



STRATEGIC PLAN

2024 - 2025

SCHOOL ID NUMBER:1688



AROHENA SCHOOL



Arohena School is a rural school nestled in an attractive native bush setting with views of Maungatautari.

We are minutes from the Waikato River, the popular Waikato River Trail and Lake Arapuni camping ground. We are thirty minutes from Te Awamutu. The school is the hub of the Arohena District and enjoys strong community support.

Arohena was once a saw-milling district and is now a productive farming community with dairy, sheep, beef and deer farms. At times, the school community is privileged to learn at the district hall, church, playcentre, and Aotearoa Marae. Arohena is in the heart of the Ngati Raukawa rohe (area).

Arohena School caters for students from New Entrants to Year Eight in mixed year groups utilising large teaching spaces. Our present school roll fluctuates between 25 to 40 children.

The school facilities consist of three classrooms, a large multi-purpose room, library, tennis/netball courts, an adventure playground, rugby/soccer field, native bush, vegetable gardens and a community built swimming pool.

Also the Board of trustees continue to provide funding for extra staffing and learning assistant support.

Arohena School is very well-resourced, enjoying the uniqueness of our rural landscape

Arohena School is part of the Te Awamutu Principals Rural and Roses cluster of schools, a community of professionals collaborating to create the best learning opportunities for students by growing and sustaining teacher capability. We are also part of the Eastern Zone Schools cluster for sporting and cultural events too. We know that this engagement and interaction leads to positive student outcomes and success for all.

We have an active Board of Trustees and Friends of the School group. The community is consulted annually over the direction the school is taking and to ensure that learning at Arohena School is memorable for everyone.

Vision Statement: Where learning is made memorable for everyone



Goals	Strategies / Initiatives	What we expect to see
Energize an impactful Arohena Learning Community	1a. Embed a living localised curriculum that acknowledges and is facilitated by Ngāti Raukawa	<ul style="list-style-type: none"> •within the rohe (place) ākonga know-places and legends of significance •understanding of how Ngati Raukawa interact with the unique environment in the past, present and future
	1b. Strengthen positive community connections and relationships for learning	<ul style="list-style-type: none"> •new collaboration kaupapa between Eastern Zone kura to support ākonga, whānau and kaiako •knowledge found in our local community continues to be fostered and valued <ul style="list-style-type: none"> -use of rural and farming landscapes in EOTC •increased awareness and participation in educational experiences outside of the rohe (place) •online accessibility and awareness of learning in classrooms
Connect and Engage Arohena Learners	2a. Continue to embed and strengthen assessment for learning knowledge (AFL) and practice	<ul style="list-style-type: none"> •kaiako use assessment tools to support ākonga achievement •consistent tracking systems in place •kaiako understand and begin to implement “what works” and some use of ‘Understand, Know, Do’
	2b. Expand teacher and leadership practices that improve student engagement	<ul style="list-style-type: none"> •new staff to Arohena familiar with the culture of Arohena School, the Arohena Way •there is a consistent approach across the school and discussions around what is working •identified needs and participation in individual PLD to meet needs
	2c. Engage in the curriculum refresh	Te Mātaiaho -better understanding -some use of Understand, Know, Do

Values: PRIDE

Perseverance: We always keep going, even it’s hard

Respect: We use kind words, we use our manners, we look after ourselves, others and our places

