



# Ohakune School

ANNUAL

# REPORT

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**2023**

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# Principal's report

2023 has been an incredibly productive year and there have been many highlights to celebrate. Here are a few to mention of significance:



## Our Learning Highlights

2023 has been a positive and productive year for our team, despite a small decline in attendance post-COVID and some new learners arriving with low achievement. The area of Reading and Writing had already been identified for some of our priority learners. Improvements had been made in 2022 in this area. We decided to take on a Structured Literacy approach using iDeaL as the platform with supported resourcing which has been self managed and facilitated. We had seen successful implementation and outcomes in our Year 1 teachers utilising the PLD available for our learners using BSLA - Better Start Literacy Approach. Both have been well researched and are proven to work with all learners.

Ohakune School staff have continued to work hard and our school has continued to build on strengths with a responsive localised curriculum that aligns with the New Zealand Curriculum principles including a strong alignment with being an Enviroschool. Key achievements for our school include strong relational teaching with being an inclusive learning environment, which has contributed to improved student outcomes. Additionally, the school emphasised professional development for teachers and support staff, enhancing their capability and capacity to support learner achievement. The school has also maintained a strong focus on pastoral care and student well-being, fostering a positive learning environment.

Our learners have had the opportunity to participate in a wide range of activities which foster high achievement - these include regular involvement in the University of Canterbury Kiwi exams where we have had learners commended with excellences and merits. Oral language is extended school wide with all learners participating at a school level in the art of speech making. Learners who excel in this, go on to represent our school with much appreciated judging and feedback from the judging panel.

Whānau engagement is of high priority and we hold hui which are well supported to enhance goal setting and best outcomes for their tamariki. We have utilised Taonga books and our School Talk platforms, which are steadily developing to help our teachers, learners and whānau see progress and the understanding of next steps in learning.

Our focus on student attendance and engagement has shown improvement across the school - our staff are also looking at the data as individual classes and analysing trends, patterns including AREA data for our Relationship First work. (Attendance, Retention, Engagement and Achievement - the interconnection of these in successful learning outcomes.

Utilising the expertise of School Talk with Te Kete Hono has been hugely beneficial to our teaching team and it is an area we aspire to grow to support learners in our school. School Talk supports teachers to track learner progress, identify gaps and take steps to close them ensuring all learners make progress in learning.



## Our Sporting Highlights

Ohakune Primary School has seen notable success across many areas of the sporting front in 2023 which included a high rate of involvement in events both locally and in the wider regions. Two of note were the team that represented our school in the Police Competency Test (PCT) competition, a physically demanding event that tests students' agility, strength, and teamwork. The team won the regional competition and three of the team went on to represent at the National Competition in Auckland..

AIMs games were supported with our Basketball 3v3 team coming back with a silver medal from thirty teams in the competition.

The Waimarino Tough Kid event is always an early highlight where the "Toughest School" trophy was awarded to OPS. The school's participation in this event reflects our emphasis on physical fitness and community engagement. In a small school community we have athletes with talent competing against their larger counterparts and this was clearly evident in the Round the Lake Relay results where our Year 7 girls team gained second place and with our boys placing 7th out of 35. A very credible interschool result followed from our Year 7 girls cross country team placing 2nd. Our Year 4-6 inter school event at Aranui where we are defending champion from 2022 raced again and defended her winning place as the 2023 senior girl champ.

We have a very inclusive snowsports programme where all of our learners are able to participate in snowsports and are fortunate to have our beautiful Maunga Mt Ruapehu right in our backyard. We have had children who have represented in snowsports programmes and headed to the national competition.



## Our Cultural Highlights

We have seen many opportunities to shine for our tamariki including our schoolwide production OPS Got Talent! This was a fun night for us all to celebrate our tamariki. As a one night only event with a packed out hall, we were treated to a great deal of entertainment and laughter.

2023 has seen the development of a strong kapa haka group to support all of our students who are passionate about learning about all aspects of kapa haka including mana building and respect. They represented our school at a high level and celebrated their learning and ability at the cultural festival. Opportunities to celebrate together have been shared at powhiri and during Puanga and this is an area we aspire to grow.

