



2021 CHARTER, STRATEGIC & ANNUAL PLAN AOV



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41 Camperdown Road
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Our Mission

For each learner, the school community will provide quality learning opportunities that encourage Christian perspectives and affirm Biblical principles.

Our Vision

To provide and promote a Christ centred environment where ākonga experience God. To develop personal commitment that is expressed through their Godly **Character** which allows the ākonga to excel (**Excellence**) and is expressed through their involvement with the **Community**.

Our Values

Character

We honour God.

We value developing Godly character and integrity in our lives.

We value God's involvement in our lives.



Excellence

We lead for God

We value the giving of our best and the development of excellence.

We value the talents, gifts and abilities that are unique to each learner.

We value learning, the acquisition and application of knowledge, in the context of a Biblical world view.



Community

We serve God

We value justice and mercy.

We value cultural diversity and inclusiveness.

We value being good stewards of the resources in our community.

We value making a difference in our school, local and wider community.



Curriculum Principles for Miramar Christian School

These principles underpin why we teach what we teach.

<p>Miramar Christian School Principles to underpin the design of our school’s curriculum</p>	<p>NZ Curriculum Principles Curriculum practice throughout our school is underpinned by and consistent with the NZC</p>
<p>Treaty of Waitangi Our curriculum acknowledges the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand. All ākonga have the opportunity to acquire knowledge of te reo Māori me ōna tikanga (Māori language and customs).</p>	<p>Treaty of Waitangi The curriculum acknowledges the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand. All ākonga have the opportunity to acquire knowledge of te reo Māori me ōna tikanga (Māori language and customs).</p>
<p>Cultural Diversity Our curriculum reflects Wellington’s cultural diversity and in particular the diversity present at Miramar Christian School. We value the histories and traditions and arts of all our families and communities. We celebrate and support the different ethnicities in our school whenever we can. (Community)</p>	<p>Cultural Diversity The curriculum reflects New Zealand’s cultural diversity and values the histories and traditions of its entire people.</p>
<p>Community Engagement At Miramar Christian school we welcome and engage the support of our whanau and community, ensuring that the curriculum is meaningful for all ākonga. We encourage the pastors and leaders of the children’s churches in particular to support the members of their community at our school (Community).</p>	<p>Community Engagement The curriculum has meaning for ākonga, connects with their wider lives, and engages the support of their families, whanau, and communities.</p>
<p>High Expectations Our curriculum supports and empowers all ākonga to achieve success in all aspects of school life. (Competence)</p>	<p>High Expectations The curriculum supports and empowers all ākonga to learn and achieve personal excellence, regardless of their individual circumstances.</p>
<p>Learning to Learn Our curriculum encourages all ākonga to reflect on their own learning, set goals, take risks, and respond to feedback as active members of a learning community. (Competence)</p>	<p>Learning to Learn The curriculum encourages all ākonga to reflect on their own learning processes and to learn how to learn.</p>

<p>Miramar Christian School Principles to underpin the design of our school’s curriculum</p>	<p>NZ Curriculum Principles Curriculum practice throughout our school is underpinned by and consistent with the NZC</p>
<p>Coherence Our curriculum offers all ākonga a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning. It is set in the context of the Bible whereby links are made to the teachings of Jesus where appropriate. (Character)</p>	<p>Coherence The curriculum offers all ākonga a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.</p>
<p>Inclusion Our inclusive curriculum recognises and acknowledges the needs of all ākonga in a non-discriminatory environment. (Community)</p>	<p>Inclusion The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that ākonga’ identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.</p>
<p>Future Focus Our curriculum teaches ākonga that their actions today affect tomorrow. Sustainability, global connections, citizenship, creativity, and innovation are explored through integrated learning. (Community)</p>	<p>Future Focus The curriculum encourages ākonga to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation.</p>

Prioritising Inclusion

Miramar Christian School welcomes all learners to our community. Learners with special education needs are supported to attend our school, engage in all school activities, and achieve against the key competencies and learning areas of the NZC.

