



Paeroa Christian School

Charter

Strategic and Annual Plan 2021-2024

Principal's' endorsement: Royce McMurtrie

Board of Trustees' endorsement: Lukas deHaast

Submission Date to Ministry of Education: 01 March 2021

Growing Generations God's Way

Paeroa Christian School 2021 – 2024

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 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

Reading	TARGET STUDENTS				No. of students	% at or above
	Above	At	Below	Well Below		
Nov-20						
All students	26	16	11	0	53	79%
Maori	6	4	3	0	13	77%
Boys	15	10	6	0	31	81%
Girls	11	6	5	0	22	77%

Writing	TARGET STUDENTS				No. of students	% at or above
	Above	At	Below	Well Below		
Nov-20						
All students	21	26	6	0	53	89%
Maori	7	4	2	0	13	85%
Boys	10	18	3	0	31	90%
Girls	11	8	3	0	22	86%

Mathematics	TARGET STUDENTS				No. of students	% at or above
	Above	At	Below	Well Below		
Nov-20						
All students	24	23	6	0	53	89%
Maori	5	5	3	0	11	91%
Boys	16	12	3	0	31	90%
Girls	8	11	3	0	22	86%

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 several children who have frequent absences for various reasons and extra support and guidance is needed and provided, where possible, for these families. We have had no students truant.

Paeroa Christian School Mission Statement

“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.”

Student Achievement (Term 4, 2021)



Resetting of Targets and Resources (Term 2 and 3, 2021)



Self Review - Reflection (end of Term 2, 2021)



Student Achievement



Charter and Target Setting (Term 1, 2021)

(Partnership with Community * Property * Teaching and Learning Programme * Admin * Human Resources * Health and Safety * Finance * NZ Culture Identity)



Self Review - Data Collection (Term 4, 2020)

**School
Organisation
and
Structures**

**Outline of
school self
review and
strategic
planning.**

Review of Charter and Consultation	Refer to diagram in previous section. 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.

<h2>Strategic Section</h2>	
Strategic Goals	Core Strategies for Achieving Goals 2021-2024
Students Learning	<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

	<p>data to focus annual targets on identified groups of at-risk learners</p> <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>Consolidate gains made, and further improve on, in the use of digital technology as an educational tool, in order to prepare students for a well-balanced future in a digital workforce.</p>	<ul style="list-style-type: none"> ● Continue with 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 ● Explore opportunities to meet the needs of gifted and talented students ● Review SMS - better BOT reporting, online ● In-depth analysis of data as part of 'teaching as inquiry' cycle ● Continue to set 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 ● Each year increase the number of students successfully achieving at or above NZ Curriculum Levels. ● Use of technology to support and improve student ownership and achievement. ● Work with the Kāhui Ako, to lift student achievement through the integration of the Digital Fluency across the curriculum. ● Work with our Faith based community of schools and our COL (Community of Learning).
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

Community Engagement	Develop partnerships with parents, the local churches, iwi and town council and their personnel to help meet needs of our school's wider community.	<ul style="list-style-type: none"> ● 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.
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 ● Procure and Implement School Docs to strengthen policy

<p>Personnel</p>	<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.
<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. ● 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>The school gives effect to Te Tiriti o Waitangi including by:</p> <ul style="list-style-type: none"> ● working to ensure its plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori, ● taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori, ● achieving equitable outcomes for Māori students. 	<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. ● Develop School Pepeha ● Principal to continue working with TaiMAC Tahī.
<p>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.</p> <p>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.</p> <p>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.</p> <p>The Paeroa Christian School aims to reflect the protection, partnership and participation principles of the Treaty of Waitangi.</p>		

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 NZ Curriculum Level.

Annual Target:

- By November 2021 have 81% of students reading at or above the appropriate NZ Curriculum Level for their age.
- Develop a plan to accelerate achievement of the 3 Maori, 5 girls and 6 boy students below NZ Curriculum Levels.
- To work with parents of students who are not achieving NZ Curriculum Levels to lift their achievement in reading.

Data from 2020 used to develop target

Reading	TARGET STUDENTS				No. of students	% at or above
	Above	At	Below	Well Below		
Nov-20						
All students	26	16	11	0	53	79%
Maori	6	4	3	0	13	77%
Boys	15	10	6	0	31	81%
Girls	11	6	5	0	22	77%

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 	All staff / Principal	All target students making progress.

	<p>Students) not achieving. Have a review meeting in July.</p> <ul style="list-style-type: none"> ▪ 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. ▪ Work with our Community of Schools here in Paeroa and our 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 junior boys. 	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:

Reading recovery funding from MOE and BOT. Junior class teacher to complete PLD to grow capacity. “Better Start Literacy Approach’ is being looked at by our Kāhui Ako.

