



Ōakura School Strategic Plan 2024

Our Vision

Kia ākona te manako me te manaaki

Ōakura School students
learn to think
and learn to care,
in a learning community which prepares them
for a successful future.

Our Values

We encourage and model the values, principles and intent of the New Zealand Curriculum with special emphasis on:

Pono : Honesty

Be truthful, responsible and accountable for our actions

Whakaaro Pai : Respect

Value ourselves, other people and the environment

Manawanui : Perseverance

Aim high, take risks and persevere in the face of challenges

These are the values that will underpin all our programmes. They are all about learning to make the best choices in any situation. With the support of the home we aim to develop future citizens who will make positive contributions to society.



Te Whenua, Our Place

Kua hōhonu ki te whenua ngā pakiaka o te rākau e kore e taea te huhuti
The roots of the tree are deep into the ground and cannot be pulled out

In 2016 the Ōakura School's 150th Jubilee (1866-2016) was held, celebrating 150 years of education in Ōakura. Ōakura School started in 1866, operating out of a private residence, until in 1880 the first school buildings were built on the current site. In those early years there were two nearby schools, Koru and Kirihau. Koru School was established in 1880 and Kirihau School in 1924. Both schools existed to support families of the local timber mill workers and local farmers. As these mills closed, Kirihau School amalgamated with Koru School in 1934, with seven students transferring. Then in 1939 the twenty students at Koru School joined with Ōakura School.

Today Ōakura School is a vibrant well-resourced school situated 12 km from New Plymouth city in the popular beach location of Oakura. It is a full-primary (5-13yr olds) with approximately 380 pupils spread across fifteen classrooms. The majority of the children live in Ōakura Village with a few children travelling from rural areas by bus.

School programmes are closely related to the environment and local places of significance. The peak of Taranaki Mouna is visible from our school grounds, with our school situated at the base of the Kaitake Ranges. Our local marae is the Okorotua Marae at Ōakura Pā and our hapū is Ngāti Tairi. Our awa is the Ōakura-Matapu and the Matekai Stream borders our school property. We have four school houses: Patuhā, Koru, Wairau and Matekai. These narratives and names were gifted to us from Ngāti Tairi. They are all places and/or tupuna of significance in our community. Our team names acknowledge the significance of wai - awa or manga that flow into Ōakura-Matapu, reflecting the journey of a learner at Ōakura School. They are Momona te Whānau – Yr 1-3, Kiri te Whānau – Yr 4-6 and Wakamure te Whānau, Yr 7/8. Each class is also named after a rakau/tree that is endemic to Taranaki and found on our school grounds. Our pupils proudly take part in many environmental projects within our community. For example: Te Ara Taiao, kiwi release on the Kaitake Ranges, beach clean-up day, spinifex planting on the beach, planting in native bush areas, stream monitoring, planting and nurturing native plants in our plant propagation unit and Enviro Centre, and taking part in inquiries supported by local environmental groups.

Our students have an active lifestyle. Many students are fully involved in skiing and water sports, such as surf life saving, body boarding and surfing. Most of the children are members of the Ōakura Junior Sports Club. This club offers a wide range of sports including cricket, soccer, netball, hockey, basketball, touch rugby and volleyball. Ōakura School plays a significant role in providing a social meeting place and community facilities such as the School/Community Library, the Ōakura Junior Sports Club and the tennis courts.



Te Tiriti o Waitangi

Māori Achieving Success as Māori at Oakura School Hōkai Nuku, Hōkai Rangi

E tū ana te reo me hōna tikanga hei pou o te mātauranga mo ngā tamariki Māori. Kei te mōhio te tamaiti ko wai ia, ā, kei te tū kaha ia ki roto i tōna tuakiri, ā-tinana, ā-whanaungangatanga, ā-hinengaro, ā-wairua. He ngākau titikaha, he pūkenga hoki hōna i roto i te ao Māori, ā, kei te whakakahatia ia ki te mahi whakarauora i te reo me hōna tikanga.

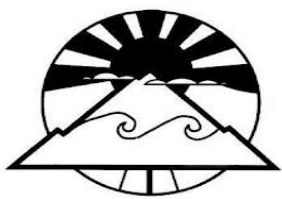
Te reo me hōna tikanga are at the heart of education for tamariki Māori. Tamariki Māori know who they are and are secure in their identity; physically, socially, mentally and spiritually. They are confident and capable within te ao Māori and are empowered to revitalise te reo me hōna tikanga.

