

## 2021 Ōpāwa School Charter



School Number: 3455

Charter Delivered: 1 March 2021

## **Description of our School Community**

Ōpāwa School is a state, co-educational, full primary school catering for Years 1-8. The school zone is significantly diverse, both culturally and socio-economically. The school has a challenging and engaging curriculum for its learners and almost all Year 6 students remain at the school for Year 7 and 8.

The school has a rich history and opened in 1872 with an initial roll of 59. Currently there are 309 students on the roll. Ōpāwa School was the first school to hoist and salute the national flag. The school has celebrated its 125th jubilee and as part of this captured the history of the school and its unique characteristics. Next year we will celebrate our 150th year as a school.

During the last 149 years the school has had a strong and evolving connection with Ōpāwaho / Heathcote River. Early on students went swimming in the river until a school pool was opened in 1903. Ōpāwa school continues to connect to the river and its local environment through the school song, visual art panels and displays, alongside the school vision, RIVER values and curriculum. Ōpāwaho is at the forefront of our current work on redesigning our curriculum. This piece of work is being collaboratively completed with all staff, students and the community involved. The school is centrally located for the community it draws upon and has a 'village feel'. The school has strong community connections and actively engages with our local and extended community. Presently this includes a number of strong relationships with community businesses and other groups. The school is well supported by a strong Home and School / Whānau Group and Board of Trustees.

With students travelling from a wide catchment area and a number of Early Years centres feeding into the school there is considerable ethnic diversity in the school. We have students from 26 different countries in our school. Māori, Asian and Pasifika whānau / families connect to the school through whānau hui, community celebrations and relationships with multicultural teaching staff. This year we have started a Pasifika Group, who meet weekly and who are supported by both staff and an external group with strengths in Pasifika Dance and Performance. The school is ideally positioned to be the heart of the community and provide whanaungatanga / connectedness to parents, whānau and the wider community. Our kura / school is very active and well represented in Te Mana

Raupō Kāhui Ako, with our Principal currently co-leading our Community of Learning. This year we have two Within School positions. These teachers are leading the work on 1) Assessment for Learning in Numeracy / Literacy and 2) our Local Curriculum Design.

Ōpāwa School has a strong relationship with the Christchurch School of Music (CSM). Along with providing individual and small group lessons in a range of instruments during the day, the partnership allows for a band programme that runs alongside lessons. Every student that learns a band instrument is able to play in a training or concert band. We currently have 15 students in the band programme and we are the host school for this.

The school was initially positioned on a Ngāi Tahu trading route where a village was built on the left bank of the Ōpāwaho / Heathcote River as an outpost of the pā at Rāpaki. The school therefore continues to seek ways of engaging with Rāpaki marae and have worked with the Tuahiwi runanga in completing a cultural narrative for the schools in the area. At Matariki this year, our new school name, gifted to us by Ngai Tuahuriri will be shared with our community.

In recognising the unique position of the Māori culture, Ōpāwa School provides instruction in Tikanga (Māori Culture) and Te Reo Māori (Māori language). Since 2009 Ōpāwa School has had a specialist teacher teaching Te Reo Māori to every class across the school for one hour per week. Currently Ōpāwa School has 25% of their pupils who identify as Māori. We have a close working relationship with Mātauraka Maahanui and we are using their 'Indicators of Success' to support the mahi of our whole staff. In Term 3 Te Mana Raupō will also start working with Mātauraka Maahanui and the 'Indicators of Success'. Our property renovations and current 'Playground and Planting' projects are both being completed in consultation with our local iwi and Matāuraka Maahanui. In Term one of 2019 and again in Term 1 of 2020, a selected group of Tama worked alongside 'Bros for Change' in their intensive mentoring programme. In 2021 all of our staff – Administration, Teacher Aides and Teaching Staff are having intensive PLD led by our Specialist Teacher of Te Reo Māori.

We have a very strong relationship with Sport Canterbury. In 2019 we completed a project with funding from them, aiming to increase physical activity in our Year 5-8 students. We designed and implemented an alternative option to 'Hagley Sport' and all of our Year 5-8 students completed this. Taster sessions in local community facilities were tried as well as some fundamental ball skills sessions and a five a-side football tournament. We had 100% engagement from our 160 students. In 2020 and this year we are one of thirty schools in Christchurch who are part of the national 'Healthy Active Learning' initiative. This year we successfully applied for and were granted funding from Sport NZ through the Tū Manawa fund for our '3P Project - Play, Wheels and Basketball'. Our aim over the next 12 months is to increase the number of girls being active; strengthen our community connections and improve whānau engagement; have greater use of our resources / facilities out of school hours by our community and to increase students creativity through play.

