



Aparima College
School Charter
Strategic and Annual Plan
2022 - 2024

Principals' Endorsement	Aloma Williams
Board of Trustees Endorsement	
Submission Date to Ministry of Education	

Aparima College 2022 -2024 Introductory Section

Vision	Innovative, aspirational and supportive learning environment for all
Values	<p>Aparima FIRST</p> <p>Focus Integrity Resilience Service Taumata</p>
Principles	<p>The principles of the NZC are considered in curriculum planning. At AC we are committed to providing an education that is future focused with emphasis on future pathways. We use the local environment to explore local and global issues. We have high expectations and committed to excellence and equity for all. The school is actively engaging with iwi and whānau to grow the relationships and develop the school's standing in the community. In 2022 the school will develop a localised curriculum which will include input from whānau, students and staff. We will develop learning capabilities school wide and ensure seamless coherent pathways for learning.</p>
Commitment to Te Tiriti o Waitangi	<p>The school is committed to its role as a Treaty partner. In 2022 there will be a focus on developing an environment where Māori are able to succeed as Māori, where culture is alive and visible at AC. We are committed to the achieving equitable outcomes for Māori and having policies and curriculum which reflect local tikanga Māori, mātauranga `Māori and tea o Māori. At AC all learners will be given instruction in Te Reo Māori and all learners will be supported and given opportunity to engage with Kapa Haka.</p>
Student Engagement	<ul style="list-style-type: none"> • Attendance data reviewed and discussed with Rock On agencies • Attendance reported to Board regularly • Attendance data for 2021 indicates a pattern low attendance with terms 2,3 and 4 all falling below 90% attendance. 2022 will require a deliberate strategy to improve attendance. Factors influencing attendance include senior students being asked to work shifts during school hours and anxiety over COVID - 19. • Percentage of students achieving NCEA endorsements relatively low, future focus on raising aspirations of ākongā and whānau

<p>School Organisation and Structures</p>	<ul style="list-style-type: none"> • Regular review schedule for policies and procedures • RAMS for all off-site activities • Regular property walkthroughs to ensure buildings are well maintained • SMS recording of pastoral items • Regular weekly Pastoral meetings with all year group deans and SLT • Logic Group appointed as Project Managers for Capital Works • Systems in place to support health and well being of all ākonga and staff
<p>Review and Charter Consultation</p>	<ul style="list-style-type: none"> • Parent consultation early 2022 gathering voice on curriculum and values • Curriculum parent group to be established in 2022 • Staff and Leadership engaged in mentoring and PLD programmes in 2022 to support understanding and development of Māori succeeding AS Māori. (Poutama Pounamu, Mana enhancing behaviour management). • New principal review of charter through discussion with Staff and Leadership. Some progress hindered in 2021 due to Covid-19 and Principal resignation in Term 3 2021. New Principal appointed Term 1 2022.

Baseline Data Achievement in NCEA and UE: Aparima College

Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2017	84.2	85.7	55.6	33.3
2018	87.1	86.7	82.4	29.4
2019	76.7	88.0	72.7	45.5
2020	58.1	82.6	85.7	64.3
2021	73.5	86.4	72.7	27.3

European and Māori Achievement

European													
2017	83.3	88.9	66.7	33.3	80.5	82.3	69.2	55.0	82.0	82.8	64.8	47.6	
2018	85.0	81.8	84.6	30.8	78.0	81.5	69.9	55.0	77.5	81.3	66.8	48.6	
2019	87.5	86.7	62.5	37.5	76.0	81.1	70.8	55.1	78.6	81.1	65.4	48.1	
2020	52.6	85.7	87.5	87.5	75.8	83.2	74.6	59.0	79.6	85.3	71.7	52.0	
2021	81.3	92.3	71.4	28.6	73.5	80.8	72.7	56.2	78.9	80.9	69.4	48.3	
Māori													
2017	85.7	88.9	33.3	33.3	62.9	70.7	52.6	29.3	67.6	73.2	49.9	29.5	
2018	90.0	100.0	75.0	25.0	58.4	68.6	52.9	29.3	61.9	70.8	52.5	30.0	
2019	66.7	100.0	100.0	66.7	57.7	68.9	55.1	29.9	64.7	71.8	53.9	30.4	
2020	63.6	85.7	80.0	20.0	60.8	71.9	60.7	34.1	66.8	79.1	62.5	35.7	
2021	64.7	75.0	100.0	33.3	56.5	67.5	57.8	30.9	62.8	69.7	58.7	31.3	

