



**HASTINGS**  
CHRISTIAN SCHOOL

# School Charter Strategic and Annual Plan for

## 2020-2022

Current Year: 2021

Principals' endorsement:

Board of Trustees' endorsement:

Submission Date to Ministry of Education:

# Introductory Section - Strategic Intentions

<b>Vision</b>	<i>Exemplary learners in all walks of life</i>
<b>Mission Statement</b>	<p>To walk students through all fields of human thought and endeavour, discerning and celebrating Truth at every turn, for the purpose of challenging and equipping them to use their unique gifts to forge lifestyles marked by exemplary dedication to God and neighbour.</p>
<b>Values</b>	<p>As a Christian School some of the '<b>things</b>' we value are outlined in the indicative list found in the NZC. The '<b>qualities</b>' that we value and endeavour to promote and inspire as we seek to shape the character of the pupils in our care are biblically informed and centre around relationships as outlined below:</p> <ul style="list-style-type: none"> <li>• Self to God (Love)</li> <li>• Self to work (Dedication, Creativity, Joy, Excellence)</li> <li>• Self to environment and resources (Stewardship)</li> <li>• Self to self (Self-Discipline)</li> <li>• Self to others (Selflessness, service)</li> </ul> <p>These qualities are summarised in the fruit of the spirit: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. They are given further expression in the '<b>HCS Way</b>,' which states: <b>Honouring God - Manaakitanga</b></p> <ul style="list-style-type: none"> <li>• At HCS we desire to honour God in all we do</li> <li>• We show respect to those in authority, our teachers, parents, and church leaders by being humble, teachable and grateful</li> <li>• We acknowledge all men, of every race and culture, were made in the image of God, therefore we will treat each other with respect and kindness</li> <li>• We show integrity in all we do and say, being consistently truthful and honest</li> </ul> <p><b>Caring for Others - Tautoko</b></p> <ul style="list-style-type: none"> <li>• At HCS we endeavour to serve God by caring for others</li> <li>• We look to serve others, learning to put their needs before our own, and consider their thoughts and feelings</li> <li>• We show compassion and empathy, are quick to forgive, and include others in our activities</li> <li>• We are quick to encourage and slow to criticise</li> </ul>

	<p><b>Striving for Excellence - Huhuatanga</b></p> <ul style="list-style-type: none"> <li>• At HCS we aim to do our very best with the abilities that God has given us</li> <li>• We demonstrate a curiosity about God's creation, developing a lifelong love of learning</li> <li>• We are well organised, have self discipline, persevere in our work, and are not afraid of making mistakes as we learn</li> <li>• We think carefully and critically about what is presented to us and we are able to consider another point of view</li> </ul>
<p><b>Principles</b></p>	<p>The principles set out below embody beliefs about what is important and desirable at Hastings Christian School. They underpin all school decision-making. Although similar, the principles and the values have different functions. The principles relate to how curriculum is formalised at Hastings Christian School; they are particularly relevant to the processes of planning, prioritising, and review. The values are part of the everyday curriculum – encouraged, modelled, and explored.</p> <p>All our biblically informed curriculum gives expression to the eight principles found in the NZC together with following four Special Character principles:</p> <p><b>Centrality of God and a Biblical Worldview</b><sup>[L1][SEP]</sup></p> <p>All of creation was made for God's glory. The Triune God should therefore have the pre-eminent place in the life of each person. The Bible, given by God, is divinely inspired and is trustworthy and authoritative for all of life. Christian education must ensure that students learn about the world from a Biblical worldview.</p> <p><b>The Importance of Knowledge, Understanding and Wisdom</b><sup>[L1][SEP]</sup></p> <p>Wisdom, understanding and knowledge begin with a reverent and fearful awe of God in all His glory. This high view of God provides practical guidance for everyday living and forms the basis for effective action in all areas of life.</p> <p><b>The Importance of the Teacher in Responsive Discipleship</b><sup>[L1][SEP]</sup></p> <p>Teachers need to clearly understand, teach, and live lives based on the principles in Bible and hence teachers require on-going professional development in this regard. Christian education is not just an introspective activity. At Hastings Christian School we seek to disciple and equip young people to share God's dynamic message of hope, peace and love.</p> <p><b>Nurture of the Individual Child</b><sup>[L1][SEP]</sup></p> <p>God has given to parents the primary responsibility for the educational nurture of their children. Hastings Christian School partners with parents and involves the wider community in assisting them in carrying out this responsibility. The staff seek to encourage students to discover God's purpose for them personally, the world in which they live and their vocation.</p>

