

AMANA CHRISTIAN SCHOOL

Three-Year STRATEGIC PLAN



2026-2028

Amana Christian School

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The 2026-2028 Strategic Plan replaces prior Strategic Plans and School Charter following legislation effective on 1 January 2026.

The objective of this plan is to set down in writing a blueprint to guide the school over the next three years and beyond.

**STRATEGIC PLAN 2026-2028
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Strategic Plan 2026-2028



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About Amana Christian School

Amana Christian School began in 2001 under the leadership and vision of Ron and Roslyn King who saw the need for Christian education in the Taieri district, Otago. A group of Christian visionaries set up the Taieri Christian Charitable Trust Inc as the overall umbrella for various educational endeavours, Taieri Christian Schools' Association with a Board of Trustees to run the school. The sound governance documentation has stood them well with the government educational officers. There have been excellent ERO reports.

Amana is part of the fellowship of NZACS (New Zealand Association of Christian Schools) and FACENZ (Fellowship of Accelerated Christian Education New Zealand).

Amana Christian School has had a campus in Mosgiel, Dunedin since 2001. The school is registered as a composite, private school, covering years 1-13+. In 2021 December, the TCSAI and Board of Trustees voted to expand to include Distance Learning which continues to grow and blesses families with the flexibility to learn from home with teachers for support. Teachers are spread across both the North Island and the South Island.

Balancing financial involvement from parents and keeping costs down is always a challenge but the students are very much enriched by parents owning their child's (children's) education.

Much of the learning is done with ACE (Accelerated Christian Education), which works well with Distance Learning. Other curricula we use are the Interact Curriculum, New Zealand Ministry of Education Curriculum, and other resources such as Sunshine Readers.

'Amana' in Hebrew means 'truth and integrity'. In Swahili it means 'A place of safety and security!'. The emblem is in the shape of a banner from the account of the defeat of the Amalekites during the exodus (Exodus 17:8-16). The cross superimposed on Saddle Hill symbolises the vision of the school to serve in the Taieri area. Burgundy symbolises the shed blood of Christ: green, new life; and white, purity and cleansing that comes from faith in Jesus Christ, our Redeemer.

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Governance Structure

A. The Taieri Christian Education Charitable Trust

The Taieri Christian Education Charitable Trust (TCECT) is a fully registered charities trust incorporated in January 2001.

The Trust's main purposes are to:

- a. Uphold, maintain and promote Christian education within New Zealand.
- b. To provide for the establishment and support of Christian Schooling on the Taieri and wider district community.
- c. Membership is by invitation and unanimous agreement of the trustees. Number of trustees "shall be a minimum of five (5) and a maximum of nine (9).

A trustee is to be appointed to each governing entity of the Association.

(Certificate of Incorporation available upon request).

An AGM is held each year and books are audited/reviewed.

B. Membership of: The Taieri Christian Schools' Association Inc

All parents/teachers and supporters of the school are encouraged to become members (if they agree to the Statement of Belief).

c. TCSAI Council.

The Council is elected from the membership and 'shall ensure that the constitution is upheld and shall be the sole governing body of the Association'.

(The Constitution is available from the School Office)

D. Section 5 Governance Agreement

A deed of agreement between the Board of Trustees and the Association defines and specifies the roles of Management and Governance of the two parties.

E. Amana Christian School Board of Trustees

The School Board of Trustees consists of the Principal, Teacher representative, TCECT representative, Council of TCSAI representative Trust Member and three other members (including parent representatives and student representative). Members are elected at the AGM of the TCSAI or can be co-opted.

The BOT responsibilities include:

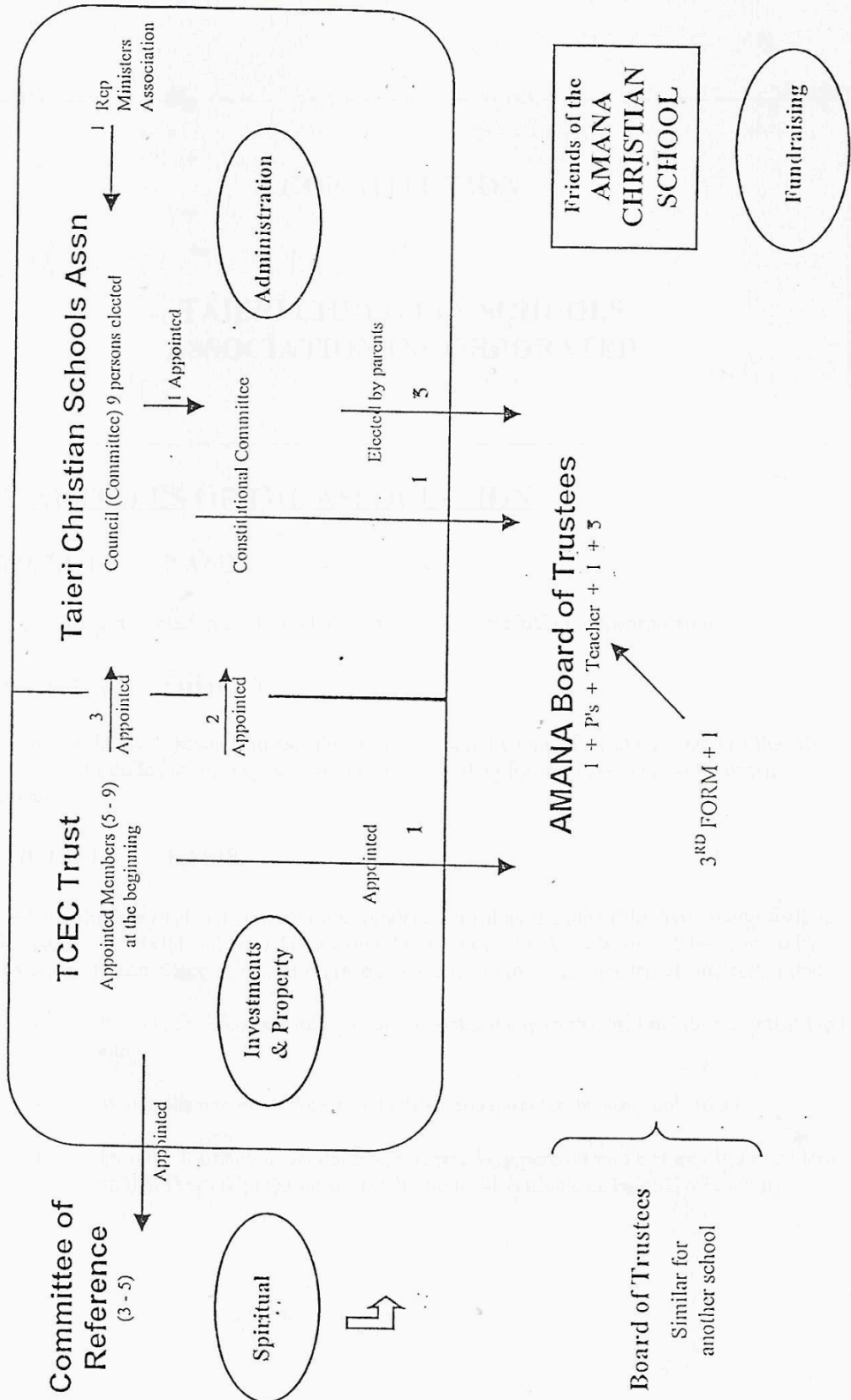
Monitoring and reviewing the activities of the school – curriculum, staffing, student guidance and disciplines, finance, property and annual budget and implementing legal requirements.

