



**VISION STRATEGY
PRIORITIES
TACTICS**





Vision, Strategy, Priorities, Tactics

(Ref - Collins: J Beyond Entrepreneurship 2.0)

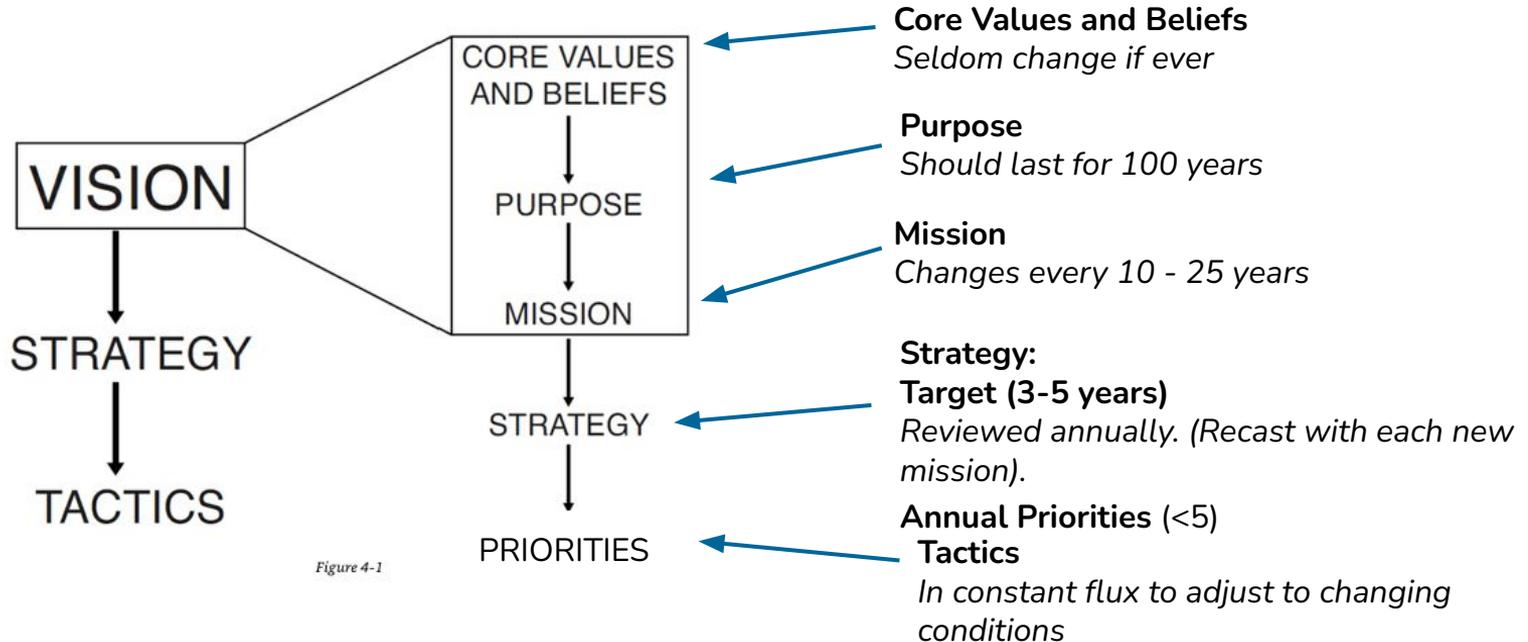


Figure 4-1



MIRAMAR
CHRISTIAN
SCHOOL

VISION & STRATEGY 2022-2026





Vision - Core Values, Purpose & Mission

<p>Core Values (Timeless)</p>	<p>Character Excellence Community</p>	
<p>Purpose (100 years)</p>	<p>To provide and promote a Christ-centred environment where students experience God. To develop a personal commitment that is expressed through their Godly character which allows the student to excel (excellence) and is expressed through their involvement in the community.</p> <p>For each learner the school community will provide quality learning opportunities that encourage Christian perspective and affirm Biblical principles.</p>	
<p>Mission (10-25 years)</p>	<p>Board</p>	<p>Staff</p>
	<p>Character</p>	
	<p>M1: A vibrant Kingdom community where all learners are growing in their identity and destiny in Christ.</p>	<p>M1: Honouring God in all we do.</p>
	<p>Excellence</p>	
	<p>M2: Ākonga are succeeding in knowledge, skills and competencies to thrive as transformational Christian leaders in the 21st century.</p>	<p>M2: Doing our best to become who God wants us to be.</p>
	<p>Community</p>	
<p>M3: Powerful partnerships with parents, whānau, churches and community work cohesively to strengthen positive outcomes for our ākonga.</p>	<p>M3: Community-mindedness is working together to make a difference and to bless others.</p>	



Strategy (3-5 years)

M1 - Character

BoT: A vibrant Kingdom community where all learners are growing in their identity and destiny in Christ.

Staff: Honouring God in all we do.

Strategic Goals

To achieve this we will (examples)

A	Ensure ākonga understand the core truths of the Christian faith through knowledge of the Bible.
B	Enable and equip ākonga to explore faith through creating opportunities to experience God.
C	Empower ākonga to walk in their identity in Christ.



Strategy (3-5 years)

M2 - Excellence

BoT: Ākonga are succeeding in knowledge, skills and competencies to thrive as transformational Christian leaders in the 21st century.

Staff: Doing our best to become who God wants us to be.

Strategic Goals

To achieve this we will

A	Develop a local curriculum that delivers the NZ curriculum with a biblical worldview.
B	Develop cultural capability in meaningful ways that honour God and Te Tiriti ō Waitangi.
C	Engage with emerging educational best practices, incorporating as appropriate.
D	Provide ākonga with opportunities for leadership of self and others.



