



TIMARU CHRISTIAN SCHOOL CHARTER 2020



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Our School Community

Timaru Christian School is a unique school situated in the South Canterbury town of Timaru. We are a non-denominational Christian school made up of families from a variety of churches from traditional to Pentecostal. We offer a Christian education from Year 1-10 for both domestic and international students and have approximately 16 different cultures within our school which is capped at 145 students. Approximately one third of our students speak a language other than English at home and we celebrate this beautiful diversity at our school. We have a healthy mix of teaching staff with approximately half male, half female, and about half of our teachers have immigrated to New Zealand at some stage in their teaching career.

As our school is relatively young, we have a number of families who have been a part of the school community for most (or all) of its existence. We work to ensure we have a loving, family community which people feel they belong to.

Our School's Vision and Values

Vision and Values

Our school's vision is that we become 'Christ-centred learners with servant hearts'. It is something that we want to have modelled by everyone – board members, teachers, parents and students.

Our school's values are 'Love and Grace through Servanthood, Truth and Perseverance'.

Our symbols represent each of these vision and value qualities:



 <p>"Christ-centred" Christ is at the centre of what we do</p> <p>The cross is a symbol of Christ, recognised around the world. The writing in the centre is the Japanese translation of 'Christ'</p>	 <p>"learners" We are all learners together</p> <p>The writing in the centre is Chinese for 'student, scholar, learner, trainee, apprentice, novice'.</p>	 <p>"Servant Heart" The servant heart of Christ is our ultimate example.</p> <p>The symbol in the middle is an African symbol for 'help me and let me help you'.</p>	 <p>"love" We show God's love by the way we act and the things we say.</p> <p>The heart is an internationally recognised symbol of love. The intertwined hearts represent the love we share with others.</p>
 <p>"Grace" We show grace to others because God showed grace towards us.</p> <p>The stalk is an African symbol which reminds us that food is needed for life and that it is God who provides that nourishment for us.</p>	 <p>"Servanthood" Choosing to put others before ourselves</p> <p>The bowl and towel reminds us of when Jesus put himself in the position of a servant as He washed His disciples' feet.</p>	 <p>"Truth" It is through God's Word that we find truth.</p> <p>This African symbol means 'God is King' and symbolises the majesty and supremacy of God.</p>	 <p>"Perseverance" It is through perseverance that we can develop the gifts and talents we have been given. Striving for excellence.</p> <p>This Polynesian symbol is used to express courage, dominance, and willpower.</p>



Our facilities

Our school is located at 10 Quarry Road, the former site of an intermediate school in Timaru. We occupy the middle level of the three-storey building, one room in the third storey and two rooms in a separate part of the school. A number of other organisations also utilise our site including Timaru Christian Preschool, Air, Army and Sea Training Corps, a music school, a counselling office and a Toy Library.

We have a large grass area which contains a soccer field, another large playing space with a forest, a playground, fitness trail, berry gardens, chicken coop, vegetable garden, orchard and greenhouse.

Class, Syndicate and House Groups

Each class has one to two class levels in it. This year our classes are as follows: Year 0-1, Year 1-2, Years 3-4, Years 4-5, Year 6-7, Year 8, Year 9-10. We work hard to maintain small class sizes.

Our junior classes (Years 1-6) are referred to as our 'Teina' team. Teina means 'little brother or sister'. Our senior classes (Years 7-10) are our 'Tuakana' team. Tuakana means 'big brother or sister'. It reflects the sense of community and family that we enjoy at our school.

All students are put into House Groups – Blessing, Honour, Glory and Power. These groups compete for points in sports competitions and tournaments during the year. Older students also assist with supervision and orientation of younger students within their house groups.





Cultural Diversity at TCS

We value the many different cultures represented at our school, with families from approximately 16 different countries.

As we teach our students about the diversity of God's creation, we encourage students to value their own and others' cultures. We do this in a variety of ways:

- Our school song has a chorus which celebrates the many languages in our school community.
- Whakatauki are displayed in the hallways and related to Scriptures that are relevant.
- Our school's vision and values icons consist of symbols from a variety of cultures.
- Pattern boards displaying patterns from a variety of cultures are displayed around the school.
- Teachers incorporate basic Te Reo commands into the classroom programme. If parents wish for their child's understanding of Te Reo to be extended, we will make every effort to do so.
- Students in Year 5/6 attend a Marae experience every second year, where possible.
- Parents are encouraged to speak to their children in their native language at home to ensure they maintain a strong sense of their family's culture.
- Students in Year 7-8 are taught a second language on a weekly basis. Students in Years 9 and 10 have the option of learning a second language. In the past the languages taught have included Te Reo, NZ Sign Language, German, and Spanish.
- We hold Multi-cultural days to promote an understanding of different cultures at our school.
- Students are encouraged to pray in their first language.
- If a family asks for more teaching of Te Reo for their child, we can access resources to assist with this.



