



Waipa Christian School (Non-denominational)  
Strategic & Annual Plan 2019

Principals' endorsement:	Jaco Labuschagne
Board of Trustees' endorsement:	Lize Buckley
Submission date to Ministry of Education:	February 2019

**Strategic Intentions**

**Mission:**

WCS's mission is to provide:

- Christ-centered 21st century education that is able to equip students to become lifelong learners who will be future focused and excel.
- and partner with the work God is doing in the children's lives, through His Holy Spirit, to grow citizens who will transform their school, family and global community.
- an environment for the children where they will grow in their relationship with Christ.

**Vision**

At WCS we desire to equip our students to become lifelong learners who can collaborate, be innovative, curious, and actively and passionately live out their Christian faith.

**Values** At Waipa Christian School we promote the following values from a biblical perspective:

- Relationships
- Respect
- Responsibility
- Resilience

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<p><b><u>Principles</u></b></p> <p>To maintain our Christian character in everything that we do, live out our values daily.</p> <ul style="list-style-type: none"> <li>• To provide interesting high quality programs, with an emphasis on Literacy and Numeracy that challenge all our students and meet their individual educational needs.</li> <li>• To equip students to take an increasing responsibility for their own learning.</li> <li>• To promote strong partnerships between home and school.</li> <li>• To foster a sense of belonging and pride in Waipa Christian School.</li> <li>• To strive for excellence in all areas.</li> </ul> <p><b><u>Special Character</u></b></p> <p><b>Sustaining Christian special character</b></p> <p>Through Christian education, educate and transform students to answer the call to serve in their community, creating authentic opportunities for students to involve themselves and bring about positive change in their community.</p> <p><b><u>Community of learners / Kahui Ako</u></b></p> <p>Waipa Christian School is committed to the high level plan objectives and achievement challenges as agreed to by Nga Whanau O Karaiti Kahui Ako.</p>	<p><b><u>Maori dimensions &amp; cultural responsiveness</u></b></p> <p>Be accepting of others' cultures and differences with love and grace.</p> <ul style="list-style-type: none"> <li>✓ Value each other's heritage, culture and people as per the Treaty of Waitangi requirements.</li> <li>✓ Reflect the nature of NZ's multiculturalism in classroom activities.</li> <li>✓ Te Reo and Tikanga programs offered at all levels.</li> <li>✓ Use of key support documents such as Ka Hikitia - Success for All and Hautu Self review tool.</li> </ul> <p><b><i>Manaakitanga - To recognise and affirm the identity of individuals through an open and trusting relationship.</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Valuing cultural connectedness through art and writing</li> <li><input type="checkbox"/> Christian Waiata and karakia</li> <li><input type="checkbox"/> Signage in English and Te Reo</li> </ul> <p><b><i>Wānanga - Seeking learning through communication</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communication – using kupu māori in our WCS language of learning</li> <li><input type="checkbox"/> Innovation – Hands-on approach in technology and science learning in senior class.</li> </ul> <p><b><i>Whanaungatanga - High expectations for achievement through Relationships with students, school-wide and community.</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Building authentic relationship with the Māori Community</li> <li><input type="checkbox"/> Staff PLD to develop understand and teaching of Te Reo and Tikanga Māori</li> </ul>
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	<input type="checkbox"/> Tuakana teina <b>Ako - Reciprocal learning</b> <input type="checkbox"/> Ensure Māori learners achieve success as Māori
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### **2019 Annual Goals**

<b>Goal</b>	<b>Actions</b>	<b>Resourcing</b>	<b>Expected outcomes</b>
To continue improving our systems and responses to student behaviour (Year 2) (minor)	<ul style="list-style-type: none"> <li>- Networking with other tier 1 &amp; 2 PB4L schools</li> <li>- Develop lessons to support school values from biblical perspective</li> <li>- Trial restorative practice</li> </ul>	<ul style="list-style-type: none"> <li>- MOE funding through PB4L programme</li> <li>- Teacher release time for networking</li> <li>- RTLB support</li> <li>- Signage around school</li> </ul>	<ul style="list-style-type: none"> <li>- Programs adopted / lessons developed to support values</li> <li>- Consistent practice around behaviour management</li> </ul>
To build on (current) culturally responsive pedagogies <b>(Year 1) - Develop the “Why” we are engaging in Culturally Responsive pedagogies</b> (Major focus)	<ul style="list-style-type: none"> <li>- Collaborate with other Christian Schools</li> <li>- Staff PD</li> </ul>	<ul style="list-style-type: none"> <li>- Kahui Ako: Across- and within school teachers</li> <li>- Inquiry time / teacher release time for PD</li> </ul>	<ul style="list-style-type: none"> <li>- All teachers, as Christian educators <u>understand</u> and <u>own</u> the ‘WHY’ with regards to cultural responsive pedagogies critical to student success</li> <li>- This understanding is embedded in planning for 2020.</li> </ul>
To improve our literacy programme with a particular focus on writing	<ul style="list-style-type: none"> <li>- Review formative and summative assessment practice.</li> </ul>	<ul style="list-style-type: none"> <li>- MOE funding through ALL programme</li> <li>- PD through Kahui Ako</li> </ul>	<ul style="list-style-type: none"> <li>- More effective use of assessment tools and data for learning</li> </ul>