The Arts came alive with Toi, the wearable art competition celebrated with a great group of junior learners. Toi is a collaboration with the World of Wearable Art. Our learners had the opportunity to show imagination, creative thinking, teamwork and technical skills. One of our junior classes demonstrated that they could take inspiration from a design brief and think out of the box in their design and came back with regional awards. The impact of this has led us to roll out for 2024 school wide.



## Our Community Highlights

The William Pike Challenge has developed into an exciting leadership programme and was continued in 2023 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. 26 learners participated in this challenge. A small number of these learners loved it so much last year, they are having another go this year

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.

Our school also celebrated working alongside our iwi Ngāti Rangī with the opening of our new building which was officially opened and blessed. Named Heke Taumata (gifted by the iwi) - the name of this learning space brings meaning to a place where we have aspirations for all of our tamariki future and present so they can aspire to excellence in their learning journey and in life. As we opened our new learning space it was truly a special time with karanga, ruruku, karakia and kai.

Having opportunities to connect with whānau is of great importance to us and our whānau breakfast is an example of this where we can come together and share kai whilst seeking feedback from our families for future growth and improvement.

In 2024 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 and ensuring our school is a place where all learners can make progress and contribute to our community. Check out our website to see the full strategic plan. 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.

Lisa Clark

Principal

Willie Aitken

Presiding Member

## List of all school board members

Board member names	Date that the board member's term finishes
Willie Aitken (Presiding Member)	2025
Laura Baker (Staff Representative)	2025
Mel Evans	2025
Dean Sherrit	2025
Simon Barlow	2025
Sarah Drinkwater	2025
Lisa Clark (Principal)	

- Other board members listed in annual financial statements received from auditors.

## Statement of variance: progress against targets

<b>Strategic Goals</b>	<p><b>Goal 1</b></p> <p><b><u>Accelerating Learner Achievement:</u></b></p> <p>We will encourage equity and excellence of our learners.</p> <p><b><u>Excellence and Quality teacher:</u></b></p> <p>We will equip and encourage excellence in our teachers to enhance learning.</p> <p><b>Goal 2</b></p> <p><b><u>Responsive Curriculum</u></b></p> <p>To provide an educationally responsive curriculum that recognises the unique contexts for learning in our community.</p>																				
<b>Annual Target/Goal</b>	<p>To increase the number of learners achieving at or above their curriculum level in Reading, Writing and Mathematics. Develop a localised curriculum To increase attendance to 90% or above schoolwide</p>																				
<b>Actions Taken</b>	<b>What have we done?</b>	<b>How do we know? (Evidence)</b>	<b>Reasons for variance in relation to achieving the goal</b>																		
<p><b>Reading, Writing and Maths were focus areas for classroom teachers depending on the priority learner needs.</b></p>	<table border="1"> <thead> <tr> <th></th> <th><b>End of 2022</b></th> <th><b>End of 2023</b></th> </tr> <tr> <th></th> <th colspan="2"><b>(at or above curriculum level)</b></th> </tr> </thead> <tbody> <tr> <td><b>Reading</b></td> <td></td> <td></td> </tr> <tr> <td><b>All</b></td> <td>82%</td> <td>79%</td> </tr> <tr> <td><b>Maori males</b></td> <td>66%</td> <td>52 %</td> </tr> <tr> <td><b>Maori</b></td> <td>75%</td> <td>69%</td> </tr> </tbody> </table>		<b>End of 2022</b>	<b>End of 2023</b>		<b>(at or above curriculum level)</b>		<b>Reading</b>			<b>All</b>	82%	79%	<b>Maori males</b>	66%	52 %	<b>Maori</b>	75%	69%	<p>The main focus for 2023 was again on the Relationship First work we had started back in 2020 with the PLD focused on teacher pedagogy through <b>all</b> curriculum areas.</p>	<p>Implementation of IdeaL as our schoolwide Structured Literacy approach with all staff involved in this researched method of teaching and learning to read. School Talk implemented school wide which is a platform for gap</p>
	<b>End of 2022</b>	<b>End of 2023</b>																			
	<b>(at or above curriculum level)</b>																				
<b>Reading</b>																					
<b>All</b>	82%	79%																			
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- Reviewed school wide data with BOT, senior leadership and staff.
- Looked at **all** school wide data - priority learner groups and early identification of learners requiring additional tier 2 support utilising the support of the LSC.
- Implementation and first year of structured literacy using the iDeaL platform. This has been a self directed PLD facilitated by principal and DP.
- Relationship First (RBL) relationships based learning programme continued through impact coaching of teachers - looking at pedagogy and beliefs to reduce disparity in thinking
- Early identification of learners in the early years

