

Educating for Time and Eternity
Strategic Plan 2025-2026

Special Character Statement

Westminster Christian School is an interdenominational 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

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.

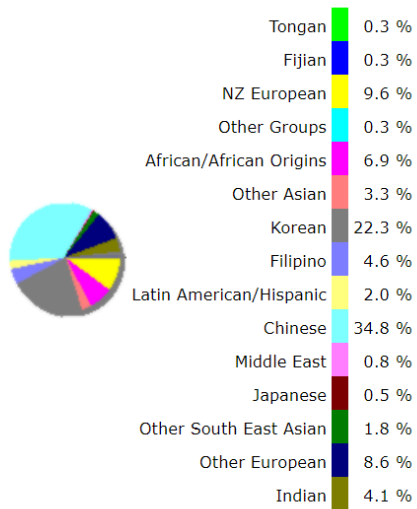
Vision Statement

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

Summary of our School

Westminster Christian School is a destination state-integrated school of 394 students. Our families reside across the North and West areas of Auckland. As at Term 3 of 2024, our ethnicity breakdown is as follows:

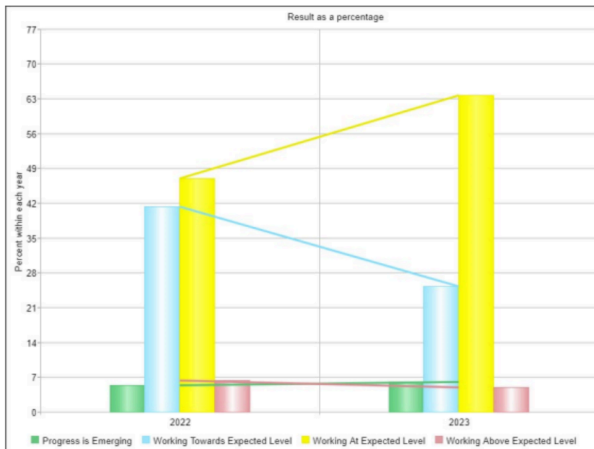
Tongan	1 Males	0 Females	1 or 0.3%
Fijian	0 Males	1 Females	1 or 0.3%
NZ European	23 Males	15 Females	38 or 9.6%
Other Groups	0 Males	1 Females	1 or 0.3%
African/African Origins	13 Males	14 Females	27 or 6.9%
Other Asian	7 Males	6 Females	13 or 3.3%
Korean	42 Males	46 Females	88 or 22.3%
Filipino	13 Males	5 Females	18 or 4.6%
Latin American/Hispanic	2 Males	6 Females	8 or 2.0%
Chinese	61 Males	76 Females	137 or 34.8%
Middle East	1 Males	2 Females	3 or 0.8%
Japanese	0 Males	2 Females	2 or 0.5%
Other South East Asian	5 Males	2 Females	7 or 1.8%
Other European	20 Males	14 Females	34 or 8.6%
Indian	5 Males	11 Females	16 or 4.1%



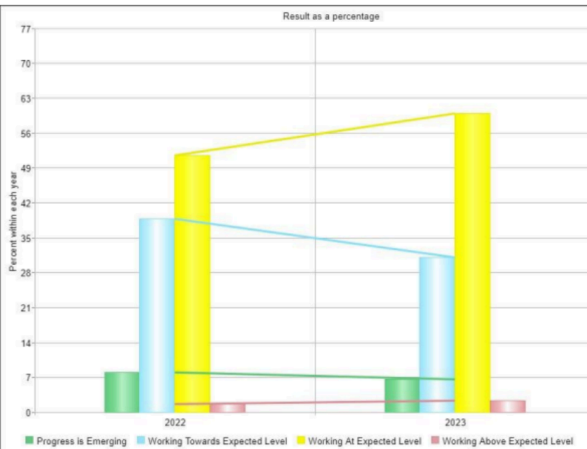
Our local Curriculum is based on the NZ Curriculum with a Biblical Worldview. Our year is broken down into Four Big Pictures (one per term); Identity in Christ, Relationships, Stewardship and Community.

Our 2023 End of Year Achievement Data showed the following:

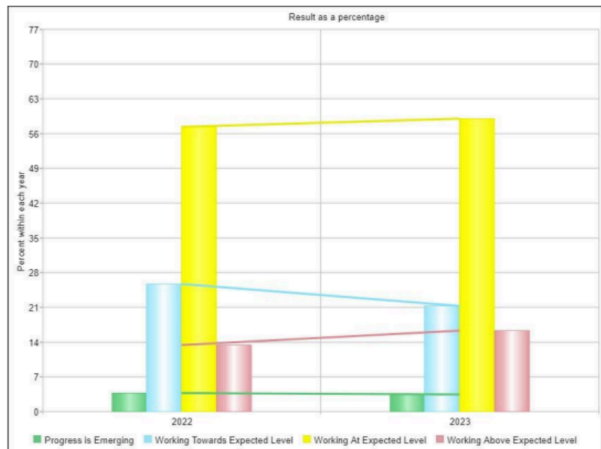
READING



WRITING



MATHEMATICS



2024 End of Year Results will be available in the Statement of Variance for 2024.

In 2024 we have approximately 206 LLC students, not all are funded by the Ministry of Education. Our Target Students on IEPs total to 31 across the school with other students requiring extra support but not on IEPs. One of these students gets Higher Health Needs and one gets ORS-funded support from the Ministry of Education.

