

# Ponatahi Christian School

*the School with the Bible*



*"The Fear of the Lord is the Beginning of Wisdom." Psalm 111: 10*



## Statement of Variance 2024



# Ponatahi Christian School



## Our Mission:

*Enabling Young People to Serve God and Society*

## Our Vision:

*To be a school that teaches young people according to God's Word, while nurturing them in every respect*

## Our Vision Values:

### Christian Identity

- *The Bible as the foundation of all beliefs and practices.*
- *Doctrinal standards of the Reformed Congregation of New Zealand*
- *Special Character at the heart of all school operations.*
- *Biblical World view.*

### Sustainability

- *Prayerful dependence upon the Lord*
- *Up-to-date and well-maintained buildings and infrastructure*
- *Sound financial practices*
- *Retention and continual development of quality staff*
- *Current and regularly reviewed policy and curriculum documentation*

### Excellence

- *Every student reaching his/her potential*
- *Quality teaching*
- *Professional management and administration*
- *Effective Governance*



### Discipleship

- *Christ-like ethics displayed by all members of the school community*
- *All those invested with authority to model Christ as the servant-leader*
- *All members of the school community to recognise that every talent possessed is owned by the Lord, to be used diligently and ultimately in His services to His honour.*

### Credibility

- *Positive relationships between parents and local community*
- *High performance as measured by recognised NZ indicators such as NCEA and National Standards*
- *Strong relationship with the MOE and other regulatory bodies such as Education Council of NZ, NZQA and ERO*



# Our Strategic Objectives



2024 - 2025

Ponatahi Christian School's *Strategic Plan* has flowed from various forms of community consultation. Throughout 2023, the school community was invited to provide feedback on areas that they felt were going well and areas they felt could be improved, along with any new ideas or initiatives they had for the school. This was done through information consultation evenings held at the school.

From these evenings, the Board of Trustees collated the information and worked it into three key themes:

**Well-being:** 


*Catering for the spiritual, cultural, emotional, physical, and social well-being of all students and staff*



**Learning:** 


*All students acquiring the necessary attitudes, knowledge, and skills necessary for their future*



**Pathway:** 


*Providing opportunities for all students to reach their potential in their God-given path.*

<b>Strategic Area:</b>		<b>2025 - Wellbeing - 2025</b>		
<i>Catering for the spiritual, cultural, emotional, physical, and social well-being of all students and staff</i>				<b>Statement of Variance</b>
<b>NELP References</b>		<p>1.2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p> <p>2.4 Ensure every learner/ ākonga gains sound foundation skills, including language, literacy, and numeracy</p> <p>3.6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>		
<b>Actions</b>		<b>Goal 1:</b>	<b><i>All students will report that they are respected, supported, and guided towards personal well-being.</i></b>	<b><i>This is an ongoing goal.</i></b>
<b>1</b>	<b>Embed all new policies, procedures, and programmes that fit within the well-being framework of PB4L/NME;</b>	<p>The culture management framework provides clear guidance on how to respond to behaviour: this has been presented to staff and explained. Individual teachers have also received extra help and guidance as needed. Development of well being lessons is continuing and provides school-wide consistency of focus: these focuses are also presented in assembly.</p> <p><b>19.11</b> PB4L and the BMF continue to provide staff with guidance of how foster wellbeing and respond to various situations; repeated PD has also helped to maintain focus. Furthermore, practical implications and issues have been discussed as PGC and staff meetings to help ensure consistency of application.</p>		<p>All staff have received clear guidance in the Behaviour framework document and procedures. This is an ongoing process. We will continue to identify gaps and act accordingly.</p>
<b>2</b>	<b>Ensure students have clear and trusted opportunities to give feedback to management;</b>	<p><b>08.06</b> – All secondary students have had a flowchart presented to them which shows the process that they can follow if there are any feedback/comments/complaints that they want to have reach the SLT or the BOT. This flowchart is clearly hanging in their classrooms. Plans are in the process to do the same with the year 7-8 class.</p> <p><b>EOY</b>- All secondary students were aware of the complaints procedures, and several used this process through the 2024 school year to give feedback to the SLT. Informal feedback was also encouraged by SLT members by building relationships with the students, and prioritising them whenever they asked for time to talk about any topic.</p> <p>We spoke to each primary class year 1—6, excluding year 7 &amp; 8 on 30.5.24 in person, to provide clear guidelines to these classes. Students understand that they will be listened to and that the SLT are available</p>		<p>The complaints procedure has been explained to the Y7-13 students. Primary students have been explained that they can always go to the principal. We will repeat this process in 2025.</p>



