

Strategic Plan 2024 - 2025



**OMARAMA
SCHOOL**

Learning and thriving together in the place of light

Ki Te Whei, Ki te Ao Mārama e!

Omarama School Strategic Plan 2024 - 2025

Vision: To grow confident, independent and connected students to send through our gates to their futures.

Strategic Goal 1: Learning Partnerships	Strategic Goal: School Culture
To strengthen and deepen relationships between teacher and student, whanau and the wider Community to enhance learning opportunities.	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.
<ul style="list-style-type: none">• Increased Whanau engagement	<ul style="list-style-type: none">• Improved Assessment Systems
<ul style="list-style-type: none">• Community Resources Utilized	<ul style="list-style-type: none">• Raised Student Achievement
<ul style="list-style-type: none">• Collaborative Programmes	<ul style="list-style-type: none">• Targeted Interventions
<ul style="list-style-type: none">• Improved Student Outcomes	<ul style="list-style-type: none">• Collaborative teacher practices
<ul style="list-style-type: none">• Positive School Climate	
<ul style="list-style-type: none">• Regular Communication	

School Values “ The Place of Light”

Leadership: The action of leading, organising and influencing others

Inclusion: The action of including others, regarding of differences

Growth Mindset: A way of viewing challenges and overcoming setbacks

Honesty: The action of showing Integrity and speaking the truth

Teamwork: The action of being collaborative and working together



Omarama Annual Implementation Plan

2025

Strategic Goal:

Learning Partnerships: To strengthen and deepen relationships between teacher and student, whanau and the wider community to enhance learning opportunities.

Regulation 9(1)(a)

Annual Goal:

To develop school and community partnerships that support student achievement.

Regulation 9(1)(a)

Annual Target:

Background information: Omarama School Attendance data at the End of 2024 showed 89 % attendance, compared to 24 % attendance at the End of 2023.

Data shows 8% irregular attendance, 0% moderate absences, 3% chronic absences.

Reasons for absences: 39% accepted but unjustified (E), 29% justified (J), 23% Medical (M) and Holiday term time (G). 100% of students were on time to school.

2025 Target: To improve students' attendance from 89 % to a consistent 90% regular attendance.

To ensure accurate tracking and reporting of student attendance using correct MOE updated attendance codes.

What do we expect to see by the end of the year?

(What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)

Regulation 9(1)(d)

1. **Increased Whānau Engagement:** More whānau actively involved in school events, meetings, and volunteer opportunities, creating a stronger connection between home and school.
2. **Community Resources Utilized:** Local groups, businesses, and services contributing resources (mentoring/donations) to support students' academic and extracurricular growth.
3. **Collaborative Programs:** Programs and initiatives that bring together school staff, students, parents, and community members (such as workshops) focused on student success.
4. **Improved Student Outcomes:** Evidence of increased student achievement, improved attendance, because of community involvement.

Omarama Annual Implementation Plan

5. **Positive School Climate:** A more supportive and inclusive school environment, with a strong sense of shared responsibility for student success between the school and the community.
6. **Regular Communication:** Ongoing communication between the school and community through newsletters, social media, and school events, ensuring transparency and collaboration.

Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i> <i>Regulation 9(1)(b)</i>	Who is Responsible <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> <i>Regulation 9(1)(d)</i>
Develop an Attendance Plan.	Principal	Attendance Policy MOE Attendance Guidelines	Term 1	Improved Attendance Rates: <ul style="list-style-type: none"> Track overall school attendance, aiming for a reduction in chronic absenteeism. Monitor individual student attendance patterns and aim for fewer students with excessive absences. Engagement of Families: <ul style="list-style-type: none"> Measure the increase in communication between the school and families regarding attendance. Track participation in attendance-related meetings or interventions, such as parent conferences or workshops on the importance of regular school attendance.
Review and develop a communication plan.	Principal / Board		Term 1	<ul style="list-style-type: none"> Increased engagement from parents, staff, and the community, reflected in higher attendance at events and improved participation in surveys and feedback. Timely, clear, and consistent messaging across multiple platforms will reduce confusion and ensure stakeholders feel well-informed. Stronger school-community partnerships and improved student outcomes will demonstrate the effectiveness of enhanced communication efforts.
Strengthen transitions with the community (preschool/high school).	Principal		Term 2	<ul style="list-style-type: none"> Increased collaboration between the school and community partners, such as preschools and high schools, ensuring smooth transitions for students at key stages. Positive feedback from families, teachers, and community partners.
Develop careers programme.	Principal / Staff		Term 2	<ul style="list-style-type: none"> Students actively participate in career-related activities, such as workshops, and career events.

