

# Tasman Bay Christian School

## School Charter

### Strategic and Annual Plan

**2019**

Principal's endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	

## Tasman Bay Christian School 2019

### Introductory Section — Strategic Intentions

<b>Mission Statement</b>	Our Mission is to provide a high-quality Christian Education that lights the pathway for life-long learning
<b>Vision</b>	Our Vision is to see each student increasingly become a child of purpose, action, character, and wisdom
<b>Values</b>	<ul style="list-style-type: none"> <li>● Love and Respect for God</li> <li>● Love and Respect for People</li> <li>● Love and Respect for Creation</li> <li>● Love and Respect for Ourselves</li> <li>● Love and Respect for Learning</li> </ul>
<b>Principles</b>	<p>Our curriculum encourages children to grow in their understanding of God and encourages them to serve God. With this understanding, children can build a meaningful relationship with God and increasingly understand that God desires the very best for them. They will also progress in their understanding of how God wants to restore us, grow us, equip us and enable us to live as he intended. Key Competencies (Skills for Life) are worked out by teaching students how to use their:</p> <ul style="list-style-type: none"> <li>● Heads: thinking carefully and making wise decisions</li> <li>● Hearts: relating well with God and others</li> <li>● Hands: managing themselves, participating and contributing so as to serve God in the world</li> <li>● Mouths: communicating in a variety of ways so as to develop healthy relationships and be responsible</li> <li>● Feet: standing for what is right as they serve both God and people</li> </ul>
<b>Māori Dimensions and Cultural Diversity</b>	<p>We celebrate New Zealand's growing cultural diversity, and strive to ensure that all students feel culturally safe and valued. We aim to create a learning environment that is caring, inclusive, cohesive, and attends to the cultural and linguistic diversity of our students. We appreciate that students may identify with more than one cultural group.</p> <p>We respect the unique position of Māori as Tangata whenua (the indigenous people) of New Zealand and te reo Māori (Māori language) as an official New Zealand language.</p>

<b>Special Character</b>	<p>At Tasman Bay Christian School, we endeavour to help students grow in their understanding of God and our world by giving attention to four learning pathways.</p> <ul style="list-style-type: none"><li>● Scripture: We will ground our students in the major truths of God’s Word in an age-appropriate way. We will also give our students an education around the unfolding redemptive plan of God described in the narrative portions of both Old and New Testaments.</li><li>● Reason: We will teach our students to think and reason to the best of their ability. This includes allowing them to ask questions and debate matters relating to faith and how faith is expressed in life today. While human reason is fallible, we believe and teach that the Christian faith is a reasonable faith.</li><li>● Tradition: We recognise that our environment impacts our view of the world and that our local church environment is no exception to this. We will actively encourage students to attend and be involved in a local church. We will also seek ways in which the rich diversity of Christian traditions represented at the school can be understood and learned from.</li><li>● Experience: We will provide age-appropriate opportunities for students to express their faith and relate their experiences in life to Christian truth. Ultimately experiences need to be informed (and sometimes corrected) by Scripture, but part of the learning process involves understanding that our life experiences differ. In light of this fact we will teach students to be tolerant and understanding of others who may have had quite different life experiences.</li></ul>
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## School Context

