Annual report 2024

OMARAMA SCHOOL

- Statement of Variance
- Evaluation and Analysis of Student Progress
- Giving Effect to Te Tiriti o Waitangi

MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Statement of Variance

2024

School Name:	Omarama School	School Number:	3789

Strategic Aims: **Analysis Report**	• (1) Learning Partnerships: To strengthen and deepen relationships between teacher and students, whanau, and the wider community to enhance learning opportunities. • (2) School Culture : To develop a curriculum that is responsive to cultural needs, interests and aspirations of all students by ensuring the facility is well resourced, and staff upskilled around the Refreshed Curriculum. • (3) Giving Effect to Te Tiriti: To explore the historical position of Maori in Omarama through Local Curriculum leadership in order to acknowledge equity, diversity and growth in our local community.
Annual Aim:	Learning and thriving together in the place of light - *Ki te Whei Ao, Ki te Ao Mārama e!* Our Vision: To grow confident, independent and connected students to send through our gates to their futures.
Target:	• Reading and Spelling: To continue to establish a structured literacy approach of explicit, systematic and sequential teaching of literacy, where students make meaning through multi contexts using multiliteracies. • Writing: To develop a love of writing and set high expectations for both surface and deeper features by engaging students in reciprocal and interactive experiences. • Maths: To build a collaborative approach to Maths where the teaching is ambitious and students experience equity through rich interactions.
Baseline Data:	Reading & Spelling - Diagnostic assessment using the CODE (Liz Kane) resource to determine the effectiveness of explicit teaching practices. STAR & PAT to determine comprehension skills gaps. Writing - Data collected for moderation, identifying teaching and assessment strengths and weaknesses. Maths - P.A.T & J.A.M testing to identify numeracy knowledge, strategy gaps, and comprehension.

Actions What did we do?	**Outcomes** ***What happened?***	**Reasons for the variance** • ***Why did it happen?***	**Evaluation** ***Where to next?***
Reading & Spelling: • The CODE spelling was systematically taught with small groups • Staff participated in Structured Literacy PLD • Comprehension activities were built into the lesson	**Reading & Spelling:** • Students learnt spelling patterns and rules • Staff began to implement Structured Literacy ideas • Students learnt to read for meaning	**Reading & Spelling:** • Students began to use tool hand to assist spelling • Staff get familiar with decodable texts • More detailed comprehension answers	**Reading & Spelling:** • We are looking for the transfer into writing • development of SL planning & implementation • work needed around inference questions
Writing: • Moderated student writing, using exemplars & learning progressions • Target writing groups were identified for extra support • Tracking document created to show progress	**Writing:** • Staff expressed deficit knowledge in assessing writing • Intervention groups seen 3X a week with Principal • Monitor and review progress and practices	**Writing:** • New teachers, lack of PD, lack of moderation • Improved engagement & achievement • Tracking progress informs intervention & practice	**Writing:** • Termly moderation, review of explicit planning • Monitor progress, use ALL practices for intervention • Build awareness of writing expectations for year level
Maths: • Gloss, E-Asttle & PAT results analysed well to identify knowledge gaps	**Maths:** • Maths groups reorganised to address learning needs and social needs	**Maths:** • A range of learning needs within groups caused distractions	**Maths:** • Consideration about group dynamics & maths environment

Tātaritanga raraunga

• DMIC practices used to promote collaborative maths discussion • Stock take of Math resources taken	• Students enjoyed unpacking problems together • New resources build engagement	• Students felt more relaxed when working collaboratively • New resources enabled more hand on approach	• DMIC practices not supported by MOE in 2025 • Implementing Numicon, using new resources.

Planning for next year: 2025

Reading & Spelling.
Continue with CODE systematic spelling programme, but working towards students working at the actual year level (with additional small group support if required). Continue to implement Structured Literacy practices using MOE decodable resources and weave SL throughout all literacy aspects of the curriculum.

Writing
Writing will continue to remain a real focus, with explicit instruction. A specific genre will be assessed and moderated each term, using current assessment resources. Staff will engage in PLD when available and consideration will be given to update teaching resources & learning apps. Teachers will look for engaging and relevant context to excite our students about writing and enter a writing completion in Term 3.

