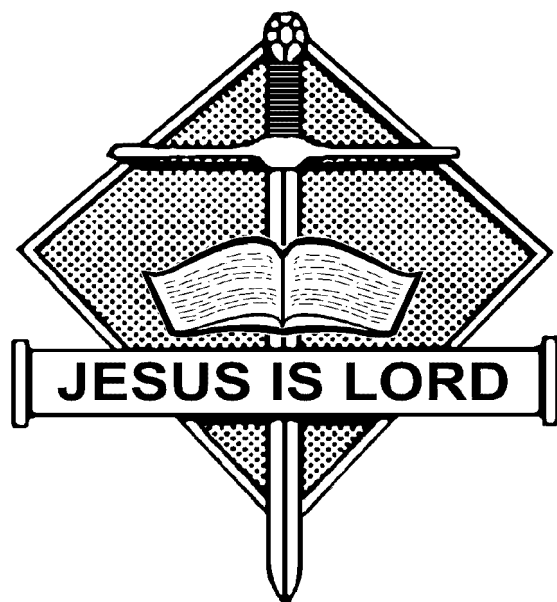


Kaikohe Christian School



Charter 2019

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Introduction:

Bible

As the written revelation of God, the Bible is the foundational document of this School. The principles of the Bible validate the role of the Crown and the New Zealand Government.¹ Out of the framework of the Bible and legislature flow the Treaty of Waitangi, Integration Agreement and Charter.

Private Schools Conditional Integration Act 1975

- 3 The Proprietor of an integrated school shall, subject to the provisions of the integration agreement —
- (a) Continue to have the responsibility to supervise the maintenance and preservation of the education with a special character provided by the school:
 - (b) Continue to have the right to determine from time to time what is necessary to preserve and safeguard the special character of the education provided by the school and described in the integration agreement.

Integration Deed of Agreement - Kaikohe Christian School²

18 Special Character Definitions

18.4 The Special Character of the School is determined by the Christian beliefs, values and lifestyle of the *Heart of the North Church*, in accordance with scripture. These beliefs are determined from time to time by the Trustees of the *Celebration Trust* and are to be upheld in word and fulfilled in practice by the Principal, who must be recognised as a qualified minister by the Heart of the North church, and by staff who are recognised by the Trustees, as qualified church ministry team members of a local Pentecostal or Evangelical church.

Proprietorship

The *Celebration Trust*, as Proprietor, recognises the school as a ministry of the *Heart of the North Church*.

Education Act 1989, Sections 75 and 76

S.75 Boards to control management of schools -

Except to the extent that any enactment or the general law of New Zealand provides otherwise, a school's board has complete discretion to control the management of the school as it thinks fit.

¹ *Romans 13:1-7 (N KJ V)* Let every soul be subject to the governing authorities. For there is no authority except from God, and the authorities that exist, are appointed by God. Therefore, whoever resists the authority, resists the ordinance of God, and those who resist, will bring judgment on themselves. For rulers are not a terror to good works, but to evil. Do you want to be unafraid of the authority? Do what is good, and you will have praise from the same. For he is God's minister to you for good. But if you do evil, be afraid; for he does not bear the sword in vain; for he is God's minister, an avenger to execute wrath on him who practices evil. Therefore, you must be subject, not only because of wrath, but also for conscience' sake. For because of this you also pay taxes, for they are God's ministers attending continually to this very thing. Render therefore to all their due: taxes to whom taxes are due, customs to whom customs, fear to whom fear, honor to whom honor.

² *Integration Deed of Agreement - Kaikohe Christian School [24 July 1997] amended by Further Supplementary Deed of Agreement - Kaikohe Christian School [17 March 1999].*

s. 76 Principal:

(1) A school's principal is the board's chief executive in relation to the school's control and management.

(2) Except to the extent that any enactment or the general law of New Zealand provides otherwise, the principal -

Shall comply with the board's general policy directions; and

subject to paragraph (a) of this subsection, has complete discretion to manage, as the principal thinks fit, the school's day-to-day administration.

Governance

The Kaikohe Christian School Board of Trustees emphasises strategic leadership, rather than administrative detail, has a clear distinction between board and staff roles, concentrates on the future rather than the past or present, and is pro-active rather than reactive.

Management

The board delegates all authority and accountability for the day-to-day operational organisation of the school to the principal.

The School and its Community

The school first opened in 1985 and currently caters for students up to and including Year 13. Kaikohe Christian School is a *State Integrated Christian Composite School*, catering for the needs of parents seeking our Special Character education, in the mid-north area of Northland. By working together with parents, it is the school's desire to see God's order firmly established in both the Church and the family. In order to meet the wider growing demand for this the school established a Tuakana/Teina satellite campus at Waimate North and is seeking to transition the satellite to a Year 0 to Year 8 School, back in Kerikeri. The home, church and school should complement each other, promoting the student's spiritual, academic, social and physical growth. We aim to provide a first class education to children, to equip them to better serve God, their nation, their society, their family and themselves.

In 2016 Kaikohe Christian School joined other schools in the community to explore the possibility of a collaborative relationship by forming a Community of Learning (CoL). The outcome of this process was the establishment of Te Arahura Community of Learning which has a current membership of 11 schools and also further includes representatives from local Early Childhood Education centres.

National Education Priorities

The school has established its goals to raise achievement by focussing on the national priorities, the identified school needs to raise student achievement and the local priorities.

National priorities are:

- The priority areas are pāngarau/mathematics, pūtaiao/science, te reo matatini (pānui, tuhituhi, kōrero)/reading and writing, and digital fluency.
- To provide a safe physical and emotional environment for students.
- To provide opportunities for success in all the essential learning and essential skill areas of the New Zealand Curriculum.
- To improve literacy and numeracy, especially in years 1 to 10.
- To develop a range of assessment and evidence gathering practices, that provides sufficiently comprehensive data to evaluate the progress and achievement of students and to inform future

teaching and learning programmes.