Omarama Annual Implementation Plan

				<ul style="list-style-type: none"> Increased student awareness of career options, with positive feedback from students.
Carry out a community consultation.	Principal / Board		Term 2	<ul style="list-style-type: none"> High Participation Rate: A broad and diverse group of community members actively participates, with a targeted response rate that reflects the community's interest in the consultation Quality and Relevance of Feedback: The feedback gathered provides clear, actionable insights, and addresses key issues, needs, or concerns identified by the community. Positive trends in the feedback will indicate the consultation process was meaningful. Follow-up and Actionable Outcomes: Evidence that the feedback was analysed and incorporated into decision-making, resulting in visible changes, initiatives, or improvements that align with the community's aspirations.
Develop a graduate profile through consultation with the community.	Principal / Staff		Term 3	<ul style="list-style-type: none"> Active Community Participation: A diverse group of stakeholders, including parents, teachers, students, and community members, actively engage in the consultation process, contributing valuable insights and ideas about the qualities and skills they believe graduates should possess. Clear, Aligned Graduate Profile: The resulting graduate profile reflects a well-rounded set of skills, attributes, and values that are relevant to the community's expectations and the future needs of students. Implementation and Adoption: The graduate profile is formally adopted by the school and integrated into curriculum planning, teaching practices, and student assessment.

Omarama Annual Implementation Plan

Strategic Goal:

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.

Regulation 9(1)(a)

Annual Goal:

To strengthen assessment practices at Omarama School to improve teaching and learning, with a focus on raising student achievement in Literacy and Numeracy.

Regulation 9(1)(a)

Annual Target:

Omarama School End of Year 2024 Data showed:

Mathematics - 19% below curriculum expectation in Mathematics, 81% at or above curriculum expectation in Mathematics. (37 students)

Reading - 24% below curriculum expectation in Reading, 76% at or above curriculum expectation in Reading. (37 students)

Writing - 24% below curriculum expectation in Writing, 76% at or above curriculum expectation in Writing. (37 students)

2025 Target:

To raise student achievement in Mathematics and Literacy.

- Mathematics Target: 90% students make expected progress in Mathematics, 30% students to make accelerated progress in Mathematics. (29 students)
- Reading Target: 85% students make expected progress in Reading, 25% students to make accelerated progress in Reading. (29 students)
- Writing Target: 85% students make expected progress in Writing, 25% students to make accelerated progress in Writing. (29 students)

Progress will be monitored through standardised assessments T2 and T4 (asTTle) and through moderation team meetings and MOE literacy and numeracy new requirements for 2025.

Omarama Annual Implementation Plan

What do we expect to see by the end of the year?

(What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)

Regulation 9(1)(d)

Improved Assessment Systems:

- Clear, consistent, and regularly used assessment tools that provide meaningful feedback for both teachers and students.
- Data-driven instruction with assessments being used to inform teaching programmes to ensure students' needs are met.

Raised Student Achievement:

- A noticeable improvement in student progress in Literacy and Numeracy.
- Identified students making accelerated progress in Literacy and Mathematics.

Targeted Interventions:

- Early identification of students who need additional support, with targeted interventions in place (e.g., differentiated instruction, or small group sessions).
- Evidence of progress in areas where students previously struggled, particularly in Literacy and Mathematics.

Collaborative Teacher Practices:

- Teachers regularly collaborating to analyse assessment data and share best practices for improving student outcomes.

Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i> Regulation 9(1)(b)	Who is Responsible Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> Regulation 9(1)(d)
Develop staff meeting schedule.	Principal		Term 1	<ul style="list-style-type: none"> • Staff meetings are regularly held, productive, with clear agendas that address relevant topics, promote collaboration, and allow for meaningful discussions. • Success is reflected in the efficient use of meeting time, with a focus on topics that directly contribute to school improvement, student achievement, and staff development.
Engage in Professional Development with Core Education.	Principal / staff		Term 1	<ul style="list-style-type: none"> • Staff demonstrate the ability to apply the knowledge and skills gained from the professional development sessions in their teaching practices.
Investigate how Maths resources can support teaching and learning	Principal / staff		Term 1	<ul style="list-style-type: none"> • Teachers actively incorporate the selected math resources into their teaching strategies, adapting lessons to effectively utilise these tools

