

Westminster Christian School

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Educating for Time and Eternity

2019 Charter



Mission Statement

Westminster Christian School through the Spirit of God, educates the children of Christian parents for time and eternity by providing a Christ-centered academic curriculum founded on a Biblical World View.

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Special Character Statement

Westminster Christian School is an inter-denominational school from Year 1 to Year 8 established in 1981 to serve the formal educational needs of families within the religious context of New Zealand's traditional Judeo / Christian heritage in the spirit of the following historic confessions of faith and universal creeds:

- The Westminster Confession
- The Belgic Confession, Heidelberg Catechism, Canons of Dort
- The Apostles, Nicene and Athanasian Creeds

The Special Character and mission of Westminster Christian School is defined, preserved and administered in the constitution of the Westminster Christian School Incorporated Society by its elected Executive Committee members (the Proprietors) and the proceedings of the Society.

The principle features of Westminster Special Character and mission can be summarised as follows:

- i) To assist families in helping their sons and daughters learn about the world and their places and task in it as God's responsible stewards and image bearers.
- ii) To challenge pupils to celebrate the Lordship of Jesus Christ over all and every aspect of creation.
- iii) To encourage in the pupils a purpose for living resulting from a growing wonder of knowing God as Creator and Redeemer, together with the development of their understanding of how He has conditioned every fact in the universe.
- iv) To develop within the pupils a hope that is founded on Jesus Christ.

Vision:

To provide our children with the skills that will enable them to function and develop as effective Christians in the 21st Century.

Values:

To provide the children with opportunities to display the fruits of the Holy Spirit which are love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control.

Cultural Diversity

Pedagogy and environment will reflect New Zealand cultural diversity through celebrating and including Maori, Pacifica and cultural make up of our classes. Staff meetings will be held to facilitate this.

The unique position of our Maori Culture:

Maori translations will continue to be provided for levels eg. in our school library. Maori perspectives on studies will be encouraged, incidental usage of Maori commands and names increased. We will build on our professional development, started in mid-2017 by our Maori Learning Committee.

What reasonable steps will the school take to incorporate tikanga Maori into the school curriculum?

All planning in all curriculum areas will have an area where the classroom teacher can incorporate tikanga Maori where it is appropriate. We have a box with Maori perspective on our planning sheets for seven essential learning areas. We have developed a Maori group that meets regularly. We have developed Maori sentences / words that the children are learning weekly across the school. Karakia are also incorporated into the school day in each class room.

What will the school do to provide instruction in Te Reo Maori for full time students whose parents ask for it?

We will pay for expertise into our school if the need arose.

What steps will be taken to discover the views and concerns of the school's Maori community?

We currently have few Maori families. We will continue to consult each term so that the whole community is aware of our strategic plan in action for our small number of Maori families.

In our new COL we will be looking at building a new relationship with whanau connected to Kingsway and Jireh.

There are also parent interviews, meet the teaching evenings and an open door policy for teachers, staff and principal.

We have assessed closely the Maori families we have and those at risk are included in our targets.

How will the school monitor the progress of Maori Students?

Tracking will be done against the National Standards and other assessments as with all students but analysis will be done and a recording of any notable differences for Maori children will be noted and addressed.

Learning support needs of any child will be assessed and programmes put in place to address their needs.

Our numbers of Maori students are below eight and therefore they will not be reported for their achievement in this document.

We also have a very small number of Pacifica families that we will continue to monitor closely, celebrating their uniqueness and assessing their progress.

We have fourteen cultures in our school and they will be celebrated and we will all try to learn from them as we journey together. We should acknowledge our students' diversity but celebrate their unity in Christ.

Participation:

We expect our small group of Maori / Pacifica families to be encouraged to participate in all school activities with the same motivation we extend to all families.

We want these families to enrich our cultural fabric of Westminster, as we learn from each other. In our new COL we will build on partnerships across all schools.

Engagement:

We promote and motivate our Maori and Pacifica to fully engage in every part of our school life. We want every culture to learn off each other.

Equity:

We plan to give all of our pupils what they need to be successful, whether it be teacher aide support, 1on1 tutoring, ESOL support, IEP backup. The link between the teacher and pupil will be professional yet caring to the needs of all pupils.

Excellence:

We will motivate pupils through our inquiry approach and one on one individual needs so their learning is sustainable, substantive and positive. We want our children to think, act and feel as if their learning needs have been addressed. We want our children to have deep, rich sustainable learning experiences.

Strategic Goals for 2019

Goal 1 – Specific Christian Character

By providing a Christ centered education founded on a Biblical World View.

