



# VISION & STRATEGY 2024-2025



# Vision, Strategy, Priorities

(Ref - Collins: J Beyond Entrepreneurship 2.0)

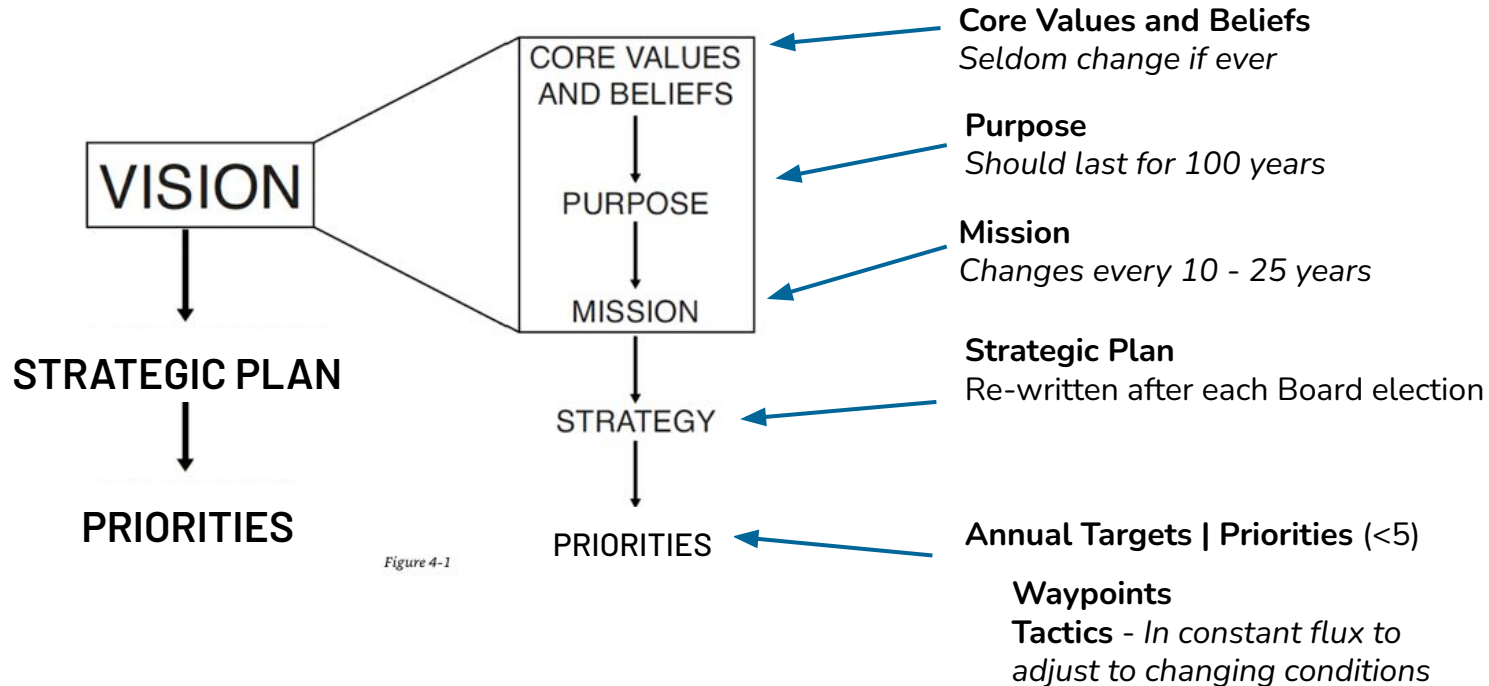


Figure 4-1

# Vision

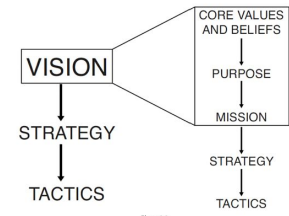


Figure 4-2

<div style="display: flex; justify-content: space-around; align-items: center;"> <span><b>Core Values</b></span> <span>→</span> <span><b>Purpose</b></span> <span>→</span> <span><b>Mission</b></span> </div>		
Timeless	100 Years	10-25 years
Enduring principles to live by; a guiding philosophy	The fundamental reason for the organisation's existence. Like a guiding star; always pursued, never fully attained	Like a big mountain to climb, a clear finish line to shoot for in a compelling and galvanizing way.
Reflect the values of community that the school serves.	Articulates how the school delivers to the community's expectations.	The school's priorities for the next 10-25 years as it grows its capability to realise the community's ambitions for their children.
Would continue to hold, even when costly to do so; practices and strategies change, but not core values	Should guide the organization for at least 100 years	Not a 100% chance of success; requires a leap in capabilities Compelling and galvanising; easy to grasp

# Vision

Values | Purpose | Mission



# Our Values



**CHARACTER**  
We honour God

We value developing Godly character and integrity in our lives.