## **Māori dimensions and Cultural Diversity**

Hastings Christian School celebrates the cultural diversity of Aotearoa/New Zealand and actively seeks to help the students appreciate the heritage of New Zealand by providing the opportunity to experience and learn about Māori language and culture, including the influence the Christian gospel had on Māori culture. Students will be encouraged to understand and respect the different cultures that make up our society.

All Year 0-8 classes will ensure our students are familiar with common greetings, some Māori songs, simple instructions and that students can pronounce Māori names correctly. Year 9 to 13 pupils will be able to take te reo Māori through the correspondence school.

Hastings Christian School has a small cohort of Māori and Pasifika students.

As a group Māori /Pasifika pupils achieve at or above cohort levels. This group is not at risk of under achievement in the view of the school. Hastings Christian School has monitors the achievement of these pupils as individuals and as a group, with a view to promoting greater learning.

Māori /Pasifika pupils demonstrate high levels of engagement in wider school activities and in extra curricula opportunities.

The Hastings Christian School will monitor Māori /Pasifika achievement through the collection and analysis of various achievement data and annually consulting with Māori /Pasifika families.

Māori /Pasifika pupil achievement is reported on in the School's Annual Report.

Hastings Christian School will take all reasonable steps to implement the principles of Kahikitia through Tikanga and Te Reo.

This will be achieved by:

- Extending Te Reo and Tikanga Maori programmes in classrooms
- Establishing practices to which embed respect of others through 'The HCS Way'
- Ensuring the school curriculum reflects our unique environment and community.
- Using outside support to develop Maori learning experiences such as Marae visits
- Having bilingual signs at school
- Monitoring, analysing and reporting achievement data of Maori students in key target areas
- Consulting with Maori parents and caregivers through learning conferences, phone surveys and group meetings to discuss Maori achievement, plans and programmes.

	<p>For those whanau that require their child receive a higher level of Te Reo or Tikanga instruction, the school will take all reasonable steps to accommodate this desire. These options include; correspondence material, a parent expert or kaumatua within (or from outside) the school community, extra resources – including computer programmes or online resources, Māori advisors or even combining with another school for part of the day etc.</p> <p>Hastings Christian School has employed a number staff over the past 4 years that have real strengths and a passion for teaching things Māori. All staff receive professional development in teaching Te Reo and Taha Māori.</p> <p>A kapahaka teacher was employed in 2019, but finished the same year. The school is still looking for a replacement teacher.</p>
<p><b>Special Character / Māori Medium status</b></p>	<ol style="list-style-type: none"> <li>1. As the image of God, created to glorify God in all they do, mankind's entire life is religious. Christian education must therefore cultivate a knowledge of God, His Word and His works and a commitment to living before Him in every aspect of life.</li> <li>2. Christian education must direct the pupil to study God's creation in the light of God's Word in order to discern its God-given meaning. Only in light of God's Word can the pupil truly understand human history, culture, science and technology and discern what is good and what must be rejected.</li> <li>3. In their sinful nature mankind rejects God and His truth to worship and serve some aspect of creation. As a result they have a distorted knowledge of God, humanity and the creation. Therefore Christian education must operate in the context of faith in Christ and the work of the Holy Spirit.</li> <li>4. Although people who reject the truth of God may and do provide insights into the structure of creation and society, yet because their religious philosophy is opposed to the truth of God in Scripture, secular education is distinct from and has a goal different from Christian education.</li> <li>5. It is the responsibility of parents to nurture their children in their life before God. In this task they are assisted by the Christian school so that the children may become qualified in many specialised aspects of life. The school, however, must never usurp the authority of parents.</li> </ol>

