



STRATEGIC PLAN 2022



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VISION STATEMENT

Equip for life, prepare for eternity.

MISSION STATEMENT

*Matamata Christian School, together with the parents, work to provide a Christ-centred education based on Biblical foundations.
We strive for personal excellence in the academic, spiritual, physical and emotional realms.*

CORE VALUES

The school believes in and actively pursues:

- a caring, praying community united in Jesus Christ
- enthusiastic and actively involved families
- a heart obedient to the Lord
- a spirit of perseverance, resilience and self-discipline
- respect for self, others and those in authority
- quality, Christ-centred, Bible based education
- a well maintained physical environment and resources

THE CORE PURPOSE

The school in partnership with parents, within an educational environment, will encourage lifelong discipleship of Jesus Christ by providing opportunities to:

- gain knowledge and understanding of all things based on the truth of His Word (Proverbs 1:7)
- gain faith that transforms into the likeness of God (Romans 12:2)
- gain hope in an eternal relationship with God through Jesus Christ that is firmly rooted in a deep reverence of Him (Ephesians 3:17 – 20)
- gain confidence to achieve all things through Christ who strengthens (Philippians 4:13)

BRIEF DESCRIPTION

Matamata Christian School was founded in 1988 and is a full primary school for girls and boys from Y1—Y8, offering education with a special character.

The school is a member of two Communities of Learning | Kahui Ako; Ngā Whānau O Karaiti Kāhui Ako the primary CoL, and the Matamata Community as the secondary CoL.

Preference for enrolment is given to those families who establish a particular or general connection with the special character of the school (refer to the “Deed of Agreement”).

In accordance with section 11P of the Education Act 1989, the board will adopt an enrolment scheme if the demand for places exceeds the number of places available under the school's maximum roll.

The proprietor of the school is the Peria Christian Education Inc. which is governed by its constitution to preserve the special character of the school.

TEACHING VALUES

- Respect
- Service
- Compassion
- Truthfulness
- Self-Control
- Initiative
- Perseverance
- Diligence

SCHOOL GOALS

Goal 1: To Provide a Christ centred education that is based on the seven national curriculum statements while recognising the special character of the school

- Devotions and prayer will be a daily part of school life.
- The revised school curriculum will be used as a basis to teach the revised New Zealand Curriculum from a Biblical worldview.
- All staff will actively support the above and provide an attractive active Christian role model.
- Students will be encouraged to develop a personal relationship with Jesus Christ.

Goal 2: To be a worthy choice for families of the Christian community

- By operating a Biblically based curriculum.
- By providing and promoting a stable caring environment where students are encouraged to honour God and to excel in all areas of their lives.
- By helping students to be accountable for their actions and to develop a sense of responsibility.
- By developing in students eight core foundational values; respect, service, compassion, truthfulness, self-control, initiative, perseverance and diligence.
- By actively promoting the positive aspects of Christian schooling in general and of Matamata Christian School in particular.

Goal 3: To actively form and maintain a close home and school partnership

- By working together for the educational benefit of the children.
- By encouraging parents in the school / home partnership of training children in the ways of the Lord.
- By recognising the important role that parents have in the education of their children.
- By encouraging parental involvement and interest in the school.
- By involving parental participation in their child's learning through their Learning Journal.
- To ensure parents have access to school staff as required.
- To promote regular consultation opportunities with the school community.
- To promote regular consultation opportunities with the Māori community.

Goal 4: To provide a quality education that maximises student achievement

- To ensure curriculum delivery is focussed on promoting high student achievement and outcomes.
- To staff the school with highly motivated effective teachers.
- To help students learn about God, themselves and the world around them.
- To promote the development of student's character.
- To develop literacy and numeracy skills.
- To promote critical thinking strategies.
- To develop the principles, values and key competencies of the school and revised New Zealand Curriculum.
- To promote academic excellence and maximise student achievement opportunities.
- To develop a love of learning in students and staff.
- To develop student ownership of their learning.
- To develop student's knowledge, understanding and skills to help equip them toward becoming productive members of society.

Goal 5: To reflect in our practices the diverse cultures in our school

- To recognise the Treaty of Waitangi and integrate basic Māori language and culture into the curriculum delivery.
- To recognise the uniqueness of each individual student.
- To be sensitive to the differing national backgrounds of students.
- To be sensitive to the differing Christian backgrounds of students.
- To promote tolerance and respectfulness regarding differences amongst students and families in those areas which do not compromise the goals and values of the school.

Goal 6: To develop and maintain the property and environment in such a way that maximises the opportunities for student learning and development

- To provide an attractive and functional environment.
- To present the school in a manner that shows God's creation effectively managed and displayed.
- To develop, provide and maintain attractive and functional playground activities.
- To maintain a safe and pleasant learning environment for all staff and students.
- To encourage and display quality work.

KĀHUI AKO

Matamata Christian School is a member of two Kāhui Ako's; Ngā Whānau O Karaiti Kāhui Ako (the Central North Island Christian Schools, pre-schools and BTI), and Matamata. Both Kāhui Ako's are fully operational. Our funding is linked with Ngā Whānau O Karaiti though we may be involved with some professional development with the Matamata one too from time to time. The Christian mission statement is:

Ngā Whānau O Karaiti Kāhui Ako Mission Statement

Ngā Whānau O Karaiti Kāhui Ako aspires for all our learners to be successful learners and our teachers to be effective teachers through the realisation of our mission statement:

To collaborate as a Christian community of learning for all ākonga to be equipped and to realise their holistic God-given purpose to experience shalom.

Matamata Christian School will be an active member in the Ngā Whānau O Karaiti Kāhui Ako programme. The emphasis will be based on three identified areas of need: Writing, Oral Language in Juniors and Māori language. This will be addressed through a High Level Plan developing Cultural Responsive and Relational Pedagogy and service-learning. All staff have now been appointed and the Kāhui Ako is fully functioning.

STRATEGIC GUIDELINES AND OBJECTIVES LINKED TO THE NATIONAL ADMINISTRATION GUIDELINES

CURRICULUM AND STUDENT ACHIEVEMENT

National Administrative Guideline 1

Boards of Trustees and school management are required to ensure that:

- learning and teaching programmes provide all students opportunities to succeed
- priority is given to literacy and numeracy, then physical activity up to Year 6
- assessment information is gathered that:
 - ❖ enables student progress and achievement to be evaluated (giving priority to literacy and numeracy)
 - ❖ identifies students who:
 - are not achieving
 - are at risk of not achieving
 - have special needs
 - ❖ identifies aspects of the curriculum requiring particular attention
- teaching and learning programmes and strategies are developed and implemented which address the needs of students
- the school's Māori community is consulted
- appropriate career education and guidance is provided

Strategic Guidelines	Strategic Objectives
<p>At Matamata Christian School we will:</p> <ul style="list-style-type: none"> ➤ use our curriculum as a basis for providing a Biblical worldview to teach the revised New Zealand Curriculum ➤ provide learning and teaching programmes that recognise individual needs and differences and provide all students opportunities to succeed at their level ➤ provide classroom programmes that focus on literacy and numeracy ➤ promote physical activity through school programmes ➤ ensure that classroom programmes reflect and respect our community's rich cultural heritage ➤ provide opportunities for the development of Te Reo and tikanga Māori ➤ provide inclusive classroom programmes for students with special learning needs as appropriate ➤ gather assessment information that clearly identifies individual learning needs and enables student progress and achievement to be effectively evaluated ➤ develop and implement assessment, evaluation and recording systems that: <ul style="list-style-type: none"> - enhance the quality of learning and teaching - communicate accurate and relevant information - provide an on-going profile of student progress - facilitate effective self-review of student progress, achievement and next steps - facilitate effective self review of programme effectiveness ➤ provide students with access to computers in their own classrooms so that ICT technology can be integrated into classroom programmes ➤ enhance classroom programmes by providing ICT technology resources to: <ul style="list-style-type: none"> - enable students to develop ICT skills - access information sources via the internet - enhance the learning process 	<p>At Matamata Christian School we will:</p> <ol style="list-style-type: none"> 1. Develop and implement policies that reflect our strategic guidelines in: <ul style="list-style-type: none"> - curriculum delivery - assessment, recording and reporting 2. Develop and implement curriculum programmes based on the National Curriculum Framework as follows: <ul style="list-style-type: none"> - English - Oral Language/Visual Language - English – Reading - English – Writing - Mathematics - Health and Physical Well-being - Science - Technology - Social Studies - The Arts - Languages (Years 7/8) 3. Develop and implement associated curriculum programmes as follows: <ul style="list-style-type: none"> - Library/Information Centre - Te Reo Māori - Education Outside the Classroom 4. Develop and implement delivery mechanisms that will allow programmes for students with special learning needs to be delivered in-class as appropriate. 5. Develop a Biblical programme that aims to explore, develop and integrate effective pedagogy in teaching about the Bible, God and Christian themes.

PLANNING, SELF REVIEW AND REPORTING

National Administrative Guideline 2

Board of Trustees and school management are required to ensure that:

- a strategic plan is developed which documents implementation of the National Guidelines including those for curriculum, assessment, and staff professional development
- on going self-review (including evaluation of information on student achievement) is occurring
- the school reports effectively on the achievement of:
 - individual students
 - students as year groups
 - students as a whole
 - identified special needs groups
 - Māori students
- the school reports on student achievement and progress to:
 - individual students about their achievement and progress
 - families about their child's achievement and progress
 - the Board and community about school wide and group achievement and progress

Strategic Guidelines	Strategic Objectives
<p>At Matamata Christian School we will:</p> <ul style="list-style-type: none"> ➤ base our planning on a Strategic Plan which reflects our school's goals and priorities as stated in the Charter ➤ undertake regular and systematic self-review of school policies, systems and procedures based on a three yearly cycle ➤ develop and implement effective reporting systems that provide accurate, relevant and valid information on: <ul style="list-style-type: none"> - individual achievement - year group levels - programme effectiveness - identified special needs groups including Māori and Pasifika students ➤ develop and implement effective reporting systems that: <ul style="list-style-type: none"> - report student and group performance against the National Curriculum Levels - improve student's learning - enhance teacher's feedback to their own students - provide relevant information for other teachers and guidance support services within and beyond the school - provide accurate and relevant information to parents/caregivers - are manageable 	<p>At Matamata Christian School we will:</p> <ol style="list-style-type: none"> 1. Develop and implement a Strategic Plan. 2. Review the Strategic Plan annually. 3. Develop and implement an annual Operational Plan and budget linked to the Strategic Plan. 4. Develop effective reporting analysis in priority learning areas..

PERSONNEL

National Administration Guideline 3

The Board of Trustees and school management are required to ensure that:

- staff appointments and responsibilities cater for the learning needs of all students
- school practices cater for the safety and welfare of staff and students
- staff and students are treated fairly and have access to complaints procedures
- Equal Employment Opportunities policy is adhered to
- provisions of employment contracts are met
- The Education Act 1975 is adhered to

Strategic Guidelines	Strategic Objectives
<p>At Matamata Christian School we will:</p> <ul style="list-style-type: none"> ➤ monitor pupil/teacher ratios in classrooms striving to keep these as low as possible ➤ appoint teaching staff that adhere to the special character of the school ➤ appoint teaching staff competent to provide classroom programmes which cater for the learning needs of students as stipulated in the deed of agreement and constitution ➤ appoint appropriate personnel to support literacy and numeracy programmes ➤ appoint appropriate personnel to assist with school administration and property maintenance ➤ employ the services of appropriately qualified consultants to undertake tasks/projects requiring specialist expertise as and when necessary ➤ provide opportunities for on-going professional development for all staff. ➤ provide a school based professional development programme linked to identified needs in the Strategic Plan and self review ➤ promote high levels of staff performance through a comprehensive staff appraisal system ➤ provide school personnel with the resources and skills necessary to enable them to use ICT technology effectively. This will be to support and enhance classroom programmes enabling them to perform their teaching tasks effectively 	<p>At Matamata Christian School we will:</p> <ol style="list-style-type: none"> 1. Develop and implement policies and procedures that reflect our strategic guidelines in: <ul style="list-style-type: none"> - complaints against staff - competency and discipline - Equal Employment Opportunities programme - leave of absence - performance appraisal - professional development - sexual harassment - staff appointments - teacher registration 2. Develop and implement the relevant administrative procedures and documentation to support the implementation of these policies. 3. Provide teacher : pupil ratios averaging out to a maximum of 1:20 in the Junior class and 1:28 in all other classes. 4. Provide a teacher aide to help support specialised teaching programmes such as for ESOL, the Reading Club and specialist strategies, for example; Talk to Learn. 5. Include the provision of ICT upskilling in the professional development programme as necessary.

