



Westminster Christian School

est. 1981

Educating for Time and Eternity

Strategic & Annual Plan 2020 - 2022



INTRODUCTION

Intentions

Mission Statement

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

Vision

To be an innovative and Christ centred primary and intermediate school, providing our children, through the New Zealand curriculum, the skills that will enable them to function and develop as active Christians for time and eternity. For students to become capable life-long learners, who nurture their God given abilities and talents in a responsible and respectful way in service to the school and wider community.

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 students to celebrate the Lordship of Jesus Christ over all and every aspect of creation.
- iii) To encourage in the students 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 students a hope that is founded on Jesus Christ.

Values

- To assist our families in helping their children learn about the world and their places and tasks in it as God's responsible stewards and image bearers.
- To challenge our students to celebrate the Lordship of Jesus Christ over all and every aspect of creation.
- To encourage in the students 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.
- To develop within the students a hope that is founded on Jesus Christ.
- To provide our children with opportunities to display the Fruits of the Holy Spirit which are Love, Joy, Peace, Patience, Kindness, Goodness, Faithfulness, Gentleness and Self-Control.

Principles

All principles outlined at our school are seen and taught through a Biblical Worldview with Biblical Principles, improving equity in engagement and accelerated achievement for all students.

High Expectations

Teachers regularly communicate and encourage students to achieve their best. Expectations are suitably pitched to individual students, enabling them to understand and be motivated to succeed to their highest ability.

Seen in practice through – clearly understood, communicated and articulated learning goals and pathways that encourage best endeavor and on task and engaged learning taking place.

Learning to Learn

Teachers help students to learn how to learn through explicit feedback that helps them to know where they are succeeding, where they are at, and how to best move forward. They know what they are learning and what successful learning looks like.

Seen in practice through – clear learning intentions and pathways that are displayed and are able to be articulated by the student. Relevant written and verbal comments to assist learning rather than summative comments. Pathways for next steps, models of practice and expectations on wall to guide learning.

Treaty of Waitangi

All students experience learning opportunities within and across curricula areas and topics that help them understand the bicultural tikanga of Aotearoa New Zealand. This will be done through our Biblical Worldview.

Seen in practice through – Appropriate and relevant integration of Maori perspectives and understandings in curriculum areas, bi-cultural labels, books, displays in classrooms, discussion, visits, opportunities through waiata, Te Reo, performance and kapa haka for students to participate and experience Maori culture. This will be enhanced through using appropriate teachers across our CoL and invited visitors.

Diversity

Teachers and students acknowledge students' cultural backgrounds and are sensitive to their beliefs and practices in the design of learning experiences and in day to day interactions and relationships.

Seen in practice through – no exclusion, jokes, misuse of names, phrases at the expense of a person's Biblical Worldview, race or culture. This includes swear words or expressions that can cause offence.

Inclusion

All children are given gifts and abilities by God and these are recognised and affirmed through school and classroom practice. All our practices will be non-discriminatory.

Seen in practice through – respectful interactions and relationships in classrooms, using Fruits of the Holy Spirit in daily walk outside in the playground also. This includes our mutual difference as God has made everyone unique.

Coherence

Our curriculum is planned with our 4 Big Pictures acting as an umbrella (Identity in Christ, Resilience, Biblical Worldview and Community) that make natural connections across the various dimensions (see learning areas).

Future Focus

Where relevant learning programmes add experiences encourage students to look to the future and to consider associated issues for themselves, others and the world in which we live.

Seen in practice through – competencies, Fruits of the Holy Spirit, through questioning, inquiry learning, problem solving and using creativity.

Community Engagement

Learning activities connect with students' lives outside school, link to their church and community, involving their family life. We want to link more of our cultures together by providing termly visits to school so they can also share their culture.

Seen in practice through – Family discussions, attendance at school community events like Book Week, Athletics Day, Camps, trips, interschool events and Christian School sports events, newsletters using expertise from parents where appropriate. Visiting retirement homes.