Each year, we carry out surveys with our staff, students and parents to understand their engagement with our strategic plan as well as other facets of our school. Last year we introduced Whanau Forum and Staff Forum, where we reflect and discuss the annual goals. This data is collated and shared with the board to direct their planning for this Strategic Plan. We also share the results of the survey with the community.

Our Executive Leadership Team (Exec) comprises the Principal, two Deputy Principals (one overseeing SENCO and the other Curriculum), and the Executive Assistant. The school has three teams: the Juniors (Year 0-3), Senior (Year 4-6), and Intermediate (Year 7-8). Each team has a team leader who is part of the Senior Leadership Team (SLT).

Our Strategic Goals for 2024 were:

- Assessment in Literacy - Continued implementation with a focus on consistency within and across teams.
- Barrier-Free, Culturally Responsive Practice - equipping our kaiako in our Special Character and enabling all akonga access to the level of education that they are entitled to.
- EnviroSchools Programme & Local Curriculum: Our curriculum lead teachers facilitate scaffolding of EnviroSchools and Garden-to-Table across the year levels and building of our local curriculum.

We have now implemented the National Educational Learning Priorities as per below:

- Objective 1: Learners at the centre** – Learners with their whānau are at the centre of education
- Objective 2: Barrier-free access** – Great education opportunities and outcomes are within reach for every learner
- Objective 3: Quality teaching and leadership** – Quality teaching and leadership make the difference for learners and their whānau
- Objective 4: Future of learning and work** – Learning that is relevant to the lives of New Zealanders today and throughout their lives.

As per Education and Training Act 2020, the Board Primary Objectives are:

- (a) every student at the school is able to attain their highest possible standard in educational achievement; and

- (b) the school—
 (i) is a physically and emotionally safe place for all students and staff; and
 (ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and
 (iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and
 (c) the school is inclusive of and caters for students with differing needs; and
 (d) the school gives effect to Te Tiriti o Waitangi, including by—
 (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
 (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
 (iii) achieving equitable outcomes for Māori students.

