

Arowhenua Māori School
2025
Pūrongo ā-Tau
Annual Report





Te Ihirangi

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He mihi

Ki te hāpori ā-kura, e te whānau, me te whānau whānui hoki, tēnei te mihi mahana ki a koutou.

To our kura community, our whānau past present and future, warm greetings.

2025 was an eventful and productive year.

While navigating the many changes to education that I am sure you are aware of, there have been curriculum changes, assessment and reporting changes, and support and resourcing changes.

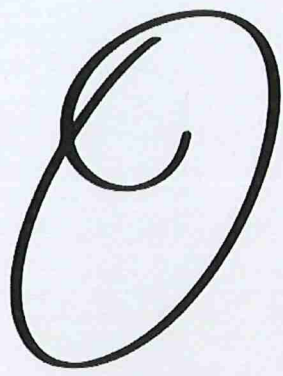


All of which takes time to review, learn and implement into our every day programmes. Throughout all of this, we have felt nothing but support from you all, and thank you for your patience. Change can be unsettling, but you can be reassured that our tamariki/mokopuna at Arowhenua Māori School are thriving. This was evident from the positive Education Review Office report undertaken in Term Two.

This is testament to our kura vision that provides -teaching and learning within Te Ao Māori.

He anga onamata-he aronga anamata (ancestrally driven-future focussed).

Whaea Bronwyn



omatou

POARI

2025



**NZSBA National
Conference 2025.**



**Whakapaepae
te Whare &
Toitū Tarahaoa.**



**Whānau Hui
every term.**

Kiaora e te Whānau,

2025 started off strong. Whaea Bronwyn had returned from her sabaticcal leave, Dr. Pounamu Aikman was back from extended medical leave and was promptly elected presiding member. Whaea Maania and Matua Nicholas continued as parent elected members and Whaea Vanessa became our staff representitve.

One of the first decisions we needed to make was our intention regarding our taonga the original school house, Tarahaoa. We were informed by the Ministry of Education that they regarded the best decision would be to demolish the building. We had lots of kōrero over this, but one thing was clear, demolision was not an option.

We created a sub-committee of Whaea Bronwyn, Dr. Pounamu, and Austin Haines, (an archivist and someone who is very passionate about restoring Tarahaoa). The sub-committee spent a lot of time meeting with Heritage NZ and the Ministry of Education and eventually were successful in our attempt to save the whare. The Ministry of Education agreed to move, strengthen, and re-roof Tarahaoa, then they will hand ownership back to the board of trustees where we are charged with finishing the restorations. Looking forward there will be a significant effort by us all to do so, but we are quietly confident that we will get there.

We also worked on creating more rigour within our poari and processes that we follow. We spent time sorting and tidying our archives and storage system, and joined BoardPro for creating a high level of minute taking (Whakapaepae Whare). We also enjoyed valuable time at the NZSBA National Conference in July.

After our triennial board elections, Matua Nicholas stood down following a move to Tauranga, and we welcomed Whaea Beth to our poari.

By the end of the year, we also had the sad news that Dr. Pounamu needed to stand-down due to medical reasons.

We would like to thank both Matua Nicholas and Dr. Pounamu for the time they served on our poari. They both got us through some very important times, and we have been very blessed with their passion, professionalism and dedication.

Following Dr. Pounamu's resignation, the poari co-opted Whaea Fiona Matapo, who has extensive experience with governance and Māori Medium education.



He anga onamata

ANCESTRALLY DRIVEN

O Mātou Wawata - Our Vision

We have continued with the representation of the journey

"Uta ki Tai" - from the mountains to the sea.

There are also three Tī Kouka (cabbage trees) located at strategic places upon Kā Pākihi Whakatekata o Waitaha (Canterbury Plains). Much like our tīpuna, Tī Kouka were strategically placed along the trails to guide and direct them on their journey.

The Tī Kouka represent the three strategic pou; Mana, Ako, and Mauri.

At the bottom of the page is our Graduate Profile, the aspirations we have created that our mokopuna would have by the time they leave our kura and venture out into the big world, Te Moananui a-Kiwa - the Pacific Ocean and beyond.

Initially a two year strategic plan, kura were instructed to extend their plans a further one year to 2026.

The following few pages will explain how well we did, what happened when things didn't go to plan and what we plan to do about it in 2026.