Maori Dimensions & Cultural Diversity

Westminster's pedagogy and environment will reflect New Zealand's cultural diversity through celebrating and including Maori, Pacifica and our wider cultural makeup of classes. Staff meetings will be held to facilitate this.

We are hoping for a deepening of Kahui Ako (Community of Learning) transfer of knowledge and experiences as time goes on. We are building up expertise with a link to Laidlaw College also. As a Kahui Ako, Ki Atua hei te Kororia, we have our own whakatauki.

A survey is carried out each year to ensure that the goals and values of the school are in keeping with stakeholders' wishes, including our cultural diversity. All our stakeholders have requested that we have an inclusive approach based on the agreed school values.

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.

We acknowledge Te Tiriti o Waitangi as one of the key principles that provide a foundation for our school's decision making and reflect this in our strategic document and day to day teaching practices.

Our school is treated as our marae.

Each year the first unit of study centres on the Treaty of Waitangi and its principles.

Incidental usage of Maori language increases each year. Teachers are ensuring that students build upon existing knowledge as they progress through the school.

We have a Teacher overseeing the Te Reo Maori curriculum area. If instruction for full time students in Maori was requested, we would look for expertise in our CoL (eg Kingsway).

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.

The unique position of Maori as tangata whenua is celebrated through our commitment to Te Reo Maori, Tikanga Maori and Te Tiriti o Waitangi.

Te Reo Maori is taught in all rooms ensuring that all students access this taonga.

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, through our connections with Kingsway, 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 Kahui Ako, we will be look to build a new relationship with whanau connected to Kingsway and Jireh.

We hold Teacher Whanau Conferences, Meet-the-Teacher Sessions and have an open door policy for students and whanau with their teachers, support staff and the 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 Westminster Achievement Goals and other assessments as with all students but analysis will be done based on ethnicity and a recording of any notable differences for Maori children will be made 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 sixteen 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. Celebrations of different cultures are built into unit plans and included in team assemblies where different cultures that exist within the school are showcased.

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 CoL we will build on partnerships across all schools.

Engagement:

We promote and motivate our Maori and Pacifica students 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 students what they need to be successful, whether it be teacher aide support, one-on-one tutoring, ESOL support, IEP backup etc. The link between the teacher and pupil will be professional yet caring towards their needs.

Excellence:

We will motivate students 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.

Students' Learning & Engagement

Our Baseline Data below is the foundation for this Strategic Plan, enabling us to work in a direction to continuously improve on our previous achievements.

National Standards End of Year Results 2013-2017

READING AT/ABOVE	WRITING AT/ABOVE	MATHS AT/ABOVE
2013 - 88.4%	2013 - 84.5%	2013 - 92.8%
2014 - 85.0%	2014 - 85.5%	2014 - 92.7%
2015 - 87.4%	2015 - 76.4%	2015 - 92.0%
2016 - 88.0%	2016 - 82.0%	2016 - 92.0%
2017 – 88.1%	2017 – 84.7%	2017 – 92.7%

Westminster Achievement Goals End of Year Results 2018

In 2018 we adopted the Westminster Achievement Goals after the Ministry of Education removed National Standards. The new Overall Teacher Judgements are now called At, Above, Progressing, Of Concern. Below are the numbers of students Of Concern in each focus area and have been our targets for 2019.

Reading – 12 Of Concern (3.7% of students)

Writing – 12 Of Concern (3.7% of students)

Maths – 10 Of Concern (3.1% of students)

Attendance

2017 Attendance – 92.3% Present

2018 Attendance – 91% Present

2019 Attendance (Terms 1-3) – 90.2% Present

Lateness in 2019

The Cohort of students who are consistently late only total to 5 during any given term. These students have been identified by their teachers and they are working with the Parents/Whanau to encourage successful time management.

Student Voice

Our Students' Voice is encouraged in many ways across our school. We have Peer Mediators throughout the school. These are Senior Students who assist in overseeing pastoral care during morning tea and lunch time.

Our Open Door policy allows students and whanau to meet with their teachers, support staff and Principal whenever the need arises, enabling issues to be dealt with immediately.