Goal 2 – Reading / Writing / Maths

Most of our students should achieve At or Above National Standards in Reading, Writing and Maths. We would also like to increase the pupils from At to Above and move any pupils from Well Below to Below and any that are Below to At.

Every child will make progress to reach or exceed the National Standards in Reading, Writing and Maths regardless of their ethnicity, disability or any special education needs they may have.

Management and teachers will do their best to respond quickly to learning needs of students who are not achieving or at expected level.

Reports to parents regarding National Standards in Reading, Writing and Maths will be done via writing in July and December. Also, parents will be invited to attend Parent Teacher Interviews to see progress and discuss how they can help their child in their next learning steps.

Goal 3 – Gifted / Talented – Identifying and Catering For Our High Achievers

Every child at our school will be given the opportunity to extend their learning capabilities and achieve their potential. New identification lists have been prepared. We have a working GATE register. This will include employing a teacher 1 day a week to enrich our Gate programme.

Goal 4 – Support Learners with Learning Support Needs

Identify and cater for our learners with Learning Support Needs.

Every child at our school with learning support needs will be supported in their learning so that they can progress towards meeting the New Zealand Curriculum, extending their learning capabilities and achieving their full potential. Link to COL needs also.

Goal 5 – New Zealand Curriculum

Every child is considered to be an independent learner willing to take risks, know where their learning is and how they are going to get there.

Goal 6 – Treaty of Waitangi / Bi-Culturalism

That our children will realise that we are a bi-cultural society, we do have cultural diversity and that all Maori learners need the opportunity to reach their potential and succeed in life.

Our Pacifica learners also need the opportunity to reach their potential and succeed in life.

Goal 7 – Grow Our Roll to 400

Make sure that classes are of a manageable size and there is room for our five years old growth.

Goal 8 – Teaching Practice Changes leading from our COL formation

Continue to deepen evaluation process (how effective are we, looking at our “So What?”)

Continuing to effectively moderate our children’s results.

Continue deepening children leading their learning.

Deepen our school curriculum to incorporate design, creativity, collaboration, key competencies and students personal learning styles.

Continuing to make sure sexuality education is more natural, throughout the year and taught by our staff, as opposed to outsourcing.

Goal 9 – Transition to Secondary

So our Year 8 pupils attend open days at their new High School. Children do entry testing and our results are sent to secondary schools if required.

COL:

1. To target children in the COL who need to lift their levels of achievement in learning support areas (ESOL, Special needs and boys writing). Data is being analysed across COL at each appropriate time.
2. To look at weaknesses in competencies, analyse data and see where our goals are.
3. To look at weakness areas in well-being, analyse data and see where our goals are.

Strategic Plan

2019 – 2020 – 2021

Goal 1 - Specific Christian Character

By providing a Christ centered education founded on a Biblical World View.

2019 Special character will be seen through our four curriculum big pictures (Identity, Resilience, World View, Community) and all linked to our seven essential learning areas.

Looking at perusing important values of respect, responsibility, resilience, integrity and innovation.

The school will work in partnership with home.

The school will assist people in outreach and need through service. (e.g. contact the council for local projects, food tech, first aid to who needs it.)

The school will provide opportunities for staff to do online professional development. That the children will develop a core of Biblical Knowledge that will be their foundation for living.

Prayer / memory verses are integral to our daily walk. Continue special character building on foundations from professional development done in 2017.

To attend all Christian School Meetings and Conferences within Auckland and where practicable in New Zealand National Conference for Christian Educators.

2020 As above.

2021 As above.

Goal 2 – Reading / Writing / Maths

We will strive to see our students achieve At or Above Westminster Achievement Goals in Reading, Writing and Maths.

To increase the percentage of pupils from At to Above in Reading, Writing and Maths and move those pupils who are Well Below to Below and Below to At – see attached Targets.

To closely monitor progress of small Maori and Pacific group of students.

