



# Strategic Plan 2023 – 2026

And analysis of variance

## **Mission Statement**

### **OUR VISION**

To provide Christian Education to the wider Christian community of South Taranaki.

### **OUR MISSION**

To teach our children to know the wonder of God including His all-encompassing creation and the wonder of each child's unique place in God's purpose.

### **AND**

To teach our children to be ready with the skills, knowledge and attitudes they need to live.

*Where Christ is the centre of everything we do*

<b>Baseline Data or School Context</b>	
<b>Students' Learning</b>	Reporting on Curriculum levels twice yearly to BOT
<b>Student Engagement</b>	Attendance data; lateness data; student voice
<b>School Organisation And Structures</b>	Health and Safety Personnel Property Finance
<b>Review of Charter and Consultation</b>	The strategic plan will be available to parents and community as part of the board minutes/on website Consultation / feedback on the Strategic Plan will be offered through official school functions, or through the newsletter and board meetings.

# Strategic Goal 1: Foster Student Achievement

Student Achievement / Curriculum Delivery (NAG 1)

Empower all students to make progress, achieving personal excellence in all areas of our curriculum.

Aim	Actions	Variance
To provide opportunities, guidance, and support for students to succeed in all areas of our curriculum.	<ul style="list-style-type: none"> <li>Ensure students experience a wide curriculum programme with high-quality (e.g., appropriate, varied, innovative, and relevant) learning experiences. EOTC, band, First aid, languages, Tech, sports</li> <li>Support teacher enquiry into analysis of student achievement, and their own practice, ensuring professional development is planned for and resourced.</li> <li>Continue to implement inquiry-based Biblical learning model from interact curriculum.</li> <li>Regularly acknowledge students' efforts, achievements, and contributions.</li> </ul>	<p>achieved</p> <p>AST involvement in teacher practice inquiry. Graeme Mc Fadden PGC</p> <p>NZCPT Jaqui Lloyd provider for staff PD</p> <p>In assembly and newsletter</p>
To instil a love of learning in all students	<ul style="list-style-type: none"> <li>Engage students in relevant, meaningful, and personalised learning.</li> <li>Continue to prioritise individual student progress. Provide opportunities for students to develop lifelong skills, including engaging in high-quality physical activity / technology activities.</li> </ul>	achieved
To prioritise progress and achievement in literacy and numeracy	<ul style="list-style-type: none"> <li>Deliver high-quality teaching and learning programmes to maximise each student's opportunity to achieve.</li> </ul>	<p>Lost learning and ESOL programmes most successful.</p> <p>Reading recovery suspended due to unavailability of tutor. Best start literacy initiated.</p>
To assess and evaluate based on the NZ curriculum.	<ul style="list-style-type: none"> <li>To continue to assess and report effectively.</li> <li>To meet legislative requirements.</li> </ul>	achieved

<p>To collaborate with the South Taranaki Kahui ako and cluster groups in raising student achievement.</p> <p>Focus:</p> <ul style="list-style-type: none"> <li>Relationship based learning</li> </ul> <p>Focus: local curriculum encompassing:</p> <ul style="list-style-type: none"> <li>South Taranaki History</li> <li>Christian curriculum</li> <li>Environmental curriculum</li> <li>Digital curriculum</li> </ul>	<ul style="list-style-type: none"> <li>To provide data on progress in relationship building strategies</li> <li>To enhance achievement in digital literacy strategies.</li> <li>To engage with developing local curriculum initiatives</li> <li>Participate in wellbeing survey PIVOT</li> <li>Run effective support for target children through the LSC</li> <li>Implementation of Aoteroa history curriculum</li> <li>To rebuild the environmental programme</li> </ul>	<p>Data collected and reported through PIVOT</p> <p>Digital PD and local curriculum development Interrupted through the absence of the principal</p> <p>LSC has been successful in raising achievement which students with learning blocks.</p> <p>Achieved and being built into local curriculum Trees for survival initiative in progress. Shade house installed. Colleen Ducker has run a successful garden group.</p>
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## Strategic Goal 2: Champion Maori Culture

Student Achievement / Curriculum Delivery (NAG 1)

Ensure that Maori students are:

1. Engaged in their learning
2. Achieving educational success; and
3. Proud of their unique identity, language, and culture.