FINANCE

National Administration Guideline 4

The Board of Trustees and school management are required to ensure that:

- an annual budget is prepared
- resources are allocated to achieve strategic goals
- school expenditure is monitored regularly
- annual reports and financial statements are prepared
- adequate systems of internal control are in place

Strategic Guidelines	Strategic Objectives
<p>At Matamata Christian School we will:</p> <ul style="list-style-type: none"> ➤ ensure that the annual budget: <ul style="list-style-type: none"> - provides for the employment of appropriate staffing (i.e. teachers and support staff) - provides funding for appropriate professional development programmes including performance appraisal - allocates resources to reflect the priority on literacy and numeracy - allocates resources to support the achievement of our strategic goals - allocates resources to support the development and implementation of information and computer technology ➤ clearly identify and document the use of the SEG (Special Education Grant) funding and any other grants received for special purposes 	<p>At Matamata Christian School we will:</p> <ol style="list-style-type: none"> 1. Develop an annual budget to support the implementation of the Operational Plan. 2. Develop and implement the relevant administrative procedures and documentation to support the implementation of this policy.

PROPERTY

National Administration Guideline 4

The Board of Trustees and school management are required to ensure that:

- upkeep and maintenance of properties are in line with Ministry requirements
- property provisions meet the needs of people with disabilities
- property arrangements comply with current legislation

Strategic Guidelines	Strategic Objectives
<p>At Matamata Christian School we will:</p> <ul style="list-style-type: none"> ➤ provide for the regular and systematic maintenance of buildings and grounds ➤ ensure that resources are well organised and easily accessible ➤ provide effective communication channels between the BOT property person and proprietors 	<p>At Matamata Christian School we will:</p> <ol style="list-style-type: none"> 1. Develop appropriate monthly procedures for checking safety of school property items.

HEALTH AND SAFETY

National Administration Guideline 5

The Board of Trustees and school management are required to ensure that:

- school policies meet all legislative requirements for health and safety
- staff and students understand these policies as necessary
- health and safety issues are monitored and reported on

Strategic Guidelines	Strategic Objectives
<p>At Matamata Christian School we will:</p> <ul style="list-style-type: none"> ➤ provide an environment where school personnel are pro-active in seeking to ensure that all individuals associated with the school are protected from injury or harm, physical or emotional ➤ develop procedures to ensure that all compliance requirements are adhered to ➤ regularly review systems and procedures ➤ develop and implement a whole school approach to positive behaviour management 	<p>At Matamata Christian School we will:</p> <ol style="list-style-type: none"> 1. Develop and implement policies that reflect our strategic guidelines in: <ul style="list-style-type: none"> - behaviour management - child abuse - health and safety - smoking - traumatic incidents 2. Develop and implement the relevant administrative procedures and documentation to support the implementation of these policies.

LEGISLATION AND COMPLIANCE

National Administration Guideline 6

The Boards of Trustees and school management are required to ensure that:

- the school is complying with all general legislation, for example;
 - records show that requirements on attendance and opening times are being met
 - systems are in place to handle enrolments, absences and truancy

Strategic Guidelines	Strategic Objectives
<p>At Matamata Christian School we will:</p> <ul style="list-style-type: none"> ➤ comply with all regulatory and legislative requirements as they relate to the school's operations 	<p>At Matamata Christian School we will:</p> <ol style="list-style-type: none"> 1. Develop and implement policies that reflect our strategic guidelines in: <ul style="list-style-type: none"> - attendance 2. Develop and implement the relevant administrative procedures and documentation to support the implementation of such policies.

COMMUNITY CONSULTATION, PARTNERSHIP AND INVOLVEMENT

Strategic Guidelines	Strategic Objectives
<p>At Matamata Christian School we will:</p> <ul style="list-style-type: none"> ➤ maintain an open door policy ➤ provide regular opportunities for parents and families to take part in school activities ➤ consult with all stake holders on issues important to the school 	<p>At Matamata Christian School we will:</p> <ol style="list-style-type: none"> 1. Inform parent/caregivers of school activities through regular newsletters. 2. Distribute to parents details of school-wide events well in advance. 3. Develop ways to report to parents that involve their interaction. 4. Encourage parent involvement in the learning their children do. 5. Report to Māori about student achievement and encourage their ideas to help improvement for their children. <p><i>See also the strategic guidelines and objectives for National Administration Guideline 2 – Planning, Self Review & Reporting</i></p>

CHARTER UNDERTAKING

In accordance with Section 64 of the Education Act, the Matamata Christian School Board of Trustees undertakes to take all reasonable steps to achieve the purpose, aims and objectives in this charter which have been approved by the Board following consultation with the community in terms of section 61 and 62 of the Education Act, and to take full account of the National Guidelines and all statutory obligations.



26 March 2022

.....
Principal

.....
Date

.....
Chairperson, Board of Trustees

.....
Date

.....
For Minister of Education

.....
Date

Standing members of the Board of Trustees:

Spence Reichardt

Les Steed-Conway

Alistair Paterson

Michele Lee

Craig Hawes

Tim Chen

Karlynn Mataitoga

Rosie Hill

Glen Cane

CODE OF CONDUCT - BOARD OF TRUSTEES

The Board of Trustees agrees to adhere to the following code of conduct:

1. Ensure that the needs of the children and their learning are given full consideration when planning, resourcing and implementing the school's curriculum.
2. Ensure that all students are provided with an education which respects their individuality and which challenges them to reach the highest standard of personal achievement.
3. Serve their school and their community to the best of their ability and be honest, reliable, trustworthy, loyal and fair.
4. Respect the integrity of the principal, staff, parents and students.
5. Maintain the confidentiality and trust vested in them.
6. Ensure strict confidentiality of papers and information related to the Board's position as employer.
7. Ensure that individual trustees do not act independently of the Board and its decisions.
8. Ensure that any disagreements with the Board's stance on matters relating to the employer position be resolved within the Board.
9. Accept that the Principal is the professional leader and C.E.O. of the school who is responsible to the Board.

MATAMATA CHRISTIAN SCHOOL FIVE YEAR STRATEGIC PLAN 2022 - 2026

	2022	2023	2024	2025	2026
Curriculum	<p>Maths Development: Develop and embed as appropriate in the Year 5 – 8 classes:</p> <ul style="list-style-type: none"> Rich tasks and problem solving with specific planning structure Flipped learning Multi-level group teaching Group roles Front loading information Student accessible rubrics Strand Assessment Integrate ALiM <p>Across the school:</p> <ul style="list-style-type: none"> Engage in MST2 Implement Maths pedagogies from research in MST Develop student rubrics at all levels to help students understand their learning pathways and set goals to help self-manage and drive their achievement Investigate the use of assessment tools, choosing and making sure we are getting the most out of them to use them to directly identify progress, learning needs, support student understanding and goal setting. Investigate using PACT to help define rubrics. Run our Maths Together evenings to support parental involvement. Integrate Tataiako approaches to engage Māori students. 	<p>Maths Development Develop and embed as appropriate in the Year 3 – 8 classes:</p> <ul style="list-style-type: none"> Rich tasks and problem solving with specific planning structure Flipped learning Multi-level group teaching Group roles Front loading information Student accessible rubrics Strand Assessment Integrate ALiM <p>Across the school:</p> <ul style="list-style-type: none"> Implement Maths pedagogies from research in MST Develop flipped learning tutorials Investigate using Maths Buddy as a flipped learning tool Develop Numicon as a teaching and learning resource Complete student rubrics at all levels to help students understand their learning pathways and set goals to help self-manage and drive their achievement Develop the use of assessment tools to use them to directly identify progress, learning needs, support student understanding and goal setting. Develop the Learning Journals to help deepen learning pathways and student understanding. 	<p>Maths Development Embed as appropriate in the Year 3 – 8 classes:</p> <ul style="list-style-type: none"> Rich tasks and problem solving with specific planning structure Flipped learning Multi-level group teaching Group roles Front loading information Student accessible rubrics Strand Assessment Integrate ALiM <p>Across the school:</p> <ul style="list-style-type: none"> Continue to research and implement Maths pedagogies Develop flipped learning tutorials Consider using Maths Buddy as a flipped learning tool Develop Numicon as a teaching and learning resource Evaluate and update student rubrics at all levels to help students understand their learning pathways and set goals to help self-manage and drive their achievement Develop the use of assessment tools to use them to directly identify progress, learning needs, support student understanding and goal setting. Use Learning Journals to help deepen learning pathways and student and parent understanding 	<p>Science Development</p> <ul style="list-style-type: none"> Major review of the school's Science curriculum. Establish leading pedagogical approaches for the teaching of Science Establish Science as a priority approach to build upon other subject areas in the minds of the community 	<p>Science Development</p> <ul style="list-style-type: none"> Continue to review and refine the school's Science curriculum. Develop agreed upon pedagogical approaches for the teaching of Science Continue to establish Science as a priority approach to build upon other subject areas in the minds of the community

Curriculum	2022	2023	2024	2025	2026
	<ul style="list-style-type: none"> Integrate CRRP approaches to engage students. 	<ul style="list-style-type: none"> Run Maths Together evenings to support parental involvement at home. Develop Maths games to be used with families for homework to lift engagement and success in Maths. Integrate Tataiako approaches to engage Māori students. Integrate CRRP approaches to engage students. 	<ul style="list-style-type: none"> Run Maths Together evenings to support parental involvement at home. Develop Maths games to be used with families for homework to lift engagement and success in Maths. Integrate Tataiako approaches to engage Māori students. Integrate CRRP approaches to engage students. 		
	Reading <ul style="list-style-type: none"> Develop and integrate the <i>Better Start Literacy Approach (BSLA)</i> at Years 1 and 2. Redevelop how phonics is taught to integrate the BSLA development. Run Reading Together evenings to support parental involvement at home. Integrate Tataiako approaches to engage Māori students. Integrate CRRP approaches to engage students. 	Reading <ul style="list-style-type: none"> Embed the <i>Better Start Literacy Approach (BSLA)</i> at Years 1 and 2. Continue to redevelop how phonics is taught to support BSLA. Run Reading Together evenings to support parental involvement at home. Integrate Tataiako approaches to engage Māori students. Integrate CRRP approaches to engage students. 	Reading <ul style="list-style-type: none"> Refine student rubrics at all levels to help students understand their learning pathways and set goals to help self-manage and drive their achievement Use Learning Journals to help deepen learning pathways and student understanding. Run Reading Together evenings to support parental involvement at home. Integrate Tataiako approaches to engage Māori students. Integrate CRRP approaches to engage students. 	Māori <ul style="list-style-type: none"> Implement Te Reo in classrooms with the senior class working toward Level 3 of the curriculum Develop culturally inclusive practices Use staff agreed upon Tataiako initiatives to help lift Māori and school wide achievement 	Māori <ul style="list-style-type: none"> Implement Te Reo in classrooms with aim of 80% of Year 8 students achieving at Level 3 of the curriculum Develop culturally inclusive practices Use staff agreed upon Tataiako initiatives to help lift Māori and school wide achievement
				Culturally Responsive and Relational practices <ul style="list-style-type: none"> Develop culturally inclusive practices Increase the use of Māori language in context to develop cultural inclusiveness and identity Use staff agreed upon Tataiako initiatives to help lift Māori and school wide achievement 	Culturally Responsive and Relational practices <ul style="list-style-type: none"> Develop culturally inclusive practices Increase the use of Māori language in context to develop cultural inclusiveness and identity Use staff agreed upon Tataiako initiatives to help lift Māori and school wide achievement

Curriculum	2022	2023	2024	2025	2026
	<p>Writing</p> <ul style="list-style-type: none"> Implement Writing pedagogies developed from the <i>Writer's Toolbox</i> approach across the school. Integrate Writer's Toolbox online programmes with Year 5 – 8 students. Integrate a new schoolwide spelling approach. Develop student rubrics at all levels to help students understand their learning pathways and set goals to help self-manage and drive their achievement. Investigate the use of assessment tools, choosing and making sure we are getting the most out of them to use them to directly identify progress, learning needs, support student understanding and goal setting. Update the English Implementation Plan Investigate using PACT to help define rubrics. <p>Social Studies Development</p> <ul style="list-style-type: none"> Review and integrate the histories component of the curriculum within the school's history programming for 2023. Integrate the digital curriculum within programming where possible. 	<p>Writing</p> <ul style="list-style-type: none"> Continue developing Writing pedagogies developed from the <i>Writer's Toolbox</i> approach across the school. Look at using Writer's Toolbox online programmes with Year 3 – 8 students. Embed the new schoolwide spelling approach. Complete student rubrics at all levels to help students understand their learning pathways and set goals to help self-manage and drive their achievement. Develop the use of assessment tools to use them to directly identify progress, learning needs, support student understanding and goal setting. Develop the Learning Journals to help deepen learning pathways and student understanding. 	<p>Writing</p> <ul style="list-style-type: none"> Continue developing Writing pedagogies developed from the <i>Writer's Toolbox</i> approach across the school. Look at using Writer's Toolbox online programmes with Year 3 – 8 students. Continue to embed the new schoolwide spelling approach. Further develop the use of assessment tools to use them to directly identify progress, learning needs, support student understanding and goal setting. Continue to develop the Learning Journals to help deepen learning pathways and student understanding. <p>Science Development</p> <ul style="list-style-type: none"> Prepare for a major review of the school's Science curriculum in 2025. 		

