



Akaroa Area School 2024 Annual Report

Kotahitanga, Embrace the Future

Evaluation & Analysis of Student Progress and Achievement

School Number: 0350

Context

Akaroa Area School reviewed our assessment expectations for end-of-year data to reflect more accurately the pathway of progress over time for students across Years 1-13 with the New Zealand Curriculum in 2023/2024. This involved the review of expectations in line with the PACT tool, national assessments, Te Mātaiaho, and changes with NCEA level 1. This resulted in tweaks to our school continuum of progress, the student management system, and more closely aligned teacher understanding of expectations, and consistency across levels and curriculum areas from years 1-11. Past data is not comparable to our end-of-year data as indicators of achievement have altered, and all students are included in the data.

Given the small numbers of students in each year level achievement has been grouped to indicate the progress of cohorts

Primary

Years 1-10

2023	Maths	Reading	Writing	2024	Maths	Reading	Writing
Yrs 1-4 (18 students)	90%	80%	85%	Yrs 1-4 (19 students)	95%	95%	84%
Yrs 5-8 (36 students)	89%	81%	75%	Yrs 5-8 (40 students)	55%	85%	60%
Yr 9-10 (34 students)	76%	85%	79%	Yr 9-10 (30 students)	53%	47%	37%
Gained CAA (18 students)	77%	85%	62%	Gained CAA (18 students)	56%	56%	44%
Boys	87%	78%	69%	Boys	58%	64%	44%
Girls	87%	91%	91%	Girls	69%	87%	74%

There has been a focus on gaining accuracy of data with multiple sources of evidence. This has been an area of growth from 2023 to 2024. The data across years 7-10 is a target area for 2025.

CAA (Common Assessment Activities) were introduced by the Ministry of Education in 2023 as expectations in student competency in literacy and numeracy. Students need to gain CAA to access their NCEA credits. Students can resist the CAA assessment multiple times across years 10-13 to gain their baseline of competency.

Robust data

In 2024 we continued to work on multiple sources of evidence of progress over time and the use of a range of assessment tools to indicate achievement and to inform mid and end-of-year overall teacher judgement. Years 1-6 have applied this within their literacy and mathematics practice and provided evidence-based judgments of achievement. The years 7-10 data is not yet inclusive across Literacy and Mathematics of multiple sources of evidence, a range of assessment tools including students voice. Teachers have noted the need for further growth with Learning Progression Frameworks (LPF), the Progress and Consistency Tool (PaCT), Easttle, and PAT assessments and capturing learning evidence within teaching and learning practice in the classroom. We have also noted the need for professional learning with formative assessment and using this data to inform teaching and learning and student goals. Moderation across teachers is an area of development with moderation conversations, and explicit learning conversations with students.

Students whose needs have not yet been well met

In 2024 we undertook an in-depth review of our school learning database, student support systems, teaching and learning and captured student and staff voice regarding multiple aspects of the school. These reviews informed areas of focus and further reviews and development and teachers engaged in PLD with the RTLB and support facilitators looking at differentiation of learning. We have identified a cohort of students who are not yet having their needs met well, and 2025 is focused on digging deeper into teaching and learning practices to improve engagement and develop a wider tool for teaching and learning practices. In 2025 we will be engaging in professional learning with ALIM (accelerated learning in mathematics - Ministry of Education intervention) with two teachers in our first year of implementation. These teaching and learning practices will support differentiation and acceleration of student achievement and will influence other areas of practice.

Secondary

Year 11-13

NCEA

NCEA Certificate Endorsement

	Achieved				Achieved with Merit				Achieved with Excellence			
	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024
Level 1	60%	25%	62%	47%	20%	67%	38%	27%	20%	8%	-	
Level 2	77%	57%	75%	28%	11%	43%	25%	14%	-	-	-	-
Level 3	66%	88%	50%	25%	-	-	50%	42%	-	-	-	-
UE	66%	44%	100%	55%	-	-	-	-	-	-	-	-

Points to note:

Year 11

- 7/15 students gained one or more subject endorsements (2 Boys and 5 Girls, 2 Maori students) 3 students withdrew from Level 1 as they were re-engaging in education and focussed on gaining credits towards CAA. Data for Year 11 is based on 15 students who engaged fully in NCEA level 1 and were able to gain an endorsement
- 4/15 students gained a Merit Certificate

