



# Omarama School

## Strategic Plan 2023-2025

**Learning and thriving together in the place of light.**

**Ki te Whei Ao, Ki te Ao Mārama e!**

Please note: This updated strategic plan has been developed in consultation with the school community and reflects the vision and values of the whole community to develop the strategic direction of the school for the following three years. It is a collaborative effort between the Current Principal and the Board of Trustees to take the intent and meaning of previous charters. This replaces the previous draft document submitted earlier this year.

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## School Operations

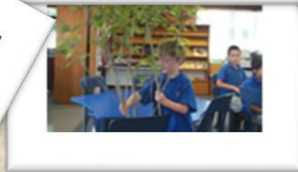
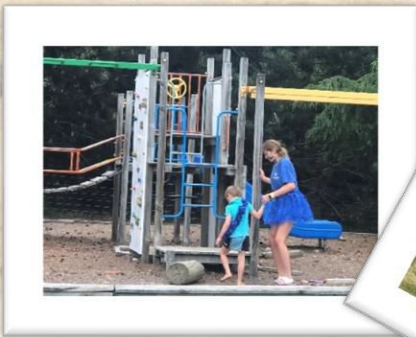
- **Governance and Management**
- **Curriculum**

# Our School

- Omarama School was first established north of Omarama on Buscot Station in the 1930's. It was moved to its present site during the 1940's and grew to a four-teacher school in the late 1980's, as a result of local hydroelectricity development. Today Omarama school is a U2 full primary with a roll between 50-60 students, from year 1-8. 42 students. The school provides a balanced local curriculum based on the New Zealand Curriculum and our community's interests and values. We recognise the importance of quality on literacy and numeracy programmes and we are committed to providing individual assistance for students who require extra learning support or extension. Programmes in Science, Social Science, the Arts and Technology are purposefully integrated through an inquiry approach and are often school-wide themes.
- Due to our great location our curriculum has a strong focus on the outdoors and physical activity. Throughout the year we have a busy calendar of sporting, cultural and academic events where we link up with other schools from around the region. At the end of each term there is a celebration of students' learning. We are a PB4L School (Positive Behaviour for Learning) to ensure all our children are supported and safe and well rounded individuals ready to take their place in the next phase of the development journey.
- The school's main block has been renovated into a modern learning environment and we have a brand new Junior/ Middle learning space that is bright modern and comfortable space rurally adapted to meet the needs our students. Our older spaces are utilised as a Fun Hub- containing the library, food and fabric tech spaces. We have a covered solar heated pool and extensive grounds, including a school house.
- Our Board of Trustees is motivated and experienced and are complemented by our active Friends of the School group who are wonderful fundraisers for our school.
- The school has a staff of a teaching principal (0.4), two teachers, one being 0.6 principal release teacher. Our learners are supported by a full time teacher aide which is funded by the Board of Trustees. Support staff include an office manager. Local contractors take care of our grounds, buildings and pool.
- We have a friendly, warm and welcoming community. The relationship between the school, its families and the wider community is mutually supportive and positive.

# Omarama Vision

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





## Learner

means I... always strive to succeed We will...

- work hard to achieve goals
- do the best we can
- take responsibility for ourselves
- challenge ourselves - set goals, make plans, reflect, evaluate and apply my skills and knowledge
- talk about my learning with others
- have a positive attitude
- keep trying to overcome challenges



## Inclusive

means I... belong and include others

We will...

- Be a positive team member by encouraging, others
- Show empathy and good sportsmanship
- Co-operate and work as a team
- Negotiate and compromise
- Communicate respectfully
- Consider others and accept diversity and difference
- Participate and contribute
- Relate well to others



## Grow

means I...make good choices and know when and how to act independently

We will...

