

Vanguard News

MARCH 2016

EFFORT BRINGS REWARD

PRINCIPAL'S REPORT

ROCKLEY MONTGOMERY

Welcome to the March edition of the Vanguard Military School newsletter.



After the last two fantastic years, Vanguard is now in full stride. 2016 has started off superbly well, with the new 2016 intake of recruits coming up to speed even more efficiently than in past years.

For many of our new recruits it could not have been easy coming to terms with the military ethos of Vanguard, with all the hard work expected from every recruit at school every day. For some, learning to cope with the long trips to and from school, the expected high standard of discipline when in uniform, the consistent focus on academic work and the overall high expectation required, must have taken supreme effort by many of our recruits who have not experienced this type of expected commitment before. However, now that they have almost completed a very successful first term, they will be starting to believe in their ability to achieve their goals at Vanguard and feel the pride in their Term One success.

The school's roll has again grown and the staff are chomping at the bit to see the entire school perform at the upcoming ANZAC Day Parade in Browns Bay on the 25th of April, where the new recruits will get their

first opportunity to demonstrate to their families what they have learned in drill at Vanguard so far this year. Past parades have been fantastic, not only for the fine effort the recruits have delivered during the actual ceremony, but also the family support for our recruits has been amazing and much appreciated by all. I am sure we can count on that level of support again this year.

The academic progress, not to be outdone by all the physical development, has progressed at a good and predictable pace, with most of the recruits well on their way to achieving their academic goal for this year. With only two weeks to go until the end of the term and a well-deserved rest, the advice from the school is to keep up the hard work, as getting those great results will make the first term holiday that much more pleasurable.

A big thank you to all parents and caregivers. Your effort and support for your children has been much

appreciated by the staff and the school. This consistent and high level of commitment is not very common in today's secondary schools. See you all in Browns Bay on the 25th April for the ANZAC Day celebrations.

NCEA RESULTS 2015

The NCEA results for 2015 have now been released by NZQA. After another year filled with hard work and dedication from both staff and recruits at Vanguard, we are proud to announce our 2015 NCEA results:

Year 11: 93%
Year 12: 100%
Year 13: 93%

This was another big year for Vanguard and the staff are immensely proud of the results the recruits achieved. The following recruits also gained overall NCEA endorsements:

Year 11 Merit Endorsement:

- J Wilkinson
- A Scheib
- B Rudolf-Karena
- R Aperahama
- E Aupouri
- MJ Aupouri
- S Hauraki-Katene

T Henry

Y Kober

Year 11 Excellence Endorsement:

Z Schuurman

Year 12 Excellence Endorsement:

J Coffman

"It is great to see what can be achieved with committed staff, innovative teaching practices, and motivated students."

***-David Seymour Facebook page
(Member of Parliament for Epsom)***

NZ HERALD ARTICLE

17-09-15

TOBY CURTIS: CHARTER SCHOOLS THE KEY FOR MAORI

At a recent Iwi Chairs Forum hosted by Waikato Tainui at Hopuhopu, iwi leaders resolved to actively support the establishment of partnership schools (kura hourua) in their rohe. We also resolved to advocate that



the Government expand this initiative and to advocate the concept publicly, in particular the importance of high-quality teaching, high educational achievement and strong supportive partnerships with iwi, communities and other organisations.

These resolutions follow unanimous support from iwi leaders at a hui in November 2014 for a recommendation that the number of kura hourua be expanded and that more Maori communities be encouraged to take advantage of them.

We believe kura hourua can be a circuit breaker in closing the educational achievement gap between Maori and non-Maori students. While much has been and is being achieved through the kohanga reo, kura kaupapa and kura a iwi movements, a large and persistent gap still exists between the achievement of our children and all others.

Kura hourua is just one of a number of initiatives aimed at lifting Maori educational achievement but

compared with other models it provides much greater autonomy and freedom for communities to be part of their children's education within a culture of high expectations.

With this model, schools can design the teaching, language, curriculum and organisational practices that work for their children. The use of te reo by both child and teacher can be a key determinant of a Maori child's success at school. The schools can invest in attracting and developing gifted teachers and leaders, and partner with iwi, community organisations, businesses or philanthropists to support their establishment and their mission.



In return for these freedoms, kura hourua are contractually bound to achieve meaningful, measurable, high academic standards for all their students.

We do not want to see our children fobbed off with "soft" subjects and meaningless qualifications that take them nowhere. They need the chance to succeed in subjects such as maths, science and technology, as well as languages, the arts and trades.

Kura hourua appeal to us because they are based on the premise that all our tamariki and mokopuna can achieve educational success and should be able to leave school with the world at their feet.