F. Student Representative:

Student VOICE is invaluable. The Distance Learning Student representative brings reports and suggestions to meetings and is a formal channel for communication between the student body and the governing bodies. This position is elected or co-opted.

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MEMBERS OF THE ASSOCIATION



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Special Character

The Special Character of Amana Christian School is based on the following documents:

- The Taieri Christian Schools' Association Constitution
- The Vision Statement of the Taieri Christian Schools' Association
- The Mission Statement of the Taieri Christian Schools' Association
- The Objectives of Amana Christian School
- Achieving the Objectives
- Statement of Belief

These documents are a summary of the philosophical beliefs and foundational objectives that are held in common by those who govern, manage, teach and support the school directly as parents and members of the Taieri Christian Schools' Association and indirectly through prayer and financial support, ie. the school community.

The Scriptures

The Scriptures are the basis of all school endeavours. They are used to help pupils know and understand God, to shape their own lives in response to Him as revealed in His Word. The curriculum is based directly on the Scriptures (point 10, Objectives).

Prayer

Prayer is regarded as vital to all activities involved with the school and is actively promoted in personal and corporate ways. Staff meet each morning before school. Points for prayer are conveyed to parents and Association members through newsletters.

The structures of the governing bodies of Amana Christian School have been established to ensure the maintenance of the demands that formulate the Special Character.

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VISION STATEMENT

The Taieri Christian Schools' Association Vision is:

To provide Christ-centred schooling for the Taieri and wider district community.

MISSION STATEMENT

This vision will aim at:

Developing and maintaining an education resource centre with a Christian based curriculum that will:

1. Provide excellent schooling from preschool age to the limit and diversity that God allows.
2. Within the context of its special Christian character, be accessible to all.
3. Develop learning, understanding and growing persons into maturity in Jesus Christ so that they are prepared for life in the local, national and global community.
4. Offer a supportive role for Christian educators teaching in the home, public schools, churches and in other community groups.
5. Deuteronomy 32:2 (NIV) "Let my teaching fall like rain and my words descend like dew, like showers on new grass, like abundant rain on tender plants." Zephaniah 3:9 (NIV) "Then will I purify the lips of the peoples, that all of them may call on the name of the Lord and serve him shoulder to shoulder."

Formal Arrangements

Documents in relationship to this are:

- The Taieri Christian Education Charitable Trust Constitution
- Diagram of Governance Structure
- Constitution of T.C.S.A. Inc.
- Agreement Between Amana Christian School Board of Trustees and Taieri Christian Schools' Association Inc.

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OBJECTIVES

Accepting the Taieri Christian Schools' Association Vision and Mission Statements, and, on the Basis of Faith, the following are the objectives of the school:

1. To provide sound Christian based schooling of the highest standard.
2. To recognise, support and assist parents as the primary educators.
3. To bring understanding that the work of the Christian School is complementary to the work of the Christian home and to encourage parents to involve themselves with the affairs of the school.
4. To recognise that the school is not a church but acts for the parents in a delegated role to educate the children, having a primary responsibility to God in its teaching function.
5. To encourage an environment for the care and development of the whole child (spiritually, physically, ethically, mentally, aesthetically, emotionally, intellectually and socially) to the full, in recognition of God's love, righteousness and compassion.
6. Through the Scriptures we aim to help pupils know and understand God and His ways and respond to Him in obedience, love and service.
7. To help pupils appreciate the effects of sin upon human relations and the creation as a whole and impress upon them the importance and possibility of renewal through Jesus Christ, that they may develop a zest for life, learning and service that will enable them to embark on a lifetime of useful endeavour through their knowledge of God.
8. Provide facilities and support resources for Christian education.
9. Promote Christian schooling.
10. To establish a Christian curriculum which incorporates Government requirements but uses the Scriptures as the resource of truth, to teach and instruct the pupils.
11. To fulfil the goal for human life as summarised in Luke 10:27 (NIV) to "Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind", and "Love your neighbour as yourself."

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ACHIEVING THE OBJECTIVES

We attempt to achieve these various objectives by:

1. Teaching subjects in a way that reflects a biblical view of life.
2. Encouraging a high standard of learning in a wide range of skills and general knowledge, while at the same time encouraging individuals in areas of special ability.
3. Promoting biblical literacy through Bible teaching and by demonstrating its application in the whole of life.
4. Sincerely endeavouring to promote Christian values by maintaining close links with parents/caregivers.
5. Equipping pupils to critically evaluate issues, ideas, and experiences in the light of a biblical view of life.
6. Fostering a healthy participation in sports and outdoor pursuits that develop recreational skills, cooperation and bodily coordination.
7. Helping pupils appreciate the great diversity that exists among humans and recognise the distinct relations, obligations and opportunities that His diversity creates.
8. Teaching such skills as listening, speaking, reading, writing, oral and written expression, computation and manual and physical skills, and to develop a systematic approach to the tackling of problems (individually and in groups), finding and evaluating relevant information and presenting conclusions.
9. Helping pupils develop personal qualities of faithfulness, integrity, self-discipline and Godliness in the context of their learning and interpersonal experiences at school.
10. Encouraging involvement in and service to the wider community.
11. Providing a caring environment marked by Christian understanding, support, encouragement and discipline.

Outside of the governance structure, bodies that strengthen the school's endeavour to achieve its objectives include:

- SCEE (Southern Cross Education Enterprises - also referred to as AEM)
- FACE (Fellowship of ACE)
- Committee of Reference - providing independent advice and encouragement from those who are not directly involved as members of any of the governing bodies.
- The New Zealand Association of Christian Schools - providing regular newsletters, educational journals, conferences, regional support.

