



COURAGEOUS & CURIOUS

DEVELOPING CURRICULUM

“We want our learners to be courageous by taking risks in their learning and be curious about their next steps in learning.”

Our curriculum will ensure our learners enjoy a curriculum rich in local learning opportunities and experiences whilst keeping literacy and numeracy as foundational. Our learners are catered for according to their needs to achieve their potential. Teaching is based on current pedagogy, ensuring authentic and equitable learning opportunities.

OHAKUNE SCHOOL

VISION STATEMENT

**“YOUNG PEOPLE WHO WILL BE CONFIDENT, CONNECTED,
CONTRIBUTING, LIFELONG LEARNERS.”**



CARING & COMPASSIONATE

GROWING GREAT PEOPLE

“We engage in learning that is meaningful to us and helps us in our lives. We can build and navigate knowledge, using our heads and our hearts .”

This means we honour our commitment to Te Tiriti o Waitangi and its principles. We provide fair and equitable educational opportunities that ensure positive outcomes for Māori and for all learners.



CONFIDENT & CONNECTED

PREPARING FOR THE FUTURE

**“We want our learners to be equipped socially,
mentally, academically and culturally.”**

Students are prepared for the future, enabling them to gain the skills necessary for the world they will live in, ensuring our classrooms reflect our values and supportive behaviours.



Vision Statement: Refer Regulation 7 (a)

Our vision is “Young people who will be confident, connected, contributing, lifelong learners.”

Our vision highlights the importance we place on enabling our learners to feel connected and active contributors to our community, confident in seeing themselves as lifelong learners who have the skills and support to reach their potential.

We see the importance of Te Mātaiaho and our local Ohakune curriculum (Mātaiahikā) in that it sets our strategic direction by providing a curriculum that engages and challenges students, it is forward-looking, inclusive, and affirms our commitment to Te tiriti o Waitangi, (Mātaiarangi) We have a broad view of student success and hold high expectations of all our learners. Our vision also points to our learners being **courageous, curious** and **connected** supported by powerful teacher pedagogy. We embrace the concepts of the key competencies to empower and grow our learners. We focus on Literacy, Mathematics and Te Mātauranga Māori whilst also realising the breadth of our curriculum through authentic, equitable learning experiences and an integrated curriculum. (Mātaiaho) (Mātaireā). It means that we believe in putting our students at the centre of teaching and learning by providing them with the confidence to see themselves as learners who sign up, get involved and are capable of achieving their dreams. It's about growing great people.

We also recognise the importance of our individual diversity and cultures that make up our Ohakune community by encouraging our learners to be **compassionate and connected** contributors. This means we honour our commitment to Te Tiriti o Waitangi and its principles by actively delivering, through the curriculum, teaching with fair and equitable educational opportunities that ensure positive outcomes for Māori and for all ākonga. Kaiako actively teach Te Reo Māori, Tikanga Māori, and Mātauranga Māori, and collaborate with whānau, hapū, and iwi to incorporate these taonga into the school curriculum.




Our values "**PRIDE: Participation, Respect, Integrity, Determination, Environment**" are the foundation for creating an environment where our learners can feel connected and confident. We embrace the Tuakana Teina philosophy through our House and School-wide, Ambassador, House Captains and Mediator opportunities which alongside our learning programmes, actively nurture our younger learners while simultaneously cultivating a sense of working in teams, taking responsibility, growing leadership and community among our senior learners (Mātaiahikā). The PB4L approach guides our behavioural expectations within the school. We have a desire to create a sense of Hauora in all our learners ensuring they feel connected and confident.

