

MIRAMAR
CHRISTIAN
SCHOOL

VISION STRATEGY
PRIORITIES
TACTICS





Vision, Strategy, Priorities, Tactics

(Ref - Collins: J Beyond Entrepreneurship 2.0)

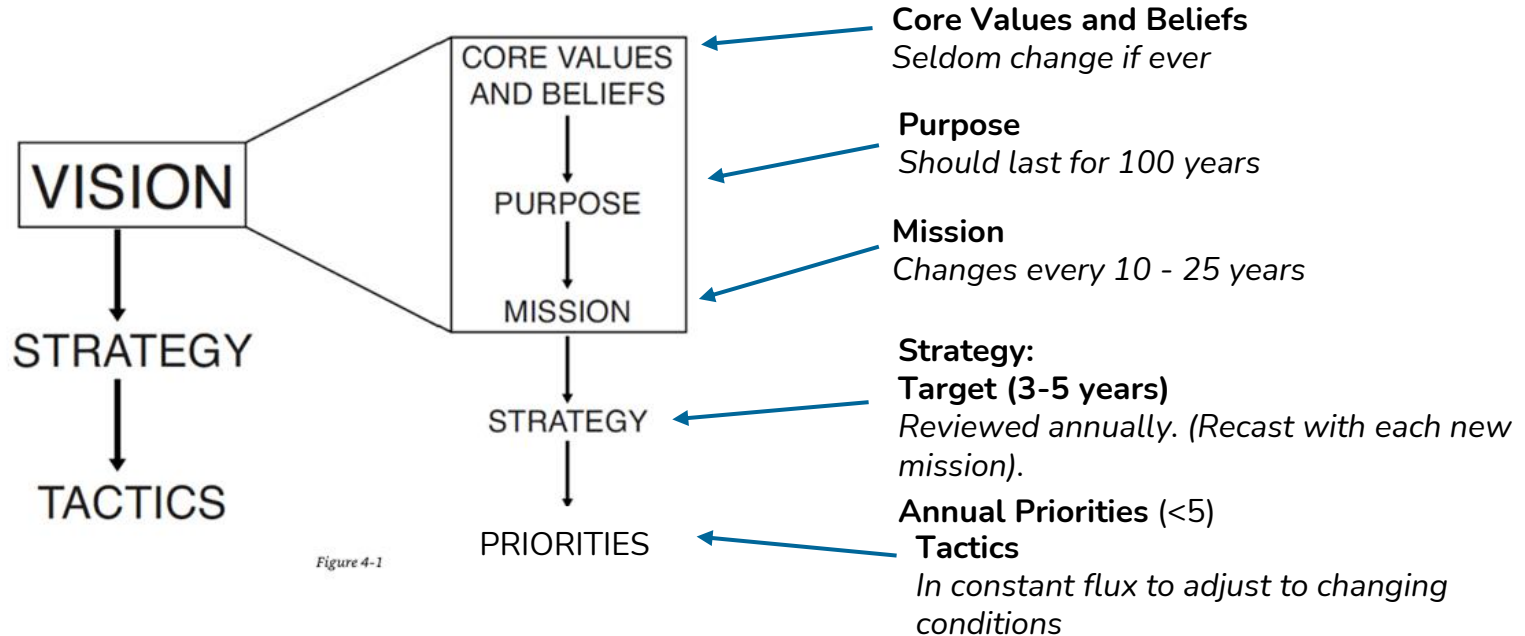


Figure 4-1



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.

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

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

Success is: *The community culture of the school continues with the majority of families successfully transitioning to our new school site. School vision integrating with the vision for the wider Wellington network. Relevant and useful resources and furniture are in use at the new site.*

Regular communication with Mark

17 February: The principal wrote to request information on several things. Had a discussion with the project manager on this.

11 March: Received the project manager's newsletter. Listened to his Facebook message.

21 March: Met with Mark and Andrew. Mark gave us a briefing on where things were at in relation to sites.

April: Started a mural to begin planning how we can systematise the actions required for a smooth transition.

