

Ōmata School Charter 2023-2025



Whakataukī - Proverb
Poipoia te kākano, kia puāwai
Nurture the seed and it will blossom



Ko Te Mana Whenua

Ko Taranaki to maunga
Ko Waireka te awa
Ko Kurahaupo te waka
Ko Taranaki Tuturu te iwi
Ko Ngāti Tairi te hapū
Ko Okorotua te marae
Ko Ōmata te kura
Tihei mauri ora!



Charter

Description of the School

Ōmata Primary is a state co-educational full primary school (years 1-8) of approximately 210 students contributing to New Plymouth secondary schools. The school is staffed by 9 classroom teachers. Ancillary staffing comprises a part-time school secretary and part-time teacher aides. The ethnic composition of the school is predominantly Pakeha/European. Māori students account for approximately 12% of the roll with other ethnic groups 7%.

The school comprises the main block, which contains three classrooms, toilets, health room, music room, admin and teacher offices, resource room, staff room, a flexible learning space (Kererū) that was created off the back of the block in 2015 and a separate learning space, Whio, at the back of Kōtare created in 2021. The library, built in 2007 next to the bush, was converted to a classroom in 2017. There are also four classrooms by the field connected by decking with the last one built in 2021. There are also toilets, a resource storage unit and a shared office. Sheds provide storage for wood and gardening equipment. Hard-courts were re-asphalted in 2008 at the corner of the field. There is a swimming pool with changing rooms and toilets, located on the corner of the site. A Community Hall was opened on site in 1994 and the school has full access to the hall.

Description of the School's Community

Ōmata School is a well-resourced rural, full primary school situated three kms south-west of New Plymouth on Surf Highway 45. We have a relationship with Taranaki iwi and Ngāti Tairi hapū.

In 2008 the MoE initiated an enrolment policy for the school and boundaries have been revised twice. The students are drawn from a zone that is predominantly a semi-rural community stretching from, and including, the edge of the city from the Herekawe Stream to Ōākura River, incorporating all roads running from the coast to the mountain. There are a number of established family groups in the local area, many extending back four or more generations. There is a high level of employment, with an increasing number of families having two or more employed outside the local Ōmata area.

The school is the main focal point for community, having many established traditions and strong partnerships with families. The reasonably strong social network among school families and the small size of the school enables much informal social contact.

The school continues to provide grounds and associated facilities that are available as physical and social focal points. Attention is paid to sustaining natural resources and the native bush area, with a sympathetic playground, garden and outdoor learning spaces, including a developed orchard.

Ōmata School Charter

Regulatory Procedures

1. Ōmata School staff will follow the National Education Guidelines that include the National Administration Guidelines and the National Curriculum Framework. In doing so, pupils will receive a balanced education which complies with our legal requirements as an educational facility.
2. The Principal and Board of Trustees will lodge a copy of an annually updated Charter in March.
3. The school community which identifies with Ōmata School, will be consulted regularly, as per Consultation Policy. As part of this, parents receive an annual report related to Target Achievements in December. Consultation was undertaken in 2021 and 2022 for this charter.
4. Each year targets to improve student achievement will be identified by
 - a. Analysis of school wide assessment data.
 - b. Information gathered through curriculum reviews.
5. In order to achieve target goals, the Board of Trustees will support Senior Leadership to provide appropriate professional development so that significant change can be potentially achieved.
6. When developing policies and practices for Ōmata School every endeavour will be made to reflect New Zealand's cultural diversity including the unique position of Māori. The Board takes all reasonable steps to provide instruction in Tikanga Māori and Te Reo for students. This could include dual enrolment at Te Aho o Te Kura Pounamu, the provision of additional resources or utilising the expertise of local iwi personnel or educational advisory staff. NB: To occur should it be felt that the level of Te Reo able to be provided is inadequate to meet parental expectations.





Strategic Plan

Kite Whakamua - Vision

Whāinga - Goals



Nurturing Environment - Connected Learners
Tiakina te Taiao - Kia hono ngā akonga

We are a nurturing environment with caring learners,
connected to people and place.

Tiakina te Taiao ma te manaaki o te akonga kia hono
ai ki te tangata, ki te whenua.

Community Partnership

We have reciprocal relationships with
whānau, hapū, iwi and the wider community.

Rich Curriculum

We weave together a rich, authentic,
purposeful curriculum with teaching and
learning that is innovative and place-based.

Vibrant Culture

The culture of our school is supportive,
vibrant, inclusive and embraces diversity.

Nurturing Environment

We create a nurturing environment and are
active in sustainable practice.

Learners Who Care

We empower our learners to be responsible,
develop their interests and reach their
potential.

Nurturing Environment - Connected Learners Tiakina te Taiao - Kia hono ngā akonga