Statement of Faith including Cornerstone Approach

The 'Special Character' of Timaru Christian School sets it apart from other schools, having begun its life as an independent school in 1996. In 1998 the proprietor of the school (North Haven Ltd) entered into a partnership with the Crown enabling it to teach the New Zealand Curriculum from a Biblical worldview. The proprietor delegates all proprietor responsibilities to the Timaru Christian School Trust which was originally formed to establish the school.

Statement of Faith – what we believe

1. I believe in the one true and living God, eternal in three persons, Father, Son and Holy Spirit, the Creator of heaven and earth.
2. I believe that the Holy Scriptures are the only inspired and infallible written revelation of God to man and the supreme authority in all matters of life and faith.
3. I believe that man was created in the image and likeness of God, to have dominion over the earth and to do all things to the glory of God.
4. I believe that all have sinned, falling short of the glory of God, and come under His righteous judgement.
5. I believe in Jesus Christ, the only begotten Son of the Father, conceived of the Holy Spirit, born of the virgin, crucified, died and was buried. On the third day He was raised from the dead. He ascended into heaven and sits at the right hand of God the Father and will personally return in glory to judge the living and the dead.
6. I believe by God's grace, through the work of the Holy Spirit, we are saved if we turn from our sin and believe in Jesus Christ as our Lord and Saviour.
7. I believe in the bodily resurrection of all mankind to the eternal blessedness of the saved and everlasting punishment of the lost.
8. I believe in the on-going work of the Holy Spirit to equip, inspire, empower and encourage God's people to witness and work in faith.
9. I believe in one holy universal church, of which Christ is Head. He draws together the Body of believers by His Spirit and Word, through faith and unity of purpose to further the Kingdom of God.
10. I believe in God-centred education providing the foundation of all learning, teaching the Lordship of Christ in our world.
11. I believe that God has given parents the responsibility to train their children according to His Word, and therefore acknowledge that the school is an extension of the home.




At Timaru Christian School we have developed the Cornerstone Approach to our teaching and learning programmes. It ensures that everything is based on a Christian Worldview.

All topic units have four key elements: Vocabulary, Special Character/Tikanga, Inquiry, Presentation. We believe that by covering each of these aspects, we are developing skills and understanding in our students which are important to our school community.


Planning and Assessment documents all incorporate the Cornerstone Approach to ensure we are consistent across all levels.




Strategic Plan

Vision: Christ-centred learners with servant hearts	<p style="text-align: center;">Timaru Christian School Strategic Long-term plan 2020-2022</p>			
	2020	2021	2022	Strategic Goal One: <ul style="list-style-type: none"> To have a Biblically-embedded curriculum
	<ul style="list-style-type: none"> Develop a shared understanding of the school's Statement of Faith, vision and values qualities and how they should be taught and evaluated across the school. The focus for this year will be Truth. 	<ul style="list-style-type: none"> Develop a shared understanding of the school's Statement of Faith, vision and values qualities and how they should be taught and evaluated across the school. The focus for this year will be Perseverance. 	<ul style="list-style-type: none"> Develop a shared understanding of the school's Statement of Faith, vision and values qualities and how they should be taught and evaluated across the school. The focus for this year will be Learners (what it means to be a Christ-centred learner) 	
	<ul style="list-style-type: none"> Develop teaching staff's own understanding of Biblical concepts and their application to teaching and learning practices The focus for this year will be Finding the Joy in Christian Education; How to Read the Bible for All It's Worth (Staff and Board Reading). 	<ul style="list-style-type: none"> Develop teaching staff's own understanding of Biblical concepts and their application to teaching and learning practices The focus for this year will be the NZACS Teachers Conference. 	<ul style="list-style-type: none"> Develop teaching staff's own understanding of Biblical concepts and their application to teaching and learning practices 	




Vision: Christ-centred learners with servant hearts	Timaru Christian School Strategic Long-term plan 2020-2022			
	2020	2021	2022	
Strategic Goal Two: <ul style="list-style-type: none">To have strong community partnerships	<ul style="list-style-type: none">Develop partnerships with other local schools and ECEs through membership in the Kahui AkoDevelop our understanding and implementation of the principles of the Treaty so they are further embedded into our curriculum. This year's focus will be on Partnership.Development of Manaakitanga (hospitality) between TCS Community Groups through redesigning of PTA/Staff partnershipEnsure everyone knows who does what in the school eg Trust Board, Board of Trustees etc	<ul style="list-style-type: none">Develop partnerships with other local schools and ECEs through membership in the Kahui AkoDevelop our understanding and implementation of the principles of the Treaty so they are further embedded into our curriculum. This year's focus will be on Participation.Further development and consolidation of Manaakitanga between TCS Community Groups eg new families, cultural groups, new mums groups etc.	<ul style="list-style-type: none">Develop partnerships with other local schools and ECEs through membership in the Kahui AkoDevelop our understanding and implementation of the principles of the Treaty so they are further embedded into our curriculum. This year's focus will be on Protection.	




