

Auckland Sports College



AUCKLAND SPORTS COLLEGE

STRATEGIC PLAN 2025-2029

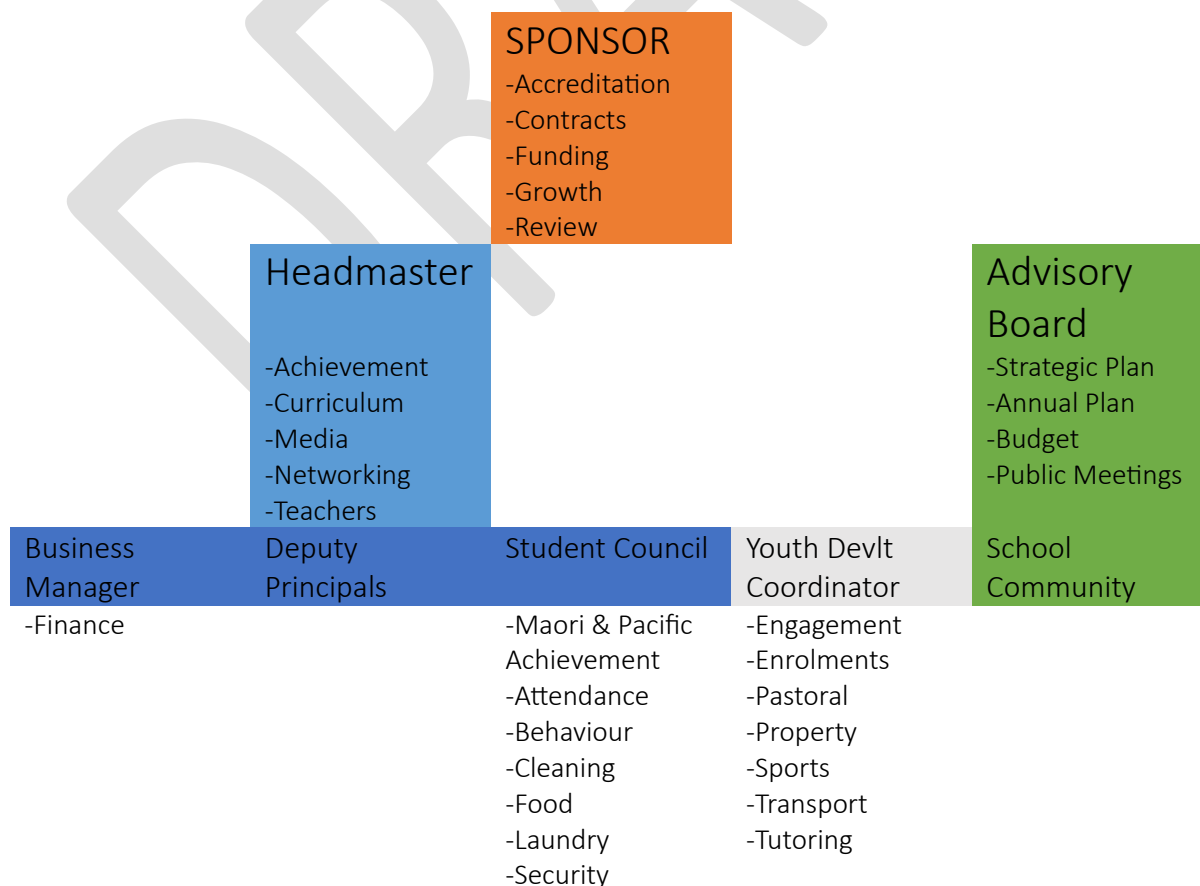
Table of Contents

SECTION A : INTRODUCTION AND PLACE IN THE ECOSYSTEM OF SECONDARY SCHOOLS

- A1. Vision, Values, Logo and Motto, Special Character, and Background mmm
- A2. Pacific-style Positive Youth Development
- A3. The School Community
- A4. Educational Philosophy
- A5. General Objectives
- A6. National Education Priorities
- A7. Student Achievement
- A8. Cultural Diversity
- A9. Procedural Information
- A10. No Private Pecuniary Profit for Any Individual, and Exceptions

SECTION B : STRATEGIC DIRECTION 2025-2029

- B1. Academic
- B2. Personnel
- B3. Pastoral
- B4. Extracurricular/Sport
- B5. Enrolments
- B6. Property
- B7. Finances
- B8. Governance and Advisory Board



SECTION A: INTRODUCTION – KAUPAPA and PLACE IN THE ECOSYSTEM OF SECONDARY SCHOOLS

A1 Auckland Sports College: Vision, Values, Special Character, and Background.