		<p>to support and listen when needed. They will understand that the principal is available for support and advice.</p> <p>Primary students know that they can always go the principal.</p>	
<p style="text-align: center; font-size: 24pt; font-weight: bold;">3</p>	<p><b>Administer annual student well-being survey, report on it, and set next steps.</b></p>	<p><b>10.05</b> – Staff have been investigating different survey options since it has been identified that the NZCER survey is too long and tedious for the students making us wonder about the validity of the results. There are a few different survey options that we are investigating, and we aim to have an effective survey administered and reported on within this term for the years 7-13. Our next step will be to research ways to collect similar data from our younger students.</p> <p><b>08.06</b> – nothing new to report here. Progress is still being made, and our goal is still to have this administered prior to the end of the term.</p> <p><b>10.07</b> – Student wellbeing survey has been administered for all college students. Results are still being analysed by SLT, College and Wellbeing team. Report on this should be finalised by next BOT meeting.</p> <p><b>10.08</b> – Wellbeing report for college students is presented to the BOT this month. Suggestion has been sent to BOT to participate in the Kahui Ako student wellbeing survey for years 4-13.</p> <p><b>18.09</b> – Kahui Ako student wellbeing survey has been administered for years 5-13. PCS and Kahui wide comparative results have been received. They are currently being analysed and a report will be presented at the October meeting.</p>	<p>Student wellbeing survey has been administered three times this year. Twice (term 2 and 4) we administered our own survey to the students in y7-13. In term 3 a very similar wellbeing survey was administered by the LNICKA, and we were given comparative data from other LINCKA secondary schools. Each of these surveys were analysed by our wellbeing team and goals set accordingly for each term (see BOT wellbeing reports). The analysis from the Term 4 survey is still being analysed. We will continue with this practice in 2025 to identify patterns in student wellbeing.</p>
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<b>Strategic Area:</b>		<b>2025 - Wellbeing - 2025</b>			
<i>Catering for the spiritual, cultural, emotional, physical, and social well-being of all students and staff</i>					
<b>NELP References</b>					
<p>1.2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p> <p>2.4 Ensure every learner/ ākonga gains sound foundation skills, including language, literacy, and numeracy</p> <p>3.6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>					
<b>Actions</b>		<b>Goal 2:</b>	<b>All staff will report that they are respected, supported, and guided towards professional well-being.</b>		<b>This goal is an ongoing goal.</b>
<b>1</b>	<b>Establish and maintain professional mentoring and support systems;</b>	<p><b>10/6</b> We had a first meeting with the video-coaching group.</p> <p><b>13/5</b> A video-coaching group with three teachers will start. This is a voluntary project. A system of mentoring will be set up for new teachers. For Secondary we will also try to combine the mentoring with the tasks of the HOD's.</p> <p><b>1/7</b> no updates</p> <p><b>6/8</b> First video coaching session has been planned.</p> <p><b>21/10</b> We've had our first video coaching session.</p> <p><b>12/11</b> no updates</p> <p>Action next year. We want to set up a system where we focus more on the 'critical friendship' between staff members. The video-coaching might become a compulsory item for new teachers with a lack of experience.</p>			<p>The video coaching worked for the times we met; however, it was hard to prioritise this enough. Our PGC cycles worked well. For next year</p>
<b>2</b>	<b>Review staff-to-management communication, and prioritise identified improvements;</b>	<p><b>12/6:</b> a note has been sent to all staff reminding them that the SLT are there to provide any help and support that may be needed. So far, no responses have been received. Futher reminders will be appropriate.</p> <p><b>13/8</b> As the staff well-being survey goes out, staff will be reminded that they are welcome to contact their professional lead about any thing at any time; they will also be reminded that the SLT collectively have an 'open-door' policy and make staff needs thier next priority; furthermore, any suggestions for change and or improvement are always welcome.</p> <p><b>19/11</b> A key issue around this time of the year is teaching responsibilities for 2025. Earlier this term staff were presented with a very clear timeline of what we needed to achieve with the job applications and how this would impact the timing of receiving their own confirmations. The SLT also committed to engaging with staff members one-to-one on this as much as possible.</p>			<p>SLT engaged one-on-one regular meetings with staff members. This will remain an ongoing action.</p>



