

THIS IS THE CHARTER AND STRATEGIC PLAN OF



2020

Principals' endorsement: 25 February 2020
Board of Trustees' endorsement: 28 February 2020
Submission Date to the Ministry of Education: 28 February 2020

1. STATEMENT OF COMMITMENT

In accordance with Sections 61-64 of the Education Act 1989, this Charter sets out the aims purposes and objectives of Opaheke School.

The Board of Trustees of Opaheke School has created this Charter through a process of consultation with: Parents of students (via surveys, focus groups and hui), staff of the school (via focus groups and meetings), Special community groups and partners (via discussions), The Ministry of Educations (via its documentations and training) and the Rosehill Pathway Kāhui Ako (through work done around the Achievement Challenge yet to be approved).

The Board of Trustees of Opaheke School hereby commits that it will take all reasonable steps to ensure:

- That Opaheke School is governed and managed for the purposes set out in this Charter, in accordance with the National Education Guidelines and all relevant Acts of Parliament.
- That the school and its students and community achieve the aims and objectives set out in this Charter.

2. OUR SCHOOL VISION, MISSION AND VALUES

Empowering our community of learners to confidently meet the challenges of the 21st century.

MISSION STATEMENT

Pupils sharing, caring, learning and achieving.

(a) Sharing and Caring

To provide an environment which encourages the growth of self-esteem, respect and responsibility.

(b) Learning and Achieving

To provide a quality learning environment and a balanced curriculum that will promote high standards of achievement.

(c) Community

To strengthen our partnership with the community in a way that encourages meaningful support, participation and communication.

(d) Physical Environment

To improve the environment and resources of the school community to enhance learning.

CORE VALUES FOR OUR SCHOOL (STAR)

Striving for Excellence

Teamwork

Achieving Personal Best

Respect for Self and Others

3. PRIORITIES FOR OUR SCHOOL

Māori Dimensions and Cultural Diversity: Through consultation and review this year our vision and mission statement will be modified so that it reflects that one of our priorities is for the wellbeing and achievement of Māori students in our school. Opaheke has a significant Māori population, 26%, and these students are identified and supported. Māori students are identified as a priority in our strategic goals and annual plan.

The school implements programmes which recognise and value the school's multi-cultural community. Students are encouraged to value each other's culture.

The school recognises the need to integrate aspects of Te Reo and Tikanga Māori into teaching and learning programmes. Reasonable steps will be taken to provide instruction in Te Reo Māori to full time students whose parents request it, either via present staff, community resource people or through dual enrolment at the Correspondence School

Pasifika: Through consultation and review this year our vision and mission statement will be modified so that it reflects that one of our priorities is for the wellbeing and achievement of Pasifika students in our school. 11% of our students are Pasifika and these students are identified and supported. Pasifika students are identified as a priority in our strategic goals and annual plan.

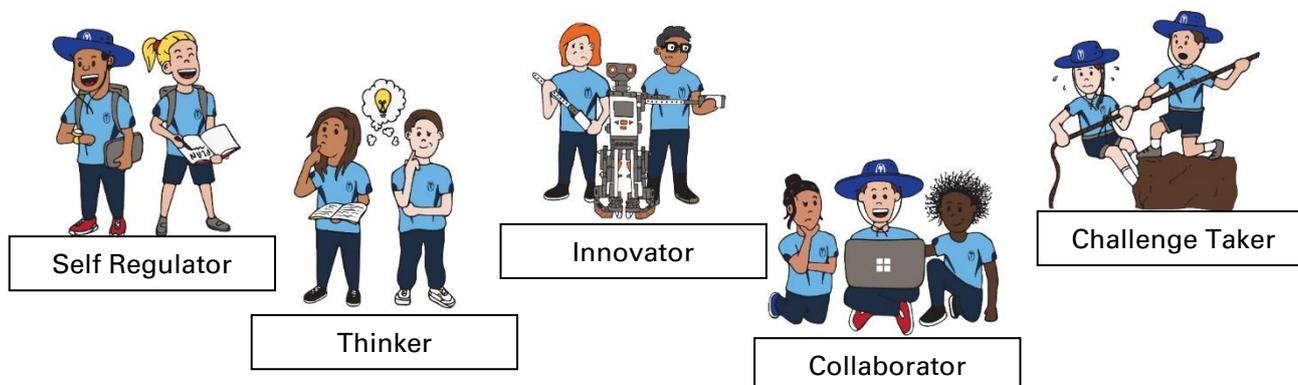
Special Needs: Approximately 5% of our students are special needs. The school is welcoming and supportive of students with special needs. These students are identified early and programmes of support, including IEPs are put in place to help these students achieve. Opaheke has no ORS students.

NELP: National Education Learning Priorities (Proposed Priorities Appendix 2). Final published priorities due out early 2020.