Encourage all students to develop their knowledge of Maori culture and language.

Aims	Actions	Variance
To develop effective communication between whanau / home and school so that Maori students are fully supported in their learning.	<ul style="list-style-type: none"> <li>Plan activities to value and involve and utilise our rich community resource.</li> <li>Follow the Ka Hikitia principles to maximise the opportunity for our Maori students to have success learning as Maori.</li> <li>Liaise with RTM (Ka hui ako wide)</li> </ul>	<p>In progress with local curriculum</p> <p>ongoing</p>
To increase the opportunity for all students to develop knowledge of Te Reo Maori and Tikanga Maori.	<ul style="list-style-type: none"> <li>Establish relationship with Aotea marae.</li> <li>Consult Maori community on plans and programmes to raise achievement.</li> <li>Promote the development of Kapa Haka, including increasing student participation.</li> <li>Provide staff with greater expertise in Te Reo and Tikanga.</li> </ul>	<p>Achieved. Visit in term 1 provided Relationship building links.</p> <p>No formal consultation in place</p> <p>In progress.</p> <p>Powhiri and mihi whakatau part of school culture. Eg greeting guests and school camps.</p> <p>Kahui ako provided free lessons but staff chose not to participate due to workload.</p>
To build and enhance the school's relationship with local iwi, Ngati Ruanui and Nga Ruahine, but specifically Okahu Inawai hapu.	<p>Ensure regular consultation, particularly as part of the school lease process.</p> <p>Explore local Marae connections. Esp. Aotea Marae. Liaise with RTM</p> <p>. E.g., school visits enviro/ gardening focus</p>	<p>HCET is building a relationship around lease consultation.</p> <p>The trees for survival will lead into a tree planting programme which will include Aotea Marae.</p>
To address the role of culture in raising achievement.	<p>Follow inquiry process of Relationship based learning.</p> <p>Reflect on HCS culture and achievement standards.</p> <p>Investigate Te Reo level 1 classes for staff</p> <p>Ensure the reception area /school</p>	<p>In progress</p> <p>Through process with AST</p> <p>See above</p> <p>A sub committee of the BOT has</p>

	entrance reflects the cultural identity of our school.ie mural	<p>begun the Maara project with the aim of providing a more culturally inclusive welcome to the school.</p> <p>The area has been freshened with paint.</p>
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## Strategic Goal 3: Use ICT Effectively

Student Achievement / Curriculum Delivery (NAG 1)

Ensure that ICT is used to enhance student learning and support school processes.

Aims	Actions	Variance
To ensure that ICT is used to enhance student learning and effective teaching.	<ul style="list-style-type: none"> <li>Continue our digital learning curriculum, ensuring students have increasing access to authentic links and resources beyond the classroom, and have access to a range of tools to communicate, to source and analyse information, and to present their learning.</li> <li>Embed implementation of the Digital Technology Curriculum</li> </ul>	<p>Achieved</p> <p>In progress</p>
<p>To continually enhance our staff's ICT knowledge and capabilities.</p> <p>To build on established policy and procedures to enhance Digital fluency through the PD offered by the digital cluster network.</p> <p>To raise achievement data through the use of digital fluency.</p>	<ul style="list-style-type: none"> <li>Support professional development in ICT (e.g., attend conferences, COL PD, visit other schools) to keep abreast of technological development and changes that may enhance our own school journey.</li> <li>Seek support network for collaborative ICT-based teaching practices to replace Kahui Ako initiative.</li> </ul>	This has been on hold with the absence of the principal
To ensure availability of appropriate hardware and network infrastructure.	<ul style="list-style-type: none"> <li>Revise and Implement 3-year plan for ICT infrastructure to meet school needs</li> <li>Write grant applications for new hardware I pads laptops room 2.</li> </ul>	<p>This has been on hold with the absence of the principal</p> <p>Pelorus, Genesis Mazda foundation, Toi (TSB) grants applied for.</p>
To ensure that support systems are effective and are operated efficiently.	<ul style="list-style-type: none"> <li>Budget support and professional development for technical needs and "trouble shooting".</li> <li>Build relationships for ongoing support personnel.</li> <li>Provide on-going administration and training for support tools (e.g., eTap, Enrol, Edpay, accounts and internet banking).</li> </ul>	<p>Achieved</p> <p>Achieved</p> <p>Achieved.</p>



## Strategic Goal 4: Govern Effectively

Self-Review, Reporting, and Compliance (NAGs 2 & 6)

Ensure that our Board of Trustees (BoT) provides effective governance of the school, guiding high-quality decision making through the use of robust processes.

