

OKAIHAU COLLEGE SCHOOL PROSPECTUS



Vision

At Okaihau College, we are committed to providing our students with a high standard of education which nurtures intelligence and lifelong learning, encourages achievement, creativity, confidence and fosters true community spirit.

Every student develops the skills and attributes to succeed, then contribute to their community.

E tipu e rea mō ngā rā o tō ao.

Values

We believe that for every child to be successful, we need to enrich their mauri. A way in which we do this is to stand by our Whakarongorua values.

- Whanaungatanga
- Rangatiratanga
- Taha Wairua

Whakatauki

Te ngaru nui a te matauranga

Te ngaru roa o te whai

Eke noa a ngaru paewhenua

Principal



Tena koe, and welcome to Okaihau College.

We are working hard to ensure that this vision is a reality for our school community. At Okaihau College, we are committed to developing a reciprocal relationship with our whanau. It is important to us that you are involved in your student's learning so that when they succeed, everyone can celebrate together.

Our students enjoy success in a range of areas from academic through to sports and culture. Students are supported by a teaching staff who are committed to bringing out the best in all our students. We understand that culture counts in education. Students and whanau bring knowledge and expertise to the classroom, and at Okaihau College we encourage ako where teachers and students learn from each other.

Okaihau College has an extensive student support system, from Whanau Teachers to Nga Pou Herenga (Deans), Senior Leadership Team and our Guidance Counsellors. We are focused on developing caring relationships focused on learning. Mauri ora is fundamental to our school and we work hard to ensure that all our students have a sense of belonging from which they can achieve their personal excellence.

I encourage you to visit and look forward to welcoming you into our school community.

Nga mihi nui,

A handwritten signature in blue ink, consisting of a large, stylized 'D' followed by a horizontal line that tapers to the right.

Thomas Davison
Principal

Ko wai tatou? Who are we?

Schooling first started in Okaihau in 1873 in a log hut along the ridge towards Marangai. However, the dampness in this building was bad for the children's' health, so schooling shifted into the house of a local man, Mr Joseph Harrison. Mr Harrison became the first principal of the Okaihau School and in 1874, the first proper school building was opened with twenty-one children. The original school building was moved down to the Waihou Valley and became the Upper Waihou School, and a new school building was built. This second building was moved by bullocks to the Okaihau College site in the 1930s and is still used as a classroom (R5). The room is made of pit sawn kauri. Okaihau township got busy in the 1910s and 1920s when Okaihau became the headquarters for the Public Works Department who were building the railway line north. Because of the influx of railway workers, more children moved to the area and more schools were required to educate them. Schools sprung up in different parts of Okaihau;

- Okaihau School operated from 1874 to 1889.
- Rangi Point School operated in Rangiahua from 1879 to 1944.
- Maraeroa Native School operated in the Utakura Valley from 1898 to 1962.
- Upper Waihou School operated in the Waihou Valley from 1888 to 1937.
- Cook Road School operated at the top of the Utakura Hill from 1890 to 1925.
- Utakura School operated in the Utakura Valley from 1893 to 1937.
- Okaihau East School operated on Waiare Road from 1918 to 1937.
- Okaihau Public Works School operated on Lake Road from 1926 to 1937.
- Rahiri Native School operated in Rahiri Settlement from 1933 to 1970.
- Okaihau Consolidated School operated on the current college site from 1938 to 1947.
- Okaihau District High School operated on this site from 1947 to 1970.
- Okaihau Primary School opened in 1970 and is still operational.
- Okaihau College opened in 1971 on its current site.

In 1937, the Education Board made the decision to close many of the smaller schools to make one larger "consolidated" school. This school was established on the current site of Okaihau College. L Block was opened as a brand-new modern school for country children in the north in 1938. When the school opened, there were 93 boys and 87 girls in attendance aged from five to sixteen. In 1940, electricity arrived in Okaihau, by which time there were fifty-seven secondary students at school (Years 8 –12). The centennial celebrations of the Okaihau and Districts schools were held in 1974. If you have a look, you can find a commemorative plaque on the front of the Administration Block showing that the school was officially opened as a proper college on 7 July 1973. This was exactly one hundred years after the first school started in Okaihau.