- To develop and implement teaching programmes, aimed at improving outcomes for identified students / cohorts who are not achieving, or who are at risk of not achieving, or who have special needs.
- To improve the achievement of Maori students.
- To report to students and parents on achievement of individual students, and to the community, on cohorts of students and the students as a whole.
- To provide Career Education and Guidance for Years 7 – 13, with special emphasis to be given to those at risk.

The school implements the National Educational Goals and National Education Priorities at governance and operational levels, by giving them full consideration when planning school developments or school / class programmes.

Tertiary Programmes - Gateway

By offering *Gateway* for our senior students, we are making a contribution to fulfilling strategies in the Tertiary Education, Strategy Two, Three and Four i.e.:

- Strategy 2 - Contribute to the Achievement of Maori Development Aspirations.
- Strategy 3 - Raise foundation Skills so that all people can participate in our *Knowledge Society*.
- Strategy 4 - Develop the Skills New Zealanders need for our Knowledge Society.

We have links with:

- Local employers in our community
- Industry training organisations
- Other secondary schools in our region
- Tertiary providers, as necessary, to our students both local and distance.
- Health and social service providers in our community,

Cultural Diversity

Many of our students are Maori. Aspects of *Taha Maori*, *Te Reo Maori* and Tikanga Maori are encouraged and are incorporated into the school's curriculum and its delivery wherever this is naturally appropriate and assists in developing a greater sense of significance and inclusiveness for all students. The Board encourages staff to be aware of and sensitive to issues relating to Maori.

The Board is committed to identifying and removing barriers that prevent Maori achieving as Maori through the development of responsive pedagogies and professional learning. This is foundation greatly enhances and enables the expression of core beliefs in this special character setting through Maori Performing Arts, *kapa haka*, learning Te Reo, learning local history, participating in inter-school cultural events and through any other engagement that honours God.

The Board ensures that the views and concerns of Maori in its community help to shape the school direction by:

- Encouraging a strong Maori representation on the Board.
- Fostering a strong partnership between school, home and church.
- Consulting with Maori within its community in the following ways:
 - Surveys of Parents / caregivers, Students, Staff and other community stake-holders
 - Staff / Parent interviews
 - Community hui
 - Social functions

- Informal interaction by staff and Board members, with the school community members in church and other situations.

The Board takes all reasonable steps to provide instruction in Maori culture and language.

Procedural Information

The planning year for the board will be from 1 January to 31 December. The updated charter and annual report will be lodged with the Ministry of Education by 1 March each year, along with the *Consultation Plan*.

Strategic Intent

Vision

To follow the way of Jesus Christ, seek His Truth and excel in life for Him.

Guiding Principle

We are an educational mission, reaching families in the community, with the love of Christ.

Mission Statement

To provide a Christ-centred learning environment emphasizing the meeting of curriculum needs for the preparation of students for effective Godly leadership and service, while aiming for excellence in all personal endeavours.

Core Values

Our values are based on Christ's greatest commandment³ and commission⁴ and they form the basis of the School's Special Character.

- | | |
|---------------------|--|
| Fellowship | We value the local churches and believe that true fellowship and participation in the Christian community begins with baptism into the Body of Christ and connection with God's people. This is expressed in our school by building Christian Community. |
| Discipleship | We believe that the choice to follow Christ involves a life-long process of personal growth and development of character, physically, academically, socially and spiritually. |
| Ministry | Obedience to Christ's command to love your neighbour as yourself is expressed in ministry and service towards each other in the school and wider community. We believe that all God's people are called to minister. |
| Outreach | We believe that Jesus said, "Go..." and are therefore committed to reaching out to our community and overseas with the gospel. This is expressed through missions. |
| Worship | Loving God with all our heart is the greatest value in our School! We express this through |

³ *Matthew 22:35-39 (NKJV) Then one of them, a lawyer, asked Him a question, testing Him, and saying, "Teacher, which is the great commandment in the law?" Jesus said to him, " 'You shall love the LORD your God with all your heart, with all your soul, and with all your mind.' This is the first and great commandment. And the second is like it: 'You shall love your neighbour as yourself.'*

⁴ *Matthew 28:19,20 (NKJV) Go therefore and make disciples of all the nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, teaching them to observe all things that I have commanded you; and lo, I am with you always, even to the end of the age." Amen.*

our corporate worship and celebrations together and our personal devotion and obedience to Him. Aiming to do our personal best, in all things, expresses worship to God.

Aims and Purposes:

- Through the principal and staff, develop and implement a curriculum for students in years 1–13, that is underpinned by and consistent with the principles, in which the core values are encouraged and modelled and are explored by students that supports students to develop the key competencies and encompasses, at all times, the Special Character of the School
- Through the principal and staff, provide all students in years 1–10 with effectively taught programmes of learning in *English, The Arts, Health and Physical Education, Mathematics and statistics, Science, Social Sciences, languages and Technology*.
- Through the principal and staff, the school will gather information that is sufficiently comprehensive to enable evaluation of student progress and achievement, to identify students and groups of students who are not achieving, who are at risk of not achieving, or who have special needs and to identify aspects of the curriculum that require particular attention, in consultation with the school's Māori community, to develop and make known its plans and targets for improving the achievement of Māori students. The Board of Trustees, through the principal and staff, is required to implement its curriculum in accordance with the priorities set out in the National Education Goals and the National Administration Guidelines (page 4).
- Robust and authentic assessment processes are used effectively, to support improvement in student outcomes. Students have ownership of their learning and know what to do to achieve well.
- Students at Year 9 & 10 who need it will be additionally supported in literacy and numeracy to enable access to learning at NCEA Level One and beyond.
- Ensure that the school's curriculum appropriately meets the educational needs of the students through an effective self-review programme.
- Ensure that robust learning intervention processes exist and are implemented for students with specific learning needs.
- Ensure quality teaching through provision of school-wide and personal development opportunities and through implementation of a robust feedback system to teachers.
- Develop and maintain loving, consistent and equitable systems and processes for student behaviour management, which provide protection for students, staff and the environment.
- Raise achievement for all students, by embedding foundational literacy and numeracy through relevant, authentic, connected, context based curriculum.
- Improve the assessment practices within the school and use the information gained to better inform teaching and learning programmes and reporting.
- Ensure a safe learning environment.

