

# **Aidanfield Christian School**

**Our School Our Community**

## **Strategic Plan 2024 - 2025**

**Excellence**

**Faithfulness**

**Integrity**

**Stewardship**

## **Our Journey**

Aidanfield Christian School was established in 1996 as an integrated Christian school. The main aim was to provide an education centre where pupils could progress towards wholeness. The School's approach to education is holistic, seeking to address the spiritual, intellectual, emotional, social and physical needs of all pupils.

The school was formed by amalgamating two smaller Christian schools and named Canterbury Christian College. Avon Christian School had been operating at various locations in the city. The proprietors of Kings Christian School had acquired the land and buildings in Nash Road, Halswell and had been operating as a school on that site. The new school consolidated the strengths of each of the smaller schools and was able to enjoy the prospect of developing the land and buildings on the Nash Road site. The school developed to incorporate Year 0 to 13 education. The school changed its name in 2008 to reflect its place in the community and its commitment to working with the network of Christian schools in Christchurch.

As a result of joining the Christian Schools' Network in 2006, Aidanfield Christian School Board of Trustees and Board of Proprietors (Kings Christian Schools' Trust) determined to redefine the structure of the school and offer Year 0 to 10 education. This structure is in line with the other contributing Christian schools in the city. The school also determined to support the development of a Senior College for the city at Middleton Grange School. From 2007 onwards the proprietor of Middleton Grange School (Christian Schools' Trust or "CST") became involved in supporting the development of land and buildings on the Nash Road site. In 2010 the Christian Schools Trust became the proprietor of Aidanfield Christian School and the Kings Christian School Trust became the land trust and was tasked with the preservation of the schools special character in a way that reflects the background and origins of the school.

Aidanfield Christian School enjoys the autonomy of being a stand-alone self-governing school in Aidanfield, Halswell while benefiting from the support and networking that the Christian Schools' Network in Christchurch offers.

### **Our Type – state integrated special character school**

Aidanfield Christian School was established in 1996 as a special character, state integrated, co-educational school with a roll cap of 150 Year 1-13 pupils. In 2024 the schools roll cap has lifted to 425 pupils offering education for years 1 to 10 (5 year olds to 15 year olds). As a Special Character school we embrace the New Zealand curriculum while reflecting a Biblical Christian world view. The Integration Agreement with the Crown is supported by our Special Character Policy.

## **Our Staff**

All staff employed by the school must be able to sign the schools Statement of Faith and be practising Christians active in a church. The staff talk often of the need for their personal private lives and their work lives to be reflective of the expectations of scripture on the believer and where they fail (as all do), to follow the restorative path that scripture outlines. Grace and forgiveness are features of our shared Christian walk.

## **Our Pupils**

A significant majority of pupils attending the school come from within the schools zone and most of the pupils travel to school each day by private car. In 2008 the school redefined its roll to be a Year 0 to 10 school with a direct pathway to Middleton Grange School for Years 11 to 13 **for preference families**. Our current roll cap is 425 pupils granted at the start of 2022 (an increase of 50 pupils from a roll cap of 375 prior to that). Our aim is to finally reach a roll of 550 pupils giving two classes at each level.

## **Our Cultural diversity**

Aidanfield Christian School is a multicultural school. Currently we have over 35 different countries represented at our school and this brings a wonderful diversity to our community. In 2024 our community is made up of:

European: 42% Māori: 5% Pasifika: 4% Asian: 41% Other 8%

As a community we seek to honour each culture represented through inclusive practices that give value to each individual, each background. While acknowledging the diversity of cultures we also enjoy the oneness that comes from sharing a common 'family' as people created by God with equal value and place before Him.

Each year the school seeks to embrace and encourage the various cultures in the community through teaching and events. We have a strong ELL (English Language Learning) programme. We endeavour to involve families of our pupils in activities within the school that allow pupils to demonstrate aspects of their culture. We aim to both accept that all pupils and families in the school are part of the evolving New Zealand culture and contributors to it while acknowledging that each family brings a richness and expectations that grow out of their own cultural backgrounds.

When developing policies and practices the school endeavours to reflect New Zealand cultural diversity and the unique position of the Māori culture, particularly as it contributes to the Christian worldview.

## **Unique place of Māori**

As first peoples and indigenous to New Zealand, Māori hold a special place. As a school we are committed to ensuring that Māori succeed as Māori in the way that our whanau would like this defined. As such the Board continues to seek strong relationships with families that identify as Māori. To this end the Board consults with its families that identify as Māori and is continuing to develop both a strong relationship with our Māori community and a responsive school culture based on feedback from these and other discussions. Developing our responsiveness to te o

Māori was a Board strategic goal over a four year period and on the back of this work from 2024 is considered 'business as usual'. The Board funds a permanent specialist te Reo teacher (0.6FTE) and has supported the development of specific language acquisition plans as part of the Kahui Ako development plan. In 2024 we are continuing to develop links with our local Marae (at Taumutu) and we continue to define 'consultation' as an ongoing and regular conversation. Our whanau group is developing a place in the school. Our whanau meet every term and looking forward are engaging with the local marae. We have developed our schools understand of our cultural narrative of our area resulting in the renaming of our campus buildings to reflect this learning in 2017. We have renamed our school 'Houses' in consultation with our rūnanga. Our gifted name (Rautawhiri) has been the inspiration to our school song which captures who we are as a Christian school weaving the Māori and Pākehā worlds together on the solid foundation of biblical truth and understanding. Our entrance way captures the Ngai Tahu expression of our cultural narrative as it relates to this area. Our curriculum units of work seek to reflect our growing understanding.