Strategic Goals	Board Primary Objectives	Links to Education Requirements	What do you expect to see?	How will we achieve or make progress towards our strategic goals?	How will you measure success?
Teaching and Learning Literacy & Numeracy	Primary Objective 1, 2, 3 and 4	NELPS 1, 2 & 3 Well-being in Education Strategy Targeting Learning Support for Better Student Achievement Improving Achievement	<ul style="list-style-type: none"> • Embed Structured Literacy in Junior Teaching and Learning. • Introduce Structured Literacy in Senior and Intermediate Teaching and Learning. • Align Numeracy and Literacy with the Curriculum Refresh. • Access PLD in Numeracy as directed by the Ministry. • CLTs for English and Mathematics & Statistics to gain expertise and filter it throughout the staff. • Consistent and Collaborative Planning across the teams. • Consistent Assessment and use of Data. • Effective application of Westminster Christian School's Special Character. 	<ul style="list-style-type: none"> • Apply for MoE Funding to support Better Start Literacy for Senior & Intermediate Teams PLD. • Through staff PLD facilitated by CLTs and Exec, planning will be structured in line with the Curriculum Refresh. • Apply for any MoE Funding to support Numeracy PLD. • Committee meetings ensure Mathematics & Statistics and English CLTs meet with team representatives regularly. • Introduction of Transformation by Design through PLD will help refine the application of Special Character. 	<ul style="list-style-type: none"> • Mid and End of Year Reports to Parents will show student achievement specifically in Reading, Writing and Mathematics. • OTJs at Mid and End of the Year will show increasingly accurate results when compared to standardised assessments. • The assessment data will then be collated and analysed with the staff and reported to the Board. • Planning and practice will increasingly reflect the framework of the Curriculum Refresh in English and Mathematics & Statistics. • SLT oversight of planning will inform the Executive Team of consistent and collaborative planning. • Planning and practice will reflect Special Character in all aspects.
Barrier-free, Culturally Responsive Practice	Primary Objective 1, 2, 3 and 4	NELPS 1, 2, 3 & 4 Well-being in Education Strategy Ka Hikitia - Ka Hāpaitia Targeting Learning Support for Better Student Achievement Increasing School Attendance	<ul style="list-style-type: none"> • Transformation by Design framework investigated. • Continued development in the staff's capabilities in Christian Education will be evident in all areas of planning and teaching. • PB4L applied to behaviour management in every class and throughout the school with a deeper focus on restorative practice. • School Values promoted throughout the school and used in daily conversation. • Our bicultural and multicultural make-up is embraced and honoured. • Kapa Haka, Te Reo Māori and Te Ao Māori incorporated into our daily and weekly teaching. • The needs of our diverse learners are met through our Inclusive Education. • Teachers will be resourced to provide the standard of education expected. • Review our GATE processes, allowing the identification of gifted and talented students. • ATTENDANCE TO BE ADDED 	<ul style="list-style-type: none"> • Scheduled PLD related to our Big Pictures, Biblical Worldview and Christian Education delivered by our staff and guest facilitators where needed. • PB4L Team meets regularly to refine the programme and equip all teachers to promote PB4L. • PB4L PLD scheduled throughout the year, led by PB4L team and facilitators. • Review our Taha Māori Policy and assess our processes and planning to ensure we are giving effect to Te Tiriti o Waitangi. • Assess our class planning and classroom environments to ensure our students' cultures are being acknowledged and celebrated. • Accountability through teams for our target students, ensuring the needs of our neurodiverse are met. • Audit and replace/purchase required resources. • All permanent staff to attend 2025 NZACS Conference in June. Set Teacher Only Days to ensure attendance. 	<ul style="list-style-type: none"> • Wellbeing Survey in term 3 for students. • PB4L Big Five Report informs staff, engages analysis, and directs each following term's focus. • Principal includes PB4L in the monthly report to the Board. • Behaviour Management visuals are evident in classes and students and staff can articulate the behaviour expectations, weekly focus and school values. • Adaptation to teaching and learning will be evident for neurodiverse students. • An increased staff-wide understanding of how to identify and respond to our gifted student needs through reviewing our GATE processes. • Team Leaders will audit planning and classrooms, ensuring students' cultures are acknowledged and celebrated and learning needs are met. • Heritage Day will be held annually to recognise and celebrate our school's diverse cultures. • News from the classrooms in Newsletters (WALTs)
Local Curriculum	Primary Objectives 1, 2, 3 and 4	NELPS 1, 2, 3 & 4 Well-being in Education Strategy	<ul style="list-style-type: none"> • Staff member involvement across the school in various areas. • Consistent and Collaborative Planning of all Curriculum Areas across the teams relevant to Westminster Christian School's Special Character and our community. • Implementation of all areas of NZC and the Curriculum Refresh • Embedded EnviroSchools Programme across the year levels 	<ul style="list-style-type: none"> • Fortnightly committee meetings to ensure accountability and ongoing traction across the staff. • Curriculum Leads to meet with representatives of each team to ensure consistent planning, assessment and needs going forward. • Curriculum Leads meet routinely with the Executive Team to further develop our local curriculum and ensure it aligns with the NZ Curriculum. • Garden to Table programme will continue to be available across the school. • Regular student workshops (e.g., testing water in local streams, planting trees, etc.) 	<ul style="list-style-type: none"> • Wednesday fortnightly committee meeting held, and minutes, follow-ups and feedback recorded. This information is shared with the Board via CLTs or the Principal Report. • CLT, in consultation with Exec, will report annually to the board on special character, successes and future needs. • Wednesday Committees will provide updates to the office for the fortnightly newsletter. • Whānau Forum held in term 4 to consult with the community.

STRATEGIC GOALS OVERVIEW

2023	2024	2025	2026
GOAL 1 – ASSESSMENT IN LITERACY		GOAL 1 – TEACHING & LEARNING LITERACY AND NUMBERACY	
Write That Essay – Int Team	Better Start Literacy – Junior Team	Better Start Literacy – Senior Team	
	Assessment in Literacy – Senior & Int Team	Better Start Literacy –Intermediate Team	
ESOL Collaboration – part of ERO Review		Numeracy PLD	
GOAL 2 – CONNECTIONS THROUGH OUR VALUES	GOAL 2 – BARRIER FREE, CULTURALLY RESPONSIVE PRACTICE		
PLD Sessions relating to our Big Pictures & Special Character			
PB4L – Introduce & Implement Monday Lessons	PB4L Embedded in Common Practice	PB4L Tier 2 PLD and Implementation with focus on Restorative Practice	
PB4L – Implement Behaviour Matrix	Review Taha Maori Policy & ensure we are giving effect to Te Tiriti o Waitangi	Ensure we are giving effect to Te Tiriti o Waitangi	
PB4L – Implement Behaviour Flowchart		Introduce Transformation by Design	Implement Transformation by Design
PB4L – Integration of updated Values		Develop Staff in Identifying Neurodiverse & Gifted Students, Review Programmes & Implement	
Continue to grow in NZ Aotearoa Histories as well as embracing our cultural diversity.			
GOAL 3 – ALIGN OUR SCHOOL CURRICULUM WITH THE NZ CURRICULUM REFRESH	GOAL 3 – ENVIROSCHOOLS PROGRAMME AND LOCAL CURRICULUM	GOAL 3 –LOCAL CURRICULUM	
NZ Aotearoa Histories	Build a Support Team and Science Curriculum		
Mathematics	Cascade EnviroSchools & Garden-To-Table Programmes to wider school		
	Curr Leads and Exec meet regularly for accountability in planning and development of local curriculum		
	Fortnightly Committee Meetings		