



STRATEGIC PLAN - 2024-2025

Vision:

To live 'The APS Way'- 'Te Ara APS'

Achieve- Kia tutuki. **Participate-** Kia whai wahi. **Show Respect-** Kia whakaute
Every one. Every where. Every day.

Values: Whakakake-Pride Te Maia- Courage Manaakitanga-Caring

Kaiarahitanga-Leadership Kotahitanga-Unity Te Pono-Honesty

Te Kawenga- Responsibility

Strategic Aims	Strategic Initiatives	A Vision of Success/Outcomes	Evidence/Measures
<p>1. Mauri Ora, life essence and wairua flourish with potential, ideas and connections with ākonga at the centre.</p>	<p>1.1 To develop kaimahi understanding of mauri ora and its impact on learning.</p> <p>1.2 Increase connections/partnerships between home, kura, Auckland Point Kindergarten and iwi. To increase attendance and deepen engagement with school/kura.</p> <p>1.3 Refresh our school vision and values to align with culturally responsive practices alongside a refreshed, responsive curriculum that gives effect to Te Tiriti o Waitangi and embraces our people, place and whenua</p>	<p>1.1 Mauri ora as a way of 'being' will be an intuitive part of our kura's culture and pedagogy.</p> <p>1.2 Strong and authentic relationships will be evident, valued and celebrated in the partnerships formed between all stakeholders.</p> <p>1.3 Our kura will be a place where all can thrive, learn, belong and enjoy success as themselves in all aspects of school life.</p>	<p>1.1 Regular stakeholder voice What is our experience when we come to school; while at school?</p> <p>1.2 Through PB4L and attendance data collection, monitor and review trends and patterns. 2x termly</p> <p>1.3 Identities, languages, cultures interests and strengths are evident in everyday practices.</p>
<p>2. Barrier free access for all ākonga to devise and implement a refreshed and responsive curriculum that reflects our ākonga and place</p>	<p>2.1 Assessment and reporting procedures structured for maximum impact on ākonga achievement and outcomes. For 2024 a school -wide focus on writing though a reading lens</p> <p>2.2 Kaiako use effective pedagogy where ākonga are at the centre of the learning to grow adaptive, creative thinkers and agentic learners that includes adapted pedagogies for raised ākonga achievement,</p>	<p>2.1 The kura's evaluative processes/systems are fully embedded and ensure continued raised achievement for all , with a focus on those who are achieving below the appropriate curriculum level.</p> <p>2.2 Clear and effective pedagogies are evident in every area of the curriculum and is reflected in our confident, engaged and thriving taura .</p>	<p>2.1 High aspirations for ākonga ensuring equitable opportunities and successful outcomes for all, through the school's evaluative processes.</p> <p>2.2 Clear structures and practices embedded for curriculum delivery in our kura and this is reflected in positive taura outcomes.</p>

	<p>2.3 Through a literary lens, kaiako will collaboratively work with ākonga to build writing capability. Implement the Hour per Day of Reading writing and maths..</p>	<p>2.3 Consistent practice in writing is established with a clear 'Writing Practice Model' for APS, implemented.</p>	<p>2.3 Increased kaiako competence, and capability evident in taura outcomes.</p>
<p>3.Strong school leadership and pedagogies for ākonga success.</p>	<p>3.1 Work with School Achievement Facilitator to grow the Leadership of Literacy to build capacity and raised achievement in writing and reading. Embed a culturally responsive curriculum and relationships for wellbeing and ākonga success.</p> <p>3.2 Commitment to a bespoke programme of Te Ahu Te Reo for all kaiako</p>	<p>3.1 Responsive and strong leadership with defined roles for effective development of curriculum areas, impacting positively on taura outcomes with a focus on writing and reading.</p> <p>3.2 Te reo Māori, tikanga and local purakau will be evident and embedded in everyday kaupapa in our kura</p>	<p>3.1 Regular timetabled hui for sharing of ākonga achievement data and progress against set objectives</p> <p>3.2 Class Descriptions are embedded and reviewed termly using Teaching as Inquiry Practices as part of the Professional Growth Cycle for all kaiako.</p> <p>3.2 The curriculum reflects and honours Te Tiriti o Waitangi and Te Tauihu o te waka a Maui rohe.</p>