



Te Kura Tuatahi o Onerahirahi

At Onerahi School we value:
Manaakitanga - Caring for others and ourselves
Whanaungatanga - Being connected and relating to others
Manawa Reka - Being curious and wanting to learn

Our Goals		Initiatives	Indicators
I Belong - Turangawaewae	To develop a strong sense of belonging and acceptance so that I know that I matter.	<ul style="list-style-type: none"> Whānau picnic and whānau hui (triadic conferences). PB4L - Embed the values across the school, <i>Restorative Practice PLD</i> Hosting MLA 	<ul style="list-style-type: none"> Whanau picnic and whānau hui well attended. Whānau have a clearer understanding of their tamariki as learners, their strengths and their learning pathway

		<ul style="list-style-type: none"> • Reo rua class - bilingual unit of 50 students from Year 4 - 6, <i>increase to 55 in 2025</i> • The school environment reflects the bicultural nature of Aotearoa New Zealand - murals, waharoa • <i>The school environment is upgraded to meet the needs of tamariki</i> • <i>Regular attendance is improved with the implementation of an action plan.</i> 	<ul style="list-style-type: none"> • PB4L data from eTap shows improvement in number of entries • Local, national and international connections provide tamariki with a range of learning opportunities as global citizens. • 50 students are being taught at Māori language level 2 (51 - 80%) across the curriculum. PAT Māori assessment beginning and end of year - baseline. • <i>The school's identity is visible around the school, in learning and teaching and other opportunities.</i> • <i>Regular attendance is improved by 5% (22 students moving to regular attendance)</i>
I Contribute - Whakamahi	To be active in my own and others' learning.	<ul style="list-style-type: none"> • BSLA Years 0 - 3 including 'Learn Well Move Well' pilot. <i>BSLA Years 4 - 6 pilot</i> • Whanau hui - tamariki and whānau co construct the initial report with the teacher. Community 	<ul style="list-style-type: none"> • Attendance at whānau hui • Tamariki demonstrate their value and respect for the school through kaitiakitanga of the school environment and local community. • Values are embedded

		<p>engagement and contribution is fostered.</p> <ul style="list-style-type: none"> • <i>End of year reporting format reflects school vision and values, and includes whānau hui</i> • PB4L continues to progress with kaimahi collaborating and contributing • Assessment and learning is a clear pathway across the year levels. • Student leadership in and across the school is active and meaningful • <i>Establishment of the Learning Support Hub</i> 	<p>across the school and consistency of response is developed. Documentation is created school wide.</p> <ul style="list-style-type: none"> • Onerahitanga is evident and clearly defined. • Student voice is part of GROW hui and ILPs. They attend and contribute where possible. • <i>Children with learning needs have access to all learning opportunities in a supportive and relevant environment.</i>
I Grow - Whaka tupu ranga	To make progress, fulfill potential and make the most of learning opportunities through a rich and engaging local curriculum.	<ul style="list-style-type: none"> • Assessment and learning is focused through engagement with the curriculum refresh and moderation within and across year levels. • Programmes for students (ALL, ALiM, RDA, Canine Reading Therapy, Seasons for Growth) • LSA acceleration groups - Literacy Maths • Planning and, at times, teaching is collaborative • Student agency is 	<ul style="list-style-type: none"> • Planning and assessment is cohesive across the school. • Tamariki can talk about their learning, their strengths and their learning pathway • Tracking of learning, progress and target groups - Reading Recovery, ALIM, ALL enrichment & extension groups, learning support. • All Tamariki experience on average an hour a day

		<p>encouraged and promoted with tamariki involved in collaborative planning, and self and peer assessment</p> <ul style="list-style-type: none"> • High and realistic expectations are consistent and learning time is maximised. • STEAM learning activities are evident and explicitly linked to the curriculum. (the integrated nature of learning) • Service to and in the community is promoted. • Teachers explore Te Mātaiaho, the refreshed framework for the New Zealand Curriculum Mathematic and English, through targeted PLD. The Professional Growth Cycle improves teacher practice. 	<p>of Reading, Writing and Mathematics through a planned and integrated approach.</p> <ul style="list-style-type: none"> • ePro8 participation • Garden to Table programme is high functioning • Community contribution • Dragonfly Springs and Matakohe Limestone Island visits and contribution • Teachers and LSAs participate in Professional Development.
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2024 Targets

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expectation is that from year to year our tamariki grow and achieve success in their areas of strength. The focus on achievement in the basic learning areas of Literacy and Communication and Mathematics are a priority, both explicitly taught and embedded into a context of real life learning.

From year to year, the target is for students to progress in a school year by 10%.

Special programmes that accelerate learning are provided for those students who may not meet this target.

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Attendance: To improve regular attendance by 5%.