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## Implementation Plan - 2025

**Strategic Goal: Improved student achievement**

**Annual Goal: Improved student achievement across the school**

**Target:**

- **80% of Year 8 students achieve At or Above across Reading, Writing and Maths**
- **Readiness for school and learning is a focus for our Year 1 students**

Actions	Who	Indicators of Progress/success
<ol style="list-style-type: none"> <li>1. Explicit daily teaching of Reading, Writing and Maths using PR1ME and Structured Literacy</li> <li>2. Ongoing PLD and support for PR1ME, Structured Literacy, and the refreshed curriculum for our staff</li> <li>3. 1:1 and small group lessons with our Structured Literacy teacher, these students</li> </ol>		<ul style="list-style-type: none"> <li>● Teacher planning and teaching aligned with Phases in new curriculum</li> <li>● Teachers engage with Ministry Funded professional learning in Structured Literacy and Mathematics</li> <li>● Teachers liaise with Structured Literacy teacher around progress for those students identified</li> <li>● Enrichment experiences offered through a variety of visiting experts, groups or EOTC trips</li> </ul>

<p>are identified by our curriculum leader</p> <ol style="list-style-type: none"> <li>4. Online trial programme of support for a small group of Year 8s provided by the Ministry of Education</li> <li>5. Exposure to opportunities outside the school to extend the students learning such as Book Battle</li> <li>6. Students to be assessed throughout the year</li> </ol>		<ul style="list-style-type: none"> <li>• Teachers follow the assessment schedule throughout the year</li> <li>• Assessment practices provide information for teachers to be responsive with planning and monitor progress</li> <li>• Teachers strengthen their assessment practices while engaging in professional learning and these reflect changes directed by the Ministry of Education in the new curriculum</li> <li>• New Entrant programme includes opportunities to develop independence, self-help, and social skills, while also building fine motor skills and coordination</li> <li>• Junior teachers liaise with local Early Childhood centres and attend Kāhui Ako ECE Network meetings</li> </ul>
<p><b>Annual Goal: Students take increased ownership of their learning and what is needed to be successful</b></p>		
<ol style="list-style-type: none"> <li>1. Assessment for Learning focus unpacks co-creation of success criteria.</li> <li>2. Students are aware of their next learning steps and areas for development in reading, writing and maths.</li> <li>3. Students identify the ways in which they like to learn, their strengths, and ways in which they can be supported to be successful.</li> </ol>		<ul style="list-style-type: none"> <li>• Students are able to talk about their learning</li> <li>• Students identify ways in which they can improve in their learning</li> <li>• Evidence of students taking ownership of their learning seen across the school in a variety of ways</li> <li>• Assessment for learning PLD provided</li> <li>• Students able to talk about their learning, what they are focussing on and where they are aiming to be by mid-year and EOY</li> <li>• Students able to talk about their strengths and areas for development</li> <li>• Students able to talk about their preferred learning method or style e.g. written, verbal, paper, online</li> </ul>

**Annual Goal: Enhanced opportunities and experiences for tamariki**

● **Increased service and leadership opportunities**

1. Opportunities for our senior students to lead events and activities across the school.
2. Student Council reinstated for 2025 year
3. Students as Peer Mediators

- Students participate in and facilitate peer-mediation across the school
- Peer mediation process is explicitly taught in classes
- Student council leading school events and activities
- Students attend NYLD day

**Monitoring:** Termly reporting to the Principal from the staff responsible (who), include teacher reflections and evidence based data

**Resourcing:**

- Release time for teachers to connect with families, colleges and other agencies
- Release time for staff to attend PLD such as Assessment for Learning
- Funding to support meet the needs of individual teachers PLD needs
- Possibly consider changing Student Management System to HERO (effective platform to support student ownership and connecting with parents)
- Provide activities to encourage parents to attend events at kura such as parent teacher evenings
- Funds to support resources for PRIME and Structured Literacy
- Funds to support individualised learning resources for students
- Teacher aides to support in-class learning with a focus on those whose needs have not yet been well met