Omarama Annual Implementation Plan

programmes at Omarama School.				
Gather and analyse start of year assessment data and identify targeted students.	Principal / Staff		Term 1	<ul style="list-style-type: none"> Teachers and staff analyse the data effectively, identifying trends, patterns, and students who may require additional support.
Develop teachers' knowledge of assessment tools.	Principal / Staff		Term 1	<ul style="list-style-type: none"> Teachers demonstrate a clear understanding of a variety of assessment tools, including how to use them effectively to monitor and support student learning.
Review learning programmes to ensure they meet the needs of all learners.	Principal / Staff		Term 1	<ul style="list-style-type: none"> Learning programs are reviewed and adjusted to include strategies that accommodate the diverse needs of all students. There is evidence of increased student engagement and progress across all groups, including those with diverse learning needs.
Develop Professional Learning Cycle for teachers.	Principal / Staff		Term 2	<ul style="list-style-type: none"> Staff engage in continuous professional learning and reflection to enhance their understanding and teaching practices.
Carry out teacher observations.	Principal		Term 2	<ul style="list-style-type: none"> Observations have a clear focus aligned with school goals. Teachers receive timely, specific, and actionable feedback following observations that supports their professional development. Observations lead to tangible improvements in teaching practices, with teachers implementing new strategies that result in enhanced student learning and engagement.
Review new curriculum and how this is reflected in Omarama School teaching and learning programmes.	Principal / Staff		Term 2	<ul style="list-style-type: none"> Teachers have a strong understanding of the new curriculum and are actively applying its guidelines in their classroom practices. The impact of the new curriculum is visible through increased student engagement, participation, and achievement.
Review ways to report to parents.	Principal / Staff		Term 2	<ul style="list-style-type: none"> Reports to parents are clear, concise, and consistent, providing meaningful insights into their child's progress, achievements, and areas for improvement.

Omarama Annual Implementation Plan

Review Assessment Schedule and school assessments.	Principal / Staff		Term 2	<ul style="list-style-type: none"> The assessment schedule and tools are reviewed to ensure they align with the school's curriculum and the specific learning goals for each subject.
Integrate Te Tiriti ō Waitangi practices across the school.	Principal / Staff		Term 2	<ul style="list-style-type: none"> The principles of Te Tiriti ō Waitangi are embedded into the school curriculum, teaching practices, and school culture. Teachers and staff demonstrate culturally responsive practices, adapting their teaching methods to meet the diverse needs of all students, particularly Māori learners.
Develop assessment for learning practices.	Principal / Staff		Term 2	<ul style="list-style-type: none"> Students are actively involved in the assessment process, receiving timely, constructive feedback that helps them understand their strengths and areas for improvement.
Unpack Omarama School staff understanding of effective practices in Literacy and Mathematics to reflect the new curriculum.	Principal / Staff		Term 3	<ul style="list-style-type: none"> Teachers actively align their lesson plans, assessments, and instructional strategies with the updated curriculum.

Implementation of Maths / Statistics Curriculum at Omarama School



At Omarama School, we are using Numicon and the Maths No Problem programme because they both offer a structured and engaging approach to mathematics education. Both programmes align with Ministry of Education expectations for 2025.

We have chosen Numicon because the shapes are designed to help children to communicate mathematically by being active, illustrating and talking. Numicon maths helps children to reason mathematically, using spoken language alongside concrete and pictorial representations to explain and justify their thinking. Numicon is essentially a whole school approach that uses manipulatives to explore patterns and relationships in mathematics.

We have chosen Maths No Problem because this approach involves applying maths knowledge in real life situations, helping children understand how and why the maths works, instead of only learning rote procedure. This is a method of teaching that ensures your child understands mathematical concepts in depth.

Deliberate Changes we are making in 2025

We are implementing key changes in our mathematics programme at Omarama School in accordance with the refreshed New Zealand Curriculum for Mathematics and Statistics. We are confident that these changes will strengthen our Maths programme.

- Changes to groupings: Students will be taught in their year level, although with multi-level classes this will mean running a Y1/Y2 programme, Y3/Y4 programme in the junior class and Y5/Y6 programme and Y7/Y8 in the senior classroom
- Changes to Intervention lessons: Students working below their year level will be exposed to learning at their year level and then participate in an additional lesson at their actual curriculum level.
- Changes to teaching style: Explicit teaching will be given to the four proficiencies (Understanding, Fluency, Problem-Solving and Reasoning). Teachers will attend professional development to upskill their teaching capabilities.
- Changes to Context: Genuine effort will be made to provide relatable contexts, relative to our students' world view.
- Changes to Communication: Students will be encouraged to communicate their mathematical thinking clearly and effectively.
- Changes to timetable: Students will be engaged in rich mathematical activities, with relevance for an hour 5 days a week.
- Changes to Mathematical Resources: Purchasing of extra Math equipment, Maths apps must align with the new curriculum.

Implementation of English Curriculum at Omarama School



At Omarama School, we have been actively implementing changes in line with the refreshed New Zealand Curriculum for English. Although we have been implementing some Structured Literacy practices we are excited to be developing this further. The Liz Kane Code spelling programme that was implemented in 2023, has ignited a genuine desire to broaden our Structured Literacy practices.