Each class has student leaders and monitors in various capacities. In the Senior School we also have Student Representatives. They meet as a Student Council, and attend the evening Board of Trustees Meetings at least once a year with any concerns and suggestions they may have.

With the rise in use of digital devices, and the education around email communication, students are able to email the Principal with concerns or suggestions they believe require his attention.

We encourage involvement and communication with Whanau and our wider community as much as possible. This also enables another channel for the student voice.

School Organisation & Structures

Westminster Christian School has an overarching Safety Management System, under which comes our Health & Safety Management which is led by our Health & Safety Subcommittee.

Communication around Health & Safety is encouraged from all channels. Our Annual Survey always ensures that any parents' concerns around hazards or school safety is received.

Staff and Student injuries, as well as near misses are recorded to watch for trends and assess if improvements to our facilities need to be made.

Monthly inspections of the school property are carried out by the Health & Safety Subcommittee and Professional Development has recently been invested in to ensure our systems are current and accurate.

Our Property is owned by the Board of Proprietors and is managed by them as per our Integrated School Agreement.

Westminster Christian School is made up of a passionate group of Christ followers, keen to enrich, enable and encourage our students to reach their potential. As at Term 3 of 2019 our staff makeup is as follows:

Kent Wilson	Principal
Trish Ragg	SENCO / Senior Manager
Sandra Fernandes	Room 1 Teacher
Dominique Judeel	Room 2 Teacher
Anthea Stein	Room 4 Teacher / Junior Team Leader
Karen Honiss	Room 5 Teacher / Beginning Teacher
Jasmine Choi	Room 6 Teacher / Beginning Teacher
Nuri Lee	Room 7 Teacher
Jessica Barton	Room 8 Teacher / Beginning Teacher
Salosheni Pandaram	Room 9 Teacher
Jadene Govender	Room 10 Teacher / Beginning Teacher
Laetitia Breytenbach	Room 11 Teacher / Senior Manager
Gail Goodwin	Room 12 Teacher / Lead Teacher
Holly Brown	Room 13 Teacher / Beginning Teacher
Carin Erasmus	Room 14 Teacher / Middle Team Leader
Rochelle Peachey	Room 15 Teacher
Caitlin Jung	Room 16 Teacher
Theresa Cooper	Room 17 Teacher / Senior Team Leader
Jessica Muller	0.4 Release Teacher
Ferne Inggs	0.2 Release Teacher
Emily Hartwig	0.4 Release Teacher
Richard Steveni	1.0 Release Teacher
Heather Simonsen	0.6 Release Teacher
Riana O'Donnell	Day Reliever
Marlene Wolhulter	Day Reliever
Kathy Nel	Remedial Teacher Aide
Renay Marsch	ORS Funded Teacher Aide
Hermien Kruger	ORS Funded Teacher Aide
Helen Anderson	Teacher Aide
Linda Merton	Teacher Aide
Mercia Hartzenberg	Teacher Aide
Carin Smeeton	Teacher Aide
Angela Palmer	Librarian
David Gillanders	Sports Coordinator
Lee Bennison	ESOL Tutor
Leah John	ESOL Tutor
Nichole Gillanders	Office Manager
Sue-Ellen Smith	Office Administrator
Keith Walsh	Caretaker
Iona McDonald	Music Tutor

Along with our paid staff above, our school could not run without the help of our unnamed volunteers as well. These parents and members of our wider community who have invested their time into assisting teachers, helping with maintenance, leading at camps, sitting on our Board and filling any gap that is needed, have enabled our school to achieve our goals successfully over our 38 years of establishment.

Charter Review & Consultation

Surveys are carried out with the parents annually, covering various aspects of our Charter, enabling the Draft Charter and Three-Year Strategic Plan to be collated. This is presented in September to the Board of Trustees for feedback.

After assessing our Baseline Data and agreeing to the Strategic Overview and Action Plan, the draft Charter is then sent to the Parents/Whanau of our Students for review. This is usually done in November.