**Strategic Goal: Enhance school culture**

**Annual Goal: ŌHAU School values are clear, widely understood and used across all levels of the school and community**

Actions	Who	Indicators of Progress/success
<ol style="list-style-type: none"> <li>1. School values are promoted through explicit teaching, whole school events, and communication with whānau</li> <li>2. School values are used as a framework for maintaining Positive Behaviour for Learning</li> </ol>		<ul style="list-style-type: none"> <li>● PB4L team plan and action regular inter-house Whānau group meetings or activities</li> <li>● Regular School Hui and newsletters include engaging items with specific links to values, star cards and house groups</li> </ul>

**Annual Goal: Students report improved wellbeing and happiness at school**

<ol style="list-style-type: none"> <li>1. Wellbeing@school survey to be completed in Term 2 in Years 5-8</li> <li>2. Cool Schools Peer Mediation programme active during break times</li> <li>3. Enhance outdoor environment and playtime equipment options</li> </ol>		<ul style="list-style-type: none"> <li>● Student survey results show maintenance of wellbeing and happiness at school</li> <li>● PB4L data shows a decrease in behaviour entries over time</li> <li>● Peer Mediation problem solving sessions are documented</li> <li>● Playground equipment and resources are responsive to student voice, needs, and teacher observation</li> </ul>
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**Annual Goal: Positive Behaviour for Learning (PB4L) is embedded across the school**

<ol style="list-style-type: none"> <li>1. PB4L team analyse data termly, identify 'hot spots' and create a plan to eliminate or minimise these</li> </ol>		<ul style="list-style-type: none"> <li>● Regular monitoring of PB4L data at staff meetings to problem-solve strategies to address 'hot spots'</li> <li>● Regular School Hui and newsletters include engaging items with specific links to values, star cards and house groups</li> </ul>
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<ol style="list-style-type: none"> <li>2. Explicit teaching of values and expectations across the school</li> <li>3. Strengthen Whānau team spirit and build team identity through a series of events</li> <li>4. PB4L team promote star cards as our acknowledgement system through school hui</li> <li>5. PB4L team and staff engage with Restorative Practice facilitator</li> </ol>		<ul style="list-style-type: none"> <li>● Student behaviour / care plans created and shared with staff as required</li> <li>● PB4L team and staff plan events focusing on new house group names, the meaning of these and how they link to ŌHAU School</li> <li>● PB4L-SW team visit and conduct survey</li> <li>● PB4L team meet regularly and attend relevant cluster meetings</li> <li>● All staff trained in the Restorative Essentials and how to have Restorative Circles with SLT &amp; SENCO trained in Restorative Conferences</li> </ul>
<p><b>Annual Goal: Further strengthen the school and community connection</b></p> <ul style="list-style-type: none"> <li>● <b>Opportunities for parents and whānau to be involved in and support activities across the school</b></li> </ul>		
<ol style="list-style-type: none"> <li>1. Communicate school-wide information via school newsletter, website, Facebook page, Skool Loop and email</li> </ol>		<ul style="list-style-type: none"> <li>● Inform and involve community in planning of school events</li> <li>● Parents and whānau regularly attend and support in-school activities and events</li> </ul>
<p><b>Monitoring:</b> Termly reporting to the Principal from the staff responsible (who). Include teacher reflections and evidence based data</p>		
<p><b>Resourcing:</b></p> <ul style="list-style-type: none"> <li>● <u>Release to attend PB4L cluster days</u></li> <li>● <u>Release time for teachers to connect with ECE centres and colleges</u></li> <li>● <u>Resources to support Whānau group activities</u></li> <li>● <u>Resources to support continued improvement of outdoor environment</u></li> <li>● <u>Resources to support implementation of Restorative Practice</u></li> <li>● <u>Resources to support implementation of Peer Mediators and Student Council</u></li> <li>● <u>Funds for students to attend events such as the National Young Leaders Day</u></li> </ul>		