The Code and Dictations plus the use of the blended review is a resource to support teaching Structured Literacy from Year 1 to Year 8. Structured Literacy includes explicit and systematic teaching of phonemic awareness, the alphabet principle, spelling and morphology, and the Code encompasses these. The dictation activities provide students with the opportunity to apply their new and developing knowledge of the alphabet code at sentence level and is a bridge to independent writing.

Structured Literacy is a teaching approach based on the Science of Reading, emphasizing explicit, systematic and sequential instruction in phonology, morphology, syntax, and semantics to build strong reading and writing skills, especially for students with reading difficulties like dyslexia.

Deliberate Changes we are making in 2025

We are implementing key changes in our literacy programme at Omarama School in accordance with the refreshed New Zealand Curriculum for English. We are confident that these changes will strengthen our English programme and lift achievement.

- Changes to groupings: Students will be taught in their year level, although with multi-level classes this will mean running a Y1/Y2 programme, Y3/Y4 programme in the junior class and Y5/Y6 programme and Y7/Y8 in the senior classroom
- Changes to Intervention lessons: Students working below their year level will be exposed to learning at their year level and then participate in an additional lesson at their actual curriculum level (using decodable text for instruction).
- Changes to teaching style: Explicit teaching will be given to spelling patterns and application, handwriting formation, and connections will be made between text and spelling. Teachers will attend SL Professional Development to build capability.
- Changes to Text: Teachers will develop awareness around text choice and context that relate to student experience / interest.
- Changes to Communication: Students will learn about reciprocal reading to extend their thinking and communication with text
- Changes to timetable: Students will be engaged in rich literacy tasks throughout each day, with deliberate acts of SL teaching.
- Changes to Literacy Resources: Decodable text will be used (Phase 1) Literacy apps must align with the new curriculum.

Attendance at Omarama School



The New Zealand government has set a target of 80% of students attending more than 90% of the term by 2030. Here's how our school will be implementing this:

What we are doing in 2025

- We will follow our Attendance Policy and Attendance Procedures regarding attendance and attendance concerns.
- We have set our own target of 90% attendance for all students in 2025.
- We have developed a process for addressing attendance concerns with strategies for early intervention
- We will be implementing an awareness of the importance of regular attendance for academic success and well-being using our school newsletter and Parent Information meetings.
- We will analyse attendance regularly to track progress towards the government's target and identify areas for improvement.
- We will report attendance to the Board each meeting and discuss follow-up for any concerns
- We will be sensitive in our approach to attendance, recognising that our community is somewhat isolated and that our parents are restricted in their access to medical care and holiday leave during school holidays and peak tourist periods.

Implementing the New Zealand government targets around attendance requires a multi-faceted approach that involves daily monitoring, targeted interventions, collaboration with parents and other agencies, and a focus on addressing the underlying causes of absence. We will be proactive and responsive in our efforts to improve attendance and ensure that all students have the opportunity to succeed.



Omarama School process for managing student attendance - 2025



This document outlines the process for managing student attendance at Omarama School. It provides a clear and structured approach to ensure accurate tracking and reporting of student attendance, which is essential for maintaining educational standards and compliance with regulations.

Attendance Recording

- Teachers mark attendance accurately at 9:00 am and 1:35 pm each day.
- Teachers to ensure correct attendance codes are interpreted and applied correctly.
- Teachers ensure data entered into the SMS system (Edge) has been done accurately.

Absence Notification Process

- Administration / Principal / Teachers - to check Skool Loop, School Phone and emails each morning to receive any absence notifications
- Parents / Caregivers to ensure timely notification of any absences
- Parents / Caregivers to provide the reason for any absence

Managing Student Absences

- Reason provided - record in detail in SMS system
- Reason not provided - contact parent (phone, email, text) to ask for reason

Intervention Process for frequent Absences: Up to 15 days per term

- Recognise student absences and identify absence issue
- Send letter to parents informing them of their child's absences
- Schedule a meeting with parents to discuss absence issue
- Discuss absence issues by engaging with parents / caregivers
- Develop a personalised plan to improve that child's attendance outcome

Intervention Process for frequent Absences: Over 15 days per term

- Identify child's absence is more than 15 days

- School sends a formal notice to parents to outline attendance status
- Formal meeting held with parents held to discuss attendance
- Involvement of multiple agencies as a multi-agency response is now involved

Monitor and Review

- Documentation - School must keep clear and adequate communication records and Intervention Documentation
- Reporting - Attendance noted in each Board reports and Attendance statistics monitored
- Review and Improvement - Attendance Policy will be reviewed and feedback shared.

Planned response for attendance - For Relievers

This is an additional inter - school document to ensure that no child is unaccounted for at any time.