Three Year Strategic Plan 2019 to 2021

Vision

*To follow the way of Jesus Christ, seek His Truth and excel in life for Him.
Ki te whai i te ara o Ihu Karaiti, ki te kimi i tana Pono, ki te hira ora hoki mo ia.*

Mission Statement

To provide a Christ-centred learning environment emphasizing the meeting of curriculum needs for the preparation of students for effective Godly leadership and service, while aiming for excellence in all personal endeavours.

Strategic Directions / Themes / Goals 2019 - 2021

- *Fellowship, Discipleship, Ministry, Outreach, Worship: High levels of achievement in spiritual / personal growth and development*
- *High Academic Achievement*
- *High levels of engagement in promoting personal health and well-being*
- *High quality teaching*
- *High levels of community satisfaction in the school's performance*
- *Excellence in organisational efficiency*

Three Year Strategic Plan 2019 to 2021

| Area | Key themes | 2019 to 2021 intent |
|--|--|---|
| <p>High levels of achievement in spiritual / personal growth and development: Fellowship, Discipleship, Ministry, Outreach, Worship:</p> | <p>Chapel, praise and worship</p> <p>Devotions, biblical understanding and spiritual growth</p> <p>Corporate body activity across the school and across both campuses – tuakana/teina, peer mentoring, student leadership</p> <p>Participation / being involved in the community e.g. Youth Groups</p> | <p>Chapel: Students lead praise and worship – exercising leadership roles within the student body and ensuring sustainability by training younger students and diversifying the worship teams.</p> <p>Devotions: Dedicated time is available for devotional sessions. Time has been made available for all students to have daily devotionals Tuesday to Thursday. From time to time we may have local church members participating in devotional sessions at each. Continue to grow biblical literacy in years 9 to 13 through timetabled ‘Biblical Studies’ classes from year 9 to 11 with options for students studying at NCEA level 2 and 3.</p> <p>Corporate activity across the school: Continue to seek opportunity for whole school participation in activities that will encourage spiritual growth and development. Continue to build student leadership in praise and worship by extending leadership responsibility to involve planning, coordinating and running Chapel assemblies. Students are to have a more active role in delivering the message at Chapel assemblies. Strengthening devotional programmes by introducing more structure through the use of guiding themes and student workbooks/logs/reflections.</p> <p>Participation: Building student capacity to coordinate the outreach programme for peoples and societies in poverty and persecution will be strengthened by the appointment of a school prefect whose role is to develop leadership in this area.</p> |
| <p>High levels of engagement in promoting personal health and well-being</p> | <p>Hau ora – wellbeing: Agency access / conduits to services. Education providers such as NZ Police (KOS)</p> <p>Community activities, sports, hobbies, Electives</p> | <p>Hau ora – Wellbeing: Strengthen existing relationships with outside agencies/providers i.e. NIS, CYF, PHN, Police, Sport Northland, TRK, Ngati Hine Health. Explore opportunities to engage a Social Worker in the school. Strengthen emerging relationships with organisations dedicated to promoting youth wellbeing e.g. R Tucker Thompson Sail Training Trust, Outward Bound, Young Leaders Forum</p> <p>Working with students and families for ‘health promotion’ – including strengthening associations with professional bodies/agencies who are able to provide assistance with nutrition and health supply needs e.g. KidsCan, Fruit in Schools, Project Energize. Continue to establish recognisable components in the school programme to promote physical activity and engagement with the outdoors e.g. school camps, tournaments and clubs. Continue to develop an ‘electives’ type programme to provide exposure to a variety of non-core curriculum programmes e.g. first aid courses, KOS, DARE. Continue to explore opportunities for participation in high profile awards type programmes e.g. Duke of Edinburgh.</p> |

| Area | Key themes | 2019 to 2021 intent |
|-------------------------------------|---|--|
| | | <p>There is to be a greater and more deliberate emphasis to strengthen systems and processes to facilitate early identification of students who are not achieving or who are at risk of not achieving. Monitoring of these students to clearly keep up to date about how they are progressing against expectations. The concept of ‘any-time’ pictures of student achievement is to be developed. SENCO used for coordination of support and access to services and agencies. Continuing to build capacity in the use of achievement data to inform practice and learning programmes.</p> <p>Embedding NCEA systems to facilitate ‘timeliness’ and eliminate opportunities for ‘slippage’ in terms of deadlines and milestones. More explicit direction about school expectations about timeliness and assessment schedules. Provision of opportunities for students to achieve at their maximum potential by identifying and removing/mitigating artificial barriers to achievement e.g. streaming. Continuing to build recognition / awards / credentials for student achievement.</p> <p>Strategic Goal: To fully participate in Assessment For Learning PLD to better equip ourselves to build powerful learning connections and to grow powerful learners – leaders, teachers, students.</p> <p>Strategic Goal: To Transition from traditional moment in time assessment snapshots to holistic and ubiquitous capture of achievement information defined by the Learning Progression Frameworks and administered through the use of the PaCT (Progress and Consistency Tool).</p> <p>Strategic Goal: To address high levels of absenteeism.</p> <p>Strategic Goal: <i>Students with special education needs will transition successfully from school to independence and employment with support from the KCS Gateway Programme and by following their Individual Education Plans.</i></p> <p>Strategic Goal: <i>All mainstream graduates successfully transition into tertiary education or other career pathways with a minimum NCEA L2 qualification.</i></p> |
| High levels of academic achievement | <p>Early identification of students at risk of not achieving Effective interventions</p> <p>Acceleration</p> | <p>Early identification of students at risk of not achieving. Processes are established but need refining. In 2019 the identification and referral system will more deliberately be under the direction of classroom teachers who will coordinate with SENCO to access additional support and services as required. Interventions for students who are not achieving or are at risk of not achieving are to be the responsibility of classroom teachers who will liaise with SENCO as appropriate to access support and resources to meet the individual needs of students. Challenge and support (the edge of learning) is required for all students. Our identification processes are designed to enable the targeting of individuals for acceleration programmes that will underpin teaching as inquiry and quality teaching in the learning environments.</p> |

