



## Mission Statement

In a caring and positive environment Avondale College will provide an education which enables all students to achieve personal standards of excellence in academic work as well as in the supporting areas of physical, cultural and social development.

|  | 2024  | 2025 | 2026 | Future direction |
|--|---|------|------|------------------|
| <p><b>NELP Objective 1<br/>Learners at the Centre.<br/>Learners with their<br/>whānau are at the centre<br/>of education.</b></p> <p><b>The Avondale College<br/>School Board (ACSB) will:<br/>Ensure Avondale College<br/>is safe, inclusive and free<br/>from racism,<br/>discrimination and<br/>bullying.</b></p> <p><b>Have high aspirations for<br/>every learner/ākonga, and<br/>support these by<br/>partnering with their<br/>whānau and communities<br/>to design and deliver<br/>education that responds<br/>to their needs, and</b></p> | <p>Success for students is supported by ongoing self-review of interventions that occurs as a result of data analysis.</p> <p>Data used to drive annual educational targets and strategies.</p>   |      |      |                  |
|  | <p>Ongoing, regular, scheduled reporting and self-review of student outcomes, with a focus on continual improvement.</p> <p>Avondale College will collect, analyse and manage reliable data to inform us that the NELP Objective 1 Priorities have been met.</p>  |      |      |                  |
|  | <p>Avondale College will use a range of assessment methods, including quantitative and qualitative assessment. Reference will be made to cohort and national data, when student achievement is analysed and reported.</p>   |      |      |                  |
|  | <p>Continue to access student, class and teacher data and respond appropriately through strategies such as:</p> <ul style="list-style-type: none"> <li>• Through inquiry-based teaching approach, continue to track and plan interventions for identified students.</li> <li>• Individualised Personal Academic Course ('IPAC') identification and mentoring throughout the year.</li> <li>• Use of Value Added and entry data to provide 'early in the year' identification of students who require additional support.</li> <li>• Departmental Self Review. Achievement targets are set using the self-review processes. These to align with or exceed National goals and MoE targets.</li> </ul> |      |      |                  |

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| <p><b>sustains their identities, languages and cultures.</b></p> <p><b>Student tracking, engagement and welfare.</b></p> <p><b>NELP Objective 1 continued</b></p> <p><b>Student tracking, engagement and welfare.</b></p> | Ongoing self-review and refinement of systems that monitor student engagement and responds to those whose attendance is not on track for academic success.   |      |      | Continuous improvement across all areas. |
|   | Continue to monitor developments in the NCEA/Cambridge International pathways and implement appropriate changes, including consideration of their alignment with Junior Teaching & Learning and the New Zealand Curriculum.  |      |      |  |
|   | The environment of Avondale College continues to support student learning, engagement and wellbeing through ongoing development of student services including pastoral system, guidance, PB4L, and the Home Room teacher role.<br>Implementation of school-wide use of restorative practices.  |      |      |  |
|   | Ongoing development and promotion of a wide range of co-curricular activities that promote active involvement of students in our community, provide leadership opportunities, and foster school pride and engagement. Such activities will: <ul style="list-style-type: none"> <li>• promote family and community engagement in College life.</li> <li>• uphold the College's values and expectations.</li> <li>• encourage and grow student and staff participation in College life.</li> </ul> |      |      |  |
|   | Review co-curricular activities in light of changing balance of In-zone/Out-of-Zone students and make recommendations for future directions accordingly.   |      |      |  |
|   | Ensure close working links between relevant Departments and the Academies, e.g. the Sports Department, Physical Education Department and the Sports Academy.   |      |      |  |
|   | Pursue sporting excellence, including supporting students to access representative teams in a wide range of activities to promote their development.   |      |      |  |
|   | Continue to promote and develop Avondale College Academies which will: <ul style="list-style-type: none"> <li>• promote family and community engagement in College life.</li> <li>• uphold the College's values and expectations.</li> <li>• encourage and grow student and staff participation in College life.</li> </ul>  |      |      |  |