CURRICULUM	2022	2023	2024	2025	2026
	Service Learning <ul style="list-style-type: none"> Learn about and begin to develop service-learning as an approach across curriculum for implementation in 2023 throughout the school. 	Service Learning <ul style="list-style-type: none"> Integrate service-learning planning and implementation throughout the school in one unit. 	Service Learning <p>Embed service-learning planning and implementation throughout the school in one unit.</p>	Service Learning <ul style="list-style-type: none"> Continue to embed service-learning planning and implementation throughout the school. 	
	Māori <ul style="list-style-type: none"> Continue to implement Te Reo in classrooms at Level 1-3 of the curriculum. Develop a school culture that sees the use of Māori language as normal across the school and in communications outside of school. Use staff agreed upon Tataiako initiatives to help lift Māori and school wide achievement Integrate relevant strategies from CRRP development with an emphasis on shalom principles. 	Māori <ul style="list-style-type: none"> Embed the teaching of Te Reo in classrooms at Level 1-3 of the curriculum. Continue to normalise the use of Māori language across the school and in communications outside of school. Use staff agreed upon Tataiako initiatives to help lift Māori and school wide achievement Integrate relevant strategies from CRRP development with an emphasis on shalom principles. 			
	Culturally Responsive and Relational practices <ul style="list-style-type: none"> Develop culturally inclusive practices with an emphasis on shalom principles. Increase the use of Māori language in context to develop cultural inclusiveness and identity. Use staff agreed upon Tataiako initiatives to help lift Māori and school wide achievement. 	Culturally Responsive and Relational practices <ul style="list-style-type: none"> Continue to develop culturally inclusive practices with an emphasis on shalom principles. Increase the use of Māori language in context to develop cultural inclusiveness and identity. Use staff agreed upon Tataiako initiatives to help lift Māori and school wide achievement. 	Culturally Responsive and Relational practices <ul style="list-style-type: none"> Continue to develop culturally inclusive practices with an emphasis on shalom principles. Increase the use of Māori language in context to develop cultural inclusiveness and identity. Use staff agreed upon Tataiako initiatives to help lift Māori and school wide achievement. 		

Professional Development	Digital Curriculum <ul style="list-style-type: none"> Integrate the curriculum overview for the digital curriculum Embed digital curriculum practices in teaching and learning Billy Graham Challenge <ul style="list-style-type: none"> Continue and promote the development of this physical / spiritual / social enterprise challenge at Years 6 – 8 to help the holistic development of students 	Play-based Learning <ul style="list-style-type: none"> Develop curriculum activities to strengthen social interactions between juniors. Develop school resources. Billy Graham Challenge <ul style="list-style-type: none"> Embed the promotion and development of this physical / spiritual / social enterprise challenge at Years 6 – 8 to help the holistic development of students 	Play-based Learning <ul style="list-style-type: none"> Embed play-based curriculum activities to strengthen social interactions between juniors. 		
	2022 Mathematics Development: <ul style="list-style-type: none"> MST2 with Michele Lee. Facilitator to work with Michele Lee. Use research from MST to update staff on leading Mathematics implementation strategies. Michele to work with staff of Year 5 – 8 students during Term 2 on the school's developing Mathematics implementation strategies. Reading <ul style="list-style-type: none"> Junior class teachers and teacher aide will be involved in BSLA training through the University of Canterbury. RT.Lit to facilitate the BSLA training in the school. 	2023 Mathematics Development: <ul style="list-style-type: none"> Use research from MST to update staff on leading Mathematics implementation strategies. Alistair and Michele to work with staff of Year 3 – 8 students on the school's developing Mathematics implementation strategies. Reading <ul style="list-style-type: none"> Junior class teachers and teacher aide will be involved in the completion of BSLA training using the local RT.Lit as a facilitator. 	2024 Maths Development: <ul style="list-style-type: none"> Use ongoing research and MST to update staff on leading Mathematics implementation strategies. 	2025 Science Development <ul style="list-style-type: none"> Use a Science facilitator to help lead major school wide development in Science. 	2026 Science Development <ul style="list-style-type: none"> Use a Science facilitator to help lead major school wide development in Science.

Professional Development	2022	2023	2024	2025	2026
	Writing <ul style="list-style-type: none"> Whole school development through Writer's Toolbox to develop Writing pedagogy with all staff. English team to run in-house development to introduce a new spelling programme schoolwide. 	Writing <ul style="list-style-type: none"> Whole school development through Writer's Toolbox to develop Writing pedagogy and practice with all staff. English team to run in-house development to embed a new spelling programme schoolwide. 	Writing <ul style="list-style-type: none"> Whole school development through Writer's Toolbox to develop Writing pedagogy with all staff. English team to run in-house development to introduce a new spelling programme schoolwide. 		
	Māori <ul style="list-style-type: none"> Use a facilitator to develop Māori teaching pedagogies. In-house development of Māori language with Jo Goodwin. Use BTI and AST's through Kāhui Ako development to develop an understanding of the different aspects of culturally inclusive practices 	Māori <ul style="list-style-type: none"> Use BTI and AST's through Kāhui Ako development to develop culturally inclusive practices. In-house development of Māori language with Jo Goodwin or teachers to engage in Māori language lessons. 	Māori <ul style="list-style-type: none"> Use BTI and AST's through Kāhui Ako development to develop culturally inclusive practices. In-house development of Māori language with Jo Goodwin or teachers to engage in Māori language lessons. 	Māori <ul style="list-style-type: none"> Use BTI and AST's through Kāhui Ako development to develop culturally inclusive practices. In-house development of Māori language with Jo Goodwin or teachers to engage in Māori language lessons. 	Māori <ul style="list-style-type: none"> Use BTI and AST's through Kāhui Ako development to develop culturally inclusive practices. In-house development of Māori language with Jo Goodwin or teachers to engage in Māori language lessons.
	Culturally Responsive and Relational practices <ul style="list-style-type: none"> Use BTI, AST's and WST through Kāhui Ako development to develop practices amongst staff around what are effective culturally responsive and relational practices, developing this from a deep 'shalom' perspective. Alistair to take a principal's sabbatical in Term 2 to develop further understanding around shalom and how it can be used to develop powerful CRRP. 	Culturally Responsive and Relational practices <p>Use Alistair, BTI and AST's through Kāhui Ako development to develop practices amongst staff around how to have effective culturally responsive and relational practices, developing this from a deep 'shalom' perspective.</p>	Culturally Responsive and Relational practices <ul style="list-style-type: none"> Use Alistair, BTI and AST's through Kāhui Ako development to embed effective practices amongst staff for culturally responsive and relational practices from a deep 'shalom' perspective. 	Culturally Responsive and Relational practices <ul style="list-style-type: none"> Use Alistair and AST's through Kāhui Ako development to embed effective practices amongst staff for culturally responsive and relational practices from a deep 'shalom' perspective. 	Culturally Responsive and Relational practices <ul style="list-style-type: none"> Use Alistair and AST's through Kāhui Ako development to embed effective practices amongst staff for culturally responsive and relational practices from a deep 'shalom' perspective.

Professional Development	2022	2023	2024	2025	2026
	Service-Learning <ul style="list-style-type: none"> • Bev Norsworthy through the Kāhui Ako to train school management to understand how service-learning can be constructed within current learning modules, and the pedagogies behind this. • Develop this in staff in the second part of the year using the school WST and the Kāhui Ako's AST. 	Service-Learning <ul style="list-style-type: none"> • AST's through the Kāhui Ako and in-house professional development to help staff develop an understanding of service-learning and integrate this in a module of planning. 	Service-Learning <ul style="list-style-type: none"> • AST's through the Kāhui Ako and in-house professional development to help staff deepen their understanding of service-learning and integrate this in modules of planning. 	Service-Learning <ul style="list-style-type: none"> • In-house professional development to help staff embed their practices of service-learning and integrate this in modules of planning. 	Digital Applications <ul style="list-style-type: none"> • Staff provided with training to use Edge as necessary • A Promethean facilitator to be brought in to work with staff on IWB use and integration
	Digital Curriculum <ul style="list-style-type: none"> • In-house development on implementing the digital curriculum. 	Digital Curriculum <ul style="list-style-type: none"> • In-house development on implementing the digital curriculum. 	Digital Curriculum <ul style="list-style-type: none"> • In-house development on further implementation of the digital curriculum. 	Digital Curriculum <ul style="list-style-type: none"> • In-house development on further implementation of the digital curriculum. 	
	Digital Applications <ul style="list-style-type: none"> • An Edge facilitator to be brought in to work with staff to learn how to use the school's Edge SMS. • Kayla Uerata to explore and provide staff training to use Edge's library system. 	Digital Applications <ul style="list-style-type: none"> • Staff provided with training to use Edge as necessary. • Kayla Uerata to further explore and provide staff training to use Edge's library system. • A Promethean facilitator to be brought in to work with staff on IWB use and integration. 	Digital Applications <ul style="list-style-type: none"> • Staff provided with training to use Edge as necessary. 	Digital Applications <ul style="list-style-type: none"> • Staff provided with training to use Edge as necessary. • A Promethean facilitator to be brought in to work with staff on IWB use and integration. 	
	Bible Development <ul style="list-style-type: none"> • All staff to do an online Bible course through the Koinonia Institute. • All management to attend the Global Leadership Summit. 	Bible Development <ul style="list-style-type: none"> • All staff to do an online Bible course through the Koinonia Institute. • All teachers to attend the mid-year NZACS / Kāhui Ako Christian teachers. • All management to attend the Global Leadership Summit 	Bible Development <ul style="list-style-type: none"> • All staff to do an online Bible course through the Koinonia Institute • All management to attend the mid-year NZACS Christian leaders conference. • All management to attend the Global Leadership Summit. 	Bible Development <ul style="list-style-type: none"> • All staff to do an online Bible course through the Koinonia Institute. • All teachers to attend the mid-year NZACS / Kāhui Ako Christian teachers. • All management to attend the Global Leadership Summit. 	Bible Development <ul style="list-style-type: none"> • All staff to do an online Bible course through the Koinonia Institute. • All management to attend the mid-year NZACS Christian leaders conference. • All management to attend the Global Leadership Summit.
	Incredible Years <ul style="list-style-type: none"> • New staff to complete the Incredible Years behaviour management training. 	Play-based Learning <ul style="list-style-type: none"> • Junior teacher to attend course(s) on understanding and implementing play-based learning. 	Play-based Learning <ul style="list-style-type: none"> • Junior teacher to attend course(s) on implementing and developing play-based learning as necessary. 		