Innovation: We can adapt and change, and do things in a different way

Drive: We are enthusiastic learners and strive to do our best

Empathy: We understand and share the feelings of others



Road map

		Year 1 2024				Year 2 2025				What we expect to see
Goal	Initiative	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	
Energize an impactful Arohena Learning Community	1a. Embed a living localised curriculum that acknowledges and is facilitated by Ngāti Raukawa	Foster a partnership with Aotearoa Pā attend Raukawa Symposium		Nurture relationship with Aotearoa Pā begin co-opt discussions with uri o Raukawa (people of Raukawa)						<ul style="list-style-type: none"> •within the rohe (place) ākonga know-places and legends of significance •understanding of how Ngati Raukawa interact with the unique environment in the past, present and future
	1b. Strengthen positive community connections and relationships for learning	Refresh school website -add learning tab Y7&8 Arohena, Wharepapa South, Pukeatua Schools Collaboration Rangiowhia Memorial	National Young Leaders Day (Years 7&8) Y7&8 Arohena, Wharepapa South, Pukeatua Schools collaboration	Grandparents Day	Ag Day Y7&8 Arohena, Wharepapa South, Pukeatua Schools collaboration					<ul style="list-style-type: none"> •new collaboration kaupapa between Eastern Zone kura to support ākonga, whānau and kaiako •knowledge found in our local community continues to be fostered and valued -use of rural and farming landscapes in EOTC •increased awareness and participation in educational experiences outside of the rohe (place) •online accessibility and awareness of learning in classrooms
Connect and Engage Arohena ākonga	2a. Continue to embed and strengthen assessment for learning knowledge (AFL) and practice	Apply for Assessment Tool PLD. Monique to lead In school PLD if PaCT is the tool Interact in a culturally responsive induction programme with guidance from Raukawa, MAC and local whānau create	Start funded PLD	PLD continues	Assessment for Learning (AFL) Apply for PLD	Start funded PLD				<ul style="list-style-type: none"> •kaiako use assessment tools to support ākonga achievement •consistent tracking systems in place •kaiako understand and begin to implement “what works” and some use of ‘Understand, Know, Do’ to support learning
	2b. Expand teacher and leadership practices that improve student engagement	Begin Best Start Literacy		Arohena and Wharepapa South PL Principal Finland Study Tour						<ul style="list-style-type: none"> •new staff to Arohena familiar with the culture of Arohena School, the Arohena Way •there is a consistent approach across the school and discussions around what is working •identified needs and participation in individual PLD to meet needs
	2c. Engage in the curriculum refresh		Combined TOD: Arohena and Wharepapa South kura - Te mātaiaho PLD		Combined TOD: Arohena and Wharepapa South kura - Te mātaiaho PLD		Combined TOD: Arohena and Wharepapa South kura - Te mātaiaho PLD			Te Mātaiaho -better understanding -some use of Understand, Know, Do



Goal: Energize an impactful Arohena Learning Community

Strategic / Initiatives	NELP / Board Objectives	Tools / Measures	What we expect to see
1a. Embed a living localised curriculum that acknowledges and is facilitated by Ngāti Raukawa	National Educational Learning Priority - Objective 2: Barrier Free Access Board objective 4 (i)	Increased involvement with te uri o Ngāti Raukawa (people of Ngāti Raukawa) Co-opted Ngāti Raukawa BOT Significant legends and places retold, used in ākonga work and evidenced in classroom displays	<ul style="list-style-type: none"> •within the rohe (place) ākonga know-places and legends of significance •understanding of how Ngati Raukawa interact with the unique environment in the past, present and future
1b. Strengthen positive community connections and relationships for learning	National Educational Learning Priority - Objective 1: Learners At The Centre Board Objectives 1 (c, d)	Number of collaborative opportunities with other schools Growth in number of community voice, Māori voice, ākonga (learner) voice, kaiako (teacher) voice collected	<ul style="list-style-type: none"> •new collaboration kaupapa between Eastern Zone kura to support ākonga, whānau and kaiako •knowledge found in our local community continues to be fostered and valued <ul style="list-style-type: none"> -use of rural and farming landscapes in EOTC •increased awareness and participation in educational experiences outside of the rohe (place) •online accessibility and awareness of learning in classrooms