<b>Writing</b>		
<b>All</b>	80%	77%
<b>Maori males</b>	56%	49 %
<b>Maori</b>	75%	60%
<b>Maths</b>		
<b>All</b>	84%	79%
<b>Maori males</b>	62%	60%
<b>Maori</b>	77%	71%

We have had some positive shifts this year however this is not easily reflected in our data comparison and analysis from the end of 2022.

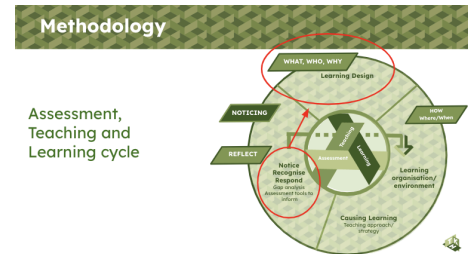
Our roll increased again in 2023 and with that came more learners who had been tracking below expectations upon entry into our school - some had moved from other schools. We had also seen slightly increased enrollments from kohanga, where some learners have been in full immersion and some also with high needs. Our goal was for 80%

When teachers are able to look at what they need to change in their practice to support all tamariki we have seen the biggest shift. There is a shift to agentic thinking from some previous deficit and what it is that we can do to make a difference within our time at school with our learners..

We also implemented a Structured Literacy approach in which our teachers responded well to changing the way they taught Reading. This has been impactful learning. As we embed this in 2024 we will see more positive shifts for all of our learners.

We have included all learners in our data, including those who have been at school less than a year however we will not include any children with specialist interventions or IEPs in the data

analysis and assessment, teaching and learning cycles (ATL).. All teachers will be using this tool by the end of 2024. Again this is funded by the school's operation grant and was declined by the Ministry of Education for funding for this Rich Records of Learning project. Ensuring we are using the tool as an effective use for formative assessment.



Implementation of the new curriculum Te Mātaiaho and the CPM in Maths and English.

Continued use of Taonga books schoolwide to simplify what assessment we are using and



<p>to monitor those tracking below or well below and making sure the appropriate supports are put in place early on through analysis of class descriptions. Teacher aides to support as required.</p> <ul style="list-style-type: none"> <li>● Interventions are run in the classes where learners require extra support depending on the needs.</li> <li>● Referrals for additional support made straight away through SENCO and through to LSC if required.</li> <li>● Moderation across teams to support robust OTJs.</li> <li>● Introduction of School Talk as a progress and gap analysis tool to support assessment and sound OTJs as there were some Pdiscrepancies in the year data.</li> </ul>	<p>learners to be at or above by the end of the year in reading, Writing and Maths.</p> <p>Our Year 8 leavers on leaving showed achievement of 92% at or above in Reading 84% at or above in Writing 89% at or above in Maths</p> <p>Our Maori boys have made good progress which we will build on into 2024. We also had a group of learners who were new to the school that have impacted the data set. In the future we would not include these learners nor those who have special needs as they have their own IEPs.</p> <p>Mid year data showed improvement in all areas across the school based on the curriculum level in the NZC including an emphasis on Science and being an Enviroschool.</p>	<p>moving into 2024. These learners will make progress related to their identified areas in their own IEPs.</p> <p>There have been pockets of learners across the school which have shifted well but still some assessment practices are not fit for purpose. We have redeveloped the writing matrix which will continue to be refined as we see the changes with the Curriculum Refresh but we know the priority for our learners is that they can see the next steps in their learning in all areas of the curriculum with a main focus on Reading, Writing and Maths.</p> <p>The focus continues on the learning progressions and making sure moderation is occurring to gain a more accurate overall curriculum judgement. This has been an area of improvement and success for 2023.</p>	<p>ensure that assessments used are fit for purpose.</p> <p>Cool School - refresh training for all staff</p> <p>Interventions will continue to focus around the needs of priority learners and close monitoring will occur in the below and well below bands to shift learners to make accelerated progress.</p> <p>Context for writing will make clear links to real life situations and writing purposefully.</p> <p>Continue the PLD around Relationship First work and pedagogical thinking and developing reflective teacher practice.</p> <p>Board support through additional support staff funding to enable</p>
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			teachers aides to be upskilled and trained in relevant programmes.
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## Evaluation and analysis of the school's students' progress and achievement