We value Christ-like attitudes of honesty, respect, care and compassion for others.



**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 application of knowledge, in the context of a Biblical worldview.



**COMMUNITY**  
We serve God

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 (kura), local and wider community.

# Our Purpose

To provide and promote Christ-centred education 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.

The school community will provide quality learning opportunities through a Christian worldview that affirms Biblical principles and that gives effect to Te Tiriti o Waitangi.



# Our Mission

- M1: A vibrant Kingdom community where all learners are growing in their identity and destiny with churches and community working cohesively to strengthen positive outcomes for our ākonga.
- M2: Ākonga are succeeding in knowledge, skills and competencies to thrive as transformational Christian leaders in 21st century.
- M3: Giving effect to Ti Tiriti o Waitangi through powerful partnership with iwi, and whānau ensuring local curriculum reflects local tikanga Māori, mātauranga Maori, and te ao Māori consistent with our special character.
- M4: To develop a coherent educational vision that flows from Year 1-13 reflecting Proprietor and Ministry of Education outcomes.





# Strategic Goals (2024-2025)

**M1** - A vibrant Kingdom community where all learners are growing in their identity and destiny with churches and community working cohesively to strengthen positive outcomes for our ākonga.

To achieve this we will		Our measures, evidence and process
A	Ensure ākonga understand the core truths of the Christian faith through knowledge of the Bible.	Christian Formation - <i>growing in faith, hope and love</i> Framework being used in every classroom.
B	Enable and equip ākonga to explore faith through creating opportunities to experience God.	NZCPT’s “Seven Core Practices” evident across the school.
C	Empower ākonga to walk in their identity in Christ.	Ākonga learnt Who am I declarations
<b>Foundation curriculum policy statements</b> Christian Formation - <i>growing in faith, hope and love</i> Framework Special Character Guidelines- (KWT) Theological Framework- (KWT) Our Faith - (KWT)		<b>National curriculum statements</b> Te Mātaiaho
		<b>National Education Strategies</b> Oranga Tamariki Action Plan, wellbeing in Education.
		<b>NELPs 1.1, 1.2,</b>





# Strategic Goals (2024-2025)

**M2** - Ākonga are succeeding in knowledge, skills and competencies to thrive as transformational Christian leaders in 21st century.

To achieve this we will		Our measures, evidence and process
A	Develop a local curriculum that delivers the NZ curriculum with a biblical worldview.	A completed local curriculum that utilises local contexts for learning and is underpinned by a Biblical worldview.
B	Develop cultural capability in meaningful ways that honour God and Te Tiriti o Waitangi.	Te reo and tikanga Māori are integrated into classroom practices and the life of the school.
C	Engage with emerging educational best practices, incorporating as appropriate.	Te Mātaiaho is meaningfully implemented with the Common Practice Model being used and effective assessment for learning practices utilised.
D	Provide ākonga with opportunities for leadership of self and others.	Systems in place to ensure all ākonga continue to have opportunities to lead
<b>Foundation curriculum policy statements</b> Curriculum Procedure Local Curriculum including Christian Formation		<b>National curriculum statements</b> Te Mātaiaho
		<b>National Education Strategies</b> Ka Hikitia, Te Tiriti, Tau Mai te reo, Mou te Reo, Action Plan for Pacific Education, Wellbeing in Education. <b>Oranga Tamariki Action Plan</b>
		<b>NELPs</b> 1.1, 1.2, 2.3, 2.4,3.5, 3.6



# Strategic Goals (2024-2025)

**M3** – Giving effect to Ti Tiriti o Waitangi through powerful partnership with iwi, and whānau ensuring local curriculum reflects local tikanga Māori, mātauranga Maori, and te ao Māori consistent with our special character.

