



*Awahou
School*

STRATEGIC PLAN 2024-2025

Mission Statement:

To meet the educational needs of the Pohangina Valley community by fostering individual excellence in a dynamic and caring environment.

Vision:

Ngā kaitiaki tō tātou wāhi - Guardians of our place

Principles:

We are guided by the Principles of the Treaty of Waitangi and the New Zealand Curriculum

Philosophy:

Awahou School believes in creating a generation of Kaitiaki. Developing children who can think for themselves and others, who can create and imagine, who are strong in their literacy and numeracy, and who can navigate the challenges of the world with intrinsic motivation and strength of character derived from a strong sense of self and resilience; to be emotionally intelligent, self-initiators, reflective of themselves and others, strong and articulate communicators with a realistic sense of themselves and others. Each and every child will have quality and consistent one to one time with their teacher to ensure that no one slips through the gaps and is able to reach their full potential both academically and developmentally. Student Leadership is an essential part of the day to day running of the school. Students are taught about collective responsibility and encouraged that they can make a difference at any level. Awahou School provides opportunities for students to make a difference within their own community and apply this to the wider world.

Values:



STRATEGIC OVERVIEW

STRATEGIC PLAN FOR ACHIEVING GOALS 2024 - 2025

STRATEGIC GOAL 1

To provide ākongā with a robust, relevant, exciting and refreshed local school curriculum which we have developed based on Te Mātaiaho (the refreshed New Zealand Curriculum*

Link to Board Primary Objective	Links to Education requirements	What do you expect to see?	How will we achieve or make progress towards our strategic goals?	How will you measure success?
All of section 127(1) applies	NELP Priorities: 1, 2, 3, 4, 5, 6 Te Mātaiaho and the Common Practice Model The Te Mātaiaho Implementation supports pack The Literacy and Communication and Maths Strategy Wellbeing in Education Strategy The New Zealand Child and Wellbeing Strategy Ka Hikitia The NZSTA's guidance	Our local school curriculum actively reflects Te Mātaiaho [*Te Marautanga o Aotearoa] and our communities' priorities for their tamariki and local tangata whenua priorities for our school School leaders, kaiako, whānau and ākongā are excited and engaged with their local school curriculum We will publish our local school curriculum	We will implement the necessary curriculum refresh changes through the ongoing development of our local school curriculum and relationship with tangata whenua We will ensure local hapu /iwi will determine the matauranga Māori, te reo Māori, and tikanga included in the local curriculum. We will build awareness and grow	Annual tracking of our local school curriculum development and implementation plan against the Te Mātaiaho implementation guidance Tangata whenua satisfaction that the local curriculum has been codesigned with them. Annual ākongā, kaiako and whānau feedback methods to measure engagement and

for full implementation by 2027) and with our community

	<p>for giving effect to Te Tiriti o Waitangi</p>	<p>on our website Kaiako are clear and confident on the learning that matters within our local school curriculum and access and utilise it easily with ākonga</p> <p>We have established systems and processes to measure and report on individual and school-wide student progress with respect to our local school curriculum</p>	<p>understanding of Te Mātaiaho with kaiako and our school community</p> <p>We will engage in ongoing Ministry of Education professional development opportunities about Te Mātaiaho for school leaders and kaiako.</p>	<p>understanding of our local school curriculum.</p> <p>Annual ākonga and whānau feedback to measure satisfaction with reporting.</p> <p>Annual ākonga well being and belonging measures.</p> <p>Annual ākonga learning and progress achievement data analysis with respect to our local school curriculum.</p>
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*STRATEGIC
GOAL 2*

To enhance our school environment to reflect our local school curriculum, ensuring our kura is a safe and happy learning space for all.

Link to Board Primary Objective	Links to Education requirements	What do you expect to see?	How will we achieve or make progress towards our strategic goals?	How will you measure success?
All of section 127(1) applies	NELP Priorities: 4, 5 Wellbeing in Education Strategy The New Zealand Child and Wellbeing Strategy NZSTA's guidance for giving effect to Te Tiriti o Waitangi https://eotc.tki.org.nz/EOTC-home/EOTC-Guidelines https://www.education.govt.nz/school/property-and-transport/projects-and-design/design/designing-learning-environments/	Our classrooms actively reflect Te Mātaiaho [*Te Marautanga o Aotearoa] and our communities' priorities for their tamariki and local tangata whenua priorities for our school. Our outdoor environment actively reflects Te Mātaiaho [*Te Marautanga o Aotearoa] and our communities' priorities for their tamariki and local tangata whenua priorities for our school.	Invest in quality resources that support all ākonga to achieve success. Invest in quality furniture to provide the best environment for our ākonga to learn. Invest in outdoor equipment that supports our local curriculum, including Nature Play. The Board will complete a Outdoor Property Plan for the upcoming years.	Annual ākonga and whānau feedback. Annual ākonga well being and belonging measures. Annual ākonga, kaiako and whānau feedback methods to measure engagement and understanding of our local school curriculum.

*STRATEGIC
GOAL 3*

To deepen our connection to our surrounding community and whenua so that our akonga have a strong sense of belonging and connectedness.

Link to Board Primary Objective	Links to Education requirements	What do you expect to see?	How will we achieve or make progress towards our strategic goals?	How will you measure success?
All of section 127(1) applies	<p>NELP Priorities: 4, 5</p> <p>Wellbeing in Education Strategy The New Zealand Child and Wellbeing Strategy NZSTA's guidance for giving effect to Te Tiriti o Waitangi Te Mātaiaho and the Common Practice Model</p> <p>The Te Mātaiaho Implementation supports pack Wellbeing in Education Strategy</p> <p>The New Zealand Child and Wellbeing Strategy Ka Hikitia</p>	<p>Our local curriculum actively reflects Te Mātaiaho [*Te Marautanga o Aotearoa] and our communities' priorities for their tamariki and local tangata whenua priorities for our school.</p> <p>An increased and routine involvement with local community groups, such as the Pohangina Catchment Care Group, and Horizons Regional Council to actively support community initiatives to learn about the protection and restoration of Pohangina Valley land, waterways and native animals.</p> <p>Students making</p>	<p>Make regular contact with PCCG and attend meetings where appropriate.</p> <p>Meet with key people from Horizons Regional Council to plan out educational activities and events that involve the protection and restoration of land, waterways and/or native animals.</p> <p>Make a termly plan with students to determine what community initiatives we will undertake and what learning will be required.</p>	<p>Annual ākonga and whānau feedback.</p> <p>Annual ākonga well being and belonging measures.</p> <p>Annual ākonga, kaiako and whānau feedback methods to measure engagement and understanding of our local school curriculum.</p>

		decisions in regards to what activities they would like to establish to support the local environment and carry these out on a regular basis.		
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