

# Academic Policy

## 1. Purpose

The academic policy is central to InZone’s mission of inspiring and supporting our students to excel personally and collectively. The intent is carried in our *wero* to every student in our care: “*Me Rangatira te tū – Carry yourself like a Rangatira*”. It is also expressed in our central commitment to *kia māia* – the determination to strive for excellence. This focus also honours the long-standing whakatauki of our partner schools - “*per angusta ad augusta*” (through struggle – honour).

At the heart of our pastoral care obligations and the trust placed in us by whanau, is our commitment to supporting our students to strive intellectually and maximise the opportunities afforded by their access to two of Aotearoa premier schools. We see our hostels and our duty of care as a continuum of schooling. We expect that the way staff manage, relate to and support our students will actively contribute to their academic aspiration, motivation, resilience and achievement – both individually and collectively.

## 2. Goal

InZone’s vision, over time, is to make a significant contribution to Maori and Pasifika being proportionally represented in the social, economic and civic life of Aotearoa. In academic terms, our objective is to ensure that InZone students maximise their personal potential and collectively perform at or above national averages [all students] in nationally moderated examinations and qualifications.

## 3. Entry testing

To properly support our students, we need to build an academic profile on each of them. That profile starts with entry base-line testing. Without uniform assessment requirements in the pre-secondary years, we cannot rely on previous schools to consistently provide reliable performance evaluations on our new entrants. To that end, we expect all year 9/10 students, upon entry into the InZone programme, to undergo appropriate diagnostic testing, using well proven, nationally moderated tools [PATs or aTTle].

## 4. Progress Monitoring

Each student’s academic profile will be built progressively based on information from sources such as: diagnostic testing, school reports, liaison with teachers and deans, and external examination results. Delegated staff are expected to update these records on a regular basis and use the information to monitor individual student progress, regularly engage in progress review discussions with individual students and assist students [both individually and collectively] to access the support they require through the InZone tutoring programme and help available in the schools.

## 5. Prep and Examination Leave

A serious commitment to “prep time” is intrinsic to building students’ self-discipline, academic confidence and skill. The minimum expectation is that students commit 10 to 12 hours a week to prep over the course of a week, including weekend leave time. Hostel organisation, routines and timetables [Sunday to Thursday] must actively encourage and support this expectation. Delegated staff are expected to actively monitor individual’s prep timetables to ensure that students are managing demands in a balanced and

timely fashion and are accessing available tutorial and school-based assistance as required.

Delegated staff are expected to see that the opportunity of examination leave for senior students is well utilised.

Apart from exceptional personal circumstances, students on examination leave will not be granted home leave. At minimum, students on study leave are expected to be at their revisionary studies for the span of the school day. As with prep, delegated staff should be in-regular discussion with individual students helping to review and monitor the organisation and effectiveness of their study programme.

## 6. Tutoring

Regular access to and support from tutors is central to growing students' academic capability, confidence and commitment. These tutors are drawn from the ranks of senior students in partner schools but also include members of the wider community who are willing to cover usual prep times (evenings and weekends) and assist with additional study sessions prior to internal and external examinations.

To that end delegated staff are expected to:

- Build and maintain a network of tutors covering the range of major curriculum areas
- Ensure these tutors are appropriately vetted and inducted – so they feel welcome and connected to the organisation
- Maintain positive and constructive relationships with tutors so they feel supported and affirmed within the organisation
- Invite occasional guest speakers to run workshops covering topics including study skills, exam technique, note taking, essay writing
- Actively encourage students to use tutoring support, particularly in areas of identified weakness.

## 7. Analysis and Reporting

Through the Culture and Outcomes Committee, the Board expects to be kept regularly advised of trends and issues related to students' progress and achievement. Accordingly, the Chief Executive is expected to furnish academic "snapshot" reviews three times annually. These reviews<sup>1</sup> are not about individuals although they may comment, for example, on exceptional/unexpected individual performance or progress. In the main reviews are expected to be a well-considered, high-level analysis [both male and female] that: 1. highlights achievement & progress trends; 2. identifies related issues and risks; 3. proposes appropriate management and mitigation strategies.

## 8. Celebrating Success

The InZone prize-giving ceremony is one of the highlights of our annual calendar and all students are expected to be in attendance - the visible expression of the values that our kaupapa and this policy are grounded in. For precisely the same reasons, all InZone students are expected to attend the whole school prize-giving organised by their prospective schools.

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<sup>1</sup> Notes on snapshot reviews:

- a. Beginning of year – a report which analyses prior year external results [including comparison with national trends and long-term InZone results], the diagnostic picture of our new intake and any updates on previous year intakes, take-outs from the Summer academic camp; and
- b. During the year – a couple of reports consistent with the schools' progress reporting cycles that pick up on large issues and trends [a lot of this will be qualitative judgement] arising from those reports eg: % of students performing below, at and above expectation; relative areas of curriculum strength and weakness; behavioural trends; at AGS - movement up and down between classes; responses within InZone's prep programme etc. What this presupposes is that delegated InZone staff will review every school report & incorporate key issues from those reports into our InZone academic profiles.