Strategic Plan 2019 - 2021

Area	Strategic Goals
CHARACTER (Faith)	A vibrant Kingdom culture where all learners are growing in their identity and destiny in Christ.
EXCELLENCE (Academic Excellence)	Ākonga are succeeding in knowledge, skills, and competencies to thrive as transformational Christian leaders in the 21 st century.
COMMUNITY (Culture)	Powerful partnerships with parents, whanau, churches, and community work cohesively to strengthen positive outcomes for our ākonga.
GROWTH	A visible and thriving faith-based learning community is welcoming new families.

CHARACTER

Baseline information: There are 5 Ākonga in year 7-8 and none of these Ākonga are from Christian homes. One is Mormon, two an Indian religion, and one from a non-Christian home. MSC wishes all ākonga to engage in faith-based activity with respect especially those who are the oldest in the school. We also wish all our ākonga to decide to commit to the Christian faith. The oldest ākonga set the tone of the school and are leaders.

Rational: At MCS we wish ākonga to see faith reflected in a range of ways by the staff and beyond the staff and to offer ākonga opportunity to experience/express their own faith. Explicit teaching of the gospel and providing an understanding of what an identity in Christ means may will aide understanding and experience of the Christian faith.

National Education Learning Priorities (NELPS) linked to Character:

Objective 1 Learners at the centre

Priority: 1 *Ensure places of learning are safe, inclusive, and free from racism, discrimination, and bullying.*

Area	Annual Goal for 2021	Actions	Expected Outcomes	Who is responsible/ Resources	Start date	Outcome/ Analysis & Reflection
	Provide explicit gospel teaching	<ul style="list-style-type: none"> • Make gospel teaching explicit x1 per term. • Use the Who am I memory verse and declarations to share the gospel. • Bible is shared daily with ākonga. 	<ul style="list-style-type: none"> • Ākonga have the opportunity to respond to gospel invitation without coercion. • By the end of their schooling all Ākonga will be very clear about what being a Christian means. • Ākonga will begin taking ownership for their own faith. 	Staff to organise external person to present the gospel	Easter	<p>11/8 Gospel taught through declarations Term 1and2. Memory verse programme developed in conjunction - with Declarations-</p> <p>Term 1- Who am I? Term 2 Who are others, Term 3 Understanding our statement of belief. Term 4 Helpful memory verses</p> <p>10/11- After attending a Kura Ahura meeting we realised that the Māori systematic teaching of Māori mythology proposed was better structured than our bible teaching. In order to safely teach the mythology we need to up our game in bible teaching and ensure we teach a sound biblical overview of the bible more strongly than the mythology. This will be a goal for next year.</p>

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	Equip ākonga to understand who they are in Christ	<ul style="list-style-type: none"> Teach ākonga a series of bible verses that teach ākonga who they are in Christ. Ākonga will be encouraged to regularly make declarations from the above scriptures about who they are in Christ. Year 7-8 ākonga are invited to Easter camp. 	<ul style="list-style-type: none"> Ākonga will know the value and honour of being a Christian. 			11/8 Memory verse programme developed in conjunction - with Declarations- Term 1- Who am I? Term 2 Who are others, Term 3 Understanding our statement of belief. Term 4 verses were not accompanied with declarations. Term 4 focused on Good to know verses. This year Easter Camp was cancelled
	Equip ākonga to relate positively	<ul style="list-style-type: none"> Teach social skills and what Godly character looks like. Expand what the value means at MCS. Teachers and ākonga view values. Facilitate relationships across the school through tuakana-teina. 	<ul style="list-style-type: none"> Ākonga will know what school values are. Create peaceful classrooms. Ākonga will be clear about what is expected from them in terms of behaviour. Ākonga will be equipped with positive ways to relate. 	Within School Lead Teacher Principal		11/8 Social skills taught through PB4L lessons. Ākonga are reviewing what Godly character looks like through the PB4L behaviour matrix. 11/8 PB4L Matrix –As a staff we have begun clarifying and revising what Godly character looks like in different environments of the school. This is an ongoing job that we will continue into 2022.