April 10-11: Shared this with Andrew and Mark. This is still in the developing stages and will be a working document, i.e., it will be continually updated.

11 April: the Board meet via zoom with Mark to discuss the roles of the NZCPT, Peniel, the School Board and Principal in relation to changing moving and becoming a new school.

13 June: Meet with Mark and Andrew re: employment.

Invite the Project Leader to be part of school events

20 June- Invited Mark to be part of our Community event on 30 June. Mark had a prior engagement so could not attend. Nb Mark is away for the term 3 Community event.

Invited for Prize giving- Mark came and spoke. This was well received.

Discussing the progress towards the new school regularly in the school newsletter

14 March: promoted the WCEP - Project Manager report in the school newsletter and added links to the WCEP website and Facebook. The principal spoke with Mark briefly.

15 March: Principal responded to the project manager's request to organise a meeting on Friday with the presiding member, principal, and himself.



Discussing the progress towards the new school regularly in the school newsletter(Cont)

6 May: Principal forwarded Mark's message regarding the date of moving premises to Board Presiding Member and staff as requested.

17 May: Forwarded the above message from Mark to the parent Community.

10 June Mark invited to add information to the newsletter- declined as had nothing new to add

29 July – Received a newsletter from Mark and forwarded it on to whanau.

12 September – Marks update sharing what site is being pursued for the new school.

Evaluate how NZCPT docs fit alongside MCS current documentation

21 February: Began exploring other NZCPT schools' graduate profiles. Read Horizon School and Hawera Christian School graduate profile. Hawera's profile is the same, word for word, as NZCPT. It addresses the education of the whole person but only the graduate as a spiritual person. Horizon's profile is written under its values (agile, faith-filled, inclusive, growing) and while still very faith-based, better addresses the whole person and all of education.

1 April Requested having someone from NZCPT co-opted onto the Board prior to the official change of proprietor.

Contacted NZCPT about views on Gaming gants. The response was as follows NZCPT schools are non-denominational. Our vision is to assist local groups provide an affordable, quality, Christ-centred, Bible-based education which inspires and equips pupils to love God and change the world for Him. That's our purpose. Within Christian communities there are often varying and sometimes very strongly held perspectives that differ about aspects of life. We need to be able to navigate through these while remaining in unity with each other as Jesus prayed in John 17.

One person may choose to eat certain foods that another will decline, one may celebrate certain festivals or days that are not as meaningful to another. Recently one of our Principal received an impassioned letter from a concerned parent that their school was going to attending a local event that the parent felt they shouldn't support. Yet most others parents (most being Christian) were comfortable with their children attending. Where does that land if we all take entrenched positions on matters that are not core to our faith?

One school board that did discuss this question of funding applications at considerable length noted the many places in scripture where the gold and other riches of foreign temples were brought before the Lord and dedicated to him – melted down and recast into objects that were then considered holy. Paul spoke at length about some people not eating certain foods yet to him, all food was good to eat. For Paul, it wasn't what he ate but whether it caused another to stumble. This isn't an argument for or against funding applications, rather to highlight that different Christians can seek guidance from scripture on the same topic but arrive at different conclusions.

So, NZCPT does not have a position on it other than to encourage our boards and schools to walk humbly together, love mercy and act justly. Our statement of belief (<https://www.nzcpt.nz/statement-of-belief>) declares those things that are deeply important to us. Beyond those statements, I suggest you encourage your board to hold positions like this lightly, avoid using scripture to attack or demean the positions of others when engaging in discussions like this and keep the main thing the main thing.

This indicates freedom for the Board to determine much of the detail even in matters of faith for the school.



In collaboration with NZCPT develop the documentation required

25 February: The principal discussed the graduate profile with the appraiser. His take is that the graduate profile is a personification of the purpose and mission. He encouraged the principal to work with the NZCPT rep on this.

