



Opunake High School Charter Te Kura Tuarua o Opunake Strategic and Annual Plan

Revised 2020 -22

Principals' endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	

Opunake High School 2020 – 22
Te Kura Tuarua o Opunake

Introductory Section - Strategic Intentions

Mission Statement	<p>“Growing good people for a rapidly changing world” “He waihangatanga o te tangata pai i roto i tenei ao hurihuri”</p>
Vision	<p>The Schools vision is to grow good people for a rapidly changing world, within an increasingly global environment.</p> <p>We will know we are achieving this when students demonstrate and are:</p> <ul style="list-style-type: none"> • Lifelong learners – <i>curious, creative, independent, team players, effective communicator and critical thinkers</i> • Practical knowledge for their personal pathway – <i>motivated, achieve minimum of NCEA L2, financially, functionally and digitally literate and numerate, successful transition into next steps</i> • Hauora – <i>physically and mentally healthy, resilient, sense of belonging to whanau, school and community, digitally safe</i> • Bi-culturally aware – <i>knowledge of Te Reo Maori me ona tikanga, understanding and recognition of Tiriti o Waitangi</i> • Understanding of others – <i>understand different world views, accepting of difference, open to change</i> • Sense of community – <i>Involved in community, serves community</i> <p>The vision is not limited to our students. It also extends to our school community – our teachers, families, whanau, and businesses. We’ll know that we are achieving this vision when members of our school community are models of what it is to be a good person.</p>

<p>Values</p>	<p>Opunake High School has a core set of values. These are the touch stone for every level of our organisation and what we base our actions on to fulfil our mission and vision. Everybody at Opunake High School lives the “DREAM”</p> <p>D – Diligence</p> <p>R- Respect</p> <p>E – Exceeding Expectations</p> <p>A – Aroha</p> <p>M – Mana</p> <p>The Board of Trustees governs the DREAM by:</p> <p>D- Direction</p> <ul style="list-style-type: none"> • <i>Diligence is demonstrated by the setting of the school’s direction which is strategic, inclusive and collaborative</i> <p>R – Responsive</p> <ul style="list-style-type: none"> • <i>Respect is demonstrated by being responsive to the students, community and societies needs. The BOT are responsive by always being future focussed, open and reviewing past, present and future</i> <p>E – Effective</p> <ul style="list-style-type: none"> • <i>Exceeding the expectations of our community occurs when the BOT are effective. As an effective BOT we will evaluate, action, assess and ensure sustainable learning for our community.</i> <p>A – Achievement</p> <ul style="list-style-type: none"> • <i>Aroha is embodied by focussing on ensuring the highest levels of academic, sporting and cultural achievements are reached by all of our young people. As a BOT we will motivate and celebrate the achievements of our community</i> <p>M – Manaakitanga</p> <ul style="list-style-type: none"> • <i>The mana of our young people, school and community will be developed by the BOT respecting, caring and taking pride in who we are and what we do. The BOT will continually focus on increasing the mana and success of our priority learners</i>
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The teaching and support staff will live the DREAM by:

D – Developing the curriculum

- *Diligence as leaders of learning is demonstrated by a continued focus on ensuring a curriculum is future focussed, both inside and outside of the classroom.*

R – Responsive teaching and learning

- *Respect as leaders of learning involves all staff ensuring we are meeting the diverse needs of our learners. Inquiring into our practise by reviewing, reflecting and improving our teaching”*

E – Exceeding Expectations

- *As leaders of learning we will continually seek improvement in all that we do. Exceeding national averages at all levels of NCEA will be the norm. We will set high expectations of student achievement, wellbeing and citizenship and create plans to exceed them.*

A – Aroha

- *Displaying Aroha as leaders of learning will involve all staff embracing Tikanga Maori, embedding culturally responsive pedagogies and understanding the deep history of Taranaki and Nga Ruahine tangata whenua.*

M – Meeting individual needs

- *Each student is an individual with unique talents, passions and needs. Through our practice and school structures we will ensure each student lives their personal pathway, develops their talents and passions and utilises their individual strengths to grow the community’s mana.*

