

South Auckland Seventh-Day Adventist School

STRATEGIC PLAN 2025-2026

Our Vision is to Grow **EQUIPPED Leaders** who **EMBRACE Opportunities** making a **Positive IMPACT**

Our Deep Hope is for our Ākonga to be brave and explore their part in God's Epic Love Story



PRIORITY 1: Attendance

Partner with our community to increase opportunities for Akonga to actively engage.

NELP Objective 1: Learners at the Center
NELP Objective 2: Barrier Free Access

BOT Objective 127 (1) (b)(ii)
BOT Objective 127 (2) (a)

PRIORITY 2: Curriculum

Empower all Akonga to be successful, active participants in Literacy and Numeracy.

NELP Objective 1: Learners at the Center
NELP Objective 2: Barrier Free Access
NELP Objective 3: Quality Teaching and Leadership

BOT Objective 127 (1) (a) (c) (d)
BOT Objective 127 (2) (b)

PRIORITY 3: Culture

Deeply engage Akonga in a enriched Special Character that embraces identity and hauora.

NELP Objective 1: Learners at the Center
NELP Objective 2: Barrier Free Access
NELP Objective 3: Quality Teaching and Leadership

BOT Objective 127 (1) (b) (c) (d)

Our strategic plan is informed by a collective collaboration of stakeholders.

Contributors: Board of Trustees, Parents and Whanau, Teachers and Students, Proprietors, Professional Networks (Principal's networks, AP/DP networks, SDA Schools Networks, MOE advisors), Education Review Office

Through: Board Meeting Strategic discussions, parent/whanau surveys, staff meetings, student surveys/interviews, whanau conferences, fonos/huis, ERO onboarding review collaborations, month/y/quarterly network meetings

ANNUAL IMPLEMENTATION PLAN 2025-2026

PRIORITY 1 – ATTENDANCE

Strategic Goal: Partner with our community to increase opportunities for Ākonga to actively engage

Annual Target 93% attendance rate for each class each week	Expected Outcome <ol style="list-style-type: none"> 1. Parents and whanau actively partner with school in ensuring their children are at school every day affirmed for good attendance habits and practices. 2. Ākonga and teachers engage in incentive and rewards initiatives to raise attendance and engagement levels. 3. Policy and procedures support parents, whanau and student's engagement in school attendance.
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	Action	Who is Responsible	Resources Required	Timeframe	How will we measure success?
PARTNERSHIP Whanau Connections	1. Identify and understand barriers for regular attendance (90% attendance) and engage with supporting agencies to improve habits and practices	SENCO SLT Admin	Training on SMS for data collection and communication	Term by term	Increase attendance for students with irregular to chronic absences.
PARTICIPATION Ākonga Engagement	2. School incentive initiatives encourage and reward regular attendance	Hub Leaders SLT	Certificates Purchasing rewards	Term by term	Increase attendance for students with irregular to chronic absences.
PROTECTION SASDA Way	3. Clear, concise procedures are documented and communicated with stakeholders. 4. Active monitoring of students identified as having irregular to chronic absences. 5. Support and guidance provided	SENCO SLT BOT ADMIN SENCO	Training on SMS for data collection and communication	Term 2 Weekly Term by term	Increase attendance for students with irregular to chronic absences.

PRIORITY 2 – CURRICULUM

Strategic Goal: Empower all Ākonga to be successful, active participants in Literacy and Numeracy

Annual Target		Expected Outcome			
Maintain and increase student achievement to be at and above expected curriculum phases for their age and/or year level by the end of the year. Students with individual learning goals will make progress to achieving identified outcomes towards their goals within specified timeframes.		Reading – 75%-80% Writing – 70% Mathematics – 70%-75%			
Action		Who is Responsible	Resources Required	Timeframe	How will we measure success?
PARTNERSHIP Whanau Connections	1. Facilitate Whanau Fono's in term 3 to inform and equip parents and whanau for refreshed Literacy and Numeracy teaching and learning. 2. Communicate with parents and whanau on Literacy and Numeracy assessment (transitioning from NZ Curriculum)	Principal, DP, Lead Maths and Literacy teachers	Hospitality Parent packs	Term by term	Parent and whanau attendance at Fono's and whanau conferences. Parents and students use current terminology to articulate the learning journey
PARTICIPATION Ākonga Empowerment	3. SASDA Curriculum scope and sequence development, including Assessment tools and practices. 4. Teacher internal and external PLD for structured Literacy and Mathematics. 5. Increase supporting materials and resources for Ākonga	Principal, DP, Lead Maths and Literacy teachers	Maths budget \$3,000 Reading budget \$9,000 Lead teacher release x 4 days Leaders	Term 4 2025	Teachers and students use current terminology to articulate the learning journey.
PROTECTION SASDA Way	6. Document curriculum updates and expectations for teaching and learning	Principal, DP	Printing and Admin costs \$5,000	End of 2025	SASDA thriving curriculum and associated documents reflect refreshed scope and sequence terminology

PRIORITY 3 – CULTURE

Strategic Goal: Deeply engage Ākonga in an enriched Special Character that embraces identity and Hauora.

Annual Target		Expected Outcome			
All Ākonga know, understand and do beginning practices of Teaching for Transformation as they embrace the SASDA way.		Learning at SASDA reflects the Special Character that celebrates our SASDA responsive tikanga.			
Action		Who is Responsible	Resources Required	Timeframe	How will we measure success?
PARTNERSHIP Whanau Connections	1. Establish parents and whanau, School and Church collaborations to invite, nurture and empower Ākonga.	SLT Chaplain BOT	Cultural budget	Term 4	New students and staff experience SASDA tikanga
PARTICIPATION Ākonga Engagement	2. Teachers engage in PLD to begin implementing Teaching for Transformation practices and protocols. 3. Foster tuakana teina principles in supporting Kaiako and Ākonga induction into the teaching for transformation framework.	Principal DP	PLD Budget – release and relief, workshop materials.	ongoing	Ākonga articulate their learning using Teaching for Transformation terminology. Kaiako are learners alongside Ākonga.
PROTECTION SASDA Way	4. Begin School Behaviour Management self-review - General supervision procedures (out of class) - Direct supervision procedures (in class)	SLT SENCO/AP	n/a	Term 2 ongoing	Reduction in behaviour incidences and increase in rewards and incentives.