Literacy and Numeracy

Academic Year	Achievement	Year 11	Year 12	Year 13
2017	Literacy	94.7	100.0	88.9
2018	Literacy	96.8	100.0	94.1
2019	Literacy	83.3	100.0	100.0
2020	Literacy	67.7	95.7	100.0
2021	Literacy	82.4	95.5	100.0
2017	Numeracy	100.0	100.0	88.9
2018	Numeracy	93.5	100.0	94.1
2019	Numeracy	86.7	100.0	100.0
2020	Numeracy	71.0	100.0	100.0
2021	Numeracy	85.3	95.5	100.0

NCEA Certificate Endorsement

Academic Year	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3
<u>Achieved with Excellence</u>			
2017			20.0
2018	7.4		
2019		27.3	
2020	5.6	5.3	25.0
2021	8.0	5.3	
<u>Achieved with Merit</u>			
2017	6.3		
2018	29.6		
2019	17.4	4.5	
2020	27.8		25.0
2021	12.0	5.3	12.5

Year 9 Writing and Reading

Overall, 35 Year 9 students were assessed for **writing**. 16 students are at or above the expected level (5 males, 8 Maori, 1 Asian), with some major progressions occurring during the year. Two students are already working at NCEA Level 1 standard and will need extension in 2022, while 6 students are writing well below the expected level

Of 35 Year 9 students assessed for reading, 4 are already **reading** at NCEA level and will need extension in 2022, while a further 6 are reading at the standard (5 male, 9 Maori) and 3 male students are just below the standard required at this level. Concerningly, 9 students are reading well below the expected level (5 boys, 2 Maori, 1 Asian) and will need support for reading next year.

Year 10 English

21 Year 10 students, 4 are reading and writing at or above the level required to start NCEA Level 1. Of these students, 3 are boys and 1 is Māori. All students have made increases in reading and particularly in writing during the year, including one student who increased by 6 levels, which is a significant jump that reflects the school-wide focus on writing. The 15 students who are just below the level required to start NCEA, will need in-class support with reading and writing to make progress with Achievement Standards in 2022. Of these students, 11 are boys and 6 are Māori. Most of these students made small gains in reading and writing this year. 2 students are well below the level required to start NCEA Level 1, and will need an adapted programme in 2022, focusing on strengthening literacy within contexts that are engaging to them, but within a regular class, to support them to make gains alongside their peers. (One additional student, who joined Year 10 in Term 4, is also in need of support, mostly because of gaps in their learning. Programmes have been altered to suit the student's needs, with tasks scaffolded and extra support in class)

Year 7 and 8

Mathematics

	Start of the Year							End of the Year						
	Stats Overall and By Ethnicity:				Stats By Class:			Stats Overall and By Ethnicity:				Stats By Class:		
	Overall	Euro	Māori	Other	7G	7J	7W	Overall	Euro	Māori	Other	7G	7J	7W
Not Achieved	55%	52%	64%	67%	84%	58%	38%	60%	60%	57%	75%	84%	67%	31%
Achieved	20%	19%	14%	33%		21%	31%	21%	20%	21%	25%	16%	19%	31%
Merit	12%	16%	7%		8%	21%	13%	12%	12%	14%			13%	19%
Excellence	12%	12%	14%		8%		19%	7%	8%	7%				19%

Writing

	Start of the Year							End of the Year						
	Stats Overall and By Ethnicity:				Stats By Class:			Stats Overall and By Ethnicity:				Stats By Class:		
	Overall	Euro	Māori	Other	7G	7J	7W	Overall	Euro	Māori	Other	7G	7J	7W
Not Achieved	42%	36%	47%	100%	43%	43%	44%	47%	34%	53%	50%	64%	33%	38%
Achieved	34%	36%	40%		50%	21%	31%	24%	27%	14%	50%	36%	13%	25%
Merit	12%	12%	13%			29%	6%	16%	23%	21%			40%	6%
Excellence	12%	16%			7%	7%	19%	13%	15%				13%	31%