Vision Pre-Eminence in Pasifika Senior Secondary School Education as a large high-achieving full secondary school.

Values Faith
Integrity
Respect
Effort

Special Character

“*Auckland Sports College (ASC)* promotes academic and sporting excellence within a Pacific-style positive youth development context. The school provides a STEM focussed curriculum, which riffs off a common interest in sport. Students who have left secondary school early, or who are disengaging, or who have not been allowed entry into their desired courses, and who aim to increase their sporting and academic attainment will be given preference for enrolment.”

Background

Auckland Sports College is the name given, at the end of 2023, to the small ‘school’ operated by Pro-Pare Athlete Management Trust (PAMT) since the first Covid-19 lockdown in 2020. PAMT consistently demonstrated a unique ability to lift the educational attainment of Pasifika and Pasifika-Maori youth who would not otherwise have gained NCEA Level 2 or a higher qualification.

In 2024, Bangerz Education and Wellbeing Trust (BEWT) applied to be the sponsor of the charter school, *Auckland Sports College*.

The success of *Auckland Sports College* has depended on:

- Positive relationships with knowledgeable tutors who have high expectations
- flexibility
- Supportive peers and internal competition
- Older peers who have been there and are supportive (“Calculus is easy”)
- Sporting opportunities
- A Pacific-style Positive Youth Development way of being

A2 Pacific-style Positive Youth Development

Positive Youth Development services are situated in environments where youth feel comfortable and secure. They are contexts where youth feel able to be themselves and where youth feel they belong. These are environments where youth can engage and where they have a real say in, and ownership of, decisions that affect them.

Positive youth development is all about seeing youth as 'at promise' rather than 'at risk'. At the core of positive youth development is a prosocial relationship with at least one trusted adult whose role is to provide plans and resources to move youth towards their goals and who is able to remove, or bypass, barriers on the young person's chosen path. Positive youth development does not use negative reinforcers such as detentions and exclusion from activities.

We believe the concept of 'grace' is foundational to Positive Youth Development. An ordinary state school is focussed on justice - poor student choices have consequences and students receive what they deserve. Sometimes schools will show mercy, where a student's actions are lightly punished, perhaps a warning is given. At Auckland Sports College we will try to incorporate grace, or unearned opportunities, rather than punishment, into the normal responses to poor behaviours.

Positive Youth Development also has youth involved in planning, implementation, and evaluation at all levels of the service. At Auckland Sports College youth will be paid for their contribution wherever an adult completing the same tasks would be paid.

We are strongly of the view that secondary school can be the ideal location for positive youth development services that are focussed on the goals of disadvantaged and at-risk youth. Students spend a lot of time at school. Their friends are at school. Schools are centrally placed to move students toward their career, sporting, physical, and life-skill goals.

Unfortunately, secondary schools are often racist, abusive, damaging environments for disadvantaged and at-risk youth as evidenced by poor rates of achievement, low retention, and high stand-down, suspension, exclusion, expulsion and kiwi exclusion/expulsion rates

Auckland Sports College is an environment in which a number of MSD and Oranga Tamariki programmes could flourish. Educational achievement is the best vaccine we have against crime.

The meaning of Pacific-style will change according to the composition of the student body. In our experience from 2019-2024 Pacific-style could be described as Pacific-lite. The youth incorporate a variety of words from a variety of Pacific languages into their slang. They share a very Pacific sense of humour. Banter and laughter are important. Food is blessed before each meal. They resist invitations to learn more of their respective languages. They do not want the photos, necklaces, or fine mats that might be found in their lounges at home to decorate the walls of the school.

A3 The School Community

The *Auckland Sports College* community extends beyond students, staff, and families, past and present, to encompass like-minded individuals and groups as well as the wider Pasifika community in Auckland.

A4 Educational Philosophy

The unique pedagogy of Auckland Sports College involves.

- Literacy and numeracy worked through at the learners' pace, with assistance from peers
- An appreciation that each student is located in a unique ecological system (Bronfenbrenner)
- NCEA Level 2 obtained in Year 11 and Level 3 in Year 12 through 10-12 days each year of short credit-bearing courses. This represents a separation of the NCEA credit hunt from the wider education (Freire) and career preparation of the student.
- A large emphasis on co-requisite remediation and critical pedagogy, in small groups as students move into achievement standards and external assessment.
- Our goal is 30 Level 3 achievement standard credits in STEM subjects for those students proceeding to UE.