Maths
The Y5- Y8 students will begin to use the Maths No Problem resources and the Y1 - Y4 students will begin to use Numicon. Teachers will attend all PLD provided by the MOE and become familiar with these learning platforms. Students will be taught at the actual curriculum year level. Maths Whizz and Mathseeds Numeracy apps will be trialed for 2025, as independent numeracy tasks.

OMARAMA SCHOOL

Evaluation and Analysis of Student Progress in 2024

At Omarama School we provide teaching and learning programmes tailored to meet the varied needs of our multi -level classes. This ensures that our students are working within or towards their actual year level and supported where necessary to achieve their learning goals and reach their full potential.

Literacy and Numeracy

At the end of term 2, Year 4 to Year 8 students were tested in Maths and Reading using P.A.T assessment tools. The PAT was chosen to enable comparative statements from mid year 2023. Year 1 to Year 3 students were tested using JAM for numeracy and running records or Probe for literacy. Writing for all levels was moderated and overall teacher judgment was made against the literacy learning progressions. In depth analysis of these results were discussed at our staff meeting and recorded for next steps.

At the conclusion of 2024 Y4 - Y8 students were tested in Maths and Reading comprehension using e-Asttle, with some additional testing using Gloss and Probe for students of concern. Y1 - Y3 were tested in Maths using JAM or Gloss depending on their numeracy stage and for Reading using a running record or probe depending on their ability level. Fluent readers were tested using Probe to assess comprehension ability. Writing was once again moderated and assessed using literacy progression with reference to the original TKI writing exemplars.

Reading Results (Y5 - Y8) - Reading decline

Mid Year	7% below	63% at	30% above
End of year	12.5% below	62.5% at	25% above

Writing Results (Y5 - Y8) - Writing Improvement

Mid year	22% below	67% at	11% above
End of year	12.5% below	75% at	12.5% above

Maths Results (Y5 - Y8 - Maths Improvement

Mid year	22% below	63% at	15% above
End of year	16.5% below	50% at	33.5 % above

Y5 - Y8 Comments: Overall some pleasing results, however the intense focus and high expectation on comprehension resulted in lower results than predicted. To note, our readers are fluent, but ongoing work in comprehension is needed. With 8 students moving on to boarding school for 2025, there was a noticeable reduction in engagement over term 4, contributing to some disappointing results.

Reading Results (Y1 - Y4) - Big variance

Mid year	25% below	67% at	8% above
End of year	46% below	38.5 % at	15.5 % above

Writing Results (Y1 - Y4) - Writing decline

Mid Year	17% below	83% at	0% above
End of year	38.5% below	54% at	7.5% above

Maths Results (Y1 - Y4) - Maths decline

Mid Year	17% below	75% at	8% above
End of Year	31% below	61.5% at	7.5% above

Y1-Y3 Comments: Overall rather disappointing results. Differentiating the learning amongst the year levels needs to be a primary focus in 2025 to ensure older students are reaching their potential. A small class with ⅓ having specific learning difficulties has proved challenging and has impacted on our results significantly (RTLB were heavily involved and although students didn't all reach expectations, many of these learners made pleasing individual progress and this must not be discounted.

Curriculum

Students at Omarama School were heavily involved in Science and carried out science investigations using scientific formulas. This ignited a huge interest in Science and students proudly presented their science investigation to the parent community. Science learning included a trip to Aoraki under the Enriching Local curriculum opportunity provided by the MOE.

Throughout the year Omarama School employed a part time music teacher who taught our students how to play the ukulele and funding was provided by FOS (Friends of School) to purchase some instruments and give a performance at the end of year assembly. This has ignited a love of music and has also introduced students to many waiata for which we will share with Playgroup in our local area.

We have engaged with Koia te Matauraka, a company fully funded by MOE to help Omarama school cultivate our knowledge and develop our historical narrative. We will continue to liaise with them in 2025 to build our Te Ao Maori knowledge.

Technology was another big focus as students participated in the EPRo8 STEM challenge once again. We also got together with other local rural schools to participate in technology challenges which has led to community involvement to teach our students some basic technologies in the workforce.

