

# AC Way 2024\_2025

## Vision Statement:

Alfriston College will be a learning community dedicated to developing and supporting life-long, independent learners by creating an environment that fosters a sense of Belonging, values Learning and expects Success.

## Our Strategic Vision:

The learning needs of learners today require we provide differentiated and personalised learning programmes to ensure all learners can pursue their talents and interest in the manner, and to the level best suited to their individual potential. This requires that the concepts of learning, assessment and achievement be constantly challenged, and reshaped to match all learner's needs including Māori, Pasifika, and learners with complex needs. Success or achievement is measured through information recall and examination outcomes as well as through the accumulation of academic, sporting, cultural and social successes. Successful learners value and demonstrate through their actions that learning is an empowering activity of great personal and social worth. This is the tuuaapapa, foundation of our strategic vision expressed through our AC Way Model.

## Our strategic history

Our vision and goals are founded on the first community consultation that set up our kura. Much of our strategic thinking today is guided by honouring this original mahi and kaupapa and the subsequent document, Building for the Future, (2006) written by foundation Principal, John Locke. Our thinking ahead is also based on a series of recent consultations with our community, in 2015 and 2019, that endorsed our plans to continue to strengthen and grow the AC Way. This strategic direction was acknowledged and supported by the two most recent ERO evaluations, in 2015 and 2018. As this strategic thinking is atypical, several studies driven by external agencies including NZCER and the MOE have also contributed to our current vision and strategic goals.

## Our lifelong values (The LLVs)

The lifelong values we encourage, model, and explore through our Whanau and Learning Programmes are Whakapapa (Connection), Aahuatanga (Character), Tuu Maaia (Confidence) and Maatau (Competence)

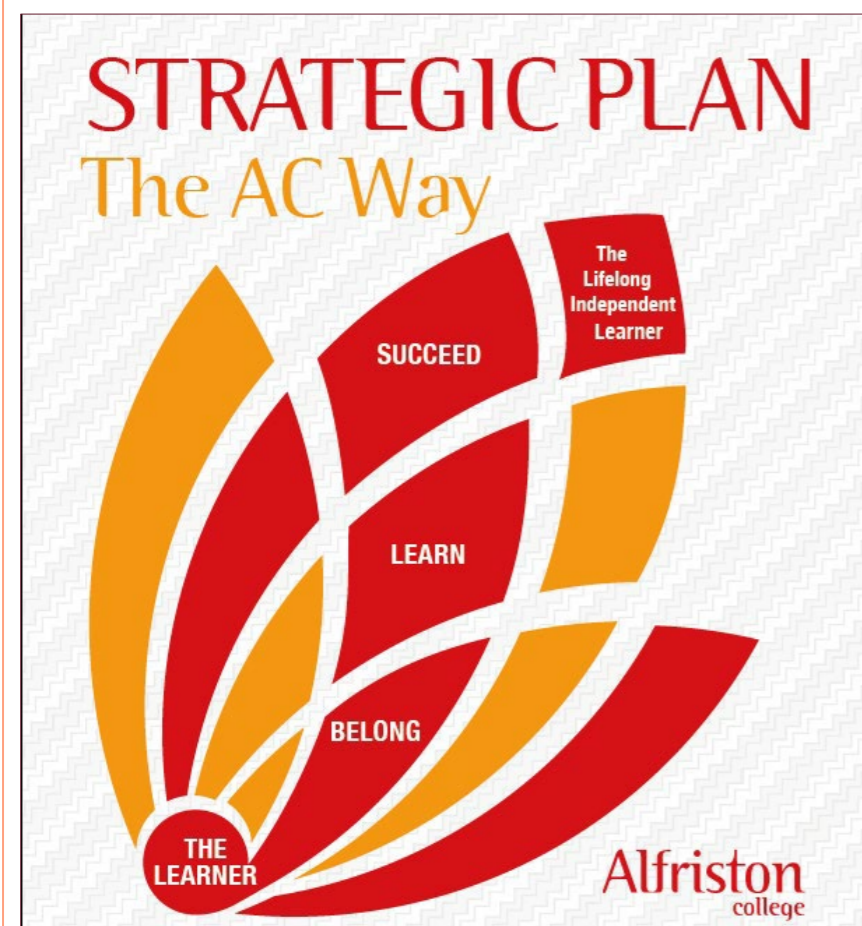
## Māori Dimensions and Cultural Diversity

The school recognises its responsibilities in relation to the Treaty of Waitangi and because of its geographical location, the need to observe Tainui kawa or protocols.

