

School Charter 2018



School Number: 3455

Charter Delivered: 1 March 2018

ŌPĀWA SCHOOL STRATEGIC PLAN 2018-2020

VISION NURTURING LIFELONG LEARNING
WHANGAIA NGĀ AKORANGA MŌ ĀKE TONU ATU

PURPOSE To empower, excite and engage all learners to excel

GUIDING PRINCIPLES

We believe in:

- creating an inclusive environment where differences are embraced and celebrated
- delivering dynamic, authentic and engaging learning experiences
- being adaptive and responsive to the individual needs of our learners
- wellbeing and safety being of paramount importance
- collaborating with our families/whānau, school and community
- respecting and reflecting New Zealand's cultural diversity and the unique position of the Māori culture

STRATEGIC GOALS

CHALLENGING ALL LEARNERS:

All our students are extended in their learning to realise their full potential.



INCREASED UNDERSTANDING:

Our school community is well-informed, involved and supportive.

PROPERTY RENEWAL:

Our school environment facilitates student learning and success.

VALUES



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 the majority of 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 just over 320 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.

During the last 145 years the school has had a strong and evolving connection with the 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.

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 their local and extended community. Presently this includes a number of 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. Māori, Asian and Pasifika families connect to the school through whānau hui, community celebrations and relationships with multicultural teaching staff. The school is ideally positioned to be the heart of the community and provide connectedness to parents, whānau and the wider community.

Ōpāwa school has a close 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 band.

The school was initially positioned on a Ngāi Tahu trading route where a village was built on the left bank of the 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.

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 22% of their pupils who identify as Māori.

Strategic Goals for 2018-2020

1. Challenging all Learners – All of our students are extended in their learning to realise their full potential
2. Increased understanding – Our school community is well-informed, involved and supportive
3. Property renewal – Our school environment facilitates student learning and success

Strategic Plan 2018-2020

Strategic Goals 2018 - 2020	Purpose	Outcomes/measures
Challenging All Learners	All our students are extended in their learning to realise their full potential by: <ul style="list-style-type: none"> • Being provided with comprehensive wellbeing supports • Strengthening teacher collaboration • A curriculum that meets the needs of 21st century learners • On-going professional learning for staff to be up-to-date with best practice 	The wellbeing needs of our community are met by accessing and utilising the best resources available to our school There is strong evidence of strategic, regular and emergent reviews in our school including: <ul style="list-style-type: none"> • A Curriculum review process is effectively operating that ensures regular reviews and updates of all areas school's curriculum • All school staff engaged in an effective appraisal process
Property Renewal	Our school environment facilitates student learning and success through: <ul style="list-style-type: none"> • Maximising the opportunities available through the CSR renewal process and other MOE funding to improve school buildings, grounds, furniture and fittings • Strategic use of school and community funding to ensure all classes are provided with the best possible learning environments 	All renewal and upgrade work completed to a high standard Improved learning environments resulting in more effective learning opportunities for all our students

Increased Understanding	<p>Our school community is well-informed, involved and supportive through:</p> <ul style="list-style-type: none"> improved communication systems for effective interaction with parents/whānau/caregivers 	<p>2020 community survey shows:</p> <ul style="list-style-type: none"> Increased scores / more positive feedback for general communication and understanding of child's progress Increased understanding and confidence in the school's behaviour management systems <p>Increased levels of community participation as seen through:</p> <ul style="list-style-type: none"> Volunteering, Home & School, Whānau group and Board of Trustees Attendance at community events including learning conferences and PLP meetings
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Timeframes:

Strategic Goals	2018 Objectives	2019 Objectives	2020 Objectives	Outcomes
Challenging all learners	<p><u>Professional Learning</u></p> <ul style="list-style-type: none"> Implement improved teacher appraisal system Develop an appraisal system for teacher aides & support staff Professional development promotes best practice, teaching as inquiry and engages all staff 	<p><u>Professional Learning</u></p> <ul style="list-style-type: none"> Review teacher appraisal system Implement appraisal system for teacher aides & support staff Professional development promotes best practice, teaching as inquiry and engages all staff 	<p><u>Professional Learning</u></p> <ul style="list-style-type: none"> Review appraisal system for teacher aides & support staff Professional development promotes best practice, teaching as inquiry and engages all staff <p><u>Collaborative Practices</u></p>	All school staff engaged in an effective teacher appraisal process, including teaching as Inquiry resulting in improved learning outcomes for all learners