- Have a 'can-do' attitude
- Persevere, Set goals
- Have high standards
- Be resilient
- Solve problems
- Be ready for learning
- Be prepared and organized



## Happy

means I... respect myself, others and the environment by what I do, what I say and think

**Happy for self**

- Have self belief/giving all things a go (Growth Mindset)
- Be prepared and organised
- Keeping ourselves safe

**Happy for the Environment**

- Always have a tidy work area
- Pick rubbish up and use the bins
- Manage belongings and resources
- Look after school equipment and property



## Truthful

for yourself and others means I... am honest in what I say, what I do and how I think

- Be polite & respectful to others
- Ask to borrow or use other people's things
- Communicating: When we do not understand something
- Respect other people's thoughts, opinions & differences
- Reacting positively in social situations
- To not be a bystander during social issues

**School Values**

***Our  
aims  
are:***

To create a school environment which is positive and supportive  
Have expectations that are consistently clear  
For students to be continuously taught expected behaviours  
To have expected behaviours that are consistently acknowledged  
To ensure that inappropriate behaviours are consistently responded to  
in a fair and equitable way  
To ensure there are positive role models throughout the school

***We will  
achieve our  
PB4L aims  
by:***

Teaching the Omarama Light values continuously  
through classroom programmes, Circle Times and Assemblies  
Implementing a school wide system which acknowledges and  
celebrates students who demonstrate our LIGHT values  
Data tracking  
Term-by-term celebrations

# Core beliefs about teaching and learning

Our learning community:

Is centred on our local Curriculum and New Zealand Histories as well as the wider world.

Expects that each child will have the opportunity to reach their full academic, social and emotional potential.

Expects there will be a focus on High Standard of Education, In Literacy and Numeracy.

Has high expectations for competency in all learning areas.

Will work cooperatively towards a common vision of success for all

Believes learners are able to take responsibility for their own learning

Believes learning is a life long journey

Sets goals and celebrates achievements



Respects the dual cultural heritage of New Zealand and the multi-cultural natures of society

Understands that learners will accept responsibility for their own behaviour while respecting others and their property.



Effective Pedagogy requires that teachers inquire into the impact of their teaching on their students.

### Teachers understand that students learn most effectively when...

- They are able to integrate new learning with what they already understand
- They have the opportunity to engage with practice and transfer new learning across all curriculum areas.
- e-learning will supplement traditional ways of teaching and will open up new and different ways of teaching.
- The learning opportunities provided are relevant to the children's future. Incorporating new technologies and languages.
- They recognise the potential for giftedness and provide opportunities for development
- When they feel emotionally and socially safe

### Our learning community is future focused and will encourage the connection across learning for...

- Sustainability
- Citizenship
- Enterprise
- Globalisation
- Digital Citizenship







# Principles

Foundations for Curriculum decision making.

The Omarama school curriculum is based on the following principles.

## High Expectations

The curriculum will support children to recognize their unique potential and to strive for excellence. Children displaying exceptional potential will be identified and supports given.

## Treaty of Waitangi

The school curriculum will reflect the treaty is a covenant – a promise made to all people, and so we are called to honour the intent of the Treaty in all we do and say on a daily basis.

## Cultural Diversity

The traditions and stories of the various cultures of our school will be reflected in our curriculum.

## Inclusion

Our curriculum will reflect our community. It will develop our acceptance and tolerance of others and celebrate our differing talents and strengths.

## Learning to Learn

We believe children have the ability to take responsibility, reflect and develop a vision for learning. The skills to do this will be developed through reflective teaching and enquiry utilising student agency. This will flourish with the support of parents and caregivers.

## Community Engagement

The curriculum will have relevance to the children's lives and it will be enhanced by the inclusion of the wider community.

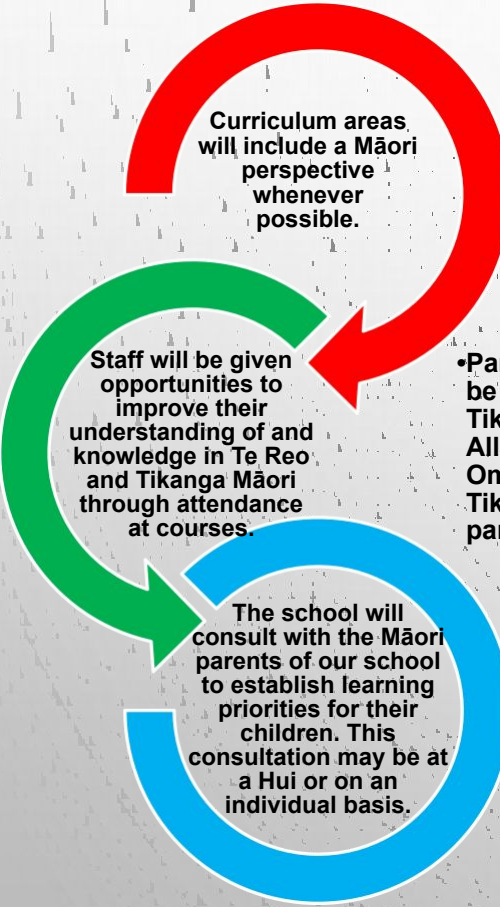
## Coherence

The curriculum will support children to see the interweaving of learning areas and themes leading them to make pathways to further learning.