3	Administer annual staff wellbeing survey, report on it, and set next steps	Nothing to report yet but is on SLT agenda. 12/6 SLT report that is a BOT action <b>13/8</b> This is about to go out using the service provided by the Kahui Ako. <b>19/11</b> Nothing to add	Staff have had the opportunity to give feedback in a survey via the Kāhui Ako.
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<b>Actions</b>		<b>Goal 3:</b>	<b>All staff will demonstrate professional growth in the teaching of Te Reo and Tikanga Māori.</b>	
		<b>This will remain an ongoing goal for 2025</b>		
<b>1</b>	<b>Celebrate New Zealand's Māori heritage by incorporating Mātauranga Māori and Te Reo Māori into learning;</b>	<p><b>08.06</b> – the cultural responsive team has met for the first time. This meeting was mainly to set the team roles and responsibilities up, and to set a suggested pathway forward.</p> <p>As part of my communication with cultural responsive officers in other Christian schools, the overwhelming advice has been to take small steps. If we want this to be a culture change and not just a tick box exercise it has been suggested that ensuring that the entire community understands and buys into the ‘why’ of being culturally responsive from a Christian perspective should be our first step.</p>		<p><b>Successes</b></p> <ul style="list-style-type: none"> <li>- Culturally Responsive Team has been set up and is meeting regularly.</li> <li>- PD opportunities including – visiting other Christian schools to see how they have incorporated tikanga Māori into their rituals, making connections with other cultural responsive experts/champions in other Christian school, readings and videos on understanding tikanga from a Biblical worldview.</li> </ul>
<b>2</b>	<b>Partner with local iwi to form relationships and capture local knowledge;</b>	<p>We have written a short piece on Matariki and how we can celebrate Matariki at Ponatahi Christian School. This will be passed around staff and community. The culturally responsive team have the goal to walk alongside the community to give the knowledge needed so that next year on Matariki we may be able to have a community wide celebration.</p> <p>Our next goal is to have a written kaupapa (policy) for what cultural responsiveness can look like at Ponatahi Christian School. We will be looking for BOT/BOP/Community and local iwi representation into this document that will be used to guide our journey into the future.</p>		
<b>3</b>	<b>Engage in relevant professional learning activities to stimulate professional growth.</b>	<p><b>10.06</b> – Nothing further to report</p> <p><b>11.08</b> – written kaupapa (rationale) is begun with draft completion aimed for our next team meeting. A few local iwi contacts have been acquired (Dee Cruse – working on behalf of education for Ngati Kahangungu ki o Wairarapa, Aperhama Mātenga – kōmatua of Pirinoa marae and lay Anglican minister of the S.Wairarapa Māori diocese, and Jo Pōtangaroa – working on behalf of education for Rangitāne.) I have already met with Dee to discuss opportunities for our school to work with her. She will have more</p>		