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		<ul style="list-style-type: none"> PB4L matrix and daily communication book will be used as tools to expand what Character, Excellence and Community might look like at MCS. Check Peer Mediation process aligns with biblical teaching on resolving problems. Also look at adding a faith-based step e.g. prayer at end of reconciliation. ākonga to transfer peer mediation skills to other situations, e.g. listening to friend and reflecting back what they said. 	<ul style="list-style-type: none"> Ākonga will know positive ways to solve points of difference. 			<p>11/8 Things on the matrix are highlighted in the daybook. Staff have revised and simplified areas of the matrix. Links with values have been made stronger.</p> <p>10/11 Peer mediation skills were reviewed with ākonga. Peer mediation process is still to be reviewed.</p>
	Provide leadership	<ul style="list-style-type: none"> All Year 6-8 ākonga are to be given the following roles <ul style="list-style-type: none"> - Be on the Ākonga Council - take turns running school 	<ul style="list-style-type: none"> Senior ākonga are role models in the school. 	Senior Class Teacher	Term 1-4	11/08 At Ākonga council ākonga are learning to run meetings

COMMUNITY

Due to COVID -19 Miramar Christian School ran less activities to foster school community in 2020 than in previous years.

Consultation with parents in 2020 revealed that the value “community” is very important to parents. Many of our families are living away from their close relatives (as their families are overseas or in different parts of the country). As a result of this distance our parents are seeking to be part of a Christian community at MCS. In the context of the global pandemic, providing a sense of family at MCS is extra important as people need extra support as they wrestle with loss and struggles of family at home.

The lockdown meant teachers gained different connection with families. This can be built on. Should we go into another lockdown teachers and teachers’ aides will be asked to deliberately build relationship, demonstrate care to bring wellbeing.

With small roll numbers the pool of available friendships for ākonga within each year group is limited. To compensate teachers will facilitate friendships and encourage a family feel where all ākonga look out for each other.

MCS is a set in the context of the Miramar peninsular. We will aim to be present and contribute to this community also.

Rational

Community is important to our families. As we move to two classes and various key families have moved on it is important to maintain and build up a strong sense of community with our whanau and with Gateway Baptist.

MCS will take deliberate action to embed and build on this. Continuing to work our parents, with APT, Peniel, BOT Gateway Baptist and other churches is very important. MCS will continue to seek to develop greater networks, be open to and give back to the community.

National Education Learning Priorities (NELPS) linked to Community:

Objective 2 Barrier free access

Priority: 3 *Reduce the barriers to education for all, including Māori and Pasifika ākonga disabled ākonga and those with learning support needs.*

Area	Annual Goal for 2021	Actions	Expected Outcomes	Who is responsible/ Resources	Start date	Outcome/ Analysis & Reflection
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"> COMMUNITY Powerful partnerships with parents, whanau, churches, and community work cohesively to strengthen positive outcomes for our ākongā. </p>	<p>Ākongā enjoy advantages of being in a tightly knit community</p>	<ul style="list-style-type: none"> Staff promote community value- whanaungatanga and explore what this means. We will use Kaupapa whanau to promote the value of our small community. Train new year 6 ākongā to usher parents around the school and revise expectations with year 7-8 ākongā. Develop across school activities. e.g. Tuakana- Teina, buddy reading, letters of encouragement, creating stories paragraph by paragraph across classrooms, fitness, work is celebrated and shared across classes, New ākongā are welcomed with a mihi whākatau. 	<ul style="list-style-type: none"> A sense of family- belonging, among the ākongā. Tuakana-Teina relationships evident. Ākongā are a cohesive whole, comfortable working and playing with ākongā from other classes. All ākongā know the names of all other ākongā. 	<p>Year 6-8 teacher</p>	<p>Term 1</p>	<p>11/08 Staff have provided a number of ways to create a sense of belonging for new whanau. This includes Community events each term where ākongā perform, joining us for a large number of trips, running parent learning opportunities- Reading Together, making Kapa Haka uniforms together.</p> <p>Year 7-8 still to be trained as users. NB year 6 ākongā are more able.</p> <p>Tuakana -teina used in Kapa Haka and buddy reading and class activity.</p> <p>10/11 Many buddy type activities have ceased due to being in Level 2 and having the requirement of keeping out of others moist breath zone.</p>
	<p>The church and school work together in partnership</p>	<ul style="list-style-type: none"> Ākongā and staff attend commissioning service at the Gateway Baptist Church. School will invite Gateway Pastor to run devotions and various other activities. 	<ul style="list-style-type: none"> Active faith is evident in the school culture. Unity between the school and church is seen. Gateway members are valued as part of MCS community. 	<p>Gateway Pastor, Families Pastor, Principal</p> <p>Other local Pastors.</p>		<p>11/8 Staff attended commissioning service. Principal attends Gateway Baptist at least once a term.</p> <p>Four pastors came and spoke to ākongā at Easter.</p> <p>Phil comes in every Monday to encourage the staff. Ben the</p>