The Board takes steps to provide instruction in Tikanga Māori (Māori culture) and Te Reo Māori (Māori language). Te Reo (Māori language and culture) is incorporated into all year levels and taught as a specific subject and we track student achievement over years in this area. We include marae involvement as part of our EOTC programmes and to build regular service opportunities with our local marae. Our kapa haka group was established in 2013 and continues to grow from strength to strength. Tikanga is considered and te Reo and karakia are offered at the opening of most formal school gatherings – always based on our biblical foundations. We mihi whakatou in the ACS context. Our commitment to honouring the Treaty goes beyond a shallow acknowledgement to a real and deep commitment to walking as equals in our place, created in God's image and gifted our cultural expression to share and to enrich.

**Our denominational diversity** Our families come from many/most of the denominations represented in the wider Christchurch community. These include representatives from charismatic and Pentecostal churches (reflecting the historical roots of the school), traditional protestant churches, as well as numerous ethnic denominations and home churches.

### **Our Grounds**

The buildings are set amidst four hectares of landscaped grounds and playing fields, which provide a very pleasant setting. A campus development plan is being implemented to upgrade facilities and grounds. As at the start of 2024 the school has twenty-one modern, fit for purpose classrooms with attached resource and support teaching spaces. It has been a journey over the last 15 years.

In 2007 the site had a three story 1930's multi room building on it as well as a 2004 built three classroom block (Matai 1-3) and a two-classroom block (Horoika), which was complete at the end of 2007. A CEBUS relocatable classroom was placed onsite in November 2007. 2009 saw a two-classroom block (Ti Kouka) opened. A new Science and Library block opened in October 2010 but is now converted to New Entrant rooms (2022 – Matai 5 and 6). A relocatable classroom was added in 2010 (Horoeka). Two classrooms were opened in 2011 (Totora). The Eliza White building, which dominated the site since 1933 was demolished in 2012 and a new administration and staffroom space was added in 2013 in a relocatable block – now converted to the current library and pastoral support area. A two-classroom block was opened in 2013 (Kowhai) and a new playground was opened in 2013 with primary fields made available as well. A two-classroom extension to Kowhai was opened in 2015 and a hall space came on stream early 2016. A four-classroom block

was opened at the start of 2015 – this involved adding two classes to the existing Kowhai block. We opened a two-classroom block for our senior pupils in 2018 (Akiraho). A further four classrooms were opened as an extension to the Akiraho building in 2020 along with a toilet and locker bay block. Modifications were made to Matai to open two new New Entrant classroom spaces in 2022. In 2022 modifications were made to an existing two classroom block (Ti Kouka) converting them into the current front entrance and administration block. In 2023 two classrooms were added to the existing two in the Horoika building to make a four classroom block. Work progresses at Proprietor level on the campus. We continue to plan for a growing roll.

Aidanfield Christian School has a number of sporting resources including; fields, a three hundred meter oval running track, courts and an indoor heated swimming pool run by a private swim school. In 2016 an all weather cricket pitch was added to the field area thanks to Canterbury Cricket and in 2021 a permanent turf junior playing field was completed.

### **Our Local Community**

The school was once surrounded by farmland. The school is now surrounded by developments with the sporting hub Nga Puna Wei on the northern boundary and significant residential development to the east, west and south. A new community has developed around the school.

The schools catchment zone is experiencing significant growth. The Ministry of Education is predicting significant growth in population in the school's catchment zone over the next 15 years. The school operates an enrolment zone with an inner and outer zone and a set of priority steps to guide in enrolment decisions. The outer zone covers the area from the southwest of the city to the Rakia River and takes in all of Banks Peninsula. The Southern Motorway extension has increased the accessibility to the school from the south and the smaller associated roading projects will also add to the ease of travel to and from the school. Sub divisions continue to grow in the area.

### **Our Board – Governance Oversight**

To achieve our vision for learning as outlined in our strategic plan and documents and with reference to its requirements under legislation the Board strategically manages its resources and with deference to the Proprietor, The Christians Schools Trust, who protect the special Christian character of the school. The School Board acknowledges its legislative responsibilities and has a suite of policies that ensure that the school is meeting its obligations. These policies are audited on a three-year cycle to ensure implementation and effectiveness. All Board self-review papers form part of the Board minutes and are available to the community. The strategic development goals are laid out below.

### **The Proprietor and the Schools Special Character - It's meaning and implications**

The schools proprietor, The Christian Schools Trust, owns the school and has an agreement with the Crown regarding its authority and responsibility to both define and determine the Special Character of the school. The rights and responsibilities of the Proprietor are recorded **in the Education and Training Act** and in the Integration Agreement. The Proprietor and the Board have a signed Memorandum of Understanding that outlines how the school is to be run in relation to the special character and allows the proprietor to define and determine the expression of special character for Aidanfield Christian

School. The Integration Agreement (and subsequent adjustments), the MOU and its supporting documents are a foundational framework for the Charter of the school and its operations.

