



Paeroa
Christian
School

Charter Strategic and Annual Plan 2019-2022

Principal's' endorsement:

Board of Trustees' endorsement:

Submission Date to Ministry of Education:

Paeroa Christian School 2019 – 2022

Introductory Section - Strategic Intentions

Vision	“Growing Generations God’s Way”
Mission	“As a school with a Special Character we journey with our school community in providing a balanced Christian Education for the glory of God to nurture children to their full potential, preparing them for service to God as generational thinkers and servers of communities.”
Values	As a Special Character Christian school we value: Relationships. The Truth of God’s Word. Everything learned is through the lens of God’s Word (Christocentric). The uniqueness of each of individual and their journey with God. Connecting generations with God’s Truth. Reflecting God’s service to us by having a heart to serve others.
Special Character	A State Integrated school.

Baseline Data

Students' Learning

Mathematics						
Nov-18	Above	At	Below	Well Below	No. of students	% at or above
All students	8	20	8	1	37	76%
Maori	1	4	5	1	11	45%
Boys	7	9	4	0	20	80%
Girls	1	11	4	1	17	71%

Reading						
Nov-18	Above	At	Below	Well Below	No. of students	% at or above
All students	13	16	7	1	37	78%
Maori	1	8	1	1	11	82%
Boys	7	10	3	0	20	85%
Girls	6	6	4	1	17	71%

Writing						
Nov-18	Above	At	Below	Well Below	No. of students	% at or above
All students	14	17	6	0	37	84%
Maori	5	3	3	1	11	73%
Boys	10	8	2	0	20	90%
Girls	4	9	4	0	17	76%

Student Engagement

Each term our daily attendance is in the mid 90 percent. Students who make up the balance are monitored and "Attendance Guidelines" are followed and reported on.

Attendance Report

While our attendance is good there are still one or two children who have frequent absences for various reasons and extra support and guidance is needed for these families.

We have had no students truant.

<p>School Organisation and Structures</p> <p>Outline of school self review and strategic planning.</p>	<p style="text-align: center;">Paeroa Christian School Mission Statement</p> <p style="text-align: center;">"As a school with a Special Character we journey with our school community in providing a balanced Christian Education for the glory of God to nurture children to their full potential, preparing them for service to God as generational thinkers and servers of communities."</p> <p style="text-align: center;">Student Achievement (Term 4, 2019)</p> <p style="text-align: center;">↑</p> <p style="text-align: center;">Resetting of Targets and Resources (Term 2 and 3, 2019)</p> <p style="text-align: center;">↑</p> <p style="text-align: center;">Self Review - Reflection (end of Term 2, 2019)</p> <p style="text-align: center;">↑</p> <p style="text-align: center;">Student Achievement</p> <p style="text-align: center;">↑</p> <p style="text-align: center;">Charter and Target Setting (Term 1, 2019)</p> <p style="text-align: center;">(Partnership with Community * Property * Teaching and Learning Programme * Admin * Human Resources * Health and Safety * Finance * NZ Culture Identity)</p> <p style="text-align: center;">↑</p> <p style="text-align: center;">Self Review - Data Collection (Term 4, 2018)</p>
<p>Review of Charter and Consultation</p>	<p>Refer to diagram in previous section.</p> <p>Consultation will be carried out with personal meetings with our school community, a presentation and follow through with the local Minister's Association and a planned consultation with local Iwi.</p>

Strategic Section

Strategic Goals		Core Strategies for Achieving Goals 2019–2021
<p>Students Learning</p>	<p>Curriculum: PRIORITY 1</p> <ul style="list-style-type: none"> · Develop clear guidelines and expectations for teaching, learning and assessment · Develop teaching strategies and practices that promote and grow student agency · Develop responsive local curriculum <p>Student Achievement: PRIORITY2</p> <ul style="list-style-type: none"> · Develop systems for data collation and analysis · Identify and develop systems for reporting rates of progress for students, especially those who are underachieving · Deep analysis of school-wide data to focus annual targets on identified groups of at-risk learners 	<ul style="list-style-type: none"> ● Collate and review any current curriculum documents on file ● Organise storage of these documents in a clear and accessible way for all staff ● Ensure documents are updated, where necessary, in a timely manner ● Develop clear learning and assessment guidelines and expectations as a resource and reference for all staff ● Review these guidelines and expectations as part of the school's internal review processes – improvement journeys ● Develop capabilities of teachers to understand and grow their own learner agency (Teaching as Inquiry) ● Develop capabilities in teachers to understand and grow student learner agency <ul style="list-style-type: none"> ● Develop clear guidelines and systems as to where assessment data will be collated ● Develop formal assessment overview for collection and collation of school-wide assessment data ● Develop a school-wide system for: <ul style="list-style-type: none"> · Collecting and collating the data · Identifying at-risk students · Regular monitoring of progress data ● In-depth analysis of data as part of 'teaching as inquiry' cycle ● Develop annual achievement targets that reflect: <ul style="list-style-type: none"> · At-risk learner progress and acceleration targets · Clear links to the schools priority learners