		<ul style="list-style-type: none"> • Continue to have Families Youth Pastor come in weekly to do devotions for seniors. • The school seek ways to bless other schools and churches and the community in our local area – this may include acts of kindness through Gateway pastoral leader. • Principal encourages parishioners to participate in the life of Miramar Christian School. • Principal visits other churches leadership to raise awareness of what MCS offers. • Miramar Christian School will link into Gateway Baptist Church pastoral team to serve others. 	<ul style="list-style-type: none"> • School and church benefit from a mutual relationship. • More people in churches are aware of the option for Christian Schooling that we offer. 			<p>youth pastor regularly does devotions with Kauri Class.</p> <p>Parishioners continue to be involved in the life of the school. One parishioner regularly comes in and works in the library.</p> <p>10/11 Phi has lead devotions in term 4 after returning from his sabbatical.</p> <p>10/11 Due to Covid the principal has not visited other ministers and has not linked into the pastoral team.</p>
	A strong sense of community is fostered	<ul style="list-style-type: none"> • New families are welcomed with a mihi whakatau. • Provide points of fun and celebration for the whole school. • Encourage parents to come to assemblies. 	<ul style="list-style-type: none"> • Parents feel valued and part of something bigger than their families. • Parents are engaged in Miramar Christian School community • Parents form friendships with other parents 	Principal and staff	x1 per term Many times, throughout the term.	<p>11/08 In term 1 new families were welcomed with a mihi whakatau. Once all 4 term 3 enrolments have started we will have a mihi whakatau for new enrolments. Community gatherings created points of celebration for the whole school. Parents regularly attend assemblies.</p>

	<p>Whanau and school partnership together.</p>	<ul style="list-style-type: none"> • In the event of another Lockdown -regular communication will keep parents informed of school procedures and provide words of encouragement - teachers and teachers' aides would be in contact with parents and ākongas regularly. - actions to support whānau will be carried out as inspired. • Run "Reading Together" Programme for parents. • Consult with whanau on ideal ākongas profile and how to understand the school's current values. • New APT established • Invite parents to share ideas relating to their culture on topics to be studied. 	<ul style="list-style-type: none"> • Parents are engaged in Miramar Christian School community. • Parents and teachers will be on the same page as teachers and learn ways to effectively support ākongas reading. 	<p>Principal and staff</p> <p>Principal and teachers</p> <p>Principal and teachers</p>	<p>x1 per term</p>	<p>11/8- We have not had another lockdown.</p> <p>10/11 Reading Together was run with masks and distancing.</p> <p>Community events were cancelled.</p> <p>Term 4 swimming was a good way to gather parents</p> <p>Prizegiving was run with limits on people to ensure spacing.</p> <p>A new APT leader has been appointed and they co-ordinated parent help at the Church/School Christmas event.</p> <p>In term 2 parents feed information about their culture as ākongas worked on cultural booths. These were displayed at Term 2s community event.</p>
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Baseline information We are moving from 3 classes to 2 classes and our starting number is 25. We have 4 new Ākonga starting on day 1. We are eager to see that parents do not lose heart or leave because of our small size but instead see that we still offer a product of high value.

Over the past 2 years we have worked to improve our visibility. Our “Did you know?” campaign gained good traction. In term 4 2020 we received far more enquiries by Christian parents than previously. We pray this increased interest becomes growth. A marketing plan for 2021 has been developed. We are continuing to look to celebrate the positive and seeking to grow as there is much value in Christian education.

Rational We have a lot to offer and wish many Ākonga to share in what we provide this is our motivation to grow. We will continue to work on the visibility of MCS. As a school MCS are seeking ways to honour God and bless those in the community.

