Ponatahi Christian School

School with the Bible

Enabling Young People To Serve God And Society

Statement of Variance 2025

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

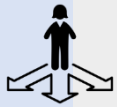
- *Positive relationships between parents and local community*
- *High performance as measured by recognised NZ indicators such as NCEA and National Standards*
- *Strong relationship with the MOE and other regulatory bodies such as Education Council of NZ, NZQA and ERO*

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.*

Strategic Area:	2025 - **Wellbeing** - 2025	

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

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
2.4	Ensure every learner/ ākonga gains sound foundation skills, including language, literacy, and numeracy
3.6	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Actions		**Goal 1:**	***All students will report that they are respected, supported, and guided towards personal well-being.***	***Most primary students report that they feel safe and happy at school. College wellbeing surveys show mixed results.***
1	**Embed the wellbeing frameworks of PB4L/NME into all relevant policies, procedures, classroom practice and programmes.**	Term 1. This is an ongoing process. We are starting something with RTLB focussed on the secondary since we do see a need for improvement in the secondary. Term 2: We have started an RTLB PD around NME focussed on the secondary. Term 3: nothing new to update. Term 4: We have had several sessions with Jacob Verbeek recently, focused on the implementation of what we learn in the sessions with RTLB, what we have learned from Jacob regarding the NME, and other PD's regarding the restorative practice. This remains an ongoing process, but we have taken some valuable steps this term.	Embedding the PB4L and NME wellbeing frameworks into policies, procedures, classroom practice, and programmes has progressed gradually across the year. The embedding process is ongoing, but meaningful progress has been made.
2	**Continue to develop and provide structured and regular opportunities for learners to provide feedback to the school leaders about wellbeing.**	Term 1: Wellbeing team will design a Wellbeing Survey for Y0-6, to be administered in Term 2, Week 7. Term 2: The new Y0-6 Wellbeing survey is complete; It will be introduced and administered first time to Y0-6 classes on 10 June. After this, classroom teachers will administer termly. Y7-13 will have the regular wellbeing survey administered in Week 7. Term 3: Y0-6 Wellbeing surveys were easy to use and provided useful feedback. Term 4: Y9-10 provided feedback about the Invictus wellbeing programme we trialled this year.	Y7-13 students have had four opportunities to provide feedback on a wellbeing survey. A wellbeing survey for Y0-6 was developed in Term 1, trialled in Term 2, and administered in Terms 3 and 4. Wellbeing survey results have been reported to BOT, SLT, and staff.

3	**Administer termly student well-being surveys, report on it, and set next steps.**	Term 1: Y7-13 students have had opportunity to respond to PCS's Wellbeing Survey in Term 1, Week 7. Wellbeing team will analyse data and formulate wellbeing goals for Term 2. Term 2: Term 1 surveys have been analysed and Term 2 Wellbeing Goals set; BOT has received a report containing these goals in May. As a result, we have a college PD meeting on 6 R's planned for 11 June and primary on 10 June and other items have been discussed and are being implemented by college staff. Term 3: Results from Wellbeing surveys administered in Term 2 Week 7 have been shared with staff; SLT are currently formulating wellbeing goals from analysis of surveys. Students in Y0-13 will receive another opportunity to provide wellbeing feedback in Week 7 of this term. Term 4: As usual, a wellbeing survey for Y0-13 will be administered in Week 7 of Term 4. Wellbeing team will analyse trends and report to BoT in December.	Wellbeing goals, actions, and intended outcomes were set after each wellbeing survey. Term 4 survey results will inform Wellbeing Goals for 2026 Term 1.
4	**Aim to connect with the families of different cultures that we currently have in our school with the intention that they become more involved with their student's learning.**	Term 1. We haven't had much opportunity to focus on this. I've spoken to families of different cultures on purpose during the parent-teacher interviews, but nothing structurally is in place yet. Term 2. Nothing structurally in place yet, however I do have received various suggestions from other schools that are facing similar struggles. Term 3: I have planned a pastor's breakfast for the pastors of all the different churches attended by students from our school. One of the aims for that is to build on the relationship with some of the representatives of different culture. We have decided to sing a Tagalog song during the open evening and have asked for parent help from the Filipino community to help practicing this. Term 4: the pastors breakfast in term 3 was a great success. The Tagalog song during our open evening performance received lots of positive feedback. I have also had several conversations with representatives of the Filipino community in recent weeks. I invited them to school and they were very willing to help me understand their cultures better so that we can serve them and their children in the best possible way. I have learned several interesting things regarding their culture and with some small changes, I am confident that we can start building a stronger relationship. That will have a positive outcome on the learning of the students.	Work toward building stronger connections with families from the diverse cultures represented in our school has progressed meaningfully over the year. While a formal structure is not yet established, intentional conversations with families, collaboration with cultural community members, and relationship-focused initiatives have significantly deepened mutual understanding. These interactions have offered valuable insights into cultural expectations and ways we can better support students and their whānau. We have to continue with these actions to continue building family-engagement that positively impacts student learning.