The school recently completed a 12 month 'Teacher Led Innovation Project', funded by the Ministry of Education. We focussed on gaining authentic student voice (genuine 'youth adult partnerships) to inform our curriculum. Seven staff were involved, including five teaching staff. Two of the key outcomes were improved student wellbeing and changes to teacher practice.

***Ōpāwa School has an Equal Employment Opportunities policy that ensures all employees and applicants for employment are treated according to their skills, qualifications, abilities and aptitudes without bias or discrimination.***

## **Strategic Goals for 2021-2023**

1. Challenging all Learners – All of our students are extended in their learning to realise their full potential
2. Connect with our place – create a place that our people identify and connect with, that respects our manaakitanga (environment), fosters kaitiakitanga (guardianship) and honours our history
3. Well-informed Community - the school community is a well-informed partner for student learning

### **Strategic Goals 2021-23**

<b>Strategic Goals 2021-23</b>	<b>What we will see...</b>
<b>Challenging All Learners -</b> all our students are extended in their learning to realise their full potential	<ul style="list-style-type: none"><li>• Students meeting school-wide annual achievement targets</li><li>• Students striving to reach their individual learning goals</li><li>• Priority learners and students who need learning support or extension are identified and supported to succeed</li><li>• A 'local' and culturally responsive curriculum co-constructed through authentic youth/adult partnerships</li></ul>

<p><b>Connect with Our Place -</b>  create a place that our people identify and connect with, that respects our manaakitanga (environment), fosters kaitiakitanga (guardianship) and honours our history</p>	<ul style="list-style-type: none"> <li>• A physical learning environment where all students and staff thrive</li> <li>• Physically and emotionally safe environment that allows positive risk taking for students and staff</li> </ul>
<p><b>Well-informed Community -</b>  the school community is a well-informed partner for student learning</p>	<ul style="list-style-type: none"> <li>• Whānau/Parents/Caregivers/Community are actively engaged with the school, partnering together to support children's learning</li> <li>• Parents are well informed about their students learning</li> <li>• Culturally responsive to a variety of needs</li> </ul>

## Annual targets for 2021:

### Operational plan and annual targets 2021

1. **At least 65% of our Year 2-8 students will be working at or above their expected curriculum level for Maths, including priority learners**

## TARGET 1: Increasing student engagement and achievement in Maths

### Theory for Improvement

We started our school-wide focus of Maths in 2017. We have been utilising this curriculum area to challenge the way we think about children's learning and the way we teach children - including best practice pedagogy and assessment. We are aiming to have all of our children view themselves as mathematicians. To do this we believe and the research supports this, that if we improve engagement, we can improve the way children view themselves and think about their ability to do maths.

We began our maths journey, supported by Carol Butel, by implementing play-based learning within our junior school. Each year the cohort of Year 3 students have only experienced this way of Maths teaching and learning, implemented within our junior classrooms. In response to child development and brain research, students need to be allowed time to develop as children without the pressure constraints of meeting set expectations. Teachers will still support these learners, but at the children's pace and readiness to learn, with the intention of tracking engagement, and subsequently achievement and progress. By doing so, our purpose is to show how play-based maths impacts the engagement, motivation and achievement of students in Maths contexts. We will gather baseline data of the Year 3 cohort, as the children move to more directed maths learning and rich task opportunities. Going forward we will be able to monitor the effect of play-based learning as students progress through to our senior school, as a sub-group within our schoolwide targets.

Our goal for 2021 is to ensure we are using appropriate formative assessment tools to target our explicit acts of teaching. For consistency and comparative data, we have decided to use the e-asTTLe adaptive assessment across the Community of Learning (Kāhui Ako), including Cashmere High School. Having a cohesive approach to assessment across our Kāhui Ako will assist with easier transitions to high school. Professional learning conversations will need to take place to ensure that the assessment is administered and used purposefully within our school.