| Area | Key themes | 2019 to 2021 intent |
|-----------------------|---|--|
| | <p>Clear pictures of student education, health and welfare profiles</p> <p>Learning pathways towards and beyond NCEA</p> <p>Recognition / credentials</p> <p>Engagement and retention</p> <p>Attendance</p> | <p>Clear pictures of student education, health and welfare profiles are developed and maintained through the use of the Special Education Register (see above)</p> <p>Learning pathways towards and beyond NCEA are co-designed through an interview process involving the student, family members and Head of Secondary. Course choices and pathways are built into student learning programmes.</p> <p>Recognition / credentials. Systems to monitor and support achievement according to milestones and deadlines are well established. The school has taken steps to ensure the achievement of credits early each year to increase motivation and a sense of achievement.</p> <p>Strategies to increase student engagement are to be further explored, embedded and refined. Our curriculum needs to be relevant and authentic. In 2018 we have introduced two new strands into the secondary curriculum – Performing Arts and Education for Sustainability (EFS). Functional relationships with outside agents, service providers and community leaders will be integral to the success of this initiative.</p> <p>Attendance is a major risk factor impacting student achievement. Our recording and monitoring systems have been strengthened by senior staff who have designed specific interventions to raise the importance of attendance across the school. Keeping close contact with families/whanau is a key element in the strategy.</p> <p><i>Strategic Goal: All students, including students with special education needs will transition successfully from school to independence, employment or further study, with all students who participate in the relevant courses achieving at least Level 2 NCEA.</i></p> |
| High Quality Teaching | Relationships | <p>Relationships within the school setting are positive. Teachers pray for one another and for their students and lessons begin with prayer for unity of purpose. A more deliberate focus on: Teacher-Student learning focussed relationships is the target for PLD over the next two years. The major themes are; Partnerships for Learning, Clarity about what is to be learnt, Clarity about what it looks like when learning has taken place, Collaborative learning environments and Student agency in learning.</p> <p>Professional knowledge, practice, relationships and professional values are focussed through the lens of Christ and referenced against meeting the Standards for the Teaching Profession which have the stated purpose to;</p> <ul style="list-style-type: none"> • <i>describe the essential professional knowledge in practice and professional relationships and values required for effective teaching</i> |

| Area | Key themes | 2019 to 2021 intent |
|------|---|---|
| | <p>Planning and assessment protocols</p> <p>Performance management</p> <p>Formative practice Professional development Teacher inquiry</p> <p>Positive Behaviour for Learning (PB4L)</p> <p>Digital Literacy</p> | <ul style="list-style-type: none"> • <i>promote high-quality teaching and leadership for all learners across all education settings</i> • <i>set the standard expected for teachers to be issued with a practising certificate</i> • <i>provide a framework to guide our career-long professional learning and development as a teacher</i> • <i>promote the status of the teaching profession through making explicit the complex nature of teachers' work</i> • <i>strengthen public confidence in the teaching profession.</i> <p>Quality teaching supported through well-developed curriculum, planning, assessment and pedagogy guidelines / expectations monitored by senior and middle managers. Planning tools are available for staff to manage planning against expectations.</p> <p>The school manages the performance management system to support professional growth and decisions about attestation through ARUNUI, management software that facilitates the process of capturing reflections about practice and inquiries and recording those reflections as evidence of meeting the Professional Standards.</p> <p>Formative practice refers to all those assessment activities undertaken by teachers, and by the students themselves, which provide information, to be used as feedback to modify the teaching and learning activities in which they are engaged. Formative practice (Assessment For Learning AFL) is the targeted PLD for 2018-2019.</p> <p>Growing capacity in formative teaching practice – partnerships for learning, clarity about what is to be learnt, assessment literacy, promoting further learning, active reflection and clarity about next learning steps are the key foci and involve increasing the scope for student agency in learning.</p> <p>We have clear expectations about what confident and articulate learners look like and intend to strengthen work already done to enable/facilitate learners who fit this profile.</p> <p>Continuing involvement/participation in the designing of systems and practices to integrate quality, relationship based, pro-social behaviour management to reflect the special character of the school is expected for 2018 and onwards.</p> <p>PB4L is a pro-social behaviour management pedagogy, that includes systems and management across all facets of schooling.</p> <p>Wide and effective use of digital devices in the whole school remains a key focus. Transitioning from school owned devices to student owned devices is to be carefully managed</p> |

