



Arohena School is a small 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 originally a saw-milling district and is now a productive farming community with dairy, sheep, beef and deer farms. At times, the school community makes use of the district hall, church, Playcentre, and Aotearoa Marae. Arohena is in the heart of the Ngati Raukawa rohe.

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 teacher aide support. Arohena School is very well-resourced. We face the challenge of a transient, farming community and rural isolation.

Arohena School is part of the Rural and Roses cluster of schools, a community of professionals collaborating to create best learning opportunities for students by growing and sustaining teacher capability. 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 are consulted annually over the direction the school is taking and we work hard to ensure that learning at Arohena School is memorable for everyone.

MISSION Providing excellence in all aspects of education	VISION Where learning is made memorable for everyone	VALUES Learner dispositions Arohena PRIDE: Perseverance, Respect, Innovation, Drive and Excellence
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Strategic Goals 2019-2021	Strategic Programmes	Initiatives 2019	Outcomes
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Our strategic goals are based on the School Evaluation Indicators (ERO) which identify six domains that have the **most significant** influence on **improving student outcomes**, each of which relates to the National Administration Goals (NAGs)

<p>Domain 5: Professional capability and collective capacity All students are provided with a motivated, highly skilled and knowledgeable teaching staff that is reflective and flexible in order to meet the needs of their learners. Teaching needs to be in line with current best practise and reflective of our school values.</p> <p>Domain 6: Evaluation, inquiry and knowledge building for improvement and innovation All students are actively engaged in their learning in order to make progress and achieve to their full potential in all areas of the New Zealand Curriculum, with a particular focus on reading, writing and mathematics</p> <p><i>Teachers and students at Arohena School are agentic, motivated, engaged and successful learners.</i></p>	<p>Develop and strengthen formative practice</p> <p>Develop and strengthen understanding of teaching as inquiry</p>	<p>Implement the PACT tool for assessment and a continuous assessment model</p> <p>Introduce and use Arinui to support a shared understanding of teaching as inquiry and appraisal for learning and growth.</p>	<p>Teachers use data to inform practice alongside excellent formative practice that engages all learners.</p> <p>Teachers are able to ascertain whether or not interventions and or changes in practice have impacted on the outcomes for all of their learners.</p> <p>All students achieve at the expected levels or make significant progress towards expected levels.</p>
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<p>Domain 3: Educationally powerful connections and relationships To provide opportunities for all our parents, whanau and school community to actively engage in an inclusive and non-threatening environment.</p> <p>Domain 4: Responsive curriculum, effective teaching and opportunity to learn To provide a safe physical and emotional environment where all students, staff and other members of the school community feel valued and respected regardless of their individual cultures and circumstances.</p> <p><i>Our school builds and maintains a positive learning culture with staff, parents, whanau and students</i></p>	<p>Foster and build learning-focused relationships so students have optimal opportunity to build their own motivation to learn</p>	<p>Quality Schools: Develop internal motivation and control for learning and behaviour</p> <p>Circle time: Problem solving and team building</p> <p>Facilitate opportunities with parents/whanau to play an active role in their child's learning</p> <p>Te reo Maori is taught and woven through teaching and learning.</p>	<p>Well-being survey will reflect students that feel like they belong and that they are supported to learn at school and home.</p> <p>Plan developed for newly enrolled students including both new entrants and transient students</p> <p>Parents/whanau are included and teachers <i>know</i> their learners.</p> <p>Parent and whanau attendance at school events, including interviews, is 90-100%.</p>
<p>Domain 4: Responsive curriculum, effective teaching and opportunity to learn To provide a safe physical and emotional environment where all students, staff and other members of the school community feel valued and respected regardless of their individual cultures and circumstances.</p> <p><i>Our curriculum recognises the importance of key learning areas and also provides opportunities for physical, social and emotional growth.</i></p>	<p>Commit to working with Sport Waikato to embed physical education and sport.</p>	<p>Attend Combined Senior leadership programme</p> <p>Tech Arts at Te Awamutu Intermediate for year 7 and 8</p> <p>Continue to employ Music teacher</p> <p>Continue to support Ski trip</p>	<p>The Arohena School curriculum is rewritten and emphasises academic, physical, social and emotional learning.</p> <p>EOTC experiences are embedded in our school curriculum.</p>