		<p>availability from Feb 2025, but is keen to work with Ponatahi. I still have to make times to meet with the other two contacts.</p> <p>Cultural responsiveness with a Christian worldview is one of the 3 key areas that our Kahui Ako has been working strategically on. I have already made contacts with some of the other schools in our kahui through the zoom communities but look forward to seeing the resources that the kahui has collected once they have their website up and running in the next few weeks.</p> <p>More to report next month hopefully.</p> <p><b>19.11</b> – the culturally responsive team met last week. The draft Kaupapa (rationale) was commented on and is ready to pass onto the SLT prior to being passed through the staff. It was reinforced that this space is a space that we need to work slowly in, to ensure we are taking our staff and community along with us, and not pushing them into a zone that they are not comfortable with and therefore start showing resistance. There was also recognition that since setting our initial goals this year, the primary staff have been required to participate in extra PD for structured numeracy/literacy and therefore this priority has been necessarily forced down the ladder a little. Next steps include:</p> <ul style="list-style-type: none"> <li>- working with SLT to identify PD needs for 2025, to see where cultural responsiveness fits in.</li> <li>- work towards a community matariki celebration in June 2025.</li> <li>- focus on encouraging staff to be culturally responsive in our classrooms with the special goal of helping them create family like contexts for learning. This will cater for all our students of all cultures.</li> <li>- focus on connecting with the families of different cultures that we have in our school currently, with the intention that they become more involved with their student’s learning.</li> </ul> <p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>- Identify with SLT, PD needs for 2025.</li> <li>- Work towards a community matariki celebration in June 2025.</li> <li>- Focus on connecting with the families of different cultures that we have in our school currently, with the intention that they become more involved with their student’s learning.</li> <li>- Start to look for resources to encourage staff in their personal Te Reo journeys.</li> </ul>	<ul style="list-style-type: none"> <li>- First steps complete on including culturally responsive pedagogical ideas into the behaviour framework handbook, encouraging staff to create family like contexts for learning, and to work on engaging with each student’s wider community (whānau)</li> <li>- The beginnings of incorporating aspects of Whai kōrero and waiata into our assemblies, and beginning to encourage students to lead and participate in this.</li> </ul>
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<i>All students acquiring the necessary attitudes, knowledge, and skills necessary for their future</i>		
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<b>Actions</b>	<b>Goal 1:</b>	<i>All Special Needs Students will make documented progress towards their respective goals.</i>
<b>1</b>	<p><b>Provide all SN students with a comprehensive IEP, ILP, safety, or behavioural plan;</b></p>	<p>Senco plan has been reviewed and discussed with SENCO. Various actions are in place to get everything up to date.</p> <p><b>12/6</b> there is nothing more to report here: a lot of sickness in the last few weeks has slowed some progress down</p> <p>Updated IEPs for ORS children for term 3 are being planned. Recently an educational psychologist was engaged to observe and assess two SN children as we needed professional advice about how these children were thinking, processing information, and actually learning. Once the information is received, it will be studied by all involved and put into action.</p> <p><b>19/11</b> Maintaining and updating the respective IEPs, especially with a focus for preparing for 2025, still has our attention as we work with the SENCO to ensure that this is all done.</p>
<b>2</b>	<p><b>Supply teachers and learning assistants with the required directives, support, and resources to ensure measurable progress;</b></p>	<p>The SENCO has a register of SN students and is working with the respective teachers to provide advice, resources, and goals. Teacher aiding, specialised resources, and outside agencies such as RTLB and OT are essential.</p> <p><b>13/8</b> This will all be reviewed in the IEP meetings that are coming up.</p> <p><b>19/11</b> Nothing particular to add; this is a key responsibility of the SENCO and ongoing communication with the classroom teachers and LA is important.</p>
		<i>Students have made documented progress, however, the support for teachers will need to be improved.</i>
		<p>This is an area we have to improve by ensuring we have all the needed IEP meetings.</p>
		<p>This is an area we have to improve in by ensuring that all staff members receive support and advice to work with these students.</p>