Year 12

- 2/7 students gained one subject endorsement (1 Boy and 1 Girl)
- 1/7 students gained a Merit Certificate (Boy)

Year 13

- 3/12 students gained one or more subject endorsements (1 Boy and 2 Girls).
- 5/12 students gained a Merit Certificate (3 Boys and 2 Girls, 1 Maori student)
- 6/12 students engaged with UE and gained UE (3 Boys and 3 Girls, 1 Maori student)

Fewer students in 2024 gained subject endorsement. 7/18 students used level 1 credits towards CAA Literacy and Numeracy credits, so this reduced their ability to aim for subject endorsement. We had a cohort of students across years 12 and 13 withdraw from end-of-year externals negatively impacting their ability to gain subject and certificate endorsement. Mitigating this will be a focus for 2025.

In 2024 we had a cohort of students join us reengaging in education and were aiming for literacy and mathematics credits within NCEA to gain their CAA across Yrs 11 and 12. This impacted our statistics.

At AAS, we offer multi-level programmes designed to meet student needs which are not always reflected in the data.

Gateway and Star 2024

Gateway: In 2024 we were allocated 6 learning spaces, students were involved in Farming, Travel, and Tourism, Building, Engineering, and Aquaculture. All six students gained more than the required 20 credits.

Star: In 2024 a wide range of learning opportunities were provided: First Aid, Sports Rugby Refereeing, Computer Coding, Diving, Flight Attendant, Bar Attendant, Barista Skills, Day Skipper, Adventure Based Learning, Senior Hospitality, and Senior BCITO programmes. All students were successful in gaining unit standards for courses undertaken.

Analysis of Variance - Progress against 2024 Annual Plan Targets

Target Area: <i>Foundation Curriculum - Literacy and Mathematics, and Learning Competencies</i>				
Annual Targets Mathematics Redevelop formative assessment practices to gain accurate in-time data across years 1-10 to inform teaching and learning, ALiM, and short-term interventions. To improve Year 1-10 student achievement to 90% at or above expectation. Literacy Redevelop formative assessment practices to gain accurate in-time data across years 1-10 to inform teaching and learning. To improve boys' reading achievement to 85% at or above expectations across Years 1-10 To improve boys' writing achievement to 80% at or above expectations across Years 1-10 NCEA: To increase NCEA certificate endorsement in years 11 to 13. In Year 11 60% of students to achieve certificate endorsement; in Year 12 50% of students to achieve certificate endorsement, and in Year 13 40% of students to achieve certificate endorsement	Focus Areas: - Target Maths progress and achievement through teacher professional learning, review of school practices, implementation of ALiM, and student-responsive short-term interventions. - Target Literacy progress and achievement through teacher professional learning, review of school practices, and implementation of student-responsive short-term interventions. - To gain accurate in time time-formative assessment data across Literacy and Mathematics to inform teaching and learning, teacher growth, and student progress. - To review school-wide practices with mid and end-of-year data assessment to monitor progress and inform priorities and action plans. - To review teaching and learning practices, guidance, and monitoring of Year 11-13 to actively track certificate endorsement success.			
	What do we expect to see by the end of the year? - Use of in-time formative assessment data across Literacy and Mathematics informing teaching and learning, teacher growth, and student success in learning. - Improved achievement outcomes for boys across Years 1-10 in Literacy. - Improved achievement outcomes of students across years 1-10 in Mathematics. - Teachers can articulate explicit interventions and changes in practice to impact the progress of student achievement. - Students can articulate learning and thinking, progress, and next steps. - Senior students can articulate what they need to do to gain a pass and merit and apply learner agency to ensure they have the explicit teaching and support they need. - Improved senior students' success in gaining NCEA certificate endorsement.			
Actions What did we do?	Outcomes and Evidence What did we activate? How do we know?	Reasons for differences What changed during the year and why	Planning for next year Where to next?	
Teachers engaging in professional learning with Maths Kahui Ako Tipu Maia - Rob Proffitt-White	Kahu Ako PLD was well attended and used as a platform for review of Maths across Yrs 1-10 and exploring Te Matāiaho. AAS Maths curriculum framework developed with facilitator support	Did not participate in ALiM in 2024, missed out, have been successful in ALiM PLD for 2025	- ALiM with Lead teacher of Maths and Principal Kahui Ako Tipu Maia - Rob Proffitt-White - Within School contract- Derek Smith -Years 7-13 - Specialist teachers/ facilitators supporting teacher practice - Implementation of Te Matāiaho curriculum Yrs 1-8 and trial of Yrs 9-13	