Kia tupu ai hēnei kākano hei rākau nui May these tender seedlings grow into mighty trees

Our Māori Achieving Success as Māori definition, as developed in partnership with whānau, ensures that learning cannot be left to chance and that all staff have clear expectations and guidelines of the aspirations of whānau for their tamariki. 'Hōkai Nuku, Hōkai Rangi' is integrated into all curriculum areas of the NZC through targeted teaching and integrated planning. Our local curriculum leverages off place-based learning and links to mana whenua, Ngāti Tairi.

The engagement and achievement of ākonga Māori will be monitored closely and trends within identified cultural groups will be analysed and changes made to teaching and learning programmes to reflect identified needs and whānau aspirations.

In 2024, the three goals we have set are aimed to improve the wellbeing, engagement, education and achievement of ākonga Māori and other priority learners.



OAKURA SCHOOL



Ōakura School Learner Profile



Ko ngā kirirarau o te ao whānui	Global Citizenship Understanding your place in the world, taking responsibility for global issues and actions
Ako	Active Learners Able to seek, use and create new learning; reflecting and applying it to new situations
Manaakitanga	Inclusive Accepting of differences, showing respect, generosity and care for others
Manawaroa	Resilient Showing grit and perseverance when facing challenges and working towards personal goals
Māia	Confident Having a positive mindset and the confidence to manage your own learning
Auaha	Innovative Being a creative, flexible and divergent thinker with strong problem solving skills



2024-2025 Ōakura School Strategic Goals

Are aligned to the Education and Training Act 2020:

In line with the Tomorrow School’s recommendations, clause 127 of the Education and Training Act refocuses Boards on a wider range of objectives, with educational achievement sitting alongside three other, equally as important, primary objectives.

These are for schools to ensure that:

1. Every student is able to attain their highest possible standard in educational achievement;
2. The school is a physically and emotionally safe place for all students and staff, and gives effect to relevant student rights and takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school;
3. The school is inclusive and caters for students with differing needs;
4. The school gives effect to Te Tiriti o Waitangi by:
 - a. Working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori.
 - b. Taking all reasonable steps to make instruction available.

And the National Education and Learning Priorities (NELP):

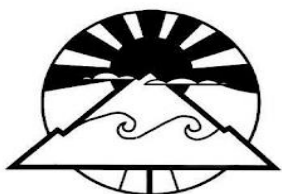
The New Zealand Government is committed to continually building and developing a world class education. The National Education Learning Priorities (NELPS) set out the priorities and objectives of achieving change across our system, reflective of a culturally rich and diverse Aotearoa. At the heart of the NELP sit three core components: wellbeing, equity and inclusion

The NELPS outline 5 key objectives to achieve change across our system, which embody wellbeing, equity and inclusion:

Learners at the Centre	Barrier Free Access	Quality Teaching and Leadership	Future of Learning and Work	World Class Inclusive Public Education
Learners with their whānau are at the centre of education	Great education opportunities and outcomes are within reach for every learner	Quality teaching and leadership make the difference for learners and their whānau	Learning is relevant to the lives of New Zealanders today and throughout their lives	New Zealand Education is trusted and sustainable

At Ōakura School, we exemplify and value these five objectives, which are implicit throughout our Vision, Values, Learner Profile and Annual Plans.

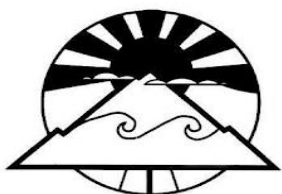
The Vision of the NELPS ‘**Whakamua te pae tata kia tina – Take hold of your potential till it becomes a reality**’, reflects Ōakura School’s Learner Profile whakatauki of ‘Kia tupu ai ēnei kākano hei rakau nui - May these tender seedlings grow into mighty trees’. Both encourage and support ākonga to do the best they can and strive to reach their goals.