Goal: Connect and Engage Arohena Learners

Strategic / Initiatives	NELP / Board Objectives	Tools / Measures	What we expect to see
2a. Continue to embed and strengthen assessment for learning knowledge (AFL) and practice	National Educational Learning Priority - Objective 3: Quality Teaching and Leadership Board objective 1	Student assessment data Priority Learners discussion in first 15 mins of staff hui Visible formative assessment -in classrooms, ākonga books (digital and hard copy, newsletter and website) Kaiako self-assessment	<ul style="list-style-type: none"> •kaiako use assessment tools to support ākonga achievement •consistent tracking systems in place •kaiako understand and begin to implement “what works” and some use of ‘Understand, Know, Do’
2b. Expand teacher and leadership practices that improve student engagement	National Educational Learning Priority - Objective 3 : Quality Teaching and Leadership Board objective 3	Staff able to articulate the Arohena Way Staff feel a part of Arohena New staff receive appropriate PLD	<ul style="list-style-type: none"> •new staff to Arohena familiar with the culture of Arohena School, the Arohena Way •there is a consistent approach across the school and discussions around what is working •identified needs and participation in individual PLD to meet needs
2c. Engage in the curriculum refresh	National Educational Learning Priority - Objective 1: Learners At The Centre Board objective 4	Staff engage in Curriculum Refresh	Te Mātaiaho -better understanding -some use of Understand, Know, Do



Initiative	Actions	Who	Timeframe	Costings	Review
1a. Embed a living localised curriculum that acknowledges and is facilitated by Ngāti Raukawa	attend Raukawa Symposium	Justine	January	\$600 Raukawa Symposium	
	-begin co-opt discussions nga uri o Ngāti Raukawa to the Board of Trustees discussions		Term 3	\$250 annual BOT attendance payment	
	Attend local events	Justine, student leaders	As events happen		
1b. Strengthen positive community connections and relationships for learning	Website update to include learning in classrooms	Justine	Term 1	Spike web design Level 2 \$1250	
	Combined Professional Group Cycle (Dene, Ana, Justine)	Justine	PGC facilitator TBC		
	Year 7&8 Collaboration with Wharepapa South & Pukeatua Schools	Justine Monique Student leaders	Terms 1,2,4		



Annual Plan 2024
Goal: Connect and Engage Arohena Learners

Initiative	Actions	Who	Timings	Costings	Review
Continue to embed and strengthen assessment for learning knowledge (AFL) and practice	Assessment Tool PLD	Teaching staff	Terms 2 and 3	funded	
2b. Expand teacher and leadership practices that improve student engagement	Best Start Literacy Induction Programme	Moana Staff, students, Raukawa, MAC, local whānau	Terms 1,2,3,4 Terms 1,2,3,4 create-develop-embed	funded TBC	
2c. Engage in the curriculum refresh	Attend Combined Arohena and Wharepapa South TOD curriculum refresh and Common Practice Model	Teaching & support staff	Terms 2 and 4 Curriculum Refresh	\$1956 / funded	



Te Tiriti o Waitangi

School boards to give effect to Te Tiriti o Waitangi

The Act provides, in section 127, that one of the primary objectives for Boards is to give effect to Te Tiriti o Waitangi by:

- working to ensure their plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori and
- achieving equitable outcomes for Māori students.

The code states that teachers should have a comprehensive knowledge of te Tiriti and make it part of their teaching practice. For example, by:

- using te reo correctly and often in class
- teaching the history of Aotearoa New Zealand accurately.



Priority Learners

‘Background

Priority learners are groups of students who have been identified as historically not experiencing success in the New Zealand schooling system. These include many Māori and Pacific learners, those from low socio-economic backgrounds, and students with special education needs.’

ERO (August 2012). *Evaluation at a Glance: Priority Learners in New Zealand Schools*

Arohena School will:

- identify Priority Learners
- track Priority Learners
- Priority Learners first agenda item in staff hui
- discussions using data in tracking systems
- who? -what? movement/sign posts -how? -next steps?
- report to whānau
- report to the Board of Trustees



Stakeholders Engagement

Arohena School stakeholder engagement highlighting the collaborative efforts and meaningful partnerships that contribute to our shared vision where learning is made memorable for everyone.

As part of our consultation process

Community voice was gathered in hard copy form, a preferred option

Community voice was gathered:

At community events

-School Ag Day

-Māori hui

In school

-ākonga (learner) voice

-kaiako (teacher) voice

In the home

-whānau voice

Emerging Themes

-the importance of community connectedness

-how the learning environment and natural environment support our ākonga to feel safe and happy

-ākonga do not miss out on opportunities due to the roll size and location of our kura but to use our roll size and location as a unique feature and learning opportunity