ROSEHILL PATHWAY KAHUI AKO: Opaheke School will work with the Rosehill Pathways Kāhui Ako to measure learner progress and achievement based on approved achievement challenges

4. LANGUAGE OF LEARNING

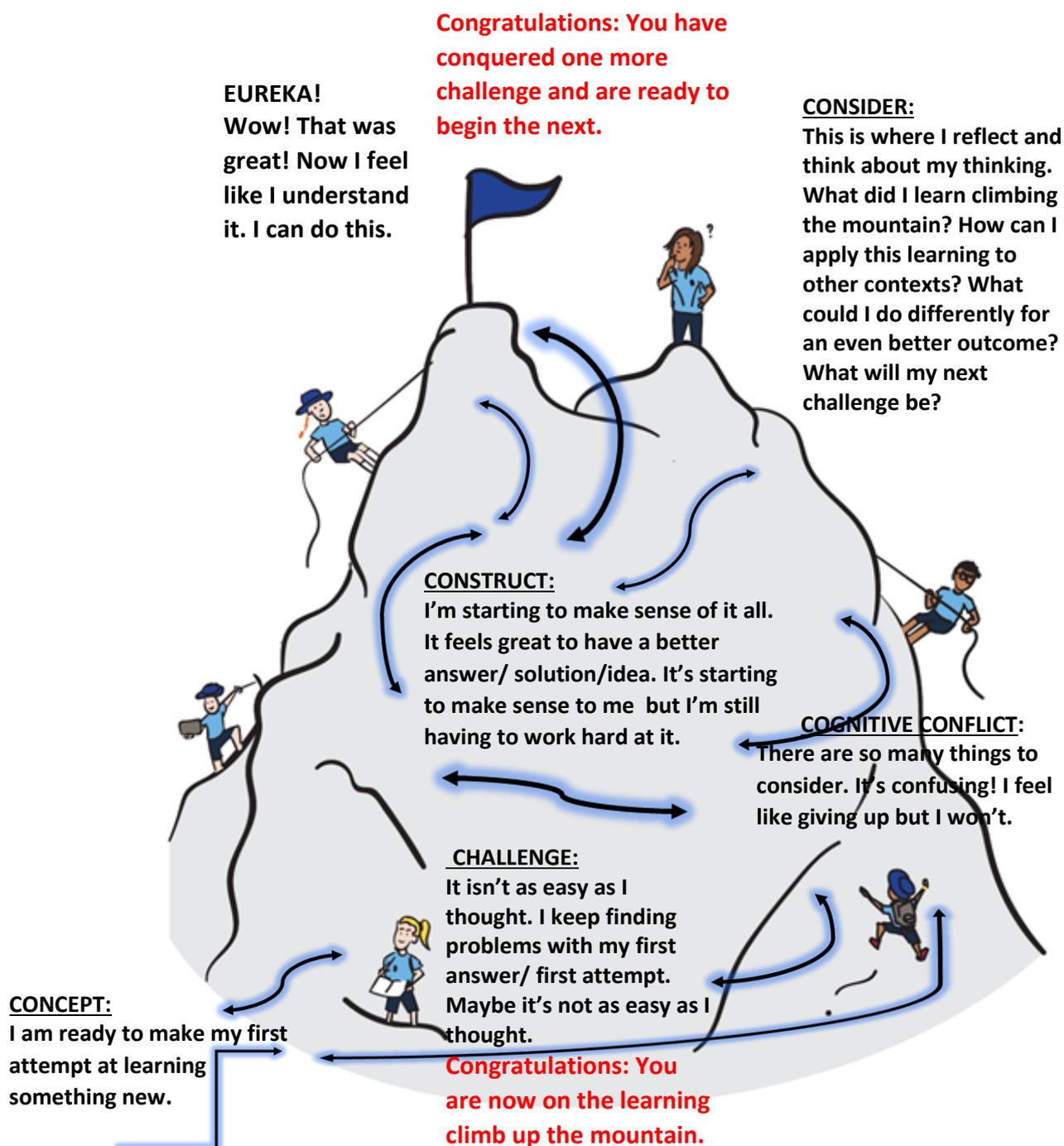
OPAHEKE SCHOOL'S FIVE STUDENT LEARNING DISPOSITIONS



THE LEARNING CLIMB

The student learning journey at Opaheke School is represented by climbing a mountain. Each student belongs to a mountain based on his or her class and year. A common language is used to describe the challenge of climbing the mountain just as we are faced with challenges in our learning. There is not always one clear route to climb the mountain, but many routes. Often, we may need to back track or we may stumble or get stuck. We may also need the assistance of a fellow climber or mountain guide. However, the summit is always clearly in sight and is the main goal.

Students begin to understand that they need to use the Learning Dispositions; the characteristics of a good learner at Opaheke School, in order to achieve a learning challenge.



5. MEASURES OF SUCCESS

What success looks like at Opaheke School

- Our school is a fun, safe and engaging place to learn
- Our students are learning and achieving the objectives of either the New Zealand Curriculum for their age, or their IEP (Individual Education Programme)
- Students understand and articulate where they are at and where they are going in their learning journey
- The school is recognised by our students, staff, parents and the wider community as an excellent place to learn, work and grow
- The school's academic and operational performance consistently rates highly in internal and external reviews
- Students will achieve at or above their expected curriculum level
- Our students demonstrate a positive awareness of local, national and global citizenship
- Our students are mindful digital citizens
- Our students have a positive attitude to learning
- Our staff and parents have a meaningful say in important school issues
- The school demonstrates that it makes highly effective use of its available resources



5. OPAHEKE SCHOOL STRATEGIC GOALS 2020 – 2022

Strategic Goal 1: Student Learning Progress and Achievement

All students are provided with opportunities to progress, succeed and achieve

- 1.1 Improve outcomes for all students, particularly Māori, Pasifika, and children with special needs and abilities
- 1.2 Accelerate progress of students performing below expectations
- 1.3 Reduce gap between Māori, Pasifika, and NZ-European
- 1.4 Create and maintain collaborative relationships with our diverse parents, Whānau and the wider community
- 1.5 Work with the Rosehill Pathways Kāhui Ako to measure learner progress and achievement based on approved achievement challenges
- 1.6 Setting and monitoring of targets within identified curriculum areas