	Board of Trustees <ul style="list-style-type: none"> All Board members to be involved in NZSTA training. 	Board of Trustees <ul style="list-style-type: none"> All Board members to be involved in NZSTA training. 		Board of Trustees <ul style="list-style-type: none"> All Board members to be involved in NZSTA training. 	Board of Trustees <ul style="list-style-type: none"> All Board members to be involved in NZSTA training.
	2022	2023	2024	2025	2026
Christian Character	Senior School <ul style="list-style-type: none"> Continue to develop the <i>New Testament Survey</i> with a 'Heart for God' perspective Begin to develop video snippets for the <i>Old Testament Survey</i> 	Develop Senior School <ul style="list-style-type: none"> Begin to develop video snippets for the <i>Old Testament Survey</i> 	Develop Senior School <ul style="list-style-type: none"> Continue developing video snippets for the <i>New Testament Survey</i> 	Develop Senior School <ul style="list-style-type: none"> Continue developing video snippets for the <i>Old Testament Survey</i> 	Develop Senior School <ul style="list-style-type: none"> Continue developing video snippets for the <i>New Testament Survey</i>
	Middle School <ul style="list-style-type: none"> Continue to develop a two-year programme that includes <i>Walk Through the Bible, 30 Weeks to Understanding the Bible</i> and other resources. Develop aspects of <i>God's Story</i> 	Middle School <ul style="list-style-type: none"> Finalise the development of a two-year Bible teaching programme. Continue to develop aspects of <i>God's Story</i>. 	Middle School <ul style="list-style-type: none"> Continue developing the 'God's Story' programme 	Middle School <ul style="list-style-type: none"> Continue developing the 'God's Story' programme 	Middle School <ul style="list-style-type: none"> Continue developing the 'God's Story' programme
	Junior School <ul style="list-style-type: none"> Continue to develop the Bible overview programme. 	Junior School <ul style="list-style-type: none"> Complete developing the Bible overview programme. 	Junior School <ul style="list-style-type: none"> Tweak the Bible overview programme. 	Junior School <ul style="list-style-type: none"> Tweak the Bible overview programme. 	Junior School <ul style="list-style-type: none"> Tweak the Bible overview programme.
	Hospitality Continue to develop a culture of hospitality in all aspects of the school to enhance Christian character and to allow all people to feel connected and valued through: <ul style="list-style-type: none"> Staff Students School Boards 	Hospitality Embed a culture of hospitality in all aspects of the school to enhance Christian character and to allow all people to feel connected and valued through: <ul style="list-style-type: none"> Staff Students School Boards 			
	Outreaches <ul style="list-style-type: none"> Continue to develop an evening 'Stations of the Cross' for the community. Develop a third cycle of the Christmas Walkthrough from 2018 and 2020 . 	Outreaches <ul style="list-style-type: none"> Continue to develop an evening 'Stations of the Cross' for the community. 	Outreaches <ul style="list-style-type: none"> Evaluate and continue to develop an evening 'Stations of the Cross' for the community. Evaluate and continue to develop the Christmas Walkthrough. 	Outreaches <ul style="list-style-type: none"> Evaluate and continue to develop an evening 'Stations of the Cross' for the community. 	Outreaches <ul style="list-style-type: none"> Evaluate and continue to develop an evening 'Stations of the Cross' for the community. Evaluate and continue to develop the Christmas Walkthrough.

			<ul style="list-style-type: none"> If the school develops a Year 9/10 programme develop a bi-annual overseas missions experience for students. 		<ul style="list-style-type: none"> If the school has developed a Year 9/10 bi-annual overseas missions experience develop this.
	2022	2023	2024	2025	2026
Kāhui Ako	<p>Culturally Responsive and Relational Practices</p> <ul style="list-style-type: none"> Use BTI and AST's through Kāhui Ako development to develop practices amongst our staff around what are effective culturally responsive and relational practices from a perspective of Shalom. <p>Service-Learning</p> <ul style="list-style-type: none"> Bev Norsworthy to develop school management on the pedagogies of service-learning and develop an understanding of how to integrate this into the curriculum. <p>Written Language</p> <ul style="list-style-type: none"> Use AST's to work through inter school moderation and networking to develop deeper teaching practices across school levels. 	<p>Culturally Responsive and Relational Practices</p> <ul style="list-style-type: none"> Use BTI and AST's through Kāhui Ako development to develop practices amongst our staff around how to have effective culturally responsive and relational practices from a perspective of Shalom. <p>Service-Learning</p> <ul style="list-style-type: none"> AST's through the Kāhui Ako and in-house professional development to help staff develop an understanding of service-learning and integrate this in a module of planning. <p>Written Language</p> <ul style="list-style-type: none"> Use AST's to establish inter school moderation and networking to develop deeper teaching practices across school levels. Begin to develop this in other core subject areas. 	<p>Culturally Responsive and Relational Practices</p> <ul style="list-style-type: none"> Use BTI and AST's through Kāhui Ako development to embed effective practices amongst our staff for culturally responsive and relational practices from a perspective of Shalom. <p>Service-Learning</p> <ul style="list-style-type: none"> AST's through the Kāhui Ako and in-house professional development to help staff deepen their understanding of service-learning and integrate this in modules of planning. <p>Written Language</p> <ul style="list-style-type: none"> Use AST's to embed inter school moderation and networking to develop deeper teaching practices across school levels. Establish this in other core subject areas. 	<p>Service-Learning</p> <ul style="list-style-type: none"> In-house professional development to help staff embed their practices of service-learning and integrate this in modules of planning. 	

2022	2023	2024	2025	2026
Server <ul style="list-style-type: none"> Move server to the cloud. 				
iPads <ul style="list-style-type: none"> Purchase 6 iPads for classroom use with covers. 	iPads <ul style="list-style-type: none"> Purchase 6 iPads for classroom use with covers. 	iPads <ul style="list-style-type: none"> Purchase 6 iPads for classroom use with covers. 	iPads <ul style="list-style-type: none"> Purchase 6 iPads for classroom use with covers. 	iPads <ul style="list-style-type: none"> Purchase 6 iPads for classroom use with covers.
	Interactive TV <ul style="list-style-type: none"> Purchase 1 large Interactive TV for Y5/6 class. 	Interactive TV <ul style="list-style-type: none"> Purchase 1 large Interactive TV for Y3/4 class. 		
Apple TV <ul style="list-style-type: none"> Replace Apple TV for Room 1. Use old Room 1 Apple TV in Room 4. 	Apple TV <ul style="list-style-type: none"> Replace Apple TV for Room 2 	Apple TV <ul style="list-style-type: none"> Replace Apple TV for Room 3 	Apple TV <ul style="list-style-type: none"> Replace Apple TV for Room 5 	Apple TV <ul style="list-style-type: none"> Replace Apple TV for Room 4
Office <ul style="list-style-type: none"> Replace office computer as necessary. 	Mac <ul style="list-style-type: none"> Purchase a Mac computer for video editing / coding for classrooms. 	Mac <ul style="list-style-type: none"> Purchase an additional Mac computer for video editing / coding for classrooms. 	Mac <ul style="list-style-type: none"> Purchase an additional Mac computer for video editing / coding for classrooms. 	Mac <ul style="list-style-type: none"> Purchase an additional Mac computer for video editing / coding for classrooms.
Software and Accessories <ul style="list-style-type: none"> Roll out Linewize family packages to school families giving priority to Senior class students with iPads. Install Edge Library package. Purchase Digital Curriculum equipment as necessary. 	Software and Accessories <ul style="list-style-type: none"> Promote Linewize family packages to school families. Upgrade Edge as necessary. Purchase Digital Curriculum equipment as necessary. 	Software and Accessories <ul style="list-style-type: none"> Upgrade Edge as necessary. Purchase Digital Curriculum equipment as necessary 	Software and Accessories <ul style="list-style-type: none"> Upgrade Edge as necessary. Purchase Digital Curriculum equipment as necessary. 	Software and Accessories <ul style="list-style-type: none"> Upgrade Edge as necessary. Purchase Digital Curriculum equipment as necessary.
Epro8 <ul style="list-style-type: none"> Purchase an Epro8 development kit to help students develop STEM skills. 	Epro8 <ul style="list-style-type: none"> Extend Epro8 development kits to help students develop STEM skills. 			
	Digital Citizenship <ul style="list-style-type: none"> John Parson's brought in to work with staff, students and families on Digital Citizenship. 			Digital Citizenship <ul style="list-style-type: none"> John Parson's brought in to work with staff, students and families on Digital Citizenship.

2022	2023	2024	2025	2026
Building <ul style="list-style-type: none"> Plan Stage 2 of the MLE project. Implement major fundraising drive for MLE projects. Wrap Room 5 windows for security in a lockdown using local history as a theme. Rename classrooms using Christian figures in local history. Developments <ul style="list-style-type: none"> Complete front fencing of the school for security and aesthetics. Tar seal and mark the school driveway. Put a carport over the school van. Develop road and building front signage. Install anchor points in cobbled area to support marquees. Maintenance <ul style="list-style-type: none"> Replace plantings around the front of the school with the emphasis on displaying God's creation. Garden works to enhance safety under climbing trees in the corner of the field. Spray cobbled areas for mould. Spray field for prickles. 	Building <ul style="list-style-type: none"> Start and complete Stage 2 of the MLE project. Plan Stage 3. Continue major fundraising drive for MLE projects. Wrap Room 3 and 4 windows for security in a lockdown using local history as a theme. Developments <ul style="list-style-type: none"> Put a carport over the school van. Investigate demand and requirements to extend Y9 and 10. Develop play-based learning in the playground. Maintenance <ul style="list-style-type: none"> Check perimeter trees and trim as necessary. Spray cobbled areas for mould. Spray field for prickles. 	Building <ul style="list-style-type: none"> Start Stage 3 of the MLE project. Plan Stage 4 (multi-purpose hall). Continue major fundraising drive for MLE projects. Developments <ul style="list-style-type: none"> Convert shade cloth lunch bay to hard roofing. Explore removable side walls in lunch bay. Possible Y9 and 10 development. Maintenance <ul style="list-style-type: none"> Spray cobbled areas for mould. Spray field for prickles. Trim perimeter trees as necessary. 	Building <ul style="list-style-type: none"> Complete Stage 3 of the MLE project. Complete planning Stage 4. Continue major fundraising drive for hall project. Wrap Room 1 and 2 windows for security in a lockdown using local history as a theme. Developments <ul style="list-style-type: none"> Install obstacle course around the school perimeter. Possible Y9 and 10 development. Maintenance <ul style="list-style-type: none"> Check perimeter trees and trim as necessary. Spray cobbled areas for mould. Spray field for prickles. 	Building <ul style="list-style-type: none"> Start and complete hall project. Plan entranceway and administration block redevelopment. Continue major fundraising drive for development projects. Developments <ul style="list-style-type: none"> Possible Y9 and 10 development. Maintenance <ul style="list-style-type: none"> Check perimeter trees and trim as necessary. Spray cobbled areas for mould. Spray field for prickles.