| Area | Key themes | 2019 to 2021 intent |
|---|---|---|
| | | with the school to continue to maintain sufficient stock to enable learning in the digital environment. Families are encouraged to purchase devices for their students and our recommendation is for Chromebooks to enable functionality in the Google Environment that this school operates in. |
| High levels of community satisfaction in the school's performance | Consultation Participation Communications | <p>Raising the presence of the school in the community through proactive/participatory approaches that will encourage the three-way (School, family, Church) relationship to flourish effectively.</p> <p>Participation by using formal and informal mechanisms to promote school-wide intent and to engage with the school community e.g. Rotary Speech Competition, Students participating and performing at Waimate A&P Show, supporting community events and outreach.</p> <p>Communications to enhance the flow to and from the school to enable informed decisions and strong positive relationships e.g. the new school website to include opportunity for stakeholders to provide feedback.</p> |
| . | | |
| Excellence in organisational efficiency | Information management and Systems management | <p>Ensuring curriculum and assessment administration tasks are completed according to agreed deadlines e.g. NCEA administration by subject teachers using KAMAR, Gateway and Correspondence administration by delegated staff and Primary student achievement data administration by Primary teaching staff using E-Tap.</p> <p>A key goal is to ensure all NCEA internal assessments are completed according to the agreed schedule and to avoid as much as possible any need to submit late entries. For 2017 this means completing all internals by the end of term 3.</p> <p>Focussing on the school management structure to ensure the right information gets to the right people at the right time – delegated responsibilities described in Job Descriptions</p> |
| Property | Well maintained property Attractive, safe, functional Modern Learning Environments | <p>Finalising the property plan will help to enable a structured and pragmatic approach to property management and allow cyclical maintenance to be kept up to date in a planned approach.</p> <p>To continue to develop an enhancement programme for an attractive school physical environment. Key areas include murals, ceramic works, hedges, paths, covered (shade) areas,</p> |

| Area | Key themes | 2019 to 2021 intent |
|------|------------|--|
| | | <p>communal eating areas, signage, playground equipment, court areas and gardens.</p> <p>Developing an enhancement programme for attractive, engaging and functional classroom interiors is a priority – to include display areas, technology e.g. large flat-screen displays, wet areas for primary classrooms, heating and cooling. The proposal under consideration to relocate the school will provide many opportunities for this to happen.</p> <p>To continue to upgrade and improve the ICT network – specifically the wireless network.</p> <p>Enhancing security provision through the installation of security cameras.</p> |

Targets:

Writing at Years one to ten

NCEA Level 2

| | |
|--|---|
| <p>Strategic Goal</p> <p><i>High academic achievement</i></p> | <p><i>We will have:</i></p> <ul style="list-style-type: none"> • <i>Successful outcomes for all of our students</i> • <i>most of our students at or above expectation</i> |
|--|---|

Measures and Targets

| Measure | Targets (by the end of) |
|--|--|
| | 2019 |
| <p>Writing Years one to ten. Students needing accelerated learning approaches are identified in first term</p> <p><i>Initial teacher OTJs informed using a range of information about their students. Marked work, formal assessment of writing samples, teacher observation and feedback from the student, colleagues and family/whanau. End of year OTJs using the same range of information.</i></p> | <p>Writing</p> <p><i>Writing is a key focus area in the Te Arahura Community of Learning. Our end of 2018 writing achievement data shows 67.5% of our students in Years one to ten are at or above expectation in Writing. 54 Students have been identified as at risk of not achieving satisfactorily in writing this year.</i></p> <p>Target: <i>Increase the number of students achieving age/year level appropriate levels in writing.</i></p> |
| <p>NCEA L2: At risk students identified in first term.</p> <p><i>Students who are at risk of not achieving NCEA L2 in this current year are identified through collegial dialogue, interviews with students and receiving feedback from family/whanau.</i></p> | <p>Target: <i>All Year 11 students to achieve L1 Numeracy and Literacy by the end of the year.</i></p> <p>Target: <i>All students achieve NCEA L1, L2 and L3 by participation at their respective year levels before they leave school.</i></p> |

Actions

| | |
|---|--|
| | <p>2019</p> |
| <p>Assessing Risk and taking action</p> | <p><u>Writing</u> <i>By Early March, teachers will have a clear idea of the students who are at risk of not achieving in Writing. Close monitoring of students' writing, their responses during instructional sessions and data obtained from regular assessment of writing samples against exemplars will enable early identification. Students identified as being at risk will form the target groups in each classroom. Specific interventions designed by teachers and other professionals are to target need and accelerate progress for the identified students.</i></p> <p><u>NCEA</u> <i>By early March teachers will have a clear idea about students who are at risk of not achieving NCEA L1 Literacy and Numeracy, and NCEA L2/L3. Collaborative / collegial discussions will make use of a range of information to determine who are at risk. The nature of the risk is defined. Students are to be interviewed and counselled about risk factors. Learning pathways are to be co-constructed with the students to identify goals, achievement milestones, workload balances, 'on track' record for submitted course material, and important dates and events. Individual and group needs are to be addressed through Teacher Inquiry processes with key focus on "anytime" picture of student progress, students being clear about what they are learning and student agency.</i></p> <p><i>Students at risk of not meeting expectations are identified early in the year.</i></p> <p><i>Identification of risk factors is a vital step towards making decisions about removing the barriers that are preventing students from meeting expectations. It is important that we don't permit our thinking about possible risk factors determine which students appear on our 'at risk' register. This thinking comes after we have all of our 'instincts' recorded and takes the form of an inquiry to confirm or refute our initial impressions/concerns.</i></p> <p><i>An inquiry as to what these possible barriers may be is necessary, and a conscious / systematic process that leads us to greater knowledge about each student will position us well for</i></p> |

