



Strategic Plan 2024-2025

References to Regulations in this document refer to the [Education \(School Planning and Reporting\) Regulations 2023](#).

Vision Statement:

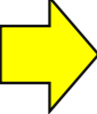
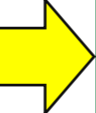
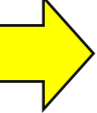
We live our Learning – Myself My Place - My Pathway

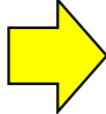
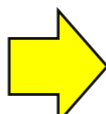
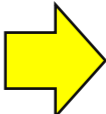
We will be guided towards our vision (Destination) by 4 pou: Ko Wai Au / Turangawaewae / Kaitiakitanga / Taumata

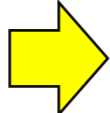
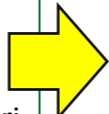
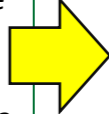
School Values – Aparima FIRST – Focus – Integrity – Resilience – Service - Taumata

Summary of the information used to develop this plan/How did you create this plan

Community Survey 2022 – Senior school Year 10-12 whānau to prioritise strategic goals.
 Community identifying Literacy and Numeracy, Local Curriculum, Attendance and Cultural development as being strategic priorities for Aparima
 2023 End of Term 1 review of Kia Tū programme followed up by Staff voice Term 4.
 Staff Voice – Staff meetings and Well-being survey
 Student voice – Regular discussions with ākongā
 Ākongā Māori voice
 School Achievement Data
 School Attendance Data
 Māori whānau consultation

<p>Strategic Goals <i>These are your priorities for improvement which have been identified through your community consultation, your data and/or your ERO evaluations. You can have as many strategic goals as you need.</i></p> <p>Refer Regulations 7(1)(b)</p>	<p>Which Board Primary Objective does this strategic goal work towards meeting? <i>These are set out in Section 127 of the Education and Training Act 2020.</i></p> <p>Refer Regulations 7(1)(b)</p>	<p>Links to Education requirements <i>This includes National Education Learning Priorities, education strategies or plans and curriculum statements.</i></p> <p>Refer Regulations 7(d)</p>	<p>What do you expect to see? <i>What is the anticipated result of successful completion of your Objectives - at the end of 3 years.</i></p> <p><i>What evidence will you see of this?</i></p> <p><i>What shifts and changes to teachers' and leaders' practices, and learner outcomes do you expect to see as a result of the goals set and actions you will take?</i></p> <p>Refer Regulations 7(g)</p>	<p>How will we achieve or make progress towards our strategic goals? <i>What high-level tangible steps will you take that will work towards achieving your strategic goals - these will then be broken down into more detail in the annual implementation plans.</i></p> <p><i>These must be based on the identities, needs and aspirations or your school community.</i></p> <p><i>Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</i></p> <p>Refer Regulations 7(e), 7(f)</p>	<p>How will you measure success? <i>You might want to consider: How will you know how well you have achieved your goals? How will you evaluate impact and learn about what worked, why it worked and what to do next? What success indicators/tools/rubrics will you use to measure the shifts in practice and changes to learner outcomes? What sources of evidence will you gather to support your evaluation? Who will be involved in gathering and making sense of the evidence?</i></p> <p>Refer Regulations 7(g)</p>
<p>Establish an engaging local curriculum that is reflective of the community, whānau and students; to empower excellent learning outcomes.</p>	<p>1a, 1c, 1d 2b, i,ii,iii 2a</p>	<p>NELP Te Mātaiaho Tau Mai Te Reo NZC NZSTA – Giving effect to Te Tiriti Attendance and Engagement Strategy</p>	<p style="text-align: center;"></p> <ul style="list-style-type: none"> Curriculum requirements are met through a rich localised context. Clear and obvious connections across the curriculum areas. Improved attendance Learners making progress in all learning areas. 	<p style="text-align: center;"></p> <ul style="list-style-type: none"> NCEA Change programme and implementation in 2024 for Level 1. Robust review and sharing of good practice. Community aspirations are deliberately sought, reflected and acted on. Community is reflected in the school contexts for learning. Teachers consider Mātauranga Māori on the onset of planning 	<p style="text-align: center;"></p> <p>Ākongā voice Community voice Attendance data Behaviour data Progress Tools Achievement PATs; EAStTLE NCEA achievement Data Teacher reflection on good practice and own development. Interlead Reflector Tool</p>