<b>Student Learning</b>	<p>With the change in government that took place in late 2017, the use of National Standards as a means of indicating the educational process of students has come to an end. It is as yet unclear as to what standards will be implemented under the new government. We understand the focus of the new government will shift from assessing a relatively narrow set of data to a broader expectation of children showing improvement across the NZ school curriculum. Our previous testing results show that longitudinally we meet children’s needs well over time. Our challenge is with newcomers to our school who are below where they typically ought to be given their age. We have identified all children in need of additional learning support and have designed programmes to maximise the potential of these children improving over time. We have budgeted a generous amount of Teacher-Aide time to ensure teachers are supported in regard to these children. PLD of all staff is focussed on improving student outcomes in 2019 and beyond.<sup>1</sup></p> <p><b>Attendance 2018</b> Average attendance for 2018 was 91.07%</p> <p><b>Cultural Diversity</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>The Cultural Makeup of our School in 2017</p> <ul style="list-style-type: none"> <li>• NZ European—55%</li> <li>• Maori—18%</li> <li>• Pacifica—12%</li> <li>• Other—15%</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p>The Cultural Makeup of our School in 2018</p> <ul style="list-style-type: none"> <li>• NZ European—48%</li> <li>• Maori—26%</li> <li>• Pacifica—12%</li> <li>• Other—14%</li> </ul> </td> </tr> </table>	<p>The Cultural Makeup of our School in 2017</p> <ul style="list-style-type: none"> <li>• NZ European—55%</li> <li>• Maori—18%</li> <li>• Pacifica—12%</li> <li>• Other—15%</li> </ul>	<p>The Cultural Makeup of our School in 2018</p> <ul style="list-style-type: none"> <li>• NZ European—48%</li> <li>• Maori—26%</li> <li>• Pacifica—12%</li> <li>• Other—14%</li> </ul>
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<b>School Organisation</b>	<p><b>Proprietors</b></p> <p>Protection of the Special Character of Tasman Bay Christian School is entrusted to the Proprietors of the School (Tasman Bible Church). The hands-on oversight of this role is done through delegated Proprietor’s Representatives on the Board of Trustees (Board).</p>		

<sup>1</sup> We have chosen not to include specific measurable goals on a *school-wide basis* in teaching subjects like Reading, Writing and Maths in 2019. We see improvements in these areas of education as an ongoing goal for all students at our school regardless of their culture or inherent academic ability in each area. Reporting to parents/caregivers on the *individual progress* of children in these and other areas of education will continue to be undertaken. Special programmes for those with significant learning issues will continue to be formulated and put into practise on a case-by-case basis. (see Learning Support Reports).

	<p><b>Governance</b></p> <p>The Board acts in a stewardship role and is entrusted to work primarily on behalf of children and parents. It is accountable for the school’s performance, emphasises strategic leadership, sets the vision for the school and ensures compliance with legal and policy requirements.</p> <p>Board policies are mostly governance-related and outline clear delegations to the principal and staff. The Board does not involve itself in the day to day running of the school. The Board and Principal together form the leadership team with the role of each documented and understood. The Principal reports to the Board as a whole, with committees used only when a need is identified in order to contribute to the Board’s work.</p> <p>The on-going “whole person” development of students is the Board’s overarching focus, with special emphasis on education.</p> <p><b>Management</b></p> <p>The Board delegates all authority and accountability for the day-to-day operational organisation of the school to the Principal, who must ensure compliance with both the Board’s policy framework and the law of New Zealand.</p>
<p><b>Review of Charter and Consultation</b></p>	<p>Community Consultation in 2018 revolved around sexuality education, Maori education and how the school was reflecting cultural diversity in classroom practices and facilities. 2019 will see us complete a full review of the school Charter, Vision and Mission statements in consultation with the school community and the Proprietors.</p>