Vision	2022	2023	2024	2025	2026
		Year 9/10 Investigate the demand and requirements for continuing into Years 9 and 10.	Year 9/10 If approved develop what is needed for a Y9 and 10 class to commence in 2025.	Year 9/10 If Years 9 and 10 are implemented look at developing at this level: <ul style="list-style-type: none"> • a possible bi-annual missions trip for students • apologetics into their Bible programme 	
	Ngāti Hauā Management, Board and staff to develop a relationship with Ngāti Hauā through: <ul style="list-style-type: none"> • support for developing local history knowledge • support for establishing five Māori Christian figures prominent in local history 	Play-based Learning Develop play-based learning in the playground to: <ul style="list-style-type: none"> • strengthen social interactions amongst junior students • increase oral language • develop social coaching by teachers 			
	Social Needs Setup a parent group to provide support to new school families or those in need.	Social Needs Continue developing a parent group to provide support to new school families or those in need.			
	Pacific Links Discuss and partner with two other small schools from our Kāhui Ako to develop links with each other and a Christian Pacific Island school that we can help support.	Pacific Links From our Kāhui Ako partnership connect with a Christian Pacific Island school to help support.	Pacific Links Within our Pacific partnership develop links between our schools to support: <ul style="list-style-type: none"> • principal appraisal • curriculum development • professional development • investigate future missions trips 		
	Brand Awareness Investigate avenues for increasing people's awareness and positivity toward the school through: <ul style="list-style-type: none"> • stationery • signage • logos • uniforms • brand awareness • Facebook advertising • public events 	Brand Awareness Investigate avenues for increasing people's awareness and positivity toward the school through: <ul style="list-style-type: none"> • stationery • signage • logos • uniforms • brand awareness • Facebook advertising • public events 			

Review	2022	2023	2024	2025	2026
	Board of Trustees Policy Review The Board will review its policies in: <ul style="list-style-type: none"> • National Administration Guidelines 4A: Finance • National Administration Guidelines 4B: Property • National Administration Guidelines 5: Health and Safety 	Board of Trustees Policy Review The Board will review its policies in: <ul style="list-style-type: none"> • National Administration Guidelines 2: Self review • National Administration Guidelines 3: Personnel 	Board of Trustees Policy Review The Board will review its policies in: <ul style="list-style-type: none"> • National Administration Guidelines 6: Compliance • National Administration Guidelines 1: Student Achievement 	Board of Trustees Policy Review The Board will review its policies in: <ul style="list-style-type: none"> • National Administration Guidelines 4A: Finance • National Administration Guidelines 4B: Property • National Administration Guidelines 5: Health and Safety 	Board of Trustees Policy Review The Board will review its policies in: <ul style="list-style-type: none"> • National Administration Guidelines 2: Self review • National Administration Guidelines 3: Personnel
	The Board will develop its Annual Strategic Plan (Charter).	The Board will develop its Annual Strategic Plan (Charter).	The Board will develop its Annual Strategic Plan (Charter).	The Board will develop its Annual Strategic Plan (Charter).	The Board will develop its Annual Strategic Plan (Charter).
	Proprietors The Proprietors will conduct special character self-reviews in the school in: <ul style="list-style-type: none"> • curriculum • pastoral care • School Board • staff 	Proprietors The Proprietors will conduct special character self-reviews in the school in: <ul style="list-style-type: none"> • classrooms • policies and procedures • public profile • property 	Proprietors The Proprietors will conduct special character self-reviews in the school in: <ul style="list-style-type: none"> • curriculum • pastoral care • School Board • staff 	Proprietors The Proprietors will conduct special character self-reviews in the school in: <ul style="list-style-type: none"> • classrooms • policies and procedures • public profile • property 	Proprietors The Proprietors will conduct special character self-reviews in the school in: <ul style="list-style-type: none"> • curriculum • pastoral care • School Board • staff

MATAMATA CHRISTIAN SCHOOL ACTION PLAN 2022

Curriculum					
Goal	Strategy	Starting Time	General Focus	Completion Time	Responsibility
<p>Mathematics</p> <p>To lift school wide achievement of all students in Mathematics so every child improves by 12 months progress or more and all students one year or more below the curriculum expectations make 24 months progress so they are at the curriculum expectations or have closed the gap.</p> <p>Current situation for all students in Numeracy: At or above = 65% One year below = 26% At risk = 9%</p> <p>The long term goal is to have all students performing at or above our Curriculum Expectations.</p> <p>Current situation for Boys: At or above = 60% One year below = 33% At risk = 7%</p> <p>Current situation for Girls: At or above = 68% One year below = 21% At risk = 11%</p>	<ul style="list-style-type: none"> Develop Numeracy and Mathematics understanding and effective pedagogy 	Term 1	Develop the Numeracy teaching model in the Year 3/4 class.	Term 4	Alistair Paterson / Sarah Holland
		Term 2	Develop and embed in the Senior class and later in the year introduce to the Year 5/6 class a new model for Mathematics teaching to include: <ul style="list-style-type: none"> rich tasks and problem solving with specific planning structure flipped learning multi-level group teaching group member roles discourse front loading information student accessible rubrics strand assessment 	Term 4	Michele Lee / Joanne Evans / Kayla Uerata
	<ul style="list-style-type: none"> Use research to develop effective pedagogy Employ ALiM across the Middle and Senior school 	Term 1	Using Mathematics research and readings continue to update effective pedagogies.	Term 4	Michele Lee
		Term 1	Integrate Accelerated Learning in Mathematics (ALiM) into class practices to accelerate progress of students that are behind expectations.	Term 4	Michele Lee / Joanne Evans / Kayla Uerata
	<ul style="list-style-type: none"> Employ MST2 to lift two groups of students that are two or more years behind expectations Use 'Teacher as Inquiry' to lift achievement 	Term 1	Two significant target groups of students will be established over the Year 5 – 8 classes to shift in achievement. Research, University study and facilitator support will be used to support a teacher.	Term 4	Michele Lee / Jo Matthews
		Term 1	Teachers will have target groups of students that they use to inquire into their practise to lift achievement of these students against the school's Curriculum Expectations.	Ongoing	Staff

<p>Current situation for Māori students: At or above = 50% One year below = 10% At risk = 40%</p> <p>Current situation for Pasifika students: At or above = 83% One year below = 0% At risk = 17%</p> <p>Current situation for ESOL students: At or above = 33% One year below = 67% At risk = 0%</p> <p>Our target students exist at Years 6 – 8, boys, Māori and ESOL.</p>	<ul style="list-style-type: none"> Run a series of <i>Mathematics Together</i> evenings 	Term 2	Run a series of four parent evenings using our <i>Mathematics Together</i> programme developed in 2021 to help parents support their children at home.	Term 2	Michele Lee / Jo Goodwin
	<ul style="list-style-type: none"> Update resources to support teaching 	Term 3	Top up Numeracy resources that may be missing, investigate Caxton text books and the next level of Numicon resources to support teaching of Mathematics (Numicon up to Year 4).	Term 3	Alistair Paterson
	<ul style="list-style-type: none"> Use staff agreed upon Tataiako initiatives to help lift Māori and school wide achievement 	Term 1	Staff developed Tataiako initiatives to be implemented as per staff performance appraisals	Ongoing	All staff
	<ul style="list-style-type: none"> Develop culturally inclusive practices 	Term 2	Use development from BTI through the Kāhui Ako to develop culturally inclusive practices in our classrooms.	Ongoing	Alistair Paterson / BTI / Hamuera Tamihana / Michele Lee
	<ul style="list-style-type: none"> Implement Māori language in classrooms 	Term 1	Through professional development and a facilitator increase the use of Māori language in context to develop cultural inclusiveness and identity.	Ongoing	Staff / Jeanne Gilbert
	<ul style="list-style-type: none"> Develop flipped learning tutorials 	Term 2	Use the Swivl to create flipped learning tutorials for students.	Term 4	Michele Lee / Alistair Paterson
	<ul style="list-style-type: none"> Look at how a Maths Club using Comet Maths could be used 	Term 2	Timetable a Maths Club using Comet Maths to target underachieving students at Numeracy Stages 3 – 5 if needed.	Term 4	Michele Lee / Sarah Thurlow
	<ul style="list-style-type: none"> Increase parental involvement with students 	Term 1	Interview and regularly report to parents with target students.	Term 3	Staff
	<ul style="list-style-type: none"> Investigate ways to increase achievement and engagement 	Term 2	Develop Maths games to be used with families for homework to lift engagement and success in Maths.	Term 3	Staff
	<ul style="list-style-type: none"> Develop rubrics for students to understand their learning pathways and engage student 	Term 1	Promote the Numeracy brochures we have developed for parents to use with their children to assist home learning.	Term 4	Staff
		Term 2	Develop student rubrics at all levels to help students understand their learning pathways and set goals to help self-manage and drive their achievement.	Term 4	Staff

	<p>self-management and motivation</p> <ul style="list-style-type: none"> • Moderation • Develop the use of assessment so it is used as a genuine learning tool 	<p>Term 2</p> <p>Term 1</p>	<p>Continue to develop an understanding of the Mathematics rubrics and features of the exemplars in staff meetings.</p> <p>Investigate the use of PACT, e-asTTle and the ARB's to make sure we are getting the most out of them and using them to directly identify progress, learning needs, support student understanding and goal setting.</p>	<p>Term 4</p> <p>Ongoing</p>	<p>Michele Lee / Alistair Paterson</p> <p>Michele Lee</p>
Goal	Strategy	Starting Time	General Focus	Completion Time	Responsibility
<p>Reading</p> <p>To lift school wide achievement of all students in Reading so every child improves by 12 months progress or more and all students one year below the curriculum expectations or at risk make 24 months progress so they are at the curriculum expectations or have closed the gap.</p> <p>Current situation for all students:</p> <p>At or above = 69%</p> <p>One year below = 24%</p> <p>At risk = 7%</p> <p>Our long term goal is to have at all students performing at or above our Curriculum Expectations.</p> <p>Current situation for Boys:</p> <p>At or above = 60%</p> <p>One year below = 30%</p> <p>At risk = 10%</p>	<ul style="list-style-type: none"> • Implement the <i>Better Start Learning Approach (BSLA)</i> in the Year 1/2 class • Develop the Reading Club introduced in late 2011 • Develop the phonics programme • Enrol Year 1 - 3 students in Reading Eggs • Use 'Teacher as Inquiry' to lift achievement • Peer Reading 	<p>Term 1</p> <p>Term 2</p> <p>Term 1</p> <p>Term 1</p> <p>Term 2</p> <p>Term 2 or 3</p>	<p>Using our RT.Lit and an online course from the University of Canterbury implement and integrate the BSLA programme as a key Reading teaching approach.</p> <p>Using a teacher aide continue to purchase and use Rainbow Reading resources to lift achievement of all students between Years 3 and 8.</p> <p>Run remedial programmes such as Talk to Learn, ESOL and individualised programmes where appropriate to lift student achievement at all levels as necessary.</p> <p>Continue to develop the phonics programme, as it fits with the BSLA programme, to help develop reading foundations in Year 1 – 2 students.</p> <p>Use the online programme Reading Eggs to build junior student phonics and reading knowledge at home and school.</p> <p>Teachers will have target groups of students that they use to inquire into their practise to accelerate achievement of students below expectations.</p> <p>Run the school wide Peer Reading programme to accelerate the achievement of all students.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Term 4</p> <p>Term 4</p> <p>Ongoing</p> <p>Term 2 or 3</p> <p>Term 3</p>	<p>Sharyn Merry / UC Jo Goodwin / Jessica Schutte / Sarah Thurlow</p> <p>Michele Lee / Sarah Thurlow</p> <p>Michele Lee / Sarah Thurlow</p> <p>Jessica Schutte / Sarah Thurlow / Jo Goodwin</p> <p>Trish Reichardt / Jessica Schutte / Sarah Holland</p> <p>Staff</p> <p>Michele Lee / Staff</p>

<p><i>Current situation for Girls:</i> At or above = 76% One year below = 18% At risk = 5%</p> <p><i>Current situation for Māori students:</i> At or above = 60% One year below = 20% At risk = 20%</p> <p><i>Current situation for Pasifika students:</i> At or above = 83% One year below = 0% At risk = 17%</p> <p><i>Current situation for ESOL students:</i> At or above = 67% One year below = 33% At risk = 0%</p> <p>Our target students are at Years 2 – 7 and boys.</p>	<ul style="list-style-type: none"> • Develop the use of assessment so it is used as a genuine learning tool 	Term 1	Review assessment processes and update the English Implementation Plan looking at what and why we are assessing, and what the best process for doing so is in order to support learning, student understanding of their learning and goal setting.	Term 4	Michele Lee / Jo Goodwin / Joanne Evans
	<ul style="list-style-type: none"> • Use staff agreed upon Tataiako initiatives to help lift Māori and school wide achievement 	Term 1	Staff developed Tataiako initiatives to be implemented as per staff performance expectations.	Ongoing	Staff
	<ul style="list-style-type: none"> • Develop culturally inclusive practices 	Term 2	Use development from BTI through the Kāhui Ako to develop culturally inclusive practices in our classrooms.	Ongoing	Alistair Paterson / Michele Lee / BTI / Hamuera Tamihana
	<ul style="list-style-type: none"> • Implement Māori language in classrooms 	Term 1	Through professional development and a facilitator increase the use of Māori language in context to develop cultural inclusiveness and identity.	Term 4	Staff / Jeanne Gilbert
	<ul style="list-style-type: none"> • Develop rubrics for students to understand their learning pathways and engage student self-management and motivation 	Term 3	Develop student rubrics at all levels to help students understand their learning pathways and set goals to help self-manage and drive their achievement.	Ongoing	Michele Lee / Staff
	<ul style="list-style-type: none"> • Moderation 	Term 2	Continue to develop an understanding of the Reading Standards rubrics and features of the exemplars in staff meetings.	Ongoing	Michele Lee / Staff
	<ul style="list-style-type: none"> • Increase parental involvement with students below expectations 	Term 1	Interview and regularly report to parents with target students.	Term 2	Staff
		Term 3	Run a Reading Together programme for new entrant parents in the school to help them support reading at home.	Term 3	Michele Lee / Jo Goodwin / Jessica Schutte