Strategic Goal 2: Hauora

Students staff and whānau learn in an inclusive, safe and supportive environment

- 2.1 Enhancing relationships and connections within and between students, staff and Whānau
- 2.2 We know our students 'voice' around well being
- 2.3 Improve the wellbeing of students, staff and whānau
- 2.4 Staff will have a strength-based mindset (as opposed to deficit mindset)
- 2.5 Develop the capabilities to respond well to a particular event or crisis
- 2.6 Students learn in a safe, secure and inspiring environment
- 2.7 Improve student engagement

Strategic Goal 3: Effective Curriculum Delivery

To ensure our school continues to consistently review and deliver the NZ Curriculum catering to all students and their individual interests, needs and capabilities.

- 3.1 Planning will reflect the unique position of Māori Culture (cultural responsiveness)
- 3.2 To ensure access to the curriculum so all students can experience and achieve success
- 3.3 Empower our teachers to deliver a stimulating, inspiring and well-rounded education which reflect our values and learning dispositions
- 3.4 A model of student inquiry which will integrate rich learning experiences that will engage students and encourage innovation
- 3.5 Develop a local curriculum which is unique and responsive to the priorities, preferences, and issues of our students and community (Have a shared understanding around the Opaheke School Curriculum Framework)
- 3.6 To develop the teaching of the Nature of Science and Capabilities in Science
- 3.7 Develop a consistent, school wide set of learning progressions

<i>Strategic Goals</i>		<i>Strategic Outcomes 2020 - 2022</i>
<p>1. Student Learning Progress and Achievement All students are provided with opportunities to succeed and achieve</p>	<p>1.1 Improve outcomes for all students, particularly Māori, Pasifika, and children with special needs and abilities</p> <p>1.2 Accelerate progress of students performing below expectations</p> <p>1.3 Reduce gap between Māori, Pasifika, and NZ-European</p> <p>1.4 Create and maintain collaborative relationships with our diverse parents, Whānau and the wider</p>	<p><i>Strengthened teacher pedagogical knowledge. A focus on support of progress and achievement of school priority students.</i></p> <p><i>School transformation through innovative, proven research-based practices gained through professional learning locally and further afield.</i></p> <p><i>Enhanced student agency – the students’ ability to talk about and make decisions about their learning and knowing the next steps. Regular reference to the Opaheke School Dispositions and the Learning Climb. Student Led Conferences and 3-Way Conferences. Student Voice.</i></p> <p><i>Teachers are regularly tracking progress of priority students through analysis of standardised and non-standardised data.</i></p> <p><i>Refine tracking system for priority students – collating all aspects of assessments and support. Close monitoring of progress.</i></p> <p><i>Teachers and leaders analyse and act on effect sizes.</i></p> <p><i>Culturally responsive and relational pedagogy is strengthened. Priority for Māori and Pasifika. Te Tataiako, Ka Hikitia and Tapasa are key tools and are shared with staff.</i></p> <p><i>Enhance GATE programme by researching new and innovative practices.</i></p> <p><i>Further develop formative assessment practices in writing, reading and maths to ensure consistency and rigor across the school.</i></p> <p><i>Further enhance collaborative teaching practices in ILEs and single cell.</i></p> <p><i>Learners are using digital technology to enhance their learning. Receiving and giving feedback on their learning. Develop parent education sessions in the use of digital technologies.</i></p> <p><i>Review and implement new e-Learning Curriculum Document.</i></p>

	<p><i>community</i></p> <p><i>1.5 Work with the Rosehill Pathways Kāhui Ako to measure learner progress and achievement based on approved achievement challenges</i></p> <p><i>1.6 Setting and monitoring of targets within identified curriculum areas</i></p>	<p><i>Close learning partnerships with the parent community, particularly parents of Māori, Pasifika and Special Needs students.</i></p> <p><i>Special needs students are closely monitored with specific goals set at meeting when reviewing IEPs (Individual Learning Plans).</i></p>
<p>2. Hauora <i>Students staff and whānau learn in an inclusive, safe and supportive environment</i></p>	<p><i>2.1 Enhancing relationships and connections within and between students, staff and Whānau</i></p> <p><i>2.2 We know our students 'voice around well being</i></p> <p><i>2.3 Improve the wellbeing of students, staff and Whānau</i></p> <p><i>2.4 Staff will have a strength-based mindset (as opposed to deficit mindset)</i></p> <p><i>2.5 Develop the capabilities to respond well to a</i></p>	<p><i>Full review of the Wellbeing Action Plan as a result of the Wellbeing survey 2018 and 2020.</i></p> <p><i>A shared understanding is developed around the Wellbeing Action Plan.</i></p> <p><i>UBRS plans are current for all students with behaviour management difficulties and these are shared amongst staff.</i></p> <p><i>Review results of the Biennial Health Community Consultation (Next survey 2020).</i></p> <p><i>Ensure all in school are aware of all Health and Safety Policies in the school and are actively involved in the process of monitoring health and safety issues and hazards.</i></p> <p><i>Maintaining a safe, secure and clean school environment.</i></p> <p><i>Improvements to the environment will have a positive effect on the wellbeing of all.</i></p> <p><i>Student Voice.</i></p> <p><i>Monitoring absenteeism and truancy. Analyse by ethnicity and age. Look for patterns. Address issues with the implementation of initiatives.</i></p>