Aims	Actions	Variance
To ensure that school facilities and resources support and enhance learning opportunities, supporting high expectations for student learning and raising student achievement.	<ul style="list-style-type: none"> <li>Implement and review the school charter, including annual reviews of the strategic plan, annual plan and budgets.</li> <li>Establish NELPs 2023</li> <li>Monitor student progress and achievement.</li> <li>Monitor progress against the plan for school curriculum review.</li> <li>Monitor assessment and reporting systems for reporting to parents on student progress.</li> </ul>	<p>In progress</p> <p>In progress</p> <p>In progress</p> <p>In progress</p> <p>In progress</p>
<p>To ensure that the school follows a robust process of continuous improvement, with a focus on:</p> <ol style="list-style-type: none"> <li>Raising student achievement;</li> <li>Improving school systems and organisation;</li> <li>Responding to changes in legislation; and</li> <li>Responding to new requirements (e.g., new curriculum refresh).</li> <li>Establishment of effective internal evaluation that identifies the impact of initiatives and programmes on valued outcomes.</li> <li>Effective minute keeping and recording in meetings.</li> </ol>	<ul style="list-style-type: none"> <li>Operate an ongoing programme of self-review of policies and procedures following the timetable specified in the Governance Manual.</li> <li>Re-establish an effective board review programme.</li> <li>Consult outside agencies (e.g., ERO, auditors), advisory services, and other review experts as appropriate.</li> <li>Conduct spontaneous reviews as necessary.</li> <li>BoT members to undergo STA and NZPT training as required by BoT chair to maintain effectiveness.</li> </ul>	<p>The Governance manual was completely reviewed.</p> <p>The time table had got out of sync due to covid.</p> <p>The board chair and the principal sent out surveys (written and online) to establish areas of strength and weakness.</p> <p>ERO review began in term 2 and was suspended during the absence of the principal. The special character review was postponed.</p> <p>Some training events online and in person were attended. The presiding member has made extensive use of NZSTA services.</p>
To comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.	<ul style="list-style-type: none"> <li>Continue to schedule school timing parameters (e.g., attendance, length of school day, length of school year, out of hours opening times) in line with legislative constraints and school community requirements.</li> </ul>	achieved

<p>To grow high quality governance team</p>	<ul style="list-style-type: none"> <li>• Recruitment and Succession planning for Board members including necessary training.</li> <li>• Undertake NZSTA board Governance training online and with facilitator</li> <li>• Enable trustees to build their capability in stewardship.</li> <li>• Head hunt for new treasurer</li> </ul>	<p>Some initiatives around succession planning took place. A vacant position was advertised but no one has been appointed.</p> <p>Training is still required.</p> <p>In progress</p> <p>Current treasurer sits on the finance committee but not the board. She attends online meetings.</p>
<p>To further strengthen relationship with HCET.</p>	<ul style="list-style-type: none"> <li>• Explore ways to be deliberate in meeting together.</li> <li>• Keep lines of communication open and honest.</li> <li>• Establish effective communication with HCET caretaker</li> </ul>	<p>Not achieved</p> <p>In progress</p> <p>In progress</p>

## Strategic Goal 5: Maintain High Quality Staff

### Employment and Personnel Matters (NAG 3)

Ensure that our school has the best possible management, teachers, and support staff, and that the school Board of Trustees is a “good employer” as specified in NZ Employment Relations legislation.