Strategic Area:	2025 - Wellbeing - 2025	
Catering for the spiritual, cultural, emotional, physical, and social well-being of all students and staff		
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 2.4 Ensure every learner/ ākonga gains sound foundation skills, including language, literacy, and numeracy 3.6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	
Actions	**Goal 2:**	***All staff will report that they are respected, supported, and guided towards professional well-being.***
		Professional performance systems were maintained and strengthened with new processes. Staff–management communication was reviewed and improved, and a staff wellbeing survey identified further enhancements still to be implemented.
1	**Establish and maintain professional mentoring and support systems.**	Term 1: We've added a 'triple-5' structure to our PGC cycle. In groups of 3-4, teachers will every teacher share a case study twice this year for 5 minutes. They will receive questions and feedback for the next 5 minutes and summarise the feedback, etc., in the last 5 minutes. Teachers will report on this in the conversations with their professional lead. Term 2: we have started the triple-5 process. Term 3: We continue with our triple-5 process during our staff meetings. A review of that will be done towards the end of term 3 or at the beginning of term 4. Term 4: we evaluated the triple-5 process. Over all this was a positive experience. We are creating a plan to welcome our new staff members next year.
2	**Review staff-to-management communication and prioritise identified improvements.**	Term 1: nothing to report yet. Term 2: nothing to report yet Term 3: We have sent a survey to staff regarding this. Initial results show that SLT overall is doing a reasonable job, but can do more to consult with staff. During a staff meeting in term 3, we discussed some of the results with the staff and asked for additional feedback. These results will be discussed during an SLT meeting. Term 4: The results of the survey have been discussed at SLT and shared with the staff during a staff meeting (towards the end of term 3). When making decisions at SLT level we try to implement staff feedback and where possible bring items for discussion to the staff meetings.

3	**Administer annual staff wellbeing survey, report on it, and set next steps.**	Term 1: nothing to report yet. This will come when the Kāhui Ako will do their survey later this year. Term 3: An email has gone to the Kāhui Ako regarding this survey. They might not do a well-being survey this year. If that is the case we hope to administer one later this term/early term 4. Term 4: A staff wellbeing survey has been held. The results are quite positive, we will have to continue to work on the work/life balance and respect from students towards staff. A comparison with the results of last year shows that overall, there is a small improvement in the well-being of staff.	A Staff wellbeing survey has been held. Improvements have been identified, but need to be implemented.
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Strategic Area:	***2025 - Wellbeing - 2025***		
Catering for the spiritual, cultural, emotional, physical, and social well-being of all students and staff			
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 2.4 Ensure every learner/ ākonga gains sound foundation skills, including language, literacy, and numeracy 3.6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce		
Actions	**Goal 3:**	***All staff will demonstrate professional growth in the teaching of Te Reo and Tikanga Māori.***	***Staff showed growth through increased use of culturally responsive practices, stronger participation in waiata and whai kōrero, and a successful Matariki celebration. Next steps include re-establishing a cultural responsiveness team and deepening engagement with local tikanga and Mātauranga Māori.***
1	**Celebrate New Zealand's Māori heritage by incorporating Mātauranga Māori, tīkanga Māori and Te Reo Māori into learning.**	**Term One:** We have added a 'culturally responsive' addition to our 'Nurturing Growth and Wellbeing Framework' staff guide which outlines the reasons why it is important that we are culturally responsive. This also gives the staff some suggested classroom strategies and links to resources so that they can begin or continue their own journey. Te Reo is being included more into our school wide assemblies. Students are taking turns to welcome everyone into assembly through a short mihi whakatau, followed by a hymn sung in Te Reo. Our goal is to celebrate Matariki in June with a school wide activity day, focussing on the aspects of Matariki that bridge with our Christian Kaupapa. We hope that the highlight of this day will be a school wide hāngī. **Term Two:** Matariki Activity Day plans are well under way, as suggested above. PGC cycles are being worked on. One area of reflection is professional standard one which reflects this goal. Conversations are being held in this space. **Term Three:** Matariki Activity Day was a great success, with the hāngi being the highlight of whanaungatanga. The weaving of Christian kaupapa of thanksgiving and looking into the future with hope were interwoven well.	*Successes:* - Cultural Responsive pedagogical ideas included in Nurturing Wellbeing Framework booklet for support and ideas for staff members. - Continued practice and growing fluency at students