<b>3</b>	<p><b>Support classroom teachers in integrating the SN students into the classroom.</b></p>	<p>Various issues are being identified and help arranged. eg a advert was placed in the school newsletter for afternoon parent help with one SN student. One afternoon per week has been arranged so far. The AP is also helping teach one afternoon p/w. This remains a dynamic issue requiring continual attention.</p> <p><b>13/8</b> This will all be reviewed in the IEP meetings that are coming up.</p> <p><b>19/11</b> Nothing particular to add; this is a key responsibility of the SENCO and ongoing communication with the classroom teachers and LA is important.</p>	<p>This is an area we have to improve in by ensuring that all staff members receive support and advice to work with these students.</p>
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<b>Strategic Area:</b>		<b>2025 - Learning - 2025</b>		
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<b>Actions</b>		<b>Goal 2:</b>	<i>All priority learners will achieve their accelerated progress goals.</i>	
<b>1</b>	<b>Ensure that a robust assessment system identifies all priority learners;</b>	<p><b>10/6</b> As part of the development of a system: priority students have been discussed at a secondary meeting to see how we can help them.</p> <p><b>1/7</b> Secondary: An ongoing discussion is going on at the secondary meetings regarding assessments, not only to identify priority learners, but also to prepare students (better) for tertiary education.</p> <p><b>13/5</b> For secondary we are doing research about study skills and good assessments. After that, we will come up with a suggestion for (most likely) each of the subject areas about good quality tests. We are also in the process of setting up a system in EDGE to oversee all data. Primary systems are already quite robust: one new development underway to develop a unified registry of key knowledge, skills, and strategies for when a student moves to another class.</p> <p><b>6/8</b> For secondary, the discussion is still happening.</p> <p><b>13/8</b> The mid-OTJs have been assessed and reported on. These judgements utilise a range of sources, update the priority student list</p> <p><b>12/11</b> Secondary teacher are making a list of needed study skills for their respective subject areas. We are in the process of choosing a system for marks (e.g.: NA, A, M, E) and have come up with a suggestion to set clear criteria for each subject area and assess accordingly. We've received some training about EDGE which has shown us more options to use EDGE for this. We also have a description of what a priority student is. We will use that in our unit plans.</p> <p><b>19/ 11</b> At this time of the year the focus moves to using our EOY testing to determine what progress respective students have made. Looking towards 2025, God willing, a review of this will</p>		<i>All priority learners have been identified, however we need to act more according to their needs.</i>
				We developed a clear description of priority learners including both those who are working below and above their level.

		<p>be part of integrating the national curriculum refreshes.</p> <p>EOY. The next step will be to use EDGE more to gather data. When this is up and running, we will be able to use EDGE better. With the end-purpose that we not only are able to identify all priority learners, but also help them best as possible.</p>	
2	<p><b>Plan appropriate goals of accelerated progress;</b></p>	<p>This started as students were identified by data from EOY 2023 and diagnostic testing term 1. Teachers set goals in conjunction with SENCO help. 12/06 Assessment has continued into 2024 as per practice: a key mid-year assessment is coming up which provides a predictive OTJ of student EOY achievement.</p> <p><b>13/8</b> The mid-OTJs have been assessed and reported on. These judgements utilise a range of sources, update the priority student list, and help plan the goals for the rest of the year.</p> <p><b>19/11</b> EOY testing and data analysis will continue to determine the progress that has been made.</p>	<p>This is an area in which we can improve. Because not all students had clear goals.</p>
3	<p><b>Provide all relevant staff with the directives, support, and resources required to ensure the accelerated progress of every priority learner.</b></p>	<p>SENCO has developed a PL registry and works with teachers. Evaluation and monitoring is ongoing. Resourcing is always an issue and the recent grant will help immensely.</p> <p><b>13/8</b> As the accelerated goals are reviewed, established, and/ or modified as per assessed need, teachers are asked if they have any need to meet these needs.</p> <p><b>19/11</b> Nothing to add</p>	<p>This is an area we have to improve in by ensuring that all staff members receive support and advice to work with these students.</p>
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<b>Actions</b>		<b>Goal 3:</b>	<b><i>All the compulsory NCEA corequisites will be passed by the end of Y11</i></b>	
			The majority of Y10 students passed their Co-Requisite exams.	
<b>1</b>	<b>Develop a robust numeracy and literacy program in years 9 and 10 with appropriate specific learning outcomes;</b>	<p><b>13/5</b> For now, we will wait until we have the results of the Co-requisites for Maths and English. Once we've seen the results we will see whether we need a plan for improvements (when the results aren't good enough) or whether we need to write what we are doing (when the results are good).</p> <p><b>1/7</b> no update yet, results of the co-requisites are due the end of this month.</p> <p><b>6/8</b> Final results are made known 5/8. A majority passed their exams. Further discussion with teachers is needed to see what can be improved so that we work towards a 100% score by the end of year 11 for all these students. And that we capture that which is going well.</p> <p><b>12/11</b> the results of the students who have done the second test aren't known yet. We are in contact with the MOE to set up a review of the program for numeracy and literacy.</p>		<p>Students at the risk of non-achieving have received help.</p> <p>We are starting a review of literacy and numeracy, not only focussing on English and Maths but also on the use of these in other subjects.</p>
<b>2</b>	<b>Closely monitor student achievement with appropriate assessment strategies and data analysis;</b>	<p><b>13/5</b> See goal 2, action 1. This will go together with developing a system for assessments and managing the data in EDGE</p> <p><b>1/7</b> see goal 2, action 1.</p> <p><b>6/8</b> No news.</p> <p><b>12/11</b> see goal 2, action 1</p> <p>EOY, see goal 2, action 1</p>		

