

# APII TE UKI OU

## TE KAVEINGA NUI

### STRATEGIC PLAN

#### 2023-2025



Tu  
Karape  
Creativity

Tu  
Akono Meitaki  
Caring

Tu  
Akangateitei  
Respect

Tu  
Tiratiratu  
Integrity

Turanga  
Teitei  
Achievement



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Meitaki ma'ata

# POU TA'I

Key priority one

## TE KAVEINGA NUI

### Taku Ipukarea Kia Rangatira

Apii Te Uki Ou endeavours to strengthen Maori language, culture, perspectives in our school. This further encourages aspirations that provide a foundation for engagement with the wider world.

#### WHY?

It is our responsibility as a Cook Island school to promote and develop Maori Culture and language across all levels of the school and weave this naturally into the school's philosophy and organisational culture.

#### HOW?

- Localised Curriculum Plan ensures meaningful cultural learning is embedded across our learning programmes
- Accessibility to language and culture is developed and maintained for, with and by Cook Island Maori for all.
- Community (Ariki/Mataiapo/Orometua) have strong relationships within the school
- Second language learning techniques are practiced in classroom programmes
- Te Reo Maori Curriculum implementation plan and collaborative resourcing in place
- Policies support and enliven Maori language and culture across the school and school community

#### EVIDENCE OF SUCCESS?

- Learning programmes that embed traditional knowledge cultural concepts and language
- Local leaders are part of all school and community events
- Equitable Te Reo and Cultural learning opportunities are offered to all students with improved levels in reading and writing in Te Reo Maori
- Students and teachers confidently speaking Te Reo appropriately to their level of understanding



# POU RUA

Key priority two

## TE KAVEINGA NUI

### 'Akako'u'anga    **Accessibility and Inclusivity**

Apii Te Uki Ou's philosophy of inclusion promotes access to quality education that is equitable for all. The school will endeavour to provide access to learning and teaching for all families who are interested in attending.

#### WHY?

Access to education, regardless of race, religion, status, sex or ability is every human right and Apii Te Uki Ou is founded on this belief. We aim for students with additional needs to be well supported and for all students are able to achieve their full potential.

#### HOW?

- Actively foster an environment of acceptance within our school community
- Ensure our school values are embedded within classroom practice
- Promote an approach to conflict resolution which encourages positive behaviour and restoration of relationships
- Provide additional support for our highest-need students
- Full-time employment of a Learning Support Coordinator to oversee the inclusive education support network
- Support students with additional needs by optimising class composition for quality teaching and learning
- Recognise and implement learning progressions for students across all levels of learning
- Maintain a close relationship with key stakeholders to explore collaborative opportunities

#### EVIDENCE OF SUCCESS?

- Success and progress achieved for every child
- Clear, transparent communication between home and school
- Reporting to parents is learner-focused, accurate and timely
- Class composition is balanced and manageable for students and teaching staff
- School-based policies and procedures are in place for community members to follow
- Community feedback indicates a safe and inclusive environment



# TE KAVEINGA NUI

## Leading Teaching Practice and Standards

Apii Te Uki Ou aims to develop high-quality teaching programmes and standards that are embedded school-wide.

### WHY?

Quality teaching and curriculum design are fundamental to high levels of engagement and successful learning. 'Pedagogy' is one of our pillars of success as we understand that it is integral to developing student's positive attitudes to school, to learning and academic progress.

### HOW?

- The school's Curriculum Implementation Plan is in place
- Educational philosophies are student-centred and improve the holistic well-being of children
- Curriculum design takes into consideration current, effective educational practices
- The school has an up-to-date Performance Appraisal and robust competency process
- Ensure employment conditions include administration and preparation time for teachers (allocated release days)
- Build networks for school leaders - advice and guidance
- Support Professional Development for school leaders and staff
- Continue to invest in curriculum resources for learning
- **EVIDENCE OF SUCCESS?**
- School's Professional Development reflects the needs of the school and staff
- Staff are allocated release time on a per term basis
- School leaders have access to funding for professional development and mentorship
- School budget allocates funding for curriculum resources
- Employment processes include identifying personnel who have student-centred, collaborative teaching philosophies
- All staff are involved in a PMS programme and are being supported by their appraiser and school leaders

POU TORU  
Key priority three



# TE KAVEINGA NUI

## Academic Excellence - Learning and Teaching?

Our school has a philosophy of promoting academic excellence, from our youngest students to our senior graduates.

### WHY?

We believe in creating an environment that encourages all students to achieve their highest individual potential. We believe learning dispositions and academic advancement are important pillars of success in a child's life. We want our students to leave our school confident and "NCEA ready" and also with an internationally comparable standard of education.

### HOW?

- Recognise that each child's pathway to academic excellence will be different and respect their individuality and personal strengths
- Strategic resourcing of teaching staff, with a continued focus on professional development and hiring for excellence
- Honouring and empowering our parents/caregivers to be our children's first teachers
- Providing honest and quantifiable feedback on student performance to encourage a growth mindset

### EVIDENCE OF SUCCESS?

- A framework for incoming staff that is prescriptive and enduring, in light of the ever changing nature of the composition of our school
- Maintaining optimal classroom ratios and composition to enable learning for all students
- Utilisation of technology tools (eg. Beagle and Edge) to communicate quality feedback and benchmark data for individual students
- Clearly communicating individual student road maps to parents/caregivers
- An innovative website that is capable of providing on-demand resources around behaviour and education for our families to

POU 'A  
Key priority four



# TE KAVEINGA NUI

## Infrastructure and Support

To provide safe, sustainable and structurally secure buildings that are fit for purpose and meet the needs of our school community.

### WHY?

As the school roll continues to experience significant expansion, additional classrooms need to accommodate the growing student roll. We have gained approval to deliver Secondary Education from the Ministry of Education. To prepare our students adequately for the future, digital technology will steadily transform education delivery within the school. We need to ensure that digital infrastructure meets the needs of this change.

### HOW?

- Prioritise new capital projects to cater for the expansion of the school need to be identified and budgeted for
- Maintain classroom furniture and equipment to meet the needs of teaching and learning
- Ensure a sustainable budget is provided to upkeep buildings, grounds and growing infrastructure needs.
- Provide access to ICT and e-learning tools for all learners
- Ensure recommended actions are taken within the schools Property, plant and equipment maintenance (PPE plan)

### EVIDENCE OF SUCCESS?

- Students and teachers are comfortably housed for their teaching and learning
- Technology is purchased, maintained and replaced accordingly
- Plans are in place for replacements of physical resources (10 Year Building, IT, Furniture Plans)

POU RIMA  
Key priority five





# Meitaki ma'ata to Board of Governors and contributors

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