<p>Domain 1: Stewardship To have an effective Board of Trustees that is consultative, responsive and who provide a clear vision and strategic direction and monitors outcomes against these goals.</p> <p>Domain 2: Leadership of conditions for equity and excellence To have a consultative leadership team that communicates a clear, consistent educational vision that delivers measurable outcomes consistent with the schools vision, the needs and aspirations of our community</p> <p><i>Our school's systems, resources, practices and procedures support quality teaching and learning practices.</i></p>	<p>A shared understanding of appraisal for teacher is in place through teachers knowing Quality practices (Education Council) and Arinui.</p> <p>Policies and procedures reviewed and are fit for purpose.</p>	<p>School appraisal and performance agreements are supported through the use of the Arinui tool.</p> <p>School Docs in place for creating and reviewing school policies and procedures with school community input.</p>	<p>The Board of Trustees are clear about the direction of the school and are focused on the progress and achievement of all learners.</p>
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<p>Student learning and achievement</p> <ul style="list-style-type: none"> ● Shared understandings of formative practice and Teaching as Inquiry are in place and monitored. ● Progress and achievement monitored using the PACT tool. ● A plan is in place for new enrolments to integrate quickly, progress and achieve. 	<p>Teacher effectiveness</p> <ul style="list-style-type: none"> ● Participate in professional learning that is focused on strengthening our evaluative capability. ● Create a shared understanding of Teaching as inquiry and appraisal. 	<p>Finance</p> <ul style="list-style-type: none"> ● 2019 budget and audit completed ● Budget reviewed in June/July. ● Asset register reviewed. ● Teacher aide and staffing costs monitored and reviewed in June. ● Bus transport review each term.
<p>Cultural diversity and Maori dimension</p> <ul style="list-style-type: none"> ● BOT training to include self-review using as aspect of the Hautuu tool. ● Make sustainable links with Raukawa and Aotearoa Marae. ● Daily karakia and waiata embedded in school practice ● Quality School model followed to create educationally powerful relationships for learning. 	<p>Arohena School Annual Plan 2019 Overview</p>	<p>Property</p> <ul style="list-style-type: none"> ● School house improvements to be completed ● School painted through allocated cyclical maintenance funds ● Prevention of deterioration in library space re windows. ● School water system reviewed. ● School grounds maintained.
<p>Community partnership</p> <ul style="list-style-type: none"> ● Explore continuous reporting and assessment with whanau. ● Continue to host community events involving school families and children and the wider community. 	<p>Review</p> <ul style="list-style-type: none"> ● Review Arohena School curriculum to ensure it meets the expectations of the community and meets academic, physical, social and emotional needs of our learners. ● Utilise School Docs to support a manageable review schedule and to engage community in reviews that concern them. ● Create and use policies and procedures that are fit for purpose. 	<p>Health and Safety</p> <ul style="list-style-type: none"> ● Hazards register reviewed ● Bus audit completed

Improvement plan: Teaching and Learning

Strategic Goal:

Students at Arohena School are agentic, motivated, engaged and successful learners. **Domain 5: Professional capability and collective capacity**

All students are provided with a motivated, highly skilled and knowledgeable teaching staff that is reflective and flexible in order to meet the needs of their learners. Teaching needs to be in line with current best practise and reflective of our school values.

Domain 6: Evaluation, inquiry and knowledge building for improvement and innovation All students are actively engaged in their learning in order to make progress and achieve to their full potential in all areas of the New Zealand Curriculum, with a particular focus on reading, writing and mathematics.

Annual Goal: Use a shared understanding of formative practice to improve achievement and engagement in writing and mathematics.

Annual Target: In writing 85% of learners will meet the NZC expectation and in mathematics 75% of all learners will meet the NZC expectation.

Key improvement strategies

When	What	Who	Indicators of progress
Term 1-4	Know the learning progressions in writing and maths (PACT tool) and then use these for teaching and learning.	Teachers	Teachers plan and assess using the progressions.
Terms 1-4	Use formative practice for all learning but in particular maths and writing.	Teachers	Students will be clear about what they are learning and the purpose of their learning. They will be clear about what the learning might look like and students will be clear about how they will achieve this and will know how well the learning has been achieved.
Terms 1-4	Develop a model of continuous assessment	Principal and teachers	Students will self evaluate and self regulate their learning by reflecting on their current progress and achievement to determine their next learning goals. Teachers will use formative inf
Terms 1-4	Use " Clarity in the classroom" to assist to guide planning for teaching and learning.	Teachers	Teachers and students are clear about what is being learnt and what achievement and or progress looks like. Teacher have access to resource to inform practice.