Vision: Christ-centred learners with servant hearts	<div>  </div> <div> Timaru Christian School Strategic Long-term plan 2020-2022 </div>		
	2020	2021	2022
Strategic Goal Three: <ul style="list-style-type: none"> To have motivated, enthusiastic learning and discipleship 	<ul style="list-style-type: none"> Develop and refine goal-setting procedures to be targeted for each student; transitions between classrooms Develop the grounds for more active learning and to meet needs of students with particular learning needs Strong focus on targeted teaching at each class level Increase opportunities for creativity and student-directed learning through Enrichment Day and Discoverers, Investigators, Collaborators programme. Senior students serve on Discipleship Team Incorporation of Digital Technologies curriculum throughout teaching and learning programmes Introduction of Numicon Maths Programme across Primary school 	<ul style="list-style-type: none"> Strong focus on targeted teaching at each class level Increase opportunities for creativity and student-directed learning through off-site Enrichment Day activities and Discoverers, Investigators, Collaborators programme Incorporation of Digital Technologies curriculum throughout teaching and learning programmes Consolidation of Numicon Maths Programme across school 	




Annual Plan 2020

Vision: Christ-centred learners with servant hearts	Annual Plan – Strategic Goal 1 <i>To have a Biblically-embedded curriculum</i>									
Baseline Data (why the goal was chosen)	Annual Goals and Targets	Actions to Achieve (How will we know)	Lead by:	Time Frame						
				2020 – Term				Year		
				1	2	3	4	2021	2022	
As a state-integrated Christian school, the thing that sets us apart is our Christian Worldview. Our Statement of Faith, Vision and Values must be known and understood by all members of our school community. Over the past two years we have focused on Love and Grace. In 2020, our focus is on Truth, which aligns well with our focus on inquiry learning.	<ul style="list-style-type: none">Develop a shared understanding of the school's Statement of Faith, vision and values qualities and how they should be taught and evaluated across the school.The focus for this year will be Truth.	<ul style="list-style-type: none">Invite Pastors and Leaders from local churches to share Truth from the Bible at Chapel once a month.	BR							
		<ul style="list-style-type: none">Invest in more Case for Christianity For Kids resources to enhance the Apologetics programme.	BR							
		<ul style="list-style-type: none">Staff professional discussions and exercises on Truth including difficult conversations, choosing courage over comfort, praying re: content at the start of each day etc	BR / GP							
		<ul style="list-style-type: none">Senior Student Discipleship Team – presenting Biblical concepts and stories through drama, song, puppets, poems etc, once per month.	BR							
		<ul style="list-style-type: none">Teina/Tuakana singing – Scripture in Song each week	BR / CC / CL							
		<ul style="list-style-type: none">Weekly memory verses put into newsletter	GP/ LC							



Vision: Christ-centred learners with servant hearts	Annual Plan – Strategic Goal 1 Continued <i>To have a Biblically-embedded curriculum</i>								
Baseline Data (why the goal was chosen) As teachers, if we do not understand Biblical concepts and their application to teaching and learning, we will not be able to deliver an effective Christian Education. One thing our Management Team has noticed, is the need to bring the 'joy' back into our teaching of a Christian Worldview. We have also identified a need to ensure we all have a good, shared understanding of what Scripture says to ensure it is taught effectively and correctly in the classroom.	Annual Goals and Targets <ul style="list-style-type: none">Develop teaching staff's own understanding of Biblical concepts and their application to teaching and learning practicesThe focus for this year will be Finding the Joy in Christian Education; How to Read the Bible for All It's Worth (Staff and Board Reading).	Actions to Achieve (How will we know) <ul style="list-style-type: none">Staff work through text 'How to read the Bible for all it's worth'; discussions at staff meetings.Board also work though same text, showing support for teachers in upskilling in own understanding.Professional Development with Dr Bev Norseworthy at Staff Retreat re: Finding the Joy in Christian Education.Follow-up session related to Staff Retreat learning	Lead by: BR BR / SL BN / BR	Time Frame					
				2020 – Term				Year	
				1	2	3	4	2021	2022



Vision: Christ-centred learners with servant hearts	<div>Annual Plan – Strategic Goal 2</div> <div>To have strong community partnerships</div>								
Baseline Data (why the goal was chosen)	Annual Goals and Targets	Actions to Achieve (How will we know)	Lead by:	Time Frame					
				2020 – Term				Year	
				1	2	3	4	2020	2021
TCS is part of the South Timaru Kahui Ako. We joined it to develop connections with other local schools, sharing knowledge and creating relationships which will benefit our students.	<ul style="list-style-type: none">Develop partnerships with other local schools and ECEs through membership in the Kahui Ako	<ul style="list-style-type: none">Kura Collaborator will attend meetings related to Priority Learners (our Collaborative Inquiry focus), and Transitions.	Kura Collab.						
		<ul style="list-style-type: none">New Entrant and Year 8 teachers will attend meetings related to Transitions.	GP / CC						
		<ul style="list-style-type: none">All staff will take part in Kahui Ako Teacher Only Day activities including Social Agencies expo, Collaboration Workshops for Senior Leaders and Kura Collaborators	All Tchg Staff						
		<ul style="list-style-type: none">Continue to work on our school's collaborative inquiry on assessment with Priority Learners	All Tchg Staff						



