Ohakune School

ANNUAL REPORT

2025

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Principal's report

2025 has been another incredibly productive year and there have been many highlights to celebrate. Here are a few to mention of significance:

Our Learning Highlights

Reading and writing have remained key priority areas for Ohakune School this year, particularly for identified learners requiring additional support and acceleration.

We have continued to strengthen our Structured Literacy approach using iDeaL as the core platform. This work has been supported through targeted, self-managed resourcing and ongoing professional practice across the school.

Across the school, there is clear evidence of strengthened teaching practice, improved consistency, and increasing learner engagement in literacy learning.

Mathematics continues to be an important focus within our curriculum delivery, with teachers working to strengthen both knowledge and understanding across year levels. The structured Mathematics programmes implemented across the school were Numicon (Junior), PRiME (Middle) and Oxford (Senior). We will continue on with these support programmes into 2026.

There have been a multitude of changes. Our teachers have navigated the changes and continue to deliver a responsive curriculum approach aligned with *Te Mātaiaho: The Refreshed New Zealand Curriculum*, teachers are increasingly using assessment information to identify gaps and tailor teaching to meet learner needs.

Ongoing professional discussions, collaborative planning, and targeted interventions have supported learners to build confidence and progress in mathematics and these were supported with two teacher only days with a further two in 2026. We continue to strengthen teacher capability in mathematics instruction to ensure consistent, high-quality learning experiences across the school.

Improving attendance and engagement has remained a significant focus for the school in 2025. We are pleased to report an overall improvement in regular attendance rates. Current data shows that in Term 1 of 2026 - 66% of learners attended regularly (90% or more of the time), an improvement from 42% in Term 1 of 2025. While this improvement is positive, attendance remains an ongoing priority area for continued growth.

Staff were increasingly aware of AREA data (Attendance, Retention, Engagement, and Achievement) to track patterns and respond early to support learners. This has strengthened our understanding of the strong connection between attendance and achievement outcomes. We continue to work closely with whānau to support attendance, recognising that consistent engagement at school is essential for learning progress and wellbeing. Our Annual Attendance Plan has been published for 2026.

Ohakune School staff continue to demonstrate strong commitment to improving outcomes for learners through high-quality teaching and inclusive practice.

Our curriculum design is aligned with *Te Mātaiaho: The Refreshed New Zealand Curriculum*, with a strong emphasis on relational teaching, inclusion, and Enviroschools principles.

Key developments this year include:

- Strengthening of relational and inclusive teaching practices
- Ongoing professional learning for teachers and support staff
- Increased consistency in teaching and assessment practices
- A continued focus on pastoral care and student wellbeing

These developments have contributed to improved learner engagement and progress across the school.

Learners have continued to be provided with a wide range of opportunities that support confidence, communication, and achievement. This has included participation in the University of Canterbury ICAS (Kiwi) assessments, where students have achieved good results.

Oral language remains a strong schoolwide focus, with all learners participating in structured speech-making opportunities. Students who excel in this area are given the opportunity to represent the school, supported by feedback from Taumarunui Toastmasters judges.

These experiences continue to build confidence, resilience, and pride in achievement.

Whānau engagement remains a key strength and priority for the school.

Three-way goal-setting hui have been well supported and continue to strengthen partnerships between home and school, supporting improved outcomes for tamariki.

The implementation of SchoolTalk has been highly beneficial in supporting teaching practice and learning progress. We continue to develop the use of the SchoolTalk platform to enhance communication around learning progress and next steps. These tools are helping to build clearer shared understanding between teachers, learners, and whānau.

These systems are enabling teachers to track learner progress more effectively, identify gaps earlier, and respond with targeted teaching to support acceleration. This remains an important area for continued development as we work towards greater consistency and impact across the school.

Overall, our school has continued to make steady progress across our strategic priorities of Reading, Writing, Mathematics, and Attendance and we had a successful visit in 2025 from the Education Review Office which reaffirmed the growth we continue to make.

While there is still important work ahead, particularly in raising attendance and accelerating progress for priority learners, we are seeing positive shifts in teaching practice, learner engagement, and achievement outcomes.

We acknowledge the hard work and dedication of our staff, the ongoing support of our whānau, and most importantly, the efforts and achievements of our tamariki throughout the year.

We also take this opportunity to acknowledge the difficult end to the year with the loss of a very special and long-serving staff member, Alison Whale. Alison made a significant contribution to the lives of many tamariki and to our wider school community. She will be remembered with great fondness, respect, and gratitude for the care and commitment she showed to generations of learners and whānau.