Aims	Actions	Variance
To ensure that all staff (i.e., teaching and non-teaching staff) are supported in their school roles.	<ul style="list-style-type: none"> <li>Ensure that expectations and responsibilities of staff are clear.</li> <li>Review and update job descriptions, ensuring alignment with school charter and beliefs regarding effective teaching and learning.</li> <li>Continue to support teachers and students through the provision of teacher aides where required.</li> <li>Focus on staff well being</li> </ul>	<p>Terms 2 and 3 have been difficult with the principal on extended leave following an operation.</p> <p>Achieved</p> <p>More teacher aide support is needed due to the growing number of new entrants and ESOL students.</p> <p>On going</p>
To ensure that an effective professional learning community is functioning.	<ul style="list-style-type: none"> <li>Provide on-going professional development opportunities, allowing all staff to grow their effectiveness.</li> <li>Enable effective professional collaboration through COL, Principal cluster, NZCPT and ANZCS.</li> <li>Acknowledge the PLG programme in operation and formalise feedback. the school's performance management/appraisal system to support PLG</li> <li>Provide professional development school wide (as per the curriculum development plan) and individually through goal setting.</li> <li>Provide an environment where innovative practice is supported, encouraging teachers to consider, evaluate, and share new ideas/programmes.</li> <li>Encourage staff in personal spiritual growth.</li> </ul>	<p>On going</p> <p>Kahui ako involvement through the AST and various local groups eg RT lit, has been useful. The NZCPT special character coordinator has provided tailored PD. ANZACS has had limited to no involvement in the school.</p> <p>On going</p> <p>Ongoing</p> <p>Staff have adapted and experimented in the changing circumstances of 2023</p> <p>Weekly fellowship organised by the chaplain.</p> <p>3 year programme with Jacqui Lloyd.</p>
To ensure that all staff (i.e., teaching and non-teaching staff) are supported in their school career	<ul style="list-style-type: none"> <li>Provide leadership opportunities, fostering staff strengths and interests, and allocate responsibility in</li> </ul>	

aspirations.	<p>consultation with staff.</p> <ul style="list-style-type: none"> <li>• Ensure that EEO (Equal Employment Opportunity) principles are recognised and implemented.</li> </ul>	On going
To promote a collaborative management structure, where staff are consulted and involved in school development and decision-making processes.	<ul style="list-style-type: none"> <li>• Ensure regular staff consultation, continuing to review and strengthen communication systems.</li> <li>• Celebrate staff success and achievements.</li> </ul>	<p>2023 has been challenging with the principal on leave, an acting principal and then staff on higher duties.</p> <p>At prizegiving</p>

## Strategic Goal 6: Manage Finances Responsibly

Finance (NAG 4)

Ensure that our financial management achieves the strategic goals and identified needs of our school, prioritising funding towards improving student learning outcomes.

Aims	Actions	Variance
To allocate funds to enable the implementation of the school charter.	<ul style="list-style-type: none"> <li>Each November, set the operating budget for the following year.</li> </ul>	To be done
To monitor and control school expenditure.	<ul style="list-style-type: none"> <li>Regularly review expenditure against budget.</li> <li>Ensuring that any significant variation from the budget is explained.</li> </ul>	<p>On going</p> <p>This was an ongoing challenge in 2023 with relieving principal, ACC etc involved.</p>
To maintain and provide appropriate documentation for audit purposes.	<ul style="list-style-type: none"> <li>Work with School Support Services to ensure appropriate documents are available for audit.</li> </ul>	In progress
To work alongside NZCPT and HCET for collection of fees.	<ul style="list-style-type: none"> <li>Work with NZCPT on fee collection</li> <li>Notify HCET of scholarship applications as received.</li> <li>Keep an up-to-date preference/non preference list.</li> </ul>	<p>Achieved</p> <p>Achieved</p> <p>On going</p>
To provide appropriate support for the PTA with fundraising and school morale.	<ul style="list-style-type: none"> <li>Staff and BOT support the PTA in their goals.</li> <li>Continue to assist the PTA to be an effective support group</li> <li>Recruit new PTA members as required</li> <li>Assist the PTA in school promotion.</li> <li>Clear codes of conduct are observed in each role i.e., staff, parent, BOT, PTA.</li> </ul>	<p>Achieved</p> <p>Achieved</p> <p>New personnel needed for 2024</p> <p>Achieved</p> <p>Achieved</p>
To budget for increased PD to promote quality learning programmes for staff.	<ul style="list-style-type: none"> <li>Staff are supported in PD</li> </ul>	On going

## Strategic Goal 7: Manage Property Responsibly

Property and Health & Safety (NAGs 4 & 5)

Ensure that property planning is strategically managed, developing modern learning areas and maintaining physical facilities (e.g., buildings, grounds) to provide the best and safest physical environments that we can afford.