Area	Annual Goal for 2021	Actions	Expected Outcomes	Who is responsible/ Resources	Start date	Outcome/ Analysis & Reflection
GROWTH A visible and thriving faith-based learning community is welcoming new families.	Increase the visibility of MCS	<ul style="list-style-type: none"> Clear signage -New sign at gate Videos are edited again to take out parents who are no longer part of our school then put up on our website. Promotional materials kept up to date. Regular updates of school activity to be in website and Facebook. 	<ul style="list-style-type: none"> The community are aware of where MCS is located and are comfortable about coming into MCS premises. Positive messaging about the school kept up to date. Positive talk about the school in the community. People seeking to find out about Christian schooling for their children can find us. We are seen by people who visit Weta workshops. ROLL GROWTH! 	<ul style="list-style-type: none"> Principal Principal// Office Manager Principal// Office Manager Principal and teaching staff 	Term 1	10/11 Regular posts are made on our Facebook page to present our activity positively. 7/12 New signage has been ordered The prospectus has been updated for 2022 and Māori names for subheadings are being checked before we issue this. New information about <ul style="list-style-type: none"> The schools vision, Preference ākonga, Updated attendance dues, Updated procedures have been added.
					Term 1	

		<ul style="list-style-type: none"> • NE-Y2 teacher builds contact with local preschools. Look at transition process. • Principal and teachers will look for possible ways contribute to the community. • At least one event is held annually that provides an opportunity to showcase the school. 		<ul style="list-style-type: none"> • NE-Y2 teacher • Teachers and Principal • Teachers and Principal 	<p>Term 1</p> <p>Term 1</p>	<p>Updates on the website have occurred over the year- All policies are on the website Information able preference and non preference ākongā is on the website</p> <p>Other updates have also been made.</p> <p>New promotional materials were dropped off to centres at the start of the year.</p> <p>We have connected with Montessori. As stated above most kindergartens have not had an appetite for visits.</p> <p>Covid Level 2 has prevented a large school/church community event being run.</p>
	Welcome visitors and whanau into the MCS	<ul style="list-style-type: none"> • Hold a school community gathering once a term. • New senior ākongā learn how to greet, take visitors on a tour and host visitors. • Welcome prospective parents, i.e., Open Day x2+ per year. • New ākongā (and staff) are welcomed once a term at a mihi whakatau. 	<ul style="list-style-type: none"> • Strengthen school community. • Parents develop relationships with others in school community. 	<ul style="list-style-type: none"> • Staff • Marketing Committee 	<p>Term 1</p> <p>Term 2</p>	<p>10/11/2021 A mihi whakatau was held in term 1 for new ākongā. By term 3 we had enough new ākongā to run a second mihi whakatau however this did not occur due to Covid.</p> <p>The NZACs and Mark Larsen were welcomed with a simple mihi whakatau. Community gatherings were held in term 1 and 2.</p>

						We held an open evening in Term 1
	Ākonga will be proud of their school	<ul style="list-style-type: none"> Encourage ākonga to recognize and speak positively about their school e.g., Reflect on day and offer prayers of thankfulness before departing. Encourage ākonga to take pride in their uniform through PB4L and inspections at least x2 per year one summer and one winter check. 	<ul style="list-style-type: none"> Ākonga will share positive messages about the school. Ākonga will wear their uniform correctly and with pride. 	<ul style="list-style-type: none"> Teaching staff Deputy Principal 	Term1 Term 1 and 3	<p>Parents have been promoting the school among their friends.</p> <p>Uniform inspections have been held most terms.</p>

EXCELLENCE

Baseline data MCS classes are multileveled. There is a large age and ability range in each of our classes. This makes some teaching strategies more effective than others. Teachers will be creating ways to cater for all ākonga in their rooms so all ākonga can effectively access the curriculum.

As Miramar Christian school is in Aotearoa we wish to Honour the Treaty of Waitangi. In 2020, planned activity around things Māori were reduced by COVID (e.g., Mihi Whakatau were not held due to worries about hongis, limitations on singing, and group gatherings). We applied for a URF grant to help us increase our

Despite not being able to locate a graduate profile at the beginning of the year one has been located. This profile could be updated.