The students will grow the DREAM by developing their:

D – Diligence

- *Focussing on success in all aspects of their lives. Setting goals and giving 100% to achieve them.*

R – Respect

- *Fostering positive relationships with our peers, teachers and community. Ensuring our environment is sustainable for the next generation of students.*

	<p>E – Exceeding expectations</p> <ul style="list-style-type: none"> • <i>Doing more than what's expected, not just meeting standards.</i> <p>A – Aroha</p> <ul style="list-style-type: none"> • <i>Caring for ourselves, our peers and our community. Helping to ensure no-one falls out of the waka</i> <p>M – Mana</p> <ul style="list-style-type: none"> • <i>Having pride in myself and my school. Through our actions develop the mana of our peers and school.</i>
Principles	<p>These underpin the work that we do at Opunake High School both individually and cooperatively.</p> <ul style="list-style-type: none"> • Raise student academic achievement and constantly seek improvement pursuing personal and school excellence in all that we do. • Understand and practise the principles of the Treaty of Waitangi <ul style="list-style-type: none"> ○ Participation ○ Protection ○ Partnership • Our work will reflect and celebrate New Zealand's cultural diversity • Our school is future focussed and inclusive • Students will know how to learn and be able to reflect on the process of learning • Bring the community into our school and get involved in our community • Ensure our curriculum and learning opportunities are aligned to student passion and need which offer clear personalised pathways for students to realise their dreams • Plan for a sustainable future, environmentally, socially and educationally
Māori Dimensions and Cultural Diversity	<p>Opunake High School works hard to develop a bi-cultural approach to policies, plans and practices which respect our two main cultures and which acknowledges the unique position of Māori.</p> <p>Fostering understanding and respect for all things Maori is achieved through the following strategies.</p> <ul style="list-style-type: none"> • Establishment of Te Wharekura o Opunake. • Whole school powhiri to welcome new students and staff. • Karakia, school waiata and waiata are taught and then used in school assemblies, staff & BOT

meetings and whanau mentor classes.

- The Hapu programme includes bi-cultural activities each term.
- Year 9 and 10 students have a compulsory Te Reo Māori course – a core subject as part of the junior curriculum.
- Te Reo Māori, Te Ao Māori are offered as a full-time course at each year level.
- An active and successful kapa haka group leads the school on formal occasions – they are allocated class time to practice.
- Academy Māori Performing Arts Class.
- Students visit Marae compulsory for all Year 9 and 10 students.
- The Board of Trustees consults with Māori through the Whánau hui.
- An established whanau support group addresses issues of Māori development.
- A teacher led bi-cultural committee helps foster Tikanga Māori through the school.
- Liaise with agencies to reach Māori Whánau.
- Introduction of Te Wero Taiohi.
- Te Kahui Whetu – staff Kapa Haka group has been running for 4 years.
- Annual report to Nga Ruahine Kaumatua Hui.
- Liaise with iwi around local and national events of historical importance and education plans.

Should a parent or guardian request a higher level of Tikanga and/or Te Reo than is currently offered in the school we would, in consultation with the whanau, explore the following possibilities:

- Placement in an appropriate level of study from Year 9 to Year 13
- Dual enrolment with the Correspondence School
- Use of our video conferencing facilities within the Taranet Cluster of schools
- Linking with a neighboring school for parts of the day
- Utilizing the assistance of appropriate resource people

The board are actively investigating the establishment of a Wharenuui/Whare Atawhai on site and this is part of our rationalization and 10 year property plan submitted to the ministry.

Strategic Section

Strategic Priority/Goal 1 Build Connections and Partnerships

To strengthen and grow connections and partnerships that support learning for our students

We will:

Build the relationships to:

1. Ensure effective communication with all our families about learning.
2. Enhance relationships and opportunities for connections with our contributing schools.
3. Strengthen transitions into and out of school for students and their families.
4. Actively grow community links that support student learning.
5. Enhance relationships with other learning organizations, online learning, WITT, trade organisations.

