

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 whakataukī 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 whānau, 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 aspirations, motivation, resilience, and achievement – both individually and collectively.

2. Vision

Our vision is to inspire future Māori and Pacific rangatira who will make a positive impact for their communities across Aotearoa. We do this by providing kāinga ‘in zone’ for leading schools, which have a supportive whānau environment underpinned by a Māori kaupapa and Christian values.

Academically, our objective is to ensure that InZone students maximise their potential and collectively perform at or above national averages [all students] in nationally moderated examinations and qualifications.

3. Rangatahi Responsibility

Rangatahi must take responsibility for their own learning over the weekends and must find time to do any school work they will have. There is a compulsory session every Sunday evening for all rangatahi from 7.00-8.00pm. Rangatahi on weekend leave must return to the kāinga on time for this Ako session.

As indicated by the scheduling of compulsory Ako over the week (Sunday - Thursday), Ako is an integral part of InZone’s academic programme. Ako aims to consolidate class work, develop good organisational skills and encourages responsible research and study habits.

It is expected that all rangatahi take responsibility for their own learning and engage in Ako diligently, including engaging through appropriate means to achieve best possible learning outcomes. No mobile phones are allowed unless permitted on a case by case basis with the Kaiārahi Ako. Their main role will be to supervise ako and to assist rangatahi with their learning.

Rangatahi with “no work” should revise, make summaries, and prepare for new work, practice vocabulary and grammar. Rangatahi with “nothing to do” will engage in kōrero with their Kaiārahi Ako.

All rangatahi in possession of an Auckland Grammar / Epsom Girls Grammar School homework diary must present this for the tutor on duty to check.

Once a week, both kāinga combine for dinner followed by a session together from 5.30-6.30pm. On these nights ako will start later. Although, there is allocated time for ako each week our rangatahi are expected to manage their academic workload within their weekly commitments. This may require them to find extra time to ensure they keep on top of their studies. Learning to self-manage time is an important skill for all rangatahi to develop.

4. Academic Support

The InZone kāinga have a strong emphasis on our rangatahi achieving their academic best. This has been a key focus of InZone given Māori and Pasifika youth achievement rates at are lower NCEA relative to other ethnicities.

Our academic support is led by our AKO facilitator, who oversees all facets of the academic program including academic monitoring and the coordination of the tutoring program. Subject to availability, tutors are on hand during the assigned weekday AKO times at each kāinga and this has resulted in a structured timetable available for our rangatahi who have access to and seek tutors when required (dependent on availability).

Our Senior Boarding Managers and AKO facilitator work with our partner schools, for both academic (Year Level Deans and Head of Departments) and pastoral (Careers & Guidance) matters to ensure consistency in support from both school and kāinga. Our rangatahi are also supported by AKO facilitator in their career planning by helping them to identify courses of study, scholarships or pathways to employment.

5. Entry testing

To properly support our students we need to build an academic profile on each of them. That profile starts with entry baseline 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 asTTle].

6. 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 regularly 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.

7. Preparation and Examination Leave

Developing self-discipline, academic confidence, and skills requires a serious commitment. Ideally, students should dedicate 10 to 12 hours per week to prep, including weekends. InZone provide and supervise up to 9 hours of prep time per week; and rangatahi must self-manage the additional 1-3 hours per week. The organization, routines, and timetables of the hostel actively encourage and support this expectation from Sunday to Thursday. Whānau and rangatahi are ultimately responsible for actively monitoring individual prep schedules to ensure they are managing their workload in a balanced and timely manner. The Kaiārahi Ako will ensure that rangatahi have access to tutorial and school-based assistance when needed.

Delegated staff members should ensure that senior students make the most of their examination leave, except in exceptional personal circumstances. Students on study leave are expected to be engaged in revisionary studies for the duration of the school day at a minimum. Similar to prep time, staff members should regularly communicate with individual students to review and monitor the organization and effectiveness of their study programs.

8. Tutoring

We encourage our students, alongside the support of whānau, to access the tutoring and support of the schools in improving their academic focus. Subject to our resources and tutor availability, access to and support from tutors is central to growing students' academic capability, confidence, and commitment. Depending on the approach of the school to Ako and tutoring, these tutors are primarily drawn from teachers, and senior students in partner schools but also include members of the wider community who are willing to assist with additional study sessions before internal and external examinations.

Efforts will be made to:

- Establish and maintain a network of tutors covering major curriculum areas.
- Ensure that tutors undergo appropriate vetting and induction processes.
- Maintain positive and constructive relationships with tutors, providing them with support and affirmation within the organization.
- Invite guest speakers occasionally to conduct workshops on study skills, exam techniques, note-taking, and essay writing.
- Whānau (family) must actively encourage students to utilize tutoring support available at the partner schools, particularly in areas where weaknesses have been identified.

9. Analysis and Reporting

The Chief Executive is expected to update the Board at Board meetings held bi-monthly. These review¹ are not about individuals although they may comment, for example, on exceptional/unexpected individual performance or progress may be mentioned. The reviews should primarily consist of well-considered, high-level analysis, addressing the following:

1. Highlighting trends in achievement and progress.
2. Identifying related issues and risks.
3. Proposing appropriate management and mitigation strategies for these issues and risks.

10. 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.

¹ 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 – Two 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 e.g.: % 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.