Aims	Actions	Variance
<p>To provide and maintain a clean, attractive, modern, physically and emotionally safe environment for students and staff.</p> <p>Ensure that the school environment is a welcoming, attractive place to work and be, where classes reflect student's work and promote high levels of expectation, quality, and excellence.</p> <p>Actively work with HCET/ NZCPT and Okahu Inuawai Hapu towards long term stability of the lease of the Tokaora property.</p> <p>Meet legislation for: Disability access Disability facilities</p> <p>Regularly update the Hazard register And Risk identification register. Appoint a specific person to these tasks.</p> <p>Use deferred maintainance grant</p>	<ul style="list-style-type: none"> <li>Health and Safety plan, including procedures to ensure environmental hazards are identified and a safe environment is maintained.</li> <li>Hazard register maintained and updated regularly.</li> <li>Hazards identified and strategies in place for Hazard minimisation.</li> <li>Appoint a person to take Property portfolio</li> <li>Support person with responsibility for Hazard identification checks.</li> <li>Prepare a plan for upgrade of the school buildings.</li> <li>Legislation is complied with.</li> <li>The school presents an attractive façade for pupils, staff, guests and parents. Complete painting project.</li> <li>Maintain gardens- work with local volunteer Colleen to strengthen and enhance the garden programme.</li> <li>Regular Health and safety committee meetings held.</li> <li>Work in partnership with HCET to build an up-to-date learning environment which supports student learning.</li> <li>Implement MOE-approved 5- and 10-year property development plans.</li> <li>Complete building a toilet and shower room facility to comply with legislation</li> <li>Comply with fire system requirements of STDC.</li> </ul>	<p>Can the Board please complete this section</p> <p>Achieved</p> <p>Achieved</p>

	<ul style="list-style-type: none"> <li>• Install a concrete path to enable disability access to the hall</li> <li>• Modernise windows in classrooms to achieve effective ventilation.</li> </ul>	
To ensure that students take responsibility for their own learning and behaviour (e.g., goal setting, Making Good Choices).	<ul style="list-style-type: none"> <li>• Ensure that all staff provide effective role-modelling of school values and beliefs.</li> <li>• Promote appropriate playground games and choices.</li> <li>• Follow the school peacemaker-based Behaviour plan</li> </ul>	<p>Achieved</p> <p>On going</p> <p>On going</p>
<p>To ensure that students have practical knowledge of ways to keep themselves physically active, safe, healthy, and happy.</p> <p>Ensure that all students participate in organised physical activities, including learning to swim and be safe in water.</p> <p>To maintain a positive ambience shared by all members of the school community, including a sense of pride, belonging, and togetherness.</p> <p>Consult the wider South Taranaki Community to gauge perceptions of our school.</p> <p>Ensure that students want to come to school, as a place where they feel safe and happy, and that all students are environmentally aware.</p>	<ul style="list-style-type: none"> <li>• Continue to develop health and physical education programme to develop opportunities for regular physical activity and self-management skills.</li> <li>• Acknowledge and encourage Peacemaker attitudes.</li> <li>• Plan EOTC opportunities and programmes, reflecting the latest EOTC guidelines.</li> <li>• Continue to Upgrade pool facility with new plant and equipment, and upgraded changing rooms.</li> <li>• Extend use of facilities as community-orientated teaching/learning resources.</li> <li>• Encourage and provide opportunities for student voice and ownership.</li> <li>• Provide opportunities to develop student leadership (e.g., prefect meetings, class responsibilities, buddy class opportunities, school wide-lead roles).</li> <li>• Implement and resource the Peacemaker peer mediation programme.</li> <li>• Plan for leadership/sports and interaction with other schools</li> </ul>	<p>Achieved</p> <p>Achieved although refresh is needed</p> <p>Achieved</p> <p>Achieved</p> <p>Unfortunately, the ju jitsu club folded. This space is available for a new community group.</p> <p>Assembly, prefects' events and initiatives</p> <p>Through the chaplain's leadership group</p> <p>Achieved.</p>