## Future Focus and Sustainable Community

Children will be led to an understanding that the actions they take locally will impact globally. To develop an understanding of sustainability through our school garden and the need to reuse and recycle.

# REFLECTING NEW ZEALAND'S CULTURAL DIVERSITY AND UNIQUE POSITION OF MĀORI



Curriculum areas will include a Māori perspective whenever possible.

•The physical environment of the school will reflect New Zealand's dual cultural heritage e.g. signs.

Staff will be given opportunities to improve their understanding of and knowledge in Te Reo and Tikanga Māori through attendance at courses.

•Parents enrolling at Omarama School will be invited to discuss the current level of Tikanga Māori, Te Reo Māori Programme. All reasonable steps will be taken by Omarama School to provide instruction in Tikanga Māori and Te Reo Māori for parents all students.

The school will consult with the Māori parents of our school to establish learning priorities for their children. This consultation may be at a Hui or on an individual basis.

•Goals and targets will be established and the school will monitor, review and report on the achievement of its Māori students in relation to the targets set.

OMARAMA SCHOOL THROUGH THE CURRICULUM WILL DEVELOP AN UNDERSTANDING OF THE NEW ZEALAND HISTORIES CURRICULUM OVER THE NEXT TWO YEARS. TO DEVELOP THE IMPORTANCE OF THE BI-CULTURAL RELATIONSHIP BETWEEN MĀORI AND LATER IMMIGRANTS TO THIS COUNTRY. TE TIRITI O WAITANGI ACKNOWLEDGES THE RURAL PLACE OF MĀORI PEOPLE AS TANGATA WHENUA. THEY UNDERSTAND IT TO BE A COVENANT AND A TAONGA TAPU – A SACRED TREASURE. (1990 COMMEMORATION YEAR FOR AOTEAROA NEW ZEALAND)

## Reflecting Cultural Diversity

- Respect and consideration for others will be expected standard.
- Knowledge and appreciation for other cultures will be encouraged through the curriculum.
- The cultural diversity of our school will be reflected in assemblies

# THE RURAL CHARACTER AND ETHOS OF OMARAMA SCHOOL

The strengths and successes of Omarama School attributable to its rural character are ...

Expectation of excellence in all endeavours- academic, sporting and cultural

Our response to situations that arise – local emergencies, illness, death

The high standard of the behaviour of our children reflecting the parent and schools expectation

Celebrated 80 plus years of community and Education in Omarama. Family/whānau culture within the school

Out very rural place in the country to enjoy the local curriculum of skiing, mountain trekking, swimming and bike trails.

Parents/Caregivers and Community support and contribute to our school's rural character by ...

Parents/Caregivers and Community attend School assemblies, trips and camps and ready to celebrate our successes.

Education seen as a partnership between school and parents/caregivers – interviews, classroom assistance, school trips.

Support for EOTC programme from parents

Parents/Caregivers concern and care for each other

Parents/Caregivers willing to undertake roles within the school BOT and Friends of the School.

The staff ensures that this rural character is integrated into the whole curriculum and is a valued part of life at Omarama

An aspect of the Rural Character of the school underpins the big idea or theme and permeates all other curricula topics for the year.

Class /Assembly, waiata before meals are an integral part of the school day – a part of who we are and the culture of the school!

Emphasis on resolution and restoration when dealing with conflict.

Affirmation and acknowledgement of achievements

Staff support for the wellbeing of others and the whole school community

Whole School Positive behaviour is enveloped into our school values

# STRATEGIC PLAN 2023 -

## Strategic Aim 1: Learning Partnerships

- ◆ To strengthen and deepen relationships between teacher and student, whanau and the wider community to enhance learning opportunities.