A5 General Objectives

Auckland Sports College is committed to maintaining and building upon several general objectives derived from its special character. These general objectives include:

- ensuring the board, staff, students, and aiga commit to the school culture which promotes educational and sporting excellence within a Pacific-style context.
- operating from 7.30am till 8.30pm Monday – Saturday in a blended learning environment.
- operating a timetable designed to encompass academic and sporting performance outcomes.
- providing a culture where achievement, high expectations, and internal competition are part of the role that students, teachers, and aiga play in each student's success.
- providing a balance between education, sport, and culture that is reflected in both curriculum and delivery, where the philosophies of Bronfenbrenner and Freire are interwoven with the concepts of cooperative learning and co-requisite remediation
- Locating the school as a central part of the village of each aiga in the school community.
- working with local and national organisations, including tertiary institutions, to create mutually beneficial partnerships.

A6 National Education Priorities

Auckland Sports College recognises the Government's National Educational Priorities:

- Success for all
- A safe learning environment
- Improving literacy and numeracy
- Better use of student achievement information
- Improving outcomes for students at risk
- Improving Maori student outcomes
- Providing career guidance
- Reporting

The School integrates the National Educational Goals, National Administrative Guidelines and National Education Priorities at Governance and Operational levels by giving them full consideration when planning school developments or school class programmes.

Achievement results are carefully analysed each year to identify students or groups of students at risk.

Planning ensures that strategies are put in place to improve achievement outcomes.

Career education is provided by the career programmes, and addressed by individual staff, integrated into programmes of all forms and NZQA courses in the senior school.

A7 Student Achievement

Many students at *Auckland Sports College* are re-enrolling at a secondary school after a period out of, or disengaged from, school, for whatever reason. They are enrolling because their achievement at the time they enrol is not sufficient to place them on the career path they desire. The primary reason for the existence of *Auckland Sports College* is to place its students on the career path they desire.

Many students achieve outstanding results in sporting activities that are an integral part of college life. Student participation in these activities contributes to their personal and social development.

There is not much interest from *Auckland Sports College* students in cultural activities. Should such interest develop, it will be encouraged and resourced by the school. The school will provide opportunities for students to become involved in cultural activities.

A8 Cultural Diversity

The Board of Trustees follows practices that recognise New Zealand's dual, now triple, cultural heritage and the multicultural nature of society.

The school supports and responds to the individual qualities and circumstances of all students and their cultural backgrounds.

Policies and plans are implemented in ways that are sensitive to the cultural backgrounds, values and needs of individual students and their families.

The Board aims to improve outcomes for Maori and Pasifika students.

Auckland Sports College recognises that all members of its community are encompassed by the Treaty of Waitangi. In acknowledging the Treaty, the School seeks:

- To ensure the curriculum reflects Maori and Pacific perspectives as appropriate.
- To be alert to the instructional needs of Maori and Pacific students.
- To recognise Maori and Pacific values in the provision of resources and facilities within the School.
- To actively encourage the correct pronunciation of Maori and Pacific languages.
- To monitor the academic progress of Maori and Pacific students.
- To provide professional development for all staff who wish to extend their knowledge of Te Reo Māori, Pacific languages, Tikanga Māori, and Fa'a Pasifika.

A9 Procedural Information

The planning year for the Board of Trustees will be from 1 January to 31 December. The Annual Report will be lodged with the Ministry of Education by 31 May each year and an updated Strategic Plan by 1 March each year.

Auckland Sports College Advisory Board reports to both the parents and the wider School Community via bi-monthly parent evenings

A10 No Private Pecuniary Profit for any individual, and Exceptions

(a) Any income, benefit or advantage afford to the School will be used to advance the General Objectives set out in Section 4 of this Charter.

(b) No member of the Board of Trustees, or any person associated with a member, is allowed to take part in, or influence any decision made by the Board in respect of payment to, or on behalf of, the member or associated person, of any income, benefit or advantage.

(c) Any payments made to a member of the Board, or person associated with a member, must be for goods or services that advance the General Objectives of this Charter and must be reasonable and relative to payments that would be made between unrelated parties.