Combined North and South Timaru Kāhui Ako Annual Goals 2020




Baseline Data – why are we doing what we are going to do	Actions to be taken	Led by	Timeframe			
			T1	T2	T3	T4
Last year we identified the need to inform teachers and whanau about the services available to them to ensure they are supported in their challenging roles. This was in response to anecdotal evidence through discussions and observations across kura.	A Social and Educational Agencies Expo will be hosted by the Kāhui Ako for all parents and teachers so they will know what is available to them in terms of support in their work/role with tamariki.	Lead Principals Kāhui Facilitators	✓			
In order to ensure consistency across all kura and develop a shared language and understanding of the process, the Kāhui Facilitators and Kura Collaborators need to have a clear understanding of what collaboration is	Principals, Headteachers, Kura Collaborators, Kāhui Facilitators and other senior leaders will be invited to take part in Mahitahi Collaboration Training with The Education Group. Two workshops, focus on developing a plan for collaboration in own kura.	Lead Principals	✓	✓		
We have some new Kura Collaborators and our current Collaborators have identified the need to be upskilled in some aspects of their role. We also want to continue to develop relationships and connections through the Collaborators so interactions occur more frequently and naturally.	Kāhui Facilitators will provide training for new Kura Collaborators in the Collaborative Inquiry Model, and for all Kura Collaborators in skills required for their role eg conflict resolution, change management etc.	Kāhui Facilitators	✓	✓		
With a changeover in leadership, it is important for the new leaders to be able to understand perceptions and wishes of current kura leaders. This will assist in the review of the Achievement Challenge too.	New Lead Principals will work together and meet with kura leaders to review progress to date and a path forward.	Lead Principals Senior Leaders of Kura		✓		
Data was collected from primary and secondary schools at the end of last year. We need to find trends, areas to develop etc as we review our Achievement Challenge.	Data will be reviewed and analysed to assess progress made to date and to inform next steps	Lead Principals Kāhui Facilitators		✓		
Our Achievement Challenge is due for review at the end of the year. We need to determine if we have achieved what we set out to do, and where to next.	Current Achievement Challenge will be reviewed, changes proposed, approved by Management Team and Stewardship Team, and submitted to the Ministry of Education.	Lead Principals		✓	✓	
The Kāhui Facilitator roles finish in November.	Kāhui Facilitator roles will be reviewed and updated, as required, and advertised.	Lead Principals Kāhui Facilitators		✓	✓	
The North Timaru Kāhui Ako was awarded some PLD funding for Digital Technologies. We need to ensure it is used effectively to meet need across our Combined Kāhui Ako.	A plan will be developed and implemented around utilising the PLD provided for Digital Technologies.	Lead Principals Volunteer Experts	✓	✓	✓	✓
Last year the Management Team identified the need to go and visit different kura because it has not been occurring in any significant way across our kura recently. Kanohi kitea and whakawhanaungatanga underpin our Collaborative Inquiry Model so we need to be reflecting that.	As per the Professional Development Plan, Road Trips will be organised to allow and encourage leaders and teachers from all kura to visit one another, share ideas and develop relationships.	Lead Principals Kāhui Facilitators	✓	✓	✓	✓


Note: Kāhui Facilitator = Across School Teacher

Kura Collaborator = Within School Teacher




Vision: Christ-centred learners with servant hearts	<div>Annual Plan – Strategic Goal 2</div> <div>To have strong community partnerships</div>									
Baseline Data (why the goal was chosen)	Annual Goals and Targets	Actions to Achieve (How will we know)	Lead by	Time Frame						
				2020 – Term				Year		
				1	2	3	4	2020	2021	
<p>Half of our staff come from overseas, and the remaining teachers do not have a lot of training in Tikanga or Te Reo beyond a basic level. We need to continue to provide experiences for them which expose them to the Maori Culture.</p> <p>As Partnership is a Treaty Principle, we need to find ways to develop more partnerships with our Maori parents and non-Maori parents. We are also keen to partner with other Educational groups.</p>	<ul style="list-style-type: none">Develop our understanding and implementation of the principles of the Treaty so they are further embedded into our curriculum. This year's focus will be on Partnership.	<ul style="list-style-type: none">Teachers attend Marae Experience at Willowbank as part of Teacher Retreat	BR							
		<ul style="list-style-type: none">Approach parents who may be able to assist with a Kapahaka Group	Cultural Team							
		<ul style="list-style-type: none">Participate in community events eg Relay for Life, Jump Jam, Paddle for life, Christmas Parade, Christmas in the Bay etc, as able	Well-being Team							
		<ul style="list-style-type: none">Continue with Staff/Board meals throughout the year (informal, prior to Board meetings)	BR / SL							
		<ul style="list-style-type: none">Plan and run a Cultural Fair	GP Manak. Team							
		<ul style="list-style-type: none">Develop a more consistent connection with the Preschool	BR / GP, BD							
		<ul style="list-style-type: none">Offer Parent Evening – How to foster our Children's Spiritual Growth	BR / GP							
		<ul style="list-style-type: none">Teachers work in Well-being and Cultural Committees to provide extra-curricular and sporting opportunities for students throughout the year, working in a collaborative way amongst themselves and with outside experts.	All Tch							