Rational As a school we wish to cater well for all ākonga and to honour the Treaty Waitangi by increasing our focus on things Māori. Bishop's research shows that what is good for Māori is good for all.

A graduate profile - would help the school community to be on the same page about MCS aims. It would also enable teachers to design progressions to move Ākonga towards meeting the graduate profile.

National Education Learning Priorities (NELPS) linked to Excellence:

Objective.

1. Learners at the centre;

Priority 2: *Have high aspirations for every ākonga and support these by partnering with whanau and communities to design and deliver education that responds to their needs and sustains their identities, languages and cultures.*

2 Barrier free access;

Priority 3: *Reduce the barriers to education for all, including Māori and Pasifica ākonga disabled ākonga and those with learning support needs.*

Priority 4: *Ensure every ākonga gains sound foundation skills, including language literacy and numeracy.*

3. Quality teaching and leadership

Priority 5: *Meaningfully incorporate te reo Māori and tikanga Māori into everyday life of the place of learning.*

Priority 6: *Develop staff to strengthen teaching, leadership and learner support capability across the education workforce*

Area	Annual Goal for 2021	Actions	Expected Outcomes	Who is responsible/ Resources	Start date	Outcome/ Analysis & Reflection
<p style="text-align: center;">EXCELLENCE</p> <p>(Academic Excellence) Ākonga are succeeding in knowledge, skills and competencies to thrive as transformational Christian leaders in the 21st century</p>	<p>Teachers use best practise to meet the social and academic needs of ākonga in their care.</p>	<ul style="list-style-type: none"> • RTLB PD given to class teachers. • Teaching staff will seek best practice for Christian education offered in Miramar Christian School especially in writing and reading. • Define and use best practice in MCS. Include a range of strategies including strategies that develop self-regulation and increase learner agency. • The regular use of the Notice and Adjust sheet will become embedded. 	<ul style="list-style-type: none"> • Teacher capability will increase. • Ākonga perceive themselves as learners in all areas of the curriculum. • Ākonga make at least one year's progress in a year. • A greater percentage of boys achieve at their curriculum level in reading and writing. 	<p>Principal and class teachers</p>	<p>Term 1-4</p>	<p>11/08- RTLB Pd was provided for term 1-2 2021. This provided great opportunity for teachers to increase their capability.</p> <p>Through creating a document using our values and teaching standards we begun outlining best practice at Miramar Christian School.</p> <p>Notice and Adjust sheets have been developed. These require greater focus.</p>
	<p>Increase focus on things Māori, learning and learning environment</p>	<ul style="list-style-type: none"> • A mihi whakatau will be held as required for new ākonga and teachers. • A Kura Ahurea TOA will be appointed to be an In-school lead on things Māori and be trained. • Kapa Haka will be taught Term 1-2 by professional Kapa Haka teacher • MCS ākonga will perform in a local Māori concert. 	<ul style="list-style-type: none"> • Treaty of Waitangi will be honoured. • Ākonga will be more culturally aware. • Māori ākonga will see Māori culture has mana. • Teacher capability in things Māori will be developed. 	<p>Principal, Kapa Haka teacher and TOA</p>	<p>As required.</p> <p>Term 1-2</p>	<p>11/08- Mihi whakatau have been used to welcome ākonga in term 1 and a second one will be held to welcome new ākonga towards the end of term 3.</p> <p>TOA has attended 2 sessions and brought back learnings to Kura.</p> <p>Kapa Haka taught by professional Kapa Haka teacher for term 1-2 and will continue for term 3 and 4.</p> <p>A grant for things Māori received (\$1700) . Kapa Haka</p>

		<ul style="list-style-type: none"> • MCS will apply for a grant for kapa haka uniforms. • Visit our local marae and then have a noho marae with a suitably sized marae for our school. • Begin consulting with Māori through Kura Ahurea. 			<p>Concert Term 2</p> <p>Term 3 or 4</p>	<p>uniforms for whole school made and worn at Kapa Haka Concert.</p> <p>Working with Maranatha re:marae and are going to visit Otaki church – a significant place for Māori and Pakiha Christians; instead of a marae as Maranatha believe their parent group are not ready to visit a marae.</p> <p>Consulted with Kura Ahurea re: uniforms</p>
	Review MCS deal ākongā profile	<ul style="list-style-type: none"> • Create ideal ākongā profile. • In consultation with parents, staff, Bot reps adapt amend and/or endorse the draft graduation profile. 	<ul style="list-style-type: none"> • The ideal ākongā profile guide teachers and ākongā towards the aspirational goal of developing Christian leaders for the 21st century. 	Principal Staff	Term 2	11/08 – Not yet complete