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- The Taieri Ministers' Association - providing general information and contact with the churches, particularly through the Ministers' Association representative on the T.C.S.A. Council.
- The Taieri Principals' Association - providing contact, support and training at a professional level.
- National Institute for Christian Education (NICE Australia) - for Parents and Christian teachers, Nurture Magazine and support.
- Representatives from various denominational, interdenominational, aid and community organisations - providing information and encouragement to uphold the Objectives of Amana Christian School, using the opportunity of school, devotions, assemblies, and classroom visits and parent/teacher forums.
- Support agencies - such as:
 - The Dunedin Educational Services
 - Otago Mental Health Support
 - Otago Youth Wellness Trust
 - Traumatic Incident Team
 - Mosgiel Community Oral Health Clinic
 - Public Health Nurse
 - Youthline

STATEMENT OF BELIEF

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THE STATEMENT OF BELIEF

I BELIEVE IN:

1. The unity and love of the Father, the Son and the Holy Spirit in the Godhead.
2. The sovereignty of the triune God in creation, revelation, redemption and final judgement.
3. The divine inspiration and trustworthiness of Holy Scripture as originally given, and its supreme authority in all matters of faith and conduct.
4. The universal sinfulness and guilt of human nature since the fall, rendering humankind subject to God's wrath and condemnation.
5. Our Lord Jesus Christ, God manifest in the flesh, His virgin birth, His sinless life, His miracles and atoning death.
6. Redemption from the guilt, penalty, pollution and power of sin only through the sacrificial shed blood of the Lord Jesus Christ, the incarnate Son of God, through whom we have the sure hope of eternal life.
7. The person and work of the Holy Spirit in the individual's life to bring about justification and reconciliation to God by repentance and faith in Jesus Christ alone.
8. The Deity and Humanity of Jesus Christ, His bodily resurrection from the dead, His ascension, His mediatorial work, His personal return in power and glory and the judgement of the world by Him.
9. The indwelling and sanctifying work of the Holy Spirit in the believer, developing each individual in his/her personal ministry to the Lord.
10. The One, Holy, Universal Church which is the Body of Christ, to which all true believers belong and in which they are united through the Holy Spirit and the importance of each person's church in his or her life.
11. The resurrection of the body, the eternal blessedness of the righteous and eternal punishment of the wicked.
12. Christ's Commission to His people as expressed in Matthew 28:18-20.

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COMPLIANCE WITH THE TAIERI CHRISTIAN SCHOOLS' ASSOCIATION INC

Structure

Amana Christian School is governed by an elected Board of Trustees.

SCHOOL BOARD OF TRUSTEES

The Board is structured as outlined in page 5 with elected parents, the Principal, Staff representative, Student Representative and those seconded for particular tasks from time to time meet regularly (refer Board of Trustee Minutes available at the school). The Governance Agreement and management of the school is carried out as set out in pages 5, & 6). More information on this is available upon request from the school.

STAFF

The Board of Trustee is responsible for implementing the terms of employment for all staff as set out in the Governance Agreement.

- (i) Each teacher signs a statement in agreement to Articles II to V of the TCSAI Constitution.
- (ii) The Constitutional Committee of the TCSAI as structures has recommended through the TCSAI Council for a decision by the Association all appointments for Principals of schools.
- (iii) The appointment of supplementary staff has similarly been the responsibility of the Board in consultation with the TCSAI Council.
- (iv) The Governance Agreement asserts the Principal's role in management of the school. Refer Policies and Rules.

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Strategic Plan

The Strategic Plan is formulated by the staff and Board of Trustees and is presented to the TCSAI Council and the TECT Inc. Matters directly pertaining to the role of these two bodies must be discussed and approved by these bodies, e.g. Property development.

The Strategic Plan is closely linked to the Self-Review Timetable (see separate file).

TO SATISFY NEW ZEALAND LEGAL REQUIREMENTS OF THE EDUCATION AND TRAINING ACT 2020

35A. Registration and Inspection of Private schools -

In this section -

“Efficient”, in relating to a private school or proposed private school means -

- (a) Having suitable premises, staffing, equipment and curriculum; and
- (b) Providing suitably for the inculcation in the minds of students of sentiments of patriotism and loyalty; and
- (d) Giving students tuition of a standard no lower than that of the tuition given to students enrolled at -
 - (i) Primary schools of the same class, where the school’s managers want it to be registered as a primary private school.
 - (ii) Secondary schools of the same class, where the school’s managers want it to be registered as a secondary private school.
 - (iii) Special schools of the same class, where the school’s managers want it to be registered as a special private school.

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Pastoral Care

The well-being of our school families is of the utmost importance. Students, families, staff, visitors and other members of the community with whom we come in contact (such as churches, clubs, visits to elderly groups) are encouraged to feel valued and supported.

Specific Ways of Implementation

1. **Policies and Procedures**, especially
 - Health and Safety
 - Equal Employment Opportunity and other Staffing Policy and Procedures
 - Treaty of Waitangi
 - Police Vetting
 - Privacy

2. **Staff Allocation and Responsibilities**
 - School Chaplain
 - Health Nurse
 - Hearing and Vision
 - Police Officer
 - Teacher responsible for Sport
 - Liaison with Ethnic Communities
 - Health and Safety Officer
 - Maintenance Officer
 - Staff - Designated Roles of Responsibility eg. Senior students, Certificates registration
 - Bursar

Onsite:

- Staff complete a daily check – Opening and closing procedure, fire, earthquake, and lockdown drills are held during the year.

- Cybersafety

- Sports Co-Ordinator – included swimming lessons each year

- Playground supervision (see timetable)

- Activity Hubs

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3. Communication

- Regular emails and more formal Newsletters are sent out throughout the year
- Phone calls are encouraged
- Daily 9am Zoom meetings
- The roll/attendance is marked each morning at 9am Devotions and each afternoon at 1:30pm. Please contact the Office, preferably before this time, if there is an absence (or a computer glitch).
- Hub meetings involve students and teachers
- Informal gatherings to celebrate events (e.g. birthdays, end of term meals)
- Training sessions
- Formal gatherings e.g. Parent/teacher forums
- BOT meetings
- Staff meetings (including daily staff devotion 8:15-8:30am)
- TCSAI meetings
- Council meetings
- TCECT meetings

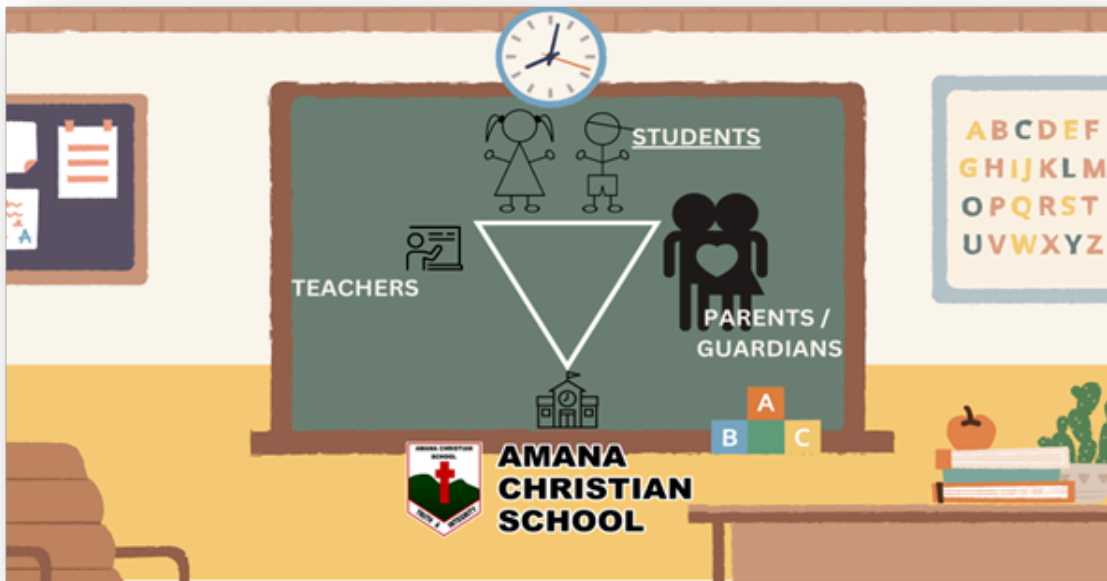
Note that both Onsite and Distance School are catered for.