**This evaluation and analysis shows how all of our learners have progressed and achieved over the last year. This is different from your statement of variance which reports on the progress your school has made against the targets set out in your annual implementation plan.**

Our school has identified multiple learners that have high needs - some of these learners have speech language needs and this has impacted on the start they may have had coming into school. Some learners have neuro diverse needs which have impacted on their ability to socialise and settle easily into classroom routines. We also have learners who have identified behavioural needs that impact on their ability to focus in their learning. Learners who have come from out of the area. There are also some new entrant learners who have been at kindergarten until they are close to six years of age at the recommendation of the kindergarten. We have applied this year to the Ministry of Education for over 35 ICS (In class support) and of these applications we received 9. We also have multiple ORRS funded learners and there are 10 children currently participating in SLT funded support for Term 1.

Across the school we have learners who have dyslexia or dyscalculia

Most of these learners are included in our data.

Our teachers appreciate the support that we get from our SENCO, RTLit, Learning Support Coordinator and the MOE but also our board who continue to fund a large amount of teacher aide funding for everyone to experience progress and success. We have high expectations of our learners and we want all learners to experience success in their learning however that looks. This data cannot capture this and only provides a snapshot in time. We are thankful to be able to utilise a tool like School Talk and in the future to be able to provide more realistic and real time learner progress and success. As a team we want all learners to have experience in learning that allows equity and excellence for what they need and we are working very hard as a staff to do so.

## Targets

### Mid Year Data Reading - Mid Year

	<1B	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5A	Total Well Below	Total Below	Total At	Total Above	Total Pupils
<b>Y1</b>	37% (7)	53% (10)	11% (2)													0%	0%	100% (19)	0%	7% (19)
<b>Y2</b>	8% (3)	19% (7)	41% (15)	24% (9)	3% (1)		5% (2)									0%	27% (10)	65% (24)	8% (3)	14% (37)
<b>Y3</b>		9% (4)	29% (13)	13% (6)	20% (9)	13% (6)	9% (4)	4% (2)		2% (1)						9% (4)	29% (13)	47% (21)	16% (7)	17% (45)
<b>Y4</b>		3% (1)	6% (2)	10% (3)	6% (2)	13% (4)	35% (11)	23% (7)	3% (1)							10% (3)	10% (3)	55% (17)	26% (8)	12% (31)
<b>Y5</b>	3% (1)	3% (1)	3% (1)	10% (3)	14% (4)	3% (1)	21% (6)	21% (6)	14% (4)	3% (1)	3% (1)					21% (6)	17% (5)	55% (16)	7% (2)	11% (29)
<b>Y6</b>				3% (1)	6% (2)		12% (4)	9% (3)	33% (11)	15% (5)	15% (5)	3% (1)		3% (1)		9% (3)	12% (4)	58% (19)	21% (7)	13% (33)
<b>Y7</b>							3% (1)	21% (6)	7% (2)	17% (5)	24% (7)	7% (2)	14% (4)	3% (1)	3% (1)	0%	31% (9)	48% (14)	21% (6)	11% (29)
<b>Y8</b>							5% (2)		5% (2)		11% (4)	30% (11)	27% (10)	14% (5)	8% (3)	5% (2)	5% (2)	68% (25)	22% (8)	14% (37)
<b>Total pupils</b>	4 % (11)	9 % (23)	13 % (33)	8 % (22)	7 % (18)	4 % (11)	12 % (30)	9 % (24)	8 % (20)	5 % (12)	7 % (17)	5 % (14)	5 % (14)	3 % (7)	2 % (4)	7% (18)	18% (46)	60% (155)	16% (41)	(260)