	<p><u>Collaborative Practices</u></p> <ul style="list-style-type: none"> Staff continue to refine collaborative teaching and learning practices – build on collaborative planning <p><u>Wellbeing Supports</u></p> <ul style="list-style-type: none"> Roll out next stage of the Strategies Project (RIRO and Sleep inquiry) Implement the Reaching In, Reaching Out Programme Determine counselling/ social support required & source community/ grant funding <p><u>Curriculum development</u></p> <ul style="list-style-type: none"> Develop & trial a system of curriculum review 	<p><u>Collaborative Practices</u></p> <ul style="list-style-type: none"> Teaching staff comfortable to plan and teach collaboratively with any colleague in the school <p><u>Wellbeing Supports</u></p> <ul style="list-style-type: none"> Revise wellbeing plan including the future of Strategies Project & any available government social supports <p><u>Curriculum development</u></p> <ul style="list-style-type: none"> Roll out curriculum review process 	<ul style="list-style-type: none"> Robust systems and expectations embedded for collaborative teaching practices school-wide <p><u>Wellbeing Supports</u></p> <ul style="list-style-type: none"> Implement the wellbeing plan <p><u>Curriculum development</u></p> <ul style="list-style-type: none"> Review and embed curriculum review process 	<p>The wellbeing needs of our school community are met by our community accessing and utilising the best resources available to our school.</p> <p>A Curriculum review process is effectively operating that ensures regular reviews and updates of all areas school's curriculum</p> <p>There is strong evidence of strategic, regular and emergent reviews in our</p>
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	2018	2019	2020	Outcomes/ measures
Property Renewal	<ul style="list-style-type: none"> • CSR renewal plan signed off with MoE • Determine other available funds to supplement CSR plan • Renewal building work to begin 	<ul style="list-style-type: none"> • CSR renewal plan implementation continues • Implement upgrades outside of the CSR programme 	<ul style="list-style-type: none"> • CSR renewal plan completed • 5YA maintenance plans 	<p>All renewal and upgrade work completed to a high standard</p> <p>Learning environment meets the optimum learning needs of all of our learners, resulting in more effective learning opportunities for all students</p>
Increased Understanding	<p><u>Two-way Communication</u></p> <ul style="list-style-type: none"> • Explore digital communication platforms • Review of how we report to parents, to ensure increased parental understanding of the student's achievement; including changes to National Standards and reporting requirements <p><u>Community Participation</u></p> <ul style="list-style-type: none"> • Trial 'Give me 5' volunteer programme 	<p><u>Two-way Communication</u></p> <ul style="list-style-type: none"> • Implement preferred digital communication platform • Seek community feedback on changes to communication systems <p><u>Community Participation</u></p>	<p><u>Two-way Communication</u></p> <ul style="list-style-type: none"> • Review digital communication platform and ensure it is meeting the needs of the school and community • Full Community Engagement Survey <p><u>Community Participation</u></p> <ul style="list-style-type: none"> • Refine and expand the 'Give me 5' volunteer 	<p>2020 community survey shows:</p> <ul style="list-style-type: none"> • Increased scores / more positive feedback for general communication & understanding of child's progress • Increased understanding and confidence in the school's behaviour management systems <p>High levels of community participation through:</p> <ul style="list-style-type: none"> • Volunteering

		<ul style="list-style-type: none">• Review 'Give me 5' volunteer programme• Board of Trustees election	programme	<ul style="list-style-type: none">• Home & School• Whānau group• Board of Trustees• Community events including learning conferences and Personal Learning Plan meetings
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Annual targets for 2018:

1. At least 75% of Year 5-8 students will be working at their expected curriculum level for Maths
2. At least 90% of our Year 5-8 students either agree or strongly agree that they feel safe and that they belong at Ōpāwa School.

Operational plan and annual targets 2018

TARGET 1: Increasing student engagement and achievement in Maths

Theory for Improvement

We have been focussing on maths as a whole staff for the past 12 months. 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 also want to ensure that we are inclusive in our practice. We collected student voice throughout 2017 and found that many of our children do not see themselves as mathematicians, nor do they like maths or think they are very good at it. There is also a mixed understanding of 'what a good mathematician looks like'.

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 have observed and literature supports this, that we can make accelerated progress for those learners who are Below as opposed to Well Below if we have greater engagement. While we will still be supporting our Well Below learners, we will be deliberately targeting our Below learners. In response to child development and brain research, we will also only be focusing on our Year 5 - Year 8 children. Again, while not ignoring our Year 1 - Year 4 children, we will allow them the 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 for learning.