Enhance our relationships with Māori whanau and iwi by:

1. Fostering relationships with local whanau, hapu and iwi.
2. Develop and implement a plan for the building of a Wharenuī/wharekura.
3. Encouraging and supporting Kaumatua presence in the school.
4. Linking with iwi on iwi driven initiatives and iwi conservation projects.
5. Understanding local marae and their stories, going to local marae for hui.
6. Supporting Māori businesses through gateway and work placements.

Strategic Priority/Goal 2 Strengthen Student Pathways and Curriculum Opportunities

To provide appropriate learning pathways for all our students, an innovative curriculum and approaches to teaching and learning

We will:

1. Develop meaningful learning pathway for all learners.
2. Grow more authentic learning contexts for students.
3. Ensure student voice in the curriculum.
4. Develop a more integrated/ cross-curricular approach to delivering the curriculum.
5. Strengthen curriculum opportunities, e.g. updates computing and technology courses, economics, Te Reo Māori, online opportunities, links with WITT and other industry organisations, sustainability/environmental focus across subjects, science and biology.
6. Strengthen academic support systems for students.

Strategic Priority /Goal 3 Grow our Learners, Grow our Staff and Grow our Culture

To continue developing skills for learning for students, staff skills and a positive school culture.

We will:

Grow student skills/agency to:

1. Refresh DREAM.
2. Strengthen student culture – student leadership, pride in being Māori, behaviour, attendance, uniform, involvement in community, connect DREAM.
3. Develop a consistent approach to teaching and embedding key competencies.
4. Strengthen support for Māori students as learners.
5. Grows students’ skills for life/citizenship/ contributing/awareness of issues.

Grow staff skills/culture to:

1. Strengthen leadership and ensure cohesive leadership across all levels.
2. Further develop teacher consistency and staff working as a team.
3. Strengthen teacher consistency around the basics – timeliness, attendance, uniform.
4. Implement relationship-based learning and consistency with restorative practice.
5. Strengthen student feedback to teachers about their teaching.

Strategic Priority/Goal 4 Focus on Wellbeing/Hauora

To provide an environment where all members of Opunake College feel safe connected, included, respected

We will:

1. Develop and implement a proactive wellbeing plan for our approach to strengthening student and staff wellbeing.
2. Strengthen connections with the community, health organisations, cluster schools- what we can do together.
3. Respect and celebrate diversity.
4. Strengthen whanau mentoring programmes.
5. Counsellor role, strengthen.

Strategic Priority/Goal 5 Know and Contribute to our Community

To build an inclusive relationship between Opunake High School and its community

We will:

1. Explore opportunities for shared learning of our history, local, Māori history.
2. Grow kaitiakitanga - the role of the school in the guardianship and sustainability of the local environment.
3. Identify opportunities to contribute to our community, volunteer.
4. Ensure students opportunity to connect to aspects that make up our local community, surf, mountain, marae etc.

5. Grow student responses to issues that affect us locally e.g. climate change, diversity, financial literacy, human rights, gender equality etc.

Property	Utilise our property plan to create innovative and upgraded learning spaces for our students	<ul style="list-style-type: none"> • Create a 10-year property plan with student learning at its heart • Use existing 5YA to ensure exterior upgrade is complete • Complete staggered painting plan (cyclical maintenance) for school • Enact 10-year property plan
	Develop Wharenuī/Whare Atawhai as the heart of the school.	<ul style="list-style-type: none"> • Provide local iwi with wharenuī/Whare Atawahi plans for feedback and feed forward • Ensure it respects tikanga maori and innovative learning principles • Built and completed to mark the School centennial in 2024.
	Use community voice to inform future property development at Opunake High School.	<ul style="list-style-type: none"> • Connect with local iwi, sporting codes, whanau and businesses when creating 10-year property plan • Build and maintain close working relationship with Taranaki iwi • Regularly feedback progress of building projects to community
Finance	Operate within annual grants	<ul style="list-style-type: none"> • Ensure regular review of financial spending aligning to strategic and annual goals. • Annual budgets are adhered to and surplus are used to meet 3-year strategic goals.
	Resource strategically to fulfil strategic aims	<ul style="list-style-type: none"> • Create regular community feedback forums to ensure priorities are being met • Create annual budgets that reflect aims of strategic plan with 3-year timeframe of aim completion. • Invest in upgrading classroom furniture and environment to create innovative learning spaces.
Health and Safety	Provide safe physical and emotional environment for all members of our school community	<ul style="list-style-type: none"> • Regularly review Health and Safety through the school with the Health and Safety committee • Continue to invest in professional learning for members of the health and safety committee around risk analysis and prevention.