• Within School contract- Averil Lee and Derek Smith • Te Matāiaho curriculum • NCEA and Common Assessment Activity	Facilitators engaged 1:1 & syndicate support across Yrs 1-13. Coaching and building within school capability - curriculum understanding & practice, assessment, student engagement and pedagogical practice Focussed on using assessment to inform learning with significant success in Years 1-6	• Continued focus - Common Assessment Activity and scaffolding across the curriculum foundation skills and scaffolding capability from Years 7-10 • Curriculum Team developing documentation to support teaching and learning, supporting school-wide knowledge and use of formative assessment, engagement and differentiation, and pedagogical practice
Teachers engaging in professional learning with Literacy • Kahui Ako Tipu Maia - Dr Helen Walls • Explore BSLA & Year 1-8 phonic intervention • Te Matāiaho curriculum • NCEA and Common Assessment Activity	Kahu Ako PLD well attended and supported teaching and learning practice. Supported BSLA implementation in Yrs 1-3. Teachers explored Te Matāiaho across Yrs 1-6	• BSLA implementation across Yrs 1-8- Ministry PLD, BSLA cluster - joining in 2025 • Specialist teachers/ facilitators supporting teacher practice • Implementation of Te Matāiaho curriculum Yrs 1-6 and trial of Yrs 7-13 • Continued focus - Common Assessment Activity and scaffolding across the curriculum foundation skills and scaffolding capability from Years 7-10 • Curriculum Team developing documentation to support teaching and learning, supporting school-wide knowledge and use of formative assessment, engagement and differentiation, and pedagogical practice • Redevelop the AAS English/ Literacy Curriculum Framework
Within school interventions • Targeted teacher time with year 7-10 • External agencies supporting teaching, & learning practice, & support of diverse learners. • Redeveloping goal setting for explicit focus, feedback, & feedforward	Increased staffing for Years 7-8 and Year 10 to support identified cohort needs. The mixed success of impact. RTLB and external facilitators supported teacher growth, differentiation of practice, PB4L implementation, and improved outcomes for students. Redeveloped learning conferences to more deeply engage whanau, students, and teachers in critical discussion of learning, evidence-based progress, and next steps.	• Pedagogical practice target area of growth for all teachers in 2025- external facilitators coaching practice and supporting growth. PB4L year 2. School-wide implementation of practices and consistency in school-wide focus • Continue to refine student learning conferences to authentically engage students and whanau in a learning partnership with teachers. Further develop teacher differentiation to enable diverse learners. • Duke of Edinburgh and William Pike Challenge across Yrs 7-11 building student ownership of learning and holistic development
<u>Years 7-11</u> Review of curriculum practices, student achievement, Te Matāiaho, NCEA, and CAA support across the curriculum,	Engaged in the review of school systems and practices. Identified key areas of growth for 2024 and planning forward for 2025-26 PB4L, curriculum review, ERO review, wellbeing review, and teacher reflections identifying areas of growth and priorities.	• Curriculum Team developing documentation to support teaching and learning, supporting school-wide knowledge and use of formative assessment, engagement and differentiation, and pedagogical practice • BP4L year 2. School-wide implementation of practices and consistency in school-wide focus

