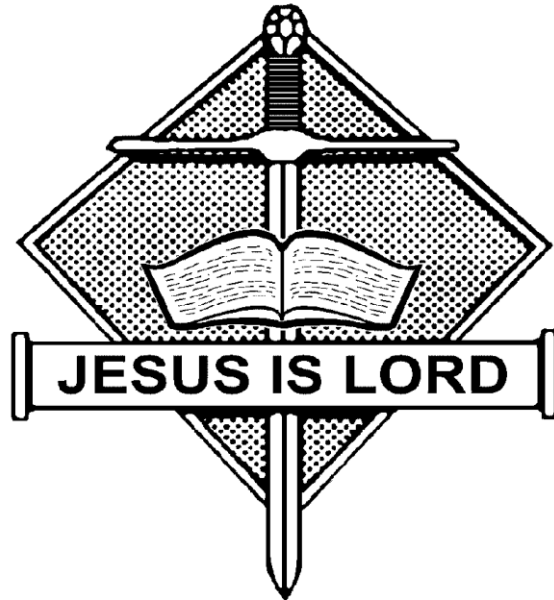


Kaikohe Christian School



Strategic Planning 2024-25

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School Vision

Whaia, Rapua, Hiranga
Follow, Seek Excel

Mission Statement

Equipping this generation to transform the world through the power of the Gospel.

Introduction:

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.

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 and Learning Priorities

The school has established its goals to raise achievement by focussing on the National Education and Learning Priorities (NELP), the identified school needs to raise student achievement and the local priorities.

Learners at the centre: Learners and their whānau are at the centre of education

Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

Have high aspirations for every learner and ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

Barrier free access: Great education opportunities and outcomes are within reach for every learner

Identify and reduce barriers to accessing education for equitable outcomes for all students.

Ensure every learner gains sound foundation skills, including language, literacy and numeracy

Quality teaching and leadership: Quality teaching and leadership make the difference for learners and their whānau

Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Future of learning and work: Learning that is relevant to the lives of New Zealanders today and throughout their lives

Collaborate with industries and employers to ensure learners have the skills, knowledge and pathways to succeed in work

World class inclusive public education: New Zealand education is trusted and sustainable

Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (Tertiary Education Strategy (TES) only)

Cultural Diversity

Cultural connections, local histories and identities are acknowledged and incorporated into the school's vision and curriculum as we continue developing a greater sense of significance and inclusiveness for all students in the richness that exists in our backgrounds. This is particularly relevant as we explore how Christianity was in a large part enabled by wise tupuna who embraced the Gospel message and ushered into this land, under the unction and guidance of the Holy Spirit, the message of reconciliation and peace with God.

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 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

By 1 March Publish and submit strategic plan (in effect from 1 January 2024–31 December 2025).

By 31 March Publish annual implementation plan for the current school year. Send your annual financial statements to your auditor.

By 31 May Submit annual report. Please also publish your annual report online as soon as practicable following this.

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

Core Values

Our values are based on Christ's greatest commandment¹ and commission² 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 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.

¹ **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.' "

² **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.

Two Year Strategic Plan 2024 to 2025

Vision

Whaia, Rapua, Hiranga.
Follow, Seek, Excel.

Mission Statement

Equipping this generation to transform the world through the power of the Gospel

Strategic Directions / Themes / Goals 2024 - 2025

- Authentic 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

Two Year Strategic Plan 2024 to 2025

Strategic Goals	Primary Objectives	Links to Education Requirements (NELP)	Key themes	Intent	Measure
Authentic spiritual / personal growth and development: Fellowship, Discipleship, Ministry, Outreach, Worship:	127 (1)(a)(b)(c)	1.1 1.2 2.3 2.4 3.5 3.6 4.7	Chapel, praise and worship Devotions, biblical understanding and spiritual growth Corporate body activity across the school and across – tuakana/teina, peer mentoring, student leadership Participation / Outreach. Being involved in the community e.g. Youth Groups	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. 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. 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. 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. Mission/Outreach: Opportunities for student leadership focussing on support for mission work in Myanmar and the Pakistan Freeslaves mission work.	