<b>3</b>	<b>Identify, by the end of term two, any year 10 student at risk of not achieving the goal and plan help accordingly.</b>	<p><b>13/5</b> This will be done together once the results of the co-requisite exams are known. We also discuss student achievement at the secondary meetings (based on the PAT tests and the results for other assessments).</p> <p><b>1/7</b> the co-requisites results aren't known yet, we extend this with a month.</p> <p><b>6/8</b> see action 1 from this goal. Students who did not pass their co-requisites yet are known. Plan needs to be made to help these students.</p> <p><b>12/11</b> teacher have worked with the students who didn't pass at first attempt. In the review of the curriculum this will have our attention.</p>	<p>EOY: the majority of students passed their exams. These students will be helped to pass their literacy and numeracy in Year 11. Probably using the exception rule and gaining credits for literacy and numeracy in other tests/exams.</p>
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Strategic Area:

# 2025 - Pathway - 2025



*Providing opportunities for all students to reach their potential in their God-given path*

**NELP References**

- 1.2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures
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- 3.6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce


<b>Actions</b>		<b>Goal 1:</b>	<i>All Year 12 and Year 13 students will achieve the goals set by their respective pathway plans.</i>	<i>Most students have achieved their respective goals.</i>
<b>1</b>	<b>Provide adequate qualifications across all core subjects to ensure pathway to either vocation or university;</b>	<p><b>10.05</b> - Ongoing progress reports from NetNZ has shown that this programme is having much more positive results than our previous years with Te Kura. All students on NetNZ have a weekly online meeting with their teacher and have clear work set out for them to complete during the week. Most students are working on completing, or just completed their first internal – so it will be interesting to see the results of this in the coming weeks. This is potentially a good way to help boost our subject variety in the coming years.</p> <p><b>19.11</b> – Internal NCEA results and initial External results (trial exams) show that all students on a university pathway are well on their way to achieving what they need, with the two y13 students on the university pathway having already been accepted into their respective courses. Motivation for y12 students aiming for a merit endorsement to aid their university scholarship applications in 2025, has been high and shows in the preliminary results as reported to the BOT this month.</p> <p><b>EOY</b> – nothing more to report on this.</p>		We are still waiting for some of the results at the moment. However, preliminary results are positive.
<b>2</b>	<b>Regularly converse with the senior students to monitor progress and review plans;</b>	<p><b>10.05</b> – This term I have been putting a lot more focus on my Career’s Advisor Role. A clear sequence of what is expected to be taught Career’s wise (with a focus on skills needed to be a credible and excellent employee) has been drafted for focussed teaching from y7/8 up. I have designed a form to guide my discussions with all students – and hope to complete one-on-one interviews with all secondary students by the end of this term. I already have regular informal conversations with the y12-13 students and have been informally monitoring progress and reviewing their plans.</p> <p><b>08.06</b> – The above mentioned interviews are still in progress. My goal is to have spent time with all these students prior to the career’s expo in week 9.</p> <p><b>10.08</b> – ongoing discussion is had with students who have indicated that they are moving into tertiary or vocational pathways next year. Next steps will be to work with students on subject choices for their 2025 learning programme.</p>		All students have been spoken to this year and helped with subject choices.





