



AUCKLAND SEVENTH-DAY ADVENTIST HIGH SCHOOL

Strategic Plan 2023 – 2025

Building a nation through quality Adventist Christian Education

Values:

Commitment, Excellence, Respect

Adopted: 21 November, 2022

Signed: _____ Board Chair

Adopted 21 November 2022

Part A

Special Character

Auckland Seventh-day Adventist High School (ASDAH) is a Seventh-day Adventist school established by the local community of the Seventh-day Adventist Church to serve the educational needs of its children and the mission of the church. This mission includes the provision of educational opportunity to all who share the school's objectives. The school is a member of the system of schools operated by the Conferences of the Seventh-day Adventist Church in New Zealand. The Special Character of the school is determined by the faith system made up of the Christian beliefs, values, doctrines and lifestyle of the Seventh-day Adventist Church.

The purpose of the school is to support the home and the Seventh-day Adventist Church in the transmission of its faith system to the children and youth. The function of the school is to facilitate the development of a mature and understanding commitment to the beliefs and practices of the church so that students will become responsible and caring Christians in the community. The achievement of these goals is through a comprehensive and unified program involving every aspect of the curriculum and predicated upon the Church's:

- * perception of God as Creator and sustainer of the universe;
- * acceptance of Christ as our only means of salvation;
- * belief that the Holy Spirit draws men, women and children to a knowledge of God;
- * understanding that all truth finds its centre and unity in God;
- * reliance on Scripture as the revealed Word of God;
- * commitment to a holistic development of the child - physical, intellectual, spiritual, emotional and social

Auckland Seventh Adventist High School caters for students from Years 9 -13 and welcomes students from all Christian faiths with preference given to families with Seventh Day Adventist links and beliefs. The school is situated at Mangere Bridge and is sited in tree lined grounds and has generous well maintained sports fields. The school has modern up to date buildings including a gymnasium, computer rooms, science, music and technology facilities. Students come from across Auckland City and the current roll is 83% Pasifica,8% Maori and 9% Pakeha/Other. Currently the roll is around 200 students with a maximum roll under the integration act set at 340 students. All families are expected to acknowledge, respect and support the Special Character of the school. Staff are all fully qualified registered teachers who set high standards for themselves and for their students.

Maori Dimension

Auckland Seventh-day Adventist High School recognizes the unique position of Tangata Whenua in Aotearoa. The school also recognizes, celebrates and honours the unique place Te Tiriti o Waitangi, Taha Maori, Tikanga Maori, Te Ao Maori and Te Reo Maori have in our community and country. The school has a special relationship with the local Maori SDA church community which is very supportive of the school and is the Marae for the school. We celebrate the bi-cultural nature of Aotearoa through special character activities. ASDAH fosters understanding of and participation in 'things Maori' through provision of Te Reo Maori and tikanga Maori but does not offer Te Reo immersion education. Any parent requesting immersion in Te Reo will be referred to their local Kura Kaupapa.Maori.

For our students this means:

Adopted 21 November 2022

- An opportunity to study Te Reo Maori in year 9 and 10
- An expectation to achieve to high standards

For the Senior Leadership Team, this means:

- Setting targets that focus on improving achievement for Maori
- Working on these targets with staff to improve achievement for Maori

For Staff this means:

- Understanding basic Tikanga Maori
- Having high expectation of every Maori student

Pasifika Dimension

We also recognize the multicultural nature of our community. Our school is represented by many cultures from our Auckland communities. The school endeavours that all students, irrespective of learning needs, gender, religion, ethnic origin, cultural, social or family background, have equal access to all opportunities offered. The school will foster knowledge and appreciation of New Zealand's cultural diversity. It will do this by providing learning about communities nearby, our nation and the world through programmes that reflect and celebrate our cultural diversity.

For students this means:

- An expectation to achieve to high standards
- An expectation to attend school regularly

For the Senior Leadership Team this means:

- Working with the middle leaders to analyse data and set targets that relate to improving achievement levels of Pasifika students
- Working with teachers to establish actions to meet the above targets

For staff this means:

- Having high expectations of Pasifika students
- Using culturally responsive pedagogy