Once the consultation period has ended in December, the Board assess and make any required changes, approve the Charter and ensure it is submitted to Ministry of Education by 1 March.

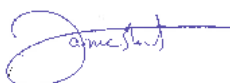
The Strategic Overview and Annual Action Plan are then reviewed annually by the Board of Trustees in September of each year following, ensuring Community and Student Voice are considered during this process, then submitted by the deadline of 1 March the following year.

Consultation & Approval Completed

Signed by the Principal and Chairman of the Board of Trustees of WCS:



Kent Wilson – Principal



Jamie Hunt – Chairman

19-Nov-2019

Date

Review & Annual Plan for 2020

Signed by the Principal and Chairman of the Board of Trustees of WCS:

Sandra Jacobs – Principal

Jamie Hunt – Chairman

Date



Special Christian Character

Provide a Christ centered education founded on a Biblical Worldview.

2020 Special character will be woven into our four curriculum Big Pictures:
IDENTITY - RESILIENCE - STEWARDSHIP - COMMUNITY
and all linked to the NZ Curriculum.

Important values of respect, responsibility, resilience, integrity and innovation are taught throughout the year across all areas.

Build on our partnership between school and Whanau.

Teach students to assist people in need by service outreach. (e.g. planting trees in our local reserves, visiting retirement homes, practical help to those who need it.)

Provide opportunities for staff to do online professional development, enabling them to develop a core of Biblical Knowledge in our students that will be their foundation for living.

Prayer / memory verses are integral to our daily walk.

All staff (or a cohort) are required to attend all Christian School Meetings and Conferences within Auckland and where practicable across New Zealand.

2021 As above.

2022 As above.

Literacy & Numeracy

We will strive to see our students Achieve or be Above Westminster Achievement Goals in Reading, Writing and Maths. Students who are identified as up to a year behind their cohorts will become targets.

To increase the percentage of students from Achieved to Above by 10% in Reading, Writing and Maths and move those students who are Progressing to Achieved by 10%, and Of Concern to Progressing by 10%— see attached Targets.

Monitor our Maori and Pasifika learners ensuring we give them the opportunity to reach their potential and succeed in life.

2020 Principal and Teachers are to ensure that every child in their classes will make progress towards reaching or exceeding Westminster Achievement Goals in Reading, Writing and Maths.

Management Team will respond quickly to those not achieving.

All Senior Managers will work with staff to ensure best practice, expertise and outside help, if necessary, are utilised.

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.

Successful class programmes across the school will be shared with staff and celebrated.

Students will develop skills to show their parents where they are at in July at Teacher Whanau Conferences. Children need to be clearly told their next learning steps.

Lead Teacher will attend Maths and Literacy Professional Development throughout the year and share their learnings with all teachers in our staff meetings.

All teachers to be clear on the assessment data they gather and use it effectively to form Overall Teacher Judgments.

Teachers will give regular, consistent feedback to children on how well they are doing in relation to the Westminster Achievement Goals.

In Maths, particularly ensure:

- Teaching and learning in Maths is balanced appropriately across number and statistics and the other strands.
- Use rich tasks to extend and develop mathematical thinking.

2021 As above plus do a deep review of Writing.

2022 As above plus do a deep review of Reading.

Gifted & Talented

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 Teachers 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.

2021 As above and review of High Achiever area.

2022 As above and review of Arts (Dance, Drama, Visual etc)

Learning Support

Identify and cater for our learners with Learning Support Needs so that they can progress towards meeting the New Zealand Curriculum, extending their learning capabilities and achieving their full potential. Link to Kahui Ako needs also.

2020 As we are an inclusive school, each child's learning needs are to be supported.

Select a deputy SENCO amongst our staff and train them.

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 and whanau, as well as outside agencies where appropriate.

Do an inquiry (teacher) on an aspect of this area link to Kahui Ako.

2021 As above.

2022 As above.

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 students 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.

Continue to review Sexuality Education to make sure it is more natural and taught by our staff, as opposed to outsourcing.