Our Cultural Highlights

We have seen many opportunities for our tamariki to shine across cultural learning and performance throughout the year.

2025 saw the continued development of a strong Kapa Haka rōpū, supporting learners who are passionate about growing their knowledge and understanding of te ao Māori, including mana building, identity, and respect. Our group represented the school at a wonderful level at the Waimarino Cultural Festival, where they proudly shared their learning, commitment, and growing confidence in performance.

Opportunities to come together in cultural celebration have also been shared through pōwhiri and classroom events. These important experiences continue to strengthen our sense of identity and belonging as a school community, and remain an area we are committed to growing further.

Our middle and senior school Dance programme has also been a standout feature this year, providing students with the opportunity to develop confidence, creativity, coordination, and performance skills. The programme has been highly engaging, culminating in a celebration of learning through performance that showcased the talent and enthusiasm of our learners.

A major highlight of the year was our school production of *Moana Jnr*. This was an outstanding success, with two sold-out shows that showcased the incredible talents of our tamariki. The production highlighted creativity, teamwork, confidence, and dedication, and provided a memorable experience for both performers and audiences alike.

Overall, the arts and cultural opportunities at Ōhakune Primary School continue to provide powerful ways for learners to express themselves, build confidence, and connect with others.







Our Sporting Highlights

Ohakune Primary School has experienced notable success across a wide range of sporting opportunities in 2025, with strong levels of participation in both local and wider regional events.

The Waimarino Tough Kid event remains a highlight of our sporting calendar. Our participation reflects the school's strong emphasis on physical fitness, resilience, and community engagement. As a small school community, we are proud to see our athletes competing with confidence and determination against larger schools, consistently demonstrating both skill and sportsmanship. Following this event, we also had six athletes attend the large Whanganui Tough Kid event.

Our inclusive snowsports programme continues to be a standout feature of school life. With Mt Ruapehu right on our doorstep, we are fortunate to provide all learners with the opportunity to participate in snow-based activities. We are especially proud of students who have gone on to represent the school in snowsports programmes and progress through to national level competition.

Interschool events have also been a strong area for our tamariki, with students performing well across the wider region, including strong participation in Rippa Rugby, where Ohakune Primary School won the Whanganui Interschool event.

Sports Ability Days were held to ensure learners with diverse needs were fully included and able to experience success in physical activity. These events continue to reflect our strong commitment to inclusivity across all sporting opportunities.

Our senior girls netball team enjoyed success in the Whanganui competition, winning the B Grade title, and our basketball teams also participated in local Kahui Maunga events, further strengthening opportunities for competition, teamwork, and skill development.

Our Police Competency Test (PCT) team achieved outstanding success, winning the Whanganui competition. We were then proud to have one member of our team go on to represent Whanganui at the New Zealand national competition.







Our Community Highlights

The William Pike Challenge has developed into an exciting leadership programme and was continued in 2024 for our Year 7-8 learners who opted in. It has been a celebration of Education Outside the Classroom, tied in with the Community Service and Passion Project aspects. Multiple seniors learners participated in this challenge.

Leadership Opportunities: Two programmes run across our school to support our Ambassadors and House Captains in their leadership roles. These young leaders have aspirations and make a vital impact across our school in their tuakana/teina role. Our Ambassadors aspire to lead change in the playground and contribute to community initiatives. We have also introduced a fabulous group of Peer Mediators who support learners through the Cool Schools programme.

In 2025 we have undertaken a new strategic planning approach and have a lot of exciting developments underway including building on our Structured Literacy approach, a strong focus on Relationships First, Structured Maths and ensuring our school is a place where all learners can make progress and contribute to our community. It is a time where staffing in a rural setting has challenges and funding for learners with neuro diverse needs are increasing, however our priority is to support as many learners as we can with the incredible team we have. Our aspirations are to continue to work closely with whānau and our iwi and provide the learning that is deeply connected to the community and whenua in which we live.



In 2026, the school has continued its strategic direction with a focus on:

- Structured Literacy
- Structured Mathematics
- Relationships First approach
- Inclusive, responsive curriculum design

We continue to strengthen systems that support all learners to make progress and feel a strong sense of belonging.