		Term Four: Nothing new to report	leading whai kōrero and participating in waiata during assemblies. - An amazing Matariki celebration. *Next steps:* - Re-engage a cultural responsive team. - Participate with the initiatives offered by Ngati Kahangungu education services to incorporate Wairarapatanga and local tikanga into our new curriculum. - Continue growing in knowledge of how Mātauranga Māori and Christianity can be woven together.
2	**Partner with local iwi to form relationships and capture local knowledge; use these resources to encourage staff in their personal learning journeys of Tīkanga Māori and Te Reo Māori.**	**Term Four:** Nothing more to report	
3	**Identify, with the SLT, the needs for PD and engage in relevant professional learning activities to stimulate professional growth.**	**Term One:** At this stage we are focussing on the 'why' of culturally responsiveness and how it fits into our special character and Christian Kaupapa. There are various resources that we can explore, but because of the need for intensive curriculum PD this year, this PD focus to be done creatively in short spurts e.g., before staff meetings. **Term Two:** Nothing more to report at this stage. **Term Three:** It is fair to admit that this space has been slightly neglected this year as other priorities have taken up the time of both the culturally responsive leaders, and the staff PD time. I did attend a very inspiring workshop during the NZACS conference at the end of term 2, which has given me some new fuel to my passion. It will be my goal for the culturally responsive team to finish the year with some clear goals forward for 2026. **Term Four:** Nothing more to add. Goals are in the process of being formed for 2026.	

Strategic Area:	2025 - Learning - 2025	
All students acquiring the necessary attitudes, knowledge, and skills necessary for their future		
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 2.4 Ensure every learner/ ākonga gains sound foundation skills, including language, literacy, and numeracy 3.6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	

Actions		Goal 1:	***All Special Needs Students will make documented progress towards their respective goals.***	***All SN students have made progress towards their respective goals.***
1	**Provide all SN students with a comprehensive IEP, ILP, safety, or behavioural plan.**	**Term 1** All current IEPs have been reviewed: all except one have had full stakeholder meetings; the exception is arranged for term 2. Typically these plan are reviewed in term 1 and 3 of each year. **Term 2** These continue to provide the required guidance and will be updated with a reviewed IEP early in term three **Term 3** SN IEP's have all been reviewed and updated as planned **Term 4** Nothing new to add		All SN students IEPS were fully brought up to date and maintained throughout the year.
2	**Supply teachers and learning assistants with the required directives, support, and resources to ensure measurable progress.**	**Term 1** This is part of an IEP review/ update. LA's and teachers are regularly communicated with to ensure that they have the support that they need. **Term 2** Nothing further to add at this stage. **Term 3** The recent reviews generated discussion about various aspects of the IEPS which were all discussed and decided in the joint IEP setting. Outside advice and guidance was also sought and received as needed and various actions are ongoing; some resource requests were received and have all been – or are in the process of – being actioned **Term 4** Nothing new to add just now		Resources, advice and guidance (especially external expert), and really anything that was asked for and needed, was supplied.