	<p>All students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to their levels.</p> <p>All teaching and learning programmes point students to the Living Creator God.</p> <p>To motivate student learning, give student ownership and voice by using “Kids Speak” Learning process. Quality Learners and Reading, Writing and Maths AOs. This will grow students success.</p>	<ul style="list-style-type: none"> ● Each year increase the number of students successfully achieving at or above NZ Curriculum Levels. ● Publish pedagogical work on Learning Process, Quality Learning and Kids Speak in Maths, Reading and Writing. ● Students to use Learning Process, Quality Learning and Kids Speak in Maths, Reading and Writing to actively take student ownership of learning. ● Use of technology to support and improve student ownership and achievement. ● Work with the local cluster, Ministry of Education (Community of Schools) to lift student achievement in written language. ● Work with our Faith based community of schools and our COL (Community of Learning).
Personnel	<p>Appraisal - PRIORITY 3</p> <ul style="list-style-type: none"> · Improve systems and processes to strengthen performance management for leaders and staff · Implement a robust performance management system that meets legislative requirements and leads to consistently high levels of teacher performance · Develop a system for monitoring and recording teacher registration 	<ul style="list-style-type: none"> ● Review current appraisal processes ● Grow teacher knowledge and understanding of ‘Code of Professional Responsibility for the Teaching Profession’ as a guiding document (Our Code, Our Standards) ● Ensure all appraisal processes meet the legislative requirements of the above ● Develop system for storing this data

	<p>To have our staff fulfill the key role of supporting our special character as well as our teaching and learning programmes.</p> <p>To help each teacher teach strategically.</p> <p>To provide qualified personnel for each staff role.</p>	<ul style="list-style-type: none"> ● To have all teachers regularly participating in Professional Development; Christian, Curriculum, Management Based ● To use Google Apps for Education to better support teacher growth. Linked to Teacher Performance Appraisal ● Staff allow their passion and calling to grow within serving in our school community.
Community Engagement	<p>Community Engagement/ Consultation - PRIORITY 4</p> <ul style="list-style-type: none"> ● Consult with Maori community to improve the progress and achievement of Maori students <p>Develop partnerships with parents, the local churches, iwi and town council and their personnel to help meet needs of our school wider community.</p>	<ul style="list-style-type: none"> ● Consult with Māori community regularly to further engage them in their children’s learning ● Continue to strengthen and grow partnership with Tirohia Marae ● Report on analysed Māori student achievement, tracking progress, acceleration of progress robustly <ul style="list-style-type: none"> ● Work with our Faith based Community of schools to complete a research project on “Service Learning” to touch hearts, meet needs and lift literacy and numeracy. ● To serve our neighbours and the various needs in the Paeroa community. ● To work with local churches, schools, service organisations and marae to serve our community. ● To make our school and special character known. ● To work with local iwi to help students develop pride in their community and its history. ● To work with the parents of students achieving below NZ Curriculum Levels in Maths, Reading and Writing to lift student achievement. ● To visit Ohinemuri home, local Kindy’s, Music and Movement, etc.

Special Character	<p>To provide for parents a balanced Christian education to help develop children to their full potential, preparing them for service to God and their community.</p> <p>To provide support for staff to develop passion and ability to put Christ into the classroom.</p>	<ul style="list-style-type: none"> ● To give God opportunities to speak into the hearts and minds of the students and they in turn reflect this by living a life that displays the fruit of the spirit. ● To provide support for staff to develop understanding and insight into the mysteries of Christ and how that permeates classroom practice. ● Learning through serving; e.g. Fiji
School Finance and Property	<p>To end each financial year with a surplus.</p> <p>To provide quality buildings and environment to enhance teaching and learning.</p>	<ul style="list-style-type: none"> ● To maintain and access finances to ensure there are sufficient qualified staff to best meet the needs of our students. ● Playground development - plan for bouldering wall. ● Develop and fulfill the 10 year Maintenance Plan alongside the Society Executive.
Administration	<p>To provide support to ensure the best possible teaching and learning takes place.</p> <p>To provide a welcoming and supportive environment to the potential, current school and wider community.</p>	<ul style="list-style-type: none"> ● To use Google Apps for Education to facilitate teacher support - planning, communication and performance. ● To have weekly staff meetings and find opportunities to develop relationship and unity together. ● Complete professional reviews and follow-up on each staff member. ● To have a secretary that is available in the office during school hours. Phone System