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 NZ Curriculum Levels.

Annual Target:

- By November 2021 have 91% of students writing at or above the appropriate NZ Curriculum Level for their age.
- Develop a plan to accelerate achievement of the 2 Maori, 3 girl and 3 boy students below NZ Curriculum Levels.
- To work with parents of students who are not achieving NZ Curriculum Levels to lift their achievement in writing.

Data from 2020 used to develop target

Writing	TARGET STUDENTS				No. of students	% at or above
	Above	At	Below	Well Below		
Nov-20						
All students	21	26	6	0	53	89%
Maori	7	4	2	0	13	85%
Boys	10	18	3	0	31	90%
Girls	11	8	3	0	22	86%

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. 	All staff / Principal	All students making progress.

	<ul style="list-style-type: none"> ▪ 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. ▪ Work with our Community of Schools here in Paeroa as well as our Faith Based Cluster. (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 complete Target student report (in shared drive) to include performance against goals set each Term.	Principal Lead teacher support	Teachers' upskill in writing, become clearly have a high level of passion and professionalism when teaching it.
<p>Monitoring:</p> <p>Accurate data collected throughout the year, School entry, MOE exemplars, Assttle.</p> <p>Regular classroom observation by Principal and discussion with staff and peers in CoL.</p> <p>Formal Performance Agreement discussion and goal setting carried out throughout the year.</p>			

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 NZ Curriculum Levels.

Annual Target:

- By November 2021 have 91% of students doing maths at or above the appropriate NZ Curriculum Level for their age.
- Develop a plan to accelerate achievement of the 3 Maori, 3 girl and 3 boy students below NZ Curriculum Levels.
- To work with parents of students who are not achieving NZ Curriculum Levels to lift their achievement in mathematics.

Data from 2020 used to develop target

Mathematics	TARGET STUDENTS				No. of students	% at or above
	Above	At	Below	Well Below		
Nov-20						
All students	24	23	6	0	53	89%
Maori	5	5	3	0	11	91%
Boys	16	12	3	0	31	90%
Girls	8	11	3	0	22	86%

Key Improvement Strategies (Maths):

When:

What:

Who

Indicators of Progress

February,
Mid Year,

- 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

All staff / Principal

Improvement in stage and level of maths for all students, when tested July 2021;

End of Year	<p>the learner.</p> <ul style="list-style-type: none"> 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) 		
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 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. 	All staff / Principal Lead teacher	<p>-Improvement in stage and level of maths as observed by class teacher</p> <p>-improvement in speed and accuracy in basic facts in monthly test.</p> <p>Mathematics is a key classroom activity that is observed taking place.</p>
February, Mid Year, End of Year	Staff complete Target student report (in shared drive) to include performance against goals set each Term.	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, Maths seeds, Seed Learning (online resources) funded through Donations Scheme.

Maths resources system , across the school, overhauled including being catalogued, stored appropriately and respectfully used and put away after use.

Other 2021 Key Improvement Strategies to Achieve Strategic Vision

Finance & Property	Budget	Report	Health and Safety	Budget	Report
<ul style="list-style-type: none"> ▪ Develop bouldering wall as part of playground development ▪ Work with Society Exec to complete redesign of back field and native garden area 	\$ Fundraise Soc funds		<ul style="list-style-type: none"> ▪ Develop and refine online usage policies and internet and device safety strategies ▪ Develop waste management and recycling practices 	\$200 \$500	
Broad Curriculum	Budget	Report	Community Engagement	Budget	Report
<ul style="list-style-type: none"> ▪ Cultural and sporting activities ▪ Become an 'Enviro School 	\$400	▪	<ul style="list-style-type: none"> ▪ Develop connections with ECE's and Local playgroup ▪ Family Info Night ▪ Whakapapa Day 	\$200	

Special Character	Budget	Report	Professional Development	Budget	Report
<ul style="list-style-type: none"> ▪ Further Develop School-wide Bible plan - integrated across curriculum (partner schools) 	\$200		<ul style="list-style-type: none"> ▪ Te Reo – all teachers (Te Ahu o te Reo Māori) ▪ Localised Curriculum development -60 hours with Sharp Kinane. ▪ Technology focussed PLD in conjunction with OKA ▪ IYT PLD for Junior class teacher ▪ Safeguarding Children (Online) ▪ TaiMacTahi (Principal) 	\$100 (MOE funded) OKA funded Nil	
Technology	Budget	Report			
<ul style="list-style-type: none"> ▪ Develop Technology area in library <ul style="list-style-type: none"> o Media software o Music software o 3D printer o Laptops o Robotics o VR equipment 	\$2000 (capital expense)				
iPad program for Year 3.	\$4500				