Overall the school wide picture is showing 76% of our learners are tracking at or above in Reading but at the tail end we have 46 learners who are below the expected curriculum level. There are 18 learners who are well below and in this group there are learners with multiple needs. As we are taking a different approach to Reading this year with structured literacy, we will see positive shifts as we head into the later part of the year as teachers support reading in a different way.

### Reading - End of Year snapshot

<b>Total pupils</b>	2 % (4)	8 % (21)	5 % (12)	12 % (31)	8 % (20)	7 % (17)	4 % (11)	12 % (31)	10 % (26)	9 % (23)	5 % (13)	7 % (18)	3 % (8)	6 % (16)	2 % (5)	5% (12)	16% (40)	50% (129)	29% (75)	(256)
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All students Years 1 - 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	7	7.1%	23	23.2%	47	47.5%	22	22.2%	99
	Female	3	2.8%	12	11.1%	58	53.7%	35	32.4%	108
	Total	10	4.8%	35	16.9%	105	50.7%	57	27.5%	207
Maori	Male	6	14.0%	15	34.9%	17	39.5%	5	11.6%	43
	Female	1	2.1%	6	12.5%	27	56.3%	14	29.2%	48
	Total	7	7.7%	21	23.1%	44	48.4%	19	20.9%	91

Currently across the school in Reading we have 23 males tracking below in comparison to 12 girls. Our Maori learners in particular our Māori males where there is a group of 15 who have been identified as requiring extra support in Reading.

Schoolwide we have one year of Structured Literacy in place and we will see positive outcomes in this area of learning. This data has the Year 8 leavers removed.

## Maths - Mid Year

	<1B	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5A	Total Well Below	Total Below	Total At	Total Above	Total Pupils
Y1		75% (15)	25% (5)													0%	0%	100% (20)	0%	8% (20)
Y2		16% (6)	41% (15)	41% (15)	3% (1)											0%	16% (6)	81% (30)	3% (1)	14% (37)
Y3	2% (1)	2% (1)	22% (10)	39% (18)	28% (13)	2% (1)	2% (1)	2% (1)								4% (2)	22% (10)	70% (32)	4% (2)	17% (46)
Y4			3% (1)	10% (3)	20% (6)	23% (7)	27% (8)	17% (5)								3% (1)	10% (3)	70% (21)	17% (5)	11% (30)
Y5		3% (1)	3% (1)	10% (3)	14% (4)	21% (6)	21% (6)	17% (5)	10% (3)							17% (5)	34% (10)	48% (14)	0%	11% (29)
Y6					3% (1)	6% (2)	15% (5)	21% (7)	36% (12)	15% (5)			3% (1)			3% (1)	21% (7)	73% (24)	3% (1)	13% (33)
Y7						3% (1)	10% (3)	13% (4)	19% (6)	32% (10)	6% (2)	3% (1)	6% (2)	6% (2)		3% (1)	42% (13)	42% (13)	13% (4)	12% (31)
Y8							3% (1)	5% (2)	5% (2)	3% (1)	11% (4)	35% (13)	16% (6)	19% (7)	3% (1)	3% (1)	14% (5)	62% (23)	22% (8)	14% (37)
Total pupils	0% (1)	9% (23)	12% (32)	15% (39)	10% (25)	6% (17)	9% (24)	9% (24)	9% (23)	6% (16)	2% (6)	5% (14)	3% (9)	3% (9)	0% (1)	4% (11)	21% (54)	67% (177)	8% (21)	(263)