	Yrs 1-8 exploring Te Matāiaho, Maths curriculum framework developed to reflect Te Matāiaho as curriculum development template Started looking as a team at CAA across the curriculum - how foundation skills can be supported across all subjects and what foundation understandings can be scaffolded within Year 9.		• Key understandings, competencies, and skills required for CAA integrated across subject areas in Years 9-10 more explicitly. • Back mapping CAA to scaffold competencies from Years 7-10. • Acceleration of CAA competencies for students who have not yet passed within Years 10-11.
NCEA External and internal support for the implementation of Level 1	Subject NIFs were used to support individual subject teachers with changes and implementation Principal Nominee and DP supporting teachers with the implementation of change	Relationships with other schools to support the relative isolation of our teachers are still an area of growth.	• Use of external specialists to support teacher growth and connections • Teachers will be encouraged to attend conferences and subject association meetings to support collegial growth and support • Release time to visit schools
NCEA - Endorsement Increase NCEA certificate endorsement across Yrs 11-12	Subject NIFs used to support individual subject teachers with refinement of practices across years 11-13 and with NCEA level 1 implementation NCEA Level 1 put significant pressure on staff and students with implementation and extra external/ internal exams	Did not achieve goals with endorsement. challenges in 2024 changes of staff and impact on programmes students not engaging in external A cohort of new students re-engaging in education with Yrs 10-11. Focus for these students on gaining credits toward CAA The tracking system identified that credits were being gained too late in the year and students were under pressure.	• How teaching and learning can support CAA competencies, skills, and confidence across subjects within Years 9-10. Backmapping key competencies and foundation skills from Years 7-10 • Consistency of teaching and learning practice across Yrs 7-10 • Focus on pedagogical practice as a key agent in improving learning outcomes and engagement of seniors • Group teachers of Years 11-13 allocated extra periods to support student skills, life skills, monitoring of student progress, and foster student voice/ownership/ monitoring of their learning • More detailed tracking of NCEA progress to better support student achievement, engagement, and ownership of their learning and endorsements. Reporting this to the Principal and Year Group teachers for improved monitoring and support of students. • Change of SMS system for improved tracking for students • Refinement of learning conferences for Years 11-13 to better support monitoring progress • DP developing an action plan to address identified areas of development and monitoring from the end of the 2024 achievement review. • The expectation that credits will be gained by week 3 Term 2 for Years 12 and 13, and Year 11 have gained credits by the end of Term 2.

Culturally responsive practice and capability across the school	Review of school practices with Koia te Matauraka. J Rogers leading PLD sessions within staff meetings to support teacher te reo and tikanga and knowledge of our area.	External review with Koia te Matauraka. Identified next steps for 2025	- Continued relationship with Koia te Matauraka to support staff growth, school growth, and enabling of ākonga. - Cultural Council established in 2025 - directive of year 12 students. - External facilitators support culturally responsive practice and differentiation of learning - Planned staff meeting time for staff to engage in stories and tikanga of our area
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Analysis of Variance - Progress against 2024 Annual Plan Targets

Strategic Goal B	PEOPLE Whakawhanaungatanga - Fostering meaningful partnerships to enhance students' future		
Annual Actions:	- Strengthened school systems and practices through the implementation of PB4L, enhanced staff well-being and school practices - School profile of AAS teacher & AAS learner - International student practices - Within School reviews to inform school needs - Local curriculum and initiatives supported by stakeholders' relationships - Support staff in digging deeper into practice, professional growth, and evaluating the impact on ākonga		

Actions What did we do?	Outcomes and Evidence What did we activate? How do we know?	Reasons for differences What changed during the year and why	Planning for next year Where to next?
Strengthened school systems and practices through the implementation of PB4L. Enhanced staff wellbeing and school practices	- Refine the vision statement - Understanding the school logo - staff unpacking the meaning and connection to the school - Review of school values and consultation with staff, Board, whanau, and Runanga - Gathering voice staff and students - Thriving/well-being and review of school practices - School profile of AAS teacher & AAS learner - Developing a school-wide Reward system - Create a matrix of values behaviours - Minor/medium/major flowchart	A significant area of work for the lead team and Lead Teacher. There are elements of our work in 2024 that will flow over into 2025	Continue to refine - Minor/medium/major flowchart - School-wide Reward system - Whanau consultation with a review of values Term 1 - Developing an understanding of logo with students and integrating it into our curriculum overview documents and values.