Strategic Goals	Primary Objectives	Links to Education Requirements (NELP)	Key themes	Intent	Measure
High levels of engagement in promoting personal health and well-being	127 (1)(a)(b)(c)	1.1 1.2 2.3 2.4 3.5 3.6 4.7	Hau ora – wellbeing: Agency access / conduits to services. Education providers such as NZ Police (KOS) Ka Ora – Ka Ako Lunches Community activities, sports, hobbies, Electives	Hau ora – Wellbeing: Strengthen existing relationships with outside agencies/providers i.e. NISS, OT, PHN, Police, Sport Northland, TRK, Ngati Hine Health, Rock-On. Embed Counsellor / 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 Working with students and families and the Ministry of Education 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. Implementation of Ka Ora – Ka Ako School Lunches programme. Establish Corporate Lunchtimes with students, staff and whanau together for lunch each day. 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. Compatible with School Values.	

Teaching and Learning

Introduction
This next section is to do with student progress and achievement in foundational learning, specifically Literacy and Numeracy, and with quality teaching.

There is to be a greater and more deliberate emphasis to strengthen responsiveness to student learning. Student ‘Path’ profiles will suggest viable and authentic learning pathways in senior school and teachers in junior – middle areas will have a greater focus on deliberately connecting to student talents, interests, backgrounds and contexts to enable authentic and connected learning experiences.

Strengthening 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.

Reconstructing NCEA to facilitate relevant and authentic pathways.

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.

Goal #1: To fully embrace AFL pedagogical practices to better equip ourselves to build powerful learning connections and to grow powerful learners – leaders, teachers, students.

Goal #2: To raise achievement in Writing and Mathematics.

Goal #3: To embed practices established in the 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).

Goal #4: To address high levels of absenteeism.

Goal #5: 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.

Goal #6: 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.

Strategic Goals	Primary Objectives	Links to Education Requirements (NELP)	Key themes	Intent	Measure
High levels of achievement	127 (1)(a)(b)(c) 127 (2)(a)(b)	1.1 1.2 2.3 2.4 3.5 3.6 4.7	Early identification of students at risk of not achieving Effective interventions Acceleration Clear pictures of student education, health and welfare profiles Learning pathways towards and beyond NCEA and Mentoring	Early identification of students at risk of not achieving. Processes are established but need refining. 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.	

			Recognition / credentials Engagement and retention Attendance	Clear pictures of student education, health and welfare profiles are developed and maintained – coordinated by SENCO and enacted by classroom teachers and support personnel and agencies. 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. Students are assigned with mentors who will coach and encourage. Recognition / credentials. Systems to monitor and support achievement according to milestones and deadlines are well established. Teachers are to ensure recognition of the achievement of credits promptly to increase motivation and a sense of achievement. Strategies to increase student engagement utilise personalised learning pathways for relevance and authenticity. Functional relationships with outside agents, service providers and community leaders are important to the success of the ‘tailored’ programmes. 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. In partnership with Attendance Service and Police, Rock-On enables close contact with families/whanau as a key element in the strategy to promote and maintain strong attendance.	
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Strategic Goals	Primary Objectives	Links to Education Requirements (NELP)	Key themes	Intent	Measure
High Quality Teaching	127 (1)(a)(b)(c) 127 (2)(a)(b)	1.1 1.2 2.3 2.4 3.5 3.6 4.7	Relationships Professional Standards for Teaching	Relationships within the school setting are positive. Teachers pray for one another and for their students and lessons beginning with prayer for one another. Teacher-Student learning focussed relationships enable success. 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. 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; • describe the essential professional knowledge in practice	

				and professional relationships and values required for effective teaching • promote high-quality teaching and leadership for all learners across all education settings • set the standard expected for teachers to be issued with a practising certificate • provide a framework to guide our career-long professional learning and development as a teacher • promote the status of the teaching profession through making explicit the complex nature of teachers' work • strengthen public confidence in the teaching profession.	
			Planning and assessment protocols Performance management	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. The school manages Professional Growth Cycles to support professional growth and decisions about attestation in a way that facilitates the process of capturing reflections about practice and inquiries and recording those reflections as evidence of meeting the Professional Standards.	
			Formative practice Professional development Teacher inquiry PGC	Formative practice refers to all those 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) pedagogies are expected 'quality teacher' competencies. 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. 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.	
			Positive Behaviour for Learning (PB4L)	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. PB4L defines a pro-social behaviour management pedagogy, that includes systems and management across all facets of schooling.	
			Digital Literacy	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 with the school to continue to maintain sufficient stock to	