	<p><i>particular event or crisis</i></p> <p><i>2.6 Students learn in a safe, secure and inspiring environment</i></p> <p><i>2.7 Improve student engagement</i></p>	<p><i>Initiatives to fall into one of five categories:</i></p> <p>A <i>Engage students and parents</i></p> <p>B <i>Recognise good and improved attendance</i></p> <p>C <i>Provide personalised early outreach</i></p> <p>D <i>Monitor attendance data and practice</i></p> <p>E <i>Develop pragmatic response to barriers</i></p> <p><i>UBRS plans current for all applicable students.</i></p> <p><i>Monitor patterns, locations of accidents to students and staff, identifying, eliminating or minimizing hazards.</i></p> <p><i>Health Team to meet regularly.</i></p> <p><i>New staff to be informed of policies around health and safety.</i></p>
<p>3.</p> <p><i>Effective Curriculum Delivery</i></p> <p><i>To ensure our school continues to consistently reviews and deliver the NZ Curriculum catering to all students and their individual interests, needs and capabilities.</i></p>	<p><i>3.1 Planning will reflect the unique position of Māori Culture (cultural responsiveness)</i></p> <p><i>3.2 To ensure access to the curriculum so all students can experience and achieve success</i></p> <p><i>3.3 Empower our teachers to deliver a stimulating, inspiring and well-rounded education which reflect our values and learning</i></p>	<p><i>Embedding a shared understanding of curriculum using the BPPs.</i></p> <p><i>Teaching and learning are differentiated and responsive to individual needs/strengths and interests, optimising student outcomes.</i></p> <p><i>The impact of tailored support is measured and reviewed to ensure that learning is differentiated and responsive to individual needs/strengths optimising student outcomes.</i></p> <p><i>Student agency is integral to how we learn and teach.</i></p> <p><i>Student voice is an integral part of teaching and learning with students having greater autonomy over their learning.</i></p> <p><i>Culturally responsive and relational pedagogy is strengthened. Priority for Māori and Pasifika. Te Tataiako, Ka Hikitia and Tapasa are key tools and are shared with staff.</i></p>

	<p><i>dispositions</i></p> <p><i>3.4 A model of student inquiry which will Integrate rich learning experiences that will engage students and encourage innovation</i></p> <p><i>3.5 Develop a local curriculum which is unique and responsive to the priorities, preferences, and issues of our students and community (Have a shared understanding around the Opaheke School Curriculum Framework</i></p> <p><i>3.6 To develop the teaching of the Nature of Science and Capabilities in Science</i></p> <p><i>3.7 Develop a consistent, school wide set of learning progressions</i></p>	<p><i>Visible Learning and Digital Technologies action plan is reviewed and identify the next steps to inform plans for professional development to enhance teacher practice.</i></p> <p><i>Strengthen Student Inquiry model.</i></p> <p><i>A consistent, school wide set of learning progressions is developed in reading, writing and maths that provide teachers and students with clear learning pathways from Y1-8.</i></p> <p><i>Whānau understand the learning progressions in reading, writing and maths that are used by teachers and students to support and celebrate learning.</i></p> <p><i>The local school curriculum framework is reviewed and refined so that there is a shared understanding of what we value as a school/community.</i></p> <p><i>Share the progress of the Student Inquiry model, collating and considering staff feedback. Develop key skills for each stage of the model.</i></p>
<p>Key areas to support Strategic Goals 1-3</p>	<p>Goals</p>	<p>Outcomes</p>
<p>Personnel</p>	<p><i>Staff to undertake professional learning to support the strategic goals and targets</i></p>	<p><i>Teachers have one inquiry based around one of the three strategic goals.</i></p> <p><i>Teachers report to BOT through targets once per term.</i></p> <p><i>Promote high levels of staff performance by providing support and ongoing professional</i></p>

	<p><i>Professional learning will be of the highest caliber and transformational</i></p>	<p><i>development. Implement an effective Induction Programme for new staff.</i></p> <p><i>Responsibility, Retention and Recruitment Units will be allocated to support goals of the strategic plan.</i></p> <p><i>The Board will support staff in their endeavours to advance their professional learning locally, nationally and internationally which will have an impact on student learning.</i></p> <p><i>Board of Trustees and school's senior leaders maintain sound communications to ensure cohesive leadership continues.</i></p> <p><i>All staff, parents and students support PTA in activities planned to benefit all at school.</i></p>
<p><i>Finance and Property</i></p>	<p><i>Operate within Grants</i></p> <p><i>Modernise learning spaces as per 10-year plan</i></p> <p><i>Action the 5 year and 10-year property and maintenance</i></p> <p><i>Continually upgrade and beautify environment</i></p> <p><i>Ensure that property is safe for staff and students</i></p>	<p><i>Check monthly financial reports. Aim to ensure school is in healthy financial state.</i></p> <p><i>Manage roll to increase to previous level. Implement new 10 year and 5-year property plan.</i></p> <p><i>Respond to any increase in roll. Review MOE property funding levels in response to increased students.</i></p> <p><i>Alter plan as required when there is increased funding made available.</i></p>
<p><i>Self-Review and Consultation</i></p>	<p><i>The Board meets its obligations in relation to governance</i></p>	<p><i>To complete an annual update of the Opaheke School Charter by 1 March 2020. Review new requirements of charter for 2022. Review vision and mission to reflect changes in the school and the new direction the school is heading.</i></p>