- 2019 Principal / Teacher will continue to ensure that every child in their class will make progress towards reaching / exceeding National Standards in Reading, Writing and Maths.
- Management Team will respond quickly to those not achieving.
- Two Lead Teachers of Literacy (Both Senior Managers) will work alongside our teams of learning leaders. This will involve making sure best practice / utilising expertise / getting outside help if necessary.
- Teachers will be given time to observe best practice (done through our mentoring programmes or visiting other schools).
- Teachers will continue to share assessment information / exemplars / other assessment tools during team meetings. All targets will have milestones met at team level.
- Good work being done across the school will be viewed by staff and celebrated.
- Students will develop skills to show their parents in July their progress at child lead conferences. Children need to be clearly told their next learning steps.
- Lead Teacher will attend Maths / Literacy Professional Development throughout the year.
- All teachers to be clear on the assessment data they gather and use it effectively to form overall teacher judgments.
- Reporting to parents will be done in Writing twice a year (July / December).
- Teachers will give regular, consistent feedback to children and how well they are doing in relation to the National Standards.
- In Maths particularly ensure:
- Teaching / learning in Maths is balanced appropriately across number and statistics and the other strands.
 - Link lead teachers to staff in reflection meetings
 - Use rich tasks to extend / develop mathematical thinking.
 - Target those who are not on funding or are coming off funding.
- 2020 As above plus do a deep review of Maths.
- 2021 As above plus do a deep review of Reading.

Goal 3 – Gifted / Talented – Identifying and Cater For Our High Achievers

Every child at our school will be given the opportunity to extend their learning capabilities and achieve their potential.

2019 Teachers will continue to identify high achievers and work with these children to extend their learning capabilities so they can achieve their potential.

Maintain a register of identified high achievers.

All students are to be informed, active participants in their own learning.

To provide a learning environment that meets the abilities, interests and needs of all our students including GATE, Maori, Pacifica and Twice Exceptional Learners.

2020 As above and review of High Achiever area.

2021 As above.

Goal 4 – Support Learners With Learning Support Needs

Identify and cater for our learners with Learning Support Needs.

2019 As we are an inclusive school each child's learning needs are to be supported.

Need a deputy SENCO amongst our staff (start training this year).

An identified special education register is to be developed in February overseen by our SENCO.

At least two IEP's will be done with teacher / parent / outside agency where appropriate.

Approach a school to buddy with us. e.g. Albany, Kingsway

2020 As above.

2021 As above.

Goal 5 – New Zealand Curriculum

Every child is considered to be an independent learner willing to take risks, know where their learning is and how they are going to get there.

Deepen our evaluative process (how effective are we? "So What?") through staff professional development and team meetings. This will include teams setting milestones for target pupils and regular moderation being done in teams.

Activities / planning around children leading their learning across the school – lots of opportunities for this to happen / built in to our everyday work.

Over Term 1 and 2, with Parent / Teacher consultation, build in design, creativity, collaboration, key competencies into a working curriculum document incorporating students' personal learning styles. Competencies and Well-being goals are set by COL teams.

Review Sexuality Education to make sure it is more natural / taught by our staff, as opposed to outsourcing. Staff will need to look at their Professional Knowledge needs early Term 1 to build an effective programme for Years 7 and 8.

Also survey parents in Years 5 and 6 are to see if a Sexuality Programme is needed.

2019 Continue to consolidate progress in linking our four big curriculum pictures to the New Zealand Curriculum.

Make sure our emphasis is a clear Biblical World View.

Continue to build on our curriculum design incorporating STEAM designed in 2017.

Emphasis that learners at our school are independent learners, willing to take risks and know where their current learning is and how they are going to get there.

2020 As above.

2021 As above.

Goal 6 – Treaty of Waitangi / Bi-Culturalism

That our children will realise that we are a bi-cultural society, we do have cultural diversity and that all Maori / Pacifica learners needs the opportunity to reach their potential and succeed in life.

2019 To continually raise levels of achievement for our small cohort of Maori students as well as our Pacifica students.

Identify Maori or Pacific students at risk and ensure programmes are in place to meet the needs of the children.

Identify any Maori or Pacifica children who may be high achievers and ensure programmes are in place to meet their needs.

Put things in place to meet their needs.

Try to partner with another school to encourage Maori activities / skill base even further.

Consult with Maori or Pacifica community.

Continue to integrate Te Reo into our programming.

Build on foundation of our new Kapa Haka Group started in 2016.

2020 As above.

2021 As above.

Goal 7 – The Physical Environment / Growing Our Roll

We want to move our school towards a modern learning environment.

- 2019 Move and grow to a roll of 400 students.
- Move at least 2 more rooms to a modern learning environment.
- Sharing of spaces and a connected teaching environment.
- Follow 10 Year Plan for school as done by our Proprietors and community consultation of 2017.
- Safer carpark – look at options.
- Spaces for support staff.
- Courts.
- 2020 As above.
- 2021 As above.