OAKURA SCHOOL



Goals	Hauora To enhance our school culture and uplift collective wellbeing and resilience	Akoako To learn and achieve highly through a refreshed, localised curriculum	Hōkai Nuku, Hōkai Rangī To grow our knowledge and expertise in Te Ao Māori
Board Primary Objective	The school is a physically and emotionally safe place for all students and staff, and gives effect to relevant student rights and takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school	Every student is able to attain their highest possible standard in educational achievement The school is inclusive and caters for students with differing needs	The school gives effect to Te Tiriti o Waitangi by: a. Working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori. b. Taking all reasonable steps to make instruction available
Rationale	Tamariki wellbeing is paramount in learning engagement and successful participation in our learning community. Consultation with the community in 2023 has shown that being a kind, caring, confident learner and thinker is important to whānau, ākonga, the Board and the staff of Ōakura School. Providing a culture where all children feel safe and secure in attending school is vital for educational success.	Te Mātaiaho - The NZ Curriculum is currently being refreshed so it is Te Tiriti honouring, equitable, inclusive and is clear about important learning. This work is progressing over 2023 – 2025, for use in 2026. We acknowledge community expectations for academic, social and emotional success within a robust learning curriculum where students achieve their personal best. Ngāti Tairi have communicated their aspirations for Mātauranga Māori to be woven throughout the Ōakura School curriculum.	We acknowledge the unique place of mana whenua, Ngāti Tairi, and our commitment to honour Te Tiriti o Waitangi and honour the aspiration of our hapū. We acknowledge our Māori Achieving Success as Māori definition – ‘Hōkai Nuku, Hōkai Rangī’, developed with whānau which will guide us in our growth in knowledge and the use of te reo me hōna tikanga.
Initiatives	1.1 Strengthen and embed collective hauora, wellbeing and resilience so that all ākonga experience educational success at Ōakura School 1.2 Review and refresh the Health and Hauora Curriculum to reflect and promote healthy attitudes, values and Mātauranga Māori 1.3 Develop holistic, personalised learning pathways alongside ākonga and their whānau	2.1 Refresh the Ōakura School Local Curriculum and assessment practices throughout the progression of Te Mātaiaho to ensure high student achievement across the curriculum 2.2 Maintain a high standard of professional learning and knowledge throughout the refresh 2.3 Review the Ōakura School Learner Profile to reflect Te Mātaiaho with an emphasis on wellbeing	3.1 Enhance the relationship with Ngāti Tairi and work in partnership with them to ensure our curriculum upholds the values of Ngāti Tairi 3.2 Improve and embed our understanding of Te Tiriti o Waitangi and our role in honouring this 3.3 Increase our capability to understand, know and use te reo me hōna tikanga
Measures	Improved outcomes seen in Wellbeing@School Survey and Ākonga Māori survey Kaiako report positive wellbeing – Board Survey Termly behaviour reports show decreased anti-social and aggressive behaviours Improved levels of attendance and engagement	Teacher confidence through surveys and PLD Improved student achievement Evidence in teacher planning Staff understanding and readiness for implementation of Te Mātaiaho in 2026 Ōakura Learner Profile is updated to integrate Te Mātaiaho and wellbeing foci	Increased levels of te reo Māori – Taku Reo Survey and te reo Māori assessment Engagement of hapū and whānau in honouring and implementing ‘Hōkai Nuku, Hōkai Rangī’ Increased positive outcomes in Ākonga Māori survey
High Level Success Outcomes	Improved relationships, resilience and sense of wellbeing, and improved attendance and engagement	Staff understand and have a strong knowledge of the curriculum, hold high expectations for all ākonga and there is increased academic progress	Ngāti Tairi and whānau values and aspirations are upheld throughout school culture and curriculum, aspirations for a bilingual class are explored, kaiako are culturally competent in their practice and all kaiako show growth in te reo me hōna tikanga and cultural competencies