			Local Connected Curriculum	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. To develop and refine the ‘Local Curriculum’ content to embrace local histories, environment, people and resources.	
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Strategic Goals	Primary Objectives	Links to Education Requirements (NELP)	Key themes	Intent	Measure
High levels of community satisfaction in the school's performance	127:1:(b)(c)	1.1 1.2 4.7	Consultation Participation Communications	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. 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. Inviting local church leaders to be active in the school. 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.	

Strategic Goals	Primary Objectives	Links to Education Requirements (NELP)	Key themes	Intent	Measure
Excellence in organisational efficiency		1.1 1.2 2.3 2.4 3.5 3.6 4.7	Information management and Systems management	Strengthening the Middle School structure and setup by having strong leadership, good levels of staffing and fit-for purpose systems. Ensuring curriculum and assessment administration tasks are completed according to agreed deadlines e.g. NCEA administration by subject and classroom teachers. Management tools for the purpose of efficient administration are PaCT (Progress and Consistency Tool), KAMAR, Gateway TEC portal, Te Kura portal, NZQA portal. 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. Usually this means completing all internals by the end of term 3. 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	
Property			Well maintained property Attractive, safe, functional Modern Learning Environments	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. To continue to develop an enhancement programme for an attractive school physical environment. Key areas include murals, ceramic works, hedges, paths, covered (shade) areas, communal eating areas, signage, playground equipment, court areas and gardens. 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.	

Annual Plan 2025

Targets:

Areas of strategic interest for 2025

Writing at Years one to ten

Reading at Years one to ten

Mathematics at Years one to ten

NCEA Levels 1-3

Attendance

Strategic Goal	
High academic achievement	We will have: Successful outcomes for all of our students Students achieving and progressing at or above expectation

Context	Targets (by the end of)
	2025
Writing Years one to ten. Students needing accelerated learning approaches are identified in first term 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. Mathematics Years one to ten Students needing accelerated learning approaches are identified in first term Initial teacher OTJs informed using a range of information about their students. Marked work, formal assessment of mathematics, teacher observation and feedback from the student, colleagues and family/whanau. End of year OTJs using the same range of information.	Writing: 38 (34%) students are identified using end of 2024 information as needing intervention to accelerate their progress and achievement in writing. Target: Raise achievement in writing for the 38 identified students by at least 20% (i.e. reduce the number in the Below and Well Below by at least 20%) whilst maintaining positive achievement trajectories for all students. Mathematics: 25 (22%) students are identified using end of 2024 information as needing intervention to accelerate their progress and achievement in maths. Target: Raise achievement in maths for the 25 identified students by at least 20% (i.e. reduce the number in the Below and Well Below by at least 20%) whilst maintaining positive achievement trajectories for all students.

Reading Years one to ten Students needing accelerated learning approaches are identified in first term Initial teacher OTJs informed using a range of information about their students. Marked work, formal assessment of mathematics, teacher observation and feedback from the student, colleagues and family/whanau. End of year OTJs using the same range of information.	Reading:37 (33%) students are identified using end of 2024 information as needing intervention to accelerate their progress and achievement in maths. Target: Raise achievement in maths for the 37 identified students by at least 20% (i.e. reduce the number in the Below and Well Below by at least 20%) whilst maintaining positive achievement trajectories for all students. PLD: Korero ki te Tuhi - Talk to Write embedding processes. Mathematics (MOE Funded PLD 40 hours).
NCEA: Early identification of students at risk of not achieving NCEA. End of year NCEA results Students	Target: Identified Year 10 and all Year 11 students to achieve L1 Numeracy and Literacy by the end of the year. Target: All students achieve NCEA L1, L2 and L3 by participation at their respective year levels before they leave school.
Attendance Weekly attendance data collated and monitored / used to inform decision making.	Attendance Target of 90% for all students. Rock-On Pastoral referral for assistance Using ASA (Lance Edmonds)

Actions

	2025
Assessing Risk and taking action	Writing By Early March, teachers using a range of evidence will have a clear idea of the students who are at risk of not achieving in Writing. Continued implementation of “Korero ki te Tuhi - Talk to Write” across the year levels 1 to 10 is a key strategy in addressing the goal. Close monitoring of students’ writing, their responses during instructional sessions and data obtained from regular assessment of writing samples against exemplars will enable an on-track view of student progress. 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.