11 April: A prototype graduate profile using MCS Vision, purpose and values along with the content of the NZCPT graduate profile has been drafted and is ready for NZCPT and Board discussion. Discussion was had with the Board and Jacqui from NZCPT. Recommendations were acted on. This is now complete and displayed in classes. Further information below.

Organise and rationalize resources

4 May: Staff brainstormed what resources will need organising and rationalising. This was recorded on a Trello. Some jobs that do not require teaching staff to do these were identified. Funding for a teacher aide to carry out many of these tasks was sought from Wellington Christian Education Project. \$1500 has been granted on the condition that we get the green light from the property under current consideration on August 15. Other actions are buying boxes to reorganise journals and other books and sorting out e-waste.

17 June- E-waste sorted. Boxes purchased. The teachers' aide has been delayed in starting work due to her family getting covid. She is expected to begin in Term 2 week 9.

23 June: condensed FIO books and reorganised these.

Sept 2022- Journals and FIO are all organised and look much better. We are grateful to the trust for funding this work. The TA funding is finished and the junior readers have yet to be sorted.

Supporting parents to resolve transport issues to the new school

June We have had an inquiry around getting a minivan shuttle from the station to MCS, i.e. get to the current. Discussed this possibility with Mark. Mark committed to finding out if other prospective parents also wanted transport from the station to school.

The question asking if parents would access Miramar Christian School if we had a minivan was asked in a questionnaire at the end of the year. Following this the principal and Board asked if WCEP could fund this. A proposal for this was put together and presented at the board. Mark indicated that this would likely be accepted. The minibus (10 seater) has now been purchased and is operating between Wellington Railway station and the school. Four students are currently on the mini bus- three of whom are new to the school. The minibus is a blessing.



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 kaitiaki 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,</p> <p>M2 - A, B, C, D</p> <p>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</p> <p>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>Reviewing and updating existing documentation.</p> <p>Funding for Kapa Haka teacher secured.</p> <p>Use Hautu to direct future actions.</p>



Priority 2 AOV Increase cultural responsiveness through the use of Te Reo and Tikanga Māori.

Success is: *Ākonga and kaitiaki 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.*

Grant funding applications to secure Kapa Haka teacher for the year.

Grant funding application for Kapa Haka made in 2021. No kapa haka run in Term 1 as covid restrictions meant this could only happen outside and the provider could not sustain this. We are hoping it will resume in Term 2 after the wave has passed.

1 April: We have heard we will be receiving a grant of \$2500 towards Kapa Haka. Kapa Haka was not held in term 1 due to Covid restrictions. It can be held in Term 2. Kapa Haka has resumed in Term 2.

Review and update documentation including Te Reo

Key words have been chosen to include in documentation. These are whanau, ākonga, tamariki, kura, Kaiako, tumuaki. These key words are now included in newsletters, reports from the principal, and the prospectus.

Headings in the prospectus are now in English and te reo.

3 May: Most sections of the Enrolment Pack now have te reo used for student (ākonga), parent/family (whanau), school (kura), principal (tumuaki).

9 May: Confidentiality documentation has been revised.

Term Te Reo expectations sheet created

26 Jan: The principal meet with the Within School Lead and discussed tactics for this area.

February: Staff began introducing te reo on the Term 1 schedule with marae as their theme.



Term Te Reo expectations sheet created (continued)

15 March: The Within School Lead developed Term 2 te reo language schedule using TKI, levels.

2 May: A folder for all teaching staff detailing what te reo will be taught in Term 2 has been developed.

In term 3 and 4 similar sheets have been developed.

Next step align lesson plans more clearly with the Curriculum Guidelines for Teaching and Learning Te Reo Māori in English - medium Schools : Year 1-13

Use CoL assessment strategy

August - Kauri ākongā have completed the NZCER Te Reo assessments.

Te Reo signage and displays included in all spaces

Term 1 – Kōwhai - Wharenuī with parts labelled in te reo displayed. Wharenuī picture in hall - signage to be added.

Term 2- signage for wharenuī is complete.

