

2025-2027 Strategy Overview

Motto

“Be all you can be”
““Whaia te matauranga”

Mission Statement

“Inspiring our students to believe in themselves and realise their potential within our rural community, so they can move forward as confident, contributing members of society.”
“Toi tu te mana, Toi tu te whenua, Toi tu te tangata”

Vision

“Oropi School exists to educate our students through experiential learning and personalised opportunities, in doing so we guide them to know their strengths. Our rural school caters for children from Year 1 to 8, developing leadership and a sense of tuakana-teina (close, co-operative, mutually-respectful relationships) across the school. A place where children can be children, take considered risks, explore new ideas and have a sense of excitement about their own life-long learning.”

Values

<i>Resilience</i>	Te Manawaroa
<i>Respect</i>	Te Whakaute
<i>Belonging</i>	Te Whanaungatanga
<i>Curiosity</i>	Te Pākiki

Futures Perspectives

What is important for Ōropi School to retain?

Ōropi School aims to retain its distinctive identity through play and project-based learning, bilingual education, and unique programmes such as Languages & Global Citizenship Education, Garden to Table, and Calf Club Day. The school is committed to being culturally responsive, inclusive, nurturing, and equitable, with a strong focus on valuing Māori as Māori. It prioritizes environmentally sustainable practices, flexible indoor and outdoor learning opportunities, and a high-trust model that fosters freedom, creativity, and ownership in students' learning and play. Collaboration and mixed-age group learning are encouraged, alongside embedding the principles of Te Whāriki, the New Zealand Curriculum, and Te Marautanga o Aotearoa. Maintaining a balanced roll to preserve the school's environment and character, as well as fostering meaningful connections at local, national, and international levels, is also essential for its future.

Our Philosophy of Teaching & Learning

At Ōropi School, teaching and learning are viewed as a dynamic journey, continually evolving to meet the needs of students. Teachers are trusted and encouraged to tailor their approaches based on their understanding of child development, social and cultural needs, and strong connections with whānau. Professional development and reflection are encouraged to keep practices current and informed. Learning activities are designed to be self-directed, hands-on, engaging, and relevant to the children's lives, fostering independence, resilience, and resourcefulness. Students experience these qualities through play-based learning in the junior and middle school, progressing to individualised inquiry in senior classes. Every child's natural curiosity and strengths are nurtured in safe environments where they can experiment and challenge their ideas with the support and guidance of their teachers.

2025 Overview

Teaching & Learning					
Term 1		Term 2		Term 3	Term 4
Whole School					
Mathematics with Rob Proffitt White Implementation of “Maths No Problem” and Numicon		Mathematics with Rob Proffitt White Implementation of “Maths No Problem” and Numicon		Mathematics with Rob Proffitt White Implementation of “Maths No Problem” and Numicon	Te Reo, Tikanga Māori & Bilingual Strategy (School environment)
Te Reo, Tikanga Māori & Bilingual Strategy (School environment)		Te Reo, Tikanga Māori & Bilingual Strategy (School environment)		English Curriculum Refresh	English Curriculum Refresh
		AI in Education		AI in Education	AI in Education
Teams					
Structured Literacy NZ Histories PLGs - Student Target Groups in Mathematics + PBLOT Goals		Structured Literacy NZ Histories PLGs - Student Target Groups in Mathematics + PBLOT Goals		Structured Literacy NZ Histories PLGs - Student Target Groups in Mathematics + PBLOT Goals	Structured Literacy NZ Histories PLGs - Student Target Groups in Mathematics + PBLOT Goals
Senior Leadership Team					
“Open To Learning” Conversations PLD with Evaluation Associates AI In Education		Graduate Profile to complete Year 7&8 Programmes Overview		Assessment	Assessment
Personnel to support 2025 Priorities		Property		Additional Initiatives supporting tamariki	Operational - additional elements for 2025
<u>External</u> Iwi Liaison Kahui Ako Rob Proffitt-White NZRASLA	<u>Internal</u> Refer Staffing Overview	<ul style="list-style-type: none"> • ‘Our place & Story” signage, artefacts & environment • Solar Panels Project • 5YA Block L, LA, LB • Weather Tight works - Kiwi • Astroturf Courts Shelter • 5YA Staffroom redevelopment 		<ul style="list-style-type: none"> • Lunches & Hardship fund • Trainee Counsellor in School • MHC through Kahui Ako • Reviewing transitions to school processes & ECE Engagement • Seasons for Growth Programme 	Website and Communication Review: <ul style="list-style-type: none"> • Website redevelopment • Use of Hail for communications Inclusion of our New Entrant classes in the Garden to Table Programme
New (or Capital) Financial implications / considerations <ul style="list-style-type: none"> • TA Support for Senior Student Projects • Board Funded Support Staff Hours for: Structured Literacy Support • PLD major spend is Mathematics Resources and Middle - Senior School Readers • Furniture needs across the school • Astroturf Courts Shelter Project • “Our Place - Our Story” projects 				Community Engagement Mathematics Attendance Calf Club Day Review role, purpose, and promote PTA as “Ōropi Helpers & Fundraisers” School Counsellor Trainee Programme	