**Arowhenua
Māori School**
Established 1895



He anga onamata - He aronga anamata
(Ancestrally driven - Future focused)

Aroha | Whanaukataka - Manaakitaka - Rakatirataka - Kaitiakitaka

Goals 2024-2025	Initiatives	Outcomes
 AKO: He Tamaiti, hei Raukura - We will be a place where teaching and learning is centered around the needs of our ākonga within Te Ao Māori.	Te Marau o Arowhenua (our curriculum) - Integrate Mātauranga Māori (place-based contexts) into Te Marau o Arowhenua Poutama of learning. Whakamaia ngā kaiako (building our confidence) - Provide a Professional learning and development programme with Kia Ata Mai Trust to support kaiako with Matatini Reo (Literacy and Language acquisition). Pehea e tautoko ai? (supporting our tamariki) - Strategically advocate and explore opportunities to increase resources to develop on Arowhenua Māori School korowai/mokihī for specific ākonga needs (behavioural, cultural, neuro-diverse, gifted and learning).	Ākonga thriving and learning within Te Ao Māori. Kaiako will be able to connect the local context and people in formalized learning. Kaiako will seek learning opportunities and feel confident and supported teaching Matatini Reo and Language acquisition processes. Individual needs of ākonga will be met.
 MAURI: Tuia te Poutama - develop definitive pathways of learning.	Ngā whakawhitinga (transitions) - Research early childhood (school ready) and secondary school transitions to explore successful Māori medium pathways for our ākonga. Pae Tawhiti (defining our success) - Explore, review, and create a Te Reo Māori Strategy to transition to full immersion Māori.	A place to belong. Effective transitions will future proof our taura. Well considered and robust decision process and language strategy.
 MANA: Te hononga - connect and inform hāpori ā-kura including mana whenua in decision making for ākonga to learn in Te Ao Māori/ culturally relevant ways.	Whakapapa ā-Kura (our story) - Hold a series of wananga that invite whānau into the narrative of the whakapapa of the school. Whakanuia ko ngā ākoranga o nehe (revitalize our traditional learning) - Create a shared education strategy and strong reciprocal relationship with Kati Huirapa and other relevant stakeholders.	A kura that is valued. Whānau are confident to share and buy in to their school's narrative with the wider community. The school's strategic plan and Kati Huirapa education strategy are aligned.

Toitu te rakatirataka: Experience a level of success to create global, confident leaders who believe in themselves while respecting the diversity of others.

Toitu te tūroa: Know their responsibilities as Māori in order to maintain all that has been.

Toitu te pae tawhiti: Know their responsibilities as Māori while maintaining focus on future learning.

Toitu te iwi: Practise tikanga and uāra Māori in order to know who they are and who they are from.

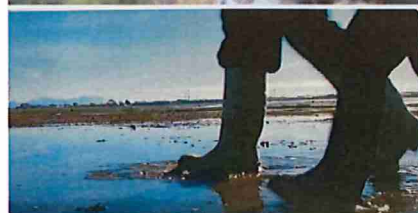
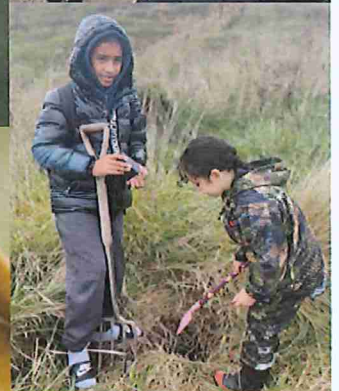
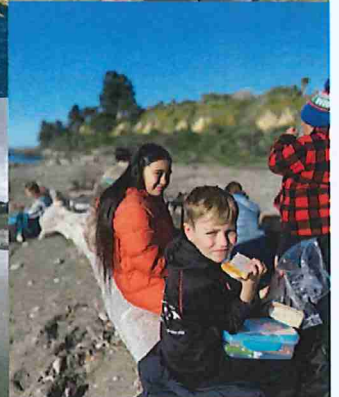


**Te Awarua project
with Kāti Huirapa**

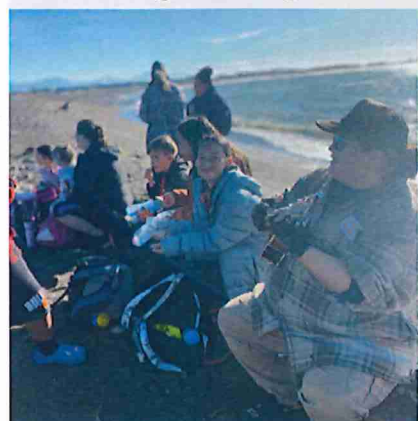
Learners are confident in their culture, identity, and language and show deep understanding of Mātauranga Māori. They engage in a curriculum grounded in Te Tiriti o Waitangi and learn in well resourced environments. Learners are well engaged.