	2024	2025	2026
<b>Communication</b>	Clarity of sharing information methods, purpose & frequency	Reflect on communication practices	
<b>Collaboration</b>	Listening to parents, students and teachers Network with Te Mānahuna Kāhui Ako	Continue collaborating & liaising with whanau	
<b>Well-being</b>	LIGHT rewards reflect school values and align with PB4L pedagogy.	LIGHT rewards - 100 citizenship badge	
<b>Transition in / out</b>	ECE to Omarama School Omarama School to High School	Build transition process	
<b>Aotearoa New Zealand's Histories</b>	Unlocking Omarama history by making connections	Engage in Te Ao Maori	

# STRATEGIC PLAN 2023 -

## Strategic Aim 2: School Culture

- To develop a curriculum that is responsive to cultural needs, interests and aspirations of all students by ensuring the facility is well resourced, and staff upskilled around the Refreshed Curriculum.

	2024	2025	2026
<b>Te Ao Maori</b>	Ako (learning / teaching) Manaakitanga (caring) Rangatiratanga (empower Whanaungatanga (relationships)	Continue building up practices to include Maori	
<b>Curriculum &amp; Reporting Academic achievement</b>	Teaching and assessment cycle evident Evaluative Capabilities Real time reporting	Cycle to be reported on and assessed - BOT work plan. School Improvement Framework - reflection	
<b>Professional Learning PB4L</b>	PD refreshed curriculum Teaching Basics Brilliantly PB4L - Pedagogy	Ongoing PD to upskill Embed PB4L practices	
<b>Resourcing High Expectation Inclusion</b>	Quality up to date resources to support new initiatives	Keep updating resources	
<b>Diverse Learners, Inclusion</b>	ESOL, Gifted, Struggling, Neuro -diverse	Other ethnicities 4 Waves of learners	

# STRATEGIC PLAN 2023 -

## Strategic Aim 3: Giving Effect to Te Tiriti

- ◆ To explore the historical position of Maori in Omarama through Local Curriculum leadership in order to acknowledge equity, diversity and growth in our local community.

	2024	2025	2026
<b>Local Curriculum</b>	Making contact with local business - opportunity	Ongoing liaison	
<b>Leadership</b>	Matua - search for iwi, for leadership & guidance Te Maiharoa's journey	Matua in Omarama	
<b>Te Reo</b>	Introducing the language Weave Te Reo into learning	Use the language By Maori, for Maori practices	
<b>Growth / Employment / Career</b>	Curriculum, partnerships, Omarama - whanau groups	Senior students - Mahi experiences	
<b>Equity</b>	Diverse learning styles Maori & Pacifica learners	Equity amongst our learners and their families. Curriculum accessible to all	

# OMARAMA SCHOOL 2023 ANNUAL PLAN

## Goal 1: Learning Partnerships

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

Annual Objectives	Key Actions & Strategies	Personnel	NELP's	
<b>Communication</b>	Promote open door policy, welcome the community to school events Ensure clear communication through newsletter, Seesaw & Skool Loop Contribute to the Gazette to build relationships with community Gather student voice, provide parent evenings, welcome conversation	All staff Office	All year  N1,2	
<b>Collaboration</b>	Team building activities for staff (Youthtown) & students (Camp) Reflect on classroom layout for collaborative learning opportunities To work together with parents to build a positive school culture To network with community leaders / iwi, other learning centres	Principal Classroom teachers	All year  N1,3,4	
<b>Well-being</b>	To support staff members with school or social concerns (Pastoral) To create a work / life balance with staff & Live PB4L values Build relationships with all students, use PB4L pedagogy & practices Actively teach LIGHT awards to reflect values and celebrate	Principal All staff BOT	All Year  N1,2,3	
<b>Transition</b>	Create a transition booklet for new students, introducing ourselves Visit preschools in the area (Omarama, Twizel, Kurow) Develop 'Head Start' 4 yr old programme for interested families Support Y8 visits to High school & invite student to share experiences	Principal T.Aide Teachers	Y0 & Y8  N1,4,5	
<b>Aotearoa - NZ Histories</b>	Search for expertise in the local community Attend PD "Train the Trainer" - Familiarisation with Refreshed Curriculum Liaise with other schools to build awareness of other cultures Read Te Maiharoa - The Promised Land, Omarama History	MOE Principal Classroom teachers	Term 2  N2,3,4	

# OMARAMA SCHOOL 2023 ANNUAL PLAN

## Goal 2: School Culture

- To develop a curriculum that is responsive to cultural needs, interests and aspirations of all students by ensuring the facility is well resourced, and staff upskilled around the Refreshed Curriculum.