Goal 8 – The Teaching Environment / Our Learners / Our Community

- 2019 Build on gains from 2018 in clear / transparent assessment / student engagement.
- Realising we are part of a learning community.
- Building teacher capacity in STEAM (Science, Technology, Engineering, Arts, Maths) that are answers to real life living questions.
- Build skills in using innovation, goal setting, creativity, communication, team skills, problem solving and thinking skills. Goals need to be worked on.
- Building a digitally connected learning environment (reaching out to global need). This will including gaming and coding skills.
- Encourage learning with peers.
- Build design learning into our curriculum areas.
- 2020 As above.
- 2021 As above.

Transitions to Secondary:

Making sure our pupils transition successfully to Secondary (interviews, entry testing).

Annual Strategic Action Plan 2019

The foundation for our school is the Biblical Worldview as expressed in the Bible. We are born as lost sinners and only by Grace can we be reconciled to God through the work of the Holy Spirit. The Holy Spirit grants us Faith in the finished work of Jesus Christ on the cross.

Action: Goal 1 – Specific Christian Character

By providing a Christ centered education founded on a Biblical Worldview.

Objectives	Expected Results	Who's Responsible
Link four curriculum pictures and memory verses to our curriculum planning.	There will be consistent linkage across the whole school.	Principal / Staff
An honest Biblical Worldview is to be gained.	That the children can outwork their faith honestly before God.	All Staff / Community
School will assist people in need through service and outreach. e.g. Council projects, seniors for cooking needs.	Community will reach out to the needs as they arise.	Principal / Staff
School will work in partnership with home and school.	School / family partnership will be strengthened.	Principal / Staff
Children's character will be built on the fruits of the Holy Spirit, building a strong, loving relationship to Jesus. Also including respect, responsibility, resilience, integrity and innovation.	We will see evidence of this in their behaviour.	Principal / BOP
School will provide on-line professional development. Re: Christian education. Cost will be \$1000 (BOP)	Staff will be built up Biblically - this will transfer into our planning / meeting children's needs.	Principal / Staff
Children will develop a core belief of Biblical knowledge as their foundation (children will seek wisdom from Jesus).	Staff / children will be built Biblically to have a stronger foundation.	Principal
To deepen staff's Biblical World View.	Staff will have a deepened Biblical World View	Principal / Staff
The children will celebrate the Lordship of Jesus over creation.	This will be directly linked to Creation Studies / Science.	Principal
Principal will provide encouragement through staff daily devotions.	Staff's character will be changed.	Principal / Staff

Children will be image bearers wherever they are.	They will be Jesus at home, school and within the community.
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Action: Goal 2 – Reading / Writing / Maths

All our students will achieve At or Above Westminster Achievement Goals in Reading, Writing and Maths.

In Reading:

Strategies	Expected Results	Who's Responsible
Each child makes progress for one year at school.	Children monitored closely so that potential is realised.	Principal / Staff
Management team has a quick response to need.	Management team will put in appropriate help to meet need or consult outside agencies.	Staff
Our lead teachers will work alongside our staff.	Reflective teachers that are continually improving their teacher practice.	Staff
Teachers will observe best practice. (increase time, teachers to look at the first 10 minutes of their release time in another class room)	Teachers to become more effective and explicit teachers.	Staff
Teachers will share assessment / info / exemplars / other assessment tools so student can self-monitor their next steps. This will be our moderation review each term.	Teachers will be able to link learning steps and adjust their teaching strategies. Children at risk will be identified.	Staff
Students will have confidence to do conferencing to show their progress.	Children can articulate their next learning steps and how successful they have been.	Staff
Lead teachers will share information gained on courses to all staff.	Teachers will continue feedback / strategies to try and review.	Staff
Parents will have two reports each July and December and teachers will give regular feedback.	Children will know their next learning steps and how successful they have been.	Staff
Each target will have milestones checked at team level.	Every teacher / child will celebrate milestones met.	Staff
Check progress of children who have come off Ministry ESOL funding. (put in assistance if appropriate)	Children will achieve where they should be.	Staff

In Writing:

Strategies	Expected Results	Who's Responsible
Ensure there is a variety of learning activities that are balanced appropriately for each child.	Reflective teaching from children / staff also.	Staff
Use rich tasks to extend / develop writing.	Children will have richer experiences to extend / develop their writing thinking.	Staff
Build a culture of Writing skills across the school.	Children will have rich Writing skills that can enlarge their life experiences.	Staff
Each target student has milestones to meet.	Milestones are celebrated by the teacher and child.	Staff

In Maths:

Strategies	Expected Results	Who's Responsible
Ensure maths teaching / learning is balanced appropriately.	Reflective teaching from children / staff also.	Staff
Use rich tasks to extend / develop mathematical thinking.	Children will have richer experiences to extend / develop their mathematical thinking.	Staff
Each target student has milestones to meet.	Milestones will be celebrated with teacher and child.	Staff

Action: Goal 3 – Gifted / Talented – Identifying and Cater For Our High Achievers

Every child at our school will be given the opportunity to extend their learning capabilities and achieve their potential.