Kamar Within School review	- Staff engaged in PLD with a focus on improving the effectiveness of school practices - focus on attendance, pastoral, mark books, and timetable - Undertook a review of Kamar to enhance school practices and systems, student data, student support and guidance, and information.	Decision made to change SMS to Edge	Development of Edge in 2025 with a focus on Teachers driving development and teacher management
Connections and school practices facilitate local curriculum, student agency, and collaboration supported by stakeholders' relationships	- Employment of LATs to extend curriculum opportunities - Employment of experts to inspire ākongā, providing wider curriculum expertise and opportunities Term 2 Dance teacher for production - Exploration of local opportunities and relationships with AAS kaiako, ākongā, Board of Trustees - Staff PLD and support in planning, teaching, and assessment with Inquiry process and UDL		- Continue with the employment of LAT for curriculum opportunities - Integrated curriculum Yrs 7-10 2 afternoons a week to explore passions, wider curriculum opportunities - capturing passion for learning and curiosity. Accessing locals to support exploring opportunities. - Teacher team leading student opportunities and student leadership to promote opportunities across Years 1-13 - RTLB will continue to run workshops and support staff with UDL
International student practices	- Completed school documentation to enable international students - Appointed key staff to enable a rich and successful programme		2025 exploring short-term opportunities
PLD - Teachers engaging in professional learning to grow practice	Teams of staff engaging heavily in PLD in 2024 to support professional growth and building learning communities beyond AAS - Maths - Tipu Maia Kahui Ako Priority - Literacy, Maths, Wellbeing - Te Matāiaho implementation - PB4L - Curriculum Review		2025 areas of curriculum development identified from staff voice, curriculum review, and roll out of Te Matāiaho and NCEA changes Focus in 2025 is building on learning from 2024 and time to practice and embed practices

Strategic Goal B	
PLACE Turangawaewae Fostering meaningful partnerships to enhance students' Futures	
Annual Actions:	- Cultural belonging - Students are able to articulate who they are, their cultural connection, and their affiliation to our area. - Strengthen induction processes: students and staff - Strengthen culturally responsive practice across Years 1-13 - School documents and practices reflect Te Tiriti & Treaty of Waitangi, Te Aho Arataki Marau mō te Ako, and culturally responsive practices - Staff have a deep understanding of Te Tiriti ō Waitangi, Te Aho Arataki Marau mō te Ako i Te Reo Māori/Curriculum Guidelines for Teaching and Learning, Te Reo Māori and competency in Reo and Tikanga.

Actions What did we do?	Outcomes and Evidence What did we achieve? How do we know?	Reasons for differences What changed during the year and why	Planning for next year Where to next?
Cultural Belonging - For kaiako and ākonga to develop an understanding of our AAS culture and to embed it in everyday practice	- Piloted alternative pepeha resource - Exploration of Te Whare Mauri Ora Model - Koia te Matauraka school review and report - Draft action plan developed with staff from Koia te Matauraka Report - Started developing a cultural profile of an AAS student - Complete profile review and integration- PB4L		- Finalize Cultural Narrative in collaboration with Onuku Runanga - Complete the cultural profile of an AAS student and share it with Runanga and the Board for endorsement
Strengthen induction processes for students and staff	Not undertaken in 2024	Teachers responsible for this area engaged in reviewing cultural aspects of the unit and developing a baseline of understanding to support induction.	Induction will be a focus of 2025 with the Curriculum Team
Building Capability: To build the cultural capability of AAS kaiako and ākonga	- Koia te Matauraka school review and report - Draft action plan developed with staff from Koia te Matauraka Report - Te Reo NCEA in 2025 - target group to prepare for NCEA in 2025 - extra teacher time and specific programme to upskill students - J Rogers taking workshops with staff meetings to build teacher cultural capacity and te Reo competency		- Continue MTK support implementation - Continue to focus on developing strong connections with Runanga and Onuku Marae - Staff review of areas of focus for staff growth - Twice termly field trip to foster staff knowledge of local area and cultural connection