Annual Objectives	Key Actions & Strategies	Personnel	NELP's	
<b>Te Ao Maori</b>	Prepare to welcome Maori students + signage Te Reo Upgrade line markings - include Te Reo Familiarize ourselves with Histories refresh curriculum Create culture of 'village to raise a child" work together	Fulton Hogan MoE Staff	Term 1 2024  N2,3,4	
<b>Curriculum &amp; Reporting</b>	Design curriculum Overview to ensure curriculum coverage Design a robust reporting schedule - Real time + written reports Consider formulating a Graduate Profile for Omarama School Implement moderation processes for assessment with staff & students	Principal ātai Aho Rau - Core MoE PD	Ongoing - 2024  N3,4,5	
<b>Professional Learning</b>	To become familiar with Teaching the Basics Brilliantly & 100 day plan PD - Understand, Know, Do model for deep, meaningful teaching Attend NOPPA conference in 2024 Structure literacy Liz Kane , DMIC - rich Math interactions MOE hours to support digital technology & assessment	Jessica Tuhanga MoE Tātai Aho Rau - Core Education	T1 & T2 2024  N3,4,5	
<b>Resourcing</b>	Replace and update old resources Purchase Code resources to support structured literacy Make allowances in budget for adequate resourcing, DMIC Purchase storage to keep resources organized & easily accessible	Principal Staff	T1 2024  N2,3,4,5	
<b>Diverse Learners</b>	Initiate ideas from Neuro-diverse learners workshop Join VLN for extension / Mindplus learning - gifted learners Refer to RTLB / RtLit for support & funding - needing support Arrange visits to other schools - Kapa Haka (cultural)	Jenny Tebbett RTLB Principal	Ongoing 2024  N1,2,3,5	



# OMARAMA SCHOOL 2023 ANNUAL PLAN

## Goal 3: Giving Effect to Te Tiriti

- To explore the historical position of Maori in Omarama through Local Curriculum leadership in order to acknowledge equity, diversity and growth in our local community

Annual Objectives	Key Actions & Strategies	Personnel	NELP's	
<b>Local Curriculum</b>	Set up Whanau groups to support community projects Make connections with local business & historians Explore the local legend and Te Maiharoa - prophet Participate in Enriching Local Curriculum (ELC) programme - Aoraki	Principal Community Other schools	2024 N3,4	
<b>Leadership</b>	Implement Peer mediation programme with seniors Whanau group organization for community engagement Locate expertise to assist with Te Ao Maori / protocols Inform community - learn future, know your past first	Principal MOE	Term 1 N1,2,4	
<b>Te Reo</b>	Complete online Te Reo course To consider how we reflect Te Ao Maori at Omarama School Ensure Te Reo is woven through the curriculum areas Research local Maori vocabulary & Pronunciation	Clair Bailey	2024 N3,4	
<b>Growth, Employment, Career</b>	Create opportunity for work experiences Study the land march in Omarama from 1877 Create opportunities to grow as a leader Peer - mediator Create a register for Maori learners to measure progress	Principal Tracey Scott	Ongoing N,1,2,4	
<b>Equity No Barriers</b>	Ensure all students have a suitable device for learning Support students financially if they can't afford school events Create a system for second hand uniforms to be purchased Acknowledge our community is still learning about its Maori history	BOT	Ongoing N2,4,5	

# OMARAMA SCHOOL TARGETS 2024

Area	Target	Action
<b>Reading &amp; Spelling</b>	<ul style="list-style-type: none"><li>To continue to establish a structured literacy approach of explicit, systematic and sequential teaching of literacy, where students make meaning through multi contexts using multiliteracies.</li></ul>	Use the Code spelling resource (Liz Kane) & a balance of PM readers and Structured literacy “Little Learners” to build phonemic awareness.
<b>Writing</b>	<ul style="list-style-type: none"><li>To develop a love of writing and set high expectations for both surface and deeper r features by engaging students in reciprocal and interactive experiences.</li></ul>	Use a variety of engaging resources like(Literacy Shed) for motivation and use Exemplars to share learning outcomes and success criteria
<b>Maths</b>	<ul style="list-style-type: none"><li>To build a collaborative approach to Maths where the teaching is ambitious and students experience equity through rich interactions.</li></ul>	Use the “talk moves” approach from DMIC to engage students, ensuring students are experiencing learning at their expected year level with support.