Professional Development and Practice	Mathematics By Early March, teachers using a range of evidence will have a clear idea of the students who are at risk of not achieving in Mathematics. Implementation of strategies learned through participation in PLD across the year levels 1 to 10 will be a key strategy in addressing the goal. Close monitoring of students' mathematics engagement, participation and success during instructional and practice sessions, and data obtained from regular marking of student work will enable teacher to maintain an 'on-track' view of student progress.. 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. Reading By Early March, teachers using a range of evidence will have a clear idea of the students who are at risk of not achieving in Reading. Ensuring accurate assessment of student reading capabilities, grouping for instructional purposes, regular implementation of reading to, by and with students across the year levels 1 to 10 are key strategies in addressing the goal. Close monitoring of students' writing, their responses during instructional sessions and data obtained from regular assessment of writing samples against exemplars will enable an on-track view of student progress. 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. NCEA By early March teachers will have a clear idea about which Year 10 students are likely ready to sit the External CAA (assessment for NCEA Literacy and Numeracy) and any Year 11 students who are at risk of not achieving NCEA L1 Literacy and Numeracy, and NCEA L1/ L2/L3. Collaborative / collegial discussions will make use of a range of information to determine who is 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. NCEA More deliberate and tightly managed processes are needed to support student achievement in NCEA. There has been 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
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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

We see that it is better for students to attain L1 Literacy and Numeracy early and have made the decision to allow for this to happen for our Year 10 students as appropriate.

PLD is consistent with Assessment For Learning pedagogical framework.

This school is participating in two formal initiatives that embrace and are enabled by AFL pedagogies.

- Korero ki te Tuhi - Talk to Write using an expert facilitator and in-school leaders to enable teachers to implement this pedagogy to help raise achievement in writing.
- Mathematics – PLD application is currently being submitted.

Attendance

Addressing attendance concerns will be supported by regular monitoring of attendance protocols established and agreed to by stakeholders. Attendance Registers are kept up to date with currency i.e. marked at the expected time.

School processes are followed to ensure absences are properly followed up.

Weekly trends are analysed and concerns identified.

Reporting to the Board occurs at each regular meeting.

Attendance Service referrals are to be 'early', if after whanau contact, attendance remains an issue.

Annual Plan 2025

Non Target Areas

Area	Goal	Strategic Action
Special Character Chapel Devotions and spiritual growth	Chapel services Monday mornings Friday afternoons	Chapel: Students leading praise and worship – strengthening leadership roles within the student body and ensuring sustainability by training younger students and diversifying the teams.
	Daily devotions	Devotions: More robust and dedicated devotionals. Time has been made available for students (yrs 7 to 13) to have daily devotionals Tuesday to Friday. Exploring the opportunity to have local church members leading devotional sessions at each level once a week.
	Vibrant student prayer meetings Encourage growth of the ‘Fruit of the Spirit’ – personally & corporately	Corporate activity across the school: Continue to seek opportunity for whole school participation in activities that will encourage spiritual growth and development. Monday morning chapel service led by Pastor or invited guest – Friday afternoon by a staff member or student. Greater student involvement – worship team, ICT support, hosting roles (e.g. introducing speakers) Timetable to ensure continuation of school-wide daily devotions. Unified/school-wide thematic approach using Interact themes to continue.
	Outreach	Mentored by suitable support persons. Seek opportunities for service to others in the school community or community at large e.g. reading with aged people, performing for community groups
	Engage School Counsellor / Part-time Chaplain	Apply to MOE for SWIS. Engage local pastors for advice about how to establish a chaplaincy service in the school
	Link PB4L PD to special character	PB4L programme values are aligned with the core values of the school; CARE = Christ As my Reliable Example Caring and Courage Aroha Responsible Excellence