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Summary of the information used to develop this plan/How did you create this plan Refer Regulation 7 (c)

We are using community engagement methods to devise our Ohakune Strategic Plan for 2024-2025. Engaging with the community in multiple ways has helped ensure a comprehensive and inclusive plan. Here's a summary of the methods we have used:


- **Meetings with Parents and Caregivers for 3 way conferences:** Regular meetings with parents and caregivers throughout the year provide real-time feedback and insight into the needs and progress of students.
- **Whānau engagement events - Whānau Breakfast, School wide events, Family Fun Night, Celebration Assemblies, Puanga events**  **Responses from the Whanau Brekkie 2023 GIPLSEO**

The students in particular have given us excellent feedback in terms of what they like and what they would like to see in the future.

The Board will prioritise the following strategic goals for the next two years taking into account the statutory requirements of section 127 and the commitment to engage with the Te Mātaiaho curriculum.

<p>Survey Monkey allows for convenient data collection and analysis. We focused on key areas from our original survey, aspirations of parents, staff and students and also their well being and preparation for a changing world.</p>	<p>Board have consulted with whānau around the current Structured Literacy approach</p> <p>Structured Literacy Approach to Reading and Writing:</p> <ul style="list-style-type: none"> • How satisfied are you with our reading and writing program? • Do you believe that our structured literacy approach will benefit your child's reading and writing development? • What improvements in our literacy program would you like to see? <p>Giving Effect to Te Tiriti o Waitangi for Inclusive Education: (Term 1)</p> <ul style="list-style-type: none"> • How aware are you of the efforts our school is making to incorporate Te Tiriti o Waitangi principles? • What steps could the school take to ensure all students, especially Maori, feel fully included and supported? • Would you like to see more opportunities for cultural education, such as Te Reo Maori language, within our school? Please share your thoughts or ideas on how to do this. <p>Wellness and Hauora of Students: (Term 2)</p> <ul style="list-style-type: none"> • On a scale of 1 to 5, how well is the school currently addressing wellness/hauora (health) of students, with 5 being highly satisfied and 1 being very dissatisfied? • What specific initiatives or support services do you believe the school should offer to enhance the physical and mental well-being of our students? • Are there any suggestions you have regarding the school's approach to student wellness?
<p>Teacher voice survey and ongoing consultation during staff meetings.</p>	<p> Feedback from Staff Term 4 '23</p>
<p>Collecting Student Voice: It will be essential to involve students in the planning process, as they are directly impacted by our school direction. Gathering their aspirations and needs ensures their perspectives are considered and helps us bring their vision to life.</p>	<p>We have some voice from learners in the GC-identified learners with low attendances that is additional information to be added.</p>
	<p>Next steps:</p> <ul style="list-style-type: none"> • Present to SLT - management meeting • Present to Staff - for feedback • Present to BOT for feedback - • Present to community - • Collate feedback, consider and present final draft to BOT for approval