With the implementation of a new SMS system (Hero), teachers will be able to easily identify next steps for the students. Hero has direct links to the Learning Progressions. Actively using these progressions schoolwide will create a shared understanding of what a child should be achieving at different stages of their learning journey. It will also allow teachers to easily identify next steps for their students, which will lead to targeted explicit teaching. This system also allows us to share this information easily with parents/whānau to ensure they are well informed and that they are able to reinforce next steps at home if they wish.

Tracking sheets, that also align with the progressions and Hero, will be a way for teachers to easily identify gaps as students transition through to our senior school. This will inform the explicit teaching and learning programme within, and across classes. The use of this valuable resource will allow cohesion across our school, and within our Community of Learning.

Our baseline data, at the end of 2020, shows that across Year 2-8; 126/286 (44%) of students were working 'At or Above Expected Curriculum level'.

- This data has identified the need to implement a school-wide target that improves our current progress and achievement across school. Therefore, we will deliberately focus on tracking and accelerating the progress of our current year 2-8 students.
- Within this, our Year 3 cohort will provide an additional snapshot of information that tracks our play-based learners.

During 2021, our goal is to ensure that progress and achievement is improved across the school. Through a combination of rich tasks, explicit teaching and specific interventions (ALiM and extension opportunities) students will progress steadily and build upon number knowledge to align with our graduate profile. Any children identified as being at risk of falling below expectation across each year group, will also be supported by teachers through the use of the ALiM programme and appropriate resources. Children who have been identified as Working Above the expected curriculum level, and need to be accelerated in their learning, will be provided with opportunities to use Maths as Inquiry and participate in enrichment investigations developed within the Teacher's classroom, or as ongoing independent learning.

### **What is our aspiration?**

Our purpose is to empower, excite and engage all learners to excel and our vision is 'Nurturing Lifelong Learning.' We believe that through increased engagement, we will reach our vision.

Our ultimate goal is to have every student who was Below the Standard in 2020, to make accelerated progress to be at their expected curriculum level by the end of 2021.

### **What is our Target?**

- At least 65% of students across Year 2-8 will be working at or above expected curriculum level, including priority learners.

**Baseline Data (as at the end of 2020)**

The whole of Year 2 at the end of Term 4, 2020:  
at/above the  
Below 14/47 (30%) and At 33/47 (70%),

Overall, for Year 2-8, 126/286 (44%) of students are working  
expected curriculum level.  
End of Year Snapshot of Year 4 and Year 6:

Year 4    Year 6

Ethnicity	Well Below		Below		At		Above	
NZE		2	8	9	23	14		
Maori		3	3	4	6	5		
Pasifika		1		1	1			
Other	1	1		1	1	1		
Totals	1/43	7/42	11/43	15/42	31/4 3	20/42		
%	2%	16%	26%	36%	72%	48%		

**Year 2**

Boys    Girls

Ethnicity	Number of <u>chn</u> working below		Number of <u>chn</u> working at	
NZE	3	3	14	10
Maori	5	2	2	2
Pasifika	1		1	
Asian			1	
Other			2	1
Totals	14		33	

### What are we going to do about it?

PLANNED ACTIONS	TIMING	RESPONSIBILITY	RESOURCING	MONITORING/REVIEW/EVALUATION
Teachers to identify all the children in their classes who are Below the Standard	Term 1	Amy and Teachers	Staff/Team Hui	
All teaching staff to create a goal based on Professional Growth Cycle for Mathematics	Term 1	Sally, Shevaun and teachers	Staff/Team Hui	
Observations focused on the teaching of Maths and best practice	Term 2	Sally, Shevaun and Team Leaders		
Professional development around use of Hero for goal setting and formative assessment	Term 1	Hero Leaders + staff	Staff/Team Hui	
Extensive monitoring and tracking at least once a term, through tracking sheets and Hero.	Term 1 - Term 4	Amy, Team leaders and Teachers	Hero Amy/Verity (Staff/Team hui)	
Summative assessments will be performed; Gloss, JAM and Ikan.		Verity/Amy to create assessment schedule with Team Leaders	Release time required	

Professional development and roll out of e-AsTTLe Adaptive Assessment for Maths with all teaching staff.		Sally/ Amy and Verity Kāhui Ako learning support	Release time required	
Develop explicit teaching plans during scheduled mini-team and/or staff hui.	Term 1 - Term 4		Staff/Team hui	
Opportunities for across school collaboration and professional learning conversations (Kāhui Ako)	Term 1 - Term 4	Amy, Verity and Maree (Kāhui Ako Across School Lead)		
ALiM teachers (from previous years) to assist staff within the school with ALiM strategies and process. This will enable it to be embedded in classroom programmes/across year groups.	Term 1 - Term 4	Maria and Amy	ALiM resourcing provided by MoE.	