Goal	Strategy	Starting Time	General Focus	Completion Time	Responsibility
<p>Writing</p> <p>To lift school wide achievement of all students in Writing so every child improves by 12 months progress or more, and those that are one year or more below the curriculum expectations will improve by 24 months to either be at the curriculum expectations or close the gap on them.</p> <p>Current situation for all students: At or above = 49% One year below = 40% At risk = 11%</p> <p>The long term goal is to have all students performing at or above our Curriculum Expectations.</p> <p>Current situation for Boys: At or above = 43% One year below = 40% At risk = 17%</p> <p>Current situation for Girls: At or above = 53% One year below = 39% At risk = 8%</p> <p>Current situation for Māori students: At or above = 30% One year below = 30% At risk = 40%</p>	<ul style="list-style-type: none"> • Develop teacher understanding and effective pedagogy • Use the <i>Writer's Toolbox</i> platform at Years 5 – 8 • Use 'Teacher as Inquiry' to lift achievement • Peer Writing • Introduce a new schoolwide approach to spelling • Develop the use of assessment so it is used as a genuine learning tool • Use staff agreed upon Tātaiako initiatives to help lift Māori and school wide achievement • Look at cultural inclusiveness to lift Māori, Pasifika and ESOL achievement 	<p>Term 1</p> <p>Term 1</p> <p>Term 1</p> <p>Term 2 or 3</p> <p>Term 1</p> <p>Term 2</p> <p>Term 1</p> <p>Term 2</p>	<p>Engage with <i>Writer's Toolbox</i> facilitators to provide in-depth PLD to teachers across the whole school to develop teaching pedagogies, teacher's understanding of language and student achievement.</p> <p>Use the <i>Writer's Toolbox</i> online platform to help engage all students in Years 5 – 8 and to provide further writing instruction.</p> <p>Teachers to take something they are learning from <i>Writer's Toolbox</i> to try as a teacher inquiry. This should evolve or morph into other trials during the year.</p> <p>Run the school wide Peer Writing programme to accelerate the achievement of all students as long as it compliments <i>Writer's Toolbox</i> and can be seen to be an advantage during the year, otherwise stick with the <i>Writer's Toolbox</i> approach.</p> <p>Introduce <i>The Code</i> approach to spelling schoolwide to address issues around spelling performance in students.</p> <p>Review assessment processes and update the English Implementation Plan looking at what and why we are assessing, and what the best process for doing so is in order to support learning, student understanding of their learning and goal setting.</p> <p>Staff developed Tātaiako initiatives to be implemented as per staff performance appraisals.</p> <p>Use research and professional development from our Kāhui Ako to develop culturally responsive pedagogies from a Shalom perspective.</p>	<p>Term 4 2024</p> <p>Term 4</p> <p>Ongoing</p> <p>Term 2 or 3</p> <p>Term 4</p> <p>Term 4</p> <p>Term 4</p> <p>Term 4</p>	<p>Writer's Toolbox / Alistair Paterson / Michele Lee / Joanne Evans / Jo Goodwin</p> <p>Michele Lee / Joanne Evans / Kayla Uerata</p> <p>Staff</p> <p>Staff</p> <p>Jo Goodwin / Michele Lee / Joanne Evans</p> <p>Michele Lee / Joanne Evans / Jo Goodwin</p> <p>Staff</p> <p>Alistair Paterson / Michele Lee</p>

<p>Current situation for Pasifika students:</p> <p>At or above = 67%</p> <p>One year below = 17%</p> <p>At risk = 16%</p> <p>Current situation for ESOL students:</p> <p>At or above = 67%</p> <p>One year below = 33%</p> <p>At risk = 0%</p> <p>Particular target groups include Years 3 – 7, Māori and boys.</p>	<ul style="list-style-type: none"> • Develop rubrics for students to understand their learning pathways and engage student self-management and motivation • Moderation 	<p>Term 3</p> <p>Term 3</p>	<p>With staff in staff meetings develop student rubrics if appropriate to the new pedagogical approach to teaching. The goal is to help students understand their learning pathways and set goals to help self-manage and drive their achievement.</p> <p>Continue to develop an understanding of the Writing expectations rubrics and features of the exemplars in staff meetings and with other schools in our Kāhui Ako.</p>	<p>Ongoing</p> <p>Term 4</p>	<p>Alistair Paterson / Michele Lee / Joanne Evans / Jo Goodwin</p> <p>Alistair Paterson / Michele Lee / Hamuera Tamihana</p>
Goal	Strategy	Starting Time	General Focus	Completion Time	Responsibility
<p>Oral Language</p> <p>To lift achievement of students in Oral Language so every child is at expectations by the end of Year 1.</p> <p>Beginning of year data was unavailable and was waiting for test data analysis to come back from the BSLA developers.</p> <p>Particular target groups include Year 1 and ESOL students beyond Year 1.</p>	<ul style="list-style-type: none"> • Use the BSLA programme to boost Oral Language • Run the <i>Talk to Learn</i> programme with all Year 1 students who may need it • Run <i>HPP</i> at Junior level and with ESOL students to work alongside <i>Talk to Learn</i> as necessary • Use phonics programmes or BSLA to support oral language • Develop individualised ESOL programmes 	<p>Term 1</p> <p>Term 1</p> <p>As needed</p> <p>Term 1</p> <p>Term 1</p>	<p>Within the BSLA programme address Oral Language development. Assessment at the beginning and after 10 weeks</p> <p>Use a teacher aide to run the <i>Talk to Learn</i> programme with all new entrant students to develop Oral Language competence.</p> <p>Use <i>HPP</i> to support learning and build upon the work done with <i>Talk to Learn</i> as necessary.</p> <p>Use the phonics or BSLA programme in class and in the initial withdrawal groups to support oral language with reading and writing.</p> <p>Use a teacher aide to run individualised Oral Language programmes with direction and support from the school SENCO and classroom teachers</p>	<p>Ongoing</p> <p>Ongoing</p> <p>As needed</p> <p>Withdrawal groups are for first two terms of a student's enrolment or as necessary</p> <p>Ongoing</p>	<p>Sarah Thurlow</p> <p>Sarah Thurlow</p> <p>Sarah Thurlow</p> <p>Michele Lee / Sarah Thurlow</p>

Goal	Strategy	Starting Time	General Focus	Completion Time	Responsibility
<u>Māori</u> We are working toward the goal that by the end of 2022 all students at the end of Year 8 will be achieving at Level 2 or higher in the <i>Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki Curriculum</i>	<ul style="list-style-type: none"> Implement Te Reo in all classrooms at Level 1 or 2 of the curriculum. Develop culturally inclusive practices. Use staff agreed upon Tataiako initiatives to help lift Māori and school wide achievement. 	Term 1 Term 2 Term 1	Through professional development and a facilitator increase the use of Māori language in context to develop te reo, tikanga and cultural inclusiveness and identity. Teaching will be 30 minutes per week. Use development from BTI through the Kāhui Ako to develop culturally inclusive practices in our classrooms from a Shalom perspective. Staff developed Tataiako initiatives to be implemented as per staff performance expectations.	Term 4 2022 Ongoing Ongoing	Jeanne Gilbert / Staff BTI / AST Alistair Paterson / Michele Lee Staff
<u>Service Learning</u> To integrate service-learning into the school curriculum for 2023.	<ul style="list-style-type: none"> Develop an understanding of service-learning pedagogies to use to adapt a learning module in 2023 and integrate in curriculum design. 	Term 2	Using a facilitator through the Kāhui Ako school management will be trained to adapt the curriculum to integrate service-learning pedagogies for implementation in 2023. Principal, WST and AST to train staff in the why and how of service-learning pedagogy.	Term 4	Bev Norsworthy Alistair Paterson / Michele Lee / AST
<u>Digital Curriculum</u> To integrate the digital curriculum through the school curriculum.	<ul style="list-style-type: none"> Develop a curriculum overview Integrate the Lego Robotic technologies across the school Embed digital practices we are using for teaching and prepare for new ones 	Term 3 Term 4 Term 2	Develop a Technology Implementation Plan with focus for students to: - become creators of technology, not just users - design and develop digital outcomes - design and develop material outcomes - design and develop processed outcomes - design visual communication Using the Lego Robotics we have invested in at each level, integrate these into a time for students to explore and create solutions to design or problems. In staff meetings continue to develop staff digital fluency particularly in: - IWB use - using Edge - using the library package	Term 4 Term 4 Term 4 Term 4	Alistair Paterson / Michele Lee Alistair Paterson / Michele Lee Alistair Paterson / Michele Lee / Staff Michele Lee / Alistair Paterson / Kayla Uerata

Professional Development

Goal	Strategy	Starting Time	General Focus	Completion Time	Responsibility
<u>Mathematics</u> To provide professional development to staff to enable them to lift school wide achievement of all students in Mathematics so every child improves by 12 months progress or more and all students one year or more below the curriculum expectations make 24 months progress so they are at the curriculum expectations or have closed the gap toward them.	<ul style="list-style-type: none"> • MST2 	Term 1	Develop a staff member through specialist training and University study.	Term 4	Jo Matthews / Michele Lee / Massey University
	<ul style="list-style-type: none"> • Deepen Numeracy and Mathematics understanding and effective pedagogy 	Term 2	Using research and what we have been developing in school develop with particular emphasis from Year 5 up: <ul style="list-style-type: none"> • rich tasks and problem solving with specific planning structure • flipped learning • multi-level group teaching • group member roles • front loading information • student accessible rubrics • strand assessment 	Term 4	Michele Lee / Alistair Paterson
	<ul style="list-style-type: none"> • Use research to develop effective pedagogy 	Term 2	Using Mathematics research and readings continue to develop our pedagogies.	Term 4	Michele Lee / Alistair Paterson
Goal	Strategy	Starting Time	General Focus	Completion Time	Responsibility
<u>Writing</u> To provide professional development to staff to enable them to lift school wide achievement of all students in Writing so every child improves by 12 months progress or more and all students one year or more below the curriculum expectations make 24 months progress so they are at the curriculum expectations or have closed the gap toward them.	<ul style="list-style-type: none"> • Engage in MOE funded PLD with <i>Writer's Toolbox</i> 	Term 1	Using facilitators through <i>Writer's Toolbox</i> deepen teacher understanding of written language and develop teaching pedagogies schoolwide.	Term 4 2024	Writer's Toolbox / Alistair Paterson / Michele Lee / Joanne Evans / Jo Goodwin
	<ul style="list-style-type: none"> • Develop a new spelling programme to be used schoolwide 	Term 1	In house development will be done to implement <i>The Code</i> spelling programme schoolwide.	Term 4	Jo Goodwin / Michele Lee / Joanne Evans

Goal	Strategy	Starting Time	General Focus	Completion Time	Responsibility
<u>Digital Applications</u> To help staff be able to use digital tools to assist effective pedagogy and teaching management.	<ul style="list-style-type: none"> • Train staff on how to use the Edge SMS system including the library system to support teaching practices and library management. 	Term 1	Work with staff to use Edge effectively to assist teaching, learning and management of systems, library and staff library resources.	Term 4	Michele Lee / Ray Sutton / Kayla Uerata
<u>Board of Trustees</u> All Board members will receive governance training for their Board of Trustees work.	<ul style="list-style-type: none"> • All Board members to be involved in NZSTA training. 	Term 4	All Board members will be involved in NZSTA training on Board governance practices.	Ongoing	NZSTA / Board Chair
<u>Bible Development</u> Staff will receive professional development to deepen their Biblical knowledge and applications.	<ul style="list-style-type: none"> • All staff to raise their Biblical knowledge. • Management to have input into Christian leadership principles. 	Term 1 Term 4	All staff are enrolled in online Bible courses through the Koinonia Institute. The leadership team to attend the annual GLS Leadership Summit.	Term 4 Term 4	Alistair Paterson Alistair Paterson