Teachers in the various Hub areas are available as part of pastoral care.

Each student needs to show that regular attendance, welfare and support is adequate and that each student has a suitable workstation in a safe environment (Teachers make scheduled home visits).

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Parent Involvement - Distance Learning

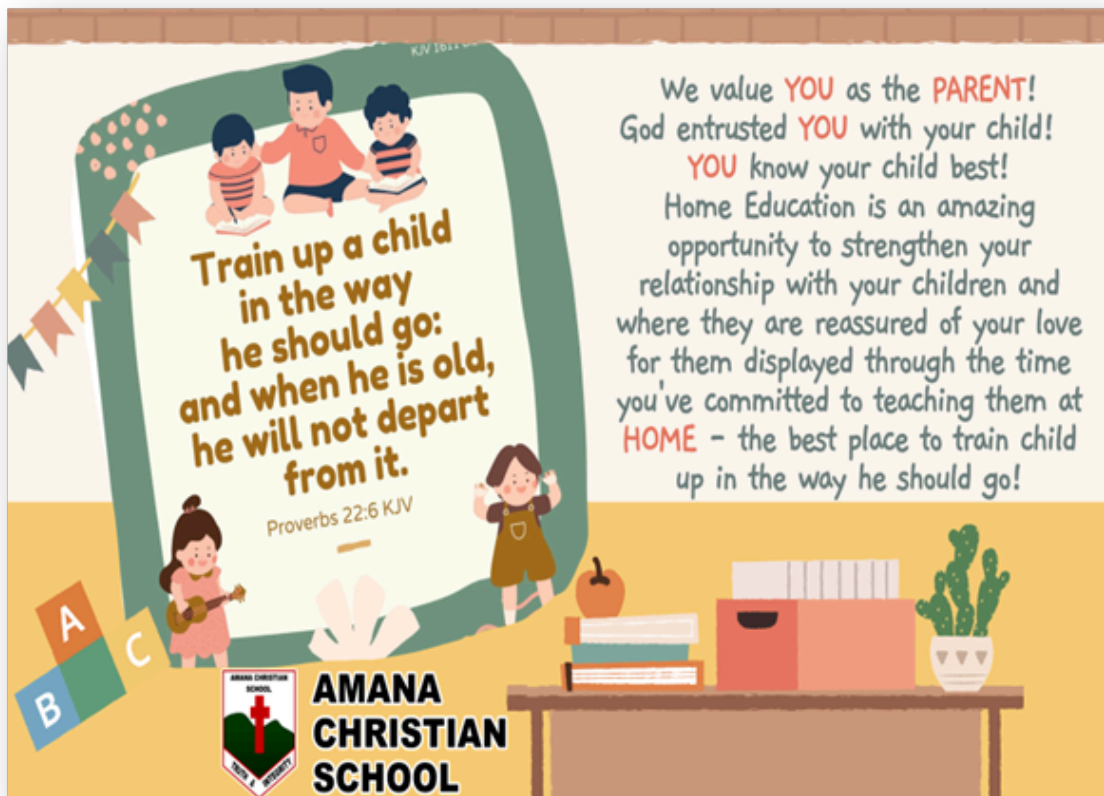


Parental involvement is essential and includes:

- Establishing a work area
 - Age-appropriate supervision – helping the child get set for the day, managing the work schedule, etc.
 - Supporting the teaching routine
 - Providing feedback to the school and teachers
 - Engaging with your local community is strongly encouraged
-
- Be a participant
 - Parents have skills: cooking, art, music, etc. Parental involvement is a great way to support the education of your own and other children.
 - Making a short 'how to' video or being willing to read a story, explain or support a child's 'show and tell' is a great way to be involved.

 - Support the Amana community
 - We are all part of the community, and we all need help from time to time.
 - Feedback, encouragement and other forms of support are always welcome.
 - Being active in a local community hub or connecting with other parents is all encouraged.
 - Partner with, support the school or sponsor a teacher.
 - Support each other: encourage, pray, perhaps even arrange local meet-up and joint activities such as sport or outings.

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Parent involvement also includes:

- Regular contact with teachers, the Office and Principal (via email, phone)
- Face to face contact – zoom, teacher visits
- Parent/teacher forums
- Meetings – BOT, TCSAI, TCECT
- Parents are welcome to attend lessons on zoom (or physically at Mosgiel) including Assemblies and Devotions.

Parents are consulted on policy matters, curriculum content and delivery, cultural and ethical matters.

This takes the format of online surveys, newsletter information and other opportunities for input.

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Overview of NELP and formulation of Strategic Plan 2026

Amana Christian School and NELP
(National Education and Learning Priorities)

The statement of National Education and Learning Priorities (NELP) is a set of priorities designed to guide those who govern schools. (e.g. Statement of National Education and Learning Priorities)

5 Objectives

1. Learners and Family are at the centre of Education
2. Barriers/Free Access - education opportunities
3. Quality Teaching and Leadership
4. Future of learning and work
5. World Class Education

These 5 Objectives are broken down into 7 priorities

- Safety
- Striving for perfection
- Barriers to learning
- Foundation skills (eg. language, literacy, numeracy)
- Maori inclusion (inclusion of all ethnic groups)
- Inservice for teachers
- Careers/Future study
- Maori/global challenges

Suggestions for implementation of the Objectives are detailed further.

Private Schools:

Private schools must have regard to the NELP in the operation at their school and that the school's Principal and staff have regard to the NELP when developing and discussing the curriculum. (pg2 Implementing the NELP in Early Learning and Schooling).

Amana Christian school reflects on the NELP when developing three-year Strategic Plans. This planning involves consultation with the Principal, Staff, the wider School Community (especially through the Board of Trustees and other governing bodies) and other associated parties – e.g. the Pacific Trust, Maori Iwi, Saddle Hill Community Board, Mosgiel Community, local Churches, Board, Dunedin City Council, Otago Regional Council and Church organisations.

The Strategic Plan of Amana Christian School 2026-2028 and the Annual Implementation Plan have been formulated to reflect the NELP Guidelines (as described by the NZ Ministry of Education for implementation by and during 2026).

These documents replace the School Charter and Five-year Plan.

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NATIONAL EDUCATIONAL PRIORITIES

At Amana Christian School we meet the NELPs by...

- ***Success for All***

Robust, child-centred programmes are based on the **Interact Curriculum** which have been written according to the New Zealand Curriculum Framework and National Curriculum Statements, and the **Accelerated Christian Education Programme**, reflecting the special character of the school. Students work through school-wide learning outcomes which build upon each other.