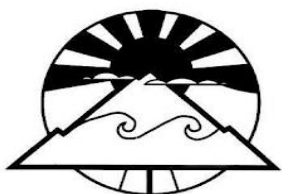
OAKURA SCHOOL



Road Map

	2024				2025				
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	
Hauora To enhance our school culture and uplift the collective wellbeing and resilience NELPS Learners at the Centre Barrier Free Access	Wellbeing@School Survey (yr 4-8), Ākonga Māori Survey and Momona te Whānau Survey (yr 0-3) Goal setting and aspirations of whānau, regular reflections and hui with ākonga and whānau Attendance and Engagement - Termly Review and Actions								
	PLD – CORE Education Hauora/Wellbeing programme				Review and community consult of Health and Hauora Curriculum				
	Planning, development and potential implementation of bike track								
	SMS review and consult to a personalised, realtime reporting system			Staff PLD	Implementation of new SMS				
Learning To learn and achieve highly through a refreshed, localised curriculum NELPS Learners at the Centre Barrier Free Access Quality Teaching and Leadership	Monitoring of progress, learning and achievement for Priority Learners								
	Implement NZ/Aotearoa Histories Curriculum with embedding of Mātauranga Māori.		Implementation and embedding of Mathematics Curriculum		Implementation and embedding of English Curriculum				
	Development, consultation and implementation of mathematics curriculum, with integration of the Common Practice Model.		Development, consultation and implementation of literacy curriculum, and integration of the Common Practice Model		Development, consultation and implementation of the Science, Technology and Arts documents				
	Assessment review of mathematics		Assessment review of reading and writing		Start to develop and consult for the Languages and Health and PE Curriculum				
	Staff PLD – Te Tiriti o Waitangi, Inclusive Practices and Equity		Development of Gifted and Talented Learning – definition, identification		Implementation of Gifted and Talented Programme for students				
	Staff PLD for writing								
	Review and update of Ōakura School Learner Profile								
	Staff PLD and consultation with Ngāti Tairi on Mātauranga Māori, embedding of this throughout the curriculum refresh and development of local curriculum								
Hōkai Nuku, Hōkai Rangi To grow our knowledge and expertise in Te Ao Māori NELPS Learners at the Centre Quality Teaching and Leadership	Staff PLD and implementation of the 'Ōakura School Poutama Reo' cultural competency tool into Professional Growth Cycle	Staff Te Reo Māori PLD	Te Reo Māori Assessment (yr 4-8)	Taku Reo Survey (yr 4-8) and goal setting		Staff Te Reo Māori PLD	Te Reo Māori Assessment (yr 4-8)		
	Taku Reo Survey (yr 4-8) and goal setting			Logo refresh and design complete and reflected in signage and school property				Potential implementation of a bilingual class (yr 1-3) *	
	Explore and consult to develop a model for a bilingual class (yr 1-3)				Employment of a Kāiarahi i te reo Māori				
	Continued leadership PLD and growth as part of the Māori Achievement Collaborative								
	Participation and partnership for environmental learning in Te Ara Taiao o Kaitake								
	Consultation – Ngāti Tairi and regular Whānau Hui								

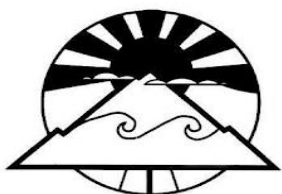
*This ambitious and courageous goal will be dependent on appropriate resourcing and staffing



OAKURA SCHOOL



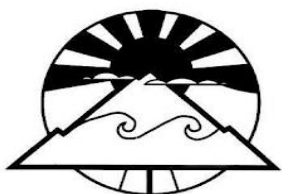
Initiative	Key Actions	Responsibility	When	Expected Outcomes
<p>Hauora</p> <p>To enhance our school culture and uplift collective wellbeing and resilience</p> <p>1.1 Strengthen and embed collective hauora, wellbeing and resilience so that all ākonga experience educational success at Ōakura School</p> <p>1.2 Review and refresh the Health and Hauora Curriculum to reflect and promote healthy attitudes, values and Mātauranga Māori</p> <p>1.3 Develop holistic, personalised learning pathways alongside ākonga and their whānau</p>	<p>Whānau and ākonga aspirations are gathered and used to help set personalised learning goals which are regularly reflected on</p> <p>Year 4 -8 students will complete the NZCER Wellbeing at School Survey (yr 4-8). Results will be compared to 2023 survey. Leadership team will identify specific goals for improvement</p> <p>Ākonga Māori Survey will be completed and compared to 2023 survey. Māori Drive Team and whānau will identify specific goals for improvement</p> <p>Leadership team will develop a survey for Momona te Whānau students (yr 0-3) to gather information about wellbeing</p> <p>Attendance data is reviewed termly with actions set to improve student attendance and engagement, and this is communicated with whānau</p> <p>Staff participate in CORE Education Wellbeing and Resilience PLD. A drive team leads the implementation of strategies within the school, whānau are regularly consulted and communicated with, a mātauranga lens is applied to wellbeing</p> <p>The potential of a bike track is explored with Let's Go</p> <p>Staff will undertake a review of EDGE SMS, including new 'Progressions' function, and alternative SMS will be explored to adapt to a real time reporting system</p>	<p>Kaiako</p> <p>Principal and DPs</p> <p>Principal, Māori Drive Team and whānau</p> <p>Principal and Momona te Whānau Team Leader</p> <p>Principal, DPs and team leaders</p> <p>Principal, Wellbeing Drive Team, Kaiako Ngāti Tairi and whānau</p> <p>Principal, Let's Go Lead Teacher, FOOS</p> <p>Principal, DPs</p>	<p>Termly</p> <p>Term 3</p> <p>Term 1</p> <p>Term 1</p> <p>Termly</p> <p>Terms 1 – 4</p> <p>Terms 1 – 4</p> <p>Terms 1 - 4</p>	<p>Staff are aware of whānau aspirations and support ākonga to set SMART goals and reflect on the progress towards these goals regularly</p> <p>Staff are aware of student needs and areas for improvement are identified and explicitly planned for, data shows improved responses</p> <p>Staff are aware of student needs and areas for improvement are identified and explicitly planned for in conjunction with whānau, responses show improved wellbeing</p> <p>Staff are aware of student needs and areas for improvement are identified and explicitly planned for</p> <p>Attendance data shows an increase in attendance and engagement and a process is followed to identify 'at risk' students with strategies to improve attendance employed</p> <p>Staff and ākonga have improved wellbeing and resilience with schoolwide practices being developed and adopted that are inclusive of whānau and hapū aspirations</p> <p>A bike track is explored and developed, along with possible design and funding options, and this learning is incorporated into the curriculum</p> <p>A realtime, personalised and user friendly SMS is adopted to gather data and report to whānau, staff will undertake with PLD to ensure a successful roll out for 2024.</p>