		<p><b>18.09</b> – progress has begun on planning y12-13 learning programmes for next year, via a subject intentions form being sent out to students. Conferences with individual students will be held again in the coming weeks, both for those who are hoping to continue their learning with PCS in 2025, and those who hope to move into the working world.</p> <p><b>19.11</b> – students have indicated their subjects that they hope to study in 2025, and we are now working on doing our best to accommodate all of their desires. Ongoing meetings have been had with students to ensure they have the right subjects and credits needed for their pathways.</p> <p><b>EOY</b> – nothing new to report</p>	
<p style="text-align: center; font-size: 24pt; font-weight: bold;">3</p>	<p><b>Equip students with a sound knowledge of workplace or university opportunities available to them and provide them with an understanding of how to be credible and excellent employees and/or tertiary students.</b></p>	<p><b>10.05</b> - See above comment. We have one y13 student who is enjoying the opportunity of work experience on Fridays. Last term she visited a Masterton rest home, and this term she is participating in the New Entrants room at Carterton School.</p> <p style="padding-left: 40px;">This month, 4 students had the opportunity to attend an online visit with the Otago University career’s guidance counsellor – all 4 came away buzzing with renewed motivation to refine or pursue their plans. Plans are in place to visit the Career’s Expo later this term (hopefully with some intentional exercises that will be more useful to the students than collecting pens ). Various students are also booked into some USkill courses over the next two terms, which if attended well, will boost their skills in areas that will help with their future employment.</p> <p><b>08.06</b> – Communication has been had with the advisors of both Massey and Victoria universities. Times are being negotiated for them to come and talk to our senior students. Both of these universities have open days during term 3, which we hope to encourage interested students to attend.</p> <p><b>10.07</b> – Career’s Expo in Wellington was attended, with positive feedback received by students. Plans are made to visit one university campus in term 3, and both Victoria and Massey student advisors will be visiting our seniors. One of our senior students had the opportunity to attend Transag for two days of work experience – the feedback received was that he showed a lot of potential, and would be considered for an apprenticeship programme next time they start training another apprentice. Work experience is being organised for at least 2 other senior students who are still not sure of their pathway, but do hope to finish school at the end of this year.</p> <p><b>10.08</b> – We have had visits by both Massey and Victoria university representatives, and have plans to attend the Victoria open day this month.</p> <p>Students enrolling into tertiary study next year are well on their way in the enrolment and scholarship application process. Discussions are ongoing with students moving into vocational pathways next year to ensure all guidance they need is received.</p> <p><b>18.09</b> – We attended the Victoria University Open Day, and stopped briefly at the Massey University Wellington Campus on the 23<sup>rd</sup> of August. The evaluation from the students showed that this was a useful experience, even to those who hope to attend a different university. The feedback for improvement showed that they needed more time to explore all the options that were displayed.</p>	<p>A lot actions were in place to equip students with what the information they needed for their future pathways.</p>

		<p><b>19.11</b> - A lot of time this term has been spent with our school leavers, ensuring that they are leaving with a clear path way forward. I am very grateful to report that all our school leavers are either moving into employment, apprenticeships, or tertiary study, with the exception of one student who has been connected to youthtowork Wairarapa and is actively working on applying for jobs already. Even more exciting, one of our students has been awarded a \$7000 scholarship for Otago University, based on her leadership qualities. I feel we are ready to send a group of students off into the world, ready and confident in their plans, with an active awareness that their next steps are allowing them to take the next step towards the calling that God has given each of them. Let's praise God for His faithfulness in their young lives! 😊</p> <p><b>EOY</b> – nothing new to report.</p>	
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 *Guiding the School Towards Godly Excellence* 