### Baseline Data or School Context

Students' Learning	NS (NE from 2017) Writing		NS (NE from 2017) Reading		NS (NE from 2017) Maths		NCEA Historical Grade Level Percentages				Scholarship Numbers		
	Below	At/Above	Below	At/Above	Below	At/Above		N	A	M	E		
	2017	22	78	15	85	22	78	2017	17	37	31	15	2
2018	18	82	15	85	15	85	2018	18	40	30	11	3	Phys, Eng, Bio
2019	22	78	16	84	13	87	2019	15	32	36	17		
2020	20	80	18	82	18	82	2020	17	36	32	15		

  

<b>Student Engagement</b>	Traditionally we have high levels of student engagement as reflected in the high rates of attendance. Those families whose children are regularly late (5-10 minutes) are periodically addressed and punctuality will improve for a season. Student voice is evidenced through a weekly meeting with the secondary school senior leaders and the principal and the deputy principal. The house leaders also meet on a weekly basis with the deputy principal. Volunteers from the intermediate school body meet twice weekly with the principal for the purpose of planning school assemblies.
<b>School Organisation and Structures</b>	<p><b>Health and Safety:</b> The school caretaker completes regular audits of the school grounds, including the primary and intermediate school playgrounds. A new maintenance position has been created in the school for all other general health and safety checks.</p> <p><b>Personnel:</b> The school has a total of 42 full or part time staff and many parent volunteers. Of these positions only 11 serve in a full-time teaching capacity. 13 staff serve in a support role, including office staff, teacher aides, grounds and maintenance staff. The reason for such a high number of part time staff is due in part to the fact that, as a composite school catering for students from years 1-13, we offer a diverse number of subject options for students in the secondary area. The school operates with three management teams – a senior team together with a primary and a secondary school team. Staff meetings in the primary and secondary areas of the school are held separately, although the whole staff meets together periodically for combined professional development. Thanks to funding from the school proprietor, the associate principal has 0.6TTE release to work on curriculum development from 2019. The BOT have provided 0.2FTTE for AP release.</p> <p><b>Property:</b> The school is situated on the outskirts of Hastings in a semi-rural location. We currently have 3.4 hectares of land 1.1 of which was purchased from our neighbour for the purpose of offering hard and soft material instruction onsite as well as to increase the secondary school sports fields. In 2018 the BOT appointed a Property Standing Committee with the aim of providing direction and traction for the two key projects of a new hall/gym and a replacement of the primary school B block.</p>
<b>Review of Charter and Consultation</b>	The board of trustees of the Hastings Christian School complete an annual review of the charter, consulting the parent community through online surveys and phone surveys. Every three years a more comprehensive review of the charter takes place. The school's Maori community are consulted on a biannual basis.