	<p><i>The Board with the support of the School Leaders set the direction of the school</i></p> <p><i>The Board will consult and engage with the community</i></p> <p><i>Student voice is integral to review Process</i></p>	<p><i>Embed new MOE recommendations for reporting in a way that will meet the needs of our school community.</i></p> <p><i>The Board will use the annual work plans to ensure they are meeting their legal obligations.</i></p> <p><i>Review school using the school review schedule.</i></p> <p><i>Implement annual programme.</i></p> <p><i>Board to review ERO indicators and the school's performance in relation to these. Implement recommendations from last ERO review.</i></p> <p><i>Review how the Tomorrows Schools Review will impact on the Board and school.</i></p> <p><i>Provide an Analysis of Variance between school performance and goals set out in the School's Charter.</i></p> <p><i>BOT to continue consulting its parent community on an ongoing basis. Māori each term and Pasifika consultation annually. Board to consider a school wide consultation on change of Board following election 2022.</i></p>
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6. ANNUAL PLAN

Opaheke School ANNUAL PLAN 2020						
Goal One: Student Learning progress and Achievement						
All students are provided with opportunities to succeed and achieve						
Annual Goal	Implementation (Our Success Criteria)	Personnel	Resourcing	Expected Outcomes	Evidence (Possible Sources)	Evaluation
1.1 Improve outcomes for all students, particularly Māori, Pasifika, and children with special needs.	Develop consistent effective writing pedagogy	English Team		PL Domain group focus on writing	Effect sizes	
	Strategies which have been shown to be most effective in accelerating priority students in writing	Team Leaders and Teachers	Assessment Budget Supplementary Budget	Teachers are regularly tracking progress of priority students through analysis of standardised and non-standardised data in writing	Teacher voice from domain groups Target analysis OTJ analysis	
	Lead improvements related to consistency and coherence within the writing programme	English Team	Asset Budget PLD Budget	Targets achieved Accelerated progress for target students	Regular target tracking /checkpoints Monitoring of assessment SLT	
	Build consistent practice in assessment in writing	Team Leaders		Increased capacity and confidence in teachers Focus on across team moderation	Students voice – attitudes to writing	

	Develop consistent effective mathematical pedagogy	Maths Team	PLD Budget	PL Domain group focus on maths	Effect sizes	
	Strategies which have been shown to be most effective in accelerating priority students in maths	Team Leaders and Teachers	Assessment Budget Supplementary Budget, SI MOE Funding	Teachers are regularly tracking progress of priority students through analysis of standardised and non-standardised data in maths	Teacher voice from domain groups	
	Lead improvements related to consistency and coherence within the math programme	Maths Team Team Leaders	PLD Budget	Targets achieved	Target analysis	
	Build consistent practice in assessment in maths	Maths Team	Maths Team and DPs	Accelerated progress for target students	OTJ analysis	
				Increased capacity and confidence in teachers	Regular target tracking /checkpoints	
				Focus on across team moderation	Monitoring of assessment SLT	
					Student voice – Attitude to maths	
1.2 Accelerate progress of students performing below expectations	Further develop teachers understanding of acceleration	DPs	PLD Budget	Progress is accelerated and accurately measured, recorded and shared All students show accelerated progress	Effect sizes analysed	

	<p>Know how to measure acceleration of students in Year 1 – 3 in maths</p> <p>Strategies which have been shown to be most effective in accelerating students below expectation in writing and maths</p> <p>Identify students who are not progressing and possible reasons</p> <p>Continue to develop assessment capabilities to enable students to set and achieve learning goals</p>	<p>Junior School DP and Maths Team</p> <p>Team Leaders and Teachers</p> <p>DPs</p> <p>DPs and Team Leaders</p>	<p>PLD Budget Supplementary Budget</p> <p>PLD Budget</p>	<p>Identify tools to measure acceleration of students Years 1 -3</p> <p>Further support is identified</p> <p>Increased teacher confidence in developing assessment capable learners</p> <p>Students able to identify next steps for learning</p>	<p>Ongoing assessment analysis/tracking</p> <p>Walkthroughs SLC Learning journals</p>	
<p>1.3 Reduce gap between Māori, Pasifika,</p>	<p>Refine tracking system for priority students – collating all aspects of assessment and</p>	<p>Team Leaders and Teachers</p>		<p>Teams tracking priority students Reporting outcomes and acting on findings</p>		