As a rural school, we continue to navigate staffing and resourcing challenges, alongside increasing needs for neurodiverse learners. Despite this, our priority remains ensuring strong support for all learners through a committed and capable team. We remain focused on strengthening partnerships with whānau and iwi, ensuring learning is locally relevant, culturally grounded, and connected to our community and whenua.

Board, ERO and School Development

The Board elections were successfully completed in 2025, with a full Board now in place serving until 2028.

Student and whānau survey feedback has been reviewed, with action points developed focusing on communication and engagement.

The ERO review identified Ohakune Primary School as a positive, inclusive, and culturally responsive learning environment with strong teaching practice and engaged learners. Next steps include strengthening data use, attendance, and embedding strategic practice further.

Property and School Environment

Several key property improvements are underway, including:

- Junior toilet refurbishment

- Accessibility upgrades (gate, walkway, ramps)
- Playground development including new swing installation
- Exterior school repaint over summer

These improvements reflect ongoing investment in creating a safe, accessible, and engaging learning environment. Ohakune Primary School continues to provide a rich and inclusive learning environment where tamariki are supported to grow academically, socially, culturally, and physically.

We acknowledge the hard work of staff, the support of whānau, and the achievements of our learners throughout the year.

Together, we continue to build a school where all learners can succeed, belong, and thrive.

Lisa Clark	Sarah Drinkwater
Principal	Presiding Member

Evaluation and analysis of the school's students' progress and achievement

In 2025, Ohakune Primary School continued to focus on its strategic aims of **Growing Great People, Developing Curriculum, and Preparing for the Future**, with a strong commitment to equitable outcomes for all learners and honouring Te Tiriti o Waitangi.

Achievement (Reading, Writing, Mathematics)

Schoolwide achievement remained broadly stable across reading, writing, and mathematics compared to 2024.

- Reading: 75% at or above curriculum level
- Writing: 73% at or above curriculum level
- Mathematics: 75% at or above curriculum level

Writing showed a slight improvement, while reading and mathematics showed small decreases. Across all areas, Māori learners and Māori males showed gradual improvement.

A positive trend was increased movement into the Exceeding curriculum band, particularly in mathematics, reflecting strengthened teaching practice, improved moderation, and greater confidence in assessment judgements.

Overall data reflects a diverse and changing learner cohort, including many students entering below expectation or new to the school, which has impacted overall cohort results.

Learner Needs and Support

The school has identified a significant number of learners with high and complex needs, which has had an impact on both learning progress and overall cohort data.

These include learners with:

- Speech and language needs impacting early school transition
- Neurodiverse needs affecting social interaction, regulation, and classroom engagement
- Behavioural needs that impact focus and learning participation
- Dyslexia and dyscalculia, requiring targeted structured support
- Learners new to the area who entered school below expected curriculum levels

The school also has multiple ORRS-funded learners, alongside Ministry of Education funded In-Class Support (ICS) for only two learners receiving one hour of daily support, and eight learners currently accessing short-term Speech Language Therapy (SLT) funded intervention.

Most of these learners are included within schoolwide data sets, meaning overall achievement data reflects a broad and complex learner profile.

Teachers are strongly supported by the SENCO, RTLit, Learning Support Coordinator, external Ministry of Education services, and significant Board investment in teacher aide staffing to ensure learners can access meaningful support and make progress.

While the school maintains high expectations for all learners, it is acknowledged that

standardised achievement data provides only a snapshot in time and does not fully capture individual progress, particularly for learners working on individualised goals.

The continuation of tools such as **School Talk** is supporting more accurate and real-time tracking of learner progress, gap analysis, and next-step teaching. This will continue to strengthen assessment and responsiveness into 2026.

Attendance

Schoolwide attendance remained steady at approximately **85%** on average weekly with patterns of irregular attendance continuing for a group of learners.

Key influences included illness, transport barriers, family circumstances, and established attendance patterns prior to enrolment. Improved coding accuracy has strengthened the reliability of data, while increased whānau engagement has supported earlier identification and intervention for at-risk learners.

Key Developments in 2025

- Continued implementation of Structured Literacy (iDeaL) across the school
- Strengthened assessment moderation and teacher judgement practices
- Introduction of School Talk in junior classrooms
- Increased focus on Tier 2 interventions and early identification
- Stronger engagement with whānau around attendance and learning support

Continued focus on raising engagement and achievement in writing and reading.