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Strategic Goals Refer Regulations 7(1)(b)	Board Primary Objectives Met Section 127 Refer Regulations 7(1)(b)	Education Requirements Met NELPS Refer Regulations 7(d)	WHAT Expected Results Refer Regulations 7(g)	HOW How will we achieve or make progress towards our strategic goals? Refer Regulations 7(e), 7(f)	HOW WILL WE KNOW How will you measure success? Refer Regulations 7(g)
 <p>Growing great people</p> <p>"We engage in learning that is meaningful to us and helps us in our lives. We can build and navigate knowledge using our heads and our hearts."</p> <p>This means we honour our commitment to Te Tiriti o Waitangi and its principles. We provide fair and equitable educational opportunities that ensure positive outcomes for Māori and for all learners.</p>	<p>These are set out in Section 127 of the Education and Training Act 2020. A board's primary objectives in governing a school are to ensure that—</p> <p>(a) every student at the school is able to attain their highest possible standard in educational achievement; and</p> <p>(b) the school—</p> <p>(i) is a physically and emotionally safe place for all students and staff; and</p> <p>(ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and</p> <p>(iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school;</p>	<p>NZSTA's guidance for giving effect to Te Tiriti o Waitangi</p> <p>NELP Priorities: 1, 2, 3, 4, 5, 6</p> <p>The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)</p> <p>outcomes are within reach for every learner</p> <p>Attendance and Engagement Strategy</p> <p>Ka Hikitia - Ka Hōpaitia Tau Mai te Reo The Action Plan for Pacific Education 2020-2030</p>	<p>Initiative 1, Te Tiriti o Waitangi</p> <ul style="list-style-type: none"> Our learners' cultural capacity is being developed. Our classrooms reflect our commitment to Te Tiriti o Waitangi and Te Mātaiaho. We have developed relationships with our local Iwi, Ngāiwi Rangī. Our students have an understanding of Mātauranga Māori which will strengthen their transition to high school and beyond. Te Reo is more evident in our classrooms and wider school environment both visually and verbally. <p>Initiative 2 Relationship First Through the RBL (Relationship Based Learning) model supported by our Guiding Coalition</p> <ul style="list-style-type: none"> Our teachers will be able to create a whānau like context in their classrooms and collectively as a school that includes everyone involved in a students' learning Staff will interact in ways that we know promotes learning amongst teachers and support staff involved in a 	<p>Initiative 1</p> <ul style="list-style-type: none"> Staff have PLD in Mautauranga Māori. Build our relationship with Ngāti Rangī through the development of Ohakune journey. Learn about our local history. To further enhance our tikanga, and development of pōwhiri Opportunities for Te Reo in the classroom are acted upon. Sharing our learning journey through Staff unpack Te Tiriti o Waitangi Principles and collaborate on how these can be inculcated into our classrooms. Utilising the stories of Ngāti Rangī. Te Whare Tapa Wha <p>Initiative 2</p> <ul style="list-style-type: none"> Staff will be able to model understanding of rejecting deficits in and across the school Impact coaching will occur across the school for staff as individuals or in coaching sessions The Guiding Coalition will meet on a regular basis to discuss and analyse the AREA data to support improvement and positive change Teachers will have a solid understanding of the pedagogy within RF and they are showing that they can support their students as learners Teachers will give opportunities in authentic ways to co construct learning with their learners with feedback and feedback. Learning conversations will be regular and supported across the 	<p>Initiative 1</p> <ul style="list-style-type: none"> A coherent and progressive plan for iikanga and Te Reo Maori is developed across the school in phases. A partnership with Ngāti Rangī and Uenuku has been enhanced <p>Initiative 2</p> <ul style="list-style-type: none"> The guiding coalition will have a plan that includes identifying improvement across the whole school in our target areas of Attendance, Retention, Engagement and Achievement Feedback to staff will be timely and include plans forward for improvement