To develop culturally responsive practice and capability across the school	School Values Integration • TOD Focus Unpacking core concepts: ☐ Kotahitanga (the essence that we walk in the world together with unity, solidarity, and collective action), ☐ Manaakitanga (Commitment to upholding the emotional, social and physical wellbeing of our manuhiri, our community and ourselves) ☐ Turangawaewae (place of belonging, connection and empowerment) ☐ Whanaungatanga (relationships) ☐ Kaitiakitanga(Guardianship and Stewardship) Goal to develop a shared understanding and contextual application, and alignment review with current school values, Vision and Mission, and PB4L framework		complete whanau consultation and Runanga consultation re values. Redevelopment of school values and education a focus for 2025 Scheduled time each term for the unpacking of the value for the term. Staff collaboratively develop a scaffold of growth in understanding and nurturing the concept of the term, the authentic integration, and identify collectively the key elements for explicit teaching. Establish a school-wide expectation and scaffold for each concept to be reviewed further in 2026.
Staff have a deep understanding of Te Tiriti ō Waitangi, Te Aho Arataki Marau mō te Ako i Te Reo Māori/Curriculum Guidelines for Teaching and Learning, Te Reo Māori and competency in Reo and Tikanga.	• J Rogers taking workshops with staff meetings to build teacher cultural capacity and te Reo competency • Term 4 Treaty of Waitangi workshop with Koia te Matauraka		• Twice termly field trip to foster staff knowledge of local area and cultural connection • J Rogers to continue running short workshops to nurture staff te reo capability, and knowledge of school Tikanga • Continue Koia te Matauraka relationship and support

Strategic Goal B				
PURPOSE Kotahitanga - Facilitating success for all				
Annual Actions: - Curriculum - exploring Te Mataāhio to support teacher growth and practice, and student learning outcomes - Growing Years 11-13 as leaders - Explore diverse learning opportunities and pathways, informed by student voice, wider curriculum opportunities, and local relationships - Review of practices at AAS to enhance current performance. - External facilitator undertaking teacher growth cycle in 2024 to enhance teacher growth and performance. Leading to improved outcomes for students - Implementation of research-based intervention to accelerate learning and improve student outcomes - Curriculum reviews to inform school development and focus areas				
Actions What did we do?	Outcomes and Evidence What did we activate? How do we know?	Reasons for differences What changed during the year and why	Planning for next year Where to next?	
Curriculum and Pedagogy Support staff to dig deeper into practice, professional growth, and evaluating impact on ākonga	Teachers in years 1-8 exploring Te Mataāhio RTLB leading workshops on diverse learning and differentiation and back mapping PB4L to support staff in understanding where we are going Growth Cycles with external facilitator - 13 classroom teachers, 3 Senior Leaders	Did not engage in Common Practice Model as this was withdrawn by the Ministry of Ed		
Curriculum Review Team	Review of current practice, performance, and resources to inform future decisions and growth.	SAF became redundant in terms 3 and 4 so the team ran for two terms and set a framework for the year	2025 Curriculum Team developed with responsibility units - Task to develop practices, documentation, and systems of quality practice across years 1-13 and support staff with coaching and walking alongside.	
Years 7-10 review of practices and target student engagement and achievement	Years 7-10 exploring opportunities and pathways of learning to more deeply engage learners and holistic development Looking at teaching and learning practice and assessment for learning Targeting student progress with extra staffing	Inconsistency of practices, supports, and assessment across Yrs 7-10. Identified at mid and end-of-year curriculum review. Review of improved support and intervention for 2025	Student voice informed curriculum opportunities in 2025 and integrated studies time to allow flexibility in curriculum Curriculum Team appointed to target school needs with a focus on improving outcomes in Years 7-10 Key staff moved into this area to strengthen the practice 2025 Yrs 7-10 key areas of focus	
Implementing ALIM in Years 1-10	Missed on getting into the programme - 2025 focus	did not gain the contract	Gained contract for 2025 with 2 teachers engaging in Year 1	

Growing Years 11-13 as leaders	• Duke of Ed, William Pike implemented • Student Councils • Yr 13 - leadership development timetabled within the week - explicit time to grow as a leader	Timetabled leadership time was taken in Terms 3 and 4 due to timetabling needs. Senior students voiced in Term 4 that they wanted to redevelop leadership at AAS to better support their growth and aspirations	Student voice has driven the redevelopment of student leadership for 2025. Key staff have been appointed to work with students to develop programmes
In-school curriculum review Health Technology	• Health review -Tuturu review undertaken but not completed • Consulted with Staff, BOT, and whānau re health review and actions and next steps • Technology review - undertaken and summary report will be presented to the board in early 2025 • Year 1-10 cohesive pathway and future growth plan for NCEA- halted as not aligning with Te Matāiaho	As we dug into the Tuturu review we noted we had much more to consider and that there were many moving parts within the school we needed to align and plan for. The Tuturu review will continue in 2025 Redeveloping curriculum framework to align with curriculum documents and evidence-based pedagogical practice	Continue Tuturu review and align health with PB4L and Te Matāiaho and current research and best practice. Holistic Review of health curriculum and school practices AAS curriculum frameworks are being developed by the Curriculum team with clear guidance for all staff on expectations, best practices, planning and teaching guidelines, and supporting documents. Technology delivery framework trialed in 2025 and reviewed in line with developing NCEA capability across strands of Technology
Within School review - Review current practice, performance, and resources to inform future decisions and growth.	Independent review of Administrative function review: Staffing, procedures, job descriptions, and activities performed by non-teaching staff <u>Job descriptions for SLT</u> (Deputy Principals) and allocation of management units for AAS Informing school practices and decisions for 2025		2025 staffing changes and leadership review with one DP gaining CAPNA position at the end of 2024.

