



**VISION STRATEGY  
PRIORITIES  
TACTICS**





# Vision, Strategy, Priorities, Tactics

(Ref - Collins: J Beyond Entrepreneurship 2.0)

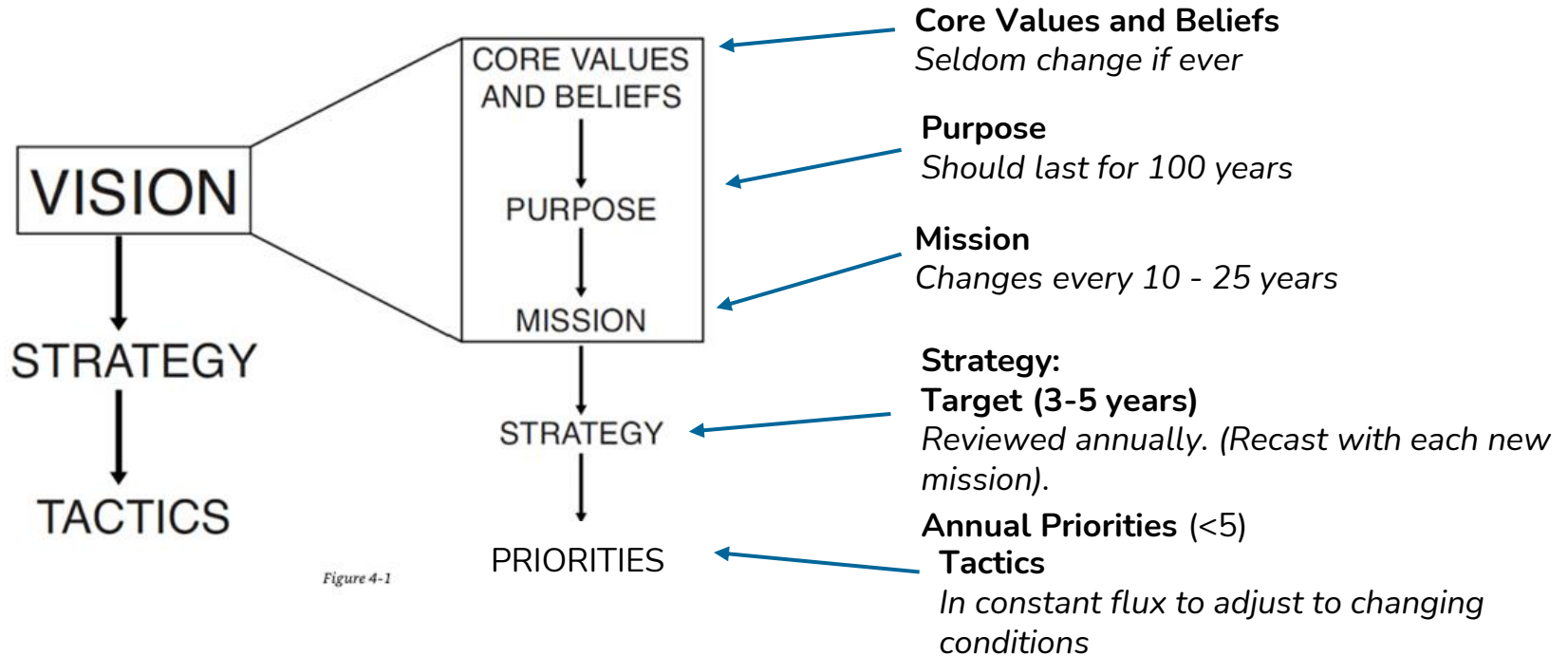


Figure 4-1





# VISION & STRATEGY 2022-2026





## Vision - Core Values, Purpose & Mission

|   |  |   |
|---|--|---|
| <b>Core Values</b><br>(Timeless)  | Character<br>Excellence<br>Community   |   |
| <b>Purpose</b><br>(100 years)   | <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> |   |
| <b>Mission</b><br>(10-25 years)   | <b>Board</b>   | <b>Staff</b>  |
|   | <b>Character</b>   |   |
|   | <b>M1:</b> A vibrant Kingdom community where all learners are growing in their identity and destiny in Christ.   | <b>M1:</b> Honouring God in all we do.                      |
|   | <b>Excellence</b>  |   |
|   | <b>M2:</b> Ākonga are succeeding in knowledge, skills and competencies to thrive as transformational Christian leaders in the 21st century.  | <b>M2:</b> Doing our best to become who God wants us to be. |
|   | <b>Community</b>   |   |
| <b>M3:</b> Powerful partnerships with parents, whānau, churches and community work cohesively to strengthen positive outcomes for our ākonga. | <b>M3:</b> Community-mindedness is working together to make a difference and to bless others.  |   |



## 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 <b>core truths</b> of the Christian faith through knowledge of the Bible. |
| B | Enable and <b>equip</b> ākonga to explore faith through creating opportunities to experience God.      |
| C | <b>Empower</b> 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 2023