<b>Strategic Goal: Embedding Te Tiriti o Waitangi</b>		
<b>Annual Goal:</b> Tikanga Māori and Te reo Māori are evident in the daily life and practices of the School		
Actions	Who	Indicators of Progress/success
<ol style="list-style-type: none"> <li>1. Support staff for further engagement in Te reo Māori PLD</li> <li>2. Promote the use of Te reo Māori across the school</li> <li>3. Staff and students are able to introduce themselves using their pepeha</li> <li>4. Te reo Māori language progression is developed for teaching and learning at ŌHAU School</li> </ol>		<ul style="list-style-type: none"> <li>● Kete of waiata and karakia known and used by students and staff</li> <li>● Staff participation in learning or building knowledge of te reo Māori and incorporating the language into the classrooms</li> <li>● Karakia used to start and end the day in classrooms as well as at school hui, community events and at Board level</li> <li>● Classroom phrases and kīwaha evident in the language of teachers and students</li> <li>● Students respond to instructions given in te reo Māori</li> <li>● Students develop understanding of tikanga and protocols for welcoming visitors</li> <li>● Students are able to share their pepeha in class and at school hui</li> </ul>
<b>Annual Goal:</b> Our curriculum reflects tikanga Māori and Te Ao Māori		
<ol style="list-style-type: none"> <li>1. Discuss and obtain feedback from our local iwi regarding our curriculum</li> <li>2. Aotearoa New Zealand Histories Curriculum implemented</li> <li>3. Staff and students to visit Kikopiri Marae and Tūkorehe Marae</li> </ol>	<p><u>SLT</u></p> <p><u>SLT</u> <u>Teachers</u></p> <p><u>SLT</u> <u>Teachers</u></p>	<ul style="list-style-type: none"> <li>● Investigate protocols involving people such as welcoming, involving our staff and local iwi</li> <li>● Aotearoa New Zealand Histories (ANZH) Curriculum planning reflects our local area and pūrākau (narratives)</li> <li>● All staff connecting with Kikopiri Marae and Tūkorehe Marae gaining an understanding of our local tikanga</li> </ul>

<p>4. Seek local iwi guidance and support to establish groups to support Māori ākonga, such as Māor Performing arts, and meeting/interacting with Māori whānau</p> <p>5. Increase resources to develop and support tikanga Māori and Te Ao Māori within the curriculum</p>	<p><u>SLT</u></p> <p><u>SLT,</u> <u>Teachers,</u></p>	<ul style="list-style-type: none"> <li>• Established connections with Māori whānau to discuss educational outcomes, Māor performing arts</li> <li>• Invite local iwi to share local stories and tikanga</li> </ul>
<p><b>Annual Goal: Further develop the understanding of Te Tiriti o Waitangi across the school</b></p>		
<p>1. ŌHAU School develops a culturally responsive environment where practices teach and empower Māori ākonga</p> <p>2. Increase Te Tiriti o Waitangi resources across the school</p> <p>3. Importance of Te Tiriti o Waitangi is taught in all classes across the school</p> <p>4. Seek local iwi guidance on how Te Tiriti o Waitangi impacted local iwi and marae</p>		<ul style="list-style-type: none"> <li>• Staff engage in PLD around Culturally Responsive Practice and Cultural Capability</li> <li>• Resources for teachers and students</li> <li>• Aotearoa New Zealand Histories (ANZH) Curriculum planning reflects the teaching and importance Te Tiriti o Waitangi</li> <li>• Staff connect with local iwi to develop understanding of local tikanga and Te Tiriti o Waitangi</li> </ul>
<p><b>Monitoring:</b> Termly reporting to the Principal from the staff responsible (who). Include teacher reflections and evidence based data</p>		
<p><b>Resourcing:</b></p> <ul style="list-style-type: none"> <li>• <u>Funds to purchase appropriate resources</u></li> <li>• <u>Release time for teachers to visit Marae and connect with local iwi</u></li> <li>• <u>EOTC permission for class visits to Marae</u></li> <li>• <u>Funding for transport to/from marae</u></li> <li>• <u>Funding for Koha for Marae</u></li> <li>• <u>Possible teacher only day or call back day to further support teacher development</u></li> </ul>		

- Kai to support teachers who are attending after school training such as the te reo Māori courses or
- Kai to offer visitors to our kura