Strategies	Expected Results	Who's Responsible
Identify high achievers (maintain on a register)	All high achievers will be placed on register by staff so we can meet their needs.	Staff
Students to be informed, active learners in their own learning. *	Children will know their next learning steps and will know how to get there (being informed learners).	Staff
To provide an exciting learning environment (extension activities).	Children will love their learning and realise their needs are being met.	Staff
Provide appropriate release for teachers who can work in specialist areas e.g. Maths / Art / Technology	Children will feel their needs are being met.	Staff
Teachers peruse concepts and themes rather than content, providing deeper richer learning activities.	Children will feel their needs are being enriched in a deeper sense.	Staff

Goal 4 – Students with Learning Support Needs

Identify and cater for our learners with learning support.

Strategies	Expected Results	Who's Responsible
Have an identified learning support register (set up in February).	Teacher send names to SENCO by the end of Week 3 Term 1.	SENCO
Have at least two IEP's with parents / teachers / outside agencies attending.	Close monitoring with SENCO so programmes can be adjusted for children causing concern.	SENCO / Staff
SENCO regularly talking to staff re child's needs.	Allows staff to pinpoint learning steps.	SENCO
Build a Deputy SENCO	Alleviate large role workload of SENCO.	Principal / Staff
Target children who have completed all assistance given, to see what achievement can be gained.	Will see lift in achievement.	Staff
Target children needing extra support with learning needs, ESOL needs.	Will see lift in achievement.	Staff
Buddy with a school near us.	A richer delivery.	Staff

Goal 5 – New Zealand Curriculum

Every child is considered to be an independent learner willing to take risks, know where their learning is and how they are going to get there.

Strategies	Expected Results	Who's Responsible
Linking four big curriculum pictures to the New Zealand Curriculum.	Consistency will be gained across the school.	Principal
Build design Learning / Key Competencies into our curriculum.	Children / staff can really know their needs / questions to life are being answered.	Principal / Staff
Our learners are independent, can take risks, know where their current learning is and how they are going to get there.	The children have direction for their learning and they know where they are going next. This is deepening the children leading their learning.	Staff
Special Character saturates all seven essential learning areas. (our Biblical World View)	Special character is through all our programmes.	Principal / Staff
Children realise their potential in Christ.	This will be evident in their work.	Staff
PEd / Arts need Biblical World View deepening.	That the children will develop a deeper Biblical World View of Ped and Art.	Staff
Scaffold the learning / adapt / differentiate children's learning.	All children's special needs can be met and achievement raised.	Staff
Equip our children for future STEAM (through the above curriculum design).	That children will get a wide variety of experiences, equipping them for the future.	Principal / Staff
Develop strategies of collaboration / thinking critically.	Trying to meet the needs of a 21 st Century learner.	Staff
Review Sexuality Education.	The staff will deliver their own Sexuality Education in a more natural way.	Principal / Staff
Survey Year 5/6 Parents re: Sexuality Education	Parents have been given a voice at Year 5/6 level.	Principal
Knowledge can be transferred into real life living.	Children will use knowledge gained in their real life.	Staff
Clear, transparent assessment.	Children will know their next learning steps.	Staff

We are all part of a learning community.	We need others to learn.	Staff
Building a digitally connected learning environment. *Professional Development Cost will be \$2500 (BOT) *Resources Cost will be \$1500 (BOT)	Reaching out to global need, including gaming and coding skills.	Principal / Staff
Develop digital fluency across the school.	That children will have enriched digital fluency skills appropriate to use.	Staff
Review Technology effectiveness across the school. *Professional Development / Resources Cost \$1000 (BOT)	Technology programmes will be meeting needs of children more effectively across the school. Children will be able to see their results meeting their needs.	

Goal 6 – Treaty of Waitangi / Bi-Culturalism

That our children will realise that we are a bi-cultural society, we do have cultural diversity and that all Maori / Pacifica learners needs the opportunity to reach their potential and succeed in life.