Over the last few decades, a lot of work has been put into modernising buildings to ensure that our students have the best learning facilities possible. The Gymnasium was built in 1981, The Science Block was modernised in 2000, Whakarongorua Marae was built in 2009, Rangimarie was built in 2010 and Te Puna Ako was modernised in 2016. We have also installed beach volleyball courts and a school pool. Today we have around 350 students in Years 7 – 13 who travel to school in buses from as far away from Kohukohu, Kaikohe, Waima and Horeke.



The story of the three sacred waves of Nukutawhiti and Ngāpuhi

The story of the naming of our kura roopu; Te Ngarunui, Te Ngaruroa, Te Ngarupaewhenua (the great wave, the long wave and the wave that lands upon the shore).

Kupe gave his waka Matawhaorua to his grandnephew Nukutawhiti to travel from Hawaiiki to Hokianga. However, the waka of Kupe had been sunk in a freshwater lagoon for several decades, was unbalanced and required restoration.

Nukutawhiti used his toki (adze) to rework and balance Matawhaorua and renamed it Ngātokimatawhaorua as a consequence of his mahi. Kupe instructed Nukutawhiti to point the bows of his re-adzed waka, to the cloud pillar that lies to the south west and at night to steer Ngātokimatawhaorua to the star Atua-tahi. "At the break of light in the morning hold your waka to the left of Mangoroa (the Milky Way) and continue towards the cloud pillar," he told him. Kupe explained to Nukutawhiti the location of Te Hokianga nui ā Kupe (The great returning place of Kupe - The Hokianga Harbour) where his son Tuputupu Whenua was laid to rest in Te Puna o Te Ao Mārama, as a protection and claim to the harbour for the people of Nukutawhiti.

Nukutawhiti departed with his cousin Ruanui on the Māmari waka from Hawaiiki, reciting a karakia to call up the Ngarunui (large wave) to travel on. The two waka travelled together on Ngarunui with several taniwha including Puhi Moana Āriki wandering back and forth on the waves in front of them as protection.

The crisscrossing of the taniwha Puhi Moana Āriki across Ngarunui in front of the two waka, and the early warnings that this taniwha was able to give Nukutawhiti, gave rise to a new name for Puhi, being Puhi Te Āewa (Puhi the wave surfer). The descendant of Nukutawhiti took these names as iwi names generations after their arrival in Taitokerau, Ngāpuhi and Te Āewa. Ueoneone is a descendant of the people of Te Āewa, who generations later became known as Te Rārawa.

After initiating their journey on Ngarunui this wave dropped away and Ngaruroa (the long wave) guided Nukutawhiti and Ruanui across Te Moana ā Kiwa (The Pacific Ocean) and Te Moana Tāpokapoka ā Tāwhaki (The Tasman) to the Hokianga harbour.

When they arrived at the Hokianga Nukutawhiti and Ruanui were confronted by huge and turbulent seas, created by the karakia of Kupe as protection for the Hokianga when he tossed his belt into the ocean. The belt of Kupe is embodied now in the infamous and treacherous Hokianga Bar. To calm the waters Nukutawhiti recited a now famous karakia, 'E kau ki te Tai e' which Ngāpuhi still recites to this day on our marae and in haka.

With the Hokianga Bar now calm, Nukutawhiti then sent the taniwha Puhi Moana Āriki (Puhi Te Āewa) and Rangi Uru Hinga back to Hawaiiki to inform Kupe that they had arrived safely in the Hokianga. The taniwha Araiteuru and Niniwa entered the Hokianga to protect the two waka. Araiteuru resides now to the south and Niniwa guards the north at the mouth of the Hokianga harbour.

These taniwha provide Ngāpuhi with much strength and mana as shown in the famous Ngāpuhi whakatauki:

"Kotahi ki reira, ki Araiteuru. Kotahi ki reira, ki Niniwa.

A homai he toa, he kaha, e aua taniwha, ki Ngāpuhi"

"One there is for Araiteuru. One there is for Niniwa.

May those taniwha bring courage and strength to Ngāpuhi."

At this point both waka then proceeded to land on the shores of the Hokianga, Nukutawhiti to the North and Ruanui to the South; Ngaruroa then dropped away and Ngarupaewhenua (the wave which breaks on the shore) guided them both onto land.

Nukutawhiti named his first son Ngarunui to remember the assistance Ngarunui had given to them on their journey from Hawaiiiki. Ngarunui subsequently named his first son Ngaruroa, and Ngaruroa named his first son Ngarupaewhenua.