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2024.

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<i>All reasonable steps have been taken to ensure good working relationships that are built on trust, confidence and faith. Employees are treated fairly and properly as per the Public Service Act 2020. Conditions of employment contracts for teaching and non teaching staff are adhered to.</i> <i>The Board and Management take all steps to meet its primary duty of care obligations to ensure good and safe working conditions and respond to all reasonable concerns and requests made by employees.</i>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<i>As per our School Docs Equal Employment Opportunities policy.</i> <i>By maintaining and complying with the above policy.</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>Appointments are made based on the most suited person to the position in terms of skill, experience, qualifications, abilities and aptitude without bias or discrimination.</i> <i>Reference checking, multiple appointers and interviewers</i>
How are you recognising, - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service?	<i>Recognise, respect and comply with Te Tiriti o Waitangi as per the Education and Training Act 2020</i> <i>Use the Maori language and culture with respect where appropriate</i> <i>Cultural traditions are adhered to and valued</i> <i>Planning and policies reflect the importance of our local iwi in our curriculum teaching and learning</i> <i>Supported with training and development opportunities</i>
How have you enhanced the abilities of individual employees?	<i>Professional Development / Training</i> <i>Performance Management Programmes / Appraisals / Professional Growth Cycles</i> <i>Mentorship Programmes</i> <i>In School Support</i> <i>Provided Salary Units, Management Allowances and Non Contact time</i>
How are you recognising the employment requirements of women?	<i>The Board and Management consider women's health and wellbeing and work life balance, and will consider applications for flexible working relationships.</i> <i>Remuneration, conditions and opportunities are equitable.</i>

How are you recognising the employment requirements of persons with disabilities?	<i>The Board and Management will ensure that all employment requirements with persons with disabilities are met.</i> <i>We consider employees with disabilities equitable to any other staff and through consultation strive to reduce any barriers.</i>
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Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	Yes	
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?	Yes	

C. Obono
3/3/2025

Umywf
7/3/2025

Honouring Te Tiriti ō Waitangi / The Treaty of Waitangi

Embedding Te Tiriti at Akaroa Area School

Article 1: Kawanatanga

Article the First	Ko te Tuatahi	The First	How is this embedded at AAS
The Chiefs of the Confederation of the United Tribes of New Zealand and these separate and independent Chiefs who have not become members of the Confederation cede to Her Majesty the Queen of England absolutely and without reservation all the rights and powers of sovereignty which the said Confederation Or Individual Chiefs respectively exercise or possess, or may be supposed to exercise or to possess over their respective Territories as the sole Sovereigns thereof.	Ko nga Rangatira o te Wakaminenga me nga Rangatira katoa hoki ki hai i uru ki taua wakaminenga ka tuku rawa atu ki te Kuini o Ingarani ake tonu atu-te Kawanatanga katoa o ratou whenua.	The Chiefs of the Confederation and all the Chiefs who have not joined that Confederation give absolutely to the Queen of England forever the complete Government over their land.	School-wide vision is a Maori concept - Kotahitanga Whanau engagement Whanau hui and consultation Dual signage for rooms Review of school values Maori concepts for Strategic plan. Strategic plan is inclusive of deliberate action to nurture Runanga and whanau connection and understanding of the tikanga of our place. Environmental education and local curriculum fostering the bicultural connection to Akaroa, history, today, and future. Continue to develop and strengthen our relationship with Onuku Marae Staff meetings include Te Reo Providing professional development opportunities for staff to engage in local learning e.g. Tipu Maia Onuku Hui Relationship with Koia te Matauraka.