Vision: Christ-centred learners with servant hearts	Annual Plan – Strategic Goal 2 <i>To have strong community partnerships</i>									
Baseline Data (why the goal was chosen)	Annual Goals and Targets	Actions to Achieve (How will we know)	Lead by	Time Frame						
				2020 – Term				Year		
				1	2	3	4	2020	2021	
With a significant number of new parents and young students, and several long-standing members of the current PTA due to retire, we would like to align the work of the PTA more closely with that of the Board's Strategic Aims, taking away the focus on fundraising, and concentrating more on manaakitanga (hospitality) and whanaungatanga (close connections between people).	<ul style="list-style-type: none">Development of Manaakitanga (hospitality) between TCS Community Groups through redesigning of PTA/Staff partnership.	<ul style="list-style-type: none">Redesign objectives, aims, policies etc of PTA to enable the Parents and Staff to work together with a stronger focus on building community	RC / BR							
		<ul style="list-style-type: none">Find ways to develop an open sharing of ideas between parents and teachers and Management. Implement these.	BR							
A recent Board audit into Stewardship (specifically relationships) showed that many members of our community don't understand the various roles of different groups in our school. It is important our community knows who is representing them, making decisions, setting the vision and direction of the school etc.	<ul style="list-style-type: none">Ensure everyone knows who does what in the school eg Trust Board, Board of Trustees etc	<ul style="list-style-type: none">Put photos of Board, Trust Board, Staff, Student Leaders on the wall and on the website	BR / LC							
		<ul style="list-style-type: none">Continue with regular Board/Staff meals	SL/ BR							




Vision: Christ-centred learners with servant hearts	Annual Plan – Strategic Goal 3 <i>To have motivated, enthusiastic learning and discipleship</i>									
Baseline Data (why the goal was chosen)	Annual Goals and Targets	Actions to Achieve (How will we know)	Lead by	Time Frame						
				2020 – Term				Year		
				1	2	3	4	2021	2022	
In 2019 we introduced the Whanau Education Action Plan. It provided a way for parents and teachers to work collaboratively to set goals for students. It was great to see the level of parent input into this process. We received some feedback that it is the teachers who know the academic goals, so we need to refine the process further, and ensure that there is more ongoing evaluation towards the goals, involving the students in this process so they take ownership of it.	<ul style="list-style-type: none">Develop and refine goal-setting procedures to be targeted for each student; transitions between classrooms	<ul style="list-style-type: none">Teachers from 2019 set academic goals for 2020, parents asked re: social, emotional, spiritual goals	Tch Parents							
		<ul style="list-style-type: none">Use as a basis for initial Learning Conferences and referred to throughout the year	Tch Parents							
		<ul style="list-style-type: none">Students self-evaluate against goals at the end of each week	Tch Chn							
Our buildings and grounds have undergone transformation over the past couple of years with the aim of providing different learning spaces and opportunities for our students. Feedback from staff and student surveys have identified further ways this can be developed.	<ul style="list-style-type: none">Develop the grounds for more active learning and to meet needs of students with particular learning needs	<ul style="list-style-type: none">Cargo net wall to be built in the playground area	RR							
		<ul style="list-style-type: none">Source wooden boat, small tractor or mud kitchen as a feature to play on, cable wheels etc	BR							
		<ul style="list-style-type: none">Paint games onto concrete areas	RR							
		<ul style="list-style-type: none">Further develop outdoor spaces in Tuakana area including tiling, polycarbonate roofing and seating	RR							
		<ul style="list-style-type: none">Complete playground structure revamp (delayed last year due to weather and other unexpected projects)	RR							