ERO October 2025

Te Waitarakao 2025



Kaitiakitanga:Turning the Tide



Wananga
Taonga Pūoro



Mara Kai

STATEMENT OF VARIANCE

What We Planned & What We Did

AKO: Te Marau o Arowhenua (our curriculum) integrate Mātauranga Māori (place-based contexts) into Te Marau o Arowhenua Poutama of Learning.

- **Link Te Marau ā-kura o Arowhenua Māori School to special character application.**
- **Maintain an active role in Kahui Ako.**
- **Present kura displays and annual plan 2025 at whānau hui T2.**

A group of ākonga (nō Kāti Huirapa) were involved in an environmental local waterways project, which also included collecting their voice for the future development of the Awarua Stream. 24/02/2025.

The rōpū of ākonga continued their journey working alongside Canterbury University on a research project at Te Aitarakao estuary learning and experiencing the cultural narrative for this area. This culminated in the creation of the documentary "Turning the Tides" 26/11/2025.

The whole kura participated in a taonga pūoro workshop, 08/05/2025.

The kura hosted Minecraft launch of local narrative, with Kāti Huirapa 26/05/2025.

In Term 3 we were scheduled to participate in the annual FLAVA Festival, however ill health meant we were unable to be part of it. This was re-scheduled to early Term 4 and was combined with our first formal Manu Kōrero, both held at Arowhenua Marae. 23/10/2025.

Both kaiako and Tumuaiki had active roles within Kahui Ako. Kaiako inquiries were completed and presented. Tumuaiki continued to attend management meetings until Kahui Ako were disestablished by a MoE decision.

A government decision to disband Kahui Ako from January 2026 meant we no longer are part of a kahui ako.

An ERO Review was undertaken 24-25/06/2025. This was unexpected, however it added robustness to our marau development as well as reassurance regarding progress and achievement outcomes.



AKO: Whakamaia ngā Kaiako (Building our confidence) Provide a professional learning and development programme with Kia Ata Mai Trust to support Kaiako with Matatini Reo (Literacy & Language acquisition techniques).

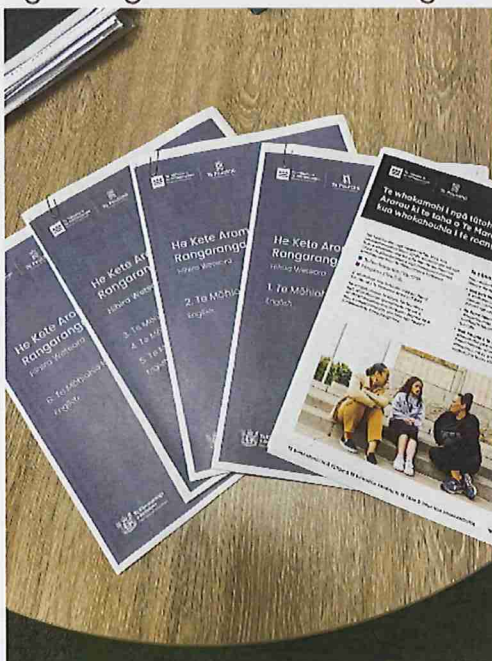
- **Continue to keep up to date with MoE directed initiatives, legislation and related professional development.**

Kaiako completed (and on-going) PLD for Rangaranga ā-Tā (MM Structured Literacy) with Kia Ata Mai Trust throughout the year.

Kura was approved for RAPLD (Regionally Approved Professional Learning & Development) for Pāngarau (MM Numeracy), however by the end of 2025 we were still awaiting for a South Island provider. However MM TMoA cluster met (hosted by the kura) for a one-day overall PLD Pāngarau, 28/11/2025.

*MM TMoA cluster=a cluster group between Tuahiwi, Te Haeata, ourselves, being the only three kura in Canterbury teaching under Te Marautanga o Aotearoa -Māori Curriculum.

Self-review of Attendance policy and procedures was undertaken with relevant staff. Attendance policy was posted to website and Tumuaki undertook learning module and attended MoE meetings (27/01/2026) regarding attendance changes.



AKO: Pehea e tautoko ai? (supporting our tamariki)

Strategically advocate and explore opportunities to increase resources to develop an Arowhenua Māori School korowai/mokihi for specific ākonga needs (behavior, cultural, neuro-diverse, gifted and learning).

- **Work with service providers to source other forms of support for individual learners.**
- **Review Mokihi (Individual education/support programme).**

For the past three years we have been only provided through RTLB in-class support for one ākonga. This equates to one hour a day. For the past three years the BoT have added to this provision through our own funds. We have continued to plead our case that despite being a small kura, our Equity Index is high (top 5% in country), therefore our provision should be considered a higher priority regarding equity.