Reading

	Start of the Year							End of the Year						
	Stats Overall and By Ethnicity:				Stats By Class:			Stats Overall and By Ethnicity:				Stats By Class:		
	Overall	Euro	Māori	Other	7G	7J	7W	Overall	Euro	Māori	Other	7G	7J	7W
Not Achieved	68%	58%	73%	100%	92%	57%	56%	57%	48%	64%	75%	71%	40%	50%
Achieved	14%	19%	13%		8%	29%	13%	22%	27%	22%	25%	21%	33%	13%
Merit	9%	12%	7%			7%	13%	16%	18%	14%		8%	20%	18%
Excellence	9%	12%	7%			7%	18%	5%	7%				7%	18%

Strategic Section

Strategic Goals		Core strategies for Achieving Goals 2022 - 2025
<p>Student Learning</p> <p><i>Learners at the Centre</i> <i>Quality Teaching and Learning</i></p>	<p>High level of academic achievement</p>	<ul style="list-style-type: none"> • Increase the achievement and progress of boys across a range of indicative outcomes data, including NZC Levels, NCEA, Retention, Transition and Destination. • Eliminate the disparity of achievement between Māori and non-Māori learners. • Develop teacher confidence to teach diverse learners with varying needs and to appropriately modify teaching approaches. • Grow the cultural capacity of leaders and teachers so that all educators are aware of the strengths, needs and agency with respect to Māori learners. • Increase the number of students achieving Merit and Excellence endorsements at NCEA Level 2 and 3 • Redesign local curriculum ensuring it is future focussed for learners, rich and relevant to local context. • Develop partnerships to ensure relevant future focussed transitions from school into tertiary/work, supported by effective localised curriculum and whānau voice • Identify key transition points and identify key skills and learning attributes needed at each point
<p>Student Engagement</p> <p><i>Barrier Free Access</i></p>	<p>High levels of student engagement and broader education success</p>	<ul style="list-style-type: none"> • Actively work with whānau and other agencies to improve the school wide attendance rates and identify rangatahi which require support to attend • Design and develop learning spaces alongside ākongā, build partnerships with local iwi and artists to create a culturally relevant environment for learning • PLD focused on growing cultural capacity of teachers, developing ability to be adaptive experts driving deliberate acts to grow equity, excellence and belonging. • Develop rich, relevant local curriculum with inquiry-based focus in year 7-10
<p>School Organisation and Structures</p>	<p>Policy Review as per 'School Docs' Schedule</p> <p>Local Curriculum development to be responsive, culturally inclusive and student centred</p> <p>Explore pathway for learning at Year 11 (begin looking at alternative to NCEA Level 1)</p>	

Personnel	<p>Professional Growth Cycles – Staff and Principal</p> <p>Develop teacher capacity to be culturally responsive / sustainable</p> <p>Grow leadership capacity through deliberate focused PLD, mentoring and opportunity.</p> <p>Induction for new staff (Year 7 and 8, Te Reo Māori, Mathematics, Food Technology and hospitality)</p> <p>Teacher sabbatical to support development of local curriculum and how the local environment and <i>Enviroschools</i> can support the development of localised curriculum.</p> <p>Appoint a TA for deliberate development of horticulture / school garden projects (support <i>Enviroschools</i>)</p> <p>Increase hours for Te Reo Māori (2023)</p>
Property	<p>5YA project to begin in 2022</p> <p>Re-cladding and ensuring buildings are watertight</p> <p>MLE improving classroom spaces in c block</p> <p>Design learning and school spaces that are culturally reflective of the local area, history and help tell a story of our place.</p> <p>Explore possibility of selling land to gain additional funding for capital works to modernise learning spaces.</p>
Finance	<p>Switch to XERO, Hubdoc, Approval Max and Monty for more control over monitoring. (April 2022)</p> <p>Maintain operating surplus each calendar year</p> <p>Develop investment plan</p> <p>Maintain a healthy operating capital and continue to build cash reserves</p>