# PB4L

## Goals

To continue to provide a positive school climate and to create a supportive environment for personal, social, and academic growth for students and staff.

To use the teaching of positive behaviour resources to support engagement, Participation, and learning of PB4L across the school and reflect on current classroom practice.

Embed our LIGHT values in our teaching practice both in and outside the classroom.  
Monitor and reflect on the data.

Continue to implement School wide systems that support consistency of Positive Behaviour for Learning across the school.

PB4L professional development and work with other schools to develop a plan that meets the needs of Omarama students

To meet weekly to discuss professional development and implementation across the school for consistency.

Acknowledgement of positive behaviour . LIGHT cards to be issued across the school . Collection and rewards for 10,20,30,50,70, 100 Light cards.

All staff to be consistent in the use of language and high expectations of behaviour  
Behaviour incidents are tracked and monitored and the behaviour Management process followed.

All behaviour to be entered onto Edge and monitored  
Behaviour patterns to be evaluated

Process to be reviewed termly / annually

## Action Plan, Who, What and How.

## Evaluation and reflection

OBJECTIVE: TO CREATE A SAFE AND SUPPORTIVE ENVIRONMENT WITHIN OUR SCHOOL COMMUNITY TO BUILD POSITIVE AND RESPECTFUL RELATIONSHIPS THAT IMPROVE ACADEMIC ACHIEVEMENT AND ENCOURAGE INDEPENDENT AND LIFELONG LEARNERS.

# SCHOOL OPERATIONS, GOVERNANCE AND MANAGEMENT

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## Curriculum

*Key documents that support the Omarama School Charter relating to curriculum include:*

- ♥ New Zealand Curriculum Framework
- ♥ Curriculum policies and implementation plans
- ♥ Planning and assessment documents include achievement expectations, assessment schedule, timetables and plan, New Zealand Histories plan for year, Professional development plan and reviews to meet the needs of the all students.
- ♥ Curriculum and associated policies Strategic plan and annual plan Behaviour Management Plan PB4L management Process

## People

*Key Documents that support the Omarama School charter relating to people.*

- ♥ Job Descriptions
- ♥ Performance
- ♥ Agreements Staff
- ♥ Appraisals
- ♥ School Parent Handbook
- ♥ Staff Professional Development programme
- ♥ Roles and responsibilities
- ♥ Accident and Medicine Registers
- ♥ Personnel and Curriculum Policies
- ♥ Strategic Plan
- ♥ Annual Plan
- ♥ Board of Trustees job descriptions and responsibilities
- ♥ Police Vetting
- ♥ E-learning – devices parental consent
- ♥ Visitors Book

# SCHOOL OPERATIONS, GOVERNANCE AND MANAGEMENT

## Finances

*Key documents that support the Omarama School charter relating to finances include:*

- ♥ Annual Budget
- ♥ 10 year property plan SUE Reports
- ♥ Assets Register
- ♥ Auditor report
- ♥ School Docs Policies and Procedures
- ♥ Strategic plan Annual Plans

## Property

*Key documents that support the Omarama School charter relating to property include:*

- ♥ 10 Year property plan SEPE
- ♥ Maintenance
- ♥ Schedule Hazards register
- ♥ Health and Safety Register
- ♥ Evacuation procedures
- ♥ Insurance
- ♥ School Docs
- ♥ Policies Strategic Plan Annual Plan

## Health and Safety

*Key documents that support the Omarama School charter relating to health and safety include:*

- ♥ Strategic plan
- ♥ Annual plan
- ♥ Hazards register
- ♥ Health and Safety register
- ♥ Maintenance Schedule
- ♥ Evacuation procedures
- ♥ School Docs Policies