Term 3 – explored signage for rooms. Decided not to purchase permanent signs as some of our doors are aluminium and would not easily hold these and it may be better to get a set when we know what doors in the new site looks like. We use some twinkle blank signage in the meantime. Initial signs made were too small. These have been redone so they can be read.



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

<p>Success is</p>	<p>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).</p>	<p>Strategic Links</p> <p>M1 - A, B, C</p> <p>M2 - B, D</p> <p>M3 - A, C, D</p>
<p>Threats <i>Internal</i> <i>External</i></p>	<p>Internal threats: Special Character risks being pushed out by a crowded curriculum.</p> <p>External threats: National curriculum change.</p>	<p>Tactics</p> <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)
<p>Building on victories</p>	<p>Memory verse system embedded across school. Regular prayer times happening in all classes. Staff are exploring more ways of connecting students with God.</p> <ul style="list-style-type: none"> . 	<ul style="list-style-type: none"> 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 to experience God through prayer and worship Get funding for new junior Bibles



Priority 3 AOV *Provide a programme of biblically centred activities that engage ākonga at a level that engage ākonga at a level that reflects their age and stage.*


Success is: *Ākonga 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).*

Tactics

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)

Memory verses for term 1 were developed around the theme “Who am I?”. Students have had these verses in Term 1, 2021 as well. The repetition has resulted in greater engagement and retention of verses. The verses in this fit with the statements from the draft graduate profile, “Growing in understanding of God’s love for me”. Growing in knowledge of how God sees me and others”. “Personal commitment to God”. Growing in understanding of God’s love for me and others demonstrated in the death and resurrection of Jesus Christ”.

The memory verse work for Term 2 has been developed around the theme, “Who is God?”. This fits with the statements from the draft graduate profile, “Growing in knowledge and understanding of faith and God”. “Growing in the knowledge of how God sees me”.

 Year 1-3 section is complete. It covers Bible skills; Thinking theologically; Prayer, worship, and other spiritual practises; Valuing and respecting others and ourselves; Wonder and curiosity about and care for God's creation and; Service vocation and mission. It is very practical and shows what ākonga should do and know in each area. Once it is finished it will be delivered incrementally to work towards fulfilling the spiritual qualities of a Year 8 graduate. This looks like a very helpful piece of work.

Term 3 memory verses have all related to the school statement of belief and therefore cover the core tenets of the faith.

22 July the principal meet with Jacqui from NZCPT and discussed the possible use of adoption with some adaptation of the "DRAFT Christian Formation at KingsGate School Growing in Faith, Hope and Love'. This now has the Year 4-6 section complete. With some small adaptations, e.g. calling this Christian Foundation for Miramar Christian School- Growing in Character Excellence and Community Mindedness." She will send a copy with the extra section which I will share with the staff. As staff have already planned their Term 3 devotions, this will be explored in term 4 at the earliest.

Faith curriculum activities are planned, prioritised, implemented and delivered incrementally to fulfil the spiritual qualities of a Year 8 graduate profile

The principal is exploring possibilities of structures in teaching bible knowledge. This includes a discussion with Sue Dow about the need to be tight and clear with how we teach bible knowledge as Māori mythology will be systematically taught to ākonga. Sue is going to forward a bible teaching curriculum used in an overseas Christian school.

August 2022 The curriculum developed by Jacqui has been mapped against the student profile. This mapping shows the curriculum works to achieve the Graduate profile.

Term 4 2022 Jacqui provide a day of staff PD on a bible overview and a brief look at this work. BA creating the beginning of a schedule to teach this and will trial this in term 1.

Year 8 Graduate Profile/ Student Profile

A draft Year 8 Profile was developed by the principal and Carolyn Stewart.

This was shared with staff.

27 June 2022 The draft was shared with the School Board. Feedback from the Board was to put all vocabulary into child speak and strengthen the academic criteria.

22 July 2022 The principal meet with Jacqui from NZCPT regarding the graduate profile. Jacqui's recommendation was to look at key ideas in the NZC vision and principles p. 8-9 for qualities of learning that fit our school for increasing the academic area. The principal will do this with staff.