OPUNAKE HIGH SCHOOL ANNUAL PLAN 2020

2020 Theme

Kotahitanga

2020 Annual Goal

Our Learning Community will work collectively to engage students' in their learning by offering authentic contextually relevant learning opportunities, so they can achieve their personal best, particularly our Māori students.

Annual Target 1	Annual Target 2	Annual Target 3
<p>IMPROVE RATES OF STUDENT ACHIEVEMENT FOR TARGET GROUPS IDENTIFIED.</p>	<p>PROMOTE STUDENT AND STAFF WELLBEING</p>	<p>PROMOTE STAFF AND STUDENTS ACHIEVING THEIR PERSONAL BEST</p>
<p>YEARS 9 & 10 <i>Develop teacher understanding of e-asttle writing. Subject teachers, whanau mentors and Deans track and monitor and support identified students.</i></p>	<p>WELLBEING AT SCHOOL CONSULTATION <i>NZCER wellbeing at school survey to determine the wellbeing focus for the year. Conduct teacher workplace survey to determine wellbeing focus for the year.</i></p>	<p>LEARNING LEADERSHIP <i>Everyone is responsible for making learning happen. Everyone is a learning leader. Focus on priority learners and use of quality data.</i></p>
<p>NCEA ACHIEVEMENT <i>Level 1 - 85% Level 2 - 85% Level 3 - 75% UE - 35% Total Endorsement - 30% Actively promote achievement targets to students and staff. For students requiring extra credits, provide teaching programs during the school holidays and exam study leave.</i></p>	<p>ROLE OF THE MENTOR TEACHER <i>Continue to clarify the expectations of the mentor teacher including</i> <ul style="list-style-type: none"> - Attendance focus. - Academic focus. - Home and school focus. </p>	<p>REPORTING TO THE COMMUNITY <i>Evaluate the effectiveness of existing communications. Establish stronger links with iwi. Hold regular hui with whanau group. Review the current reporting system to identify gaps and areas needing further attention.</i></p>
<p>DIGITAL TECHNOLOGIES <i>Begin implementation of new digital technologies curriculum. PLD - continue to develop tools and pedagogy.</i></p>	<p>HEALTH AND SAFETY <i>Review training of staff. Implement findings from health and safety audit.</i></p>	<p>DIGITAL TECHNOLOGIES <i>Begin implementation of new digital technologies curriculum. PLD - continue to develop tools and pedagogy.</i></p>
	<p>DREAM <i>Consolidate Restorative Practice and PB4L to enhance communication for staff, students and whanau. Continue to weave DREAM values into positive behaviour classroom practice.</i></p>	

Other 2020 Key Improvement Strategies to Achieve Strategic Vision

Property (summarised from property plan)	Short Report	Finance	Short Report
<ul style="list-style-type: none"> • Complete infrastructure upgrade of blocks E, G, C and A to be completed by July 2020. • Complete marae consultation and investigate proposed wharenui development. • Review SIP fund allocation for priority works from 10YPP. 		<ul style="list-style-type: none"> • Ensure banked staffing is managed to a zero balance by pay period 26 2020. • Ensure deficit budget is cash neutral. 	
Personnel	Short Report	Health and Safety	Short Report
<ul style="list-style-type: none"> • Conduct teacher workplace survey to determine wellbeing focus for the year. • When teaching vacancy occurs give consideration to the strategic plan in each appointment process. • Complete robust “teaching as inquiry” with clear line of sight of targeted students. 		<ul style="list-style-type: none"> • Ensure Health and Safety reporting is occurring at all levels of the school. • Review training of staff. • Implement findings from health and safety audit. • Implement EOTC program into the computer system to ensure compliance with EOTC requirements. 	