- PRIORITIES
- TACTICS







## Priorities 2023 (<5)

|           |   |
|-----------|---|
| <b>P1</b> | Engage with and begin to implement the refreshed NZ curriculum.                   |
| <b>P2</b> | Engage ākonga in biblically centred curriculum that reflect age and stage.        |
| <b>P3</b> | Work in partnership with NZCPT to successfully transition to the new school site. |



## Priority 1 - Engage with and begin to implement the refreshed NZ curriculum

|  |  |   |  |
|--|--|---|--|
| <b>Success is</b>                                    | <p>Aotearoa History's curriculum giving the school community a broader knowledge and understanding of the history of Te Poneke Wellington. Teacher's knowledgeable enough to deliver the Aotearoa History curriculum with a focus on the local area.</p> <p>Teachers exploring and beginning to use the refreshed Aotearoa Histories, social sciences, maths and English curriculum in the planning.</p> |   | <b>Strategic Links</b><br><b>M1 - B</b><br><b>M2 - A, B, C</b><br><b>M3 - A</b>  |
| <b>Threats</b><br><i>Internal</i><br><i>External</i> | <b>Internal threats:</b><br>Accessing resources.<br><br>Teachers having insufficient knowledge to deliver the local stories.   | <b>External threats:</b><br>Time and access to resources.<br><br>Whānau feeling challenged by re-telling of history.<br><br>MoE reworking requirements. | <b>Waypoints</b><br>Resources to support Aotearoa History and Te Reo teaching systematically organised.<br><br>Significant areas and events for ākongā identified. |
| <b>Building on victories</b>                         | <p>Aotearoa History's document and MoE supporting card material used as the basis for writing unit about Te Tiriti o Waitangi.</p> <p>Resources are continuously being made available through the MoE.</p>   |   | Potama showing progressions developed for the Do aspects of Aotearoa History.<br><br><b>Tactics</b>  |



## Priority 2 - Engage ākonga in biblically-centred curriculum that reflect age and stage

|  |   |   |  |
|--|---|---|--|
| <b>Success is</b>                                    | <p>Ākonga learning and growing in their knowledge and understanding of the Bible and God leading to a personal faith.</p> <p>Teachers delivering a bible-centred curriculum that supports ākonga to engage with the scriptures, think theologically and to grow as disciples of Christ. This includes daily devotions, regular lessons to study the Bible, prayer, memory verses, and conversations that reflect the Christian way of living.</p> |   | <b>Strategic Links</b><br><b>M1</b> - A, B, C<br><b>M2</b> - A, B, D<br><b>M3</b> - A, C   |
| <b>Threats</b><br><i>Internal</i><br><i>External</i> | <b>Internal threats:</b><br>Staff not prioritising the delivery of the Bible-centred curriculum.<br>Staff feeling pressured to meet refreshed curriculum expectations.  | <b>External threats:</b><br>Demands of the refreshed curriculum.<br>Workload caused by MoE initiatives. | <b>Waypoints</b><br>Trial in Year 1-3.<br>Curriculum plan developed for three-year implementation and broken into terms.   |
| <b>Building on Victories</b>                         | <p>Work with Jacqui in 2022 has provided the school with the general outline of what needs to be covered under the headings of Engaging with Scripture, Thinking Theologically and Discipleship.</p> <p>Being able to 'tap into' the local curriculum being developed by other NZCPT schools.</p> <p>Staff being comfortable outliving their faith in ways such as praying for students.</p>  |   | Teacher's long term planning incorporating three-year curriculum.<br>System implemented to support teachers in their weekly delivery of the biblically-centred curriculum.<br><b>Tactics</b><br>Audit current resources for their ability to deliver the biblically-centred curriculum.<br>Purchase resources to fill gaps.<br>Align this priority to Teacher Professional Growth Cycle. |



## Priority 3 - Work in partnership with NZCPT to successfully transition to the new school site

|  |  |  |   |
|--|--|--|---|
| <b>Success is</b>                                    | 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. |  | <b>Strategic Links</b><br><b>M1</b> - C<br><b>M2</b> - A, B, C, D<br><b>M3</b> - B, D   |
| <b>Threats</b><br><i>Internal</i><br><i>External</i> | <b>Internal threats:</b><br>Small number of staff to do large amount of work.<br><br>Uncertainty of staff and community.   | <b>External threats:</b><br>Availability of new schools site.<br><br>Families willingness to travel to new site.<br><br>NZCPT's processes being applied to our whānau. | <b>Waypoints</b><br><br>MCS documentation aligned to NZCPT brand.<br><br>New site agreed to.<br><br>Agreed roadmap for transition to new site.  |
| <b>Building on victories</b>                         | Positive relationship established with NZCPT.<br><br>Community accepting of the change.  |  | Collaborative partnerships established with other NZCPT schools.<br><br><b>Tactics</b><br>Building relationships with other NZCPT principals including attending principals' day.<br><br>Establish relationship with land contractor. |