<p>Health and Safety</p>	<p>Ensure the safety and health of all students and staff.</p>	<ul style="list-style-type: none"> ● To regularly review all Health Policies and Guidelines to ensure all are kept as safe as possible. ● Make any necessary amendments to our Child Protection Policy. ● Specific Incident Awareness reports are made at each BOT meeting. A notebook will be maintained between the Society Executive and the BOT with any Health and Safety Issues. ● Each staff meeting incorporates health and safety updates, training or awareness. ● A hazards book is regularly maintained. ● Volunteer Forms will be completed by any people working within our school community and police vetting.
<p>Reflecting New Zealand's Cultural Diversity</p>	<p>To celebrate and enjoy our bi and multi-cultural nation.</p> <p>To use our cultures to help support our teaching and learning programmes.</p>	<ul style="list-style-type: none"> ● To continue to assess our Maori students and target needs and provide any necessary support. ● To seek opportunities to work with "local Maori" within our community and the wider community to support, build and grow each other. ● Integrating Ka Hikitia into planning and programmes at all levels of school operation. ● More visibility of our bi and multi-cultural perspective. ● Actively reflecting our special character within our bi and multi-cultures in our school community.

God is the God of cultural diversity. All aspects of cultures that glorify God will be celebrated. We see it as important that all our children be given experiences in Maori language and culture to ensure they feel comfortable in the Maori community, have a grasp and appreciation and understanding of our bi and multi-cultural nation and to enhance future relationships. In addition Maori children themselves will grow in their self image.

The achievement of Maori children will be specifically analysed with targets being set each year to ensure their needs are being met. Our Maori students achieve equally with their European peers - but often are targeted individually to ensure any barriers to success are reduced.

Our Maori community will be regularly consulted to assist our school to better meet the needs of Maori children and to enrich the school community.

We will attempt to meet parental requests for additional Maori language in the school.

The Paeroa Christian School aims to reflect the protection, partnership and participation principles of the Treaty of Waitangi.

Improvement Plan - Domain: Learning Reading

Strategic Goals:

All students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the NZ Curriculum Levels. All teaching and learning programmes point students to the Living Creator God.

Annual Goal:

Increase the number of students successfully achieving at or above expected NZ Curriculum Level.

Annual Target:

- By November 2019 have 80% of students reading at or above the appropriate NZ Curriculum Level for their age.
- Accelerate progress and achievement of the 7 students below expected NZ Curriculum Levels. 1 Maori student 3 boys and 4 girls.

Data from 2018 used to develop target

Reading	Above	At	Below	Well Below	No. of students	% at or above
Nov-18						
All students	13	16	7	1	37	78%
Maori	1	8	1	1	11	82%
Boys	7	10	3	0	20	85%
Girls	6	6	4	1	17	71%

Key Improvement Strategies (Reading):

When:	What:	Who	Indicators of Progress
February, Mid Year, End of Year	<ul style="list-style-type: none"> Collect accurate quality data on individual students. Target students identified. Target children will have an individual plan that will include such things as the use of teacher aids and reading recovery to support the learner. On identification, (March) meet with parents of students (Target Students) not achieving. Have a review meeting in July. Work with RR, RTLB and RTLT, SWIS to develop programmes to help meet these students' needs. Support "new" staff with assessment analysis and their teaching programmes. To work with parents of students who are not achieving NZ Curriculum Levels to lift their achievement in reading. Work with our Community of Schools here in Paeroa and our 	All staff / Principal	All target students making progress.

