

2024-2025

STRATEGIC PLAN

Vision Statement:

The purpose of the school is to lead young people into a saving relationship with Jesus Christ by developing their characters, minds and academic skills for service to God and man for life and eternity.

Prepared by:

The school board and principal in consultation with the staff, students, school community, proprietors and Māori community. The goals are reflective of the school vision and align with our values. The same processes will be used to measure progress in 2024 and 2025.



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Strategic Plan 2024-2025

Strategic Goals	Links to Education Requirements	Outcomes	Process	Measures
Formulate and implement a comprehensive discipleship masterplan which underpins faith formation at our school by defining specific priorities and intentional actions and process for special character maintenance, growth and development.	National Education and Learning Priorities - 1, 2, 3, 5, 7 Education & Training Act 2020 - 2, 3, 4 Te Tiriti o Waitangi - 1, 2, 3	<ul style="list-style-type: none"> Students will have multiple opportunities to grow in their walk with Jesus. There will be a clear, defined method of discipleship in place in our school. 	<ul style="list-style-type: none"> Work through the process of developing our discipleship masterplan. Add our discipleship masterplan to our regular self-review cycle to ensure it is a meaningful and useful document. 	<ul style="list-style-type: none"> We will have a complete, working document we can use for discipleship and faith development.
Ensure high levels of student achievement through Internal Evaluation of Assessment for Learning practices and by engaging with the refreshed New Zealand Curriculum - Te Mātaiaho.	National Education and Learning Priorities - 2, 3, 4, 5, 6, 7 Education & Training Act 2020 - 1, 3, 4 Te Tiriti o Waitangi - 2, 3	<ul style="list-style-type: none"> Assessment will be more accurate and useful for informing teacher practice. Teachers will have increased clarity around curriculum progress and be able to make data driven decisions. The new curriculum format will become familiar for teachers in preparation for the New Zealand Curriculum refresh. 	<ul style="list-style-type: none"> Continue working with our ERO Evaluation Partner to work through our action plan. Develop a method for tracking student agency and understanding of learning. Professional Readings related to the refreshed NZC. 	<ul style="list-style-type: none"> We will continue to record our assessment for learning progress in our ERO supporting evidence documentation.
National Education and Learning Priorities 1 - Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying 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 3 - Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs 4 - Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy 5 - Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning 6 - Develop staff to strengthen teaching, leadership and learner support capability across the education workforce 7 - Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work	Education & Training Act 2020 - Objectives of boards in governing schools 1 - Every student at the school is able to attain their highest possible standard in education achievement 2 - The school: <ul style="list-style-type: none"> is a physically and emotionally safe place for all students and staff gives effect to relevant student rights takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school 3 - The school is inclusive of and caters for students with differing needs 4 - The school gives effect to Te Tiriti o Waitangi including by: <ul style="list-style-type: none"> working to ensure its plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori achieving equitable outcomes for Māori students. 	Te Tiriti o Waitangi Article 1 Kāwanatanga/Governance Article 2 Rangatiratanga/Agency Article 3 Ōritetanga/Equity		

2024

ANNUAL PLAN

This Annual Plan provides a breakdown of how we intend to implement our strategic goals for the 2024 school year based on our 2024-2025 Strategic Plan.



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Strategic Goal - Formulate and implement a comprehensive discipleship masterplan which underpins faith formation at our school by defining specific priorities and intentional actions and process for special character maintenance, growth and development.

Annual Goal: Develop our discipleship pathways framework and determine how best we can implement the elements of the plan.

Expected Outcome	Actions	Who is Responsible	Resources Required	Measures
Students will grow in their faith journey through the actions of our school.	<ul style="list-style-type: none"> Teachers, principal and chaplain to draft a discipleship pathways framework based on the template provided by the Adventist Education Office. School Board to review and revise the framework. Actions in the framework to be implemented into school planning. Regular reviews to take place to ensure the framework remains fit for purpose. 	Principal, chaplain, teaching staff, support staff.	Some resources may be needed depending on the exact elements of the framework. These will be determined as the framework is developed and implemented.	<p>Gathering of student and staff voice.</p> <p>Feedback from key stakeholders including the School Board and Proprietors.</p>

Strategic Goal - Ensure high levels of student achievement through Internal Evaluation of Assessment for Learning practices and by engaging with the refreshed New Zealand Curriculum - Te Mātaiaho.

Annual Goal: Work alongside our ERO Evaluation Partner to develop the actions in our ERO plan.

Expected Outcome	Actions	Who is Responsible	Resources Required	Measures
Increasingly cohesive assessment practices and high-quality analysis deliver excellent and equitable outcomes for all learners.	<ul style="list-style-type: none"> Teaching staff and principal to work through a cycle of Internal Evaluation in to assessment for learning practices. Principal to regularly check in with ERO Evaluation Partner to ensure the school is progressing towards its goals. Regularly review student achievement data to ensure actions are having a positive impact on student learning. 	Principal, teaching staff, School Board.	Time for staff to work together to develop assessment practices.	Achievement Target data - see table on next page.

Annual Goal: Develop a method for tracking student agency and the degree to which students understanding their learning.

Expected Outcome	Actions	Who is Responsible	Resources Required	Measures
Increasingly cohesive assessment practices and high-quality analysis deliver excellent and equitable outcomes for all learners.	<ul style="list-style-type: none"> Develop a rubric which can be used to review student understanding regarding their learning. Professional readings during staff meetings will help teachers develop methods for increasing student agency. Use common language related to student learning so that students become of aware of what they are learning, not just the task they are doing. 	Principal, teaching staff.	N/A	Learning rubrics will be developed and used as mechanisms for tracking progress.

Achievement Targets

Related Strategic Goal - Ensure high levels of student achievement through Internal Evaluation of Assessment for Learning practices and by engaging with the refreshed New Zealand Curriculum - Te Mātaiaho.

Target Area	Target Goal	Strategies	Measures
Reading	In 2023, only 6 out of 13 MELAA (Middle Eastern, Latin American & African) students (46%) were 'at' or 'above' the expected curriculum level in Reading. The 2024 achievement target is that we move the six MELAA students who were working 'below' the expected curriculum level in Reading to working 'at' the expected level.	<ul style="list-style-type: none"> Use professional growth cycles to target this cohort School/ Parent Partnership SENCO to develop strategies and interventions specific to each student's needs. Professional Learning through ERO Partnership 	Mid year and end of year OTJs to track cohort. SENCO Register used to track progress of any relevant interventions.
Mathematics	In 2023, 16 students were 'below' the expected curriculum level in Mathematics. The 2024 achievement target is that we move the 16 students who were working 'below' the expected curriculum level in Mathematics to working 'at' the expected level.	<ul style="list-style-type: none"> Use professional growth cycles to target this cohort School/Parent Partnerships Professional Learning through ERO Partnership 	Mid year and end of year OTJs to track cohort. SENCO Register used to track progress of any relevant interventions.