2020 Continue to consolidate progress in linking our four big curriculum pictures to the New Zealand Curriculum.

Make sure our emphasis is a clear Biblical Worldview.

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

Build teacher inquiry into our three CoL challenge progress.

Integrate digital technologies into all parts of our planning in authentic and meaningful relevant contexts. Parents sharing and contributing as well.

2021 As above.

2022 As above.

Treaty of Waitangi & Bi-Culturalism

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

- 2020 Continue to raise levels of achievement for our small cohort of Maori and Pacifica students.
- Continue to build skill level of the Kapa Haka group.
- Identify Maori or Pacific students at risk and ensure programmes are in place to meet the needs of these children.
- Identify any Maori or Pacifica children who may be high achievers and ensure programmes are in place to meet their needs.
- Partner with Kingsway to encourage Maori activities and deepen our skill base even further.
- Consult with Maori or Pacifica community to review / learn about their thoughts on their children's learning (labels, books, class, displays, visits to other schools).
- Continue to integrate Te Reo into our programming.
- 2021 As above and create a whole School Haka.
- 2022 As above.

Physical Environment

Steward our resources and facilities effectively and efficiently.

- 2020 New Entrant Classrooms must not exceed 17 students, Junior Classes are 18 students maximum, Middle Classes are to be at 20, and Senior Classes at 25 students maximum.
- Keep classrooms available at the start of each year for the future new entrant classes in Terms 2 - 4.
- Continue to move our school towards a modern learning environment.
- Fully utilize the new classrooms as they become available.
- Collaborate across spaces and teaching environments.
- Follow 10 Year Plan for school as done by our Proprietors and community consultation of 2017.
- Safer carpark – continue to look at options.
- Start a Walking School Bus.
- Spaces for support staff.

Courts. (After new build)

2021 As above and create a staffroom that enables our staff to rest and recuperate during their breaks.

2022 As above.

Innovative Learning Environments

Continue deepening children leading their learning in the classroom and beyond.

2020 Build on gains we have achieved in 2019 of clear, transparent assessments and student engagement.

Embrace being a part of a Kahui Ako, including the two Teacher Only Days each year.

Build 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.

Build a digitally connected learning environment (reaching out to global need). This will include gaming and coding skills.

Encourage learning with peers.

Build Universal Design for Learning into our curriculum areas.

2021 As above.

2022 As above.

Successful Student Transitions

Prepare our children to be future focused, lifelong learners who embrace change.

2020 Build on our New Entrant Regime, ensuring structure around our pre-school visits.

Encourage community between our Teams (eg. Junior to Middle, Middle to Senior), enabling our students to build relationships early on with future teachers.

Ensure Year 8 students attend Open Days at their prospective High School(s).

Support Year 8 students preparing for High School entry testing.

Students' results are sent to High Schools if requested.

Ki Atua hei te Kororia Kahui Ako

(To God be the Glory Community of Learning)

To deepen our knowledge of teaching with inquiry so we can enrich our three challenges.

2020 Target children in the Kahui Ako who need to lift their levels of achievement in learning support areas (ESOL, Special Needs and Boys' Writing). Data is being analysed across Kahui Ako at each appropriate time.

Look at weaknesses in Key Competencies, analyse data and see where our goals are.

Look at weakness areas in Well-Being, analyse data and see where our goals are.

ACTION PLAN 2021



Special Christian Character

Provide a Christ-centered education, founded on a Biblical Worldview.