<p>and NZ-European</p>	<p>support</p> <p>Investigate accuracy of OTJ's for Māori students</p> <p>Further develop CRP and relational pedagogies across the school</p> <p>Our curriculum includes a lot of local tikanga, language and culture</p>	<p>SLT</p> <p>CRP Leader and teachers</p> <p>CRP Leader and teachers</p>	<p>PLD Budget</p> <p>Team Budgets Supplementary Budget</p>	<p>Sound OTJ's – gap analysis is a true representation of what is occurring</p> <p>Culture is considered when planning and implementing learning programmes</p> <p>Greater integration of Te Reo and tikanga Whānau feel good how we include Te Reo Māori and tikanga in our curriculum</p>	<p>Classroom environment</p> <p>Learning journals Reflections</p> <p>Evidence of commonplace usage</p>	
<p>1.4 Create and maintain collaborative relationships with our diverse parents, Whānau and the wider community</p>	<p>Strengthen culturally responsive and relational pedagogy</p> <p>Teachers making timely contact with parents to have learning conversations</p> <p>Regular Whānau hui with various cultural groups</p>	<p>CRP Leader</p> <p>Teachers</p> <p>CRP and SLT</p>	<p>Consultation Budget</p> <p>Consultation Budget</p>	<p>Partnership between parent, student and teacher is strengthened</p> <p>Parents and Whānau, feel confident and are well informed about their children's learning</p>	<p>Feedback from Hui</p> <p>Feedback after and during Student Led Conferences</p>	

Strategic Goal 2: Hauora

Students, staff and whānau learn in an inclusive, safe and supportive environment

	Implementation (Our Success Criteria)	Personnel	Resourcing	Expected Outcomes	Evidence	Evaluation
2.1 Enhancing relationships and connections within and between students, staff and Whānau	<p>Continue second year Inquiry booklet to build relationship between home and school</p> <p>Consultation with the community</p> <p>Biennial survey to be completed in 2020 to include more aspects of wellbeing</p>	Inquiry Team	<p>Consultation Budget</p> <p>Supplementary Budget</p>	<p>A greater sense of connection and belonging within the school community through positive and trusting relationships</p> <p>Capturing a wide range and a greater number of Whānau respondents</p>	<p>Parent engagement in the inquiry booklet celebration</p> <p>Feedback is analysed and acted on</p> <p>Analyse Wellbeing@ school survey – Community aspect</p> <p>Results of the biennial survey (compare to 2018)</p>	
2.2 We know our students 'voice around well being	<p>Wellbeing@school Survey and further analysis as needed</p> <p>Walkthroughs and one on one</p>	Kāhui Ako	Kāhui Ako	<p>There will be a greater sense of what the school needs to focus more on, and programmes explored to address this</p>	<p>Student voice before/after</p>	

<p>2.3 Improve the wellbeing of students, staff and Whānau</p>	<p>Teacher wellbeing at schools survey.</p> <p>Review the School Behaviour plan</p> <p>Define what bullying is – what it looks like</p> <p>Strategies of resilience – through support from classroom programmes and outside agencies</p> <p>Continue Identification of distressed and vulnerable students</p>	<p>SLT</p> <p>SLT and SENCO</p> <p>SLT SENCO</p> <p>Team Leaders and Teachers</p> <p>SENCO</p>	<p>Supplementary Budget</p> <p>Property Budget</p> <p>Hospitality Budget</p>	<p>Overall teachers feel supported and there are effective systems in place for referring students of concern</p> <p>Whānau feel their concerns are addressed and they are happy with the outcome</p> <p>Students feel a sense of belonging and feel supported by staff and other students</p> <p>There are reduced incidences of bullying in the school and Whānau understand what does and does not constitute bullying and this message is in the newsletter</p> <p>Effective communication with outside agencies and the school councillor to support vulnerable students</p>	<p>Analysis of the wellbeing@ school teacher survey – before/after</p> <p>UBRS Plans analysed</p> <p>Feedback back to parents</p> <p>Newsletter correspondence</p> <p>Data around meeting with parents</p> <p>Detention/think spot/eTap data – rates of incidence</p> <p>Syndicate team, counsellor and SENCO minutes and register</p> <p>Communication with outside agencies</p>	
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2.4 Staff will have a strength-based mindset (as opposed to deficit mindset)	<p>Effective professional learning by accessing experts, Nathan Wallis and Kathryn Berkett</p> <p>Observe colleagues</p>	<p>Team Leaders and Teachers</p>	<p>PLD Budget</p>	<p>Reduced teacher assumptions about student behaviour</p> <p>Teachers manage student behaviour in a non-confrontational way</p> <p>Teacher see positive models behaviour management</p>	<p>Teacher wellbeing@school survey</p> <p>Use detention data</p>	
2.5 Develop the capabilities to respond well to a particular event or crisis	<p>Restorative practice is further developed across the school</p> <p>Review procedures around responding to crises</p>	<p>All Staff</p> <p>SLT</p>	<p>PLD Budget</p>	<p>The school implements restorative resolutions. Teachers are capable themselves in restorative practice and can teach these skills to the students</p> <p>Peer mediators are trained and can use cool school practices when resolving minor incidents</p> <p>The school has good and thorough procedures to respond to a crisis and these are followed</p>	<p>Detention data</p> <p>Peer mediator reports</p> <p>E-Tap entries</p> <p>Student and teacher voice</p> <p>Notes from the school councillors</p>	
2.6 Students learn in a safe, secure and inspiring environment	<p>School Values promoted more</p> <p>Explicit teaching of positive behaviours</p>	<p>All Staff</p> <p>Team Leaders</p>		<p>This is incorporated into the normal talk around the school</p>	<p>Walkthroughs and student voice</p> <p>Teacher planning</p>	