## Maths - End of year snapshot

	<1B	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5A	Total Well Below	Total Below	Total At	Total Above	Total Pupils
Y1		25% (5)	65% (13)	10% (2)												0%	0%	90% (18)	10% (2)	8% (20)
Y2		6% (2)	30% (10)	33% (11)	27% (9)	3% (1)										0%	36% (12)	61% (20)	3% (1)	13% (33)
Y3			11% (5)	30% (13)	36% (16)	14% (6)	2% (1)	5% (2)	2% (1)							0%	41% (18)	36% (16)	23% (10)	17% (44)
Y4				7% (2)	7% (2)	18% (5)	25% (7)	39% (11)	4% (1)							0%	14% (4)	43% (12)	43% (12)	11% (28)
Y5			4% (1)	4% (1)	14% (4)	7% (2)	21% (6)	25% (7)	25% (7)							7% (2)	21% (6)	46% (13)	25% (7)	11% (28)
Y6					3% (1)	3% (1)	6% (2)	9% (3)	47% (16)	29% (10)	3% (1)					3% (1)	9% (3)	56% (19)	32% (11)	13% (34)
Y7						3% (1)			7% (2)	37% (11)	30% (9)	7% (2)	3% (1)	13% (4)		3% (1)	7% (2)	67% (20)	23% (7)	12% (30)
Y8								5% (2)		5% (2)	8% (3)	19% (7)	27% (10)	22% (8)	14% (5)	5% (2)	5% (2)	54% (20)	35% (13)	15% (37)
Total pupils		3% (7)	11% (29)	11% (29)	13% (32)	6% (16)	6% (16)	10% (25)	11% (27)	9% (23)	5% (13)	4% (9)	4% (11)	5% (12)	2% (5)	2% (6)	19% (47)	54% (138)	25% (63)	(254)

Currently the end of year data for 2023 shows that 79% of our learners were at or above their curriculum level in Maths in comparison with 84% from the end of 2022. Again we have a disproportionate group in Year 3 and Year 2 who we will be monitoring and providing interventions to show progress. Our goal is for 85% of our learners to be working towards being at or above their curriculum level by the end of 2024 in Maths.

All students Years 1 - 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	3	3.0%	21	21.2%	48	48.5%	27	27.3%	99
	Female	1	0.9%	20	18.9%	63	59.4%	22	20.8%	106
	Total	4	2.0%	41	20.0%	111	54.1%	49	23.9%	205
Maori	Male	2	4.7%	15	34.9%	20	46.5%	6	14.0%	43
	Female	0	0%	9	19.1%	31	66.0%	7	14.9%	47
	Total	2	2.2%	24	26.7%	51	56.7%	13	14.4%	90

End of year data entered for 2023 shows that we have a very even spread between female and male learners in Mathematics tracking below their expected curriculum level. There is a similar theme as Reading with 15 of our Maori males tracking below. These learners will continue to have interventions provided based on their needs within this curriculum and with the introduction of School Talk across the school, this will give teachers the ability to track according to need.

## 2023 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 is accessed via the New Zealand Maths website.

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.

Small group interventions have happened for targeted learners [identified from End of Year data and linked to the schools' Targets for Learning]