Strategies	Expected Results	Who's Responsible
Identify any Maori and Pacifica at risk.	Set up differentiated programmes for them.	Staff
Identify Maori and Pacific high achievers.	Set up differentiated programmes for them.	Staff
Consults with Maori and Pacifica community.	Look at their needs and address them.	Staff
Continue to build Kapa Haka Group / Pacific Group.	Utilise teacher / children strengths.	Staff
Continue to Integrate Te Reo into our programming.	Building of Te Reo knowledge through staff Professional Development	Staff
Partner with Jireh / Kingsway.	That we can enrich our children's connection to Maori culture.	Staff
Use school as a Marae.	That the children can see the principals of Maori culture at work.	Staff

Goal 7 – The Physical Environment / Growing Our Roll

Strategies	Expected Results	Who's Responsible
Move and grow roll to 400.	Look at class sizes, storage, technology, cabling and furniture. (To be done by end of Term 2).	Principal / Proprietors
Move at least 2 more rooms to a modern learning environment.	Room 9 into modern learning environments.	BOT
Sharing of spaces/connected learning environment.	Consider teacher storage, class sizes and needs of pupils. Will be ongoing all year.	Principal / Staff
Follow 10 year Proprietor Plan.	Follow 10 year plan and direction from Proprietors – needs a smooth transition.	Link to proprietors
Build a new drop off zone.	Assist with safety at 3pm bell.	Proprietors
Assist with the development, with the Proprietors, of 4 new classes in the middle block.	That our staff will have a voice into 4 new classrooms.	Proprietors / BOT
Spaces for support staff.	Allow for support staff to have appropriate use for their needs.	BOT / Proprietors
New court build.	Children will be able to have more space and skill to try new skills.	Proprietors

Goal 8 – The Teaching Environment / Our Learners / Our Community

Strategies	Expected Results	Who's Responsible
Build on clear assessment / student engagement gained in 2018.	Improved assessment plan going forward, teaching to pupil needs to have high practical engagement.	Staff
Realise we are part of a learning community.	Start working in our COL – will give us future focus on what others are doing, hold practical family meetings at school to build partnerships across the schools.	Principal / Staff
Build teacher capacity in STEAM	Teacher professional development will focus on this area and teams will focus on STEAM in their planning.	Staff
Build skills in, goal setting, team building, problem solving, design learning and thinking skills. Particular emphasis on goals.	Skills will be placed in our teacher strategies via professional development, staff meetings and team meetings.	Staff
Build a digitally connected learning environment.	Build through our skills learnt in 2018 forward, trialing of new curriculum digital document and digital fluency contract of 2019.	Staff
Engaged learners	Built though meeting their personal needs into our curriculum planning going forward	Staff

Annual Operation Plan 2019

NAG 1: Curriculum

Principal Check

Curriculum Implementation

- Ensure we are Christ-centered with a Biblical Worldview in all seven essential learning areas.
- Link our 4 Big themes to our NZ curriculum.
- Each child makes progress for 1 year at school.
- Children realise their potential in Christ.
- Ensure teachers share responsibility for developing the support curriculum within our four big pictures.
- To provide all students with opportunities for success.
- Give priority to Numeracy and Literacy.
- Design learning inquiry is a component of all planning – teachers to reflect on how their teaching impacts on student learning.
- Teaching planning reflects principles, values and key competencies across the curriculum.
- Curriculum integration where appropriate. Knowledge needs to translate into real life situations.
- Align with inquiry learning and co-constructed learning across the school.
- E-Learning is embedded in daily literacy, numeracy and inquiry learning.
- Lead Teachers attend cluster meetings.
- Do a major focus of Digital Technology and Science (big pictures) review across the school.
- Continue skill building with STEAM emphasis across the school.
- Do our own teaching of Sexuality Education (review Year 5/6 area)
- Build teacher capacity in STEAM.
- **Skills for the 21st Century:**
 - Thinking Critically
 - Problem solving.
 - High order thinking.
 - Real world problems.
 - Project-based learning.
 - Can reflect.
 - Communication
 - Self / Peer review.
 - Information fluency.
 - Digital and media fluency. (through contract with Ministry re COL)
 - Collaboration
 - Team building.
 - Goal setting.
 - Self / Peer assessment.

- Using suitable technologies.
- Link to COL contract on Digital fluency.

Embracing Culture

- Building community.
- Talking to our community.

Develop Creativity

- Imagine, design, using many disciplines.

Assessment

- Assessment to be carried out each term as per our Assessment Document (setting milestones as we go, with the children) must be clear and transparent.
- Baseline data gathered from Assessment to inform teacher and student learning.
- Effective moderation.
- Staff meetings are set aside every term for teachers to share base line data and discuss how this enhances student engagement in their learning.
- Target student data to be shared regularly with Principal and management and to discuss what next teaching and learning is needed to reach targets.
- Do a major focus of Digital fluency and Science (big pictures).
- Register for both support and gifted.