The Statement of Faith is the basis of the Aidanfield Christian Schools special character and follows:

**STATEMENT OF FAITH**

1. We believe in one God, Father, Son and Holy Spirit who is the creator and sustainer of all life.
2. We believe in the Lord Jesus Christ, His Incarnation, Virgin Birth, Death, Resurrection and Ascension, and that through him alone we can receive salvation and New Life.
3. We believe that the Bible is the inspired word of God, is true and absolutely trustworthy. It is the basis for faith and the framework of reference for all aspects of life.
4. We believe that people were created in the image of God but through sin all are separated from Him. Jesus Christ, God's son, through his sinless life and death on a cross, provided forgiveness for sin, and a way back to God for all who accept Him as Lord.
5. We believe the Holy Spirit is active in drawing people to Christ and is the revealer of all true knowledge and wisdom. The Holy Spirit works to form the life of Christ in the believer and gives gifts for service and power to live a Christian life.
6. We believe that Jesus is the head of the body of Christ, the church. All who acknowledge him have a responsibility to relate in fellowship and worship.
7. We believe in the return of Jesus Christ, and his judgement on all mankind bringing everlasting separation and punishment to those who reject Him and eternal life and glory to all who receive him.

**The Proprietor - maintains and protects the Special Character – Legislative Context**

The Education and Training Act (ETA) 2020, Schedule 6 (Sch 6) states the following in relation to Special Character in general, and in particular, curriculum, enrolments and staffing.

- I. "A State integrated school on integration continues to have the right to reflect, through its teaching and conduct, the education with a special character provided by it." [ETA, Sch 6, clause 1(1)]
- II. "Integration must not jeopardise the special character of a State integrated school." [ETA, Sch 6, clause 1(2)]
- III. "Subject to the integration agreement, the proprietor of a State integrated school -

1. Continues to have the responsibility of supervising the maintenance and preservation of the education with a special character provided by the school. [ETA, Sch 6, clause 1(3)(a)]
  2. Continues to have the right to determine what is necessary to preserve and safeguard the special character of the education provided by the school and described in the integration agreement." [ETA, Sch 6, clause 1(3)(b)]
- IV. "If, in the proprietor's opinion, the special character of the school as defined and described in the integration agreement has been or is likely to be jeopardised, or the education with the special character provided by the school as defined and described in the integration agreement is no longer preserved and safeguarded, the proprietor may invoke the powers conferred on the proprietor by this schedule." [ETA, Sch 6, clause 1(4)]

#### **1. Proprietor and Board interactions and responsibilities**

- V. "By enrolling a student at a State integrated school, a parent is taken to have accepted as a condition of enrolment that the student is to participate in the general school programme that gives the school its special character." [ETA, Sch 6, clause 27]
- VI. "Each State integrated school must instruct its students in accordance with the curricula and syllabuses prescribed under this Act or any regulations made under this Act." "However, the general school programme must reflect the education with a special character provided by the State integrated school, and religious and other examples may be used to reinforce teaching throughout the school day." [ETA, Sch 6, clause 28]
- VII. "If, in accordance with Clause 47, an advertisement for a position states a requirement that a willingness and an ability to take part in religious instruction are conditions of appointment, any person appointed to that position must accept that requirement as a condition of appointment." [ETA, Sch 6, clause 48]

#### **Guidance from the Proprietor to the Aidanfield Christian School Board**

- VIII. Schedule 6 of the Education and Training Act 2020 allows for a State integrated school to arrange its curriculum, appoint its staff and give preference of enrolment to families in such a way as to maintain and preserve the Special Character of the school.
- IX. In addition to the provisions of Schedule 6 of the Education and Training Act, the Proprietor states that the Special Character Statement in the school's Integration Agreement is a foundational document for the school's governing body, the School Board, and forms a part of the school's Charter. The school's Statement of Belief is included to provide context.
- X. The Board's policy and procedure framework includes the Proprietor's expectations of promoting truth and grace principles in a learning community of love.
- XI. The areas of the School Board's work of particular focus for the Proprietor are; Appointment to Tagged Positions, Curriculum, Enrolments, Communications, Health and Safety and Dealing with Complaints. One of the expectations and considerations of the Proprietor is ..."Do the Board's policies and procedures reflect the Proprietor's expectations in respect of gender, sexuality and marriage in the determination of preference of enrolment, management of tagged teaching positions, direction of curriculum design (including Community Consultation) and delivery, and ensuring non-conforming students or others with questions about sexuality, sexual identity, family or marriage are emotionally safe?" There will be diversity of thinking in the school community with respect to these matters, this has to be respected and managed.

Overall, the Proprietor has the responsibility and right to interpret the Bible in a way consistent with its own Statement of Faith and founding documents and to instruct the school Board in matters relating to the protection of the Special Character.

Aidanfield Christian School enjoys a strong, mutually supportive and productive relationship with the Proprietor of the school.



# **Strategic Vision to Strategic Goals**

**Linking our purpose to a direction**

**A Two Year Journey**

**2024 - 2025**

*Aidanfield Christian School acknowledges the New Zealand Curriculum principles, vision, values and key competencies. The following is the school's expression of these and reflects the biblical foundations of the school and the views of the school's community.*

**Aidanfield Christian School Mission (Our purpose)**

To provide quality education based on a biblical Christian worldview enabling each child to fulfil their God-given destiny.