	<p>and strategies</p> <p>Peer mediators are trained to effectively deal with minor playground issues</p> <p>Senior students understand the concepts of bystander v upstander</p>	<p>and Teachers</p> <p>Peer Mediator Teachers</p> <p>Senior School Teachers</p>	<p>Supplementary Budget</p>	<p>Students use new skills to manage difficult situations, particularly for students who have special needs</p> <p>Students are helping other students to manage minor conflict situations</p>	<p>Inclusion in units of work.</p> <p>Students can talk about this – student voice</p>	
<p>2.7 Improve student Engagement</p>	<p>Closely monitor and analyse attendance</p> <p>Closely monitor and analyse lateness</p> <p>Students and whānau voice</p> <p>Teachers understand the VL strand ‘Know thy Learner’</p> <p>Develop good communication with the new truancy service</p>	<p>SLT</p> <p>SLT</p> <p>SLT and Team Leaders</p> <p>Team Leaders and teachers</p> <p>SLT and Enrolment and Attendance Officer</p>		<p>Improved rates of attendance</p> <p>Fewer late students</p> <p>Improved student attitudes about coming to school</p> <p>Increased parents understanding about the importance of their children coming to school every day</p> <p>Teachers are inspired and passionate</p> <p>Students whose families</p>	<p>Everyday matters data</p> <p>Students voice</p> <p>Engagement measured through the wellness survey</p> <p>Students sharing of learning through the learning journals</p>	

				come to the services attention have improved attendance and engagement		
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Strategic Goal 3: Effective Curriculum Delivery

To ensure our school continues to consistently review and deliver the NZ Curriculum catering to all students and their individual interests, needs and capabilities.

	Implementation (Our Success Criteria)	Personnel	Resourcing	Expected Outcomes	Evidence	Evaluation
3.1 Planning will reflect the unique position of Māori Culture (cultural responsiveness)	Te Ao Māori and Te Reo Māori is represented in the Opaheke Curriculum and BPP	CRP Leaders and Teacers	Team Budgets	Teachers and students use aspects of Te Reo Māori daily Elements of tikanga are evident in our daily practices	Share the progress of the Student Inquiry model, collating and considering staff feedback. Develop key skills for each stage of the model	

3.2 To ensure access to the curriculum so all students can experience and achieve success	<p>Teaching in planning is differentiated</p> <p>Support programmes are implemented</p> <p>Outside agencies are consulted with</p>	<p>Team Leaders</p> <p>DP</p> <p>SENCO and SLT</p>	<p>Learning Support and TA budget</p>	<p>Teaching and learning are differentiated and responsive</p> <p>Learning is personalised and develops student agency</p> <p>Impact is measured and further acted upon</p> <p>Support programmes provide appropriate provision</p>	<p>Teacher planning/evaluations</p> <p>Identified provision reports and assessments</p> <p>Student voice around next steps</p> <p>Learning journals</p>	
3.3 Empower our teachers to deliver a stimulating, inspiring and well-rounded education which reflect our values and learning dispositions	<p>Visible Learning and Digital Technologies action plan is evaluated</p> <p>Identify the next steps to inform plans for professional development to enhance teacher practice</p>	<p>SLT</p> <p>SLT</p>	<p>PLD Budget</p>	<p>Student agency</p> <p>Student assessment capabilities</p> <p>Learner dispositions rubric used for goal setting and reflection</p> <p>Student agency is integral to how we learn and teach</p>	<p>Learning journals</p> <p>SLC</p> <p>3Way Conferences</p>	
3.4 A model of student inquiry which will integrate rich learning experiences	<p>Strengthen Student Inquiry model</p>	<p>Inquiry Team</p>	<p>Supplementary Budget</p>	<p>Consistent use of the Student Inquiry model across all year levels</p> <p>Increased student engagement</p>	<p>Consistent Planning Walkthroughs</p> <p>Classroom environment/display</p> <p>Student voice</p>	

that will engage students and encourage innovation					Whānau celebrations	
3.5 Develop a local curriculum which is unique and responsive to the priorities, preferences, and issues of our students and community 2.3 (Have a shared understanding around the Opaheke School Curriculum Framework	The local school curriculum framework is reviewed and refined so that there is a shared understanding of what we value as a school/community	SLT Teachers		Staff have had input into the curriculum design Staff are familiar with the documentation Teaching and learning opportunities reflect our curriculum	Planned meetings/ minutes Walkthroughs Lesson observation Planning, monitoring and feedback to staff Student Voice	
3.6 To develop the teaching of the Nature of Science and Capabilities in Science	Increase teachers' science content knowledge Develop a deeper understanding of how to teach science capabilities	Inquiry Team	PLD Budget	Increased teacher confidence in delivery Evidence of the capabilities in the learning	Walkthroughs Teacher voice Student voice Teacher voice Authentic Assessment tasks to reflect student learning	

3.7 Develop a consistent, school wide set of learning progressions	<p>Maths and English team to develop consistent schoolwide learning progressions to illustrate clear learning pathways from YO-8</p> <p>Monitor the use and alignment of progressions across planning of learning opportunities</p> <p>Develop shared understanding of writing plan for coverage of progressions.</p>	<p>English and Maths Team</p>	<p>PLD Budget</p>	<p>Progressions presented to staff</p> <p>Staff are competent in knowing the progression and use them to help inform OTJs</p>	<p>Learning progressions outlined in the curriculum for writing and maths</p> <p>There is alignment between curriculum level and OTJ</p>	
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Other Key Improvement Strategies to achieve Strategic Plan

Effective management and leadership of personnel, finance and property, and self-review and consultation are key to achieving the strategic goal and Goals 1, 2 and 3 of the annual plans 2020