Vision: Christ-centred learners with servant hearts	Annual Plan – Strategic Goal 3 <i>To have motivated, enthusiastic learning and discipleship</i>									
Baseline Data (why the goal was chosen) This is a continuing focus area from last year. We trialled Interview Assessments as part of our Kahui Ako Collaborative Inquiry, hoping to see if using face-to-face assessment would provide a better picture of what students did or didn't know, enhancing traditional forms of assessment. We need to continue in this and determine how we can then best use that information for next step-planning.	Annual Goals and Targets <ul style="list-style-type: none">Strong focus on targeted teaching at each class level	Actions to Achieve (How will we know) <ul style="list-style-type: none">Reflect and evaluate the usefulness of Interview Assessments last term.Develop a 'best practice' for Interview Assessments. Retry at the end of Term 1.In Teaching Teams, determine how the assessment results from last term can be used in planning so specific gaps are targeted for students who need acceleration in their learning. (Needs to be evidence in planning.)	Lead by: Kura Coll Kura Coll GP / RG	Time Frame						
				2020 – Term				Year		
				1	2	3	4	2021	2022	




Vision: Christ-centred learners with servant hearts	Annual Plan – Strategic Goal 3 <i>To have motivated, enthusiastic learning and discipleship</i>									
Baseline Data (why the goal was chosen)	Annual Goals and Targets	Actions to Achieve (How will we know)	Lead by	Time Frame						
				2020 – Term				Year		
				1	2	3	4	2021	2022	
In 2019 we introduced Enrichment Day in which students could select 3 Technology, Arts or Sporting activities to do for the term. This was very popular with students and a survey to parents showed they valued the opportunity their children had to select activities they were passionate about. We have refined the organisation of the day and want to bring in more parent involvement. Our Kahui Ako focuses on a Collaborative Inquiry model and we have introduced this to our Year 5-8 students in Term 4, 2019. We believe it is important for them to think critically and so are introducing different levels of inquiry throughout the school in 2020, building upon what they have done previously.	<ul style="list-style-type: none">Increase opportunities for creativity and student-directed learning through Enrichment Day and Discoverers, Investigators, Collaborators programme.	<ul style="list-style-type: none">Create a Servanthood Development Plan for across school levels	BR / GP RG							
		<ul style="list-style-type: none">Plan, teach and assess learning across the school based on the following modes of teaching and learning: Year 0-2 – Discoverers (Learn through Play); Year 3-5 – Investigators (teacher-directed inquiry); Year 6-8 Collaborators (mixed age/ability collaborative inquiries directed by the students)	Tch Staff							
		<ul style="list-style-type: none">Leadership teams set up to carry out different responsibilities in the school	BR							
		<ul style="list-style-type: none">Advertise local competitions in the school newsletter eg poetry competition, speech competition, chess, current events, spelling, international tests etc, so parents are aware of opportunities	LC Tchrs							
		<ul style="list-style-type: none">Encourage more parents to assist with Enrichment Day activities	BR							



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Baseline Data (why the goal was chosen)	Annual Goals and Targets	Actions to Achieve (How will we know)	Lead by	Time Frame						
				2020 – Term				Year		
				1	2	3	4	2021	2022	
We want to encourage our senior students to teach junior students stories and concepts from the Bible so more peer-tutoring is occurring. We attempted to do this with small groups of students for pairs of senior students last year but behaviour management became an issue, particularly for senior students who were not used to leadership roles. We need to find other ways for older students to pass on the knowledge they have.	<ul style="list-style-type: none">Senior students serve on Discipleship Team	<ul style="list-style-type: none">Create a Discipleship Team for Year 7-10 students.	BR							
		<ul style="list-style-type: none">Meet weekly to plan and rehearse puppet shows, plays, poems, storytelling etc for one Chapel per month.	BR							



Vision: Christ-centred learners with servant hearts	Annual Plan – Strategic Goal 3 <i>To have motivated, enthusiastic learning and discipleship</i>									
Baseline Data (why the goal was chosen)	Annual Goals and Targets	Actions to Achieve (How will we know)	Lead by:	Time Frame						
				2020 – Term				Year		
				1	2	3	4	2021	2022	
With the Digital Technologies expected to be fully implemented from next year, we want to ensure teachers are equipped to do so.	• Incorporation of Digital Technologies curriculum throughout teaching and learning programmes	• Work through curriculum documents and identify places where Digital Technologies naturally integrate. Record on school-wide planning documents.	BR							
		• Enrol in Year 5-10 Digital Technologies Term 3 programme and run it for 5 weeks for students in those class levels.	BR / RG							
		• Attend Digital Technology Workshops hosted by Kahui Ako leaders as they arise.	Tchrs							
We want to increase the achievement in Maths across all levels as our results have varied over past years. After looking into alternatives and visiting a school who has had excellent results with it, we have purchased the Numicon Maths Programme. We need to ensure it is taught in the same way across all classes so benefits and outcomes are maximised.	• Introduction of Numicon Maths Programme across Primary school	• Numicon Facilitator will be working with teachers at the Staff Retreat	BR							
		• Ongoing reflections re: the programme as part of Staff Meetings – what has worked, what hasn't worked, seeking thoughts/advice from one another	BR							
		• Determine if and how assessments we currently use will complement the Numicon programme	BR Tchrs							