	Faith Based Cluster. (see above)		
Daily	<ul style="list-style-type: none"> ▪ Quality formative teaching (assessment) and the use of “Learning Intention Books” and various forms of grouping students to better meet their needs. ▪ Students will use Learning Process, Quality Learners and Kids Speak to take ownership of learning. ▪ Record “student voice” using in such places as the classroom, school promotion video, and teachers’ performance agreements. 	All staff / Principal Lead teacher support	<p>Reading is a key classroom activity that is incorporated into all parts of the curriculum.</p> <p>Work with the family, RTLB and other professionals to give the child the very best possible chance of success.</p>
Throughout the Year	<ul style="list-style-type: none"> ▪ School-wide Inquiry into student achievement in reading for girls. 	All Teachers	Inquiry process developed. Teachers applying new strategies, resources and programmes.
Term 1 Mid Year, End of Year	<p>Staff performance agreements have reading as a key focus, providing professional development where needed. (Both in house and external support will be provided as needed)</p> <p>Secure support and advice from wider school community expertise including experienced retired teachers., especially with Years 1-3</p>	Principal Lead teacher support	Teachers’ become passionate about reading and clearly have a high level of professionalism when teaching it. Think outside the square in student groupings, including community reader support

Monitoring:

Accurate data collected throughout the year, School entry, STAR (Yr3), Running Records and PAT - Comprehension, Vocabulary, Listening tests Yrs 4-8.

Regular classroom observation by Principal and discussion with staff.

Formal Performance Agreement discussion and goal setting carried out throughout the year.

Resourcing:

SRA cards to provide balance to on-line resources?

Reading recovery funding from MOE and BOT

Improvement Plan - Domain: Learning Writing

Strategic Goals:

All students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the NZ Curriculum Levels.

All teaching and learning programmes point students to the Living Creator God.

Annual Goal:

Increase the number of students successfully achieving at or above expected NZ Curriculum Levels.

Annual Target:

- By November 2019 have 86% of students writing at or above the appropriate NZ Curriculum Level for their age.
- Accelerate progress and achievement of the 3 students below expected NZ Curriculum Levels. 1 boy and 2 Girls.

Data from 2018 used to develop target

Writing	Above	At	Below	Well Below	No. of students	% at or above
Nov-18						
All students	14	17	6	0	37	84%
Maori	5	3	3	1	11	73%
Boys	10	8	2	0	20	90%
Girls	4	9	4	0	17	76%

Key Improvement Strategies (Writing):

When:	What:	Who	Indicators of Progress
February, Mid Year, End of Year	<ul style="list-style-type: none"> ▪ Collect accurate quality data on individual students. Target students identified. Target children will have an individual plan that will include such things as the use of teacher aids and reading recovery to support the learner. ▪ On identification, (March) meet with parents of students (Target Students) not achieving. Have a review meeting in July. ▪ Work with RR, RTLB and RTLT SWIS to develop programmes to help meet these students needs. ▪ Support staff in not only their teaching programme but specifically in their assessment and monitoring of students' writing. ▪ To work with parents of students who are not achieving NZ Curriculum Levels to lift their achievement in writing. 	All staff / Principal	All target students making progress.

	<ul style="list-style-type: none"> Work with our Community of Schools here in Paeroa for whom an ongoing PD focus for 2018 is writing. (See above) 		
Daily	<ul style="list-style-type: none"> Students will be involved in sustained daily writing. Year 1-4, 2-3 times a week writing about their daily lives;)Yr 5-8 1-2 times a week) Students will start to use Learning Process, Quality Learners, Kids Speak to take ownership of learning. Quality formative teaching (assessment) and the use of Learning Intention Books and various forms of grouping students to better meet their needs. Record “student voice” using in such places as the classroom, school promotion and teachers’ performance agreements. 	All staff / Principal Lead teacher support	Writing is a key classroom activity that is observed taking place.
Term 2 Mid Year, End of Year	Staff performance agreements include a writing inquiry, as an outcome of Ohinemuri Kahui Ako focus on writing as PD.	Principal Lead teacher support	Teachers’ upskill in writing, become clearly have a high level of passion and professionalism when teaching it.

Monitoring:

Accurate data collected throughout the year, School entry, MOE exemplars, Assttle.

Regular classroom observation by peers and Principal and discussion with staff and peers in CoL. (PIVOT)

Formal Performance Agreement discussion and goal setting carried out throughout the year.

Resourcing:

Improvement Plan - Domain: Learning Mathematics

Strategic Goals: All students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the NZ Curriculum Levels.

All teaching and learning programmes point students to the Living Creator God.

Annual Goal:

Increase the number of students successfully achieving at or above expected NZ Curriculum Levels.