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| <p>Professional Development and Practice</p> | <p><i>the next step in making sure each student has maximum opportunity to achieve well.</i></p> <p><i>An inquiry will seek background information about each student that includes current and past achievement information, welfare/guidance records, pastoral care information e.g. whether there is regular and quality nutrition and any other information that helps build the learner profile. We should also use our relational knowledge with our students to gain an impression about what 'lights' them up at school or to uncover any negative attitudes and the reasons why they may be present.</i></p> <p><i>A decision is necessary regarding what to do with your initial inclination to record the student as at risk in the light of what has been discovered in the early stages of the inquiry...either confirmed or refuted.</i></p> <p><i>If in the light of discovery the decision is made to remove the student from the at risk category, it is done so with the confidence that this student is making satisfactory progress, is currently at the expected level of achievement relevant to the time of year and will achieve the relevant NS or NCEA etc milestone at the end of the year.</i></p> <p><i>For students needing to accelerate their progress in order to be at the same level as their peers, it is possible/probable that a learning intervention is necessary. This is the area that your (classroom teacher's) expertise can be used to best advantage – as teachers we are the best and most experienced people to teach/lead learning. Decisions about intervention strategies are made according to need and the approaches used are determined by the level/type of need. Some approaches/strategies can be addressed within the regular 'as usual' routines (e.g. group rotations). Others will need more deliberate action. The next stages in the inquiry (as teaching) approach will lead us to designing, implementing and monitoring interventions (collaboratively) with each student (and best scenarios include family) based on specific identified need.</i></p> <p>Assessment For Learning PLD</p> <p><i>This school is participating in AFL PLD, using the expertise of an outside provider to facilitate professional growth in the AFL teacher and student competencies. Initial work has been done to gather baseline information and to put the development plan together. The project is in two parts. Part one completed in May 2019 (90 hours). Part two completed in December 2020 (300 hours).</i></p> |
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NCEA

More deliberate and tightly managed processes are needed to support student achievement in NCEA. There is a tendency to shift deadlines to allow more time to cover course materials, however, course outlines and schedules must be explicit and adhered to. Planning must also be explicit and detailed.

For NZQA planning, printed off copies of the most recent version of the standard is needed, as well as the 'clarifications' document, the most recent moderators report for the particular standard and exemplars showing what is needed to demonstrate 'Achieved', 'Merit', and 'Excellence'. The point is that we need to be really familiar with the standard, the clarifications, moderators' reports and exemplars in order to promote/facilitate learning for successful achievement.

Ensure students are clear about what they need to do to demonstrate that they meet Excellence, Merit and achieved grades. Plan for 'real time' tracking of progress within the unit of learning. This can be digital or paper based but it must be 'at hand' at any time.

L1 Numeracy and Literacy Credits

We see that it is better for students to attain these credits early and have made the decision to allow for this to happen for our Year 10 students as appropriate.

The Trades Academy is a credible and viable opportunity for students at Kaikohe Christian School to achieve Level 2 NCEA. Organised and coordinated through the Gateway programme, the Trades Academy opens up pathways for students that enable them to pursue career aspirations in the 'Trades'. Alongside this, the Gateway programmes also allow students to align themselves with potential Industry Training Organisations and providers that are accredited to offer courses that contribute towards achievement of NCEA Level 2.

Students who participate in this programme choose a more vocational stream for their studies and experiences however this does not preclude them from taking academic subjects at school. The whole point of establishing viable vocational pathways is to bring a greater relevance and purpose for students to remain and be successful at school and to enable a wide range of choice for students transitioning out into future destinations – tertiary study, work force or business.

Recognising the legitimacy of the Trades programme in the school as a viable course entails a deliberate and purposeful approach to establishing the course structures and timetables. The individual courses can offer up to 80 credits in the year of study which, when coupled with the achievement of Level One, will satisfy Level Two requirements for achievement. For this reason the school timetable must allow sufficient scope for

students to complete work and study requirements. We see the possibility of students spending up to three to four days per week in such programmes with the balance of time being dedicated to school subjects within the normal timetable. This means that students in the vocational programme have a more flexible timetable and will need the support of Gateway staff and Form Teachers to maintain excellent self-management systems and to be well organised.

Professional dialogue forums with school staff and peers within the school network are working well. We have also stepped into a working relationship with colleagues in other school cluster / QLC settings and are in the process of identifying an achievement challenge as a member of our local Community of Learning.

Extending work on providing feedback to colleagues through peer observations. Formative practises monitored through performance management programme are still current foci. Using Google Docs for professional reflections is a feature of practise and process refinements are currently being made.

Additional resources, specialist interventions and Teachers Aides to support learning programmes for students with special needs.

Annual Plan 2019

Vision: To follow the way of Jesus Christ, seek His truth and excel in life for HIM