Objectives	Expected Results	Who's Responsible
<p>Link four curriculum pictures and memory verses to our curriculum planning.</p> <p>An honest Biblical Worldview is to be gained.</p>	<p>There will be consistent linkage across the whole school.</p>	Principal / Staff
<p>School will assist people in need through service and outreach. e.g. Council projects, seniors for cooking needs.</p> <p>School will work in partnership with home and school.</p>	<p>That the children can outwork their faith honestly before God.</p> <p>Community will reach out to the needs as they arise.</p>	All Staff / Community Principal / Staff
<p>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.</p>	<p>School / family partnership will be strengthened.</p> <p>We will see evidence of this in their behaviour.</p>	Principal / Staff Principal / BOP
<p>School will provide on-line professional development. Re: Christian education. Cost will be \$1000 (BOP)</p> <p>Children will develop a core belief of Biblical knowledge as their foundation (children will seek wisdom from Jesus). To deepen staff's Biblical Worldview.</p>	<p>Staff will be built up Biblically - this will transfer into our planning / meeting children's needs.</p> <p>Staff / children will be built Biblically to have a stronger foundation.</p> <p>Staff will have a deepened Biblical Worldview</p>	Principal / Staff Principal Principal / Staff
<p>The children will celebrate the Lordship of Jesus over creation.</p> <p>Principal will provide encouragement through staff daily devotions.</p> <p>Children will be image bearers where-ever they are.</p>	<p>This will be directly linked to Creation Studies / Science.</p> <p>Staff's character will be changed.</p>	Principal Principal / Staff
<p>We will continue to build our fellow teachers up Christianly in our CoL.</p> <p>Engagement in the Positive Behaviour for Learning contract to develop, in consultation with staff, students and the community, clearly identified Westminster Christian School values.</p>	<p>They will be Jesus at home, school and within the community.</p> <p>That we as a CoL will be encouraged together and learn together as Christian educators.</p> <p>Students and staff will display the values that support them in their education for time and eternity, being able to articulate and demonstrate the schools values.</p>	Principal / Staff / CoL team Principal / Staff / CoL team Principal / PB4L Team / Staff / Students / Whanau

Literacy & Numeracy

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 spend 10 minutes of their release time in another class)	Teachers to become more effective and explicit teachers.	Staff
Teachers will share assessment / info / exemplars / other assessment tools so students 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
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
Build targets of a 10% gain for children, from At to Above and all Below to At across the school.	Children will be able to stretch their capacity to achieve.	Principal / 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
Build targets of 10% gain for children from At to Above and all Below to At.	Children will be able to stretch their capacity to achieve.	Principal / 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
Build targets of 10% gain for children from At to Above and all Below to At.	Children will be able to stretch their capacity to achieve.	Principal / Staff

Gifted & Talented

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 in as many areas as possible. (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
The resource teacher of Gifted pupil visits rooms to see if their students on the gifted register are being adequately resourced.	Children will feel better supported in their learning.	Leader of GATE

Learning Support

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. (CoL partnership)	A richer delivery.	Staff

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 Pictures to the New Zealand Curriculum.	Consistency will be gained across the school.	Principal
Build Universal Design for Learning / Key Competencies into our curriculum. Our learners are independent, can take risks, know where their current learning is and how they are going to get there.	Children / staff can really know their needs / questions to life are being answered. The children have direction for their learning and they know where they are going next. This is deepening the children leading their learning.	Principal / Staff Staff
Special Character saturates all seven essential learning areas. (our Biblical Worldview) Children realise their potential in Christ.	Special character is through all our programmes. This will be evident in their work.	Principal / Staff Staff
PE / Arts need Biblical Worldview deepening.	That the children will develop a deeper Biblical Worldview of PE 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). Develop strategies of collaboration / thinking critically.	That children will get a wide variety of experiences, equipping them for the future. Trying to meet the needs of a 21 st Century learner.	Principal / Staff Staff
Pursue gains learnt in Sexuality Education in 2019. Knowledge can be transferred into real life living.	The staff will deliver their own Sexuality Education in a more natural way. Children will use knowledge gained in their real life.	Principal / Staff 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) Build teacher capacity with teacher inquiry in all three challenge areas of Kahui Ako.	Technology programmes will be meeting needs of children more effectively across the school. Children will be able to see their results meeting their needs. Staff will build their capacity and children will see gains in their achievement.	Principal / Staff Principal / Staff
The teachers will undertake professional learning and development to build a shared understanding of quality practice of Assessment for Learning.	Teachers will be familiar with using the Learning Progressions Framework to triangulate their Overall Teacher Judgement, and will be using these in their assessment of student achievement. Students in the Senior and Middle School will be familiar with the LPF and will be able to talk about their progress and next steps.	Principal / Staff
Continue to review and develop the PE Curriculum across the school. Continue to develop student agency through student leadership and the key competencies.	Through student agency, the PE curriculum will be fully implemented across, increasing student engagement and skill levels, initially in the Senior School.	Principal / Sports Coordinator