In response to the End-of-Year data, focused meetings around the moderation of writing, what constitutes evidence, ensuring that we are seeking sources of writing from across the curriculum, and closely looking at writers skills based on the National Standards and Writing progressions. These progressions are shared with our learners via the honeycombs (Junior) and through the School Talk Progressions. Examples of learners writing, and the assessments, are included in the Taonga pukapuka and on School Talk, giving a clear and transparent set of evidence for learners, whanau and teachers.
Resources from RTLit- The Writing Rope and Teaching Writing, Spelling and Grammar. Both of these resources are recommended reading for all levels of teaching and available. They will be explored through a Literacy Staff Meeting focused on Writing.

We continue to receive high quality resources from the Ministry and these are immediately put into circulation via the resource area.
On the recommendation of RTLit we have purchased some senior readers to support the teaching and learning within SLA in these classes ie ALBA resource to support teachers with implementation of reading interventions across the middle/senior school. We are looking to add to these resources this year. All classes are committed to this mahi.
Teachers current priorities are to complete BURT Word Tests and Spelling assessments through iDeal, along with records of reading as appropriate to their reading proficiency ie

BSLA/iDeal on all learners and then regularly (at least 10 weekly) on all identified target learners. Teachers have also set up and are running interventions within their classrooms for Target learners.
The LMiT Literacy intervention will be implemented in 2026 with two teachers trained in this approach.

2025 School Developments in Maths
The shifts we have made at Ohakune Primary School has been to have a structured school wide long term plan for the teaching of Mathematics.
This planning tool has direct links with School Talk which is used school wide for teaching and learning.
The digital online platform of Matific, again supported learners in the consolidation of learning both within and outside of class time. Teachers grouped learners, assigned learning tasks and monitored progress. Learners also had access to a self paced learning dimension that is differentiated for them.
Teams were entered into the Mathex competition in Whanganui. This competition is for Years 5-8. It is a challenging, fast paced mathematics contest. Year group teams compete against each other to answer questions as quickly as possible.
Staff meetings and professional conversations continued this year to support and develop the mathematical capabilities of staff.
A Maths intervention teacher also in place running small group interventions.
Small group interventions have happened for targeted learners identified from End of Year data and linked to the schools' Targets for Learning.
Possible Future Actions for Reading, Writing and Maths

1. **Intensify support for priority learners through increased targeted intervention programs**: Recognising the gap between the current achievement levels and the set target, develop and implement additional targeted intervention programs specifically designed for priority learners. These programmes should focus on personalised learning strategies, small group sessions, and one-on-one tutoring to address specific areas of need in Mathematics. Leveraging insights from data analysis tools such as School Talk, these interventions can be tailored to the individual learning styles and needs of students, ensuring more effective support.

2. **Expand and enhance the digital learning platform with interactive and culturally responsive resources:** Building on the foundation of the existing digital platform, expand its resources to include interactive literacy and mathematics tools, games, and culturally responsive materials that reflect the diversity of the student population. This expansion should focus on making learning more engaging and relevant to students' lives, incorporating Maori and Pasifika perspectives and contexts in literacy and maths activities. To support continuous professional development, dedicated to teaching strategies that are effective for diverse learners, with regular updates from recent educational research and case studies from schools that have successfully implemented these strategies.

How we have given effect to Te Tiriti o Waitangi

Giving effect to Te Tiriti o Waitangi is one of Ohakune Primary School Board's primary objectives. This is enacted through Section 127(1)(d) of the Education and Training Act 2020 which defines how schools must give effect to Te Tiriti o Waitangi by the following measures:

- *working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and*
- *taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and*
- *achieving equitable outcomes for Māori students.*

Main Initiatives that gave effect to Te Tiriti o Waitangi in 2025

1. Curriculum Integration

- Teaching Aotearoa New Zealand History including learning about the history and significance of Te Tiriti o Waitangi, ensuring students understand its context, the perspectives of the Māori and Pākehā, and its ongoing relevance
- Māori perspectives across various subjects, not just in Māori language but in all areas of the curriculum

2. Cultural Competence

- Professional Development: Provide ongoing professional development for teachers to build their cultural competence and understanding of Te Tiriti principles. Relationship First pedagogy practices implemented across team
- Bicultural Policies: Implement school policies that reflect biculturalism, ensuring Māori students and staff feel respected and valued.

3. Language and Identity

- Te Reo Māori: Encourage and support the learning and use of Te Reo Māori across the school. This can include bilingual signage, greetings, and classroom instructions.
- Cultural Celebrations: Celebrate Māori culture and events such as Puanga (Māori New Year) and Māori Language Week, involving students, staff, whānau and the community.