3	**Support classroom teachers in integrating the SN students into the classroom.**	**Term 1** Integration into the general classroom is a key issue of every IEP, and the planning, support, and monitoring of this is ongoing. Changes to respective programs for the new year have developed with teacher input. **Term 2** Suitable integration with suitable support continues while monitoring of the respective situations remains necessary **Term 3.** This was part of the recent IEP reviews feedback and PMI type reflections were valuable and are being actioned as needed. **Term 4** Nothing new to add	A little mixed as some teachers needed more guidance (and time) than others. However, towards the end of the year an effective process with the TA's was in place
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Strategic Area:	2025 - Learning - 2025	
	All students acquiring the necessary attitudes, knowledge, and skills necessary for their future	
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Actions	**Goal 2:**	***All priority learners will achieve their accelerated progress goals.***

1	**Gather and analyse assessment data to identify all priority learners, focusing on literacy and numeracy.**	**Term 1 - Primary** A register of PL has been made based on 2024 EOY assessment data and shared with teachers. In this interim year of uncertain standardised assessment, teachers have been asked to trial e-assTTle and add to the list based on their 2025 assessments and plan accordingly. **Term 2 - Primary** Towards the end of the term teachers will assess where student are at in numeracy and literacy. The results of this interim assessment point will be used to act further on this goal **Term 3 – Primary** Nothing further to report **Term 4 – Primary** Nothing new to add just yet but EOY data is starting to be developed with full analysis done once this has been completed in a few weeks time **Term 1 – secondary.** I have had a meeting with all HOD's to see assessment data that they have collected. We have discussed the needs of the students that can be identified as priority learners. Each college meeting these students' needs are discussed to ensure that strategies are in place so that their needs are being met in all their subject areas. **Term 2 – secondary** The needs of students identified as priority learners are regularly discussed at college meetings, with their learning being carefully monitored. EasTTle Maths and Writing, along with PAT reading assessments will be completed by the end of this term. **Term 3 – secondary** Nothing more to report – please also refer to Secondary Achievement report. **Term 4 –** NCEA internal and derived grades for externals have been reported via the principal's report. EasTTle assessment data to be completed in the coming weeks.	**Primary –** PL were identified early in the year and the list monitored through out the year – primarily at classroom level, with assessment data flowing into this year as appropriate. However, this process does need some more work. **Secondary –** Priority learners were identified early in the year and an ongoing conversation during secondary meetings to ensure that their needs were being met consistently. Achievement data has identified what students need continued monitoring in 2026.

2	**Plan appropriate goals of accelerated progress.**	**Term 1** Teachers have been doing this with the 2024 EOY data; furthermore, once the assessment data from term one has been further analysed, goals towards the end of the year will be appropriately set. Standardized testing in writing will be done in term two and tracked back to the data from term 4, 2024. **Term 2** This will be processed further once the analysis of the EOT data from term 2 is complete. A key focus will be writing as we have a well-established standardised tool for this. **Term 3** Nothing further to report **Term 4** Teachers have a good idea of what is needed in writing based on the term 2 results. This assessment is being repeated this term (different genre) and progress will be analysed and information provided for the teacher of the following year.	In the throes of Curriculum development, teachers focused on really matters for the PL's with next appropriate steps through out the year that were monitored, and passed onto the teacher of the next class for 2026 as needed.
3	**Provide all relevant staff with the directives, support, and resources required to ensure the accelerated progress of every priority learner.**	**Term 1** A completely new math resource for the teaching of the new curriculum is in use; a big investment in new reading resources has also been made; teachers are regularly consulted about learning resources for their classroom practice. In relation to planning, the new curriculum is very specific and learner profiles, planning documents have been constructed to provide easy access to the curriculum. **Term 2** To help resource the teaching and learning of the digital curriculum a set of Edison Robots click has been purchased, PD completed, and will be used from the start of Term 3 in Yr 7 – 8. Extrapolation to Yr 9 – 10 is likely. **Term 3** The MOE has announced that the Student Monitoring Assessment and Report Tool (SMART) will be the standardised testing tool with trial and training available in term 4 for implementation next year DV **Term 4 –** Nothing new to add other then to say that after a massive amount of work further developing (see term 1) learner profiles and teaching planning documentation, the MOE has 're'confirmed the English and Math curricula, significantly restructured them and changed a lot of content: so a myriad amount of work is now worthless and the process can start again.	Resourcing is a dynamic field where more can always be spent. But effective progress in ensuring that teachers have what they need to teach was made. This remains an area of curriculum development that still needs a lot of work to implement the new curricula.