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
Consult 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 Kingsway. (CoL Partnership)	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
Have a cultural festival.	That the children can be proud of their culture and share their culture to others and what it means to them.	Staff
At the start of the year as we look at the Treaty of Waitangi, setup your own behavior treaty.	Realise principals of Treaty of Waitangi and put them into our behavior treaty for the year	Staff

Physical Environment

Steward the use of the property and facilities as efficiently and effectively as possible.

Strategies	Expected Results	Who's Responsible
Move and grow the roll.	Look at class sizes, storage, technology, cabling and furniture. (To be done by end of Term 2).	Principal / Proprietors
Sharing of spaces/connected learning environment.	Consider teacher storage, class sizes and needs of students. 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
Fully utilize two classrooms on the field.	That we can have two Year 3 / 4 classes in this space.	Proprietors / BOT

Innovative Learning Environments

Strategies	Expected Results	Who's Responsible
Build on clear assessment / student engagement gained in 2019.	Improved assessment plan going forward, teaching to pupil needs to have high practical engagement.	Staff
Realise we are part of a learning community. (Our CoL)	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 2019 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
Build teacher capacity in inquiry in three challenge areas of CoL.	Teacher capacity built, achievement gains for our students.	Principal / Staff



NAG	TASKS	CHECK
ONE - CURRICULUM	<p>Curriculum Implementation</p> <ul style="list-style-type: none"> • Ensure we are Christ-centered with a Biblical Worldview in all seven essential learning areas. • Children realise their potential in Christ. • Link our 4 Big themes to our NZ curriculum. • Each child makes progress for 1 year at school. • 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. • 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. • Build inquiry link to all three challenges or our CoL. • Work on our target areas. • Skills for the 21st Century: <ul style="list-style-type: none"> • <u>Thinking Critically</u> <ul style="list-style-type: none"> ○ Problem solving. ○ High order thinking. ○ Real world problems. ○ Project-based learning. ○ Can reflect. • <u>Communication</u> <ul style="list-style-type: none"> ○ Self / Peer review. ○ Information fluency. ○ Digital and media fluency. (through contract with Ministry re CoL) • <u>Collaboration</u> <ul style="list-style-type: none"> ○ Team building. ○ Goal setting. ○ Self / Peer assessment. ○ Using suitable technologies. ○ Link to CoL contract on Digital fluency. • <u>Embracing Culture</u> <ul style="list-style-type: none"> ○ Building community. ○ Talking to our community. • <u>Develop Creativity</u> <ul style="list-style-type: none"> ○ Imagine, design, using many disciplines. <p>Assessment</p> <ul style="list-style-type: none"> • 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. • Register for both support and gifted. <p>Students At Risk</p> <ul style="list-style-type: none"> • 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. • Make sure resource teacher is visiting rooms. • Identify children finishing ministry funding to get any support needed. • Look at CoL support where appropriate. • 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. 	