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				<p>students' learning</p> <ul style="list-style-type: none"> Teachers will be able to monitor their students' and the impact of AREA data to inform and modify practices The guiding coalition will monitor with the teachers the progress they are making with their learners. We will have a continued commitment to a theory of change showing evidence of the impact 		<p>entire school with inclusion of whānau</p> <ul style="list-style-type: none"> We will see regular opportunities for whānau voice and consultation across the school 		
<p>COURAGEOUS & CURIOUS LEARNERS</p> <p>Developing CURRICULUM</p> <p><i>"We want our learners to be courageous by taking risks in their learning and be curious about their next steps in learning."</i></p> <p><i>Our curriculum will ensure our learners enjoy a curriculum rich in local learning opportunities and experiences whilst keeping literacy and numeracy as foundational. Our learners are catered for according to their needs to achieve their potential. Teaching is based on current</i></p>	<p>127. Objectives of boards in governing schools</p> <p>1) A board's primary objectives in governing a school are to ensure that—</p> <p>a) every student at the school is able to attain their highest possible standard in educational achievement;</p> <p>2) To meet the primary objectives, the board must—</p> <p>a) have particular regard to the statement of national education and learning priorities issued under section 5; and</p>	<p>NELP Priorities: 1, 2, 3, 4, 5, 6</p> <p>Obj. 2. Barrier Free access</p> <p>3. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p>Obj. 1. Learners at the Centre</p> <p>2. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p> <p><i>Te Mātaiaho</i></p>	<p>Initiative 3</p> <p>Unpacking Te Mātaiaho and the common practice model for us as a school. Envisaging how this integrates with our localised curriculum.</p> <p>Our local school curriculum reflects Te Mātaiaho and our communities priorities for their tamariki and local tangata whenua priorities for our school.</p>	<p>Initiative 3</p> <ul style="list-style-type: none"> Staff have professional development in the refreshed, Mātaiaho Curriculum and the common practice model. Staff compare the current Ohakune Curriculum against the Mātaiaho Curriculum. Staff compare and contrast the common practice model to their current practice. Staff develop a shared understanding of the Phases of the curriculum. Collaborative planning of subjects such as NZ Histories using the Understand Know Do model of the curriculum. Digital technology expectations are developed for each phase. We will implement the necessary changes through ongoing development of the local school curriculum and relationships with tangata whenua. 		<p>Initiative 3</p> <ul style="list-style-type: none"> Staff will be able to display an in-depth understanding of the common practice model and the Mātaiaho Curriculum. The Localised Ohakune Curriculum will gradually be refreshed to take into account the Mātaiaho curriculum. Especially in terms of the Phases and the UKD approach to planning. The digital technology curriculum has been updated to reflect the phased approach of Mātaiaho. Assessment is refreshed to align with the phases of the curriculum. NZ Histories has been integrated into the Ohakune Inquiry Model. Annual ākonga, kaiaako and whānau feedback methods to measure engagement of our local school curriculum. 		

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<p>pedagogy, ensuring authentic and equitable learning opportunities.</p>	<p>b) give effect to its obligations in relation to—</p> <p>(i) any foundation curriculum statements, national curriculum statements, and national performance measures; and</p> <p>(ii) teaching and learning programmes; and</p> <p>(iii) monitoring and reporting students' progress;</p>	<p>and the Common Practice Model</p> <p>The Te Mātaiaho Implementation supports pack</p> <p>The Literacy and Communication and Māori Strategy</p> <p>Learning support strategy</p>	<p>Initiative 4</p> <p>Structured Literacy</p> <p>Refresh of the Localised English Curriculum to align with Mātaiaho and structured literacy best practice. A refreshed school assessment and student progress plan in English that aligns with the Phases of Learning in Mātaiaho. This will aid teachers in formative assessment practices. An improved pedagogical knowledge around teaching of English. A progressive approach that builds throughout a child's learning journey through Ohakune.</p>	<p>Initiative 4</p> <ul style="list-style-type: none"> Staff embed and refine whole class structured literacy (whole school) Staff develop and implement explicit teaching of handwriting lessons through years 1-8 A localised literacy curriculum is implemented and feedback from staff sought; Assessment practices and achievement expectations reviewed. Professional development opportunities for staff in areas of need are identified. 	<p>Initiative 4</p> <ul style="list-style-type: none"> Staff have a cohesive plan of progression in terms of Structured Literacy across the school. Staff will reflect on the Common Practice Model to see how this aligns with current teaching methods utilised in Structured Literacy. Improved assessment results are an outcome of the teaching of Structured Literacy using scope and sequence iDEAL as the platform.
			<p>Initiative 5</p> <p>Mathematics</p> <p>A consistent teaching of structured Mathematics across the whole school. Leading to improved educational results and attainment, Development of teachers' understanding of the new Curriculum especially in Mathematics.</p> <p>Link to School Talk</p> <p>Ohakune School's Imple...</p>	<p>Initiative 5</p> <ul style="list-style-type: none"> Staff develop and implement explicit maths teaching from phase one to three, in line with the common practise model. A localised mathematics curriculum is implemented and feedback from staff sought. Assessment practices and achievement expectations reviewed. Professional development opportunities for staff in areas of need are identified. Staff embed and refine whole class 	<p>Initiative 5</p> <ul style="list-style-type: none"> Staff have a cohesive plan of progression in terms of Mathematics Scope & Sequence across the school. Staff will reflect on the Common Practice Model to see how this aligns with current teaching methods utilised in Mathematics. Improved assessment results are an outcome of the teaching of effective numeracy teaching.