**Aidanfield Christian School Vision (Our direction)**

Quality education based on a biblical Christian worldview - weaving the threads in Christian community

Biblical      Relational      Transformative

**Aidanfield Christian School Values (Our expression)**

The school acknowledges that the following virtues/values are both currently evident in the work we do as well as being aspirational – virtues/values to work towards in every area of development.

These virtues/values are;

**Excellence** Being the best we can be in all aspects of our school and our learning as an expression of worship.

**Faithfulness** To God, to His word, and His call on our lives to live in Christian community and in service to others.

**Integrity** Our inward character matches our outward appearance.

**Stewardship** Of all the resources entrusted to us.

The Board has determined that under these core virtues or values fit many others including those outlined in the New Zealand Curriculum documents. Our Foundation Principles document makes the clear links between the curriculum values and principles and those listed above.

## What Does the Vision Look Like between 2024 – 2025 – a summary

The strategic goals reflect the desired outcomes for ACS students and have grown out of discussions with our community and link closely to the vision of the school.  
The strategic goals reflect our commitment to not only enhancing pupil academic achievement but also spiritual, social and emotional ‘growth’ as well

<b>The vision</b>	
Quality Education based on a Biblical Christian Worldview - Weaving the Threads in Biblical Community: Biblical Relational Transformative	
<b>Strategic Goals 2024 - 2025</b>	
Biblical / Transformative	<p><b>Strategic Goal 1</b></p> <p>Quality education means <b>all</b> pupils in years 1 to 10 will achieve to at least their expected level against the National Curriculum by the end of the year in reading, writing and mathematics and its associated competencies - and attend school fully</p>
Transformative Relational (Io - God)	<p><b>Strategic Goal 2</b></p> <p>Provide a programme of academic excellence (strategic goal 1) characterised by innovative approaches to curriculum and staffing so as to meet the individual and collective needs of our ākongā and staff</p>
Biblical Relational (whenua - earth)	<p><b>Strategic Goal 3</b></p> <p>Kaitiakitanga (guardianship, stewardship) with a focus on the environment leading to service based in a biblical understanding of our call to steward the whenua (earth)</p>
Biblical Relational (tangata - people)	<p><b>Strategic Goal 4</b></p> <p>Manaakitanga (hospitality, kindness, generosity and support) leading to enhanced opportunities for all age levels to lead and serve the tangata - individuals and the community</p>

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## Making the Vision a Reality

The Board remains committed to the strategic direction of the school based on consultation with its community. The following points need to be taken into consideration as the strategic developments are considered. These developments are a work in progress over the coming 2 to 3 years.

## Pupil Achievement

Pupil academic achievement is one of the key aims of the school. Data on pupil achievement is gathered and processed at various levels to assist the teaching staff in developing individualised and group programmes of learning. In analysing the information, specific groups, such as boys/girls, Māori or Pasifika, are considered to identify if there are any possible barriers to learning for these groups or specific areas of need that need addressing.

An important part of the process is the annual data collection that takes place in term one and four of each year. Age appropriate testing is administered to all pupils during these terms. Our testing focuses on literacy and numeracy with data collected in:

- Reading
- Writing
- Spelling
- Mathematics – number strand and other strands as determined each year
- Overall Teacher Judgements in relation to the National Curriculum levels
- Overall wellbeing of pupils and staff across the school.

It is important to appreciate the ACS stance on deciding which level to place a pupil at. We have determined that we will report the level that a pupil HAS ACHIEVED not the level they are working at. This will make our results look less than what they could do because we are showing the completed level the child has passed not the level they are currently working in. It would look better if we acknowledged the level they were working in as all pupils would be a level or sublevel higher than shown. While this works against the school from a perception point of view we believe it has integrity and is in the best interests of pupils learning.

Overall Teacher Judgements (OTJ's) are judgements made by the teacher as to the **level** the child is working at across all subjects in the curriculum in a particular focus area. For this part of the report it is READING. So, the following is the teacher assessment as to how well READING skills are being used in all subject areas. The OTJ will use the information from the subject of reading, test results, conversations and discussions with the students, observation in the classroom, examples of work. The teacher then combines all of this into one overall judgement on a child's ability. With OTJ's, by definition, a student who is 'below' the standard is working within one level of their age expectation. If they are at the higher end of that level (e.g. **2Advanced** and should be, by age, **3Basic**) then they are listed as below but are working 'at' their 'working level' and would otherwise be 'AT' the standard. As mentioned above, this system assumes a linear path of learning through all the years at school. Based on the information gained from the analysis of pupil data, annual targets are set. Less formalised data collection is continued throughout the year to monitor pupil progress. Anecdotal evidence is considered as much as qualitative data.

## Supporting Documentation

The following documentation supports the information and goals contained in this Charter:

- School Curriculum Plan
- School wide annual assessment Plan
- Annual Budget
- Strategic & Annual Goals, including annual targets for improving pupil achievement
- Annual Report (Analysis of Variance for previous year's targets)
- Board of Trustees self-review cycles
- Community feedback through various surveys or collection methods

## Determining the Strategic direction

References to Regulations in this document refer to the [Education \(School Planning and Reporting\) Regulations 2023](#).

The following plan was developed through 2023 through review, consultation, review and decision making.