|   | 2024  | 2025 | 2026 | Future direction |
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| <b>NELP Objective 1 continued</b><br><br><b>Student tracking, engagement and welfare.</b> | Continue to promote and develop Performing Arts as an area of excellence at Avondale College.   |      |      |                  |
|   | Continue review and development of Taurewa programme. <ul style="list-style-type: none"> <li>• Consider income &amp; funding opportunities.</li> <li>• Ensure alignment with EOTC guidelines.</li> </ul>  |      |      |                  |
|   | Ongoing, regular communication with our community, families, students and staff through: <ul style="list-style-type: none"> <li>• Meetings and personal interactions.</li> <li>• Ongoing development of website and intranet.</li> <li>• Use of social media.</li> <li>• Contact in person with communities.</li> </ul> <i>'Heartbeat'</i> (weekly newsletter), emails, <i>'Taikaka'</i> and other media. |      |      |                  |

|  | 2024   | 2025 | 2026 | Future Direction |
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| <p><b>NELP Objective 1 continued</b></p> <p><b>Maintaining an effective and safe teaching and learning environment</b></p> | Avondale College will implement the 2022 Five Year Agreement (5YA) in alignment with the Ten-Year Property Plan (10YPP) as required.   |      |      |                  |
|  | Work with the Ministry of Education (MoE) on remediation of the Performing Arts Centre (PAC) to address weathertightness issues.   |      |      |                  |
|  | 2024 projects: <ul style="list-style-type: none"> <li>• Upgrade of Art Department (5YA)</li> </ul> Potential future projects: <ul style="list-style-type: none"> <li>• Review and upgrade of Physical Education and Sport facilities including fitness facilities and changing facilities (5YA).</li> <li>• Review of Te Puna Aroha (the whare), and associated learning spaces.</li> <li>• Development of Cultural &amp; Sports facility in conjunction with outside funding opportunities.</li> <li>• Student Services redevelopment</li> <li>• Library redevelopment.</li> <li>• Taurewa facility contract to be reviewed. Current contract expires in 3 years with renewal available at expiry.</li> </ul> |      |      |                  |
|  | Ongoing review and upgrade of ICT network so it can provide full functional support for e-learning in a contemporary environment and support the administration and management of the school.  |      |      |                  |
|  | Allocate finances to reflect school priorities, including achievement and personnel goals. This will include planning for implementation of the Equity Index funding model for schools.  |      |      |                  |
|  | Continue to monitor and control expenditure.   |      |      |                  |
|  | Ongoing review of school property and expenditure to assess and manage sustainability concerns with a goal of reducing short and long term financial and environmental costs.  |      |      |                  |
|  | Ongoing review of policy and process with regards to debtors through ACSB through the Finance and Property Committee.  |      |      |                  |