| Area | Goal | Strategic Action |
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| <p>Special Character Chapel</p> <p>Devotions and spiritual growth</p> | <ul style="list-style-type: none"> • Chapel services Monday mornings Friday mornings • Daily devotions • Vibrant student prayer meetings • Encourage growth of the 'Fruit of the Spirit' – personally & corporately • Engage School Counsellor / Part-time Chaplin • Link PB4L PD to special character | <p>Chapel: Students leading praise and worship – strengthening leadership roles within the student body and ensuring sustainability by training younger students and diversifying the teams.</p> <p>Devotions: More robust and dedicated devotionals. Time has been made available for seniors (yrs 9 to 13) to have daily devotionals Tuesday to Thursday. Exploring the opportunity to have local church members leading devotional sessions at each level once a week.</p> <p>Corporate activity across the school: Continue to seek opportunity for whole school participation in activities that will encourage spiritual growth and development.</p> <ul style="list-style-type: none"> • Monday morning chapel service led by Pastor or invited guest – Friday morning by a staff member. Greater student involvement – worship team, ICT support, hosting roles (e.g. introducing speakers) • Timetable opportunity for the reintroduction of school-wide daily devotions to continue. Unified/school-wide thematic approach using Interact themes to continue. • Mentored by suitable support person • Seek opportunities for service to others in the school community or community at large e.g. reading with aged people, performing for community groups • Apply to MOE for SWIS. Engage local pastors for advice about how to establish a chaplaincy service in the school • PB4L programme values are aligned with the core values of the school; CARE = Christ As my Reliable Example <ul style="list-style-type: none"> ➢ Caring and Courage ➢ Aroha ➢ Responsible ➢ Excellence |
| <p>High levels of engagement in promoting personal health and well-being</p> <p>Hau ora – wellbeing: Agency access / conduits to services.</p> | <ul style="list-style-type: none"> • Access health providers such as PHN, DHB, MOE Sp | <ul style="list-style-type: none"> • Hau ora – Wellbeing: Strengthen emerging relationships with outside agencies/providers i.e. NIS, CYF, PHN, Police, Sport Northland, TRK, Ngati Hine Health. Strengthen emerging relationships with organisations dedicated to promoting youth wellbeing e.g. Outward Bound, Young Leaders Forum • Become a Health Promoting School • Continue to seek links to health providers. Negotiate clinics where appropriate and referral mechanisms / protocols for accessing help in a systematic way. |

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| <p>Education providers such as NZ Police (KOS)</p> <p>Corporate activity across the school and across both campus</p> <p>Tuakana/teina, peer mentoring, student leadership</p> <p>Participation / being involved in the community and in community activities, sports, hobbies</p> | <p>Ed, local medical practitioners.</p> <ul style="list-style-type: none"> • Participation in programmes run for students – e.g. Road Safety, Oral health, Keeping ourselves safe • Students and families have opportunities to come together for ‘whole-school’ activities • The concept of ‘tuakana/teina’ as it applies to the educational setting is enabled • Students engaged in the wider community | <ul style="list-style-type: none"> • Continue to seek links with providers for student safety programmes so that these programmes are regularly scheduled into the school’s programme. Over time build relationship with many outside agents to gain maximum involvement. • Build on our expectations and plans to encourage corporate activity through cultural/sporting/other (as appropriate) events • Strengthen peer mentoring and support across the school. Strengthen and increase relevance of the school house system. • Strengthen the way we make use of identified opportunities that already exist for community engagement activities – e.g. Waitangi Day, ANZAC Day, A&P Show days • Continue developing an ‘electives’ programme that makes use of the community facilities such as Golf Club, Squash Club, Marae – open up the timetable for a double period on Wednesday afternoons for students up to year 10. |
| <p>High levels of academic achievement</p> <p>Early identification of students at risk of not achieving</p> <p>Effective interventions/Acceleration</p> <p>Challenge and support (the edge of learning)</p> <p>Clear pictures of student education,</p> | <ul style="list-style-type: none"> • Seamless identification process spanning the whole school • Acceleration • Intervention design • Identifying students with special ability • Extending able students • Collegial and inter- | <p>Goal is to facilitate students into becoming confident and articulate learners. Key strategy is helping students to develop learning products from learning programmes and help them to articulate their learning often, in supportive, collaborative learning environments. Continued development of systems, processes and strategies.</p> <ul style="list-style-type: none"> • Using assessment devices, diagnostic interviews, collegial meetings and conversations with students and whanau, maintain an achievement profile for each student in the school. Students identified as being at risk of not achieving are prioritised for targeted interventions. Reintroduce PAT for years 7 to 10. Confirm assessment procedures document for years 1 to 10. • Strengthen our understanding of the notion of acceleration and creating opportunities through the purposeful implementation of acceleration interventions designed to meet specific needs for individuals and groups of students. • Embed covered items explored through school-wide professional development to build professional capability in recognising when and how acceleration strategies can be implemented for achievement in literacy and numeracy. Specifically in the areas of formative practice, including clarity |

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| <p>health and welfare profiles</p> <p>Learning pathways towards and beyond NCEA</p> <p>Recognition / credentials</p> <p>Engagement</p> | <p>agency involvement to establish student profiles detailing any pastoral/health/welfare challenges that may exist</p> <ul style="list-style-type: none"> • Cognitively portable pathways for each student • Students engaged in learning | <p>about what is to be learned and building strong relationships.</p> <ul style="list-style-type: none"> • Using assessment devices, diagnostic interviews, collegial meetings and conversations with students and whanau, build an achievement profile for each student in the school. Students identified as having special ability in any area are engaged in enrichment programmes that have as a feature, an element of co-construction of learning goals and learning activities • Strengthen processes to ensure discussions about each individual student in the school to inform their status profile are happening regularly. • Strengthen the newly introduced system for storing and retrieving important information about student status in terms of education, pastoral, health, welfare documents that are not able to be stored digitally e.g. Parenting / custody orders, paediatric reports, interagency documents • Address 'pace' and meeting deadlines weaknesses through improved monitoring and tracking. All L1 to 3 milestones to be recorded on a shared Google Calendar for the Principal to oversee. • Identify areas where challenge exists in these areas • Attendance and engagement strategies set up or confirmed to address challenges in those respective areas. |
| <p>High Quality Teaching</p> <p>Collegial/ professional relationships</p> <p>Performance management</p> <p>Formative practice</p> <p>Professional development</p> <p>Teacher inquiry</p> | <ul style="list-style-type: none"> • PB4L • Professional conduct based on sound interpersonal relationships • A robust and authentic PM system is in place • Teaching approaches are formative • Team inquiry | <ul style="list-style-type: none"> • Professional in the PB4L programme. Goal is to develop prosocial behaviour management systems through a collaborative process involving students, staff, families and Board – 2017 target is to complete the PD. • Collaborative Planning Tool iUgo to 'de-personalise' and allow for collegial approaches to planning • Establish and use a school-wide performance management system to manage the appraisal process. We have selected ARINUI – a tool developed and overseen by Evaluation Associates • Meet all criteria as established in the Registered Teacher Requirements • Use collegial networks to enhance professional knowledge and practice • Implement a collegially responsible peer support programme to help build professional capacity and effectiveness. Features are; clear definitions of what we expect of each other in teaching and learning, what we might see in each other's classrooms, peer observation and feedback, reflective journals and reflections informing practice. |