4. Community Engagement

- Partnership with our local iwi Ngāti Rangi: Foster strong partnerships with local iwi and communities. Involve them in decision-making processes and school events.

5. Student Empowerment

- Encouraging Māori Leadership: Create opportunities for Māori students to take on leadership roles and participate in decision-making. (Ambassador/House captain programmes)
- Culturally Responsive Pedagogy: Use teaching methods that recognise and build on the cultural backgrounds and identities of Māori students, promoting their engagement and success.

6. Equity and Inclusion

- Equitable Opportunities: Ensure equitable access to resources and opportunities for Māori students.
- Support Systems: Provide support systems that address the specific needs of Māori students, whether academic, social, or cultural.

Examples in practice:

- **Whānau Breakfast** to increase whānau engagement
- **Facebook** Classpages created and system put in place for ongoing posts to engage and draw people into school.
- **Puāngā** Deeper dive to extend children's understanding, utilising the locally created and nationally published resource nā Che Wilson
- **Te Reo Māori** in classes everyday. This can include karakia, waiata and reo
- **Kapa Haka with REAP** including representation at the Waimarino Schools Cultural Festival
- **Integration in Physical Education - Ki O Rahi -** taught schoolwide and deep connection with Sport Whanganui
- **School wide PLD and implementation of Relationship First** - impact coaching of all teaching staff

Statement of compliance with employment policy

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	*Yes, all policies of the EEO are following within our school.*
What is in your equal employment opportunities programme? **How have you been fulfilling this programme?**	*Our EEO policy is enacted through each appointment of any job within the school. Our team should be a reflection of our ākonga and we continue to strive to employ people with skill sets that will enhance education for the ākonga of our kura.*
How do you practise impartial selection of suitably qualified persons for appointment?	*Ensuring that there are appropriate people present to help interview and make decisions about the right people to employee. Referees checks are carried out and police vetting of all new applicants.*
How are you recognising, – The aims and aspirations of Māori, – The employment requirements of Māori, and – Greater involvement of Māori in the Education service?	*As a school we are working hard to enact Te Tiriti o Waitangi. We work hard to ensure that our employees are from all ethnicities and reflect the students of our kura.*
How have you enhanced the abilities of individual employees?	*All employees have equal opportunities for jobs, promotion and the ability to be a permanent employee.*
How are you recognising the employment requirements of women?	*Over 80%of our employees are women. All requirements under law are adhered to for maternity, for promotion, for equal job opportunities.*
How are you recognising the employment requirements of persons with disabilities?	*All employees with disabilities are able to create in conjunction with the principal any support they need , plans for them to be able to thrive in the workplace. This is done in a mana enhancing manner.*

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES/NO
Do you operate an EEO programme/policy?	Yes
Has this policy or programme been made available to staff?	Yes
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes
Does your EEO programme/policy set priorities and objectives?	Yes

Equal Employment Opportunities

As required by the Education and Training Act 2020 (s 597), Ohakune School operates an employment policy that complies with the principle of being a **good employer** and ensures the fair and proper treatment of staff in all aspects of their employment. This Equal Employment Opportunities (EEO) policy is our framework for providing an inclusive, non-discriminatory workplace, and promoting equal opportunities for all staff members.

Ohakune School promotes equal opportunities by applying our EEO framework to all relevant school policies and procedures, particularly those relating to employment (e.g. recruitment and selection, training, professional development, and promotion).

This is to ensure that we:

- treat current and prospective staff fairly
- make decisions based on relevant merit
- work to eliminate bias and discrimination.

EEO programme

To help implement our EEO policy, we have a programme to identify processes that contribute to employment inequality. We work to change these processes and promote equal employment opportunities for individuals and groups of people. Our EEO policy and programme is available to all Ohakune School staff.

Our EEO programme may include:

- developing a policy statement and establishing objectives
- appointing an **EEO representative**
- consulting with staff to hear any concerns
- creating an employee database (with informed consent for any EEO data collected)
- encouraging staff to participate in training and career development
- programme monitoring through staff meetings and board reports
- reviewing employment and personnel policies and processes.

Ohakune School aims to raise awareness of discrimination and bias through our EEO programme. We support staff to discuss the development and implementation of the programme, and raise any concerns with the principal or board.

The principal assures the board that the school complies with the Equal Employment Opportunities (EEO) policy and that a statement on EEO is included in the annual report (including any issues from