To achieve this we will		Our measures, evidence and process
A	Work in partnership with Te Ati Awa to establish a productive working relationship	Ngāti Toa kawa is reflected in our kura.
B	Provide opportunities for ākonga to work together to make a positive difference and bless others.	Positive Behaviour for Learning (PB4L) being used by ākonga and kaiako.
C	Building and strengthening relationships through creating spaces for connection and celebration.	Termly Community events, Parent-Teacher Interviews, Consultation. Connections between whanau and staff before and after school.
D	Develop broad understandings of Christian community and work collaboratively through engaging with and serving alongside local churches.	Ākonga participating in community service activities
E	Be part of the Trusts’ education plan for the Greater Wellington Region.	Collaboration with NZCPT and Pennial Trust
<b>Foundation curriculum policy statements</b> Miramar Christian School Local Curriculum Christian Formation - growing in faith, hope and love Framework Special Character Guidelines- (KWT) Theological Framework- (KWT) Our Faith - (KWT)		<b>National curriculum statements</b> Te Mātaiaho, Te Aho Arataki Marau mo te Ako i Te Reo Māori- Kura Auraki, Poutama Reo, e Tiriti, Tau Mai te reo, Mou te Reo,
		<b>National Education Strategies</b> Ka Hikitia
		<b>NELPs</b> 1.1, 1.2, 2.3, 3.5



# Strategic Goals (2024-2025)

**M4** - To develop a coherent educational vision that flows from Year 1-13 reflecting Proprietor and Ministry of Education outcomes.

To achieve this we will		Our measures, evidence and process
A	Reference best practice in Christian education drawing on pedagogical and special character thought leaders to shape delivery and outcomes.	Profession learning translates into teachers practice.
B	Seek community consultation, School Board, staff and parents.	Consultation on key areas complete
C	Look at models of delivery and school structure that reflect best practice.	Collaboration with other Christian School Leaders.
D	Develop a community minded school culture and common pedagogy	Structures in place to facilitate school culture and PLD to support common pedagogy.
E	Model a school structure based on 130, 160, 190 and 210. Stage 1: Yr 1-10; then Stage 2: Y11-13.	Change of Class Application which documents school model is accepted by MOE
F	Follow our high level change model, adapting it to meet the requirements of the new site and relevant time frames for opening.	Reports showing progress in line with the change models.
<b>Foundation curriculum policy statements</b> Miramar Christian School Local Curriculum NZCPT theology Framework, NZCPT Special Character Guidelines		<b>National curriculum statements</b>
		<b>National Education Strategies</b>
		<b>NELPs 1.1, 2.4, 3.6</b>



## Priorities (Targets)

<b>P1</b>	Aligning the new governments curriculum initiatives with Miramar Christian School's Local Curriculum.
<b>P2</b>	Successfully transition to the new school site.
<b>P3</b>	To grow a Christ-centred whānau culture that exemplifies our school's values.

# Priority 1

Aligning the new governments curriculum initiatives with Miramar Christian School's Local Curriculum with a special focus on literacy and numeracy.

<b>Success is</b> A local integrated curriculum that weaves together fatih development, local contexts for learning and government initiatives. Literacy and numeracy being delivered using Ministry of Education's protocols. Assessment for learning practices evident at all stages of the learning process. Teachers taking the pedagogical practices that underpin the Ministry of Education's protocols and apply them to other curriculum areas including Christian Formation learning.		<b>Strategic Links</b> <b>M1</b> - A, B, C <b>M2</b> - A, B, C, D <b>M3</b> - A, B <b>M4</b> - A, C,	<b>NELP Links</b> 1.1, 1.2, 2.3, 2.4, 3.5, 3.6
<b>Internal Threats</b> Change of staff Change of ākongā Small number of teachers dealing with large curriculum and pedagogical changes.	<b>External Threats</b> MoE slowing timelines again Change of government policies Insufficient resourcing	<b>Waypoints</b> 1. Local curriculum integrated unit piloted. 2. Identification of cross-school literacy practices that are to be stopped, kept or started. 3. Identification of cross-school numeracy practices that are to be stopped, kept or started.	
<b>Building on Victories</b> 2023 work on ANZ Histories Refreshed assessment procedure Staff have viewed new literacy and numeracy refreshed docs.	<b>Resources</b> Curriculum resources Teacher Only Days External facilitator support.		