These are the three tapu waves of Nukutawhiti and Ngāpuhi, which also represent **the three stages of success**:

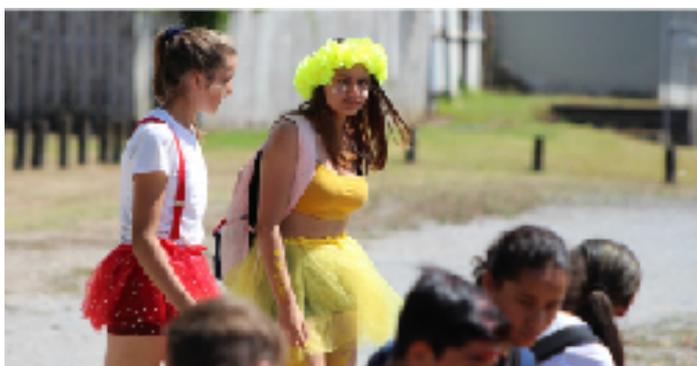
The first **Ngarunui** being to decide to begin a journey or task,
The second **Ngaruroa** being to stick with the journey and do the hard yards,
The third wave **Ngarupaewheuna** being to see that journey through to its completion.

Ngarunui, Ngaruroa, Ngarupaewhenua, ko ngā ngaru tapu e toru o Nukutawhiti me Ngāpuhi.
The three sacred waves of Nukutawhiti and Ngāpuhi.



Whanau Groups

Students are allocated into a Whanau Class, and the Whanau Teacher becomes your first point of contact for all learning and pastoral care. Your child will stay with their Whanau Teacher for the duration of their education at Okaihau College, moving through the year levels as a whanau together. Students spend their time in the whanau groups focusing on building key social and emotional skills and values such as resilience, growth and whanaungatanga. Students also eat their shared kai together as a group each lunchtime.



Ngarunui, Ngaruroa, and Ngarupaewhenua

Each Whanau Class is part of a “Ngaru”; Ngarunui, Ngaruroa or Ngarupaewhenua. Each Ngaru has one Year 7, 8, 9, 10, 11, 12 and 13 class which provides opportunities for tuakana / teina relationships, leadership development and student mentoring. There are lots of activities (Swimming Sports, Cross Country, Athletics Day) through the year which provide students the opportunity to dress up in their Ngaru colours and participate in inter-Ngaru competitions. We try and keep immediate family members in the same Ngaru.

Nga Pou Herenga

Nga Pou Herenga are the “Deans” of each Ngaru. They oversee the overall pastoral care of students in their Ngaru. Pou Herenga provide the next layer of care and support to students and their whanau beyond the Whanau Teacher.



Academic

Years 11 - 13

Senior students are required to choose six subjects that they feel are useful for their future career aspirations, wellbeing or area of general interest. Typically, there are several options which branch out from each learning area to offer specialization. Extra opportunities such as Trades Academies and courses are also offered to eligible Year 12 and 13 students which include Cookery, Construction, Automotive, Tourism, Health and Horticulture.

Year 9 and 10

Junior students in Years 9 and 10 follow a compulsory course covering all eight learning areas of the New Zealand Curriculum. These learning areas at The Arts, English, Health and Physical Education, Languages, Mathematics and Statistics, Science, Social Sciences and Technology. Each is given equal importance and therefore equal amounts of time in class. These learning areas are essential for a broad education which maximises opportunities to specialize in the senior school.

Year 7 and 8

In Year 7 and 8 students have three distinct sections to their teaching program which are aimed at giving students a strong foundation of basic skills, real world learning in hands-on environments which span the curriculum, and the chance to develop the skills they will need for learning and work in the future. The overall aim of years 7 and 8 are to create great learners and great people, ready to tackle the challenges of NCEA and life beyond school. The first section is core skills where students take 5 strands of foundational skills and knowledge. These are Literacy, Numeracy, Digital Literacy, Health and Wellbeing, and Te Ao Māori. The aim of these classes is to give students a strong background in the skills required for future learning and employment.

The second section is cross curricular learning where students get to choose three courses per semester which are designed to cover the learning of multiple traditional subjects in an authentic way. These can range anywhere from building rockets (Science, Technology, Mathematics); to creating and hosting a community performance (English, Arts, Technology); to creating your own cookbook (Health, Technology, English); and anywhere else beyond. These courses are structured by the teachers like a traditional subject but span curriculum areas to engage students more deeply.