OAKURA SCHOOL



<p>Akoako</p>	<p>Staff use the updated NZ/Aotearoa Histories, localised curriculum when teaching history</p>	<p>Principal, DPs and Kaiako</p>	<p>Terms 1 – 4</p>	<p>Staff feel confident in teaching localised and national NZ History and ākongā learn local history that reflects the pūrakau/stories of Ngāti Tairi</p>
<p>To learn and achieve highly through a refreshed, localised curriculum</p>	<p>The Ōakura School Mathematics Curriculum is developed and implemented, with updated progressions being used to guide teaching and learning of mathematics</p>	<p>Principal, DPs and Maths Drive Team</p>	<p>Terms 1 – 4</p>	<p>Teachers become familiar and are skilled in teaching mathematics, as seen in planning and teaching and increased progress is seen in mathematics across the school</p>
<p>2.1 Refresh the Ōakura School Local Curriculum and assessment practices throughout the progression of Te Mātaiaho to ensure high student achievement across the curriculum</p>	<p>Assessment practices in mathematics will be reviewed and aligned to meet the needs of ākongā and in line with NZC Mathematics Progressions</p>	<p>Principal, DPs and Maths Drive Team</p>	<p>Terms 3 - 4</p>	<p>Teachers have a robust understanding of assessment practices in mathematics and use data to inform teaching and learning</p>
<p>2.2 Maintain a high standard of professional learning and knowledge throughout the refresh</p>	<p>Staff PLD on the following strategies and principles that underpin Te Mātaiaho: Common Practice Model, inclusive of the Five Essential Pedagogies, Inclusive Practices and Te Tiriti o Waitangi</p>	<p>Principal, DPs, MAC facilitator</p>	<p>Terms 3 – 4</p>	<p>Teachers have a strong understanding of the guiding principles of Te Mātaiaho and incorporate them into their daily teaching</p>
<p>2.3 Review the Ōakura School Learner Profile to reflect Te Mātaiaho with an emphasis on wellbeing</p>	<p>The Ōakura School English Curriculum (reading, writing and oral language) is developed and implemented, with updated progressions being used to guide teaching and learning of literacy</p>	<p>Principal, DPs and English Drive Team</p>	<p>Terms 1 – 4</p>	<p>Teachers become familiar and are skilled in teaching English, as seen in planning and teaching and there will be increased progress in reading and writing</p>
	<p>Assessment practices in mathematics will be reviewed and aligned to meet the needs of ākongā and in line with NZC Mathematics Progressions</p>	<p>Principal, DPs and English Drive Team</p>	<p>Terms 1 – 4</p>	<p>Teachers have a robust understanding of assessment practices in mathematics and use data to inform teaching and learning</p>
	<p>The Momona te Whānau kaiako will undertake PLD in a handwriting programme, Kinetic Letters, to improve students' writing automaticity</p>	<p>Momona te Whānau Kaiako</p>	<p>Terms 1 – 4</p>	<p>Kaiako undertake PLD and use the Kinetic Letter programme to improve handwriting skills and stamina</p>
	<p>A Gifted and Talented model and programme will be developed and implemented to meet the needs of a diverse range of learners</p>	<p>Principal, DPS and Drive Team for Neurodiverse Learners</p>	<p>Terms 1 – 4</p>	<p>A well researched G & T theory will be adapted to meet the needs of Ōakura School ākongā, including definition, identification and programmes developed</p>
	<p>Mātauranga Māori will be incorporated throughout the curriculum refresh, with Ngāti Tairi and whānau consultaiton</p>	<p>Principal, Drive Teams and MAC facilitator</p>	<p>Terms 1 - 4</p>	<p>Mātauranga Māori will be woven through the Ōakura School Curriculum</p>