- ***A Safe Learning Environment***

A safe emotional and physical environment is maintained by monitoring, updating and regular review of school policies and procedures and practices. Positive Christian attitudes and values are promoted through these as well as through curricula and the example of school community members.

- ***Improving Literacy and Numeracy***

Emphasis on Literacy and Numeracy Programmes occurs by ensuring regular review, professional development priorities, budgetary consideration, Performance Management systems, reflective practice and attainment monitoring. Class sizes ensure a high teacher-student ratio. These measures aim at achieving a high standard.

- ***Better Use of Student Achievement Information***

A systematic approach to assessment is employed that ensures evidence of progress, achievement of students and is used to inform next teaching steps and programme priorities for the future, using both Summative and Formative Assessment Practices.

- ***Improving Outcomes for Students at Risk***

Students who may be at risk academically are identified and monitored by using effective summative and formative assessment practices. Children who may be at risk in other ways are identified through informal and formal means (such as observations). Special learning programmes that cater for individual needs are developed using internal and external resources. This may be for extension of remedial purposes.

- ***Improving Maori / Other Ethnic Group Outcomes***

Identification of Maori and other ethnic groups' students is made at a time of enrolment. Students' academic needs are sensitively and accurately recorded, monitored and reported, to ensure needs are met.

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- ***Providing Career Guidance***

As a composite school, student career needs are met in a manner which encourages life skills and transition to future study / workforce is ensured. The career programme includes curriculum studies and involvement / interaction with resource people, e.g. school visitors and visits to tertiary institutes and literature.

- ***Reporting***

Students' achievement is regularly reported by a variety of means generally to the various members of the school community and specifically to the parents and the Board. This includes individual and group achievements. Formal reports are written twice a year. Parent/Student/Teacher interviews are held twice a year. Other interviews are held when deemed necessary.

AMANA CHRISTIAN STATEMENT ON MAORI ACHIEVEMENT

Amana Christian School recognising the Achievement of Objectives 7:

- Acknowledges through curriculum implementation the unique position of Maori, the dual cultural heritage of New Zealand and New Zealand's cultural diversity
- Recognises the memorandum between Ngai Tahu and the Crown (Ministry of Education)
- Undertakes to identify and consult with the school Maori Community (children, local caregivers and extended family), especially Christian Maori
- Will consult with local Papatipu runaka (Ngai Tahu rununga) if appropriate.
- Seeks to identify iwi affiliation on enrolment of identified Maori students
- Undertakes to provide (subject to available resources) learning opportunities in Tikanga Maori and Te Reo Maori on request. Such requests would be referred to resource Teachers of Maori for advice and assistance, and/or - referred to correspondence school courses.

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Goals 2026-2028 Strategic Plan

The goals presented in this plan are divided into two categories: long term and short term. Long term goals are for 2026-2028 and beyond and are generalised; short term goals are listed more specifically into the three separate years but are intended to be read as one whole so that a more comprehensive plan is revealed. An additional document, 'Annual Implementation Plan' has been formulated specifically for 2026. This document will be formulated annually.

2026-2028 +
(Refer NELP p. 4)

NELP - OBJECTIVE 1. LEARNERS AT AMANA CHRISTIAN SCHOOL.

To ensure that all students, staff and wider community have an environment that is safe, inclusive and free from racism, discrimination and bullying.

Rigorous systems for Pastoral Care

- E.g. Distance Learning - regular teacher contact, home visits, Hub meetings, emails, Zoom meetings, Parent/teacher forums, Parent/teacher/student interviews (at least two per year or more as required) and formal reports
- School Chaplain, Health Nurse, Police, Vision and Hearing, other support agencies
- Direct teaching on inclusiveness, healthy attitudes and behaviour towards others (Interact - 4 Year cycle)
- Policies & Procedures - H&S, includes anti bullying
- Moderation of PACES: 1 per term, 1097+ 4x per year (SCEE)

Policies & Procedures

Schedule of Review

Policies - (Annual and 3-year Review)

- Upholding School Special Character Policy 1
- Equity Policy 2
- Special Needs & Abilities Policy 3
- Treaty of Waitangi Policy 4
- Maori Consultation Policy 5
- Library Policy 6
- Equal Employment Opportunities Policy 7
- Staff Leave Policy 8
- Staff Appraisal and Development Policy 9
- Internal Financial Control Policy 10
- Health & Safety Policies 11, 11A, 11B
- Behaviour Management Policy 12
- Smoke, Drug, Alcohol, Liquor & Firearm Policy 13
- Positive Guidance Policy 14
- Privacy Policy 15
- Consultation and Communication Policy 16
- Cybersafety Policy 17
- Accommodation for International Students Policy 17
- Fees Protection Policy 18

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Procedures:

- Reporting Children's Progress Procedure
- Invasion, Anti-Terrorism Procedure
- Road Safety Procedure
- Bullying Prevention Procedure
- Education Outside the Classroom Procedure
- Behaviour Management and REstraint Procedure
- Cybersafety Procedure
- Concerns and Complaints Procedure
- Homework Procedure

Additional Points:

- BOT - Management, staff, parent and student representative
- Regular staff meetings and professional development - ways to improve delivering of learning.
- Collaboration with Churches
Ethnic groups in the community e.g. Maori, Samoan (and other Pasifika), Chinese

NELP - OBJECTIVE 2 - BARRIER FREE ACCESS

To ensure that education opportunities of the highest quality are within reach of every learner.

- Focus: Science, Social Studies and Technology
- Identify barriers to learning
 - Cultural (e.g. Pacific)
 - Disabled, special needs
 - Keep fees as low as possible by encouraging regular payment and donations, voluntary time, fundraising, tight budgeting
 - Provide programmes, support teachers and resources for students identified as 'at risk' (as far as practicable)
- Actively work to ensure all learners have ongoing opportunities to develop key capabilities including communication, problem solving, critical thinking and interpersonal skills
 - Strong curricula (ACE, Interact)
 - Time management (goal cards)
 - Timetable
 - Yearly Plan, Term Plan, Weekly Plans, Daily plans
 - Strong emphasis on numeracy and literacy skills within a **balanced programme**
 - Curriculum enrichment activities include other languages and cultures
 - Opportunities within the school (e.g. assemblies) and in the community (e.g. Visits to retirement homes, church groups Polyfest) to develop communication skills.

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NELP - OBJECTIVE 3 - QUALITY TEACHING AND LEADERSHIP

To provide quality teaching and leadership that leads to positive learning and support for students and families.

- Curriculum Refresh
- Liaise with Church leaders, community leaders (including ethnic, political and other (service organisations) so that students and staff and families are confident contributors to diverse community groups e.g. attend Samoan activities and Chinese Church
- Recognise and foster respect and knowledge of ethnic groups represented in the school community
- Identify gaps in teaching capacity and provide opportunities for staff to strengthen their skills and knowledge
 - Examples of activities:
 - Inservice, Training, Parent Forums, Assemblies, Interview, Newsletters and regular interviews
 - Professional Growth Cycle (teacher development)
 - Local in-service
 - NZACS - Conferences, literature
 - SCEE - Conferences, training, regular literature, SEW, SAT
 - OPPA - PLDs

NELP - OBJECTIVE 4 - FUTURE OF LEARNING AND WORK

To provide learning that is relevant to the lives of all our students today and in the future.