	<p>for year 7 and 8 specifically.</p> <ul style="list-style-type: none"> <li>• Continue to develop programmes and practices, in environmental awareness, sustainability, positive citizenship; and making a difference.</li> <li>• Develop formal plan for roll growth with marketing and promotion strategy and appoint a person to spear head this.</li> </ul>	<p>Support for missionary work and refugee family.</p> <p>Shade house initiative. Garden group.</p> <p>Interact programme</p> <p>Not achieved. Proprietors' rep has skills in this area and will develop a plan.</p>
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Other 2022 Key Improvement Strategies to Achieve Strategic Vision			
Property (summarise from property plan)	Variance	Finance	Variance
<ul style="list-style-type: none"> <li>• Complete previous items</li> <li>• Continue roof maintenance</li> <li>• Upgrade Hall interior.</li> <li>• Negotiate on site tenure</li> <li>• Continue to improve street appeal.</li> <li>• Ensure playground meets safety specifications by approved inspection.</li> <li>• Upgrade or replace playground</li> <li>• Upgrade or replace phone systems</li> </ul>	<p>Ongoing</p> <p>In progress</p> <p>Grant application in progress</p> <p>completed</p>	<ul style="list-style-type: none"> <li>• Keep tight control on 2023 budget.</li> <li>• Run a non-deficit budget.</li> <li>• Maintain roll (and therefore funding) by increasing community engagement and confidence (see below)</li> </ul>	Not achieved due to staffing
Personnel	Variance	Community Engagement	Variance
<ul style="list-style-type: none"> <li>• When any teaching vacancy occurs, give consideration to our need to increase the number of teachers with expertise in Te Reo, music or the skills of the person leaving.</li> <li>• Continue providing ongoing job stability for staff.</li> </ul>	On going	<ul style="list-style-type: none"> <li>• Investigate parent perceptions through voice collection.</li> <li>• From this develop a set of actions for 2023-24 plans.</li> <li>• Nominate a board member with portfolio of community engagement.</li> </ul>	Not completed

Improvement Plan – Domain Learning			
<b>Strategic Goals:</b> Improve outcomes for all students, particularly Maori, Pasifika, and children with special needs Accelerate progress of students performing below expectations. Provide clear reports on targeted students to BOT.			
<b>Annual Goal:</b> Accelerate progress of target students with emphasis on spelling/writing and maths		<b>Annual Target:</b> Where do we want to be at the end of 2023?  The focus is on <u>student outcomes</u> . By the end of 2023 we will lift the groups struggling in writing and maths to be ‘at’. We will provide Reading Recovery for identified students. We will address the gaps caused by covid issues.  Lost learning and ESOL programmes will provide support for target students.  The LSC will provide teacher and student support.	
<b>Baseline Data:</b> Where are we now? Summarise data – using a grid with key data can be powerful in that the reader is then in the position to judge the value of the target. This provides justification for what you are targeting. Refer Student Targets and Curriculum reports to the board.			
<b>Key Improvement Strategies:</b>  What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?			
When:	What: (examples)	Who	OUTCOMES (November 2023)
Ongoing	Teacher PD. Staff upskilled in Peacemaker. -  All staff participating in Ka hui Ako initiatives. RBL, Local curriculum through TO days. Impact coaching.  AST involvement	All staff	Not achieved  Achieved  achieved
Term 1 – 4	Reading Recovery	Jenny to participate in 6 PD sessions.	Best start literacy was put in place when reading recovery could not be staffed. Reading recovery application for 2024 has been submitted.
Term 1 – 4	Targeted group work with T.A.	Olya	Achieved
Term 1-4	Guidance counsellor/social work referrals	LSC	Achieved
	ESOL testing and application		