Additionally, to ensure we are responding well to Maturanga Māori, Te Reo Māori and Te Ao Māori we support learning that acknowledges, values, builds on, accommodates, and enables whaanau aspirations and expectations for learning in Te reo and learning and succeeding as Māori.

Te Whare Tapa Whā, developed by leading Māori health advocate Sir Mason Durie, is the foundation on which our whakairo and kaupapa sits.

Additionally, in understanding that school communities in Aotearoa/New Zealand are increasingly diverse and that both learners and learning leaders come from a wide range of linguistic and cultural backgrounds, the school seeks to acknowledge, value, and accommodate the heritage of each of these groups to address their educational needs, interests, and aspirations of the individuals within them.



## Tuupapa Our AC Way Described

The school logo, a Manuka pod, captures the essence of what defines our learning community.

The learner is the seed, at the centre of all we do. All learning is structured in such a way as to nurture this seed through the stages of "belong, learn and succeed (BLS)." The eventual success, graduation of a Lifelong, Independent Learner, is visually captured by a seed leaving the pod as it has matured and gained an independence acquired through living the LLVs, whakapapa connection, maatau competence, tu maaia confidence, and ahuatanga character.













An important way our values are developed is through regular and deliberate competition between Whaanau. This inter-whaanau is vigorous, tapping into two basic needs: a need to belong and a need to be challenged. And so, inter-whaanau is used to complement learning by engaging learners in chants, dance, haka, sports, traditional and ethnic games, community service, math competitions, science clubs, reading, school clean up Saturdays, and similar.






Growth and success as a lifelong, independent learner is through consistent and regular demonstration of our ten Independent Learning Actions (ILAs) in school and at home. In summary, we want our graduate to be an independent learner able to belong, learn and succeed, wherever they go, with confidence, connections, competence, and character and being the citizen who is caring, collaborative and wise, a thinker, creative, curious, and enterprising, who can persevere with resilience and joy.

## Te Whare Tapa Whā Our Strategic Plan

Te Whare Tapa Whā, developed by leading Māori health advocate Sir Mason Durie, is the framework on which our strategic plan lives.

The AC Way is our foundation into which is grounded, our front post Te Pou Tahuu, our strategic targets, our centre post Te Poutokomanawa, our people, and the back post Te Pou Tuarongo, our strategic aim. On the three posts, sit Te Taahuuuu, our annual improvement interventions and taaheke, the associated actions. The four walls of our whare represent our essential spheres of action. The front wall being Taha Hinengaro, our learning, and the back wall, Taha Whaanau, our home and community partnerships. The two side walls represent Taha Tinana, our school resources and Taha Wairua, our collective health and wellbeing. Our leadership is the roof that shelters and protects while the panelling, binding and internal structures represent our school administration that ensures our successful daily learning and school life.