- Curriculum/teacher planning (to supplement/complement ACE, Interact & National Curriculum)
- Resources - collect, collate enriching resources in all subject areas.
- Careers and continue to point to relevance of study

To actively collaborate with industries and employees to ensure learners have the skills and knowledge to pursue successful future pathways of learning and work

- Career expos (e.g. University of Otago)
- Guest speakers
- Student projects
- ACE Pathways (consult with student/teacher/parent)
- Distribution of careers information (written/online)

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ANNUAL IMPLEMENTATION PLAN 2026

General aim: To fulfil the vision (see SCEE report)

NELP - Objective 1

Long-term

- Deliver courses and certificate programmes for Years 9+ in partnership with SCEE, ensuring alignment with Pathway 1085+ and ACE curriculum.
- Provide ongoing professional development for teachers to effectively deliver certificate programmes.
- Ensure all families have access to the updated School Handbook and Certificate Handbook (SCEE).
- Maintain engagement with families through regular Parent Forums and Parent/Teacher/Student interviews.
- Monitor and support students joining the ACE curriculum mid-year to ensure successful integration.
- Register all students in Pathway 1085+ and consult with them and their families on course selections and pathways.
- Strengthen and maintain communication with AEM (SCEE) to ensure certificate programmes meet student needs.
- Invite visitors, speakers, and graduates to motivate students and provide real-world insights.
- Provide structured careers guidance to help students plan for further education, training, and employment.
- Conduct a curriculum reading review to ensure ongoing alignment with ACE standards and certificate requirements.

Short-term

- **Term 1:**
 - Distribute updated School Handbook and Certificate Handbook to all families.
 - Launch certificate programmes for Years 9+ and provide initial teacher training.
 - Hold first Parent Forum to discuss courses, certificates, and pathways.
- **Term 2:**
 - Conduct Parent/Teacher/Student interviews to review progress and support needs.
 - Identify late-start ACE students and create individual learning plans.
 - Begin careers guidance workshops and planning sessions for high school students.
- **Term 3:**
 - Continue monitoring progress of all certificate students.
 - Host guest speakers, including graduates and industry professionals.
 - Conduct curriculum reading review to assess alignment with ACE curriculum and certificates.
 - Hold second Parent Forum to update families on student progress and pathways.
- **Term 4:**
 - Review outcomes of late-start students and adjust support as needed.
 - Collect feedback from families and teachers to inform planning for Year 2.
 - Provide final careers guidance sessions and pathway advice for students.
 - Implement recommendations from curriculum review into planning for the following year.

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NELP - Objective 2

Long-Term

- Review current digital communication systems and implement improvements to enhance clarity, accessibility, and efficiency.
- Actively engage parents, whānau, churches, and community organisations through planned events, communication, and partnerships.
- Review and update policies and procedures in accordance with the school's review cycle and Ministry requirements.
- Complete scheduled property maintenance to ensure facilities remain safe, compliant, and fit for purpose.
- Conduct the annual Health & Safety policy review and audit, addressing identified risks or areas for improvement.
- Coordinate volunteer involvement to support student learning and pastoral care, ensuring appropriate guidance and oversight.
- Maintain and develop the school site, including grounds and shared spaces, to support wellbeing and learning.
- Continue engagement with external resource providers, including chaplain, health nurse, dental services, local ministers, and community leaders.
- Complete the annual safety audit and document findings and follow-up actions.
- Undertake and record weekly playground safety checks.
- Ensure daily site and safety checks are carried out and monitored.
- Conduct regular emergency drills (fire, earthquake, lockdown) and review procedures accordingly.
- Support student participation in Polyfest as part of cultural learning and engagement.
- Implement the Silverstream planting project to support environmental sustainability and community involvement.
- Continue the Friends and Neighbours programme to strengthen community connections.
- Plan and host the 25th school anniversary celebration.
- Provide structured opportunities for student voice through discussions, feedback, and leadership activities.

Short-Term

- **Term 1:**
 - Review current digital communication systems and plan improvements.
 - Distribute updated policies and procedures for review with staff.
 - Conduct initial property and site safety inspections.
 - Undertake first emergency drill (fire) and review procedures.
 - Begin planning for the 25th school anniversary celebration.
 - Organise volunteer induction and guidelines.
- **Term 2:**
 - Implement improvements to digital communication systems.
 - Conduct Health & Safety policy review and audit; address identified risks.
 - Undertake weekly playground and daily site safety checks.
 - Support student participation in Polyfest preparations.
 - Continue engagement with parents, whānau, churches, and community organisations.
- **Term 3:**
 - Complete scheduled property maintenance tasks.
 - Continue volunteer support programmes and external provider engagement.
 - Conduct emergency drills (earthquake/lockdown) and review procedures.
 - Launch Silverstream planting project.

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- Continue Friends and Neighbours programme activities.
- Provide opportunities for student voice in school leadership and feedback initiatives.
- **Term 4:**
 - Complete the annual safety audit and document follow-up actions.
 - Review and update policies as per school review cycle and Ministry requirements.
 - Conduct final emergency drill and review procedures.
 - Maintain school site and grounds for year-end readiness.
 - Host 25th school anniversary celebration.
 - Review digital communication improvements and plan enhancements for Year 2.

NELP - Objective 3

Long-term

- Implement and review curriculum delivery across Christian Education, The Arts, Science, Social Studies, and Numeracy.
- Plan and deliver curriculum-related camps to enhance experiential learning and student engagement.
- Monitor and implement all relevant government and regulatory requirements affecting curriculum and teaching.
- Encourage teaching staff to identify and use individual talents while recognising challenges and accessing opportunities for skill development.
- Provide targeted support for English as a Second Language (ESL) learners and incorporate te reo Māori where appropriate.
- Develop cultural understanding through activities and engagement with international students and their families.
- Develop and approve new policies as required to support curriculum and school operations.
- Review existing policies and procedures according to the established review timetable.
- Monitor high school learning pathways and provide guidance to support successful transitions and future options.
- Conduct diagnostic assessments for new entrants:
 - Kindergarten students using ACE and Christi materials.
 - Students entering ACE programmes using ACE and Christi diagnostics.
- Provide professional development opportunities, including ACE training delivered via distance learning, for teachers and parent supervisors.
- Facilitate cultural presentations to enrich learning experiences and celebrate diversity.