Vision: Christ-centred learners with servant hearts

Annual Plan – Strategic Goal 3

To have motivated, enthusiastic learning and discipleship

Baseline Data (why the goal was chosen)	Annual Goals and Targets	Actions to Achieve (How will we know)	Lead by:	Time Frame					
				2020 – Term				Year	
				1	2	3	4	2021	2022
SCHOOL TARGET 1 In 2019 we started working with our Kahui Ako on a Transitions focus in the junior part of the school. Looking at our data in the transition parts of the school, over the past 8 years' of data, we can see that the average percentage of students achieving at or above their expected level is approximately 59% in Year 1 Reading, and 66% in Year 1 Writing. The average percentage of students achieving at or above their expected level is approximately 67% in Year 7 Maths, and 73% in Year 8 Maths. In Year 8 the average percentage of students achieving at or above their expected level is 67% in Reading and 55% in Writing. This continues to be an issue in Year 9 though the tracking of that year level has not been long enough in duration to find any trends. The Year 1 and Year 7/8 classes are ones which follow a significant change/transition from ECE to primary and from primary to intermediate/middle school. The curriculum jumps quite significantly in some aspects across these transition times and there are developmental factors involved at these ages too which impact on learning eg physical development, social development etc. We would like to make our target focus the focus of our Kahui Ako Collaborative Inquiry. This is a long-term approach so the goal reflects this. We believe this will be more meaningful and have more long-term benefits than if we were to focus on one or two 'quick' interventions this year and then have to do the same for subsequent year groups.	<ul style="list-style-type: none"> By the end of our Collaborative Inquiry, our students who have experienced recent transitions within the school (specifically by the end of Year 1, Year 7 and Year 9) will achieve at the same rate as other year levels. 	<ul style="list-style-type: none"> Carry out a Collaborative Inquiry with a focus on transitions, as part of our involvement in the Kahui Ako. Actions to achieve will be determined as we work through the Collaborative Inquiry process. 	Bethany Grant Rob Willem (Kura Collab)						



Curriculum Review and Development

	A (2020)	B (2021)	C (2022)
Curriculum Development	<ul style="list-style-type: none">• Numicon Maths Programme• Interview Assessments (Kahui Ako)• Finding the Joy in Christian Education	<ul style="list-style-type: none">• Numicon Maths Programme• New Zealand History• Christian Worldview -	<ul style="list-style-type: none">• Digital Technologies• Christian Worldview -
Curriculum Review	Term 2 - PE/Health Term 3 - Social Sciences	Term 2 – Science Term 3 – Technology	Term 2 – Reading Term 3 – Scripture; The Arts



Policy review timetable

Operational Policies	Last Reviewed	Next Review
Health and Safety	Term 2, 2019	Term 2, 2022
Personnel	Term 3, 2017	Term 2, 2020
Privacy	Term 4, 2017	Term 4, 2020
Finance and Property	Term 1, 2018	Term 4, 2020
Protected Disclosure	Term 2, 2018	Term 2, 2021
Reporting to the Board	Term 2, 2018	Term 2, 2021
Responsibilities of the Principal	Term 2, 2018	Term 2, 2021
Curriculum	Term 4, 2018	Term 3, 2021
Equal Employments Opportunities Policy	Term 3, 2017	Term 3, 2020
Creative Commons Copyright Policy	Term 1, 2019	Term 1, 2022
Child Protection Policy	Term 2, 2019	Term 2, 2022
International Student Policy	Term 3, 2019	Term 3, 2020
International Student Refund Policy	Term 3, 2019	Term 3, 2020
International Student Fee Protection Policy	Term 3, 2019	Term 3, 2020
Appraisal of the Principal Policy	Term 4, 2019	Term 3, 2021

Governance Policies	Last Reviewed	Next Review
Governance Definition	Term 1, 2017	Term 1, 2020
Meeting Process	Term 1, 2017	Term 1, 2020
Relationships	Term 4, 2019	Term 4, 2022
Role Definition	Term 4, 2019	Term 4, 2022
Committee Principles/Delegations	Term 4, 2017	Term 4, 2020



Board Orientation	Term 4, 2018	Term 3, 2021
Trustee Register	Term 4, 2018	Term 3, 2021
Board Review	Term 4, 2019	Term 1, 2022
Triennial Review Procedure	Term 4, 2018	Term 4, 2021
Code of Conduct	Term 4, 2018	Term 3, 2021