When the government announced the provision for all schools (including Māori Medium) to have a Learning Support Coordinator (LSC), we discovered we were left off the list and were only included after communicating our concerns to the highest levels.

We were successful in being part of Te Hapai Ākonga (Accelerant Learning Programme) through Kia Ata Mai Trust.

AKO: Possible planning for next year:

Maintain the positive: Ensure our Poutama of Learning is embedded in the special character of our kura.

Proactively seek other forms of engagement with TRoA and other stakeholders.

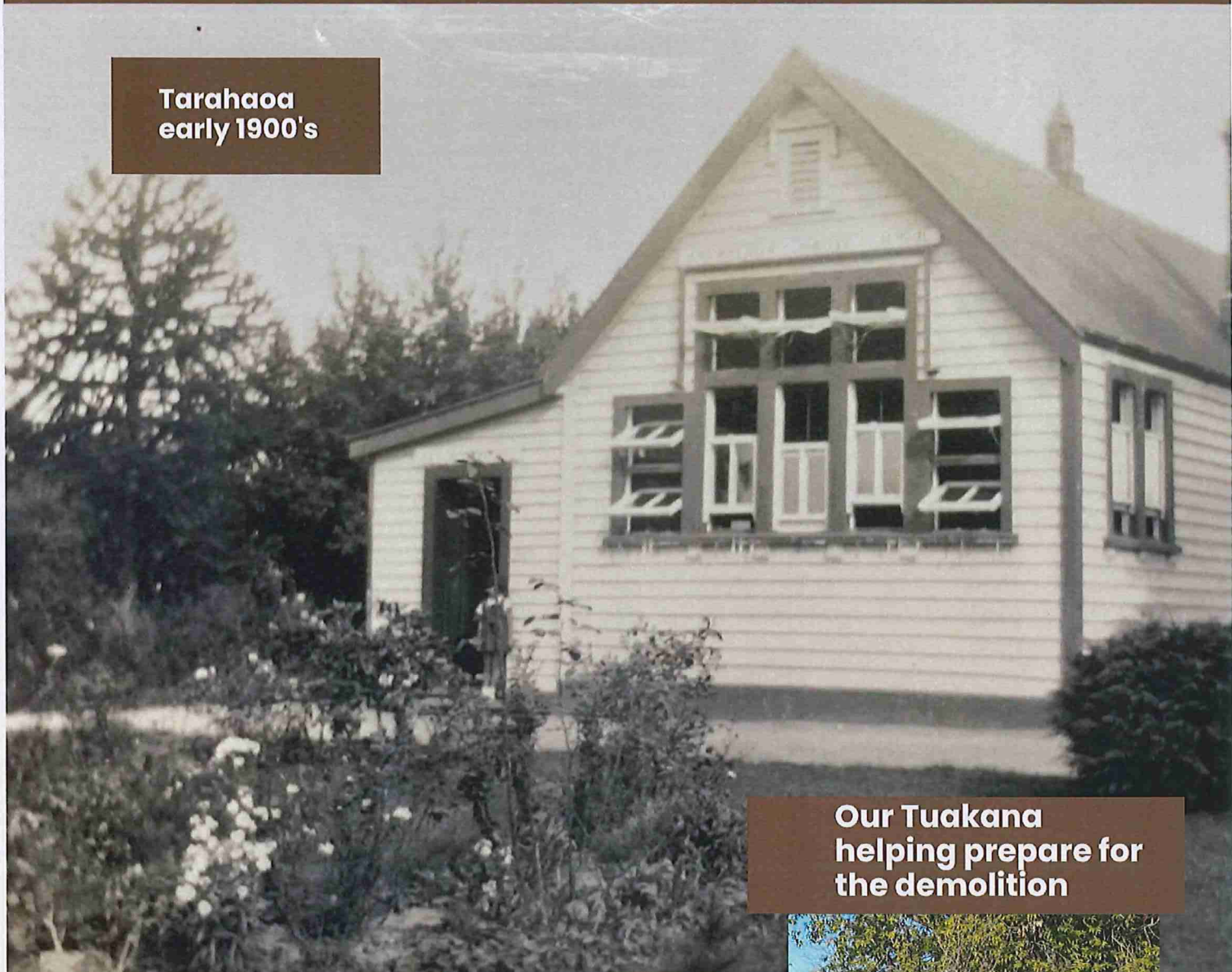
Reflect on improvement: Continue to keep up to date with change and educational initiatives. Seek ways to provide outside support for ākonga learning needs.