Core Strategies	Year	Annual Goals	Status
1.1 Provide a <b>curriculum</b> that accommodates the different talents and abilities of our students	2020-21	(1.1.1) Investigate the introduction of a new devotional and biblical studies curriculum	Active
	2020-21	(1.1.2) Investigate options for revising the Year 7-10 Curriculum ie <b>Cambridge</b>	Active
	2021-22	(1.1.3) Explore ways of offering greater <b>course options</b> (ie Languages) in the primary and secondary school.	Active
	2020	(1.1.4) Expand the <b>SENCO role</b> to further support the learning of students with special needs in the primary school.	Achieved
	2020	(1.1.5) Investigate the possibility of starting a <b>special / alternative learning needs unit</b> in the secondary school	Achieved
	2021-2022	(1.1.6) Refine practices based on the lessons learnt from 'Lock-down' to better empower our students to develop as confident , proactive learners	Active
1.2 Ensure that <b>staff</b> are equipped to deliver the curriculum	2020-2022	(1.2.1) Participate in a <b>Kāhui Ako/Community of Learning (COL)</b>	Active
	2020-2022	(1.2.2) Investigate how to get staff to take ownership of the <b>Mission and Vision Statements.</b>	Active
	2020-2021	(1.2.3) Work with the ' <b>Digital Circus</b> ' providers to implement the new digital learning curriculum.	Active
	2020-2022	(1.2.4) The <b>Curriculum Director</b> , with the support of curriculum teams to continue developing, articulating and implementing a curriculum that realises the school's mission.	Active
	2021-2022	(1.2.5) Look to introduce a system for regular ' <b>supervision</b> ' meetings so staff can debrief and unload	Active
1.3 Develop effective <b>feedback</b> practices/routines	2020	(1.3.1) Investigate the best use of <b>assessment tools (eg COL exemplars).</b>	Achieved
	2020-2022	(1.3.2) Develop a consistent, whole school, view of effective teaching and learning using the <b>YHCS document and the HCS Effective Pedagogy document.</b>	Active
1.4 Develop and implement effective <b>curriculum review</b> practices	2020-2022	(1.4.1) Develop <b>Curriculum Guides</b> for each curriculum area and identify PD needs (including SC) for the delivery of each	Active
2.1 <b>Service opportunities</b> will be provided that will result in more pride in the school and positive interactions among students.	2021	(2.1.1) Reintroduce the <b>PAL and Peer support</b> programmes into the school	Active
	2020-2021	(2.1.2) Help establish the new <b>House Leader coordinator</b>	Active
	2021	(2.2.3) Establish a service register for students in years 9-13	Active
2.3 Explore ways of communicating the school's core <b>vision, mission and values</b>	2020-2021	(2.3.1) Use the <b>What is an HCS Education, HCS mission, HCS Way and Effective pedagogy</b> documents in staff and assembly devotions to help with the articulation of our core values	Active

	2020-2021	(2.3.2) Investigate ways of improving systems for how <b>information is shared</b> and <b>student success is celebrated</b>	Active
	2021	(2.3.3) Update the <b>Orientation Guide and Special Character induction plan</b> for new staff	Active
2.4 <b>Discipline/Pastoral Care</b>	2020	<del>(2.4.1) Provide staff PD for the updated <b>HCS discipline policies</b></del>	Achieved
	2021	(2.4.2) Introduce a new <b>Dean structure</b> into the secondary school to help with pastoral care support.	Active
	2021	(2.4.3) Provide greater <b>form teacher support</b> systems	Active
2.5 Evaluate school activities against <b>YHCS document</b>	2020-2021	(2.5.1) Embed the new <b>SLT roles &amp; meeting protocols</b>	Active
	2021	(2.5.2) Review the <b>Primary school leadership structure</b>	Active
	2020-2022	(2.5.3) Ensure consistency of practice with <b>staff appraisal</b> and the use of professional e-portfolios. Ensure that the above aligns with the <b>Annual Professional Growth Cycle</b> requirements.	Active
	2020	<del>(2.5.4) Review how we <b>celebrate student success</b> (assemblies/school prize giving). Look to acknowledge the Lord more in these settings.</del>	Achieved
3.1 <b>Communicate our vision</b> and promote engagement in the life of the school	2021-2022	(3.1.1) Clarify <b>Home &amp; School</b> mission and recruit new members	Active
	2020-2022	(3.1.2) Organise <b>parent meetings on topical issues</b> - both curriculum and parenting issues	
3.2 Keep alive the <b>history</b> and the relationships of the school	2021-2022	(3.2.1) Investigate ways of tracking and keeping in touch with <b>Alumni</b>	Active
	2020-2021	(3.2.2) Arrange for a team to record ' <b>the HCS story so far</b> '	Active
4.1 Explore ways of <b>promoting Christian education</b> so that a greater number of families can experience the blessings of Christian education	2021	(4.1.1) Begin the process for applying for a <b>roll increase</b>	Active
	2020-2021	(4.1.2) Investigate the feasibility of enrolling <b>international students</b>	Active
	2020-2022	<b>(4.1.3) Investigate ways of growing Christian education in the Napier region</b>	Active
4.2 Implement the <b>10YPP</b>	2020-2022	(4.2.1) Property Standing Committee (PSC) to provide strategic input and oversight of the <b>hall/gym project</b>	Active
	2020-2022	(4.2.2) Establish a pedagogically driven, user-centered design process for the <b>B block rebuild</b>	Active
	2020-2022	(4.2.3) Enter into negotiations to secure the <b>property</b> on the western boundary	Active
5.1 Evaluate and refine the school's <b>finance systems</b>	2020	<del>(5.1.1) Reintroduce a BOT finance committee</del>	Achieved
	2020	<del>(5.1.2) Visit <b>bursars</b> with finance expertise at other schools</del>	Achieved
	2021-2022	(5.1.3) Refine systems for ensuring timely information is communicated to budget holders, SLT and the BOT	Active