Short-term

- **Term 1:**
 - Conduct diagnostic assessments for all new entrants using ACE and Christi materials.
 - Review curriculum delivery plans across Christian Education, The Arts, Science, Social Studies, and Numeracy.
 - Begin professional development opportunities, including ACE training via distance learning.
 - Review and update policies and procedures as scheduled.
 - Identify staff talents and areas for development to inform training and support.
- **Term 2:**

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- Plan and deliver curriculum-related camps to reinforce experiential learning.
- Monitor ESL learners and provide targeted support; incorporate te reo Māori where appropriate.
- Facilitate cultural presentations and activities to promote understanding of diversity.
- Monitor high school learning pathways and advise students on course selections and future options.
- Continue professional development for teachers and parent supervisors.
- **Term 3:**
 - Review curriculum implementation across all subject areas and make adjustments as required.
 - Continue engagement with international students and their families to strengthen cultural understanding.
 - Approve and implement any new policies needed to support curriculum delivery and school operations.
 - Conduct ongoing staff mentoring to encourage use of individual strengths and skill development.
- **Term 4:**
 - Evaluate the effectiveness of curriculum delivery and camps; document successes and areas for improvement.
 - Review and update policies and procedures to prepare for Year 2.
 - Conduct end-of-year professional development sessions and reflections for teachers and parent supervisors.
 - Continue cultural activities and presentations to celebrate achievements and diversity.

NELP - Objective 4

Long-term

- Deliver regular in-service training through staff meetings, development programmes, and a mix of online and in-person professional learning.
- Hold regular staff meetings to support communication, reflection, and collaborative problem-solving.
- Identify gaps in teachers' skills and learning needs through appraisal and observation and provide targeted training opportunities.
- Provide students with information about career pathways and future learning options.
- Strengthen connections with local businesses, employers, and training institutions to support career awareness and transitions.
- Promote the school locally and regionally through digital platforms and communication channels.
- Provide targeted support for ESL learners to enhance language development and access to the curriculum.
- Implement strategies to increase student enrolment both onsite and through online learning options.
- Support student participation in university and polytechnic open days.
- Support professional development through:
 - Attendance at the NZACS Teachers Conference (June).
 - Engagement with professional learning facilitated by Kathy Fisher (SCEE).
 - Fortnightly staff meetings with professional learning components.
 - Individual professional reading and research.

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- Participation in local in-service meetings (e.g., organisation of sporting competitions).

Short-term

- **Term 1:**
 - Deliver initial in-service training sessions via staff meetings and online modules.
 - Conduct appraisal and observation of staff to identify skills gaps and training needs.
 - Begin strategies to increase student enrolments for onsite and online learning.
 - Provide students with career pathway information sessions.
- **Term 2:**
 - Continue fortnightly staff meetings with professional learning components.
 - Support staff engagement with SCEE professional learning facilitated by Kathy Fisher.
 - Strengthen connections with local businesses and training institutions for career awareness.
 - Support student participation in university and polytechnic open days.
 - Promote school locally through digital platforms and communication channels.
- **Term 3:**
 - Facilitate attendance at the NZACS Teachers Conference (June).
 - Continue in-service professional learning and staff meetings.
 - Provide targeted support for ESL learners to enhance curriculum access.
 - Monitor progress of enrolment strategies and adjust actions as required.
- **Term 4:**
 - Review staff professional development, reflecting on learning and achievements.
 - Continue fortnightly staff meetings with professional learning focus.
 - Evaluate career pathway initiatives and connections with employers.
 - Finalise enrolment strategy evaluation and planning for Year 2.

NELP - Objective 5

Long-term

- Deliver courses and certificate programmes for Years 9+ in partnership with SCEE, ensuring alignment with Pathway 1085+ and ACE curriculum.
- Provide ongoing professional development for teachers to effectively deliver certificate programmes.
- Ensure all families have access to the updated School Handbook and Certificate Handbook (SCEE).
- Maintain engagement with families through regular Parent Forums and Parent/Teacher/Student interviews.
- Monitor and support students joining the ACE curriculum mid-year to ensure successful integration.
- Register all students in Pathway 1085+ and consult with them and their families on course selections and pathways.
- Strengthen and maintain communication with AEM (SCEE) to ensure certificate programmes meet student needs.
- Invite visitors, speakers, and graduates to motivate students and provide real-world insights.

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- Provide structured careers guidance to help students plan for further education, training, and employment.
- Conduct a curriculum reading review to ensure ongoing alignment with ACE standards and certificate requirements.

Short-term

- **Term 1:**
 - Distribute updated School Handbook and Certificate Handbook to all families.
 - Register all students in Pathway 1085+ and hold course consultation meetings.
 - Launch certificate programmes for Years 9+ and provide initial teacher training.
 - Hold first Parent Forum to discuss courses, certificates, and pathways.
- **Term 2:**
 - Conduct Parent/Teacher/Student interviews to review progress and support needs.
 - Identify late-start ACE students and create individual learning plans.
 - Begin careers guidance workshops and planning sessions for high school students.
- **Term 3:**
 - Continue monitoring progress of all certificate students.
 - Host guest speakers, including graduates and industry professionals.
 - Conduct curriculum reading review to assess alignment with ACE curriculum and certificates.
 - Hold second Parent Forum to update families on student progress and pathways.
- **Term 4:**
 - Review outcomes of late-start students and adjust support as needed.
 - Collect feedback from families and teachers to inform planning for Year 2.
 - Provide final careers guidance sessions and pathway advice for students.
 - Implement recommendations from curriculum review into planning for the following year.

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Conclusion:

Since Amana Christian School commenced, a very high standard of education has been offered.

Graduating students have moved into various leadership roles and are strong examples of reliable, responsible, honest, God-fearing citizens.

Present students are encouraged to be self-disciplined learners with high Christian standards of behaviour and academic ability. Since the implementation of Distance Learning, families have increasingly accessed the high level of education offered by Amana Christian School.

The **children** are the focus of all that happens at Amana Christian School.

It is for their education that all who participate in the school community - staff, parents, volunteers, members of the governing bodies, support groups, financial supporters, prayer supporters - work together to deliver the highest standard of education that we possibly can.

Amana Christian School continues striving to improve our planning and activities to meet the needs of the students, families, the communities around New Zealand and in the wider world.

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Appendix: Strategic Plan 2026-2028

NELP OBJECTIVE 1 Learners at the Centre

2026	2027	2028
<ul style="list-style-type: none"> ● Strengthen digital systems and internal communication to improve operational efficiency, information flow, and engagement with the school community. ● Build and sustain strong partnerships with parents, whānau, churches, and the wider community to support student wellbeing and learning. ● Ensure all policies and procedures are regularly reviewed, compliant with legislative requirements, and aligned with the school’s vision and values. ● Maintain and enhance school property and facilities to provide a safe, inclusive, and effective learning environment. ● Promote a strong culture of health, safety, and wellbeing through systematic review, monitoring, and continuous improvement. ● Strengthen pastoral care and learning support systems to meet the diverse needs of students. ● Develop and maintain the school site to support teaching, learning, wellbeing, and community engagement. ● Utilise external expertise and community resources (e.g. chaplaincy, health services, and community leaders) to support holistic student development. 	<ul style="list-style-type: none"> ● Embed improved digital systems and evaluate their effectiveness. ● Deepen partnerships with whānau and community to support wellbeing and learning. ● Implement a well-established policy review cycle with governance oversight. ● Continue planned property improvements to support learning and wellbeing. ● Strengthen preventative approaches to health, safety, and wellbeing. ● Expand student leadership roles and participation in decision-making. 	<ul style="list-style-type: none"> ● Refine digital systems to support long-term sustainability and engagement. ● Embed strong community partnerships as part of school culture. ● Ensure policies and procedures are consistently applied and reviewed. ● Maintain and develop facilities to meet future learning and community needs. ● Embed a strong culture of wellbeing, safety, and shared responsibility. ● Strengthen student agency and leadership as a core feature of school life.