Annual School Improvement Plan – Annual Aims and Targets 2022

Strategic Goal	Annual Target	Action	Who	Indicators
Student Learning High levels of Academic Achievement	Māori learners are achieving equitable outcomes across the school in all curriculum areas and have a similar range of study and career choices to non-Māori	Principal member of Māori Achievement Collaborative. Working closely with facilitator and member of 2 nd year cohort. Kaupapa specifically focused on raising the achievement of Māori as Māori.	AW	Teachers continue to improve pedagogy, show increasing ability to cater for individualised inquiries and pathways.
	Increase the number of students achieving merit or excellence endorsement at NCEA L2 to be aligned with or better than that of Decile 4-7 schools (from 5.3% to 22% merit and 15% excellence)	Measurable Gains Framework to guide self review and next steps for moving towards all Māori achieving success as Māori.	AW	Increase number of endorsements.
	Accelerate the progress of males across the curriculum so that they are at a trajectory to be at their expected curriculum level at the end of year 10 with achievement at NCEA L1-3 being consistently above 85% achieved.	SLT to develop cultural capacity through regular mentoring, actively engaged in Professional Growth Cycle reflections and targeted areas for improvement.	SLT	Measurable Gains made and progress recorded through the framework.
		Regular discussion of school values. Deliberate teaching of Taumata and what that looks like across subject areas.	Deans / SLT	Clear professional growth cycles are developed to meaningfully impact on teaching and learning.
		Academic mentoring to discuss future pathways and relevance of working hard towards achievement identify early on potential for endorsements and giving students clear understanding of how to achieve.	Whole staff	Sense of pride in the school from all stakeholders.
	Local curriculum reviewed in all areas. Whole staff understand review and are involved in shaping the ways we can incorporate learning opportunities unique to our school.	HW/SLT	Disparity of achievement between males and females is to a large extent eliminated.	
		LF/AW	All learners are able to articulate a possible pathway and understand how they can realise their potential.	

		<p>Develop understanding of Mātauranga Māori and concept of Kaitiakitanga to be applied in different aspects of local curriculum.</p> <p>Team enrolled in Poutama Pounamu course to support the development of curriculum with focus on casting a cultural lens.</p> <p>Identify boys at risk of disengagement and not realising their potential. Develop individual strategies to support boys and develop their aspirations. Use Te ara whakamana strengths based conversations to support learners.</p> <p>Deliberate focus on engaging boys in Literacy. Establish buddy reading programme, tuakana teina. Texts and context deliberately designed to engage boys in reading and writing, particularly in years 7 and 8.</p>	<p>SW / LSC /RJ KC/ZH/LG/AW</p> <p>SO/MO/LG/HW</p> <p>LF/all staff JW/SW/RJ</p> <p>All staff</p>	<p>Mātauranga Māori is evident in planning of teaching and is demonstrated by learners in a range of curriculum areas. Ākonga are confident when sharing ideas of local history and tikanga.</p> <p>Pastoral records reflect positive outcomes for learners at risk. Achievement for boys across a range of areas is improved.</p> <p>Mana enhancement framework is incorporated into pastoral systems to help build confidence and raise the mana of all learners.</p> <p>Boys (and girls) participate in leadership opportunities. Including mentoring and buddy support at the primary school. (Being role models).</p>
Student Engagement	Increase the number of students attending 90-100% of the time to being consistently above 70% (2021 T1 57.9%, T2 52.3%, T3 51%, T4 42.1%)	Improve attendance, targeted case management to identify cases of truancy and poor attendance. SLT to work with whānau to develop a strategy to support students to return to regular attendance.	AW/LF	<p>Attendance rates are consistently above 70%</p> <p>Local iwi and whānau are involved in consultation regarding students' engagement programmes.</p>