SECTION B: STRATEGIC GOALS 2025-2029

- B1 Academic
- B2 Personnel
- B3 Pastoral Care
- B4 Enrolment
- B5 Extracurricular
- B6 Property
- B7 Finance
- B8 Governance and Advisory Board

B1 Academic

Strategic Goals 2025-2029																					
Academic																					
The vision of <i>Auckland Sports College</i> is “Pre-Eminence in Pasifika Senior Secondary School Education”. Central to this is academic achievement.																					
Key Result Area	Objectives																				
Student Achievement	<p>B1A NCEA Level 2 and 3 achievement and UE award rates that match those of European students nationally. The 2023 national achievement rates by ethnicity</p> <table border="1"> <thead> <tr> <th></th> <th>NCEA L1</th> <th>NCEA L2</th> <th>NCEA L3</th> <th>UE</th> </tr> </thead> <tbody> <tr> <td>European</td> <td>67.2%</td> <td>78.0%</td> <td>71.4%</td> <td>55.5%</td> </tr> <tr> <td>Maori</td> <td>51.9%</td> <td>64.6%</td> <td>56.3%</td> <td>31.2%</td> </tr> <tr> <td>Pacific</td> <td>52.7%</td> <td>65.0%</td> <td>60.4%</td> <td>29.8%</td> </tr> </tbody> </table> <p>(source: NZQA. (2024). NCEA, University Entrance, and NZ Scholarship data and statistics 2023)</p> <p>B1B Students at <i>Auckland Sports College</i> have received careers counselling such that they have chosen a career outside sport and are on an academic path consistent with that career choice by the end of their second term at the school. The career choice is re-evaluated twice each year.</p>		NCEA L1	NCEA L2	NCEA L3	UE	European	67.2%	78.0%	71.4%	55.5%	Maori	51.9%	64.6%	56.3%	31.2%	Pacific	52.7%	65.0%	60.4%	29.8%
	NCEA L1	NCEA L2	NCEA L3	UE																	
European	67.2%	78.0%	71.4%	55.5%																	
Maori	51.9%	64.6%	56.3%	31.2%																	
Pacific	52.7%	65.0%	60.4%	29.8%																	
Curriculum Development and Maintenance	<ul style="list-style-type: none"> • B1C To provide a range of educational pathways for all students • B1D To strengthen relationships and curriculum links with tertiary and industry providers as well as with other secondary schools • B1E To continue to review the school’s curriculum 																				
Curriculum Delivery	<ul style="list-style-type: none"> • B1F To ensure excellence in curriculum delivery on-campus and on-line. • B1G To evaluate curriculum delivery. • B1H To optimise academic learning time; on-campus and on-line. • B1I To provide appropriate on-line instructional Professional Development and support for staff. 																				
Maori and Pasifika	<ul style="list-style-type: none"> • B1J To improve achievement outcomes for Māori and Pasifika students • B1K To promote the knowledge and use of Te Reo Māori, Pacific languages, Tikanga Māori, and Fa’a Pasifika by staff and students. • B1L To develop and strengthen relationships with tertiary Māori and Pasifika liaison departments/staff. 																				

B2 Personnel

Strategic Goals 2025-2029 Personnel	
Key Result Area	Objectives
Appointments	<ul style="list-style-type: none"> • B2A To attract, appoint and retain quality teachers and support staff members who are committed to excellence and the school's special character. • B2B To appoint teachers who are dedicated to excellence in classroom teaching, to continual enhancement of their subject expertise and to full participation in extracurricular activities. • B2C To appoint staff who share the school's vision, values and mission and who are prepared to contribute to achieving the school's aspirations and strategic goals. • B2D To maintain and enhance Human Resource processes and protocols.
Human Resources	<ul style="list-style-type: none"> • B2E To review the Human Resource processes and protocols to ensure the School is compliant with regard to its legal obligations.
Professional development	<ul style="list-style-type: none"> • B2F To ensure professional development systems are in place for staff to support their on-going development. • B2G To ensure adequate resources are allocated annually to staff professional development and account for their use. • B2H To encourage self-review systems and use outcomes to affect professional development provisions for staff. • B2I To develop management and leadership skills in senior staff.
Leadership	<ul style="list-style-type: none"> • B2J To identify high performing staff with leadership potential and provide them with pathways, processes and professional development to advance their ability to contribute at middle and senior management level. • B2K To promote leadership pathways within the School. • B2L To enhance succession planning by identifying and developing individuals with the capability to perform in senior roles.
Performance Management	<ul style="list-style-type: none"> • B2M To maintain an effective performance review process annually whereby staff members are appraised against goals that align with the school's strategies.