Article 2: Rangatiratanga

Article the Second	Ko te Tuarua	The Second	How is this embedded at AAS
Her Majesty the Queen of England confirms and guarantees to the Chiefs and Tribes of New Zealand and to the respective families and individuals thereof the full exclusive and undisturbed possession of their Lands and Estates Forests Fisheries and other properties which they may collectively or individually possess so long as it is their wish and desire to retain the same in their possession, but the Chiefs of the United Tribes and the individual Chiefs yield to Her Majesty the exclusive right of Preemption over such lands as the proprietors thereof may be disposed to alienate at such prices as may be agreed upon between the respective Proprietors and persons appointed by Her Majesty to treat with them in that behalf.	Ko te Kuini o Ingarani ka wakarite ka wakaae ki nga Rangatira ki nga hapu-ki nga tangata katoa o Nu Tirani te tino rangatiratanga o ratou whenua o ratou kainga me o ratou taonga katoa. Otiia ko nga Rangatira o te Whakaminenga me nga Rangatira katoa atu ka tuku ki te Kuini te hononga o era wahi whenua e pai ai te tangata nona te Wenua-ki te ritenga o te utu e wakaritea ai e ratou ko te kai hoko e meatia nei e te Kuini hei kai hoko mona.	The Queen of England agrees to protect the chiefs, the subtribes, and all the people of New Zealand in the unqualified exercise^[10] of their chieftainship over their lands, villages, and all their treasures.^[11] But on the other hand, the Chiefs of the Confederation and all the Chiefs will sell^[12] land to the Queen at a price agreed to by the person owning it and by the person buying it (the latter being) appointed by the Queen as her purchase agent.	Whole School Kapa Haka Whanau hui - voice in shaping the direction of our Kura Maori student survey - 'What do they see, hear, and experience at AAS to help them succeed as Maori? Review of AAS values to reflect our dual partnership with Onuku and overarching concepts of ☐ Kotahitanga (the essence that we walk in the world together with unity, solidarity, and collective action), ☐ Manaakitanga (Commitment to upholding the emotional, social and physical wellbeing of our manuhiri, our community and ourselves) ☐ Turangawaewae (place of belonging, connection and empowerment) ☐ Whanaungatanga (relationships) ☐ Kaitiakitanga(Guardianship and Stewardship) Student-Led Conferences- nurturing partnership in setting goals and supporting ākonga and whanau Student Leadership and student voice collaboratively redeveloping leadership programmes. 2025 Cultural Council developed by Mana Whenua student. Mihi whakatau to welcome new whanau, students and staff New classroom names in 2025 reflective of the concept the growth of the Totara - nurturing and maturing concept Valuing and promoting te reo Māori and tikanga Māori in teaching and learning - compulsory to Year 10 Learning about local history through connections with Onuku and ensuring they are incorporated into curriculum programmes. Scheduled part of staff meetings in 2025, building staff capability Tipu Maia - cultural responsive workshops

Article 3:

Article the Third	Ko te Tuatoru	The Third	How is this embedded at AAS
In consideration thereof, Her Majesty the Queen of England extends to the Natives of New Zealand Her royal protection and imparts to them all the Rights and Privileges of British Subjects.	Hei wakaritenga mai hoki tenei mo te wakaaetanga ki te Kawanatanga o te Kuini-Ka tiakina e te Kuini o Ingarani nga tangata maori katoa o Nu Tirani ka tukua ki a ratou nga tikanga katoa rite tahi ki ana mea ki nga tangata o Ingarani.	For this agreed arrangement therefore concerning the Government of the Queen, the Queen of England will protect all the ordinary people of New Zealand and will give them the same rights and duties ^[15] of citizenship as the people of England. ^[16]	PB4L - unified school expectations reflective of te Tiriti o Waitangi, whanau, Runanga, student, and teacher's voice. PB4L's strong focus on the positive, relationships, and consistent - holistic approach in nurturing our tamariki and whanau A strong relationship with Runanga, Whanau ora Navigator for Onuku Continue to grow Te Reo capability. 2025 first year of NCEA Te Reo Awards that acknowledge specific Tikanga Maori values - Kotahitanga