Strategic Area:	***2025 - Learning - 2025***		
All students acquiring the necessary attitudes, knowledge, and skills necessary for their future			
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 2.4 Ensure every learner/ ākonga gains sound foundation skills, including language, literacy, and numeracy 3.6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce		
Actions	**Goal 3:**	***All the compulsory NCEA corequisites will be passed by the end of Y11***	***All students achieved the literacy corequisite early, with a clear plan to ensure full numeracy completion by the end of Year 11. Assessment systems were strengthened, and updated Year 9–10 English and Maths curricula—aligned with Te Mātaiaho and Transformation by Design—are ready for 2026.***
1	**Implement a Yr 9 - 11 assessment practice that will guide learners on a pathway towards success in the NCEA corequisite assessments.**	**Term One –** We have been exploring the option of using the EasTTle learning tool to guide assessment this year, with the hope that we can continue with this year going forward (or at least with the hope that the new tool that the MOE is developing will be similar to the EasTTle programme). EasTTle will be used for Maths and Writing from y9-11. PAT tests will still be used this year for reading comprehension. All of these results should be ready midway through term 2. **Term Two:** As mentioned above EasTTle writing and Maths, and PAT reading have been completed. Results have not been recorded at the time of writing this report, but will be reported on as soon as they are. **Term Three:** As above – please refer to the Secondary Achievement Report	Students have achieved well in the Common Assessment Activities (NCEA corequisites). 100% have passed the literacy exams during their y10 year, with a plan in place to ensure that all students have passed their numeracy by the end of their y11 year.

		Term Four: As mentioned above EasTTle writing and Maths are being completed and will be reported on near the end of the year.	
2	**Closely monitor student achievement with appropriate assessment strategies and data analysis; identify, by the end of Term 2, any Year 10 student at risk of not achieving the goal and plan help accordingly.**	**Term One -** Y10 students who have been identified as priority learners are being given the opportunity to have testing to assess if they are eligible for Special Assessment Conditions (SACs) for their Common Assessment Activities (CAAs). CAAs are planned to be administered during week 5 of Term 2. **Term Two:** The first round of Common Assessment Activity (CAA) Assessments have been completed. These are marked externally, and results should be ready by mid July. Plans will be set in place for each student needing reassessment at the October date. **Term Three:** The pass results of our year 10, for the first round of CAA's are as follows: Literacy writing – 92%, Literacy reading – 67%, Numeracy – 92%. The reported, May 2025, national averages for y10 passing CAAs were Literacy writing – 55%, Literacy reading – 61%, Numeracy – 57%. We are pleased to see that our students achieved well above the national average. Moving forward, we have identified the support needed for the students needing to re-sit in October. **Term Four:** We are very pleased with the CAA results. 32 out of the 33 assessments have been passed, which is an outstanding pass rate. A huge thanks to the teachers who have supported their students towards this success.	EasTTle learning tool has been trialled in 2025. As the new curriculum will be rolled out in Maths and English during 2026. EasTTle trial was not successful in identifying the y10 students at risk of not achieving the Common Assessment Activities. However, OTJ's helped us to identify and support these students.
3	**Begin a review of Years 9 and 10 curriculum so that it provides a breadth of learning pathways aligned with learners' talents, interests and learning needs; this curriculum and assessment review will have an immediate focus on**	Term 1 - A vision statement for PCS curriculum development has been written; primary staff and some secondary staff attended PD about Biblical worldview and curriculum on our kahui ako collaboration day; a curriculum development plan was made after consultation with another Christian school; a team for Secondary Math Curriculum revision and development was formed. We will focus on secondary math in Term 2, and secondary English in Term 3. Term 2 – The Math Curriculum Team met once to discuss how mathematics can be understood and taught through a Biblical worldview. We collaborated to draft a Learning Area Description Statement which includes our vision for PCS's secondary maths curriculum. Term 3 – The English Curriculum Team met at the beginning of Term 3 to establish goals and begin reviewing current Y9 & 10 English curriculum. We will meet twice more this term. There is a lot of work ahead, but we intend to have the Y9 and 10 English curriculum refreshed in accordance with Te Mataiaho and fully planned and ready to go at the beginning of Term 1, 2026. The Math Curriculum Team met 3 times in Term 2 and once in Term 3. Work is progressing well on updating Y9 and 10 Maths Curriculum in line with Te Mataiaho. We expect to have Y9 and 10 Maths curriculum fully planned and ready to implement at the beginning of Term 1, 2026.	PCS staff have made huge strides forward in understanding and using the Biblical Worldview framework "Transformation by Design." Y9-10 Mathematics & Statistics and English curricula are in the process of being revised and updated with the statements from the MoE's refreshed curriculum *Te Mātaiaho* and Transformation by Design.