				<ul style="list-style-type: none"> Teachers apply the whakatauki of Te Mātaiaho learning areas to all phases of learning. Teaching practice reflects deep understanding of Understand Know Do framework for teaching and learning. Te Mātaiaho implementation, teachers will reflect a deep understanding of the principles of the refreshed curriculum. Students are able to set clear goals for achievement and school engagement. High attendance in classes. There is a shared understanding of behaviour education. Regular attendance, school attendance rate is consistently above 90% High rates of retention of students into year 12 and 13. 		<ul style="list-style-type: none"> and Māori world view is evident in teaching and learning. Opportunity for shared planning across departments Kia tū to continue to provide learners with opportunities to explore sense of self and future pathways. Access programmes outside of the school, building partnerships with tertiary providers namely Te Pukenga SIT, STAR, Te Waka Tuhono, Gateway, Murihiku Trades Academy. Attendance is monitored and followed up. Early interventions in place at year 7 and 8 PLD to develop understanding of emotional intelligence, Neuro Diversity and behaviour education. Provide individual pathways for learning, support learners by removing barriers and providing access to a range of educational opportunities. 		Positive well managed behaviour through clear and consistent expectations.
Provide excellence in Literacy and Numeracy as the foundations of learning, through high levels of teaching and learning across all curriculum areas.	1a, 1d 2 b, c	NZC Te Mātaiaho NZQA Literacy and Communication Strategy NELP		<ul style="list-style-type: none"> Deliberate teaching of Literacy and Numeracy across all subjects. Time given to develop teachers ability to recognise opportunities for teaching Lit and Num. Sharing of good practice is deliberate and regular. Consistency of teaching approaches in Maths programme for Junior Maths 		<ul style="list-style-type: none"> Achievement in Co-Requisites is above 50% at first attempt 90% of all learners in years 7 and 8 are at or above expected levels for their age in Reading, Writing and Maths. Teachers have sound understanding of Literacy and Numeracy within their own subject. Students in Year 7 and 8 receive targeted teaching of Reading, Writing and Maths for one hour each day. 		<ul style="list-style-type: none"> NCEA Co requisite achievement Year 7 and 8 Progress in Reading Writing and Mathematics (EASTTLE or PATs) Year 9 and 10 progress (PAT. EASTTLE) Numbers of senior students with literacy and numeracy at the start of NCEA courses is significantly improved.

				<ul style="list-style-type: none"> • Develop effective supports and interventions to support learners who do not meet curriculum expectations in Mathematics and Literacy • Cross departmental discussions about Literacy and Maths interventions and needs, led by respective HODs 		<ul style="list-style-type: none"> • Students demonstrate excellence in their ability to use and interpret Language, Symbols and Texts. • ESOL students are supported to develop English skills. • SPRING into Maths Programme adopted to support learners in Maths and to gain consistency of approaches. • Meeting time for sharing ideas and strategies / pedagogies • Shared leadership model • Consistency and regular support of learners who's needs are not yet being met. 		
Create for and with Māori learners learning contexts that reflect and affirm identity, language and culture of every Māori learner.	1b iii 1d i, ii, iii	NELP Tau mai Te Reo Ka Hikatia NZSTA Māori Achievement Collaborative Measurable Gains Framework		<ul style="list-style-type: none"> • Level 2 Te Reo Māori implemented • High levels of success at Level 1 Te Reo Māori • Increasing use of incidental Te Reo Māori by staff and students • Deliberate effort to be a culturally sustainable environment. • Ākonga express confidence in their identity and belonging to Aparima College. • Māori culture is evident throughout the school, respected and understood by all. 		<ul style="list-style-type: none"> • Continue to make provision for Te Reo Māori to be a core subject in years 7-10 • Up skill staff in Te Reo and Tikanga • Teachers adopt Niho Taniwha Framework and strategies • New Zealand Histories curriculum is embedded • Mātauranga Māori given equal status. • Make provision for Ngā Toi Māori to continue as a full day Kia Tū option • Provide access to NET NZ for students wishing to complete Level 2 NCEA Te Reo Māori. • Provide opportunity for visual environment to represent the culture of the school – Māori and Pākeha • PLD with Poutama Pounamu: co-construction of continuum of practice. • A shared understanding of what a culturally responsive school looks like. 		<ul style="list-style-type: none"> • No disparity in achievement levels of Māori and non-Māori • No disparity of attendance between Māori and non-Māori • Māori are no longer over represented in stand down statistics • Community and ākonga voice. • Student art is displayed around the school. Visual improvements around the school. • Use Rongohia te Hau baseline data to establish teacher readiness and inform follow up ako. • Co-inquiry observations • Ākonga express confidence in being Māori at Aparima College and consider their culture as a valued and equal partner in the school.