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	Lost learning lessons.	LSC/ Nicky Nicky	ESOL and lost learning on hold in term 4 due to staffing issues
<p><b>Monitoring:</b> How are we going – check student outcomes every term? Gloss, Ikan, Basic facts test, Schonell. PAT, Star.</p> <p>Where are the gaps? What needs to change if this is not working? Students enter needed up-skilling or special programmes.</p>			

**Resourcing:** How much money and time is needed? Who will help us? T.A. wages. 1 hour per day. TSB grant. HCET support. LSC

## Improvement Plan – Domain Learning

**Strategic Goals: Apply Christian Values to** Improve outcomes for all students, particularly Maori, Pasifika, and children with special needs

Accelerate progress of students performing below expectations.

Develop strategies for children to succeed as Christian and within their culture.

**Annual Goal:** Accelerate progress of students through

- Uptake of Peacemaker Christian principles.
- and application of Relationship based inquiry learning (RBL)

**Annual Target:** Where do we want to be at the end of 2023?

The focus is on student outcomes. Students will seek mediation and apply Peacemaker principles. Staff will apply learning from Relationship Based Learning.

**Baseline Data:** Where are we now? Summarise data –

### Key Improvement Strategies:

What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?

When:	What: (examples)	Who	OUTCOMES (November 2023)
Term 1 – 4	Prefects will apply Peacemaker models when facing conflict.	Prefects	<ul style="list-style-type: none"> <li>• Students choose mediation as a conflict solution.</li> </ul>
	Students will attend Chapel once a week. Students will attend combined church service when available.	John (HECT Pastor)	<ul style="list-style-type: none"> <li>• Children can retain and reflect on learnings from Chapel lessons.</li> </ul>
	Staff will confront conflict from a Peacemaker perspective when facing conflict or difficult situation. Parents will be introduced to Peacemaker in action.	Staff / Parents	<ul style="list-style-type: none"> <li>• Most adults model Peacemaker principles and activities in their interactions.</li> </ul>
Term 1-4	Students will use Peacemaker when facing conflict or difficult situations.  Build on relationships established with local	Students  Teaching Staff, Proprietors,	<ul style="list-style-type: none"> <li>• students see Peacemaker as a solution.</li> <li>• Students are mostly actively choosing to apply Peacemaker principles.</li> <li>• Church Elders will be engaged to promote HCS</li> </ul>

	churches through 2019 promotions.	Parents	to their congregation.
	<p>Staff will attend Christian schools PD</p> <p>Special Character guidelines implemented</p> <p>3-year Christian PD plan developed</p> <p>Staff will attend Devotional studies once a week</p> <p>Board will experience Christian Fellowship together</p>	<p>NZCPT Jacqui Lloyd</p> <p>3-year Christian PD plan</p> <p>NZCPT Coordinator-Jacqui</p> <p>Chaplain Olya Bartlett</p> <p>Teacher in charge of devotional studies</p> <p>Principal</p> <p>BOT Chair</p>	<ul style="list-style-type: none"> <li>• Staff will become more confident in their own spiritual journey and in their interactions with others.</li> <li>• Staff will show growth as a team in Christian worship and reflection.</li> <li>• Staff will show growth in Biblical knowledge.</li> <li>• The Board will participate in prayer and worship honouring God at the start of each meeting.</li> </ul>
<p><b>Monitoring:</b> How are we going – check student outcomes every term? Spot check.</p> <p>Where are the gaps? What needs to change if this is not working? Voice Collection by RBL, Special Character and school chaplain (well-being check-up)</p>			
<p><b>Resourcing:</b> How much money and time is needed? PD and Travel: To Auckland \$1000(approx.) Peacemaker if available</p> <p>Reading recovery \$200 TO day Ka hui ako, TO day Jacque Lloyd.</p>			





## **APPENDICES**

Appendix 1 – HCS Charter 2023– 2026

Appendix 2 – Staff Professional Development 2023

Appendix 3 – Student Achievement Annual Target 2022 and 2023 – Action Plan

Appendix 4 – 2023 Report on Curriculum progress. (mid-year and EOY)

Appendix 5 – Property Plan

Appendix 6 3-year Christian Character implementation plan.