	Implementation (Our Success Criteria)	Personnel	Resourcing	Expected Outcomes	Evaluation
Personnel	<p>Staff to undertake learning to support the goals and targets</p>	<p>SLT</p>	<p>PLD Budget</p>	<p>Teacher have increased pedagogical understanding of writing, maths, digital technology and feedback (1-4)</p>	

	Professional learning accessed will be of the highest calibre and transformational	SLT	PLD Budget	Staff will have access to professional learning to enable them to meet the goals of the strategic plan and their inquiry.	
	An induction programme to support new staff	SLT and Mentor	PLD Budget and staffing entitlement	Through professional learning mentors will support new staff and PCTs Overseas teachers will feel supported assimilating into the Opaheke Culture and New Zealand Curriculum PCTs will be supported during the 2-year programme by capable mentors	
	Provide professional learning for leadership	SLT	PLD Budget	Potential leaders identified and grown through PLD Current leaders in all areas of the school are growing in their leadership capacity and capability	
Finance and Property	Operate within Budget	SLT Executive Officer		Monthly reports will be given and presented at Board meetings and variances addressed The school remains in a healthy state. The Board authorises the Principal to make payments within the budget	

	Action the 5 year and 10-year property and maintenance	SLT Executive Officer	Property Budgets	Modification of the plans will bring forward projects and increase to funding level of these projects These projects will begin	
	All staff are aware of and action the Health and Safety Plan	Health and Safety Team	Property Budgets	The school environment is safe and conducive to learning New staff are inducted The health team meets regularly to address and report on hazards	
Self-Review and Consultation	Review the Health and Safety Policy (NAG 5)	BOT sub committee		The students and staff are kept safe physically and emotionally and hazards are eliminated or minimized. The board complies with current legislation	
	Review the Personnel Policy (NAG 3)	BOT sub committee		Policies are developed which promote high levels of staff performance, use educational resources effectively and recognise the needs of students. The Board is a good employer, complying with the conditions contained in employment contracts	
	Complete an update of the School Charter by March 1	SLT		The Board, staff, students and Whānau are clear about the direction of the school and the goals for the year. The Board is meeting its	

				obligations in relation to governance	
	Review targets and provide and an analysis of variance	SLT		Students progress and achievement is regularly reported to the community.	
	Board of Trustees will regularly consult with parents and the consultation schedule Appendix 3 This will emphasise priority students	BOT SLT	Consultation Budget	The board receives feedback from Māori, Pasifika Whānau and Whānau who have students who have special needs	

Opaeheke School Charter and Strategic Goals Appendices 2020

Appendix 1

The Statement of National Education and Learning Priorities – proposed priorities:	
<i>To achieve each objective for education, early learning services and schools must:</i>	
Objective One: Learners at the centre – learners with their whānau are at the centre of education	
1	Make sure that every learner/ākongā feels safe, appreciated and included for who they are, including their identity, language and culture, and learning needs.
2	Include family and whānau as partners central to the learning and achievement of every learner/ākongā.
Objective Two: Barrier free access – great education opportunities and outcomes are within reach for every learner	
3	Have high expectations for every learner/ākongā and eliminate practices that limit access across the curriculum.
4	Support successful transitions into, within, and from places of learning.
5	Ensure financial and other barriers for learners/ākongā and their whānau do not prevent equitable access to teaching, learning and participation in the life of the early learning service or school.
Objective Three: Quality teaching and leadership – quality teaching and leadership make the difference for learners and their whānau	
6	Grow their workforce to strengthen teaching and leadership and to contribute to a stronger profession across the system.
7	Incorporate te reo Māori and tikanga Māori in the everyday life of the place of learning.

Objective Four: Future of learning and work – learning that is relevant to the lives of New Zealanders today and throughout their lives

8 Ensure they offer learning that equips learners/ākonga with an understanding of New Zealand's cultural identities and our history.

Objective Five: World class inclusive public education – New Zealand education is trusted and sustainable

9 Develop relationships with their local iwi and hapū and communities to align aspirations and strategic direction setting.

Appendix 2

Priority Target Areas for 2020

Year	Maths	Writing
Year 3	Māori Girls	Māori Girls
Year 4	All Pasifika	All Boys Māori Boys Pasifika Boys
Year 5		Māori Boys
Year 6	Māori Girls	
Year 7	All Girls Māori Girls	All Boys
Year 8	All Māori All Pasifika	All Boys Māori Boys Pasifika Boys Asian Boys

Appendix 3

COMMUNITY ENGAGEMENT AND CONSULTATION 2020				
		Date	Completed	Notes
TERM 1	Family Fun Evening	19 February		
	Pasifika Fono	11 March		
	Digital Citizenship	19 March		
	Māori Hui	31 March		
	3 -Way Conferences	2 April		
TERM 2	Parent Open Afternoon	19 May		
	Curriculum Evening – Maths	28 May		
	Māori Hui	10 June		
	Biennial Survey	15 June		
	Student Led Conferences	24 June		
	3 -Way Conferences	25 June		
	Inquiry Meeting – Whānau Booklets	TBC		
TERM 3	Curriculum Evening – Writing	30 July		
	Māori Hui	26 August		
	Pasifika Fono	9 September		
	Tech Expo	10 September		
	3-Way Conferences	17 September		
TERM 4	My Mobile Learning Parent Evening	17 November		
	Inquiry Meeting – Whānau Booklets	TBC		
	3-Way Conferences	3 December		