Therefore, our Target will be deliberately focused on our Year 5 - Year 8 students. At the end of 2017, we had 41/172 (24%) of Year 5 - Year 8 students Below the Standard (with 20/172 (12%) Well Below), therefore we had 111/172 (65%) of students in Years 5 - 8 working At/Above the Standard for maths.

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 2017, to make accelerated progress to be at their expected curriculum level by the end of 2018.

What is our Target?

To accelerate the progress of at least 16 (of the 41 below) students in Year 5 - Year 8 to have at least 127/172 (75%) of Boys at their expected curriculum level.

We will utilise ALiM to do this - working with two groups of 8.

Baseline Data (as at the end of 2017)

Number of students who were Below the Standard at the end of 2017 - we are currently collecting this

	Year 5		Year 6		Year 7		Year 8	
	Ethnicity	Number	Ethnicity	Number	Ethnicity	Number	Ethnicity	Number
	NZE		NZE		NZE		Maori	
	Asian		Other		Other		NZE	
	Pasifika						Asian	
							Other	

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	Maria, Helen and Teachers	Additional support from Amy 3 days a week	

			(0.6FTTE)	
Extensive monitoring and tracking at least once a term, through Assembly SMS, to evaluate the progress of the learners.	Term 1 - Term 4	Helen, Maria and Teachers	As above	
Staff PLD with Carol Butel (University of Canterbury) to support teachers with best practice in Maths teaching	Term 1 - Term 4	Carol, Helen, Maria and Team Leaders	External PLD provided by MOE	
Formalised tracking of student progress and achievement - student voice survey and other assessments - exploring an assessment to measure engagement	Term 2 and Term 4	Helen, Maria and Team Leaders with Support from Grant (CoL Across School Lead)		
ALiM teacher to provide additional targeted support to identified learners	Term 1 - Term 4	Maria	ALiM resourcing provide MoE	
Planned Collaborative Planning meetings to discuss learning and teaching programmes and student's progress	Term 1 - Term 4	Teachers		
Observations focused on the teaching of Maths and best practice	Term 2 - Term 4	Sally, Shevaun and Team Leaders		

TARGET 2: Student wellbeing - feeling safe and a sense of belonging

Theory for Improvement

'Wellbeing is vital for student success and is strongly linked to learning. New Zealand and international research shows that many school factors influence student success. Although there is no single measure for student wellbeing, the factors that contribute to it are interrelated and interdependent. For example, a student's sense of achievement and success is enhanced when they feel safe and secure at school.' (p4 ([ERO Wellbeing for Success: Effective Practice March 2016](#))).

As a school who is in our 7th year of PB4L, we want to ensure the wellbeing needs of all of students are being met, within a PB4L context.

What is our aspiration?

Our ultimate goal is to have every child feeling safe and having a sense of belonging at Ōpāwa school. As one parent said to me today "it smells like my kid's school" - after 5.5 years of no contact.

What is our Target?

Wellbeing - 90% of our (Year 5-8) students either agree or strongly agree that they feel safe and that they belong at Ōpāwa School.

Baseline Data

Our baseline data collected from 2017 Year 8 leavers surveys, informal conversations with children and feedback from the community survey tells us that feeling safe and having a sense of belonging are two areas for us to focus on. We will administer the NZCER Wellbeing survey at the start of Term 2 and again in Term 4. Please note that we used this survey in 2012.

Term 2 2017

Year 4	Year 5	Year 6	Year 7	Year 8			
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Number of students who agree/strongly agree that they feel safe and belong

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What are we going to do about it?

PLANNED ACTIONS	TIMING	RESPONSIBILITY	RESOURCING	MONITORING/REVIEW/EVALUATION
Daily monitoring of student wellbeing	Term 1 - Term 4	All staff		
Create a positive class culture that promotes our term one focus of 'Whangai mai, whangai atu'	Term 1	Classroom teachers		
Fortnightly assemblies that promote our RIVER values	Term 1 - Term 4	All staff		
Parental contact with children who may need additional support	Term 1 - Term 4	Classroom teachers and Shevaun (SENCO)	-	
Use of external agencies to support family/whanau with specific wellbeing needs - counselling/lunches/health nurse/RTL	Term 1 - Term 4	Shevaun / Sally	Jim and Kate (counsellors) \$5600 from community grants	
Mentoring for identified children	Term 1 - 4	Sally/Shevaun/Whaea Tracy	Possibly 24/7 mentors Volunteers from within our community - some as part of 'Give me 5' programme	

Administer the (NZCER) Wellbeing Survey	Term 2 and Term 4	Tara (PB4L) and Sally	Free to use this year	