Christian Character

Goal	Strategy	Starting Time	General Focus	Completion Time	Responsibility
<u>Senior School</u> Continue to develop the <i>New Testament Survey</i> with a 'Heart of God' perspective	<ul style="list-style-type: none"> • Develop the Senior classes <i>New Testament Survey</i> to integrate video clips from Christian leaders and community members. 	Term 3 Term 3	Use recognised Christian leaders to prepare 2 – 3 minute video clips on topics related within the Old Testament learning sequences to add to the teaching and learning sequences. Take themes from the <i>New Testament Survey</i> and prepare small video clips of local people getting their perspective (both Christians and non-Christians).	Term 4 2024 Term 4 2024	Michele Lee / Alistair Paterson Michele Lee / Alistair Paterson
<u>Middle School</u> Continue to develop a two-year programme that includes <i>Walk Through the Bible</i> , <i>30 Weeks to Understanding the Bible</i> and other resources.	<ul style="list-style-type: none"> • Develop, implement and evaluate the <i>Walk Through the Bible</i>, <i>30 Weeks to Understanding the Bible</i> and <i>God's Story</i> programmes with the view of using this cohesively and adapting 	Term 1	Develop and implement a Bible programme using key resources and adapting this to meet the range of needs for Year 5 – 6 students.	Term 4	Joanne Evans / Alistair Paterson

<u>Junior School</u> Continue to develop the Bible overview programme.	to improve and meet student learning needs. • Develop the Bible overview programme introducing Juniors to the main ideas and stories of the Bible to be built upon in later years.	Term 1	Continue to develop a Bible programme that overviews the main themes and characters of the Bible that can be built upon as each child progresses up the school.	Term 4	Jessica Schutte / Alistair Paterson
<u>Hospitality</u> Develop a culture of hospitality across the school to enhance Christian character and to allow all people to feel connected and valued.	• Develop hospitality across all aspects of the school (leadership, staff, student leaders, students and School Boards) so it is part of the culture of the school.	Term 1	Through discussion, professional development (Horst Schultze and other GLS videos) and action, develop hospitality as part of the caring and relational aspects of the school's culture in order to help make people feel connected and valued to God and the school.	End of 2023	Alistair Paterson

Kāhui Ako

Goal	Strategy	Starting Time	General Focus	Completion Time	Responsibility
<u>Culturally Responsive and Relational Practices</u> To lift Māori language achievement and develop cultural inclusiveness to support every child's identity, heritage and overall achievement. We are working toward the goal that by the end of 2022 all students at the end of Year 8 will be achieving at Level 2 or higher in the <i>Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki Curriculum</i>	• Continue the development of culturally responsive and relational practices within the school from a Shalom perspective	Term 2 Term 2 Term 2	Use BTI and the school's Kāhui Ako AST to develop CRRP practices in the school. Build an understanding with staff of what our current practices look like and why culturally responsive and relational pedagogies are important. Principal to take a sabbatical in Term 2 to explore further the principles of Shalom in order to promote CRRP.	Ongoing Term 4 Term 3	BTI / Hamuera Tamihana BTI / Hamuera Tamihana / Alistair Paterson Alistair Paterson / Sue Baker (BTI)

Service-Learning School to work with BTI through the Kāhui Ako to incorporate service-learning into curriculum design	<ul style="list-style-type: none"> Develop an understanding of service-learning pedagogies to use to adapt a learning module in 2023 and integrate in curriculum design. 	Term 2	<p>Using a facilitator through the Kāhui Ako school management will be trained to adapt the curriculum to integrate service-learning pedagogies for implementation in 2023.</p> <p>Principal, WST and AST to train staff in the why and how of service-learning pedagogy.</p>	Term 4	<p>Bev Norsworthy / Alistair Paterson / Michele Lee</p> <p>Alistair Paterson / Michele Lee (WST) / AST</p>
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Technology Infrastructure and Development

Goal	Strategy	Starting Time	General Focus	Completion Time	Responsibility
Server <ul style="list-style-type: none"> Move server to the cloud 	<ul style="list-style-type: none"> Have the school's server offsite. 	Term 4	As part of the replacement cycle of the server move content to the cloud.	Term 4	Jonathan Wiseman / N4L / Alistair Paterson
iPads <ul style="list-style-type: none"> Purchase 6 iPads for classroom use with covers 	<ul style="list-style-type: none"> To provide iPads for student use. 	Term 3	Purchase 6 iPads with robust covers for student use in classrooms.	Term 3	Alistair Paterson
Apple TV <ul style="list-style-type: none"> Replace Apple TV in Room 1 	<ul style="list-style-type: none"> To be able to use Apple TV as a teaching tool. 	Term 3	Purchase a 4K Apple TV for use with the Room 1 IWB.	Term 3	Alistair Paterson
<ul style="list-style-type: none"> Use old Room 1 Apple TV in Room 4 	<ul style="list-style-type: none"> To be able to use Apple TV for multi-use activities in Room 4. 	Term 3	Repurpose an existing Apple TV for use with the Room 4 IWB.	Term 3	Alistair Paterson
Office <ul style="list-style-type: none"> Replace office computer as necessary. 	<ul style="list-style-type: none"> To keep primary office equipment reliable. 	Term 4	Replace the school office computer as necessary as part of the replacement cycle to keep equipment reliable.	Term 4	Alistair Paterson
Software and Accessories <ul style="list-style-type: none"> Roll out Linewize family packages to school families giving priority to Senior class students with iPads 	<ul style="list-style-type: none"> To ensure the online safety of our students and community outside of school. 	Term 1	Promote online safety at home through the Board funding Linewize for device use outside of school.	Ongoing	Alistair Paterson
<ul style="list-style-type: none"> Install Edge Library package 	<ul style="list-style-type: none"> To maximise the use of the school library 	Term 2	Replace the Access-It library system for Edge SMS and develop staff in its use.	Term 4	Alistair Paterson / Kayla Uerata
<ul style="list-style-type: none"> Purchase Digital Curriculum equipment as necessary. 	<ul style="list-style-type: none"> To ensure programmes and tools used within the Digital Curriculum are in 		Purchase any digital tools and hardware (within the budget parameters) needed to integrate the Digital Curriculum with subject areas.		

Epro8 <ul style="list-style-type: none"> • Purchase an Epro8 development kit to help students develop STEM skills. 	place and accessible to all who will need them. <ul style="list-style-type: none"> • Purchase another Epro8 kit. 	Term 1	Purchase a second Epro8 kit for use in the annual Epro8 competition and to help provide students with experiences in STEM challenges.	Term 1	Alistair Paterson
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Property

Goal	Strategy	Starting Time	General Focus	Completion Time	Responsibility
<u>Building</u> Develop the school classrooms into a MLE environment.	<ul style="list-style-type: none"> • Plan Stage 2 of the MLE project. • Implement major fundraising drive for MLE projects. • Wrap Room 5 windows for security in a lockdown using local history as a theme. • Rename classrooms using Christian figures in local history. 	Term 3 Term 3 Term 3 Term 3	Use Gisler Architects to formulate designs around the Stage 2 process. Source major financial support and fundraising activities to fund the Stage 2 MLE project. Engage with Ngāti Hauā to develop a historical theme for the Matamata area that can be used on the classroom windows and get wrapped for security in case of a lockdown. Engage with Ngāti Hauā to come up with five notable local Christian figures in Matamata history that the classrooms can be named after.	Term 3 Ongoing Term 4 Term 4	Peria Christian Education Inc. Kid on the Rock Foundation / Peria Christian Education Inc. Alistair Paterson Alistair Paterson
<u>Developments</u> Upgrade areas of the school grounds to improve accessibility, improve function, improve aesthetics, maintain function and protect assets.	<ul style="list-style-type: none"> • Complete front fencing of the school. • Tar seal and mark the school driveway. • Put a carport over the school van. • Develop road and building front signage. • Install anchor points in cobbled area to support marquees. 	Term 1 Term 2 Term 4 Term 3 Term 4	Complete the fence and gate at the front of the school to provide security and improved aesthetics. Tar seal the school driveway and provide lane markings to maximise parking and traffic flow. Build a carport over the school van to protect the school's assets. Develop road side signage to improve the school's visibility in the community, and building front signage to improve the aesthetics of the school. Install anchor points in the cobbled court for use with marquees during big events hosted.	Term 1 Term 2 Term 4 Term 3 Term 4	Peria Christian Education Inc. Peria Christian Education Inc. Peria Christian Education Inc. Peria Christian Education Inc. Peria Christian Education Inc.

<u>Maintenance</u> To keep all aspects of the school highly maintained and serviced to protect the investment made in the school and reflect good management.	<ul style="list-style-type: none"> Replace plantings around the front of the school with the emphasis on displaying God's creation. 	Term 1	Remove and trim trees and bushes that are no longer easy to maintain. Trim hedges and replace removed plantings with plants to inspire.	Term 4	Rod Brookes
	<ul style="list-style-type: none"> Garden works to enhance safety under climbing trees in the corner of the field. 	Term 2	Plant soft plants under trees used by students for climbing.	Term 2	Rod Brookes
	<ul style="list-style-type: none"> Spray cobbled areas for mould. 	Term 3	Spray cobbled areas for mould.	Term 3	Rod Brookes
	<ul style="list-style-type: none"> Spray field for prickles. 	Term 4	Spray the field for prickles.	Term 4	Rod Brookes

Vision

Goal	Strategy	Starting Time	General Focus	Completion Time	Responsibility
<u>Ngāti Hauā</u> Develop a relationship with Ngāti Hauā.	<ul style="list-style-type: none"> Management and staff to develop a relationship with Ngāti Hauā through advice and support 	Term 1	Management and staff to develop a relationship with Ngāti Hauā through: <ul style="list-style-type: none"> having an annual visit for help with local history and localised te reo support requesting support for developing a classroom graphic for local history requesting support for establishing five Māori Christian figures prominent in local history to use as classroom names developing a school powhiri explore a school marae visit for 2023 	Ongoing	Alistair Paterson
<u>Social Needs</u> To provide support to new school families or those in need.	<ul style="list-style-type: none"> Set up a parent group to provide support to new school families and those in need within the school community 	Term 3	Whānau can subscribe to a parent based community group that will reach out and provide initial support to new school families and those in need.	Term 4	School Board / Alistair Paterson
To provide long term support to students	<ul style="list-style-type: none"> Continue to develop mentoring support for Year 5 – 8 students with a vision for long term support 	Term 3	Find adult mentors to work with groups of six students for half an hour per week on a long term basis. The mentoring is aimed to develop relationships so that students can have an additional significant adult in their lives they can come to now or come back to in the	Ongoing	Alistair Paterson / Michele Lee

			future when they are facing challenges in life or have big God questions they are seeking answers to. A flexible approach to the mentoring time will be used.		
Brand Awareness To lift the image and perception of the MCS brand amongst parents, students and the Matamata community.	<ul style="list-style-type: none"> • To review aspects of the school brand with the view of rebranding as necessary. • To advertise to lift the profile of the school. 	Term 1	Investigate avenues for increasing people's awareness and positivity toward the school through: <ul style="list-style-type: none"> • stationery • signage • logos • uniforms • brand awareness • Facebook advertising • public events (particularly at Easter and Christmas to lift Christ in people's awareness and knowledge) 	Term 4	Alistair Paterson / Mike Jansen / School Board / Michele Lee
Pacific Links To begin to develop a relationship with two other small schools from within our Kāhui Ako that will work together and in the future support a Christian school in the Pacific or South East Asia	<ul style="list-style-type: none"> • To enter into talks on how we can work more closely together with two other small schools from our Kāhui Ako with the goal to work a partnership between us and then a Christian Pacific Island or South East Asian school 	Term 3	Look at how we can work to develop together through: <ul style="list-style-type: none"> • principal appraisal • professional development • local curriculum development • common objectives • support in areas where we could support each other • vision for the partnership and connection with a Christian Pacific Islands or South East Asian school 	Term 4	Alistair Paterson

Review

Goal	Strategy	Starting Time	General Focus	Completion Time	Responsibility
Board of Trustees Policy Review The Board will do complete policy reviews of two areas of the National Administration Guidelines each year and review its annual strategic plan	<ul style="list-style-type: none"> • The Board will review two National Administration Guideline policy areas: <ul style="list-style-type: none"> - NAG 4A: Finance - NAG 4B: Property - NAG 5: Health and Safety 	Term 1	As a Board review all policies within finance, property, and health and safety using the Board's policy review documentation.	Term 4	School Board

	<ul style="list-style-type: none"> Review the Annual Strategic Plan for 2023 	Term 4	Review how the strategic plan has gone through 2022 and reorganise the 2023 plan as necessary.	Term 4	Alistair Paterson / School Board
<u>Proprietors</u> The proprietors (Peria Christian Education Inc.) will conduct four special character self-reviews each year	<ul style="list-style-type: none"> The proprietors will conduct four special character self-reviews: <ul style="list-style-type: none"> - Curriculum - Pastoral Care - School Board - Staff 	Term 1	The proprietors have the job of maintaining the school's special character. It will do termly self-reviews to evaluate how the school is doing against maintaining high levels of performance of the school's special character.	Term 4	Peria Christian Education Inc.