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 <p>Preparing for the future</p> <p>"We want our learners to be equipped socially, mentally, academically and culturally."</p> <p>Students are prepared for the future, enabling them to gain the skills necessary for the world they will live in, ensuring our classrooms reflect our values and supportive behaviours.</p>	<p>(1) A board's primary objectives in governing a school are to ensure that—</p> <p>(a) every student at the school is able to attain their highest possible standard in educational achievement; and</p> <p>(b) the school—</p> <p>(i) is a physically and emotionally safe place for all students and staff; and</p> <p>(ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and</p> <p>(iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and (c) the school is inclusive of, and caters for, students with differing needs; and</p> <p>(d) the school gives effect to Te Tiriti o Waitangi, including by—</p> <p>(i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and</p> <p>(ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and</p> <p>(iii) achieving equitable outcomes for Māori students.</p>	<p>NELP Priorities: 1, 2, 3, 4, 5, 6</p> <p>PB4L</p> <p>PB4L School-Wide / Welcome - Positive Behaviour for Learning</p> <p>Cool Schools resources to add</p> <p>Creating a student wellbeing framework</p> <p>Wellbeing in Education Strategy</p> <p>The New Zealand Child and Wellbeing Strategy</p>	<p>Initiative 6 What</p> <p>PB4L/ Cool Schools</p> <ul style="list-style-type: none"> Staff in school staff meetings to review on a termly basis the PRIDE values and how we can refine and improve the system Investigate varying activities that promote positive relationships across the school PB4L reviewed and refined Cool Schools training for coordinators and whole staff for implementation across the school Staff are committed and active participants in professional growth cycles, curriculum level <p>Initiative 7</p> <p>Community connection</p> <ul style="list-style-type: none"> Opportunities are given throughout the school to try new activities including electives Trips, events or activities purposefully push students out of their comfort zone, and provide them with tools to cope with challenges and emotions. Senior students are able to apply these skills through the William Pike challenge. 	<p>Initiative 6 How</p> <ul style="list-style-type: none"> Team to review in regular meetings Following up with staff on behaviour matrix Data is analysed and supported through classroom problem solving. Alternate action for ongoing behaviour and regular support thorough whānau hui Team trained in Incredible Year Team implemented for Cool Schools Cool School implementation across school Mediator training from leads <p>Initiative 7</p> <ul style="list-style-type: none"> Provide opportunities within and outside of the classroom Electives - schoolwide to support learners strengths and interests Include whānau where possible to support EOTC - skiing, camps, William Pike activities on offer to Supporting the wider community with our learners - town, mountain clean up Supporting our local services Links with community services to support us as an Enviroschool Look at student leaders in our school and provide them options for growth 	<p>Initiative 6 Measure of success</p> <ul style="list-style-type: none"> The planning of activities are clearly communicated. Staff are utilising the PRIDE values to empower the PB4L expectations. Values are being explicitly taught. A bank of activities for learners has been created and the students have taken ownership of running Tier 1 universal training for whole staff reviewed for PB4L. Tier 2 PB4L - Lead teacher and PB4L team. Refresh staff to restorative practices training Review health and safety policy practices. Cool Schools fully implemented schoolwide. Pause, Breathe, Smile programme reviewed schoolwide in all classes - Training given as required Incidents of behaviour are tracked and lessening IEPs and referrals for those who require <p>Initiative 7</p> <ul style="list-style-type: none"> Learners will feel a sense of achievement and be able to articulate this Learners will have a sense of connection to our community Whānau will be engaged in school events widely and actively involved Learners will be successfully exposed to new events and participate well Ambassadors, House Captains and aspiring leaders will participate in activities offered to grow them Tuakana/Teina through house system will be strengthened
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