<b>(Year 2 - ALL) (major)</b>	<ul style="list-style-type: none"> <li>- Continued commitment to ALL programme</li> <li>- Use of teaching inquiry to refine practice</li> </ul>	<ul style="list-style-type: none"> <li>- Vision Education (Justine Brock) through Rural &amp; Roses funded PLD</li> </ul>	<ul style="list-style-type: none"> <li>- Consistent practice in teaching of writing</li> <li>- Include deliberate acts of teaching to accelerate success for Maori</li> </ul>
To explore service-learning as a pedagogy for learning in an authentic context (minor focus)	<ul style="list-style-type: none"> <li>- Inquiry focus (students) in term 4</li> <li>- Collaborate with Kahui Ako schools</li> </ul>	<ul style="list-style-type: none"> <li>- Kahui Ako Inquiry time</li> <li>- Kahui Ako: Across- and within school teachers</li> </ul>	<ul style="list-style-type: none"> <li>- Explore and develop understanding of service-learning</li> <li>- Trial as student inquiry</li> </ul>
To develop teacher's capability in the use of online tools - specific focus on Numeracy (minor)	<ul style="list-style-type: none"> <li>- Explore most effective online tool</li> <li>- Arrange Professional Development for teachers in the use of these tools</li> <li>- Incorporate use of online learning in homework.</li> </ul>	<ul style="list-style-type: none"> <li>- BOT funding</li> </ul>	<ul style="list-style-type: none"> <li>- Improved results for all students, but more particularly those below expectations in maths</li> </ul>

### **Professional Development**

<b>Focus</b>	<b>Resourcing / funding</b>
Positive Behaviour for Learning (PB4L)	Ministry of Education
Accelerated Literacy Learning (ALL)	Ministry of Education / University of Waikato

Culturally Responsive Pedagogies	Kahui Ako / MOE
Service-learning	Kahui Ako / MOE
Professional Development in Literacy - Vision Education	BOT (possible funding required if not funded through Rural & Roses Cluster)

### **Target groups / Priority learners 2019**

	<p><b>Target groups based on Overall Teacher Judgements (OTJ's) data sets from December 2018.</b> Total roll 77.  10 Students excluded due to ORS funding (1) less than 40 weeks at school (9).  After a total of <b>20</b> students left for College, Intermediate, and other schools we had <b>17</b> new students enrol in February 2019 - target groups / students will be updated as more data is available.</p>
<b>Writing</b>	<p>All students: <b>23/67</b> (34.4%) Below / Well below expected curriculum level  Maori students: <b>4/13</b> (30.8%) Below / Well below expected curriculum level  NZ European / Pakeha / Other European: <b>19/46</b> (41.3%) Below / Well below expected curriculum level  Asian: <b>0/4</b> (0%) Below / Well below expected curriculum level</p> <p><b>Priority learner groups for Writing as identified from December 2018 data:</b>  Year 4: <b>3/7</b> (42.9%) Below / Well below expected curriculum level  Year 5: <b>6/12</b> (50%) Below / Well below expected curriculum level  Year 6: <b>3/6</b> (50%) Below / Well below expected curriculum level  Year 7: <b>6/15</b> (40%) Below / Well below expected curriculum level</p>
<b>Numeracy</b>	<p>All students: <b>22/67</b> (32.8%) Below / Well below expected curriculum level  Maori students: <b>2/13</b> (15.4%) Below / Well below expected curriculum level  NZ European / Pakeha / Other European: <b>19/46</b> (41.3%) Below / Well below expected curriculum level  Asian: <b>0/4</b> (0%) Below / Well below expected curriculum level</p>

	<p><b>Priority learner groups for <u>Numeracy</u> as identified from December 2018 data:</b> Year 3: <b>3/9</b> (33.3%) Below / Well below expected curriculum level Year 4: <b>3/7</b> (42.9%) Below / Well below expected curriculum level Year 7: <b>8/15</b> (46.7%) Below / Well below expected curriculum level</p>
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### **Finance**

- Possible funding for Professional Development in writing
- Learning support in Arohanui class to assist with Literacy programme
- Pay for staff to attend Christian Schools Conference (Tauranga- July) \$199 / teacher + travel & accommodation

### **Property**

- Major projects for 2019 e.g. Roading project (after permission from MOE & proprietors)
- 5 / 10 Year plan property maintenance



Writing	Year 1 - 8	Term 2 Term 4	Overall Teacher Judgements will be made against the New Zealand Curriculum Writing Standards Writing moderation Task. Use of writing exemplars & Literacy learning progressions		June November
Spelling	Year 0 - 8	Term 1 Week 4 Term 3 week 4	Joy Alcock assessments to identify needs to be recorded and taught scores: 7/15 compare progress Spelling strategies used: (Pre-communicative, Semi-phonetic, Phonetic, Transitional)		End of term 1 End of term 3
Math	Year 4 - 8  Year 3 - 8 Year 0 - 3	Term 1 (march) Term 2 (beginning) Term 4 (beginning)  Once per term Term 1 & 4	Overall Teacher Judgements will be made against the New Zealand Cur PAT Maths (online test & analysis)  Gloss interview In-class assessment task to assess stage  Basic Facts tests (once per term)  JAM		Term 2 - PAT stanines  Term 3 on GLOSS stages
Science	Y4- 8	End of Term 2 and Term 4	ARB's		July
Reporting to parents	Year 0 / 1 Year 1 / 2 Year 0 - 8	As appropriate As appropriate	SEA results and report to parents 6 yr Observation Survey - teachers to make OTJ on a child's anniversary (6 year nett and JAM) and have one on one conversations with parents. Student Led Conferences for all students older than 40 weeks		
OTJ Data					Twice per year End of term 2 / start of term 3  End of term 4 / start of term 1