Strategize for the uncontrollable: Continue to voice our concerns regarding inequity at ministry level.

MAURI

Tuia te Poutama -develop definitive pathways of learning.

**Tarahaoa
early 1900's**



**Our Tuakana
helping prepare for
the demolition**

**Haere rā school-
house**



**State of the art archives,
"Te Rua Mahara o te Kura"**



STATEMENT OF VARIANCE

What We Planned & What We Did

MAURI: Whakapaipai te Whare (Improving Governance).

Review and reorganize governance procedures to create robust systems and succession.

- Subscribe to BoardPro.
- Tidy and rearrange school archive system.
- Poari to commit to professional development through modules and attendance NZSBA Annual Conference 2025.
- PM to work alongside a designated governance mentor.

This initiative was adopted by BoT to our initial Strategic Plan in response to the challenges the board faced during 2024.

We invested in BoardPro, software specifically designed to add robustness and security to the meeting, minute taking, and follow-up actions process.

Tumuaki and PM met with our Auditors (Nexia NZ) to proactively discuss areas for improvement.

Kura archives and records were extensively reviewed and reorganised. "Te Rua Mahara o Arowhenua" by Tumuaki and PM during April term break.

A new Presiding Member (PM) was officially nominated, Jan. 2025. They worked alongside a designated mentor from NZSBA, (New Zealand School Board Association).

All Board members were invited to Annual Conference (Otautahi). Three attended, two were unable to due to ill health.

Board Elections, July–August. We farewelled one parent nominated member and welcomed one new parent nominated member.

Sadly, our PM resigned 27/11/2025 due to ill health.

MAURI: Toitū Tarahaoa (Historic Building Project).

Work with relevant stakeholders to support the restoration and relocation of Tarahaoa.

- Create a sub-committee to work with MOE, Heritage NZ and other related stakeholders.
- Archive and organize school historical documents and records.
- Create an on-going timeline of events.
- Create a strategic plan of action.

A sub-committee was formally established (board hui 02/05/2025)

Hui with MoE 20/05/2025 where they approved to support a co-opted approach with the BoT to relocate and restore Tarahaoa.

Architect (Rushton) were appointed and plans were approved.

School house (site of relocation) was demolished and site cleared (28/08/2025).. This was the responsibility of Board.

Workplan (timeline of events) was created and memorandum between MoE and board was signed.

MAURI: Ngā whakawhitinga (Transitions).

Research early childhood (school ready) and secondary school transitions to explore successful Māori Medium pathways for our ākonga.

Kaiako are released so that they can continue their inquiry in specific ECE and kura tuarua.

- **Add ECE findings/information into KIRA document.**

Both (FTE –Full time equivalent) Kaiako continued and completed (in and across school) inquiries into transitions. Both have created and presented these inquiries to Timaru North/South Kahui Ako (Term 4, week 5) and to the board (27/11/2025).

MAURI: Pae Tawhiti (defining our success)

Explore, review, and create application to transition to –change of designation ‘Special Character’ application.

- **Poari to work alongside MOE to create a change of designation application.**
- **Undertake consultation with hāpori ā-kura and other stake holders.**

A letter of intent to start the application for change of designation was sent to MoE 23/05/2025.

Hui with MoE (Ruth Sullivan, Emma Royal) 19/05/2025, 26/11/2025.

This is where we were advised to start with an initial change of designation as ‘Special Character’ as opposed to full immersion te reo Māori.

Consultation with whānau and other stake holders was initiated and undertaken throughout the year with a variety of approaches, (1:1, whānau hui, letter writing).

MAURI: Possible planning for next year:

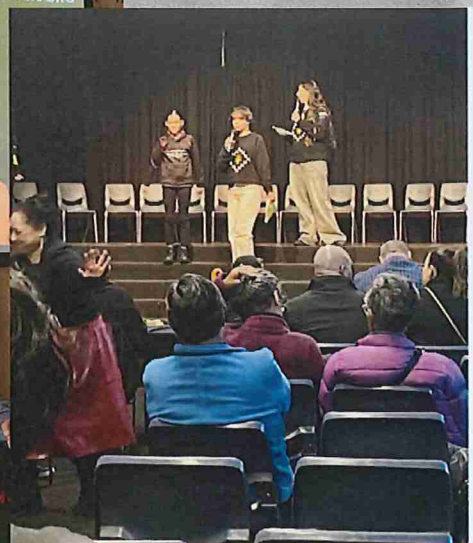
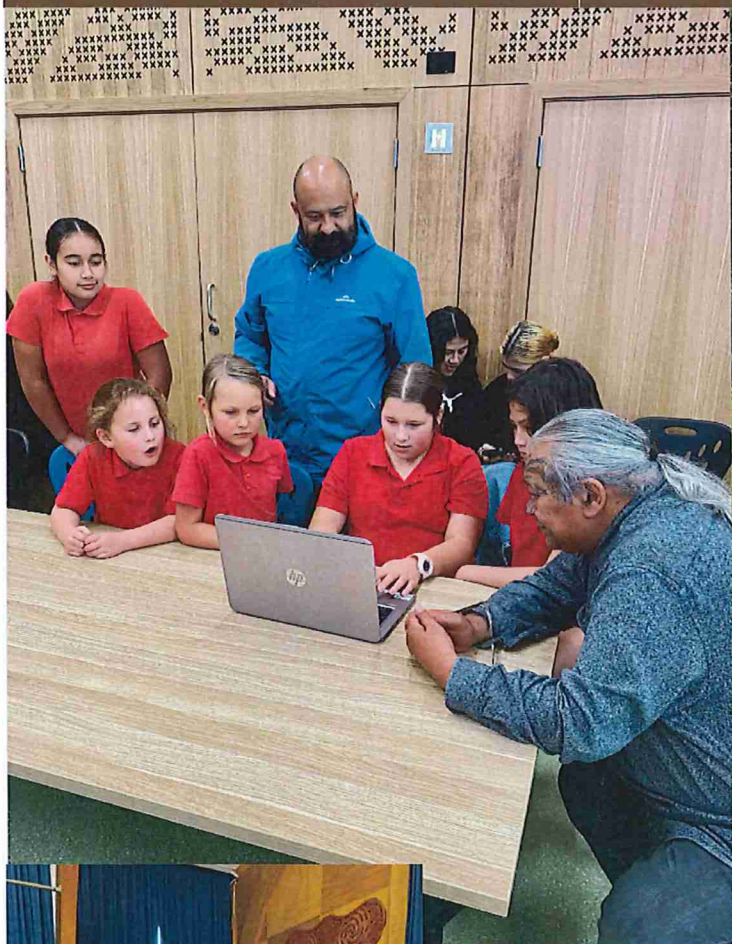
Maintain the positive: To continue working towards the “Change of School Designation” application process ready for submission by 01/04/2026.

Reflect on improvement: The restoration project will be a major focus for the next two years. Once the board take ownership, restoration and the building of an adjoining annex, along with landscaping will our responsibility. We will utilise our uncommitted funds and will need to work extensively to secure sufficient grants. It is part of the Special Character application as it will provide space and mana for our kura tuarua provision.

Strategize for the uncontrollable: Actively seek and co-opt an experienced board member.

MANA

Te Hononga -connect and inform hāpori ā-kura including mana whenua in decision making for ākonga to learn in Te Ao Māori/culturally relevant ways.



MineCraft launch and other inter-kura cultural exchanges

STATEMENT OF VARIANCE

What We Planned & What We Did

MANA: Whakapapa ā-Kura (Our story)

Hold a series of wananga that invite whānau into the cultural narrative and whakapapa (hītori) of the kura.

- **Include narrative (what we did) in 2024 Annual Plan.**
- **Keeping our Whānau informed regarding Tarahaoa restoration project.**

Annual Plan was completed and shared at whānau hui, 27/05/2025. Annual Plan was also shared to kura website.

As progress was made on our relocation/restoration Tarahaoa project, this was shared in our kura newsletters and school Facebook page. This initiative was added to the AIP due to the weight of importance and significance this project has.

ERO Report 2025 once published was shared at whānau hui, 06/11/2025. The ERO review was unplanned but due to its positive outcomes, we were able to share this with our whānau as a form of reassurance.

MANA: Whakanuia ko ngā akoranga o nehe (revitalize our ways of traditional learning)

Create a shared education strategy and strong reciprocal relationship with Kāti Huirapa and other relevant stake holders.

- **Tumuaki as a member of Te Kahui Matauraka o Arowhenua.**

Due to added pressures from government-led change and work commitments, the Tumuaiki resigned from the Education Committee, but continues to hold a supportive role.

Some of these examples have been, hosting the MineCraft launch of our local cultural narrative with Kāti Huirapa (including the Kāti Huirapa A-Listers Matua TeWera and Tori), and Providing the kura for wananga for both the Education Committee and KMK.