High levels of engagement in promoting personal health and well-being Hau ora – wellbeing: Agency access / conduits to services. Education providers such as NZ Police (KOS) Corporate activity across the school and across both campus Tuakana/teina, peer mentoring, student leadership Participation / being involved in the community and in community activities, sports, hobbies	Access health providers such as PHN, DHB, MOE Sp Ed, local medical practitioners. 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	Hau ora – Wellbeing: Strengthen emerging relationships with outside agencies/providers i.e. NISS, 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 Continue to seek links to health providers. Negotiate clinics where appropriate and referral mechanisms / protocols for accessing help in a systematic way. 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 – through an integrated curriculum. Open up the timetable for a double periods to facilitate this.
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High levels of academic achievement	Connected and Local curriculum design	Collaborative design of localised curriculum focussing on key themes to connect students to learning in authentic and relevant contexts - for example “Identity”, “Place”. 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.
Early identification of students at risk of not achieving	Seamless identification process spanning the whole school	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. PAT for years 7 to 10. Staff refer to assessment procedures document for years 1 to 10.
Effective interventions/Acceleration	Acceleration Intervention design	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 about what is to be learned and building strong relationships. Using assessment devices, diagnostic interviews, collegial meetings and conversations with students and whanau, build an achievement profile for each student in the school.
Challenge and support (the edge of learning)	Identifying students with special ability Extending able students	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
Clear pictures of student education, health and welfare profiles	Collegial and inter-agency involvement to establish student	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

Learning pathways towards and beyond NCEA Recognition / credentials Engagement	profiles detailing any pastoral/health/welfare challenges that may exist Students engaged in learning	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.
	Cognitively portable pathways for each student	Utilise the robust Gateway programmes to ensure individual pathways are always in consideration for senior students who are preparing for 'life after School'. Build pathway profiles for each student.
High Quality Teaching Collegial/ professional relationships Performance management Formative practice Professional development Teacher inquiry	AFL PLD Korero ki te Tuhi PLD PB4L Professional conduct based on sound inter-personal relationships A robust and authentic PGC system is in place Teaching approaches are formative Team inquiry	Professional development initiatives with Assessment For Learning and Korero ki te Tuhi - Talk to Write' Continue with PB4L Collaborative Planning to 'de-personalise' and allow for collegial approaches to planning Attestation processes that are supported by Principal observations of teacher practice. 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. Professional development focus on peer to peer support for professional (pedagogy) growth. Further inquiry into effective student centred systems

	Meeting PTCs (practising teacher criteria)	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
High levels of community satisfaction in the school's performance Consultation Participation Communications	Regular and comprehensive consultation with the community Community participation and engagement with the school is effective and mutually beneficial School communication systems are effective	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.
Excellence in organisational efficiency Information management and systems management	Information management systems are effective	SMS, Novopay, Enrol, Administration filing system accounting system and systems supporting student health, welfare and support are effective and reviewed regularly.
Property Modern Learning Environments	Learning spaces and facilities are up to date and support learning in today's context	Property plan to reflect and address the need for upgrades to learning environments to support student achievement in both campuses.

Consultation Plan

In developing the Board's 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 "stake-holders" 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:

In March of each year the Strategic and Annual plan will be available at the School office for community scrutiny and input.

Eight times per year the Board will hold meetings where parent, student and proprietor reps will have full input into the 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 on the school website and in the School office.

The Strategic and Annual plan will be presented and discussed at an annual meeting in February to gain views, comment and input from the School Community before the Board signs it off for the current year. Periodically, parent reps may request that, the Board meet with specific stakeholders affected by the Strategic and Annual plan. The Board or representatives of it will meet with the parents in a forum that is appropriate to their needs.

The Board may recruit an individual or individuals to conduct telephone surveys or to face to face interviews to ascertain Community views on matters.

Newsletters and School updates will be posted to appropriate individuals and groups within the School Community and put on facebook.

In February the Board will review/set goals for the current year.

Consultation undertaken on or on behalf of the Board will be recorded.

End.