As well as delivering a high-quality academic education, kura hourua

are responsible for their students' cultural and social wellbeing. They must foster active whanau involvement, a factor we know can make a powerful difference, especially in the early years of schooling.

The schools must demonstrate good governance and strong organisational and financial capability. They must enrol the Government's priority learners, namely,

Maori, Pasifika, students from low socio-economic backgrounds and students with special needs. With one exception, the kura hourua I have visited are achieving all of these things.

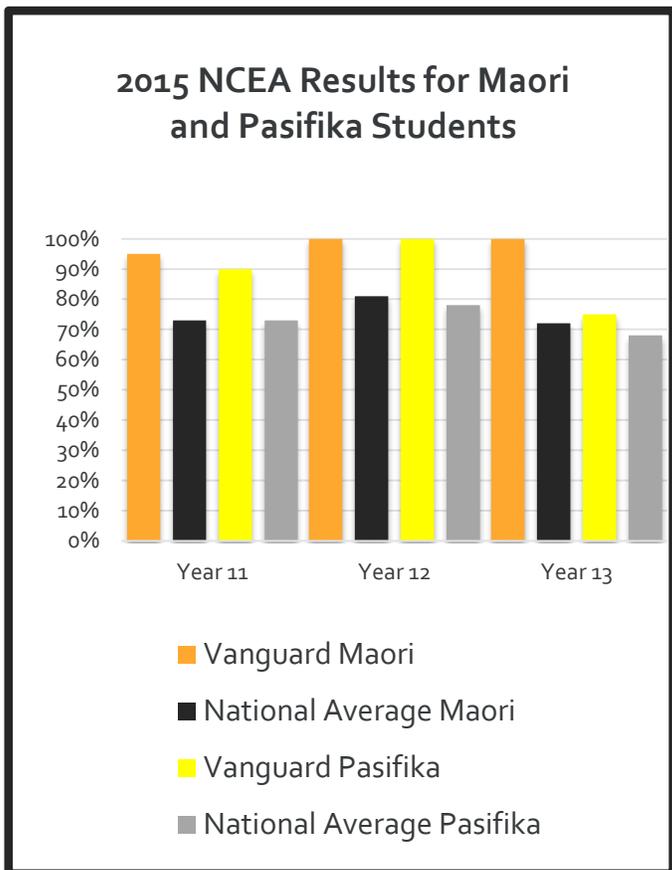
The authorisation board, of which I am a member, has now received the annual reports for the first five schools and the quarterly reports for the second four schools. The results are pleasing.

Because kura hourua are still new here, and doubtless still evolving, it is useful to bear in mind that the concept has been modelled on the best overseas examples. We have had the

benefit of observing the experience of Sweden, the UK and in particular the US, where charter schools have been operating for 22 years and serve 2.5 million students across 43 states.

The results in cities as diverse as New Orleans, New York City, and Chicago are remarkable. Since Hurricane Katrina, 93 per cent of students in New Orleans now attend charter schools. Of the 47,000 public school children in the city, 85 per cent are African-American and 83 per cent are economically disadvantaged.

The schools, which have open admission and public accountability, have almost closed the achievement gap between overwhelmingly poor students and affluent students. In the past 10 years the proficiency of African-American students in state



tests has increased from 21 per cent to 59 per cent.

The reforms have been vindicated on every measure, including suspension/expulsion rates (much lower), achievement of students with disabilities (much higher) and on-time high school graduation and college enrolment rates (dramatically higher). It's no wonder the Obama Administration has hailed its success. Members of the Iwi Chairs Forum have seen first-hand what can be achieved. Kura hourua can provide the same opportunities for our children.

To read full article with comments please see:

http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=11514077

INTERSECTION LEADERBOARD

At the beginning of the year each recruit was put into one of the above sections. These sections stay together for the remainder of the year and compete against each other to earn points and take out the Section of the Year Trophy at graduation.

Points can be earned through gaining a Merit or Excellence in compulsory subjects, lack of corrective training, good attendance and Intersection Competition which is held every Friday afternoon.

Section	Points	Position
Hinton (Year 11)	131	1
Trigg (Year 11)	116	2
Bassett (Year 12)	114	3
Upham (Year 12)	112	4
Ward (Year 11)	95	5
Hulme (Year 11)	94	6
Apiata (Year 12)	76	7
Laurent (Year 13)	73	8
Trent (Year 12)	57	9
Elliot (Year 12)	53	10
Ngarimu (Year 11)	0	11



Intersection Competition

History:

2014 Winners: Elliot section



2015 Winners: Hinton section



UPCOMING EVENTS

15 April	End of Term 1 Progress Reports
25 April	ANZAC Day Parade
2 May	Term 2 starts

THANKS TO OUR SPONSORS