Jacqui also raised the question of what the key purpose of the profile is and who is the profile's key audience. If the key purpose to guide of this document is to guide teachers and other educators into delivering a 'planned, prioritised, and implemented and delivered incrementally' spiritual programme 'to fulfil the spiritual qualities of a Year 8 graduate profile,'; with secondary purposes of informing whanau (including Year 8's) of our schools intended aims, then the language should not be put into child speak. However, if this is to be a student profile rather than a graduate profile then child-speak is perfectly appropriate and simplifying it may be required. Too many ideas can lead to overwhelming ākonga and nullifying the document's effectiveness as a living document.

22 July discussion with Carolyn Stewart. She suggested two versions. One for ākonga and one for teachers and prospective whanau.

27 July Discussed what should be added in terms of academic criteria at a staff meeting. We looked at the curriculum and discussed ideas.

New criteria added- "Aiming high , persevering and demonstrating a growth mindset." Consistently put time and effort into my work." " Doing my best when no one is watching." "Engaged learner changed to "Engaged, confident innovated life-long learner". All vision and value words from the front end of the curriculum are now represented in this profile. Next step create 2 versions and simplify text so it can be a living document.

28 July – Meet with Carolyn refined this.

19 Sept – Presented a student and a parent version of the Graduate profile to the Board.


Final version accepted by the Board.

This is now displayed in classrooms.

Next steps: Include this in the prospectus.

Resources to support a biblical worldview in reading

The Ministry is deliberating removing a biblical worldview and increasing the number of texts with a Māori worldview(Te Ao) in the reading material provided. This means it is no longer sufficient to rely on Ministry reading resources for reading programmes. In the 2023 budget, allocate reading book funding to deliberately add texts with a biblical worldview.

 These will probably need to be sourced from Britain or America which unfortunately means they will not intersect with Te Ao. There is a niche gap in the market here. Talk to David Mann and see whether this is something he could address.

10 May: Discussed this with Shaun Brooker and there are some videos being made to look at addressing Te Ao in Christian schools.

Term 4 Meet with Jacqui from NZCTP- A bible with actions overview was introduced to staff. This was used with the Jesse tree work in December to begin building an understanding of the bible as a whole. These resources and knowledge can help support learners. We also developed the unit base for our Te Tiriti Unit with biblical worldview in behind it. This is an ongoing piece of work. We received a grant at the end of the year for books. It was too late to spend it then so will use this to purchase books to support “Christian Formation - Growing in Faith, Hope and Love” programme and use money left over to buy other books aligned with a biblical worldview in 2023.

Staff explore, develop, and model a range of ways that enable ākonga to experience God through prayer and worship

28 March: Discussed adding in faith first when creating Term 2’s timetable and ensuring time to experience God is built intentionally into class programmes. 14 April: Examples of ways of praying have been explored in other admin staff meetings.

12 May: Professional Development on different ways to connect with God. Staff are adding 3 different ways of connecting with God into their Long-Term Plans which will feed into their daily planning.

Get funding for new junior bibles

9 Feb: Received confirmation of receiving a grant from Grocott Trust for new bibles.

20 March: New Bibles were purchased for Kowhai Class, and they are using these regularly.



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.



Priority 4 AOV: 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.

Tactics

Schedule of assessment developed with Carolyn Stuart. This schedule has assessment matching structured literacy
3 Feb, 16 and 28 March, 11 April: Completed Schedule and principals and practice guidelines.

Staff will explore pedagogy related to assessment

16 March: Staff received PLD on assessment of, for and as learning, and identified an area of assessment to work on for their professional growth cycle. Staff have developed a plan of how they will develop their growth in knowledge and practise of assessment. They have begun work on their development areas.

To use culturally relevant assessment

Term 2 -Used NZCER te reo testing for the first time with Year 4-6. Our ākonga were spread across level 1 and level 2. We are looking into the new PAT tests.