Strategy (3-5 years)

M3 - Community

BoT: Powerful partnerships with parents, whānau, churches and community work cohesively to strengthen positive outcomes for our ākonga.

Staff: Community-mindedness is working together to make a difference and to bless others.

Strategic Goals

To achieve this we will:

A	Provide opportunities for ākonga to work together to make a positive difference and bless others.
B	Building and strengthening relationships through creating spaces for connection and celebration.
C	Develop broad understandings of Christian community and work collaboratively through engaging with and serving alongside local churches.
D	Become part of the Trusts' education plan for the Greater Wellington Region.



ANNUAL PLAN 2022

- PRIORITIES
- TACTICS





Priorities 2022 (<5)

P1	Work in partnership with NZCPT to successfully transition to the new school site.
P2	Increase cultural responsiveness through the use of Te Reo and tikanga Māori.
P3	Provide a programme of biblically centred activities that engage akonga at a level that reflects their age and stage.
P4	Aligning assessment practices with the local curriculum.



Priority 1 - Work in partnership with NZCPT to successfully transition to the new school site.

<p>Success is</p>	<p>Community culture of the school continues with the majority of families successfully transitioning to our new school site. School vision integrating with vision for the wider Wellington network. Relevant and useful resources and furniture are in use at the new site.</p>	<p>Strategic Links</p> <p>M2 - A, B, C</p> <p>M3 - B, E</p>
<p>Threats <i>Internal</i> <i>External</i></p>	<p>Internal threats: Small number of staff to do large amount of work. Uncertainty of staff and community.</p> <p>External threats: Covid-19 pandemic. Families willingness to travel to new site.</p>	<p>Tactics</p> <p>Evaluate how NZCPT documents fit alongside current documentation.</p> <p>Invite Mark Larson to be part of school events, e.g. community events with opportunities to speak.</p> <p>Regular communication with Mark.</p>
<p>Building on victories</p>	<p>Positive relationship established with NZCPT. Community accepting of the change.</p>	<p>Discussing school progress regularly in the school newsletter. In collaboration with NZCPT develop documentation required e.g. Ākonga profile.</p> <p>Staff working bees to sort resources.</p>
<p>Analysis of Variance</p>		<p>Encourage parent carpooling and other transport solutions.</p> <p>Organize and rationalise resources.</p>



Priority 2 - Increase the use of te reo and tikanga Māori *Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning NELP Priority 5 or Have high aspirations for every learner/ākonga NELP Priority 2*

<p>Success is</p>	<p>Ākonga and kaiiaki making regular use of Te Reo in their everyday communication. Te Reo evident in school documentation, signage and classroom displays. Tikanga that is aligned to local iwi is part of our everyday practices including the way we welcome visitors onto our site.</p>	<p>Strategic Links</p> <p>M1 - B, M2 - A, B, C, D M3 - A, B, E</p>
<p>Threats <i>Internal</i> <i>External</i></p>	<p>Internal threats: Overcrowded curriculum. Being able to afford Kapa Haka instructor External threats: Covid lockdowns Increased cost of Kura Ahurea</p>	<p>Tactics</p> <p>New practices from 2021 becoming business as usual for the school.</p> <p>Te Reo signage and displays evident in all spaces</p> <p>Things Māori incorporated in a range of curriculum.</p> <p>Use COL assessment strategy for Te Reo.</p>
<p>Building on victories</p>	<p>Kapa Haka operating successfully through 2021 Staff training in Kura Ahurea, with resources being implemented in class Te reo lessons happening regularly</p>	<p>Rebranded documentation with Te Reo incorporated throughout.</p> <p>Term Te Reo expectation sheets.</p> <p>Grant funding applications.</p>
<p>Analysis of Variance</p>		<p>Reviewing and updating existing documentation.</p> <p>Funding for Kapa Haka teacher secured.</p> <p>Use Hautu to direct future actions.</p>



Priority 3 - Provide a programme of biblically centred activities that engage akonga at a level that reflects their age and stage.

Success is	Akonga understand the basic tenants of the Christian faith and the Bible, and how to engage with God in prayer (as appropriate to their stage of faith development).	Strategic Links M1 - A, B, C M2 - B, D M3 - A, C, D
Threats <i>Internal</i> <i>External</i>	Internal threats: Crowded curriculum making Christian instruction difficult to fit in. External threats: National curriculum change.	Tactics <ul style="list-style-type: none">· Review the faith curriculum to ensure it is aligned/integrated and 'fit for purpose' to deliver age appropriate faith activities (bible stories, memory verses, devotions, bible readings)· Faith curriculum activities are planned, prioritised and implemented and deliver incrementally to fulfil the spiritual qualities of a Year 8 Graduate profile.· Staff explore, develop and model a range of ways that enable akonga experience God through prayer and worship· Get funding for new junior bibles
Building on victories	Memory verse system embedded across school. Regular prayer times happening in all classes.	
Analysis of Variance		



Priority 4 - Aligning assessment practices with local curriculum- *Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy NELP 4*

Success is	Assessment is embedded as an integral part of the teaching and learning programme across all learning areas. Teachers and ākonga are using a range of assessment tools, with ākonga having a clear understanding of the progress they are making with their learning. Teachers use assessment data to inform their planning. Stakeholders tracking progress through school-wide reporting.	Strategic Links M1 - M2 - A, B, C, D M3 - A, E
Threats <i>Internal</i> <i>External</i>	Internal threats: Capacity to consistently implement new assessment strategies. External threats: Not being able to carry out assessment due to lockdown	Tactics Schedule of assessment introduced to staff. Assessment matching structured literacy. Staff will explore pedagogy related to assessment.
Building on victories	Clear and consistent assessment tools.	To use culturally relevant assessment. Teachers identify an area of assessment to work on for their professional growth cycle.
Analysis of Variance		