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| <p><b>NELP Objective 1 continued</b></p> <p><b>Maintaining an effective and safe teaching and learning environment</b></p> | <p>Review sports budget, income and expenditure. Review financial processes across the codes and introduce consistent systems as required.</p>   |  |
|  | <p>Ongoing development of relationships with Auckland Council, Whau Board, sporting bodies and community groups regarding the school and community use of facilities.</p>  |  |
|  | <p>Comply with and, if possible, exceed legislative requirements to provide a safe physical environment for staff and students.</p> <p>Promotion and review of the provision and sale of healthy, affordable food and nutrition. Capture student voice and respond to student and staff feedback about food and nutrition.</p>   |  |
|  | <p>Ongoing development of an emotionally and culturally safe environment which is inclusive and where diversity is valued and all learners feel supported.</p> <p>Ongoing development of Student Support Groups, e.g. the Safe School Leader Programme, PSSP, Rainbow Group and Neurodiversity Group.</p> <p>Continue to promote appropriate and safe behaviour for students and staff, including on social media.</p> |  |
|  | <p>Ongoing review and implementation of Health &amp; Safety procedures. Self-review annually and reported as per the ACSB schedule.</p> <p>Ensure all staff are aware of and comply with <a href="#">Education Outside the Classroom (EOTC) guidelines</a>, particularly staff in key areas e.g. Taurewa and sport.</p>  |  |
|  | <p>Evaluate protocols to continue to respond to the requirements of <a href="#">Health and Safety legislation</a>, and other relevant Acts. This will include protocols to ensure the welfare of students and staff in all school activities.</p>  |  |
|  | <p>Ongoing review of emergency procedures, including fire and lockdown.</p>  |  |
|  | <p>Ongoing review of the Crisis Plan and Procedures, and the Pandemic Plan.</p>  |  |
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|   | 2024  | 2025 | 2026 | Future direction |
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| <p><b>NELP Objective 2</b></p> <p><b>Barrier free access</b></p> <p><i>Great education opportunities and outcomes are within reach for every learner.</i></p> <p><b>The ACSB will:</b></p> <p><b>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.</b></p> <p><b>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.</b></p> | <p>Continued targeted, evidence-based programmes for improving the educational outcomes for priority learners. Embed key drivers from Ministry of Education initiatives for Māori and Pasifika students' achievement for moving forward in 2024, with reference to <a href="#">Ka Hikitea – Ka Hāpaitia</a>, <a href="#">Tau Mai Te Reo</a> and the <a href="#">Action Plan for Pacific Education</a></p>   |      |      |                  |
|   | <p>With reference to Ka Hikitea – Ka Hāpaitia and Tau Mai Te Reo, the College will continue to work to increase participation and success by Māori through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of Te Tiriti o Waitangi.</p> <p>Avondale College will further enhance respect for the unique place of Māori. This will include partnership with the school's Māori communities, including the development and sharing of the school's policies, plans and targets for improving the achievement of Māori students.</p> |      |      |                  |
|   | <p>Continued development of our partnership with Te Kawerau ā Maki, Ngāti Hikairo ki Tongariro, Kaumātua and wider Māori communities to build understanding, knowledge and respect of Te Ao Māori and Te Tiriti o Waitangi.</p>   |      |      |                  |
|   | <p>With reference to the five 'Key Shifts' within the Action Plan for Pacific Education the College will continue to work to increase participation and success for Pasifika Learners.</p> <p>This will include partnership with the school's Pasifika communities, including the development and sharing of the policies, plans and targets for improving the achievement of Pasifika students.</p>  |      |      |                  |
|   | <p>Avondale College serves widely diverse communities.</p> <p>The College will continue to respect the diverse ethnic and cultural heritage of New Zealand people, with acknowledgement of New Zealand's role in the Pacific and as a member of the international community.</p>  |      |      |                  |

|                                   | 2024   | 2025 | 2026 | Future direction |
|-----------------------------------|--|------|------|------------------|
| <b>NELP Objective 2 continued</b> | <p>Ongoing implementation and review of programmes to support students who:</p> <ul style="list-style-type: none"> <li>• are not progressing and achieving,</li> <li>• who are at risk of not progressing and/or achieving</li> <li>• who have diverse learning needs,</li> <li>• or who have special needs.</li> </ul> <p>This includes the 'Transition Programme, Special Assessment Conditions (SAC), the Scholarship Programme, the Junior Scholars' Academy and the Scholars' Academy.</p> <p>Continue to maximise the funding support for students with special needs.</p> <p>Continued support of International students, students from refugee backgrounds and students with English as a Second Language, including effective use of MoE funding.</p> |      |      |                  |
|                                   | <p>Equip students, families and communities for a digital future, through implementation of a Digital Strategy including:</p> <ul style="list-style-type: none"> <li>• Investment in capital, time, infrastructure, hardware and software.</li> <li>• Ongoing development of pedagogy for a digital future.</li> <li>• Ongoing development of Innovation Academy.</li> </ul>   |      |      |                  |
|                                   | <p>The ACSB will monitor developments in contributing schools relating to bilingual units and position ourselves to respond accordingly.</p>   |      |      |                  |