## Writing - End of Year (full graph)

	<1B	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5A	Total Well Below	Total Below	Total At	Total Above	Total Pupils
<b>Y1</b>	30% (6)	65% (13)		5% (1)												0%	30% (6)	65% (13)	5% (1)	8% (20)
<b>Y2</b>	3% (1)	20% (7)	20% (7)	54% (19)	3% (1)											0%	23% (8)	74% (26)	3% (1)	14% (35)
<b>Y3</b>		2% (1)	14% (6)	48% (21)	27% (12)	7% (3)	2% (1)									2% (1)	14% (6)	75% (33)	9% (4)	17% (44)
<b>Y4</b>			4% (1)	4% (1)	11% (3)	25% (7)	29% (8)	25% (7)	4% (1)							4% (1)	14% (4)	54% (15)	29% (8)	11% (28)
<b>Y5</b>	4% (1)		4% (1)	18% (5)	4% (1)	11% (3)	25% (7)	21% (6)	7% (2)	7% (2)						25% (7)	14% (4)	46% (13)	14% (4)	11% (28)
<b>Y6</b>			3% (1)		6% (2)	3% (1)	3% (1)	15% (5)	38% (13)	21% (7)	6% (2)	6% (2)				9% (3)	21% (7)	59% (20)	12% (4)	13% (34)
<b>Y7</b>							3% (1)	3% (1)	21% (6)	31% (9)	24% (7)	7% (2)	10% (3)			3% (1)	24% (7)	55% (16)	17% (5)	11% (29)
<b>Y8</b>							3% (1)	5% (2)		8% (3)	19% (7)	16% (6)	22% (8)	22% (8)	5% (2)	8% (3)	8% (3)	57% (21)	27% (10)	15% (37)
<b>Total pupils</b>	3% (8)	8% (21)	6% (16)	18% (47)	7% (19)	5% (14)	7% (19)	8% (21)	9% (22)	8% (21)	6% (16)	4% (10)	4% (11)	3% (8)	1% (2)	6% (16)	18% (45)	62% (157)	15% (37)	(255)

77% of our school are at or above in Writing. There is a more even spread across the school in year groups for learners tracking below their expected curriculum level. There are 45 learners tracking below which is 18% of the school however the predominant group come from our junior school. Currently we are using multiple sources of evidence including nationally normed standardised testing (We don't use easttle or PAT for writing) and learning progressions for teachers to form an OTJ.

All students Years 1 - 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	10	10.1%	20	20.2%	60	60.6%	9	9.1%	99
	Female	3	2.8%	20	18.7%	66	61.7%	18	16.8%	107
	Total	13	6.3%	40	19.4%	126	61.2%	27	13.1%	206
Maori	Male	9	20.9%	13	30.2%	20	46.5%	1	2.3%	43
	Female	1	2.1%	12	25.5%	28	59.6%	6	12.8%	47
	Total	10	11.1%	25	27.8%	48	53.3%	7	7.8%	90

Across our school we see again that in Writing that males and females who are tracking below are relatively even in numbers and there is no group larger - there are 40 learners across the school who are currently tracking below based on teacher judgement from the end of 2023. Again, this data set does not include our Year 8 leavers. Within Writing there is also not a great deal of difference between Māori males and females but these 25 learners identified will continue to get the additional support they need to make accelerated progress in Writing.

### **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 book room and BSLA 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.

### **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.

## Science

2023's focus has been to use the Nature of Science and the capabilities in our planning and teaching. Teachers are demonstrating a good understanding and showing increasing confidence in teaching science using Nature of Science and the capabilities. Having science as a focus for 2023 and combining it with our revitalised Enviro schools program means that it is taught across the school, with each class teaching an aspect of science within their Inquiry topic. This is evident in classroom displays, teacher discussions and feedback from learners and whānau.

### ***Based on the above - list areas for further development***

- Trial and review our school wide curriculum and planning document.
- Work collaboratively to develop a schoolwide assessment document for Science
- Add progressions from The Nature of Science and school-wide assessment document to our School Talk App to assist planning and assessment
- Continue with developing teacher understanding around the capabilities to build a strong foundation and understanding of how they can weave the Nature of Science strand into their teaching through the use of the Science Capabilities.
- Continue to make science more authentic by ensuring learners have the opportunity to be involved in more agentic science through student led Inquiry based projects across the school.
- Ensure that science continues to be taught across the school.



## 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 give effect to Te Tiriti o Waitangi in 2023

#### 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 Rangī: 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.
- **Turangawaewae theme across the 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
- **School wide PLD and implementation of Relationship First** - impact coaching of all teaching staff

## Tātai Aho Rau - Core Education

Have created this infographic of what you would see, hear and feel in kura that is honouring Te Tiriti. Reading through each of these descriptors our school continues to aspire to achieve all of these descriptors below as a starting point for our commitment. There are varying degrees to which we are achieving these but all are actively being worked on for consistency and improvement.

