



Aparima College Strategic Plan 2025-2026

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

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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 and Taumata

School Motto: Knowledge is a Treasure house.



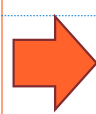
Summary of the information used to develop this plan/How did you create this plan

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
 Staff Voice – Staff meetings and Well-being survey
 Student voice – Regular discussions with ākongā
 School Achievement Data
 School Attendance Data

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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> Refer Regulations 7(1)(b)	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> Refer Regulations 7(1)(b)	Links to Education requirements <i>This includes National Education Learning Priorities, education strategies or plans and curriculum statements.</i> Refer Regulations 7(d)	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> <i>What evidence will you see of this?</i> <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> Refer Regulations 7(g)	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> <i>These must be based on the identities, needs and aspirations or your school community.</i> <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> Refer Regulations 7(e), 7(f)	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> Refer Regulations 7(g)
Establish an engaging local curriculum that is reflective of the community, whānau and students: to empower excellent learning outcomes 2024 Local Curriculum is developed on a foundation of the Science of learning; where evidence, evaluations and student voice are used to shape teaching and learning. 2025	1a, 1c, 1d 2b, i,ii,iii 2a	Education Priorities <ul style="list-style-type: none"> • Clearer curriculum • Smarter Assessment and reporting • Stronger Learning Support Te Mātaiaho Tau Mai Te Reo NZC NZSTA – Giving effect to Te Tiriti Attendance and Engagement Strategy	<ul style="list-style-type: none"> • Curriculum requirements are met through a rich localised context. • Teachers have an increased understanding of the Science of Learning and are applying knowledge to practice. • Learners making progress in all learning areas. • Teachers apply the whakatauki to all phases of learning. • Teaching practice reflects deep understanding of Understand 	<ul style="list-style-type: none"> • NCEA Change programme and embedded in 2025 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 and Māori world view is evident in teaching and learning. • Opportunity for shared planning across departments 	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 Positive well managed behaviour through clear and consistent expectations. Post school pathways monitoring

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				<p><u>Know Do framework for teaching and learning.</u></p> <ul style="list-style-type: none"> • <u>Te Mātaiaho implementation, teachers will reflect a deep understanding of the principles of the refreshed curriculum.</u> • Students have an increasing understanding of their future pathway and picture a life beyond school. • Students set clear goals for achievement and school engagement. Ākonga voice is evident in teaching and learning including assessment. • High attendance in classes. • <u>There is a shared understanding of behaviour education.</u> • Student well being Hauora is seen as essential to effective learning and positive outcomes for students. • Regular reporting to Parents • <u>School Environment is reflective of culture</u> 		<ul style="list-style-type: none"> • <u>Kia tū to continue to provide learners with opportunities to explore sense of self and future pathways.</u> • Access programmes and build partnerships with tertiary providers, namely Te Pukenga SIT; STAR and Murihiku Trades • Provide opportunity and support for students to access Gateway placements. • Attendance is regularly monitored and followed up. • PLD to develop understanding of Neuro Diversity, Emotional intelligence, behaviour education and the Science of learning. • Lead teams to develop key curriculum areas. Distributed leadership model. • Introduce PATs in years 7-10 for 2025 		
<p><u>Provide excellence in Literacy and Numeracy as the foundations of learning, through high levels of teaching and learning across all curriculum areas.</u></p>	<p><u>1a, 1d</u> <u>2 b, c</u></p>	<p><u>NZC</u> <u>Te Mātaiaho</u> <u>NZQA</u> <u>Literacy and Communication Strategy</u> Education priorities</p> <ul style="list-style-type: none"> • Better approach to literacy and numeracy • Smarter Assessment and Reporting • Stronger Literacy Support 		<ul style="list-style-type: none"> • <u>Deliberate teaching of Literacy and Numeracy across all subjects.</u> • <u>Time given to develop teachers ability to recognise opportunities for teaching Lit and Num. Sharing of good practice is deliberate and regular.</u> • Small group support for students with additional learning needs. • <u>Achievement in Co-Requisites is above 50% at first attempt</u> • <u>90% of all learners in years 7 and 8 are at or above expected levels for their age in Reading, Writing and Maths.</u> • Lead teams for literacy and Numeracy and Assessment established in 2025 		<ul style="list-style-type: none"> • Continue Spring Into Maths programme for Junior Maths programme (Provide PLD for Maths Teachers and Teacher Aides) • MOE Trial for Accelerated Maths • Staff Meetings allocated for sharing of good practice on cross subject literacy and numeracy teaching. • Structured Literacy PLD for Junior Literacy Teachers • Year 9 and 10 Literacy and Numeracy skills classes in addition to regular English and Maths classes. • Increased classes for ELL • 7+ Reading intervention for students in years 7-9 who have additional reading needs. • Lead teams to be “experts” and advise SLT of any evaluations and make suggestions for schoolwide improvements. • Principal to attend world literacy summit as part of sabbatical. • Teacher Literacy teaching observations to build strong picture of Literacy teaching at Aparima College. 		<ul style="list-style-type: none"> • <u>NCEA Co requisite achievement</u> • <u>Year 7 and 8 Progress in Reading Writing and Mathematics (EASTTLE or PATs)</u> • <u>Year 9 and 10 progress (PAT, EASTTLE)</u> • Accelerated progress of students who are well below expected levels • Student voice • Teacher anecdotal evidence • Observations and feedback bring about improvements in practice and create collaborative teaching community.

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<p>Create for and with Māori learners learning contexts that reflect and affirm identity, language and culture of every Māori learner. 2024</p> <p>Attendance Aparima College Commits to working towards the National Target of 80% of students attending regularly (90% of the time). (2025)</p>	<p>1b iii 1d i, ii, iii</p>	<p>Education Priorities</p> <ul style="list-style-type: none"> Greater use of data <p>NZSTA Māori Achievement Collaborative Measurable Gains Framework Tau mai Te Reo Ka Hikatia 2024/2025</p> <p>STAR – Stepped Attendance Response NZQA. 2025</p>		<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 around the school. Deliberate effort to be a culturally sustainable environment. Ākonga express confidence in their identity and belonging to Aparima College. Early interventions for non-attendance. Regular reference to the importance of attendance in newsletters. 		<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 Resource and support Te Reo Māori teacher and support staff with expertise to build the capacity of all staff. Lead team for Matauranga Māori established in 2025. 		<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. Māori are confident in who they are and see themselves as equals at Aparima College
<p>Māori learners are achieving at the same rate as non-Māori (no discrepancy).</p> <p>Aparima College shows improvement in attendance and is making progress towards the Government attendance target of 80% regular attendance.</p> <p>Students have a strong sense of Belonging to the school and Aparima.</p> <p>Students feel valued and are able to take action to support each other's Hauora</p>		<p>Education Priorities</p> <ul style="list-style-type: none"> 80% of students are attending 90% of the time. 		<p>Culturally sustainable practices are embedded and are supporting Māori learners to engage full yin their learning.</p> <p>Student voice supports hauora of all learners and are confident when faced with challenges.</p> <p>Students feel safe at Aparima College and understand how to ask for help.</p> <p>Whānau are well informed about attendance progress.</p> <p>Students with irregular attendance receive support via early interventions to return to regular attendance.</p>		<ul style="list-style-type: none"> Student Hauora team Lead team for student well being Peer Support tuakana teina between year 7 and 13 Regular Attendance celebrated regularly at school and across the community 		<ul style="list-style-type: none"> Student voice Attendance reports each term No disparity of achievement between Māori and non-Māori

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