Staff attended professional development to better understand the new Maths and English curriculum documents. Structured Literacy professional development workshops were attended to prepare for explicit literacy teaching. Maths resources were selected and ordered for implementation in 2025, awaiting MOE professional development.

Learning Needs

Learning needs for those students working below expectation were identified and recorded on the current learning register. Students working above expectation, labelled as gifted were identified also. Target groups were formed to address Tier 2 intervention via small group withdrawals. Extension options were put in place for able students requiring a more challenging programme.

Referrals were made to RTLB for learning and behaviour, sensory testing took place to identify environmental factors causing deficit learning. Three applications were made to ICS, 1 application for High Health Needs and two referrals for speech therapy. Our school has developed a good working relationship with learning support agencies and has regular visits from RTLB and the Health nurse. The development of Collaborative intervention documents has helped engage parents in learning support conversations for the benefit of improved academic performance and management of emotion regulations.

School Values

At Omarama School we believe that social and emotional skills are also vital to upholding our vision "to grow confident, independent and connected students to send through our gates to their futures'. Omarama is the place of light and therefore we use the acronym

LIGHT to acknowledge and celebrate our school values. (Learner, Inclusive, Growth, Helpful and Truthful. We actively teach and model these values and celebrate and acknowledge through newsletters, certificates and assemblies.
Learner: striving to succeed, challenging yourself, reflecting on learning
Inclusive: including others, showing empathy & sportsmanship, relating well to others
Growth: making good choices, settling high standards, organized for learning
Happy Helper: showing respect, managing belongings, positive attitude
Truthful: being honest, respecting the opinions of others, communicating when unsure

In relation to our PB4L workshops we have reviewed our school values and school branding. Senior students were given an opportunity to design a representation of our school values in pictorial form and PB4L has granted us $3000 to update and develop our school branding and values representation. Our desire is to showcase who we are and what we stand for via our school value images, as this is an area needing improvement.

Culture and Whanau

In 2024 we engaged with Koia te Matauraka, a company fully funded by MOE to help Omarama school cultivate our knowledge and develop our historical narrative. We will continue to liaise with them in 2025 to build our Te Ao Maori knowledge. We are building a plan to extend our Te Ao Maori capabilities. All staff are excited and onboard with this opportunity. We have also reached out to the elders of our community and have learnt that Justin Tipu is someone with rich knowledge and experience of Maori culture in Omarama. We are making efforts to reach out to him and connect.

Our aim is to reflect our community Maori history in our signage and branding. We are working to develop a school environment where other ethnicities feel welcome and inclusive as they look around our school environment, especially as they arrive in our administration area. The SKOOL LOOP app has also helped with the ability to translate messages into home languages.

During the year we employed a lady to lead Waiata and now we are able to share this new learning with our local playgroup. Waiaita will be practiced and shared amongst our community and we hope to build on this in 2025.

To sustain momentum with Te reo we share phrases and new learning at staff meetings and have created appropriate karakia for food gatherings and meetings and introduction. We intend on attending the next Te Reo Maori course via The Maori Classroom.

We had two Shrilanakan families join Omarama School in 2024, for a couple of terms and anticipate further enrolments. This has been exciting for our school community and we have enjoyed learning about other cultures and this is a relatively new experience for students at Omarama School. Unfortunately these families ended up being transient and have now moved on.

Learning and thriving together in the palace of light - Ki Te Whei Ao, Ki Te Ao Marama e!

2024 Giving Effect to Te Tiriti o Waitangi at Omarama School

OMARAMA SCHOOL

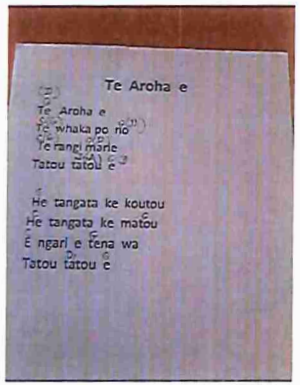
Omarama School acknowledges the unique position of Māori in Aotearoa New Zealand. We seek to promote awareness of Te Mana o Aotearoa and aspire to improve our cultural understanding consistent with Te Tiriti o Waitangi. We understand giving effect to Te Tiriti is a journey rather than an event and is not only a legal obligation but also a moral and ethical motion.