The third section is project-based learning where students are challenged to solve big, real-world problems through a combination of group and independent work. This portion of the learning is heavily focussed on developing soft skills that will help students as learners and workers of the future. Emphasis will be placed on developing students' character, critical thinking, communication skills, creativity, citizenship, and collaboration skills. The teacher will guide the students learning across these 6 competencies while the students will drive their own content learning while solving real world challenges.

English

English is the study, use, and enjoyment of the English language and its literature, communicated orally, visually, and in writing, for a range of purposes and audiences and in a variety of text forms. Understanding, using, and creating oral, written, and visual texts is at the heart of English teaching and learning. By engaging with text-based activities, students become increasingly skilled and sophisticated speakers and listeners, writers and readers, presenters and viewers. The study of the literature of Aotearoa, New Zealand and world literature contributes to students' developing a sense of identity, their awareness of Aotearoa's unique heritage and their understanding of the world.

Learning Languages

Ōkaihau College offers te reo Māori at all levels and is a core subject for all junior students, Years 7 to 10. As an official language of Aotearoa, we believe that it is important for all our students to be exposed to Māori language learning, as well as Māori cultural practices, to be able to engage confidently in Te Ao Māori. All students will learn skills in speaking, listening, writing and reading in the Māori language alongside practicing tikanga Māori in various contexts.

The Arts

In the junior school students cycle through Visual Arts, Maori Performing Arts and Music each year to ensure they sample each discipline of the Arts curriculum. In Year 9 students select two arts subjects of their choice which each run for half a year. In Year 10 the focus for our programmes is to prepare students for the knowledge and skills required for NCEA so they are required to select one to two arts subjects which run for the whole year. In the senior school visual arts students continue to hone their skills according to their preferred art genre where they can choose painting, printmaking or sculpture. Music and Maori Performing Arts also allows senior students to specialize in areas depending on interest.



Health and Physical Education

This learning area encourages students to learn about their body and their mind, focusing on how physical, mental and spiritual elements come together to produce a healthy lifestyle. Students will learn practical physical skills, biomechanics, nutrition, mindfulness, sex education and healthy relationships to ensure overall wellness for our students.

Mathematics and Statistics

All strands of Mathematics and Statistics are offered to students, including number, algebra, measurement, geometry and statistics. Fundamental numeracy skills will be the focus in Years 7 to 10 before a greater emphasis will be placed on application into the real world in the NCEA years. In Year 10 students will sit a Common Assessment Activity (CAA) which will count for Numeracy in Year 11. The skills learned in this learning area are transferable into every other learning area and widely applicable in the real world.



Social Sciences

The social sciences learning area is about how societies work and how people can participate as critical, active, informed, and responsible citizens. Contexts are drawn from the past, present, and future and from places within and beyond New Zealand. Junior students study Social Studies which looks at a diverse range of topics including cause and effect of disasters, local history, systems of government, consumer studies, responses to Te Tiriti o Waitangi, conflict including the Northern Wars and the Maori Battalion, sustainability and migration. Senior subjects within social sciences include Tourism and Geography. Tourism investigates local, national and global tourism. Geography studies the environment as the home of people and how they affect each other. Various topics covered in geography include sustainable tourism at the Poor Knights and in the Bay of Islands; the global patterns of plastic pollution, mountains and earthquakes; topographic map skills are learnt, as well as geographic research skills. Field trips are a large part of Geography.



Technology

In the junior school students cycle through Design and Visual Communication, Hard Materials Technology and Digital Technologies to ensure they sample each branch of Technology. In Years 9 and 10 students choose their preference from the options so that they have a good knowledge base prior to selecting NCEA options. Our Technology Block is well resourced and is a modern learning environment with several computer suites to assist with e-learning. The Technology curriculum learning areas cover Technological Practice, Technological Knowledge and The Nature of Technology.



Science

Science is a compulsory subject for all Year 9 – 11 students and in the senior school we have specialist teachers for Biology, Chemistry and Physics. The Science Department is well resourced with three fully equipped laboratories. We have a set of chromebooks, data projectors in each laboratory, class sets of textbooks for every level, and equipment to support the practical activities and experiments that are essential to our programmes. Our teachers provide meaningful, relevant courses that foster curiosity. In the junior school, teachers have suitable hands-on activities that are fun and reinforce skills and content material for the students. Making, measuring, trialling, investigating, dissecting, modelling, observing, and communicating are some of the skills that are developed. Students receive individual attention and they feel well supported. Many graduates of our school have gained tertiary qualifications in medicine, engineering, geology, resource management and other science fields. A knowledge of science skills and processes is also useful for many jobs, particularly in trades.