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| | <ul style="list-style-type: none"> • Meeting PTCs (practising teacher criteria) | <ul style="list-style-type: none"> • Professional development focus on FP. Process will continue to involve workshops on what FP is and what we would see in classrooms. Lead teachers to be identified in key areas i.e. Primary, middle and secondary. • Modelling followed by observation and feedback to continue this year. Staff PD on giving and receiving constructive feedback. • Further inquiry into effective student centred systems and approaches in NZ settings (supported by research). This is to inform our decisions about how we structure the school to ensure an authentic, relevant, context based, connected curriculum <p>Staff professional development and dedicated staff meetings to continue to open up the PTCs, to see how they apply and to enable teachers sufficient opportunity to manage the 'harvesting' of evidence, a system for storing the evidence and the time to enable reflection.</p> |
| <p>High levels of community satisfaction in the school's performance</p> <p>Consultation</p> <p>Participation</p> <p>Communications</p> | <ul style="list-style-type: none"> • Regular and comprehensive consultation with the community • Community participation and engagement with the school is effective and mutually beneficial • School communication systems are effective | <ul style="list-style-type: none"> • Board has a consultation plan that reaches all stakeholder groups, for the purpose of receiving feedback about stakeholder interests, aspirations and vision for the school • Strategies, plans and events are developed to encourage the 'community' aspect of the school. School-wide events involve families e.g. relevant workshops, social events, cultural / sporting events, curriculum evenings and the like • Ensure communication systems are meeting the intended need – Newsletter, Website, teacher communications. |
| <p>Excellence in organisational efficiency</p> <p>Information management and systems management</p> | <ul style="list-style-type: none"> • Information management systems are effective | <ul style="list-style-type: none"> • SMS, Novopay, Enrol, Administration filing system accounting system and systems supporting student health, welfare and support are effective and reviewed regularly. |
| <p>Property</p> <p>Modern Learning Environments</p> | <ul style="list-style-type: none"> • Learning spaces and facilities are up to date and support learning in today's context | <ul style="list-style-type: none"> • Property plan to reflect and address the need for upgrades to learning environments to support student achievement in both campuses. |

Covenant of Understanding

“Can two walk together unless they are agreed?”(Amos 3:3)

Between the Kaikohe Christian Fellowship Trust (Proprietor), Kaikohe Christian School Board of Trustees and the Parents of the Kerikeri Campus.

The above-mentioned parties to this covenant agree that:

1. The Kaikohe and Kerikeri campuses are one School.
2. While maintaining unity of vision, this covenant recognizes the uniqueness and potential of both campuses.
3. The Proprietor of both campuses is the Kaikohe Christian Fellowship Trust.
4. The Controlling Authority of both campuses is the Boards of Trustees.
5. The growth and direction of both campuses will be guided by the Board of Trustee’s Strategic Plan.
6. Parents and Proprietor will have input into the strategic plan through the mechanisms of the Board of Trustees and thorough community consultation.
7. Community consultation will be undertaken according to Board policy.
8. The Board’s Strategic Plan must recognize the uniqueness of each campus.
9. The Board of Trustees will continue to fulfill its function towards both campuses, ensuring that both receive the highest quality of Christian education within its capacity to deliver.
10. The Proprietor will make provision to negotiate a separate agreement with parents of the Kerikeri campus in regards to capital development in Kerikeri, if deemed beneficial to both parties.
11. This agreement will be reviewed annually along with the Board of Trustees annual plan.

Signed by representatives of the three parties on May 31st 2005. (Original on file)

Reviewed in November 2006, February to July 2008 and March 2010 in accordance with the Charter Consultation Plan.

No proposed changes or alterations were adopted as a result of the review.

Charter Consultation Plan

In developing the Board's Charter, Strategic and Annual plan the Board will consult with the School's Community. Within the School's Community the Board recognises that there are distinct "stakeholders" for example the Proprietor, local churches, staff, students and parents. And within the parents, different whanau and community groups, for example Kerikeri, South Hokianga and Maori. With a diverse community, a diverse range of consultation methods will be undertaken. The following consultation plan will be employed:

1. In March of each year the Charter, Strategic and Annual plan will be available at the School office for community scrutiny and input.
2. Eight times per year the Board will hold meetings where parent, student and proprietor reps will have full input into the charter, strategic and annual plan development process. These meetings with the agenda will be advertised in the school newsletter and open to the public. Members of the public are welcome to attend and to have input according to established meeting procedure. Minutes of the meetings will be displayed in the School office.
3. The Charter, Strategic and Annual plan will be presented and discussed at an annual meeting in April/May to gain views, comment and input from the School Community before the Board signs it off for the current year.
4. Periodically, parent reps may request that, the Board meet with specific stakeholders affected by the charter, strategic and annual plan. The Board or representatives of it will meet with the parents in a forum that is appropriate to their needs.
5. The Board may recruit an individual or individuals to conduct telephone surveys or to face to face interview to ascertain Community views on matters.
6. Newsletters and School updates will be posted to appropriate individuals and groups within the School Community.
7. In November the Board will review/set goals for the following year.
8. Consultation undertaken on or on behalf of the Board will be recorded.

End.