# Annual Plan for 2021

## Improvement Plan - Domain: Learning PRIMARY SCHOOL

**Strategic Goals:** Improve outcomes for all students. Accelerate progress of students performing below expectations.

**Annual Goal:** To increase the proportion of students achieving At/Above curriculum expectations in Reading and Spelling.

**Annual Target:** To increase the proportion of students achieving At/Above the curriculum expectations in Reading in Years 1-4 and Spelling in Years 5-8 (Note: Priority will be given to students who have been assessed as being Below or At, but below expectations.)

### Baseline data:

#### Reading (Years 1-4) - Running Records - October 2020 data (only those tested)

Total	Well Below	Below	At	Above	Well Above
35		9	8	9	9
100%		26%	23%	26%	26%

#### Spelling (Years 5-8)

Total	Well Below	Below	At	Above	Well Above
94		35	29	19	12
100%		37%	31%	20%	13%

## Key Improvement Strategies:

*What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?*

<b>When:</b>	<b>What: (examples)</b> <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i>	<b>Who</b>	<b>Indicators of Progress</b> <i>What will we see?</i>
Terms 1-4	The Curriculum Director, in collaboration with the Years 1-4 Curriculum Team, will articulate a structured approach to literacy instruction (especially Reading and Spelling) that will guide classroom practice from Years 0-8. This will include a Scope and Sequence for the teaching of sounds, spelling patterns and rules, word origins and a summary of Effective Classroom Practice in Reading and Spelling.	JM, KJ, Years 1-4 teachers	A Scope and Sequence for the teaching of sounds, spelling patterns and rules and a summary of Effective Classroom Practice - Reading and Spelling.
Terms 1-2	The Years 1-4 Curriculum Team will improve their understanding of the current research around Structured Literacy instruction and trial techniques in their classrooms.	KJ, Years 1-4 teachers	A Scope and Sequence for the teaching of sounds, spelling patterns and rules and a summary of Effective Classroom Practice - Reading and Spelling.
Terms 1-2	Selected teachers from Years 5-8 will trial a commercial spelling programme that is consistent with our beliefs about effective pedagogy in spelling instruction (e.g. All About Spelling).	JM, KJ, MM, NV	New spelling resources and teaching approach being used and assessed in the classroom.
Term 1	Staff will attend Structured Literacy PD run by recognised experts.	All	PD attendance and feedback.
Terms 1-3	The Schonell spelling assessment will be evaluated as to its value as a summative assessment.	PMT	A short report assessing the Schonell test and making recommendations for its continued use.
Terms 1-4	Use Jude Parkes (Vision Education) to improve teacher knowledge of the English language.	Jude Parkes	Teacher will demonstrate improved phonemic awareness and knowledge of student's cognitive development in relation to decoding and spelling.
Term 1	Using 2020 data, classroom teachers to identify target students. Details to be entered into the Primary Data and Assessment Hub as well as each teacher's professional portfolio. Target students may be students who are either Below or At or At Risk.	JM, all teachers	Target students identified in the Primary Data and Assessment Hub and named in teacher's portfolios.