Education Outside the Classroom





Ngarunui (The great wave)

Ngaruroa (The long wave)

Ngarupaewhenua (The wave that lands upon the shore)

Rangimarie

Our Special Needs Department is known as Rangimarie; a place of peace and aroha. Our primary function is to provide inclusive learning opportunities for students receiving ORS funding through the Ministry of Education (and other outside providers). We are a home away from home, providing life skills programmes aimed at independent living outcomes, individual education plans, supported learning and helping students reach their potential. We endeavour to meet the needs of all students requiring extra support through Teacher Aides, individualised class programmes, KidsCan meals and just providing a safe space for anyone who needs care and support.



Careers

Our Careers Advisor, is available for a range of services including subject and career planning and providing scholarship and tertiary options. We offer lots of programmes and initiatives during the year including trips to tertiary institutes and work experience opportunities. Our Gateway programme strengthens pathways for akonga in to trades and employment.



Whakarongorua Marae

Whakarongorua Marae is our on-site school marae, and is seen as a link in improving the performance of all our students. Our marae meets specific community needs. The role of our marae:

*A place where all who meet can feel at home.
A venue for community / school communication.*

A learning environment with emphasis on te reo Maori and Maori Performing Arts.

A building which comes from the past but is not constrained by it.

A place that is progressive, special, and different.

A place that is closely integrated with the rest of the school systems and buildings.

The spiritual heart of the school.

Guidance

We are staffed by two qualified and registered Guidance Counsellors providing students with a range of different approaches to best meet their needs. Counsellors offer a confidential service to support them with issues at school or home. Our counsellors also work closely with outside agencies if students need extra support (eg Ngati Hine Drug and Alcohol Counsellors).

Music Lessons

We have a well-equipped Music Department with a full-time Music Teacher and an Itinerant Teacher who comes in once a week for tuition. Free tuition is available in a variety of musical instruments. Some instruments are available for hire at very reasonable costs.



School Lunches

Okaihau College is part of the government's Ka Ora Ka Ako / Healthy School Lunches programme. This means that a national company (Libelle) provides lunches for every single student, every day. Lunches are designed to be filling and healthy, and range from wraps and sandwiches, to nachos, butter chicken and pizza. Menus change weekly. Libelle also operate a school Tuckshop on site which is open during intervals and lunchtimes.

Kapa Haka

We have a strong kapa haka roopu; Nga Wheinga a Rahiri. Each year the roopu performs at the Te Tai Tokerau Secondary Schools Kapa Haka Festival as well as in competitions and important school occasions. Whanau are encouraged to support our roopu through fundraising, helping out at overnight noho and being a support to the teachers-in-charge.

School Uniforms

Junior Uniform

Shirts:	Green breezeway polo-shirt with school logo. Green polycotton polo-shirt with school logo.
Shorts / Pants:	Black shorts with an elastic waist. Black jeans (no holes or rips).
Skirt:	Black skirt.
Hoody:	Green hoody with school logo.
Jacket:	Green softshell jacket with school logo.
Socks:	Plain black socks or plain white socks.
Shoes:	Plain black shoes (with minor white detailing, white soles) or plain black sandals (with a backstrap).
Hat:	Plain black baseball style cap.
Beanie:	Green beanie with school logo, or plain black beanie.
Jewelry:	Studs or sleeper earrings, watch, taonga / pounamu.
Make-up:	Minimal natural make-up, neutral nail polish.

Senior Uniform

Shirts:	White breezeway polo-shirt with school logo. White polycotton polo-shirt with school logo.
Shorts / Pants	Black shorts with an elastic waist (appropriate length). Black trousers or jeans (no holes or rips).
Skirt:	Black skirt.
Hoody:	Black hoody with school logo.
Jacket:	Black softshell jacket with school logo.
Socks:	Plain black, plain white or black / white socks.
Shoes:	Plain black shoes, plain white shoes, black / white shoes.
Hat:	Plain black baseball style cap.
Beanie:	Green beanie with school logo, or plain black beanie.
Jewelry:	Studs or sleeper earrings, watch, taonga / pounamu.
Make-up:	Minimal natural make-up, neutral nail polish.

Ngarunui (The great wave)

Ngaruroa (The long wave)

Ngarupaewhenua (The wave that lands upon the shore)

Communications

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