## Annual School Improvement Plan

Student Learning Goals			
Goal	Through	Projects	Action Plan
Define our School Culture and our Christian Character.	Consult and collaborate with our wider Whanau and School Community.	<ul style="list-style-type: none"> <li>Interact with our school community and the Proprietors using the ERO paper titled “Sexuality Education in Primary Schools,” over our Health &amp; Safety Policy regarding Sexuality, taking care to involve Maori and Pasifika.</li> <li>Vision and Mission. Complete a full review of the school Charter, Vision and Mission statements in consultation with the school community and the Proprietors.</li> </ul>	<ul style="list-style-type: none"> <li>The Principal will liaise with the Board Chair, then construct a strategy for implementing education around sexuality and student well-being at Tasman Bay Christian School (to be completed before the end of Term 2).</li> <li>Seek feedback from the wider school community, Churches, &amp; Whanau on the expectations of our visual expression of representation, including our Special Character.</li> <li>BOT to arrange a Special Character Audit and use this to base our review upon, by the end of Term 2.</li> <li>Use NZSTA to consolidate the training of the new board.</li> </ul>
Student Engagement	Through	Projects	Action Plan
Build a culture of Relationship-Based Learning.	Build our school culture on a daily basis through, Devotions, Prayer, Bible Readings and Memory Verses.	<ul style="list-style-type: none"> <li>We will investigate in conjunction with our CoL and, where appropriate, integrate principles and practices of Relationship-Based Learning in our school in order to enhance student engagement.</li> <li>Become involved in developing our senior students in expressing their Leadership Skills.</li> <li>The use of editing and commenting on work.</li> </ul>	<ul style="list-style-type: none"> <li>Cater to the whole child and teach Christian expectations. Staff &amp; Teachers will value and promote positive relationships in each class. Even though the class has our behaviour plan (displayed), it is the goal of positive relationships that we aim for.</li> <li>Liaise with the Across School Teacher (Vicki) to develop our Cognition student voice and feedback.</li> <li>Year 8’s to attend the Whenua-Iti Leadership Course.</li> <li>Using the Seesaw Digital Citizenship, utilise comments and questions to be engaging the audience.</li> </ul>

Student Progress	Through	Projects	Action Plan
<p>Maintain student achievement and progress with a focus on Maori students in writing.</p>	<ul style="list-style-type: none"> <li>• Assisting the three Maori students who have been identified as needing extra help with their learning.</li> <li>• Creating plans to address the students currently in our Learning Support Register, both well below and below.</li> </ul>	<ul style="list-style-type: none"> <li>• We will target teacher aide time, to be the most effective use to meet these projects.</li> <li>• Coinciding with these goals is the preloading of ALL (Advancing Literacy Levels), which the Principal is undertaking training for.</li> <li>• Incorporate the above processes through both classrooms targeted.</li> </ul>	<ul style="list-style-type: none"> <li>• The Principal who is undergoing training will share the goals and plans created to advance these students.</li> <li>• Report each term on the level of engagement and improvement hopefully achieved.</li> <li>• The original data retrieved from EDGE (MUSAC) was incorrect. New data has been reviewed to identify these targets by the Principal. Follow up each term is required for reporting to the BOT.</li> </ul>

Other Goals			
ICT	Through	Projects	Action Plan
<ul style="list-style-type: none"> <li>• All staff to become fully confident in their use of and teaching of ICT.</li> <li>• Incorporating more ICT into student learning in preparation for Digital Curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing children who are aware of Cyber Safety.</li> <li>• Administration using more of the ICT in use.</li> <li>• Allowing students to teach the teachers and peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand our cyber agreement.</li> <li>• Go through Seesaw Cyber Citizenship.</li> <li>• Interland (key lessons of digital citizenship and safety into hands-on practice).</li> <li>• Have all students able to access and be aware of Google Apps for Education.</li> <li>• Teaching staff will complete their two-year, MoE funded ICT development and implementation training with Rob Clarke (Learning Architects).</li> </ul>	<ul style="list-style-type: none"> <li>• Go over the information from the Netsafe student Cyber Safety agreement before the end of week 1.</li> <li>• Teachers to discuss and teach about Cyber Citizenship and safety before week 3.</li> <li>• Complete the training levels and certificates in Cyber Safety by week 5.</li> <li>• Continue to incorporate the learning from our PLD into the learning for our students. See PLD report.</li> </ul>
Upskill using	Through	Projects	Action Plan
All staff to complete PLD around ICT.	Our PLD provider.	<ul style="list-style-type: none"> <li>• Learner Agency.</li> <li>• Rationalise and set up Google systems so they work as expected.</li> <li>• Training to manage our system ourselves.</li> <li>• Create and set up electronic portfolios for students to connect easily with whanau/caregiver.</li> <li>• Staff will investigate how children's use of digital technology can improve their achievement in writing and reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching staff will complete their 2-year MoE funded ICT development and implementation training with our provider from Learning Architects.com.</li> <li>• Assessment data will show lifts in children's writing and reading.</li> </ul>