Students At Risk

- Termly SENCO meetings to monitor and adjust programmes for children causing concern.
- Identify and cater for children with special needs and gifted and talented students.
- Identify children finishing ministry funding to get any support needed.
- Buddy with a school near us.
- Continually review and adapt learning support processes in conjunction with MOE Learning Support and RTLB.
- ESOL / Learning Support programmes. Our tutors to work with students to improve literacy and numeracy skills and knowledge that the children are gaining.

Travel Wise

- Continue to work closely with Auckland Transport to further integrate a Travel Wise programme into the culture and curriculum of the Westminster Christian School community.

Physical Activity

- Regular, quality physical activity.
- Regular daily fitness programme.
- Participate in all Auckland Christian School competition areas.
- Build on netball, soccer and indoor basketball teams.
- Building on Kapa Haka group.
- Build on Sports Camp held in 2018 at Totara Springs,

Matamata.

Maori and Pacifica

- Consult with Maori and Pacifica families re achievement.
- Report accurate achievement data to parents.
- Develop specific targets if appropriate.
- Provide opportunities for the teaching of Tikanga and Te Reo.
- Continue to develop Kapa Haka group.
- Build partnership with Jireh School / Kingsway School re cultural support in Maori and Pacifica.

International Students

- Review all Policies this year at Mid-year
- Review all internal work with international students to see if any needs are arising (at Mid-year). Provide report to the Board.

e-Learning

- Pedagogies will be promoted that are capable of supporting the effective use of E-Learning in all learning programmes.
- Staff keep up to date and skilled in E-Learning.
- Design learning approach will be supported by E-Learning.
- Consolidate progress of BYOD in Years 5 – 8 area and into Year 4.
- Students to have effective use of e-learning and design in numeracy, literacy and across the curriculum.
- Teachers will confidently integrate the use of E-Learning (Digital fluency contract 2019) into their teaching and learning programmes eg. Skype, gaming and coding skills being developed.
- Teachers will access and integrate on-line learning resources into programmes.

COL Work

- Teams will analyse data, use data evidence to inform ways forward for COL.

Across COL teachers

- Reporting, collaboration, sharing, reporting to COL leader on progress.

In house COL leaders

- Reporting, collaboration, sharing, reporting to COL leader on progress.

School Review

- Policy and procedures reviewed as per the 2019 Review Programme.
- Strategic plan review – shared with BOT and staff.
- Technology.
- Review sexual education at Year 6 level.

Develop Charter, Annual Strategic Plan, Annual Operational Plan and Targets

- Principal to complete these by January – present to BOT in February.
- Charter to MOE by 1st March 2019.
- Develop student achievement targets – analyse them each term.
- Four targets: National Standards – Reading, Writing, Mathematics. Teachers to identify three or four underachieving students **and** three or four high achieving students.
- Review the charter goals each term.
- Build on our new COL and its academic challenges.

Reports to BOT

- Principal reports to BOT at each meeting referenced to the Charter, annual plans and targets as per 2019 review programme.
- Principal Report to BOT on student achievement against national standards in Reading, Writing and Mathematics including accelerated learning targets.
- Principal Reports to BOT on European / Pakeha, Maori, Pacifica and Asian achievement as part of Westminster Achievement Goals Reporting.
- Reporting to BOT re Professional Development Programme.

Reporting To Parents

- Parent / Student / teacher conference (mid-year).
- Two written reports during school year to parents on Student Learning in relation to progress in Westminster Achievement Goals.
- Review and modify written report format as an on-going working document as per feedback from parents during the reporting process.
- Develop children's reporting back in July.
- Report to students and their parents on the student's progress and achievement in relation to National Standards; in plain language; at least twice a year.
- Report in the Board's annual report on:
 - Variance in relation to target set.

- Report above in the format prescribed by MOE, to be sent to the MOE by March.
- Reporting to our school on how COL progress is being made in the achievement of our pupils.