Improvement plan: Relationships

Strategic Goal:

Our school builds and maintains a positive learning culture with staff, parents, whanau and students. **Domain 3: Educationally powerful connections and relationships**

To provide opportunities for all our parents, whanau and school community to actively engage in an inclusive and non-threatening environment.

Domain 4: Responsive curriculum, effective teaching and opportunity to learn To provide a safe physical and emotional environment where all students, staff and other members of the school community feel valued and respected regardless of their individual cultures and circumstances.

Annual Goal: Foster and build learning- focused relationships so that students have optimal opportunity to build their own motivation to learn

Annual Target: Pro social culture student culture and strategies and aggressive school culture show positive change and improvement in 2019. (NZCER Wellbeing survey)

Key improvement strategies

When	What	Who	Indicators of progress
Term 1-4	Circle time is introduced to students and teachers and then used throughout the year.	Teachers	Students are able to problem solve using Circle Time and know that they have a tool to voice their thoughts and ideas.
Terms 1-4	Professional learning in Quality Schools and Glasser choice theory.	Teachers	Arohena School has a schoolwide model for behaviour for learning and our school beliefs about behaviour are based on learners levels of engagement.
Terms 1-4	Teachers to explicitly teach the Arohena PRIDE dispositions for learning within their classroom programme.	Principal and teachers	Learner dispositions play out in every action/interaction within the school. Learner dispositions will become more acknowledged.
Terms 1-4	Culturally responsive pedagogy is strengthened throughout our school.	Teachers	The principal and teachers "know" the learners so that they are able to provide engaging programmes for learning. Teachers manage the motivational climate of the classroom and foster and build learning focused relationships. "Cultural responsiveness is much more than introducing myths or metaphors into class. It means interacting with families to truly understand their reality; it means understanding the socio political history and how it impacts on classroom life; it means challenging personal beliefs and actions; and, it means changing practices to engage all students in their learning and make the classroom a positive learning place for all students". R.Bishop, M.Berryman, T.Cavanagh and L.Teddy, (March 2007)
Terms 1-4	Provide a wide range of opportunities for parents to enter the school and discuss their child's learning in both formal and informal settings.		Parents enjoy coming in to Arohena School and are keen and positive about being involved in their child's learning

Improvement plan: Curriculum and learning

Strategic Goal: Our curriculum recognises the importance of key learning areas and also provides opportunities for physical, social and emotional growth.

Domain 4: Responsive curriculum, effective teaching and opportunity to learn

To provide a safe physical and emotional environment where all students, staff and other members of the school community feel valued and respected regardless of their individual cultures and circumstances.

Annual Goal: The Arohena School curriculum is reviewed and rewrite begun. There is emphasis on academic, physical, social and emotional learning.

EOTC experiences are embedded in our school curriculum.

Key improvement strategies

When	What	Who	Indicators of progress
Term 1	Review teacher and learner expectations.		Expectations are created and in place for literacy and numeracy. Teachers have shared understandings of Quality practices and Teaching as Inquiry. Expectations are evidenced-based.
Terms 1-4	Arohena school curriculum is reviewed and aligned with Community feedback		The front end of the school curriculum is in place; vision, learner dispositions as well as learning progressions for literacy and numeracy. EOTC experiences are embedded in teacher planning.

Improvement plan: Leadership and Self-review

Strategic Goal: Our school's systems, resources, practices and procedures support quality teaching and learning practices.

Domain 1: Stewardship

To have an effective Board of Trustees that is consultative, responsive and who provide a clear vision and strategic direction and monitors outcomes against these goals.

Domain 2: Leadership of conditions for equity and excellence

To have a consultative leadership team that communicates a clear, consistent educational vision that delivers measurable outcomes consistent with the schools vision, the needs and aspirations of our community

Annual Goal: Policies and procedures are fit for purpose. The Principal appraisal is robust and considers closely how the vision and strategic plan are carried out.

Key improvement strategies

When	What	Who	Indicators of progress
Term 1-4	The Principal appraisal is robust.	BOT	There is evidence of the vision and strategic goals being achieved within the principal's appraisal.
Terms 1-4	The BOT are clear about the vision and strategic direction of the school.		The BOT can articulate strategic goals and are confident to ask questions when understanding is unclear.
Terms 1-4	The BOT considers equity and excellence when reviewing student achievement.	BOT and Principal	Communication to the BOT includes information about priority learners and their progress and achievement. Priority groups for Arohena school includes the specific groups of new enrolments.