ASDAH School Evaluative Indicators

Strategic Plan 2023 - 2025

	School Evaluative Indicators	Strategic Aim	Key Goals
D1 P5	Stewardship – Special Character	<p>Biblically based pedagogy and practices of the Seventh-Day Adventist Church will be integrated into all aspects of school life.</p> <p>That ASDAH will be a school that is welcoming of all faiths.</p>	<ol style="list-style-type: none"> The school will continue to implement the North New Zealand Conference G.R.O.W.T.H. Vision framework in all aspects of school life including the curriculum. <ul style="list-style-type: none"> The G.R.O.W.T.H. Vision focus goal for 2023 is Harvest Focused The G.R.O.W.T.H. Vision focus goal for 2024 is Growth The G.R.O.W.T.H. Vision focus goal for 2025 is Godliness The designated annual SDA GROWTH framework goal will be evident in curriculum planning, departmental goals and staff appraisal and will continue to review how the Special Character goals are being met.
	Stewardship – Treaty of Waitangi	Meaningfully incorporate te reo Maori and tikanga Maori into the everyday life of the place of learning	<ol style="list-style-type: none"> The school will commit to reflecting the Treaty of Waitangi and it's principles in all aspects and areas of school
	Stewardship - Governance	<p>The board of trustees is committed to improvement for all students and staff by having a clear vision, policies and practices that ensure equity and accountability</p> <p>Funding is allocated prudently to meet the needs of the school and expenditure is within budget.</p>	<ol style="list-style-type: none"> Policy and procedure review will be timely and regular to ensure effective school governance and management. Allocation of all resources will be done against a review of student needs. The school reserves are set at a minimum of \$100K with planned growth in reserves each year.
		The board will have an up to date emergency plan in place.	<ol style="list-style-type: none"> The school's crisis and pandemic plan will be reviewed and updated yearly The school will hold regular emergency plan assemblies and drills

<p>D2 D4 D5 O2 O3 P3 P4 P6</p>	<p>Responsive Curriculum Effective Teaching Learner progress and Achievement</p>	<p>That the leadership will actively promote a culture of equity and academic excellence through the school by the use of data and tracking.</p> <p>Staff will use innovative learning pedagogy, culturally responsive and relational pedagogy that is inclusive of all students.</p>	<p>9. That leadership throughout the school will focus on achievement that will challenge every student to reach their full potential. They will do this by:</p> <ul style="list-style-type: none"> • Using achievement data to target the learning needs of all students and to inform effective teaching practices • To ensure that levels of literacy and numeracy across the school at all levels are meeting the national targets • To ensure that the achievement for Maori, Pasifika and other minorities will be at or exceed national average. • Each department will work towards achieving the school goal target. (refer to appendix) • Identifying all priority learners and tracking their progress and achievement at regular intervals during the year. • Providing programmes that will meet the needs of gifted students and students that need accelerating. <p>Teachers will continue to develop their skills and knowledge across the curriculum building on the cultural capital and prior knowledge of students. They will also expand their knowledge of curriculum, pedagogy and pedagogical content using a wide range of teaching methods and strategies.</p> <p>The school will focus on building staff capability around learner progress through the weekly PLD programmes.</p>
<p>D3 O1 O2 P1 P2 P7</p>	<p>Wellbeing Safety</p> <p>Community Connection</p>	<p>School community wellbeing will be sustained and enhanced in the school.</p> <p>Learner safety will be prioritised</p> <p>The school will engage families, parents and whanau by providing meaningful information to help empower them to support their child's progress and achievement.</p>	<p>An effective pastoral care system using the principles of Positive Behaviour 4 Learning and Restorative Practices will be used across the school to ensure that all members of the community are physically and emotionally safe.</p> <ul style="list-style-type: none"> • The school will be inclusive of students with all needs • Programmes that encourage and enhance wellbeing will be run in the school <p>10. To make student learning, progress and achievement information accessible to all parents, families and whanau.</p>

		<p>To build better relationships with all stakeholders</p> <p>Collaborate with tertiary providers/industry and employers to strengthen pathways for students</p> <p>To continue to work with the Mangere Kahui Ako to achieve the CoL achievement targets</p>	<p>11. To build links with the major feeder schools to promote positive outcomes.</p> <p>12. Careers department will collaborate with teachers and students to strengthen pathways for all students.</p> <p>To continue to support the Mangere Kahui Ako learning and achievement challenge and focus</p>
D6 P6	Evaluation, inquiry and knowledge building for improvement and innovation	<p>To grow a school wide community that will self-review, evaluate and use inquiry as a means of improving outcomes for all students.</p> <p>To promote reflective, evidence based teaching practice through regular evaluation of teaching practice</p>	<p>13. The board will carry out regular reviews of educational outcomes, policies and financial performance.</p> <p>14. The SLT will carry out regular reviews of how it is tracking with the implementation of the strategic and annual plan</p> <p>15. All HODs/TICs will carry out regular reviews of how their departments are tracking in meeting set targets</p> <p>16. All teachers will carry out regular review of their teaching to evaluate if they are meeting the school goals and targets. The review will be in line with their department review.</p> <p>17. The board will monitor student progress through regular reporting at monthly BOT meetings</p>

Notes:**D – Refers to the ERO Effective School Dimension Indicators****O – National Educational and Learning Objectives****P – National Educational and Learning Priorities**