## Priority 2 - Successfully transition to the new school site.

<p><b>Success is</b></p>	<p>Community culture of the school continues with the majority of families successfully transitioning to our new school site. A strong relationship between the school and local iwi that is underpinned by manaakitanga. The school being gifted a name that reflects the cultural narrative of the new site with the school values enriched through being culturally interpreted.</p> <p>School vision integrating with vision for the wider Wellington network established. Buildings and equipment is ready for use by Jan 2025.</p>		<p><b>Strategic Links</b></p> <p><b>M1</b> - C</p> <p><b>M2</b> - A, B, C, D</p> <p><b>M3</b> - B, D</p> <p><b>M4</b> - A, B, C, D, E, F</p>	<p><b>NELP Link</b></p> <p>1.1, 1.2, 2.3, 3.5, 3.6</p>
<p><b>Threats</b> <i>Internal</i> <i>External</i></p>	<p><b>Internal threats:</b> Small number of staff to do large amount of work</p> <p>Uncertainty of staff and community</p>	<p><b>External threats:</b> Availability of new school site</p> <p>Families willingness to travel to new site</p> <p>NZCPT's processes being applied to our whānau</p>	<p><b>Waypoints</b></p> <p>The School Boards relocation subcommittee develop and consult and deliver on set up for the new school , e.g. values, logo, name, uniform, enrolment documentation etc. MCS documentation aligned to NZCPT brand</p> <p>Culture is embedded ready to transplant this - refer to priority 3.</p>	
<p><b>Building on Victories</b></p>	<p>Positive relationship established with NZCPT</p> <p>Land has offer on it - accepted subject to 3 clauses. 23 Feb goes unconditional if clauses met.</p> <p>Large number of students on expression of interest lists</p> <p>Work has begun in relocation subcommittee</p> <p>Architect has created preliminary drawings</p> <p>Ongoing update meetings</p>		<p>Development on the site is complete ready for ākongā.</p> <p>Staff for new school is employed and ready for start including a principal..</p> <p>Confirm leadership fo the new school.</p> <p><b>Tactics</b></p> <p>Building relationships with all stakeholders.</p> <p>Regularly scheduled meetings</p> <p>Discussions and activity with ākongā to build community</p> <p>Leadership opportunities for Year 7-8 ākongā</p> <p>Good communication.</p>	

# Priority 3

To grow a Christ-centred whānau culture that exemplifies our school's values and student profile.

<b>Success is</b> All ākonga, whether existing or new to the school, actively participate in creating a caring whānau culture within the school. Relationships that exemplify the school's values and Christian ethos are evident in both the classroom and playground. Year 7 & 8 ākonga take a leadership role in supporting the growth of the whānau culture. The school's whānau culture is experienced by all who come in contact with ākonga and kaiako from our school. The whānau culture being consistently upheld by kaiako to ensure that it remains strong as the school transitions onto the new site.		<b>Strategic Links</b> <b>M1</b> - A, B, C <b>M2</b> - D <b>M3</b> - B, C, D <b>M4</b> - D	<b>NELP Links</b> 1.1, 1.2, 2.3, 3.5, 3.6
<b>Internal Threats</b> Typically older ākonga are less tolerant of younger ākonga. In 2024 with the greater percentage of Year 7 & 8s than in the past there is potential for this to cause complexity in the playground. New older ākonga yet to learn expectations. New staff member yet to learn culture	<b>External Threats</b> Misalignment between new family expectations for the school and the whānau culture.	<b>Waypoints</b> <ol style="list-style-type: none"><li>1. All Y5-8 trained as Peer Mediators</li><li>2. PB4L matrix taught in assemblies</li><li>3. Student council established</li><li>4. New staff member initiated into school values, and PB4L systems</li><li>5. Ākonga working as a team to host International ākonga.</li></ol>	
<b>Building on Victories</b> The international student visits in 2023 ākonga provided the opportunity for ākonga to act as a large team. Ākonga became aware of the importance of meeting the needs of others through collective action. As newcomers were welcomed in term 4 this collective action, learnt through the international student visits, transferred to the way newcomers were welcomed into the school. Good knowledge of PB4L in 2023. Peer mediators trained. Intentionally build Christian Character over the last 5 years. The roll is growing.	<b>Resources</b> PB4L matrix Peer Mediation training PALS training Internationals visit	<b>Tactics</b> <b>Leadership opportunities- Kauri</b> , assembly, day book etc. plus PALS leadership training. <b>PB4L-</b> matrix understood and presented at assemblies by Kauri, rewards for sticks programme revisited by classes and shared with staff. All Y5-8 trained as <b>Peer Mediators</b> -and have duty times <b>Student Council</b> reinstated, Graduate Profile, PB4L Matrix- as reference for this group, <b>International visit</b> - student hosts <b>Buddy systems</b> between students of different ages <b>Whole school activity-</b> internationals, trips, worship, kapa haka etc.	