# In Aotearoa learning communities that are honouring Te Tiriti o Waitangi, we would...

Is your learning community exploring how you might give mana to Te Tiriti o Waitangi in your learning environment? For those that are considering ways to better meet their obligations as Treaty partners, here are some suggestions about where you might start.

## See

Equitable representation of things Māori and non-Māori in the physical environment (whakairo, kōwhaiwhai, tukutuku etc.)



Signs, posters, labels in both English and Te Reo Māori in learning spaces, the office, staffroom, hall, library etc.



Te Reo Māori in content on the website, in blogs, in newsletters.



Equitable integration of Mātauranga Māori (Māori knowledge) into learning content.



Integration of tikanga Māori appropriate to local contexts (Iwi & Hapū). Karakia, waiata, kawa for pōwhiri and whakatau.



Equitable representation of Māori in governance and within leadership teams. Māori have a place at the table and contribute to decision making.



Communication between the learning community, whānau and learners is meaningful, ongoing, reciprocal and transparent.



A shared decision making process with whānau, hapū and iwi - (partnership) is embedded. Māori have the power to act and make decisions.



## Hear

Being greeted in Te Reo Māori by all staff. Staff being able to say their mihi when welcoming guests or new learners and their whānau.



Te Reo Māori being naturally integrated into instruction and conversations between teachers and learners.



Te Reo Māori has status and mana by being valued and actively revitalised.



Māori learners learning through and about their own culture and being empowered to be successful as Māori.



Māori forms of giftedness are considered of equal importance as other forms of giftedness. Māori learners are empowered to have these gifts nurtured and grown.



## Feel

Māori values being lived. Such as: manaakitanga, kaitiakitanga, aroha, whanaungatanga kotahitanga, rangatiratanga.



core-ed.org/  
culturally-responsive

 **Tātai Aho Rau**  
CORE EDUCATION

# 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?	<i>Yes, all policies of the EEO are following within our school.</i>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<i>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.</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>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.</i>
How are you recognising, <ul style="list-style-type: none"> <li>- The aims and aspirations of Māori,</li> <li>- The employment requirements of Māori, and</li> <li>- Greater involvement of Māori in the Education service?</li> </ul>	<i>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.</i>
How have you enhanced the abilities of individual employees?	<i>All employees have equal opportunities for jobs, promotion and the ability to be a permanent employee.</i>
How are you recognising the employment requirements of women?	<i>Over 80%of our employees are women. All requirements under law are adhered to for maternity, for promotion, for equal job opportunities.</i>
How are you recognising the employment requirements of persons with disabilities?	<i>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.</i>

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.

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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

## **Financial statements (See additional documentation)**

The following is a summary of the financial statements that must be included in your annual report.

### **Statement of responsibility signed and dated**

This statement is signed by the principal and the presiding member. It acknowledges that the school board is responsible for the preparation and accuracy of the financial statements and states that the school board has established and maintained a system of internal control to safeguard the assets of the school or kura.

### **Statement of comprehensive revenue and expense**

This statement summarises the revenue and expense of the school or kura over the financial year. It shows whether the school or kura has managed to operate within the funding they have received.

### **Statement of changes in net assets/equity**

This statement shows the value and movements of the Government's investment over the course of financial year in the school or kura, (this is known as 'equity') in the financial statement.

### **Statement of financial position**

This statement shows everything the school or kura owns (assets) and everything it owes (liabilities) as at 31 December of that year.

### **Statement of cash flows**

This statement shows all cash received and all cash paid by the school or kura over the financial year.

### **Notes to the financial statements**

The notes to the financial statements provide an extra level of detail that supports the information shown in the front of the accounts.

### **Independent auditor's report signed and dated.**

## **Report on other special and contestable funding (required)**

During the year your school or kura may have been the recipient of additional government funding for specific purposes. You may need to report on how these funds are used to support student development.

### **Kiwisport funding (required)**

You will need to include a short statement on how you have used your Kiwisport funding to increase students' participation in organised sport. The use of the Kiwisport funding is monitored as part of Education Review Office (ERO) reviews.

The Kiwisport funding does not form part of the financial statements. It should be shown as a separate statement within the annual report.