2. **At least 60% of Year 2-8 students will be working at or above their expected curriculum level for Writing, including priority learners**

## TARGET 2: Increasing achievement of Writing (and engagement)

### Theory for Improvement

Ōpāwa School became a 'storytelling' school (<https://www.storywaysliteracy.co.nz/>) in 2016. The aim of the 'storytelling' approach is to lift engagement of writing, as well as to improve students' oral language skills. Research shows that if there is increased engagement of learning, learning outcomes will subsequently increase. As we have progressed with our storytelling journey, staff have become increasingly more comfortable with the storytelling pedagogy and students have become more familiar with the process.

The Storytelling approach has a heavy focus on oral language and structure of writing, however taking only a storytelling approach has led to some explicit acts of teaching being dropped throughout the school. It is important that teachers are aware of the literacy progressions, so they are able to ensure they are able to provide students with the skills required to make progress. With the implementation of a new SMS system (Hero), teachers will be able to easily identify next steps for the students. Hero has direct links to the Learning Progressions. Actively using these progressions schoolwide will create a shared understanding of what a child should be achieving at different stages of their learning journey. It will also allow teachers to easily identify next steps for their students, which will lead to targeted explicit teaching. This system also allows us to share this information easily with parents/whānau to ensure they are well informed and that they are able to reinforce next steps at home if they wish.

There are inconsistencies throughout the school surrounding marking, moderation, providing constructive feedback and making Writing OTJs. Through the development of a schoolwide system that addresses these areas, both students and staff will become familiar with what is expected. This will create a shared understanding and consistent approach to teaching writing.

With this in mind, we would like to identify current classroom practices and how well staff understand the literacy progressions. Once we understand this information, we can target professional development in these areas. By increasing staff understanding of how explicit teaching of surface and language features fits within the storytelling model, the staff will then be better equipped to run a writing programme that targets the needs and wants of our learners.

Therefore, our annual school-wide Target for writing will focus on improving the level of achievement in writing school wide.

**What is our aspiration?**

Our purpose is to empower, excite and engage all learners to excel and our vision is 'Nurturing Lifelong Learning.' We believe that through increased engagement, we will reach our vision.

Our ultimate goal is to have every student who was Below the Standard in 2020, to make accelerated progress to be at their expected curriculum level by the end of 2021.

**What is our Target?**

- At least 60% of students across Year 2-8 will be working at or above expected curriculum level, including priority learners.

**Baseline Data as at the End of Term 4, 2020**

**Boys Girls**

	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
<b>Well Below</b>			2		4	1	4	6	7	4	10	0	5	7
<b>Below</b>	10	16	11	4	4	9	10	16	11	5	5	3	7	5
<b>At</b>	6	8	16	14	1	1	1	2	4	10	6	10	5	5
<b>Above</b>										1				1
	40		47		20		39		42		34		35	

**What are we going to do about it?**

PLANNED ACTIONS	TIMING	RESPONSIBILITY	RESOURCING	MONITORING/REVIEW/EVALUATION
Revisit assessment data from 2020, determine reasons for data inconsistencies	Term 1	Verity, Amy + Nav Team + Team Leaders		
Develop assessment schedule	Term 1	Verity and Amy	Release time	

Teachers to identify all the children in their classes who are Below the Standard	Term 1	Amy and Teachers	Staff/Team Hui	
Identify gaps within classroom for explicit teaching opportunities		Teachers	Mini Team/Team Hui	
All teaching staff to create a goal based on Professional Growth Cycle for Writing	Term 1	Sally, Shevaun and teachers	Staff/Team Hui	
Observations focused on the teaching of Writing and best practice	Term 2	Sally, Shevaun and Team Leaders		
Upskilling and rollout of schoolwide writing systems, including: marking, feedback model and child speak goals			Teacher aides to create resources for writing toolkits Buying of materials/resources	
Professional development around use of Hero for goal setting and formative assessment	Term 1	Hero Leaders + staff	Staff/Team Hui	
Opportunities for across school collaboration and professional learning conversations (Kāhui Ako, Lis Swanson, professional Literacy leaders)				
Opportunities to observe best practice- either within or across schools				