2022 ANNUAL CURRICULUM TARGET USED FOR REPORTING

Introduction

The Matamata Christian School Board and staff have chosen to target students who are at risk of not achieving in Mathematics and Writing as specific development goals for students during the 2022 school year.

We will be focussing on this area and will be reporting in early 2023 the results of this focus and to what degree we managed to reach our target below.

GOAL 1

To lift school wide achievement of all students in Mathematics so every child improves by 12 months progress or more, and those that are one year or more below curriculum expectations will improve by 24 months to either be at curriculum expectations or close the gap on them.

NUMERACY: WHERE STUDENTS SIT AT THE BEGINNING OF THEIR YEAR LEVEL – 2022

Level:	1								2		3		4		5	
Stage:	1		2		3		4		5		6		7		8	
	i	ii	i	ii	i	ii	i	ii	i	ii	i	ii	i	ii	i	ii
Starting 1 Year at School	2															
Starting 2nd Year at School				2	4	6	2									
Starting 3rd Year at School				1	1	1		8								
Y4				1					4	2						
Y5										1	3	1				
Y6								1		5	3	4				
Y7										3	2	4	1			
Y8											1	2	1	2		

NUMERACY: WHERE STUDENTS SIT AT THE END OF THEIR YEAR LEVEL – 2022

Level:	1								2		3		4		5	
Stage:	1		2		3		4		5		6		7		8	
	i	ii	i	ii	i	ii	i	ii	i	ii	i	ii	i	ii	i	ii
After 1 Year at School																
After 2 Years at School																
After 3 Years at School																
Y4																
Y5																
Y6																
Y7																
Y8																

Key: i = Early ii = Achieving
 Red = Well Below and At Risk Orange = Below Expectation White = At Expectation Yellow = Above Expectation Green = Requires Extension

Why this goal was chosen

In 2013 - 16 the school was involved in ALiM and then MST to lift student achievement in Mathematics. In 2016 the school used its involvement in MST to radically redevelop the way it taught Mathematics in the senior school using the latest leading national and international research. It has continued to try to implement these strategies though staff changes have caused difficulty in this. As a result in 2019 the school sought assistance from an outside facilitator to upskill all teaching staff in what we had achieved and to further develop where research has continued to progress us. In 2020 ALiM was used across Year 3 – 8 classes with some good results. In 2021 the school again committed a teacher to MST development for a two year period. Overall development has been hampered since 2020 with Covid lockdowns and restrictions and the school has had to contend with issues of well-being in students since this time. Regardless of this, the school is trying to employ a range of measures to help ensure student success and acceleration at a time when we have had a lot of new and struggling students.

Particular emphasis is being placed in the Year 6 – 8 cohorts, Māori, boys and ESOL, but the target is for every school year level. At the beginning of 2022:

65% of the school are performing at or above the
26% are one year below curriculum expectations
9% are at risk (more than one year below expectations)

For boys:

60% are performing at or above expectations
33% are below
7% are at risk

For girls:

68% are performing at or above expectations
21% are below
11% are at risk

For Māori students:

50% are performing at or above expectations
10% are below
40% are at risk

For Pasifika students:

83% are performing at or above expectations
0% are below
17% are at risk

For ESOL students:

33% are performing at or above expectations
67% are below
0% are at risk

Concentrating on bringing up the students that are below expectations or at risk by making 24 months progress over the year, will have a major effect on helping the school to reach the Ministry of Education's former target of 80% of all students being at the Curriculum Levels.

How we will do this

We have a number of supporting processes in place for 2022:

- In-house development will take place to upskill teaching staff in Years 5 – 8.
- Numeracy development will be done with teaching staff at Years 3 – 4.
- The school is developing a MST teacher in the second year of the programme.
- ALiM was developed in 2020 and will be used across Year 5 – 8 classes from the start of the year to support students who are tracking a year or more behind expectations.
- MST initiatives will be implemented with priority to Years 7 – 8, picking up on Years 5 – 6 in Term 2.
- The school will continue to purchase resources to support teaching across the school.

- Teachers will use 'Teacher as Inquiry' processes to work with a target group of students who are below expectations in each class.
- Teachers will have observations and feedback on their teaching in Term 2 to support their development.
- We will run a Maths Club using Comet Maths for underachieving students at Stages 3 – 5 in Numeracy as necessary.
- The school is running its special *Mathematics Together* programme introduced in 2021 to help support parents as they in turn aim to support their children at home in Mathematics learning.
- The school will send home Maths games to families to play at home to reinforce key mathematical ideas.
- As part of our professional development programme the school has developed its approach around the Tataiako research and recommendations. We have acknowledged the ideas in this are linked with best practice for moving Māori achievement. We realise too that, as Ka Hikitia has stated, "what is good for Māori is good for all students". We have a series of strategies around this we are implementing.
- The school is doing professional development in Māori language and culture which is expected to benefit achievement in Mathematics too.
- In Term 2 staff will continue development around culturally responsive and relational practices from BTI through our Kāhui Ako. This is expected to help influence Mathematics achievement long term.
- The school has developed rubrics around mathematical achievement and will continue to work with staff on developing these so staff and students can clearly define expectations, progress and next steps to learning. This is expected to empower both teachers and students.
- The school is reviewing its assessment practices in Mathematics in 2022 with the view of using this to better inform learning and achievement.

Our Mathematics Implementation Plan, through self review, will be reviewed again as necessary in Term 4.

How progress will be measured

Testing, conversations and overall teacher judgements have been the basis for collecting data since 2013. JAM and GloSS testing and strand assessment will be carried out twice a year to monitor progress throughout 2022. The school may experiment with PACT, e-asTTle and the ARB's to better inform learning and achievement. This data and other teacher judgements will be used to decide mid-year and end of year progress against the curriculum expectations. This will be moderated in house to help develop reliability and validity in data accuracy. Data will be used to inform teacher practice, decide on learning needs, give progress reports and feedback to parents and students, and identify students who are not achieving and may need additional support. The school will work to support such students through the development of school initiatives and using the Senco to seek relevant outside agency support.

GOAL 2

To lift school wide achievement of all students in Writing so every child improves by 12 months progress or more, and those that are one year or more below curriculum expectations will improve by 24 months to either be at curriculum expectations or close the gap on them.

WRITING: WHERE STUDENTS SIT AT THE BEGINNING OF THEIR YEAR LEVEL – 2022

	1B			1P			1A			2B	2P	2A	3B	3P	3A	4B	4P	4A
	i	ii	iii	i	ii	iii	i	ii	iii									
Starting 1 Year at School	2																	
Starting 2nd Year at School	2	2	8			1												
Starting 3rd Year at School		1	1		2	6	1											
Y4					1				4	4								
Y5										3		1						
Y6										2	5	3	2		1			
Y7											2	1	4	2		1		
Y8												1		1		4		

WRITING: WHERE STUDENTS SIT AT THE END OF THEIR YEAR LEVEL – 2022

	1B			1P			1A			2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P
	i	ii	iii	i	ii	iii	i	ii	iii											
Starting 1 Year at School																				
Starting 2nd Year at School																				
Starting 3rd Year at School																				
Y4																				
Y5																				
Y6																				
Y7																				
Y8																				

Why this goal was chosen

In mid-2021 post lockdown, schoolwide data was highlighting significant achievement issues in Writing. The school had a high number of new students come in over the first two terms of the year and the lockdown that followed had seen students struggling to engage in their learning, something that was first noted after the 2020 lockdown but was much worse after the 2021 lockdown.

Historically, over a number of years the school has tried to work hard on Writing performance and had previously engaged with the ALL development. Since this time most of the teaching staff have changed. Our Kāhui Ako had also picked up that Writing was a target area across

schools and some member schools had engaged with *Write That Essay* to improve achievement.

With mid-2021 results looking low management and the School Board decided to trial some of the *Write That Essay* online resources in Term 4 2021. This seemed to add value and with results remaining low at the end of 2021 the school applied for MOE funding to engage in professional development for 2022 with *Writer's Toolbox* (formerly *Write That Essay*). In 2022 the school wishes to see a significant shift in both Writing engagement and achievement and has invested a lot in resources and professional development to try and achieve this.

Particular emphasis is being placed in the Year 3 – 7 cohorts, Māori and boys, but the target is for every school year level. At the beginning of 2022:

49% of the school are performing at or above the
40% are one year below curriculum expectations
11% are at risk (more than one year below expectations)

For boys:

43% are performing at or above expectations
40% are below
17% are at risk

For girls:

53% are performing at or above expectations
39% are below
8% are at risk

For Māori students:

30% are performing at or above expectations
30% are below
40% are at risk

For Pasifika students:

67% are performing at or above expectations
17% are below
16% are at risk

For ESOL students:

67% are performing at or above expectations
33% are below
0% are at risk

Concentrating on bringing up the students that are below expectations or at risk by making 24 months progress over the year, will have a major effect on helping the school to reach the Ministry of Education's former target of 80% of all students being at the Curriculum Levels.

How we will do this

We have a number of supporting processes in place for 2022:

- *Writer's Toolbox* facilitators have been engaged to upskill teaching and support staff at all levels throughout the year. It is hoped this will be able to continue until the end of 2024.
- The *Writer's Toolbox* writing resources have been purchased for use in every class.
- The *Writer's Toolbox* online platform will be used in Years 5 – 8 to provide further writing support and feedback to all students.
- Teachers will introduce and implement *The Code* spelling programme across the school to try and lift spelling achievement.
- In Term 2 or 3 we will look at using our Peer Writing programme to see if this will support Writing as long as it compliments and does not conflict with the development work we are doing in *Writer's Toolbox*.
- We have given three teachers lead development roles as we journey through this work to help drive this throughout the school.
- The school will invest in major writing resources to support teaching across the school.

- Teachers will use 'Teacher as Inquiry' processes to work with a target group of students who are below expectations in each class.
- Teachers will have observations and feedback on their teaching in Term 2 and 3 to support their development.
- As part of our professional development programme the school has developed its approach around the Tataiako research and recommendations. We have acknowledged the ideas in this are linked with best practice for moving Māori achievement. We realise too that, as Ka Hikitia has stated, "what is good for Māori is good for all students". We have a series of strategies around this we are implementing.
- The school is doing professional development in Māori language and culture which is expected to benefit achievement in Writing too.
- In Term 2 staff will continue development around culturally responsive and relational practices from BTI through our Kāhui Ako. This is expected to help influence Writing achievement long term.
- The school has been developing rubrics around Writing achievement and will continue to work with staff on developing these so staff and students can clearly define expectations, progress and next steps to learning. This is expected to empower both teachers and students.
- The school is reviewing its assessment practices in Writing in 2022 with the view of using this to better inform learning and achievement.

Our English Implementation Plan, through self review, will be reviewed again in Term 4. This was done by our lead team at the end of 2021 but is expected to need change by the end of 2022.

How progress will be measured

Testing, conversations and overall teacher judgements have been the basis for collecting data since 2013. While asTTle is our key testing tool this is lined this up with our Curriculum Expectations. *Writer's Toolbox* will also be used to help inform this in 2022. Key assessment will be carried out twice a year to monitor progress, but will be supported throughout each term by anecdotal measures. The school may experiment with PACT, e-asTTle and the ARB's to better inform learning and achievement. This data and other teacher judgements will be used to decide mid-year and end of year progress against the curriculum expectations. This will be moderated in house to help develop reliability and validity in data accuracy. It is hoped this may be moderated between Kāhui Ako schools later in the year too. Data will be used to inform teacher practice, decide on learning needs, give progress reports and feedback to parents and students, and identify students who are not achieving and may need additional support. The school will work to support such students through the development of school initiatives and using the Senco to seek relevant outside agency support.