We have also been establishing a relationship with Opihi College through cultural exchanges and attending the SmokeFree workshop, which was also hosted by Arowhenua Whānau Services. During Te Matatini, we also hosted a big-screen event run by AWS.

MANA: Possible planning for next year:

Maintain the positive: Continue to high-light positive outcomes with our hāpori ā-kura.

Reflect on Improvement: Continue to work with restoration process, begin grant application process.

Strategize for the uncontrollable: Seek positive engagement with Kāti Huirapa and other relevant stake holders



TE KURA MĀORI O AROWHENUA

TE TIRITI



Kei roto i te taumaru o Te Hapa o Nui Tireni i Te Kura Māori o Arowhenua.

Kā hapa o nehera,

te taurangi nuka. (promise misleading)

te taurangi pakaru, (promise broken)

te taurangi hēhē, (promise unfulfilled)

Nō te taumaru, i tipu ake mātou,

Te Kura Māori o Arowhenua

te taurangi pito mata (promise of potential)

te taurangi kokihi, (promise of new growth)

te taurangi maiea! (promise fulfilled)

Te Tiriti o Waitangi is one of Aotearoa New Zealand's founding documents and represents the binding contract between Māori and the Crown. Arowhenua Māori School recognises Māori as tangata whenua and acknowledges the right of other cultures to partnership under te Tiriti o Waitangi. This holds more significance due to the long and shared history Arowhenua Māori School holds with Kāti Huirapa ki Arowhenua, as an original native school built in 1895, transitioning into a bilingual kura in 2017, and developing a new school redevelopment that totally encompasses our rich and significant cultural narrative in 2022.

Under the Education and Training Act 2020, a primary objective of the board of Arowhenua Māori School is giving effect to te Tiriti o Waitangi. We do this by:

- working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori.**
- as a bilingual school, taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori.**

-achieving equitable outcomes for Māori students

- providing opportunities for learners to appreciate the importance of te Tiriti o Waitangi and te reo Māori.**

Arowhenua Māori School works from the principles of partnership, protection, and participation to meet our obligations under te Tiriti o Waitangi. These principles reflect the three articles of te Tiriti.

Partnership

Arowhenua Māori School aims to work in partnership with our local Māori community to support rangatiratanga/self-determination. We actively seek the guidance of our local Māori community to help us better meet the needs of our ākonga Māori and ensure they experience educational success as Māori. We consult with our local Māori community on the development of our charter/strategic plan to make sure it reflects and upholds appropriate tikanga Māori and te ao Māori. We seek opportunities to collaborate with Māori to invest in, develop, and deliver Māori-medium learning.

Protection

Arowhenua Māori School actively protects and upholds mātauranga Māori, te reo Māori, and tikanga Māori, and ensures they are meaningfully incorporated into the everyday life of our school. We actively engage with Ka Hikitia Ka Hāpaitia and He Tamaiti Hei Raukura.

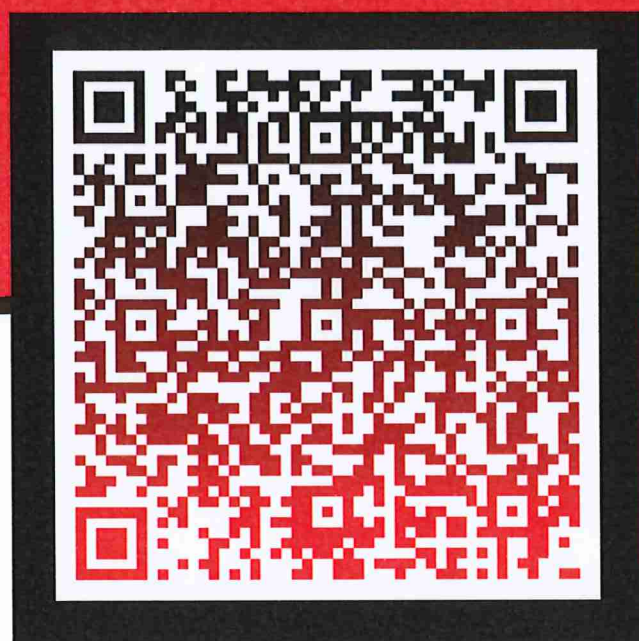
We take all reasonable steps to make instruction available in te reo Māori and tikanga Māori.

We support our teachers to build their teaching capability, knowledge, and skills in te reo Māori and tikanga Māori. We provide opportunities for teachers to develop their understanding and practice of culturally responsive teaching that takes into account ākonga contexts.

Participation

Arowhenua Māori School has high aspirations for every student. We encourage the participation and engagement of students and their whānau in all aspects of school life.