**Strategic Goal One** is purely academic in focus. The aspirations of our community is for all our students to achieve at or above national expectations. Our targets reflect this constant drive towards this end. A full review of the achievement data across the school cohorts, and key demographics in key areas (being Reading, Writing, Mathematics) was completed by teaching staff as per our usual practice year on year. These reports review within year achievement as well as longitude data for trends across time as well as cohort/demographic issues with each learning year. This data also relies on both norm referenced testing and teacher judgements with correlational review completed to ensure validity as much as is possible.

Data reports are available but summarised in the Variance Report to the Board at the end of year. This review is available to the parent community on the school website. This review determines the learning focused goals for the coming period of time. These goals are presented below.

**Lofty Aims** While the staff acknowledge that achieving a 100% target is a very lofty aim. We also acknowledge that by holding this high ideal, we are encouraged to do the best we can for all learners. We acknowledge that there are always pupils who will be limited in the level that they can obtain for multiple reasons of which some will be valid. These students may not be able to help us reach the lofty goal, but they as individuals can define how high up the levels they go. It is not our role to limit any individuals achievement, it is our goal to allow them to reach as high as they can.

**Strategic Goal 2 to 4:** During 2023 the Board reviewed the Vision Statement with the parent community and sorted feedback on areas of new development. With reference to Strategic Goals 2 to 4, consultation began with Māori whanau through hui, then parents groups through discussion groups, online survey to full school community for review of the old strategic goals and invitation of new ideas and issues. The feedback suggested our community was happy with our direction and coverage.

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The Board considered all feedback and confirmed the Vision as remaining fit for purpose. ~~The Board determined the strategic goals as detailed below.~~ The Senior Leadership Team worked with a bigger set of ideas and refined them ~~and prioritised to represent to the Board as manageable for the~~ coming two years.

### **Our multi-cultural mix**

Our school culture has many ethnic groups in it and this presents a richness and a challenge. Pupils who have English as a second language have first to master the language of instruction (English) and then, as this capacity increases, to demonstrate their learning in wider areas. This learning journey plays a part in measured results for the school. We have determined that pupils who are on the ELL (English Language Learning register) will be reviewed as to whether they have sufficient English to engage with the curriculum. For data analysis purpose in any given year, those with very limited English will be removed from school wide results and monitored separately to ensure we are allowing each group of pupils to be fairly measured.

### **Privacy issues**

As a school we have an obligation to maintain the privacy of our pupils and families. Where data presented could be used to identify pupils we have an obligation to keep this data secure. As a result, data on some year groups, Māori and Pacifica families and sometimes males and or females may be withheld where there is a chance that a particular individual could be identified. This data is available to the Board in publicly excluded sessions. The Board holds the school accountable for the learning progress of individuals or groups of pupils.

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## Strategic Goal One Academic Targets

<p style="text-align: center;"><i>Priority for improvement identified through community consultation and data.</i></p> <p style="text-align: center; color: green;">Refer Regulations 7(1)(b)</p>	<p>Quality education means all pupils in years 1 to 10 will achieve to at least their expected level against the National Curriculum by the end of the year in reading, writing and mathematics and its associated competencies and attend school fully.</p> <p style="text-align: center;"><b>Reading / Writing / Mathematics / Attendance</b></p>
<p><b>Board strategic goals linked to schools primary objectives in the Act (2020)</b></p> <p style="text-align: center;"><i>as set out in Section 127 of the Education and Training Act 2020.</i></p> <p style="text-align: center; color: green;">Refer Regulations 7(1)(b)</p>	<p><b>Section 127</b></p> <p>1 (a) every student at the school is able to attain their highest possible standard in educational achievement</p> <p>1 (c) the school is inclusive of, and caters for, students with differing needs; and</p> <p>1 (d) the school gives effect to <a href="#">Te Tiriti o Waitangi</a>,</p> <p>(i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and</p> <p>(ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and</p> <p>(iii) achieving equitable outcomes for Māori students.</p>
<p><b>Links to Education requirements</b></p> <p style="text-align: center;"><i>Specifically: National Education Learning Priorities</i></p> <p style="text-align: center; color: green;">Refer Regulations 7(d)</p>	<p><b>NELP Objective 1 - Learners at the Centre</b></p> <p>2. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p> <p><b>NELP Objective 2 - Barrier Free Education</b></p> <p>3. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p>4. Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p> <p><b>NELP Objective 3 - Quality Teaching and Learning</b></p> <p>6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>

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## Strategic Goal One

### Academic Target – READING at ACS

What we expect to see	How we will achieve or make progress towards our strategic goals	Indicators of success
<p><i>Anticipated result of successful completion of our Objectives - at the end of 2 years.</i></p> <p>Refer Regulations 7(g)</p>	<p><i>High-level tangible steps we will take that will work towards achieving our strategic goals</i></p> <p>Refer Regulations 7(e), 7(f)</p>	<p>Refer Regulations 7(g)</p>
<p><b>READING at ACS</b></p> <p>Year 1-2 to increase the number of children in the Above category to at least 20% - intentionally teaching the Concept About Print skills.</p> <p>Year 5, 2024 – shift a minimum of 4 students (10% of Year 5 cohort) from the Below/Well Below category to At/Above for OTJs – this will be an interesting test of the effectiveness of small class sizes.</p> <p>Year 10, 2024 – 75% of cohort to achieve At or Above in PAT testing at the end of year, through explicit teaching around reading comprehension. Refer to OTJs at end of year to check consistency of outcomes.</p> <p>Females, 40% across the school to be Above at end of year testing for PATs/STAR.</p>	<ol style="list-style-type: none"> <li>1. Review the AA list – identification of pupils and adaptation of programmes as necessary</li> <li>2. Increased focus for LC leaders – reviewing and adapting as required</li> <li>3. Specific preparation for Yr 10 co-requisite testing</li> <li>4. Establish document regarding how to sit tests well – key focus on Māori and Pasifika students</li> <li>5. BSLA ongoing development of staff and programme</li> <li>6. Targeted work on ‘concepts about print’ in the classroom</li> <li>7. Reading Recovery programme for identified students</li> <li>8. Differentiated programmes to support ELLs in the classroom</li> <li>9. Small class sizes in Year 5-6 – trial and monitor for effect</li> <li>10. Extra teacher support in Year 3-4</li> <li>11. Boost reading mileage and variety – especially for females</li> <li>12. Ensure purchase of a range of materials for reading interest (in LC and library), as well as using existing resources well</li> </ol>	<p>BOT data reports at the end of the year – this is written in the goals</p>