ONE - CURRICULUM	<p>Travel Wise</p> <ul style="list-style-type: none"> • 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. • Try to get a Walking Bus started. <p>Physical Activity</p> <ul style="list-style-type: none"> • 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 2019 at Totara Springs, Matamata. <p>Maori and Pacifica</p> <ul style="list-style-type: none"> • Consult with Maori and Pacifica families re achievement. • Report accurate achievement data to parents. • Hold a cultural festival. • Develop specific targets if appropriate. • Provide opportunities for the teaching of Tikanga and Te Reo. • Continue to develop Kapa Haka group. • Build partnership with Kingsway School re cultural support in Maori and Pacifica. <p>International Students</p> <ul style="list-style-type: none"> • 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. <p>e-Learning</p> <ul style="list-style-type: none"> • 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. <p>CoL Work</p> <ul style="list-style-type: none"> • Teams will analyse data, use data evidence to inform ways forward for CoL, in relation to our three challenge areas. • <u>Across CoL teachers</u> Reporting, collaboration, sharing, reporting to CoL leader on progress. • <u>In house CoL leaders</u> Reporting, collaboration, sharing, reporting to CoL leader on progress 	
TWO – REVIEW AND DOCUMENTATION	<p>School Review</p> <ul style="list-style-type: none"> • Policy and procedures reviewed as per the 2020 Review Programme. • Strategic plan review – shared with BOT and staff. • Technology. • Review sexual education at Year 6 level and Year 7/8 new programme started in 2019. <p>Develop Charter, Annual Strategic Plan, Annual Operational Plan and Targets</p> <ul style="list-style-type: none"> • Principal to complete these by January – present to BOT in February. • Charter to MOE by 1st March 2020. • Develop student achievement targets – analyse them each term. • Four targets: Westminster Achievement Goals – 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. <p>Reports to BOT</p> <ul style="list-style-type: none"> • Principal reports to BOT at each meeting referenced to the Charter, annual plans and targets as per 2019 review programme and Col progress. • Principal Report to BOT on student achievement against Westminster Achievement Goals 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. 	

	<p>Reporting to Parents</p> <ul style="list-style-type: none"> • 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 Westminster Achievement Goals; in plain language; at least twice a year. • Report in the Board's annual report on: <ul style="list-style-type: none"> ◦ 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 students 	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">THREE - PERSONNEL</p>	<ul style="list-style-type: none"> • 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 	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">FOUR – PROPERTY & FINANCE</p>	<p>Finance</p> <ul style="list-style-type: none"> • Audit 2019 accounts. • Monitor 2020 budget in accordance with 2020 strategic goals. • Allocated funds reflect and support the school's strategic and operation plans. • Renew all First Aid Certificates. • 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. • CoL resources / professional development where needed in our three challenge areas. <p>Property</p> <ul style="list-style-type: none"> • Maintenance of school buildings and grounds (10 year plan). • Continue developing and reviewing new 10 year plan. • Planned major asset purchases – make sure four classrooms are appropriately resourced. • Make sure our E-Learning Budget keeps resources up to date. • The 2020 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. • Look at a drop off zone. • Assist Proprietors with new class block and staffing of two classrooms next to Room 12. • Look at spaces for support staff. • New court built. 	

<p style="text-align: center;">FIVE – HEALTH & SAFETY</p>	<p>Provide a safe physical and emotional environment</p> <ul style="list-style-type: none"> • Ensure all Health and Safety checks are maintained, related polices 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. <p>Student Management</p> <ul style="list-style-type: none"> • 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. <p>Community Health Consultation</p> <ul style="list-style-type: none"> • Parent consultation as part of Health Programme and Travelwise initiatives. <p>Healthy Eating</p> <ul style="list-style-type: none"> • Promote Health Foods. 	
<p style="text-align: center;">SIX - LEGISLATION</p>	<p>Attendance Initiatives</p> <ul style="list-style-type: none"> • 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. <p>Mandatory Requirements</p> <ul style="list-style-type: none"> • Meeting MOE and ERO requirements. • Continue to build our Board members professional knowledge. (Online courses being available) • 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 2021 school dates in a timely manner at BOT meeting. <p>School Reflected Positively In Wider Community</p> <ul style="list-style-type: none"> • School website regularly updated. • Promotion in local early childhood centres. • Media releases when appropriate eg. Student achievements. <p>CoL</p> <ul style="list-style-type: none"> • All protocols re CoL are adhered to with all personnel taking on extra responsibilities for the CoL. 	
<p style="text-align: center;">SEVEN - CHARTER</p>	<ul style="list-style-type: none"> • Send updated Charter to MOE by March 1. 	
<p style="text-align: center;">EIGHT – ANALYSIS OF VARIANCE</p>	<ul style="list-style-type: none"> • 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. 	