	<p>Establish a local curriculum that is reflective of the community, iwi and students.</p>	<p>Communicate the importance of regular attendance in community notices. Include local runaka in discussion about ways to support student attendance.</p> <p>Mana enhancing approach to behaviour management</p> <p>Introduction of timetabled Kapa haka to develop sense of school pride. Re introduction of school haka.</p> <p>Work alongside Ngā kete to increase participation in extracurricular activities such as waka ama.</p> <p>Develop teacher capacity to cast a cultural lens on all aspects of teaching and learning. Develop a focus for local curriculum ensuring AC identity evolves and is understood by all.</p> <p>Review curriculum of years 7-10. Identify opportunities for inquiry-based learning and re-establish criteria for success.</p> <p>Incorporate career and identity-based activities for year 7-10, establishing partnership with Murihiku Re-generation to develop local curriculum which incorporates inspiring futures and an inquiry-based approach.</p> <p>Review secondary transitions in partnership with Murihiku Re-Gen, Oraka Aparima Runanga,</p>	<p>SO/MO/AW/SW/HW</p> <p>SW/AW/LG</p> <p>HW/AW</p>	<p>Consistent approach to behaviour management.</p> <p>Whole school knows the school haka and can confidently engage in a number of waiata.</p> <p>Numbers of students engaged in activities increases.</p> <p>Teachers engaged in research based pedagogies and reflecting on impact of any changes they are making to their programmes.</p> <p>Student voice reflects positive experiences of learning.</p> <p>Student feedback reporting increased knowledge around career options and associated academic requirements.</p> <p>Students leave school with high aspirations and successful</p>
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		<p>Southern Institute of Technology and Local businesses. Establish effective transitions for Year 11-13.</p> <p>Establish Outdoor Academy for high performance of learners who want to engage in and learn through the concept of environmental and sustainability issues.</p>	LG/AW	<p>transitions into tertiary / vocational pathways or work</p> <p>Academy has first enrolments in 2023.</p>
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Looking Back – Analysis of Variance

Strategic Aim 1 Raise Aspirations for all Students		
Target	Action	Analysis of Variance
Ongoing introduction and subsequent evaluation of new school values and application of these in key school practices and processes including positive guidance practices.	<ul style="list-style-type: none"> • Embedding and reporting on school values • Implement school wide recognition programme to support implementation • Develop reporting platform of these values using KAMAR • Fortnightly reporting • Focus on Taumata for 2021 to raise aspirations of students • Implementation of SKODEL well-being data collection to sit alongside pastoral data 	<ul style="list-style-type: none"> • Fortnightly reporting was received well by parents. Student voice suggests that there was significant inconsistency between teachers in terms of reporting. • Students voice not 100% in favour of values being assessed. • Difficult to assess values such as resilience and integrity. • Purpose of assessing values unclear amongst staff and students. • Covid-19 impacted on 'habit' of reporting on values • SKODEL was introduced but did not work as an effective tool for monitoring well-being. Subscription not renewed for 2022
Implementation and embedding of new systems for the collection and tracking analysis and reporting of student progress, achievement and wellbeing.	<ul style="list-style-type: none"> • Tracking of students in terms of pass rates for NCEA as well as endorsement. • Continue to embed academic mentoring • Pastoral care meetings • Implement junior school profiling system using KAMAR. OTJ sets and graphs Year 7-10 • Creation of barriers to learning section in KAMAR • Graduate profiles for Years 7-10 • Analyse strengths and weaknesses in student learning – workshops for learning 	<ul style="list-style-type: none"> • Staffroom KAMAR wall in place • Regular weekly pastoral meetings established and useful for real time tracking of students with highest needs • Barriers to learning deemed unnecessary, pastoral notes on KAMAR provide enough information for teachers • Workshops not established in 2021

Strategic Goal 2: To Improve the level of written communication skills for all students across the curriculum		
Target	Action	Analysis of Variance
Building the capacity of trustees, leaders and staff to analyse and use information on the progress, achievement, wellbeing and engagement of students to: <ul style="list-style-type: none"> • Identify strategic priorities • Set goals • Inform planning • Evaluate effectiveness of planned strategies 	<ul style="list-style-type: none"> • HOD meetings regular writing focus • Dept reports on writing progress • Change in Appraisal system • Focus in appraisal interview about how each teacher is contributing to strategic goals 	<ul style="list-style-type: none"> • Literacy Achievement at year 11 82.4% compared to 67.7% in 2020, remain slightly below national levels but Year 12 and 13 are above National Achievement in Literacy at 95.5% and 100% respectively. • Appraisal / Professional Growth Cycles have been disrupted by Covid-19 and the resignation of the Principal in Term 3.
Strategic Goal 3: Undertake Full Curriculum Review		
<ul style="list-style-type: none"> • BYOD implemented from year 9-13 with year 7 and 8 encouraged to bring their own devices. Equity devices available to all students • Focus has been on developing teacher capacity to use Google Classroom, all teachers no able to use classroom to support learning • Full review of curriculum in terms of local curriculum was interrupted by Covid and resignation of Principal 		