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**Strategic Goal One**  
Academic Target – WRITING at ACS

<p><b>What we expect to see</b> <i>Anticipated result of successful completion of our Objectives - at the end of 2 years.</i> Refer Regulations 7(g)</p>	<p><b>How we will achieve or make progress towards our strategic goals</b> <i>High-level tangible steps we will take that will work towards achieving our strategic goals</i> Refer Regulations 7(e), 7(f)</p>	<p><b>Indicators of success</b> Refer Regulations 7(g)</p>
<p><b>Writing at ACS:</b></p> <p>Year 5, 7, 9 and 10 boys, focus on writing such that 85% of boys across the school are achieving 'At' or 'Above' in Writing in 2024.</p> <p>Year 5 and 7 cohorts, reverse the downward trend (of those achieving At or Above expected level) that has been occurring over the last four years. Revise the skills and process we learnt through using 'Write That Essay', ensure new teachers are up-skilled</p>	<p>Review the AA list – identification of pupils and adaptation of programmes as necessary</p> <p>Increased focus for LC leaders – reviewing and adapting as required Specific preparation for co-requisite testing</p> <p>Revise the skills and process we learnt through using 'Write That Essay', ensure new teachers are up-skilled</p> <p>Moderation to ensure consistency of marking and a solid understanding of expectations within and across LC</p> <p>Timely, useful, instructive and solid feedback</p> <p>High expectations for all students</p> <p>Set up document regarding how to sit tests well – key focus on Māori and Pasifika students</p> <p>Differentiated programmes to support ELLs in the classroom</p> <p>Small class sizes in Year 5-6</p> <p>Extra teacher support in Year 3-4</p>	<p>BOT data reports at the end of the year – this is written in the goals</p>

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## Strategic Goal One

### Academic Target – MATHEMATICS and ATTENDANCE at ACS

What we expect to see <i>Anticipated result of successful completion of our Objectives - at the end of 2 years.</i> Refer Regulations 7(g)	How we will achieve or make progress towards our strategic goals <i>High-level tangible steps we will take that will work towards achieving our strategic goals</i> Refer Regulations 7(e), 7(f)	Indicators of success Refer Regulations 7(g)
<p><b>Mathematics at ACS</b></p> <p>Across the school, reduce the percentage of students achieving below average in PATs to 10% or less across the school.</p> <p>Year 10, raise the outcomes to at least 85% at or above at end of year PATs.</p>	<p>Set up document regarding how to sit tests well – key focus on Māori and Pasifika students</p> <p>Effective teaching</p> <p>Focus on basic facts in Years 7 and 8 – look to see how the Year 5 and 6 team are teaching basic facts</p> <p>Review the AA list – identification of pupils and adaptation of programmes as necessary</p> <p>Increased focus for LC leaders – reviewing and adapting as required</p> <p>Specific preparation for co-requisite testing</p>	<p>BOT data reports at the end of the year – this is written in the goals</p>
<p><b>Attendance across the school</b></p> <p>Raise and maintain overall school attendance from 88% in 2018 to 94% across all year levels by the end of 2024.</p>	<p>Pastoral care plan - finding patterns (check in pastoral meetings at least twice a term) - report to SLT</p> <p>Initiating conversation with families - communication with parents</p> <p>Focus on lateness first – looking for patterns – to look and try to set better habits for life</p> <p>Highlighting attendance on reports (T1 and T4)</p>	<p>BOT data reports at the end of the year – this is written in the goals</p>

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## Strategic Goal Two Learning and Teaching