Strategic Area:		<b>2025 - Pathway - 2025</b>		
<i>Providing opportunities for all students to reach their potential in their God-given path</i>				
<b>NELP References</b> <ul style="list-style-type: none"> <li>1.2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</li> <li>2.4 Ensure every learner/ ākonga gains sound foundation skills, including language, literacy, and numeracy</li> <li>3.6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</li> </ul>				
<b>Actions</b>		<b>Goal 2:</b>	<i>Every Year 13 student will achieve University Entrance.</i>	
<b>1</b>	<b>Ensure adequate qualifications across all core subjects to provide a pathway to university</b>	<p><b>10/05</b> – As my understanding of university entrance requirements grows, I am confident that the pathways that our 3 y13 students are pursuing will be achievable with the subjects they are taking. One y13 student has opted to only do 4 school subjects, giving room to attend courses from outside providers. He has attended a team work and communication course, and will be attending a USkills course later this term. The credits and skills gained at these courses are targeting his success in Level 3, and his career prospects for next year, D.V.</p> <p><b>08.06</b> – Nothing new to report</p> <p><b>10.07</b> – Nothing new to report. It is my goal early in term 3 to check up on all student progress to ensure everyone is tracking to achieve their NCEA levels by the end of this year. To report on next month.</p> <p><b>10.08</b> – The two y13 students hoping to attend university next year and well on their way to reaching UE. The other student is not aiming for UE. Level 3 has been a challenge for this student, but we are watching his progress carefully to help him be successful in L3.</p>		<p><i><b>We did not achieve this goal. However, we identified that it's better to rewrite the goal into: Every Year 13 student will achieve their desired career pathway.</b></i></p> <p>The students on a university pathway have applied and been accepted into their respective places of study. Not all students intend to attend university – but they are clear on the next steps needed for employment.</p>

<p style="text-align: center; font-size: 2em; color: #8B4513;">2</p>	<p><b>Install a sense of the academic rigour required to succeed at these levels.</b></p>	<p><b>10/6</b> Nothing to report yet but is on Secondary agenda.</p> <p><b>1/7</b> we've had a discussion at the secondary meeting about what 'academic rigour' looks like. Part of this is to make the learning relevant for the students. They therefore need to know more/better about their tertiary education. The careers advisor is working on this with the students.</p> <p><b>6/8</b> nothing new to add.</p> <p><b>12/11</b> no news.</p> <p>EOY: We have to reflect further on this item. Maybe it is perfectly fine to have a number of students in Year 13 who are on a vocational pathway and not achieving UE. It is important to have academic rigour for those who are on the pathway to university. Although that is something which can't start in Year 13.</p>	<p>Discussion took place around the wording of the action and the terminology used.</p>
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## Appendix.

*In the consultation and subsequent development stages, many good points and ideas were noted. While many have been incorporated into the various areas, goals, and actions, a record of them all remains useful as points for consideration and reflection.*

### **Wellbeing**

- Clear job descriptions for all staff – particularly the senior management team.
- Emergent leadership opportunities.
- Support networks for all staff
- Offer avenues for team bonding to be built.
- Maintain a culture of prayerful dependence on the Lord
- Relevant professional development is offered and effectively delivered to develop opportunities for staff to reach their full potential.
- New staff are upskilled in effective wellbeing framework.
- Leadership team to be involved in the appraisal process of all staff to identify areas of support and development.
- Senior management team structure developed by end of term 2, 2024.
- Continue developing supportive staff culture.
- Annual staff wellbeing survey administered and reported on.

- A clear procedure for ensuring mentoring, and encouragement between teachers is constantly practiced.
- Always demonstrate honour to all people, including when beliefs, lifestyle etc are differing.
- Students and teachers have ample and clear opportunities to give feedback to management.
- Communication to be regular open and transparent, between management and school community.
- Equal opportunity for all caregivers to be involved in school activities (ie class outings, teaching support, camps etc.)
- Actively value and promote the value of diversity of cultures.
- Celebrate New Zealand's Māori heritage by incorporating Mātauranga Māori and Te Reo Māori into learning.

### **Learning**

- Develop a robust teacher appraisal programme that involves yearly internal and external reviews.
- Yearly teaching plans to be reviewed.
- Upskilling and PLD for teachers as required.

- Mentoring and guidance programme for new teachers / review teaching plans
- Set and monitor achievement targets for learning outcomes.
- Offer varied experiences ( bring interesting people to school to talk about their lives and careers)
- Believe in your students potential
- Extend learning for college students as required
- Model enthusiasm for learning
- Harness student interests (i.e. the mathematics and physics behind long range shooting / deer stalking)

### **Pathway**

- A review of the current Y1-10 English and Maths schemes with an emphasis on the connections between the year levels.
- Research alternative Y12-13 qualifications other than NCEA
- An external review of the college English program
- Development of a practical, non-academic pathway in English for Y11-12 students preparing them for their vocational options.
- Align career advice around the vision values of: identity, sustainability, excellence, discipleship, and credibility.