	literacy and numeracy.	Term 4: Work on Y9-10 maths curriculum has been slow going. We will have an annual plan and termly plans in place by next week and unit plans for at least Term 1 2026 in place by the end of this term. Annual and termly plans for English Y9-10 are complete; unit plans for Term 1 are underway; and the Transformation by Design (Christian worldview) elements are also in progress.	The refreshed Y9-10 English and Maths curricula will be ready to implement at the beginning of 2026.

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 2.4 Ensure every learner/ ākonga gains sound foundation skills, including language, literacy, and numeracy 3.6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	
Actions	**Goal 1:** ***All Year 12 and Year 13 students will achieve the goals set by their respective pathway plans.***	***All students achieved their goals set by their respective pathway plans.***
1 **Review the Year 11 learning programme to ensure it meets the needs of all students, engages them and encourages them to aim for academic excellence.**	Term 1: A review will take place later this year. Term 3: Secondary staff members have been asked to develop a survey for the different stakeholders (students, parents, staff) to review the whole Y11 learning programme. This will include reviewing the original goals, etc. Term 4: a review of the Y11 program has shown that, although the ideas were good, the implementation can be improved. We continue to offer a similar program to our Y11 students next year, but changes are, among others, that there will be an extra period for Maths and less periods for the Y11 options. We will also give more support to the students during these options periods. That will be easier since we know better how this program works. A challenge will be that two of our teachers who were most involved in this are leaving us by the end of this year.	The review of the Year 11 learning programme highlighted that while the overall design was sound, implementation needed strengthening. Surveys were developed, and several adjustments have been planned for next year, including increased Maths time and greater support during option periods. These changes will help better meet student needs, though staffing changes present an added challenge moving forward.