- Review First Aid Certificates where appropriate.
- Principal Performance Goals set / appraised by November by BOT and outside appraiser.
- Continued Leadership training for Principal through APPA and Professional Learning where appropriate.
- Provisionally Trained Teachers and Tutor Teacher work collaboratively on induction programme.
- PD programme is aligned with strategic goals and targets.
- BOT to participate in PD via NZSTA and MOE.
- Continue with two tutors to support ESOL students.
- Support Curriculum Leadership through providing additional release.
- Staff appraisal – teaching and non-teaching – in accordance with Collective Agreements / online for teaching staff and appraised by Principal in November.
- Ensure all non-teaching staff are appraised against job descriptions.
- Ensure staff have access to PD and appraisal.
- Comply with legislative responsibility as a good employer – EEO.
- Provide appropriate specialist support eg maths, technology, digital support.
- Teachers are supported to continually improve pedagogy, teaching, learning and assessment practices through collaboration, observation and reflection.
- Staff are upskilled, competent and confident practitioners as a result of professional development opportunities.
- The contribution of staff members as professional learners is recognized, valued and celebrated. The school's performance development programme will continue to build high levels of staff performance, based on Teachers' Registration Criteria, Self-Reflection and Coaching.
- Comply with Job descriptions for COL roles.

Finance

- Audit 2018 accounts.
- Monitor 2019 budget in accordance with 2019 strategic goals.
- Allocated funds reflect and support the school's strategic and operation plans.
- Regular reviewing of financial situation with BOT.
- Detailed financial reports to BOT at each regular meeting.
- Top Class Accounting used as Financial Service Provider.
- Prepare annual budget in Term 4.
- The annual budget planning will be based on identified and prioritized needs to support teaching and learning.
- Staff are consulted in respect of resources and development.
- Annual budget reflects charter goals and approved at BOT November meeting.
- Monitor BOT donations.
- Keep asset register up-to-date.

Property

- Maintenance of school buildings and grounds (10 year plan).
- Continue developing and reviewing new 10 year plan.
- Planned major asset purchases – try to modernise at least two more classrooms.
- Make sure our E-Learning Budget keeps resources up to date.
- The 2019 programme of minor capital development reflects input from the BOT and staff. Major capital development is undertaken by our Proprietors.
- Regular checking for property maintenance and hazards.
- Hazards checklist in place.
- Regular electrical checks.
- 2 more rooms to be modernized.
- Look at a drop off zone.
- Assist Proprietors with new class block.
- Look at spaces for support staff.
- New court built.

Provide a safe physical and emotional environment

- Ensure all Health and Safety checks are maintained, related policies are reviewed.
- Hazards identified and removed or minimised.
- Building warrant of Fitness Manual updates completed as per schedule.
- The Anti-Bullying Policy is a working document.
- Emergency evacuation and earthquake drill procedures practiced termly.
- Ensure the Health and Safety policy complies with current legislation.
- Ensure accident and incident register is kept up-to-date. All accidents written into E-Tap (includes inappropriate behaviour concerns as well).
- Ensure staff have a current first aid certificate that are in admin or at camp level.
- RAMS for EOTC – needs to be strictly adhered to by all staff.
- Ensure our Health and Safety Staff Rep meets with Safety Committee.

Student Management

- Pupil attendance monitored daily. Beginning of each day office staff follow up on all absences. Rolls entered at 1.30pm.
- Encourage student voice by having regular input meetings.
- Obtain permission and medical forms for trips.
- Principal audits each term's attendance totals in the last week of term.

Community Health Consultation

- Parent consultation as part of Health Programme and Travelwise initiatives.

Healthy Eating

- Promote Health Foods.

Attendance Initiatives

- Ensure attendance procedures are adhered to and unexplained absences are followed up.
- Liaise with Truancy Officer where needed.
- Principal to do a term review of all Attendance / report to parents if appropriate.

Mandatory Requirements

- Meeting MOE and ERO requirements.
- Give termly report to BOT on school roll.
- Ensure teacher registrations are current.
- Monitor staff salary increments.
- Reporting to Teacher's Council re teacher competency and / or serious misconduct if appropriate.
- Police vetting of non-teaching staff and contractors where needed.
- Set 2020 school dates in a timely manner at BOT meeting.
- Ensure a new Board is elected and in office by June 2019.

School Reflected Positively In Wider Community

- School website regularly updated.
- Promotion in local early childhood centres.
- Media releases when appropriate eg. Student achievements.

COL

- All protocols re COL are adhered to with all personnel taking on extra responsibilities for the COL.

- Send updated Charter to MOE by March 1.

NAG 8: Analysis of Variance**Principal Check**

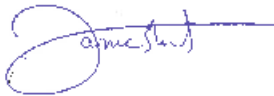
- Analysis of variance between the schools performance the relevant aims / targets set out in the school Character must be sent to the Secretary of Education by March 1 as part of our Ministry cycle.

Consultation Page



Principal

20 / 11 / 2018
Date



Board of Trustee Chairperson

20 / 11 / 2018
Date