B3 Pastoral

Strategic Goals 2025-2029	
Pastoral	
<i>Auckland Sports College</i> recognizes that each of its students face a number of challenges in their daily lives. They are at risk for a number of adverse life outcomes. The college aims to be a safe place based on strong relationships both horizontal (student-student) and vertical (student-staff) from which students can draw strength, confidence, and support.	
Key Result Area	Objectives
Safety	B3A <i>Auckland Sports College</i> is a physically and emotionally safe place.
Relationality	B3B Strong, authentic relationships are developed and maintained
Resilience and Wellbeing	B3C Staff and students report high levels of resilience and wellbeing
Advocacy	B3D Students are supported in their interactions within and outside the school.
Life and Employment Skill Development	B3E Students develop life and employment skills.
Attendance	B3F 80% of students present for 90% of each term. B3G There is no association between attendance and achievement

B4 Enrolments

Strategic Goals 2025-2029	
Enrolment	
Key Result Area	Objectives
<i>Auckland Sports College</i> to be a mid-size secondary school by 2030.	B4A 200 students by the end of 2025 300 students by the end of 2026 500 students by the end of 2027 700 students by the end of 2028 1,000 students by the end of 2029

B5 Extracurricular

Strategic Goals 2025-2029	
Extracurricular	
Extra-curricular activities such as sports, cultural events, and the performing arts all provide opportunities for youth to be challenged and extended, to forge relationships with their peers and with staff members outside of the classroom, to build resilience, and to make their family proud.	
Key Result Area	Objectives
Sports	<p>B5A To review Premier and Pathway team programmes for students and staff members.</p> <p>B5B To refine mentoring programmes for coaches of Premier and Pathway teams/groups.</p> <p>B5C To review core school sports to focus on high-level development and achievement.</p> <p>B5D To develop a strength and conditioning facility.</p> <p>B5E To resource sport in school to provide every chance for regional and national success.</p> <p>B5F To implement and reinforce a code of conduct for all players, managers, and coaches and communicate this to the school community.</p> <p>B5G To reinforce a consistent uniform and grooming code for all Premier teams/groups for all situations – match, travel, inter-school fixtures, regional and national tournaments.</p> <p>B5H To increase opportunities for student participation in sport.</p> <p>B5I To develop relationships and pathways to facilitate student participation in organised sport and/or active recreation once they leave <i>Auckland Sports College</i>.</p>
Cultural Events	B5J To implement a calendar of attendance or participation in cultural events as requested by the student body
Performing Arts	B5K To offer a Performing Arts programme at <i>Auckland Sports College</i>

B6 Property

Strategic Goals 2025-2029	
Property	
Key Result Area	Objectives
Buildings and Grounds	<p>B6A To complete the refurbishment of the Gordon Rd site, while being aware that the school may choose not to renew the lease which expires at the end of 2026</p> <p>B6B To secure a second site, preferably with a field to allow expansion to a full secondary school (Years 9-13) and a roll of 700</p> <p>B6C To secure further space for the progression of ASC into a co-educational institution.</p> <p>B6D To develop appropriately resourced 5 and 10 year capital works and maintenance plans</p> <p>B6E Compliance with legal and regulatory requirements</p> <p>B6F To ensure the site(s) are clean, in good repair, and convey the desired image of Auckland Sports College</p>
Transport	<p>B6G To purchase or lease, and to maintain the school's motor vehicles</p> <p>B6H To provide transport to and from school for those students who desire this.</p>
Teaching and Learning Resources	<p>B6I To ensure teachers and learners have adequate resources</p> <p>B6J To ensure the school has adequate IT resources, including laptops</p>
Security	B6K To ensure the site(s) are secure
Office Equipment	B6L To ensure the office spaces are adequately furnished
Uniforms and Sports /Gym Equipment	<p>B6M The school has an adequate stock of school uniforms</p> <p>B6N The school has an adequate stock of sports uniforms and gear, including bags and towels</p> <p>B6O The school has a fully outfitted gym</p>

B7 Finances

Strategic Goals 2025-2029	
Finances	
Key Result Area	Objectives
Establish and embed sound financial practices and processes	B7A Unqualified audit report
Operating surplus in each of 2025 and 2026	B7B Reserves of \$500,000 at 31 Dec 2026
External Sources of Income	B7C 10% of school income from external sources by 2030

B8. Governance and Advisory Board

Strategic Goals 2025-2029	
Governance and Advisory Board	
Key Result Area	Objectives
Advisory Board meets regularly	B8A Six Board meetings (minuted) each year
Advisory Board performs its core functions	B8B Annual plan, budget, and updated strategic plan signed off by Advisory Board at its last meeting of the year.
Advisory Board communicates with the school community.	B8C So far as is consistent with individual privacy and the commercial interests of the sponsor meetings of the Advisory Board are public meetings of the school community. B8D The minutes of Advisory Board meetings are published on the school's website once they have been confirmed as true and correct. B8E The school communicates with its community through its website, its social media presence, its prospectus or prospectuses, and its newsletters, if any.