	6. Encourage parents of male ākonga to attend the “Reading Together” programme.				ākonga have made a years progress in a year.
For 66% (2/3) Maori Ākonga to be reading at or above the appropriate curriculum level at the end of 2020	1. Teachers identify target ākonga and what movement is required to get ākonga to the appropriate level.	Maori will see reading as a relevant activity for Maori.	Teachers	TOA	Things Māori have been promoted, reading material containing stories valuing Māori have been read.
	2. Increase the Mana of things Māori by introducing Kapa Haka, teacher’s capability of things Māori (Kura Ahurea) joining with local schools in the area Kapa Haka concert.				
	3. Normalise things Māori by selecting material that is relevant to Māori ākonga. Allow Māori ākonga who relate to chosen texts to be experts about the information/ideas in the text and to tell others about their experiences.	Maori will make at least one year’s progress in a year	Principal		

EXCELLENCE – Succeeding in Writing

(Academic Excellence) Ākonga are succeeding in knowledge, skills and competencies to thrive as transformational Christian leaders in the 21st century.

2020 Baseline data

There was a big dip in MCS writing achievement in 2021 due to COVID 19 lockdown. In 2020 the biggest disparities were between male and female ākonga.

Overall, 57% of ākonga were at or above the appropriate curriculum level.

35.5% (5/14) of male ākonga were at or above in writing while 78.5% (11/14) of female ākonga were at or above the appropriate curriculum level. This means male ākonga are achieving at a 43% lower than female rate in writing.

71% (5/7) of Māori Ākonga were at or above in writing. Pasifika had 66% (2/3) achieving at or above in writing.

2021 Targets: To increase the percentage of male ākonga writing at or above the appropriate curriculum level from 35.5% (5/14) to 57% (8/14). This increase will only happen if those who slipped behind in 2020 make more than one year's progress in a year. It also assumes we have no more lockdowns.

For 66% (2/3) Maori ākonga to be writing at or above the appropriate curriculum level. Refer to reading section for rationale.

2021 Evaluation:

Goal 1: Male ākonga moved from 35% at or above to 50% at or above.

Goal 2: ¼ Māori ākonga are at or above, 2/4 Māori ākonga are below and ¼ is well below.

Annual Goal for 2021	Writing Actions	Expected Outcomes	Who is responsible/ Resources	Start date	Outcome/ Analysis & Reflection
To increase the percentage of male ākonga writing at or above the appropriate curriculum level from 35.5% (5/14)	<ol style="list-style-type: none"> Teachers identify target ākonga, their barriers to learning and what movement is required to get ākonga to the appropriate level. Teachers select topics that engage boys' interest. Read examples of good texts written by male and female authors as male role models- enjoy these and discuss what makes them good writing. 	<p>Boys will see writing as a relevant activity for boys.</p> <p>Boys will engage in writing activities.</p> <p>Boys will make at least one year's progress in a year</p>	<p>Teachers</p> <p>Teachers/ SENCO</p>	Term 1	<p>Having a male teacher in Y4-8 has had a positive impact on male writing. Topics were relevant to boys.</p> <p>Male ākonga have had opportunities to share their writing with the class and read texts written by male authors.</p>

