

# STRATEGIC PLAN 2024-2025

**Vision Statement – guiding whakatauki**  
**“Kia pono, kia māia, kia whakakotahi ai tātou”**

## GOAL 1 QUALITY PRACTICE

**A continuous learning culture is fostered for both students and staff that connects learning to each and every learner.**

- 1.1 Continue to build collective capability and practice of staff through relevant professional learning and development. Obj. 3 (6)
- 1.2 Quality practice, across the curriculum provides authentic contexts for learning. Obj. 3 (6)
- 1.3 Evidence of language of learning. Obj. 2 (4)

## GOAL 2 PERSONALISED LEARNING

**Evidence of responsive, explicit and intentional teaching that cares for learners and their learning.**

- 2.1 Embed a shared understanding of personalized learning which promotes learning partnerships between students, teachers and whānau. Obj. 1 (2)
- 2.2 A culture of continuous learning is promoted throughout the school. Obj. 1 (2)
- 2.3 Strengthen the evaluation and effectiveness of personalised learning through inquiry and collaboration and modification of teacher practice. Obj. 1 (2)

## GOAL 3 EQUITY AND EXCELLENCE

**Inform and engage whānau to create opportunities in reach of each and every learner which contributes to stronger learning for all.**

- 3.1 Inform and engage whānau so there is an understanding of the what, when and how. Obj. 2 (3)
- 3.2 Partnerships between home and school are strong, reducing barriers where necessary so the link between home and school supports ubiquitous, seamless learning. Obj. 1 (1)
- 3.3. Whānau and ākonga feel physically and emotionally safe by te reo and tikanga Māori having its rightful place in our kura. Obj. 3 (5)

## APS Learner profile

**Whakawhanaukatanga**  
**Relationships**

**Arotahi Ahurea**  
**Culturally capable**

**Havora**  
**Well being**

**A tona wa arotahi**  
**Future focused**

## OUR ANCHORS Ā Mātau Haika

**Integrity  
 Pono**



**Courage  
 Māia**



**Unity  
 Whakakotahi**



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## Summary of information

This plan has been informed by previous years strategic direction and our ability to build awareness, grow understanding, implement change and embed and sustain future actions taken.

This will be a process of continuous improvement for our school over time. The four anchors of the APS learner profile consist of relationships, cultural capability, well-being and being future focused. These inform teaching and learning, so that we know what our students need to know, understand and do, and learning that cannot be left to chance.

At APS, we believe that these 4 aspects are critically important in order to be successful in life. Our learner profile helps teachers to link learning in the classroom to these 4 anchors. The learner profile develops collective responsibility with our key message being "*our school - our learners*".

The 4 anchors provide us with clarity about what is being learnt and why. Our APS learner profile is based around our school values - courage/māia integrity/pono & unity/whakakotahi. Our values are embedded in everything we do and are integrated in all learning areas.

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## CULTURAL DIVERSITY AND GIVING EFFECT TO TE TIRITI O WAITANGI

Link to Board Primary Objective, all of section 127(1) of the Education & Training Act 2020 applies

### Anchorage Park School will reflect:

The unique position of Anchorage Park and Te Tiriti o Waitangi	New Zealand Cultural Diversity	Inclusiveness
<ul style="list-style-type: none"> <li>•A supportive and close-knit community.</li> <li>•Strong links with local cluster of schools/ Kahui Ako (Edgewater College, Pakuranga Intermediate, Anchorage Park, Riverina and Riverhills schools).</li> <li>•A revitalised Kapa Haka roopu 'Te Kura Taunga'.</li> <li>•Term 1 Manaaki meetings.</li> <li>•Further develop links to our local iwi and Te Tahawai Marae.</li> <li>•Daily karakia and waiata in every classroom and assemblies.</li> <li>•Curriculum delivery and planning to reflect Tikanga Māori.</li> <li>•Identify and acknowledge Māori children and provide enrichment opportunities through PAL's and House Leadership.</li> <li>•Hui with whānau to consult and gain feedback on strategic direction and important decisions.</li> <li>•Board meetings open with karakia and whakawhanaungatanga.</li> </ul>	<ul style="list-style-type: none"> <li>•In order for students to learn, they will feel safe and that they belong. This means acknowledging their culture, identity, and values.</li> <li>•Increasingly diverse cultural community</li> <li>•At the start of the 2024 school year, we have 111 learners.</li> <li>•NZ Māori, 20.7%</li> <li>•Pacific, 17.1%</li> <li>•NZ European, 27.0%</li> <li>•Other, 35.1%</li> <li>•Continue to create opportunities in conceptual inquiries to acknowledge and celebrate cultural diversity.</li> <li>•Continue to acknowledge special events/days/weeks that celebrate cultural diversity.</li> <li>•Acknowledge our new immigrant families (in particular, our Filipino families, 13.5%) by sharing information about the NZ school system through parent meetings/workshops, the school website and social media.</li> </ul>	<ul style="list-style-type: none"> <li>•Every student at APS can fully participate, engage and reach their highest educational standard.</li> <li>•The school is a physically and emotionally safe place.</li> <li>•Learning is designed to meet the diverse and variable needs of all students.</li> <li>•Ensure students' rights are upheld and we take steps to eliminate racism, stigma, bullying and other forms of discrimination.</li> <li>•APS is inclusive of and caters for students with differing needs, including neuro diverse students.</li> </ul>