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<ul style="list-style-type: none"> ● Embed effective risk management and emergency preparedness practices across the school. ● Increase opportunities for student voice, leadership, and participation in school life. ● Promote cultural, environmental, and community engagement as part of a rich and balanced curriculum. ● Celebrate school identity, milestones, and achievements to strengthen belonging and school culture. 		
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*All objectives will be reviewed by the BOT at the end of each current year and formulated in more detail for the upcoming year

NELP OBJECTIVE 2 - Barriers to Learning (3&4)

2026	2027	2028
<ul style="list-style-type: none"> ● Systematically identify and address barriers to learning through ongoing observation, equitable access, and responsive action. ● Lift student achievement and progress, with a particular focus on literacy and numeracy outcomes for all learners. ● Ensure learning environments are structured and flexible to meet individual learner needs and maximise each student’s potential. ● Strengthen inclusive teaching practices to support students with learning, physical, or additional needs. ● Use assessment information consistently to 	<ul style="list-style-type: none"> ● Use achievement data to refine responses to identified barriers. ● Accelerate progress in literacy and numeracy through targeted interventions. ● Embed inclusive practices across classrooms. ● Strengthen assessment-for-learning practices. ● Review and refine learning support structures. 	<ul style="list-style-type: none"> ● Embed systematic approaches to removing barriers to learning. ● Sustain high expectations and improved achievement outcomes. ● Ensure inclusive practices are embedded schoolwide. ● Strengthen shared responsibility for learning between school and home. ● Evaluate effectiveness of learning support and adjust as required.

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<p>monitor progress, inform teaching, and guide targeted support.</p> <ul style="list-style-type: none"> ● Maintain strong partnerships with parents and caregivers through regular reporting and communication. ● Build staff capability to recognise and respond effectively to barriers to learning through professional learning and development. ● Deliver a coherent, values-based curriculum through ACE and Interact that supports academic growth, character development, and engagement. ● Strengthen collaboration between teachers, students, and families to support learning and wellbeing. ● Provide appropriate learning support through volunteers, teacher aides, and trained supervisors. 		
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NELP OBJECTIVE 3 - Quality Teaching and Leadership

2026	2027	2028
<ul style="list-style-type: none"> ● Deliver a balanced, values-based curriculum that supports academic achievement, spiritual formation, creativity, and wellbeing. ● Ensure the curriculum meets curriculum expectations and relevant government requirements while reflecting the school's special character. ● Provide rich learning opportunities across curriculum areas, including 	<ul style="list-style-type: none"> ● Refine curriculum delivery based on review findings. ● Strengthen culturally responsive teaching practices. ● Develop staff capability through coaching and mentoring. ● Embed effective transition practices across year levels. ● Review curriculum policies to ensure alignment and coherence. 	<ul style="list-style-type: none"> ● Embed high-quality, consistent curriculum delivery. ● Strengthen curriculum innovation while maintaining alignment with values. ● Build leadership capability within the teaching staff. ● Ensure the curriculum continues to meet diverse learner needs. ● Review long-term curriculum effectiveness

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<p>Christian Education, The Arts, Science, Social Studies, and Numeracy.</p> <ul style="list-style-type: none"> • Strengthen teaching practice by recognising and utilising staff strengths while identifying areas for further skill development. • Support English language learners and promote language and cultural inclusion, including te reo Māori and Māori perspectives. • Build cultural knowledge, understanding, and respect through engagement with international students and families. • Monitor learning pathways and transitions, particularly at high school levels, to support positive student outcomes. • Ensure smooth transitions for new entrants through effective diagnostic assessment and early support. • Maintain robust policy frameworks that support curriculum delivery and school operations. • Strengthen professional learning and development to support high-quality teaching and supervision. • Promote cultural expression and celebration as part of a rich and inclusive school environment. 		<p>and plan future development.</p>
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NELP OBJECTIVE 4 - Future of Learning and work

2026	2027	2028
<ul style="list-style-type: none"> ● Build staff capability through ongoing professional learning, collaborative practice, and structured development programmes. ● Ensure teaching and support staff have access to relevant training that strengthens instructional quality and student outcomes. ● Systematically identify and address gaps in teachers' knowledge and skills. ● Support students to explore future pathways by strengthening connections with tertiary providers, employers, and the wider business community. ● Promote the school locally and regionally through effective and responsible digital communication and marketing. ● Strengthen provision for English as a Second Language (ESL) learners. ● Increase student enrolment numbers both onsite and through online learning programmes. ● Support positive transitions to further education and training. ● Foster a culture of continuous improvement, professional reflection, and lifelong learning among staff. 	<ul style="list-style-type: none"> ● Embed collaborative professional learning practices. ● Develop leadership capability and mentoring structures. ● Strengthen pathway programmes based on student feedback. ● Review enrolment strategies and refine approaches. 	<ul style="list-style-type: none"> ● Embed a culture of continuous improvement and reflection. ● Strengthen succession planning and leadership development. ● Sustain enrolment growth while maintaining quality provision. ● Expand pathway and transition opportunities.

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NELP OBJECTIVE 5 - World Class Education

Aim: That the education provided by Amana Christian School be of a world class standard, trusted and sustainable.

2026	2027	2028
<ul style="list-style-type: none"> ● Deliver courses and certificate programmes for Years 9+ in partnership with SCEE. ● Provide professional development for teachers to support certificate delivery. ● Share updated School Handbook and Certificate Handbook (SCEE) with all families. ● Engage families through Parent Forums and Parent/Teacher/Student interviews. ● Monitor and support students joining the ACE curriculum mid-year. ● Register all students in Pathway 1085+ and consult with them and their families on course choices. ● Maintain regular communication with AEM (SCEE) to ensure alignment of certificate programmes. ● Invite visitors and speakers, including graduates, to motivate students and share real-world insights. ● Provide careers guidance and advice to high school students to support future pathways. ● Conduct a curriculum reading review to ensure alignment with ACE standards and certificate requirements. 	<ul style="list-style-type: none"> ● Refine certificate programmes based on student achievement data. ● Strengthen teacher expertise and consistency in delivery. ● Embed structured careers guidance across high school levels. ● Strengthen external partnerships supporting pathways. 	<ul style="list-style-type: none"> ● Sustain high-quality certificate delivery and student outcomes. ● Expand pathway options where appropriate. ● Strengthen transitions beyond school into further education or employment. ● Review long-term effectiveness of pathway provision.