Procedure review timetable

Curriculum – NAG 1	Last Reviewed	Next Review
C1 Special Character Education	Term 3, 2018	Term 3, 2021
C2 Assessment	Term 3, 2018	Term 3, 2021
C3 Cultural Diversity	Term 1, 2017	Term 1, 2020
C4 Special Needs including Remedial, GATE, ESOL	Term 3, 2017	Term 3, 2020
C5 Health Education – every two years	Term 2, 2019	Term 2, 2021
C6 Homework	Term 3, 2018	Term 1, 2021
C7 EOTC	Term 4, 2016	Term 4, 2019
C8 Curriculum	Term 3, 2018	Term 3, 2021
C9 Cybersafety	Term 3, 2016	Term 3, 2019

Strategic Planning / Self-Review / Reporting – NAG 2	Last Reviewed	Next Review
RPR1 School Planning and Reporting	Term 1, 2019	Term 4, 2021
RPR2 Curriculum Review	Term 3, 2018	Term 2, 2021
RPR3 Reporting to Parents and the wider community	Term 2, 2018	Term 2, 2021
RPR4 Reporting to the Board	Term 2, 2018	Term 2, 2021



Employment and Personnel – NAG 3	Last Reviewed	Next Review
PS1 Appointment Procedure	Term 3, 2017	Term 3, 2020
PS2 Appraisal	Term 3, 2019	Term 2, 2022
PS3 Beginning Teachers	Term 1, 2017	Term 1, 2020
PS4 Management Units	Term 1, 2018	Term 4, 2020
PS5 Complaints	Term 3, 2018	Term 3, 2021
PS5a Complaints for International Students	Term 3, 2019	Term 2, 2020
PS6 Protected Disclosure	Term 2, 2018	Term 2, 2021
PS7 Staff Leave	Term 1, 2017	Term 1, 2020
PS8 Classroom Release Time	Term 1, 2018	Term 4, 2020
PS9 Teacher Registration and Police Vetting	Term 3, 2018	Term 3, 2021
PS10 Personal Grievance	Term 2, 2017	Term 2, 2020
PS11 Staff Laptops	Term 2, 2017	Term 2, 2020

Finances - NAG 4i	Last Reviewed	Next Review
F1 Monitoring Expenditure	Term 3, 2018	Term 1, 2021
F2 Credit Card	Term 3, 2018	Term 1, 2021
F3 Gifts	Term 3, 2018	Term 1, 2021
F4 School Expenses	Term 1, 2018	Term 1, 2021
F5 Travel Expenditure	Term 3, 2018	Term 1, 2021
F6 Financial Management	Term 1, 2018	Term 1, 2021



Property - NAG 4ii	Last Reviewed	Next Review
PP1 School Security	Term 2, 2019	Term 2, 2022
PP2 Asset Register	Term 2, 2019	Term 2, 2022
PP3 Property Maintenance	Term 2, 2017	Term 3, 2019

Health and Safety – NAG 5	Last Reviewed	Next Review
HS1 Care and Management of Children	Term 3, 2018	Term 3, 2021
HS2 Supervision of Students	Term 1, 2019	Term 1, 2022
HS3 Staff Health and Safety	Term 2, 2019	Term 2, 2022
HS4 Sun Safety (as per policy)	Term 4, 2019	Term 4, 2022
HS5 Harassment	Term 4, 2018	Term 4, 2021
HS6 Evacuation Plan	Term 1, 2018	Term 4, 2020
HS7 Disaster and Crisis Management Plan	Term 3, 2016	Term 3, 2019
HS8 Pandemic Management	Term 3, 2016	Term 3, 2019
HS9 Head Lice	Term 2, 2018	Term 2, 2021
HS10 HIV and infectious diseases	Term 4, 2016	Term 4, 2019
HS11 Food and Nutrition	Term 3, 2018	Term 3, 2021
HS12 Positive Guidance (Behaviour Management)	Term 1, 2018	Term 4, 2020
HS13 School Closure	Term 2, 2017	Term 2, 2020
HS14 Separated Parents	Term 1, 2017	Term 1, 2020
HS15 Visitors	Term 2, 2018	Term 2, 2021
HS16 Abuse Reporting Procedure	Term 1, 2018	Term 4, 2020
HS17 Accidents, Illness and Injury	Term 2, 2019	Term 4, 2020
HS18 Administering Medicines	Term 1, 2019	Term 1, 2022
HS19 Bicycles	Term 1, 2017	Term 1, 2020



HS 20 Smokefree Schools	Term 1, 2017	Term 1 2020
HS 21 Search and Retention	Term 2, 2017	Term 2, 2020
HS22 Discipline Procedure for International Students	Term 3, 2019	Term 2, 2020

Legislation – NAG 6	Last Reviewed	Next Review
LR1 Enrolment	Term 1, 2019	Term 4, 2021
LR2 Attendance	Term 1, 2019	Term 4, 2021
LR3 Privacy Guidelines	Term 1, 2018	Term 4, 2020

Other	Last Reviewed	Next Review
O1 Parent Helpers	Term 1, 2019	Term 4, 2021
O2 Uniform	Term 1, 2019	Term 4, 2021