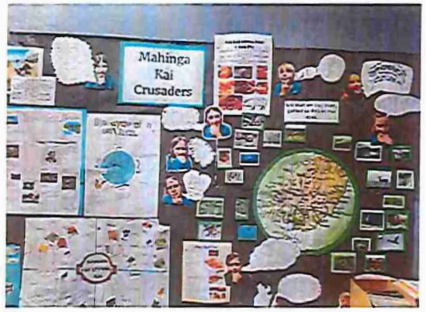
We give effect to Te Tiriti o Waitangi by educating ourselves about Maori customary practices (Tikanga) and language (Te Reo). At Omarama school we are learning to integrate a Maori world view (Te Ao Maori) into everything we do with our school community. We are on a journey to better understand how to do this effectively to ensure the promotion of inclusive practices, cultural responsiveness and meaningful relationships.. Omarama School has become involved with the Te Manahuna Kahui Ako to support this journey in 2025. We are working towards making our school an inclusive learning environment for students identifying as Maori.

How do we do this...

What you will see	What you will hear	What you will feel
Classroom displays reflecting Te Reo and Tikanga Māori practices,assembly presentations beginning with a Maori greeting, reception area display (He Waka Eke Noa) artwork from our students (updated each new school year). Staff bringing newly learnt Te Reo phrases to share at staff meetings. We ensure our Inquiry units have a Te Reo and Tikanga focus. Matariki and Waitangi days are celebrated and students' learning is	Greetings, praise and classroom instructions are often given in Te Reo. Waiata being learnt and practiced to share at school gatherings. Waiata is also being shared with the local playgroup and families. Simple karakia being said before gatherings where food is shared. Reading journals are chosen carefully to include cultural learnings to support classroom learning.	**Aroha** A sense of love for one another where we look out for one another. Achievements are warmly celebrated together. Students feel safe in their environment and respect their teachers' efforts to engage learners. **Manaakitanga** Positive relationships between student, teacher and family. Students feel they belong and their culture identity and values are acknowledged with respect. **Kaitiakitanga** Taking care of our school environment through working bees, garden clubs and

displayed. School values visual representations including artwork and language interpretations.	Presentations begin with a Mihi. Learning Support register now factors if the needs of any Maori students	class projects. School property is respected and kept tidy. There is an understanding that we should take pride in our school environment and we show this by putting things away when not in use.





Partnership:

- **The Treaty created a relationship between Maori and the Crown and both parties must act in the utmost good faith**

This involves working together with iwi, hapū, whānau and Māori communities to develop strategies for Māori education. Partnership encourages and requires Māori to be involved at all levels of the education sector, including decision making, planning, and development of curriculum.

Protection

- **(Active protection of Māori interests, rights, taonga and rangatiratanga must be a government priority**

This means to actively protect Māori knowledge, interests, values and other tāonga. Identity language and culture are important expressions of what it means to be a cultural learner. Kā Hikitia (Ministry of Education, 2007) emphasizes that 'culture counts' and describes a commitment to 'knowing, respecting and valuing where students are, where they come from, and building on what they bring with them.

Participation

- **The Crown will provide tāngata whenua with opportunities to engage with decision making processes at all levels**

This emphasizes positive Māori involvement at all levels of education, as expressed in NELP 1(2) "Have high expectations for every learner / ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures".

OMARAMA SCHOOL

Compliance with the Good Employer Policy 2024

The School Board:

- Has developed and implemented appropriate policies which promote high levels of staff performance and recognise the needs of students.
- Has reviewed its compliance with these policies and can report that it meets all the requirements identified and is in accordance with best practice.
- Is a good employer and complies with all conditions included within employer contracts.
- Ensures all employees are treated fairly, without bias or discrimination.
- Meets all EEO requirements.

Omarama School Board
Alison Holden
Principal

OMARAMA
SCHOOL

Omarama School
2 Omarama Ave
Omarama
9412

Kiwisport Funding 2024

Kiwisport is a government funding initiative to support students' participation in organized sport.

In 2024 Omarama School received Kiwisport funding of $ 667.48

This funding contributed towards our swimming costs, and ski lessons in the winter months and travel associated with sports.

Regards
Alison Holden

Omarama School Principal