<p><i>Priority for improvement identified through community consultation and data.</i></p> <p style="text-align: center;">Refer Regulations 7(1)(b)</p>	<p>Provide a programme of academic excellence (strategic goal 1) characterised by innovative approaches to curriculum and staffing so as to meet the individual and collective needs of our ākonga and staff</p>
<p><b>Board strategic goals linked to schools primary objectives in the Act (2020)</b></p> <p><i>as set out in Section 127 of the Education and Training Act 2020.</i></p> <p style="text-align: center;">Refer Regulations 7(1)(b)</p>	<p><b>Section 127</b></p> <p>1 (d)</p> <p style="padding-left: 40px;">(ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and</p> <p style="padding-left: 40px;">(iii) achieving equitable outcomes for Māori students.</p> <p>2 (a) <u>have</u> particular regard to the statement of national education and learning priorities issued under <a href="#">section 5</a>; and</p> <p style="padding-left: 40px;">(b) give effect to its obligations in relation to—</p> <p style="padding-left: 80px;">(i) any foundation curriculum statements, national curriculum statements, and national performance measures; and</p> <p style="padding-left: 80px;">(ii) teaching and learning programmes; and</p> <p style="padding-left: 80px;">(iii) monitoring and reporting students' progress; and</p> <p style="padding-left: 40px;">(c) perform its functions and exercise its powers in a way that is financially responsible</p>
<p><b>Links to Education requirements</b></p> <p><i>Specifically: National Education Learning Priorities</i></p> <p style="text-align: center;">Refer Regulations 7(d)</p>	<p><b>NELP Objective 1 Learners at the Centre</b></p> <p>Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures (<i>Identify and respond to learner/ ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations AND collaborate with Māori communities to invest in, develop and deliver Māori- medium learning</i>)</p> <p><b>NELP Objective 3 Quality Teaching and Learning</b></p> <p>6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce (identify gaps in teaching capability and <i>invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support</i>)</p>

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<b>What we expect to see</b> <i>Anticipated result of successful completion of our Objectives - at the end of 2 years.</i> Refer Regulations 7(g)	<b>How we will achieve or make progress towards our strategic goals</b> <i>High-level tangible steps we will take that will work towards achieving our strategic goals</i> Refer Regulations 7(e), 7(f)	<b>Indicators of success</b> Refer Regulations 7(g)
<p>Authentic Christian expression and learning through faithful implementation of the refreshed NZC</p> <ol style="list-style-type: none"> <li>Our curriculum will be Biblically faith-based action orientated.</li> <li>Special focus 2024-2025: Re write Schemes for:</li> </ol> <ul style="list-style-type: none"> <li>Social Sciences (2024)</li> <li>English (2024)</li> <li>Mathematics (2025)</li> </ul>	<p>The Aidanfield expression of the whakapapa of Te Mātaiaho and our Learning Tree (Graduate Profile) will be woven through each of our scheme documents evidenced through to unit and lesson plans.</p> <p>Special focus 2024-2025: Re write curriculum schemes for:</p> <ul style="list-style-type: none"> <li>Social Sciences (2024)</li> <li>English (2024)</li> <li>Mathematics (2025)</li> </ul>	<p>The Aidanfield expression of the whakapapa of Te Mātaiaho and our Learning Tree (Graduate Profile) will be woven through each of our scheme documents evidenced through to unit and lesson plans.</p> <p>Refreshed curriculum schemes for:</p> <ul style="list-style-type: none"> <li>Social Sciences (2024)</li> <li>English (2024)</li> <li>Mathematics (2025)</li> </ul>
<p>Responsive through the curriculum refresh - we will look for new and innovative ways to bring our curriculum alive and continue to raise achievement for all being forward-focused by</p> <ol style="list-style-type: none"> <li>Investigating becoming an IB school</li> <li>Investigating a Bilingual Christian faith-based learning unit to support whānau who seek such a learning opportunity for their tamariki</li> </ol>	<ol style="list-style-type: none"> <li>Investigating becoming an IB school.</li> <li>Investigating a Bilingual Christian faith-based learning unit to support whānau who seek such a learning opportunity for their tamariki.</li> </ol>	<p>Reports and recommendations tabled at Board meetings related to:</p> <ol style="list-style-type: none"> <li>Implementation of the IB programme at ACS</li> <li>Feasibility of a bilingual faith based learning unit at ACS</li> </ol>
<p>Effective international education providers</p>	<p>Work with partners to develop a global citizenship education model and opportunities building on past experiences.</p>	<p>Develop global citizenship education model and opportunities.</p>

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## Strategic Goal Three Kaitiakitanga

<p><i>Priority for improvement identified through community consultation and data</i></p> <p style="color: green;">Refer Regulations 7(1)(b)</p>	<p>Kaitiakitanga (guardianship, stewardship) with a focus on the environment leading to service based in a biblical understanding of our call to steward the whenua (earth).</p>
<p><b>Board strategic goals linked to schools primary objectives in the Act (2020)</b></p> <p><i>as set out in Section 127 of the Education and Training Act 2020.</i></p> <p style="color: green;">Refer Regulations 7(1)(b)</p>	<p><b>Section 127</b></p> <p>1 (c) the school is inclusive of, and caters for, students with differing needs; and</p> <p>(d) the school gives effect to <a href="#">Te Tiriti o Waitangi</a>, including by—</p> <p>(i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and</p> <p>(ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and</p> <p>(iii) achieving equitable outcomes for Māori students.</p>
<p><b>Links to Education requirements</b></p> <p><i>Specifically: National Education Learning Priorities</i></p> <p style="color: green;">Refer Regulations 7(d)</p>	<p><b>NELP Objective 1 Learners at the Centre</b></p> <p>2. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures (Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations)</p> <p><b>Objective 2 Barrier Free Education</b></p> <p>4. Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy (Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills)</p>