Annual Target:

- By November 2019 have 78% of students doing maths at or above the appropriate NZ Curriculum Level for their age.
- Accelerate progress and achievement the 7 students below expected NZ Curriculum Levels. 3 Maori, 4 boys, 3 girls

Data from 2018 used to develop target

Mathematics	Above	At	Below	Well Below	No. of students	% at or above
Nov-18						
All students	8	20	8	1	37	76%
Maori	1	4	5	1	11	45%
Boys	7	9	4	0	20	80%
Girls	1	11	4	1	17	71%

Key Improvement Strategies (Maths):

When:	What:	Who	Indicators of Progress
February, Mid Year, End of Year	<ul style="list-style-type: none"> ▪ Collect accurate quality data on individual students. Target students identified. Target children will have an individual plan that will include such things as the use of teacher aides to support the learner. ▪ On identification, (March) meet with parents of students (Target Students) not achieving. Have a review meeting in July. ▪ Support new staff with assessment support, guidance for their programmes. ▪ Work with our Community of Schools here in Paeroa as well as our Faith Based Cluster. (See above) ▪ To work with parents of students who are not achieving NZ Curriculum Levels to lift their achievement in Mathematics. 	All staff / Principal	Improvement in Curriculum level of maths for all students, when tested July 2019;
Daily	<ul style="list-style-type: none"> ▪ Students will engage in maths strategies and knowledge at their level in the first part of the day. This will include number and other strands of maths curriculum. Years 1-3 programme will involve primarily concrete materials. All levels will include a regular basic fact programme 	All staff / Principal Lead teacher	-Improvement Curriculum level of maths as observed by class teacher -improvement in speed and accuracy in basic facts in monthly test.

	<ul style="list-style-type: none"> ▪ Students will start to use Learning Process, Quality Learners, Kids Speak to take ownership of learning. ▪ Quality formative teaching (assessment), use of Learning Intention Books and various forms of grouping students to meet their individual needs. ▪ Record “student voice” using in such places as the classroom, school promotion and teachers’ performance agreements. 		Mathematics is a key classroom activity that is observed taking place.
February, Mid Year, End of Year	Staff performance agreements have mathematics as a key focus, providing professional development where needed. (Both in house and external support will be provided as needed) Secure support and advice from wider school community expertise including experienced retired teachers.	Principal Lead teacher	Teachers’ become passionate about mathematics and clearly have a high level of professionalism when teaching it.

Monitoring:

Accurate data collected throughout the year, School entry, Basic Facts tests (twinkl) Gloss, IKAN, PAT and JAM. (PAT test Year 4-8)
 Regular classroom observation by new Principal or community resources he may choose and discussion with staff.
 Formal Performance Agreement discussion and goal setting carried out throughout the year.

Resourcing:

Student workbooks and or Mathletics (online resource) purchased by students as part of their stationery.
 Maths resources system , across the school, overhauled including being catalogued, stored appropriately and respectfully used and put away after use.
 Bruce Moody PLD and Numeracy Progressions.

Other 2019 Key Improvement Strategies to Achieve Strategic Vision

Finance & Property	Budget	Report	Health and Safety	Budget	Report
<ul style="list-style-type: none"> ▪ Access furniture needs within the school and develop replacement plan ▪ Develop bouldering wall as part of playground development ▪ Paint Externals of building ▪ Paint Classroom 3 internal 	<p>\$5000 per classroom</p> <p>Fundraise</p> <p>\$15000</p> <p>\$1000</p>		<ul style="list-style-type: none"> ▪ Develop and refine online usage policies and internet and device safety strategies ▪ Develop waste management and recycling practices 		
Broad Curriculum	Budget	Report	Community Engagement	Budget	Report
<ul style="list-style-type: none"> ▪ Cultural and sporting activities ▪ Develop new report format to be used with EDGE (SMS) 	<p>\$100</p> <p>\$400</p>		<ul style="list-style-type: none"> ▪ Develop connections with ECE's and Local playgroup ▪ Facilitate follow-up meeting with community. 		
Special Character	Budget	Report	Professional Development	Budget	Report
<ul style="list-style-type: none"> ▪ Develop School-wide Bible plan - integrated across curriculum (partner schools) 	<p>\$200</p>		<ul style="list-style-type: none"> ▪ Edge training ▪ MindLab ▪ Technology focussed PLD (TBA) ▪ Maths Progressions - PLD with Bruce Moody 	<p>\$1500</p> <p>Funded</p> <p>MOE funded</p>	

Technology	Budget	Report			
<ul style="list-style-type: none"> ▪ Investigate parent funded 1:1 chromebook program ▪ Develop Technology area in library <ul style="list-style-type: none"> ○ Media software ○ Music software ○ 3D printer ○ Laptops ○ Robotics ○ VR equipment 	<p>\$300</p> <p>\$6000 (capital expense)</p>				