understanding of where to access information and important school documents. <i>This will be measured by monitoring how many parents are opening their signmee documents.</i></p> <p>2. To be more accessible to parents. <i>This will be measured with a survey at the end of 2018 asking parents to comment on how accessible we have been as a school</i></p>		
Action:	<ul style="list-style-type: none"> - To make Signmee the number 1 form of communication with parents. - Implement regular social evenings, open evenings, interviews around student progress. - Weekly updates on Facebook to replace syndicate newsletter pages. - In class pre-visits for new students and parents. 9:00 - 10:00 last Monday of term before starting school - Meetings with New Parents prior to children starting - Invitation to a morning tea for new parents to meet staff. 	<p>Who: All Staff</p> <p>Who: Senior Management</p> <p>Who: Syndicate Teams</p> <p>Who: Cathy</p> <p>Who: Cathy Sprowson and new parents</p> <p>Who: Dave, New parents and all staff</p>	
Resources:	<ul style="list-style-type: none"> - Access to Signmee - Access to FB - Mid-Year Interviews Relieving 		<p>Cost - \$2000.00</p> <p>Cost - Relievers to release teachers so that interviews can start at lunch time.</p> <p>Cost - Termly Morning Tea \$400</p>

Focus: Curriculum (NAG 1) 2018 Target 1

As a result of curriculum content and delivery, students at Opaki School will achieve at a high level and will be challenged in their learning to succeed.

Objective	Goal	Target Indicators	Actions	Outcome
<p>Writing: To improve the learning and achievement of our target students.</p> <p>Historical Position/Rationale:</p> <p>We aim to achieve success for all of our learners. We noticed that there was a significant drop in the percentage of students above the National Standard at the end of 2017 from 2016 in writing, so some “met” students will be our targets. Focusing on target students should ensure that our teaching strategies have positive learning outcomes for them.</p>	<p><u>Strategic Goal 3:</u> -To use national standards data to form targets and teaching programmes to improve student learning and achievement.</p> <p><u>Intended Outcomes:</u></p> <ol style="list-style-type: none"> Moving “met” writers into “above” by utilising specific teaching methods that relate to the e-asTTle rubric. <p>Our aim is to have 20% of writers ‘Above’ our standards by the end of 2018.</p>	<p><u>Assessment Indicators:</u></p> <ul style="list-style-type: none"> This will be measured by comparing our end of year school-wide results. From e-asTTle 2017 results teachers will identify areas that need to focus on Focus on specific learning intentions from the literacy progressions We could, as a school, look into the impact of mixed ability groupings in writing as an alternative to leveled/grouped writing. There is plenty of current research around this that we could look into. 	<ul style="list-style-type: none"> Teachers to select target students who are currently meeting the standards in writing. The aim is for some of these students to move to above the standards. Trial mixed ability groupings in literacy sessions to expose all students to high level language. Develop students’ verbal vocabulary so they use more interesting words in their speech and writing so as to be more familiar with language used at higher reading levels. Explicitly teaching areas picked up in e asttle. 	

Focus: Curriculum (NAG 1) 2018 Target 2

As a result of curriculum content and delivery, students at Opaki School will achieve at a high level and will be challenged in their learning to succeed.

Objective	Goal	Target Indicators	Actions	Outcome
<p>Reading Vocab: To improve the learning and achievement of our target students.</p> <p>Historical Position/Rationale:</p> <p>Based on school wide results reading needs to remain a focus for our teachers and their students. Empowering students to develop a lifelong love of reading and deep understanding of what is being read needs to sit at the forefront of our implementation of the reading programme. Next year we would like to see students involved in greater discussion around texts and the development of deep understanding of what they are reading.</p> <p>The 10% of our students who remain below for reading and those who are at risk of potentially becoming below will need to be targeted in 2018 and have special programmes put in place to help them progress.</p>	<p><u>Strategic Goal 3:</u></p> <p>- To use national standards data to form targets and teaching programmes to improve student learning and achievement.</p> <p><u>Intended Outcomes:</u></p> <ul style="list-style-type: none">- Improve Reading Vocab results in PROBE and PAT assessments for Years 3-8.	<p><u>Assessment Indicators:</u></p> <ul style="list-style-type: none">- This will be measured by comparing 2018 February and November results.- We could, as a school, look into the impact of multi-level groupings in reading as an alternative to leveled/grouped reading. There is plenty of current research around this that we could look into.- Using e asttle writing assessment	<ul style="list-style-type: none">- To provide more opportunities for students to listen to / read stories and discuss words.- Identify appropriate apps which help develop vocab- Provide opportunities for students to engage in activities such as , crosswords, word searches..- Use a variety of verbs / adjectives more in their writing and daily speech.-	<ul style="list-style-type: none">- While there are not any magic shortcuts to learning words, the larger your vocabulary becomes, the easier it will be to connect a new word with words you already know, and thus remember its meaning. So your learning speed, or pace, should increase as your vocabulary grows.

Focus: Curriculum (NAG 1) 2018 Target 3

As a result of curriculum content and delivery, students at Opaki School will achieve at a high level and will be challenged in their learning to succeed.

Objective	Goal	Target Indicators	Actions	Outcome
<p>Reading comprehension:</p> <p>-To improve the learning and achievement of our target students.</p> <p>Historical Position/Rationale</p> <p>-We know that although many students are accurate and fluent decoders, this does not always translate into having a good understanding of the text.</p> <p>-Across the school our end of 2017 results for reading show that 90% of students are reading 'At' or 'Met'. This compares to 92% in 2016.</p> <p>-The 10% of our students who remain below for reading and those who are at risk of potentially becoming below will need to be targeted in 2018 and have special programmes put in place to help them progress.</p>	<p>Strategic Goal 3:</p> <ul style="list-style-type: none">- To use national standards data to form targets and teaching programmes to improve student learning and achievement. <p>ntended Outcomes:</p> <ul style="list-style-type: none">- Improve Reading Comprehension results in PROBE and PAT assessments for Years 3-8.	<p>Assessment Indicators:</p> <ul style="list-style-type: none">- PROBE and PAT assessments for Years 3-8. This will be measured by comparing 2018 February and November results.	<ul style="list-style-type: none">- Explicitly teach reading comprehension strategies in the classroom- Summarizing.- Sequencing.- Inferencing.- Comparing and contrasting.- Drawing conclusions.- Self-questioning.- Problem-solving.- Relating background knowledge.	