Our relationships with our school community help us meet the needs of all students and sustain their identities, languages, and cultures. The participation of whānau and our wider Māori community actively informs the way we design and deliver education to ensure ākonga Māori experience educational success as Māori.



FINANCIAL STATEMENT

2025

To access our 2025 Financial Statements, either use this QR code,
or go to
www.arowhenuamaori.school.nz/school-audits/



He aronga anamata –2026 –Looking forward

Arowhenua Māori School

Annual Implementation Plan 2026

He anga onamata, he aronga anamata. (Ancestrally driven, future focused)

MANA: Te hononga (Minor Focus)

Connect and inform hāpori ā-kura including mana whenua in decision making for ākonga to learn in te Ao Māori/culturally relevant ways.

Initiatives	Actions to Achieve (How will we know)	Led by	Timeframe				Resourcing	What will be different and how it be measured? A KURA THAT IS VALUED
			1	2	3	4		
Whakapapa ā-kura (our story) Hold a series of wananga that invite whānau into the narrative of the whakapapa of the school Whakanuia ko ngā akoranga o nehe (revitalize our traditional learning) Create a shared education strategy and strong reciprocal relationship with Kāti Huirapa and other relevant stakeholders	- Include narrative (what we did) in 2025 Annual Plan. - Continue to explore Te Māramataka as a form of methodology and look for innovative ways to utilize it in the everyday classroom. - Explore the use and practice of rongoa. - Approach stakeholders such as Kāti Huirapa, Te Aitakihi and Opihi College for their (if any) education strategy and seek possible places of commonality and/or engagement.	Bronwyn						Whānau are confident to share and buy in to their school's narrative with the wider community. Te Māramataka being practiced throughout the kura. Ākonga becoming familiar with the use of traditional rongoa. Alignment and developing relationships between the kura's other educational stakeholders and the kura.
		Bronwyn/Team						
		Mana whenua (experts)						
		Bronwyn/Team						

AKO: He Tamaiti, Hei Raukura

We will be a place where teaching and learning is centred around the needs of our ākonga within Te Ao Māori

Initiatives	Actions to Achieve (How will we know)	Who	Timeframe				Resourcing	What will be different and how it be measured? ĀKONGA ARE LEARNING AND THRIVING IN TE AO MĀORI
			1	2	3	4		
Te Marau o Arowhenua (our curriculum) Integrate Mātauranga Māori (place-based contexts) into Te Marau o Arowhenua Poutama of learning. Whakamala ngā kalako (building our (kalako) confidence) Pehea e tautoko ai? (supporting our tāmariki)	- Have Special Character application to the MoE by 01/04/2026. - Present Annual Plan 2024 at Whānau Hui & on website T2. - Continue to keep up to date with MoE directed initiatives, legislation and related professional development. - Establish a Learning Support Coordinator role, that can support a focus group with Pāngarau & Rangaranga ā-Tā (3-days a week). - Seek further support (professional development and/or resources) to focus on tuhihihi.	Bronwyn						Kaiako and hāpori ā-kura will be able to connect the local context and people in formalized learning. Kaiako will seek learning opportunities and feel confident and supported teaching Matatini Reo, Aromatawai and Pāngarau. (Before and after surveys) Individual needs of ākonga will be met. See accelerated progress in Tuhihihi.
		Bronwyn/Team						
		Bronwyn/Team						
		Bronwyn						
		Bronwyn/Team						

MAURI: Tuia te Poutama

Develop definitive pathways of learning



Initiatives	Actions to Achieve (How will we know)	Who	Timeframe				Resourcing	What will be different and how it be measured?
			1	2	3	4		
Pae Tawhiti (defining our success) Explore, review, and potentially re-create a Te Reo Māori Strategy in order to apply for "Change of School Designation" by 01/04/2026. Whakapapa te whare (improving governance) – Review and reorganise governance procedures to create robust systems and succession. Toitū Tarahaoa (Historic Building Project) – Work with stakeholders to support the restoration of Tarahaoa.	Work alongside MoE to create <i>Change of School Designation</i> application by 01/04/2026.	Bronwyn/MoE	■					The kura will be defined as Special Character.
	- Pōari to commit to professional development through modules. - Presiding Member to work alongside co-opted governance mentor.	BoT Maania/Fiona		■	■			Robust foundation of governance for sound decision making and succession.
	Tarahaoa subcommittee to work with MoE, Heritage NZ and related stakeholders to apply for grants.	Bronwyn/Austin/Maania		■	■			The mana of Tarahaoa is returned. A well-resourced building that can be considered for future initiatives.