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<b>What we expect to see</b> <i>Anticipated result of successful completion of our Objectives - at the end of 2 years.</i> Refer Regulations 7(g)	<b>How we will achieve or make progress towards our strategic goals</b> <i>High-level tangible steps we will take that will work towards achieving our strategic goals</i> Refer Regulations 7(e), 7(f)	<b>Indicators of success</b> Refer Regulations 7(g)
<p>Special focus 2024-2025 on understanding the theory leading to personal action</p> <ol style="list-style-type: none"> <li>Intentional focus on service – what it means, why we do it, how we serve and who we serve</li> <li>Practical application of theoretical learning through serving: local/national(Yr 1-6) and international (yr 7-10)</li> </ol>	<ol style="list-style-type: none"> <li>Intentional focus on service linked to our Learning Tree and that defines <ul style="list-style-type: none"> <li>what it means,</li> <li>why we serve,</li> <li>how we serve,</li> <li>who we serve.</li> </ul> </li> <li>Practical application of theoretical learning through serving: <ul style="list-style-type: none"> <li>local/national (Yr 1-6) and</li> <li>international (Yr 7-10)</li> </ul> </li> <li>Develop more deliberate service and skill opportunities for staff and students.</li> </ol>	<ol style="list-style-type: none"> <li>Policy or procedure statement on where service sits within our school framework/curriculum</li> <li>2024 – develop a plan and making connections;</li> <li>2025 – to have the preparation underway for start of programme in 2026 (for travel)</li> <li>Develop a plan for working to restore the habitat around the Heathcote in co-operation with St John of God / Ngai Tahu</li> </ol>

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## Strategic Goal Four Manaakitanga

<p><i>Priority for improvement identified through community consultation and data.</i></p> <p style="color: green;">Refer Regulations 7(1)(b)</p>	<p><b>Manaakitanga (hospitality, kindness, generosity and support) leading to enhanced opportunities for all age levels to lead and serve the tangata - individuals and the community</b></p>
<p><b>Board strategic goals linked to schools primary objectives in the Act (2020)</b></p> <p><i>as set out in Section 127 of the Education and Training Act 2020.</i></p> <p style="color: green;">Refer Regulations 7(1)(b)</p>	<p><b>Section 127</b></p> <p>1 (b) the school—</p> <p>(i) is a physically and emotionally safe place for all students and staff; and</p> <p>(ii) gives effect to relevant student rights set out in this Act, the <a href="#">New Zealand Bill of Rights Act 1990</a>, and the <a href="#">Human Rights Act 1993</a>; and</p> <p>(iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school;</p> <p>(c) the school is inclusive of, and caters for, students with differing needs; and</p> <p>(d) the school gives effect to <a href="#">Te Tiriti o Waitangi</a>, including by—</p> <p>(i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and</p>
<p><b>Links to Education requirements</b></p> <p><i>Specifically: National Education Learning Priorities.</i></p> <p style="color: green;">Refer Regulations 7(d)</p>	<p><b>NELP Objective 1 Learners at the Centre</b></p> <p>1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying (<i>Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, ..., feel they belong</i>)</p> <p>2. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures (<i>Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations</i>)</p> <p><b>Objective 2 Barrier Free Education</b></p> <p>4. Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy (<i>Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills</i>)</p>

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<p>Special focus 2024-2025 on practical outworking of our curriculum with a focus on:</p> <ol style="list-style-type: none"> <li>1. our site,</li> <li>2. our surrounds</li> <li>3. our neighbourhood</li> </ol> <p>through</p> <ul style="list-style-type: none"> <li>• tikanga including mihi whakatau</li> <li>• intentional connections that are local national and international,</li> <li>• intentional connections to our marae/iwi/hapu and wider Christian schools Māori whanau</li> <li>• camps / EOTC,</li> <li>• service opportunities</li> </ul>	<ol style="list-style-type: none"> <li>1. Specify and determine the protocols for mihi whakatau.</li> <li>2. Continue to develop processes by which international visitors are shown welcome – adults or students.</li> <li>3. Working with ACS students on how to show manaakitanga and hospitality well as an expression of love (1 Peter 4:9-10).</li> <li>4. Develop opportunities for service – both in school (Rui and Ahu Challenge, student leadership, coaching...) and out of school (eg. ANZAC Service).</li> <li>5. Base all expressions of manaakitanga on a biblical motivation of which cultural expressions become and expression.</li> </ol>	<p>Aidanfield is an open, welcoming and affirming community of students and staff, welcoming for all growing from a motivation of love and built on a genuine expression and outworking of Biblical truth and grace.</p>

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## ACS Kahui Ako involvement

Aidanfield Christian School is a fully involved member of the Christian Education Network Community of Learning / *Te Ropu Whakapono o Waitaha*<sup>1</sup>. Our shared vision is ***“To be a community of faith in which our pupils encounter Christ, excel in their learning and are equipped to serve.”*** We agree ***with our whakatauki - E kore hoki te aho takitoru e motu wawe - A cord of three strands is not quickly broken (Eccl 4:12)***

The Kahui Ako shared focus areas include:

- development of the refreshed New Zealand Curriculum.
- enhancing the schools relationship with Māori,(iwi, hapu), te Reo and tikanga with a view to a Biblically based expression of cultural responsiveness.
- Development of English language proficiency in the English for second language learning group as well as structured literacy in years 1 to 3.
- Leadership development and connections

Each aspect is developed through a biblical lens.

The Aidanfield response to the shared focus areas is incorporated into our strategic goals and do not stand separately.



Excellence

Faithfulness

Integrity

Stewardship

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**Page 20: [9] Formatted Mark Richardson 14/02/2024 14:36:00**

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