2	**Regularly converse with the senior students to monitor progress and review plans to 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.**	**Term One –** All senior students (y11-13) have had one on one conversations with me so that we are aware of what they need from us this year to be successful in the next steps on their pathway. Most of our y12 and 13 students are currently on a University Pathway, meaning we are focussing on study skills and what academic rigour looks like (especially the homework expectations). In term 2 we hope to have the opportunity of attending the Career's Event in Wellington. This year there is the additional opportunity of attending a seminar with field experts, allowing the students to converse with people in various different careers. We also hope to attend the local career's event where students will be given the opportunity to attend different local businesses to explore what is available to them locally. **Term Two:** Not much more to report at this time. Career's Event in Wellington is booked for the coming weeks. The local career's event has been postponed until term 3. **Term Three:** We've had a busy few weeks in the Career's space. This began with a visit by our y11-13s to the Career's Event in Wellington, followed by a visit to the Manawatū to visit the UCOL and Massey University Campuses. Follow-up conversations are being had with all students. Our year 13 students are busy applying for their university enrolment and scholarship applications. We have liaised with the various future student advisors to facilitate zoom conversations and all seems to be on track for three of our year 13 students to be off to different universities around the country in 2026, all being well. A focus on helping our y11 students understand the NCEA system is beginning, this is needed as they prepare to make subject choices for next year. **Term Four:** The year 13 students who are planning on universities next year have had guidance on application process for enrolment and for scholarships. Various workplace experience days have been organised for individual students and are currently being attended.	Regular conversations were had with the senior students throughout the year. Guest speakers from universities and other Career opportunities were welcomed. Career's Expo and University Days attended. Application and scholarship support given to our university bound students. Work experience opportunities have been organised where needed, with positive feedback received from hosts.
3	**Begin a review of Years 12 to 13 learning programmes so that it provides a breadth of learning pathways aligned with learners' talents, interests and learning needs.**	Term 1: Nothing to report. Term 2: Nothing to report. Term 3: The government has recently announced the phasing out of NCEA Levels 2 and 3. Y11-13 refreshed curricula will be available in Term 1, 2026 in draft form. There will be no formal requirement to use this content, including the current draft English and Maths curricula until 2028 (for Year 11 content), 2029 (for Year 12 content), and 2030 (for Year 13 content). Therefore, it is wise to wait with beginning our review of Y12-13 curricula until next year or when the curriculum is finalised. This will allow us to focus on implementing a high-quality Y9-10 curriculum. Term 4: Nothing to report as this development has been deferred.	We will wait to develop the Y12-13 curriculum until the MoE has published the refreshed Y12-13 curriculum; expected implementation in 2028.

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 2.4 Ensure every learner/ ākonga gains sound foundation skills, including language, literacy, and numeracy 3.6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce		
Actions	**Goal 2:**	***Every Year 13 student will achieve their desired career pathway***	***Most university-bound students achieved University Entrance and are progressing toward their chosen pathways, with additional opportunities provided for those needing extra credits. Students pursuing vocational options are clear on their next steps.***
1	**Ensure adequate qualifications across all core subjects to provide a pathway to university.**	**Term One:** All students on a university pathway have a programme that will lead them to having open doors. Most students have had a successful first term and I will continue to monitor this as the year progresses. **Term Two:** Continued monitoring of all students studying towards NCEA has been done through this term. There are a few areas that need careful monitoring and encouraging, but at this stage there is no need for concern. **Term Three:** Most of our year 12 and 13 students are tracking well towards achieving their NCEA level. The science subjects are very heavily relying on our students to do well in their external exams, so we are expecting to see our students put in some hard work and long study hours over the next few months. **Term Four:** Nothing more to report. We are praying that the exams continue to go well for our senior students.	Most of the students who were on the University Pathway achieved University Entrance and are on their way to pursuing their university pathway. The students who needed a few more credits have been offered opportunities to earn those. Not all students were on the pathway to university. Those who are pursuing

			vocational pathways are clear on their next steps.
2	**Raise the level of teachers' and students' expectations for attainment in external and internal achievement standards in NCEA Levels 2 and 3.**	**Term One:** Not much to report on this yet. We have made a start on developing a 'study skills' booklet that we are hoping will provide some consistency in teaching skills that overlap between subject areas. We are also hoping that this will be a guide to ensure that all necessary study skills are intentionally taught across subject areas. **Term Two:** No more to report at this stage. **Term Three:** The study skills booklet has been completed and is being explicitly taught to y12/13 students. A beginning has been made on a second booklet that will aim to be a teacher's guide to teaching skills that overlap between curriculum areas in a consistent way. We aim to have this completed by the end of this year, ready for the 2026 teaching year. **Term Four:** Nothing more to report.	Discussions and actions have been made to aim for more consistency in study/homework expectations between curriculum areas. Work is still in progress to maintain consistency in skills/assessment terminology where there is overlap between curriculum areas.
📖 ***Guiding the School Towards Godly Excellence*** 📖			

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.