OAKURA SCHOOL



<p>Hōkai Nuku, Hōkai Rangī</p>	<p>Staff become familiar with and set termly professional growth goals, as aligned with the Ōakura School PGC, using the 'Ōakura School Poutama Reo' tool, to increase and improve kaiako cultural competencies</p>	<p>Principal</p>	<p>Terms 1 – 4</p>	<p>Teachers identify improvement in confidence and capability in being a culturally competent teacher</p>
<p>To grow our knowledge and expertise in Te Ao Māori</p>	<p>The Taku Reo Survey is completed by Yr 4 – 8 students and termly goals are identified. A version for younger students is developed and used to identify areas for improvement in the normalisation of te reo Māori at Ōakura School</p>	<p>Principal, Māori Drive Team</p>	<p>Terms 1 – 4</p>	<p>Termly goals are set to improve the use of Te Reo Māori based on results from the survey, these are communicated with whānau</p>
<p>3.1 Enhance the relationship with Ngāti Tairi and work in partnership with them to ensure our curriculum upholds the values of Ngāti Tairi</p>	<p>Staff participate in Te Reo Māori with Te Ataarawea</p>	<p>All Kaiako and Te Ataarawea</p>	<p>Term 3</p>	<p>Teachers show increased skill, knowledge and confidence in using te reo Māori in their teaching</p>
<p>3.2 Improve and embed our understanding of Te Tiriti o Waitangi and our role in honouring this</p>	<p>Te Reo Māori NZCER assessment (term 4 2023) is used to identify learning for students from Yr 4 – 8, learning will be differentiated</p>	<p>Yr 4 – 8 Kaiako</p>	<p>Terms 1 – 4</p>	<p>Improved ākongā levels of te reo Māori</p>
<p>3.3 Increase our capability to understand, know and use te reo me hōna tikanga</p>	<p>A Kaiārahi i te Reo will be employed to teach te reo Māori and support the school curriculum and teacher confidence and skill</p>	<p>Term 1 – Whaea Maryanne, extension roopu, Terms 2 – 4 – Whaea Monica, all ākongā</p>	<p>Terms 1 – 4</p>	<p>Students learning of te reo Māori is differentiated and increased progress in speaking te reo Māori is seen across the school</p>
	<p>The school logo and visual representations of our school values will be refreshed</p>	<p>Principal, Board, Ngāti Tairi and HOD</p>	<p>Terms 1 – 4</p>	<p>A refreshed tohu/logo will be developed, and incorporated into all school communications, signage and sports uniforms</p>
	<p>A team of Board, Principal, MAC facilitator and Whānau members will explore the potential of a bilingual class for Yr 0 -3 students, adopting a model based on best practice for second language acquisition, with kaupapa and kawa that reflect Ngāti Tairi</p>	<p>Principal, Board, MAC facilitator, Whānau and Māori Drive Team</p>	<p>Terms 1 – 4</p>	<p>A sustainable model is potentially developed for a bilingual class that reflects Ngāti Tairi kaupapa and kawa and whānau aspirations</p>
	<p>Principal PLD as part of the Māori Achievement Collaborative is ongoing</p>	<p>Principal</p>	<p>Terms 1 – 4</p>	<p>The Principal continues their professional growth and confidence in leading Te Ao Māori initiatives</p>
	<p>The school participates in opportunities for learning through Te Ara Taiao o Kaitake – SLG and lead teacher, staff PLD</p>	<p>Principal, Lead Teacher, Ākongā and all staff</p>	<p>Terms 1 – 4</p>	<p>Ākongā and kaiako increase their understanding of Te Ao Māori and Mātauranga Māori knowledge is woven throughout science and social sciences</p>
	<p>Regular Whānau Hui to consult with whānau and work in partnership to uphold 'Hōkai Nuku, Hōkai Rangī' and regular hui with Ngāti Tairi</p>	<p>Whānau, Principal, Māori Drive Team, Ngāti Tairi</p>	<p>Terms 1 - 4</p>	<p>Whānau and Ngāti Tairi are engaged in partnership with Ōakura School for improvement in outcomes</p>