Strategic Goals	In Section 127 of the Education and Training Act 2020, Regulations 7(1)(b)	Links to National Education Learning Priorities		What we expect to see?		Our strategic interventions:		Our targets:
<b>Taha Hinengaro Our learning</b> 1. In our community, learning will be inclusive, connected, authentic and relevant and our culturally responsive and relational pedagogy will develop lifelong, independent learners	(c) the school is inclusive of, and caters for, students with differing needs (d) the school gives effect to Te Tiriti o Waitangi, including by— (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori	NELP 1 Priority 1 NELP 2 Priority 4 NELP 4 Priority 7		1.1 That all learning experiences enhance equity and excellence and are future focussed, accessible, flexible, connected, authentic, and relevant 1.2 That all learning aligns with the breadth and depth of The New Zealand Curriculum and Te Marautanga o Aotearoa 1.3 That Mana Orite mo Te Matauranga Māori lives in all our learning experiences and places		<ul style="list-style-type: none"> <li>Strengthen our new Kaupapa Māori ki Te Pae o Takaanini curriculum area</li> <li>Continue to align and focus the work of our AKA WiSLLs to impact the AC Way more</li> <li>Progress the early AC BLS curriculum into the RAS, especially in 2024 and 2025</li> <li>Strengthen the renewed AC Whanau learning programme</li> <li>Target the teaching and learning of the new literacy and numeracy co-requisites especially in Y10</li> </ul>		
<b>Taha Whaanau Our Home and Community Partnerships</b> 2. In our community, we will collaborate and partner with our learners and their whaanau and with industries and employers to ensure the best possible education opportunity and outcome for all	(a) every student at the school is able to attain their highest possible standard in educational achievement	NELP 1 Priority 2 NELP 4 Priority 7		2.1 That we are able to develop educationally powerful and relationally trusting connections with parents, families, and communities 2.2 That our community collaboration and partnerships extend and enrich opportunities for learners to become confident, connected, actively involved, lifelong learners		<ul style="list-style-type: none"> <li>Continue to grow our Pathways Hub and our STP programme</li> <li>Progress Tapasa and the Pasifika Education Plan through our development of Lalaga Akoaaga</li> <li>Continue to engage and participate in the NZQA and MOE RAS programme</li> <li>Progress our engagement and participation in the Curriculum refresh work especially with the Y11 2024 work</li> </ul>		<b>ATTENDANCE</b> · Using appropriate data specific to learners in individual learning spaces, design appropriate interventions to significantly reduce the number of learners, especially Māori and Pasifika, who are not attending regularly
<b>Taha Tinana Our School Resources</b> 3. Our learning environment will ensure barrier free access for all to maximise learning experiences and outcomes	(b) the school— (i) is a physically and emotionally safe place for all students and staff	NELP 2 Priority 3 NELP 2 Priority 4 NELP 3 Priority 5		3.1 That we can build a school environment that establishes and ensures an orderly and connected environment conducive to learning and wellbeing 3.2 That every learner can access all our education provision and opportunities		<ul style="list-style-type: none"> <li>Target the teaching and learning of the new literacy and numeracy co-requisites especially in Y10</li> <li>Strengthen our School cleaning and care programme</li> <li>Continue to develop our in-house digital devices hire scheme</li> </ul>		<b>ENGAGEMENT</b> · Using appropriate data specific to learners in individual learning spaces, especially Māori and Pasifika, design appropriate interventions to significantly reduce suspensions, stand downs and engagement referrals to SLT
<b>Taha Wairua Our Wellbeing</b> 4. In our community, we will all be safe, supportive, and inclusive, free from racism, discrimination, and bullying, expecting the very best from everyone	(b) the school— (ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993 (b) the school— (iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school	NELP 1 Priority 1 NELP 1 Priority 2		4.1 That we can build inclusive relationships and programmes which target learners not well served to ensure individual needs are met and educational outcomes are enhanced 4.2 That every learner gains the appropriate skills knowledge and disposition to contribute to the enhancement of everyday life for themselves and their community 4.3 That our tracking, monitoring, and mentoring in school is planned and personalised		<ul style="list-style-type: none"> <li>Strengthen our learner and learning support provision by continuing to integrate Te Wahi Awhina, Te Hononga, Te Kaha o Roto, Kai Haapai Te Tari Waiora and Hauora</li> <li>Build and expand our Kai for Learning provision for sustainability and profitability</li> </ul>		<b>ACHIEVEMENT</b> · Reduce the number of learners performing below their expected achievement level and using appropriate data specific to learners in individual learning spaces, design appropriate interventions to significantly reduce the number of learners performing below their achievement level

<p><b>Learning Leadership</b> 5. In our community, leaders will be future focused, culturally competent, learning and learner centred, collaborative and open to learning</p>	<p>(d) the school gives effect to Te Tiriti o Waitangi, including by— (iii) achieving equitable outcomes for Māori students.</p>	<p>NELP 2 Priority 3 NELP 3 Priority 6</p>		<p>5.1 That all learning is effectively planned, coordinated, and evaluated 5.2 That learning experiences are effectively assessed and provide sufficient and equitable learning opportunities that develops students' assessment and learning to learn capabilities 5.3 That we grow staff to strengthen teaching, leadership, and learner support capability across the education workforce</p>		<ul style="list-style-type: none"> <li>• Build and expand our in-house PLD provision to increase AC Way capacity and capability and serve new LLs better</li> <li>• Strengthen Middle leadership mentoring and support</li> <li>• Strengthen learner tracking, monitoring, and mentoring, especially for Maori, Pasifika, and high and complex-needs learners</li> </ul>		
<p><b>Learning Administration</b> 6. In our community, our organisation will be trusting, relational, reflective, and responsive to the needs of all learners</p>	<p>(d) the school gives effect to Te Tiriti o Waitangi, including by— (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori</p>	<p>NELP 3 Priority 5 NELP 3 Priority 6</p>		<p>6.1 That evidence-based planning, coordination and evaluation is an integral part of our school ecology and that the AC Way underpins all we do to develop and enact the school's vision, values, goals and statutory obligations for equity and excellence 6.2 That we respond to areas of national interest by planning and implementing sustainable programmes appropriate to the special character and context of our learning community</p>		<ul style="list-style-type: none"> <li>• Ensure our practice and processes align with our AC Way so we serve our community better, especially mana whenua and sector stakeholders</li> <li>• Grow our engagement and connections with appropriate external partners to strengthen our local response to sector and national needs</li> <li>• Be a good employer</li> </ul>	