<p>to 57% (8/14%)</p>	<ol style="list-style-type: none"> 4. Invite boys to share their writing in class- point out good elements of work. 5. Continue to seek specialist support for ākongā who have not made expected gains with standard approaches. 		<p>Principal</p>		<p>Male ākongā moved from 35% at or above to 50% at or above. While this is not 57% it is a significant increase.</p>
<p>For 66% (2/3) Maori Ākongā to be writing at or above the appropriate curriculum level by the end of 2021.</p>	<ol style="list-style-type: none"> 1. Teachers identify target ākongā, their barriers to learning and what movement is required to get ākongā to the appropriate level. 2. Increase the mana of things Māori- refer above for details. 3. Teachers select topics that engage are relevant to Māori. 4. Read examples of good texts written by Māori authors as - enjoy these and discuss what makes them good writing. 	<p>Māori will see writing as a relevant activity for Māori.</p> <p>Māori will make at least a year's progress in a year.</p>	<p>Teachers</p> <p>TOA Teachers/SE NCO</p> <p>Principal</p>		<p>Barriers for Maōri have been identified.</p> <p>Things Māori have had a much greater profile in 2021 than previous years.</p> <p>¼ Māori ākongā are at or above. Two of the ākongā who are not at or above have made a years progress in a year.</p>

EXCELLENCE – Succeeding in Mathematics

(Academic Excellence) Ākongā are succeeding in knowledge, skills, and competencies to thrive as transformational Christian leaders in the 21st century.

2020 Baseline data

Overall, 61% of ākongā were at or above the appropriate curriculum level.

In 2020 male and female ākongā were achieving at approximately the same level. Female ākongā were performing at 64% (9/14) and male ākongā were performing at 57% (8/14) at or above their level expected. There is a difference of one ākongā in these numbers.

71% (5/7) of Māori ākongā were at or above in mathematics. This is higher than any other ethnic group.

2021 Targets: To increase the percentage of ākongā Miramar Christian School ākongā achieving in mathematics at or above the appropriate curriculum level in mathematics from 61% to 68%.

To increase the percentage of Maori ākongā achieving mathematics at or above the appropriate curriculum level from 50% (3/6) to 87.5% (7/8).

NB Māori target set for 2020 requires two Māori ākongā to make more than a year's progress in a year and others to make at least a year's progress in a year.

2021 Evaluation:

Goal 1: 62% of all ākongā were at or above. (Of these 31% are above their expected level.) This goal was not reached.

Goal 2: 2/4 ākongā were at or above their expected level in mathematics and 2 were below their expected level. This means these results are the same as the previous year. The goal was not reached.

Annual Goal for 2021	Mathematics Actions	Expected Outcomes	Who is responsible/ Resources	Start date	Outcome/ Analysis & Reflection
To increase the percentage of Ākongā Miramar Christian School Ākongā achieving in mathematics at or above	<ol style="list-style-type: none"> Teachers identify target ākongā, their barriers to learning and what movement is required to get ākongā to the appropriate level. Teachers embed strategies/practices learnt in 2019 into classroom programme by teaching problem solving in mixed ability groups, through a range of relevant word problems at least once a week. 	<p>Ākongā requiring extra support will receive this.</p> <p>Interesting and engaging programmes will be run in all rooms.</p> <p>Ākongā will see themselves as capable mathematicians.</p>	<p>Teachers</p> <p>Teachers</p> <p>Pact-Teachers</p>	Term 1-4	<p>7/12: Target ākongā were identified. Notice and adjust sheets were used to help teachers work out how they could identify needs of target ākongā.</p> <p>Problem solving was taught but not weekly.</p> <p>62% of all ākongā were at or above. (Of these 31% are above their</p>

<p>the appropriate curriculum level in mathematics from 61% to 68%.</p>	<p>3. Teacher will systematically teach concepts and skills using consistent tools the rest of the week. 4. Teachers use the PACT tool for Assessment – different sections at the end of each term</p>	<p>All ākonga will have regular learning opportunities in mathematics.</p>	<p>With Principal support</p>		<p>expected level.) This goal was not reached. Regular instruction in mathematics was received. PACT was not used.</p>
<p>To increase the percentage of Maori ākonga achieving mathematics at or above the appropriate curriculum level from 50% (3/6) to 87.5% (7/8).</p>	<p>Refer above</p>	<p>Ākonga requiring extra support will receive this. Interesting and engaging programmes will be run in all rooms. Ākonga will see themselves as capable mathematicians. All ākonga will have regular learning opportunities in mathematics.</p>	<p>Teachers Teachers Pact-Teachers With Principal support</p>	<p>Term 1-4</p>	<p>7/12: 2/4 ākonga were at or above their expected level in mathematics and 2 were below their expected level. No Māori ākonga were well-below the expected levels.</p>