Term 1	Revisit and implement recommendations made in response to 2020 Running Records, PAT Reading Comprehension and Schonell data.	JM, all teachers	Refer to individual recommendations for further detail.
Term 1	Key teachers to specify what actions they will take to accelerate the learning of those target students. Actions and reflections on progress to be recorded in their portfolios.	All teachers	Teachers updating 'Inquiry Stages + Actions' and 'Reflections on Progress' in their portfolios.
Terms 1-4	Classroom teachers to use teacher aides and/or learning support to provide target students with additional support.	All teachers	Learning support requests will feature target students.
Terms 1-4	Re-assess students regularly throughout the year to track progress and to continue to identify current needs.	All teachers	Formative assessment results.
Terms 1-4	Provide timetabled opportunities for staff to collaboratively develop their reading and spelling programmes.	JM	Primary PD Plan
Terms 1-4	Continue using the StepsWeb or Vocabulary Spelling City programmes to provide additional spelling support to students who need it.	KJ, Selected Ts	StepsWeb, Spelling City activity.
Terms 1-4	Years 1-4 Curriculum Team to develop shared best practice in structured literacy instruction.	JM, KJ, JP	Completed document – to be included in future Curriculum Guide – English.

**Monitoring: *How are we going – check student outcomes every term? Where are the gaps? What needs to change if this is not working?***

Shared document tracking student results throughout the year. Regular collegial, portfolio-based, conversations. Principal to regularly update the BoT on the results of these interventions.

**Resourcing: *How much money and time is needed? Who will help us?***

Jude Parkes (Vision Education) will provide some of the necessary support. Funding for her is provided for through the LNICOL. Time will need to be reserved for teachers to allow them to carry out these tasks. Will need to ensure they are not distracted by too many other demands on their time and attention. Some money has been allocated for purchasing resources to support Reading and Spelling instruction.

**Improvement Plan - Domain: Learning SECONDARY SCHOOL**

**Strategic Goals:** Improve outcomes for all students

**Annual Goal:** Students achieve to their potential whilst considering carefully a positive learning culture.

**Annual Target:** : Increase percentage of Merit & Excellence AND reduce percentage of Not Achieved for our Year 12 cohort. (Moving from Year 11 to Year 12 usually means these statistics decline, so suggesting this target implies a significant improvement)

**Baseline data:**

**2020: Year 11 Not achieved rate: 14%    Year 11 Merit & Excellence rate: 49%**

**Key Improvement Strategies:**

*What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?*

<b>When:</b>	<b>What: (examples) Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</b>	<b>Who</b>	<b>Indicators of Progress What will we see?</b>
Term 1	Faculty groups to clarify this goal in their own subject areas. Goal is shared with our PD facilitator who will use this as a focus area in her work with student agency. Deans structure is being introduced. Effective practice in mentoring students, as well as working with the entire cohort, is shared with other year levels. Technology PD to help support teacher-led initiatives in regard to online platforms.	Alison Davis Faculty Heads Deans Digital Circus	Focused, student-centred PD. Specify subjects and teachers identified to facilitate change processes.  Deans effectively guiding and monitoring and feeding back to subject teachers
Terms 2-4	Student agency PD will be ongoing. Implementation of good practice, particularly around students using their own time effectively. How to provide timely and appropriate teacher feedback will be shared within faculties. Technology PD will be shared across staff. Summative assessment will allow us to track the cohort, and this will be regularly reported on through the year.	All secondary staff	Quality feedback in class. Homework tasks are more aligned to improving understanding. Use of digital platforms becoming more effective. Greater parental involvement. Consensus amongst each faculty as to how to increase student agency.

**Monitoring:** Student panel. Internal assessment and practice assessment results. Teacher visitations. Final NZQA external assessment results.

**Resourcing:** External providers. Time allocation to allow for teacher visitations.