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| <p><b>NELP Objective 3</b></p> <p><b>Quality Teaching and Leadership.</b></p> <p><i>Quality teaching and leadership make the difference for learners and their whānau.</i></p> <p><b>The ACSB will:</b></p> <p><b>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.</b></p> <p><b>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.</b></p> | <p>The ACSB will foster a professional climate where effective teaching practice is supported.</p> <p>Avondale College will:</p> <ul style="list-style-type: none"> <li>• ensure systems are in place, so that the Board fulfils its role as ‘good employer’.</li> <li>• maintain a quality staff, using compliant appointment procedures.</li> <li>• maintain Job Descriptions for all staff.</li> <li>• celebrate staff achievements and successes. This includes staff sabbaticals, staff travel award and recognising other staff achievements.</li> <li>• Work with relevant tertiary providers to identify and implement the greater range of pathways available for teacher training.</li> </ul>   |      |      |                  |
|  | <p>Avondale College supports staff in their Professional Learning and Development, which is relevant and appropriate, to enhance and develop their own practice; and with a particular emphasis on a greater understanding of te ao Māori, mātauranga Māori and te reo Māori .</p> <p>PLD will support culturally sustaining practice, to ensure academic success of all students with a particular focus on our priority learners.</p> <p>PLD will ensure quality Induction Programmes for all new staff, to convey and promote school expectations, opportunities and values (including for staff arriving during the year).</p> <p>PLD will include partnership with Te Kawerau ā Maki, external providers and industry where appropriate.</p> |      |      |                  |
|  | <p>Avondale College will support teachers in their engagement with the Teaching Council’s ‘Professional Growth Cycle’ process, in alignment with Teacher Registration processes; this includes supporting teachers to develop and practise te reo me ngā tikanga Māori.</p> <p>This process is underpinned by the Avondale College Teacher Growth Profile (TGP), which is informed by <i>Taitako</i> and <i>Tapasa</i>.</p>   |      |      |                  |
|  | <p>Secondary teachers work long hours and have an increasingly complex job. Avondale College seeks to support staff in their health and wellbeing and to ensure that everyone can proactively manage their own health and wellbeing. The school recognises the ongoing impact of the changing landscape of education in Aotearoa on staff.</p>  |      |      |                  |
|  | <p>Avondale College will continue to support teachers’ wider contribution to educational developments in Aotearoa.</p>  |      |      |                  |



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|---|--|------|------|------------------|
| <p><b>NELP Objective 4</b></p> <p><b>Future of Learning and Work.</b></p> <p><i>Learning that is relevant to the lives of New Zealanders today and throughout their lives.</i></p> <p><b>The ACSB will:</b></p> <p><b>Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work.</b></p> | <p>Ongoing development of Careers Education, including:</p> <ul style="list-style-type: none"> <li>• Collection and analysis of leaver destination data to assess how well students are prepared for pathways.</li> <li>• Ongoing work with a Careers Lead Team.</li> </ul> <p>Further development and review of whole school approach towards the <a href="#">Careers Benchmarks</a>.</p> <p>Establish a strategic focus on aspirational pathways and developing our systems and processes to ensure that learners/ākonga have the skills, knowledge and pathways to succeed in work.</p> |      |      |                  |
|   | <p>Establish an Annual Plan focus for this area.</p>   |      |      |                  |

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| <p><b>Legislative Obligations</b></p> <p><b><u>Relevant Legislation for school Boards</u></b></p> | <p>The ACSB will work to ensure that the school complies and remains current with all legislative obligations, including The Education and Training Act 2020.</p> |      |      |                  |
|   | <p>Introduce a schoolwide privacy policy.</p>   |      |      |                  |

## Notes

Community / communities – due the size and diversity of Avondale College, in most instances the ACSB refers to ‘communities’ in preference to ‘community’