



MIRAMAR
CHRISTIAN
SCHOOL

VISION & STRATEGY 2022-2026





Vision, Strategy, Priorities, Tactics

(Ref - Collins: J Beyond Entrepreneurship 2.0)

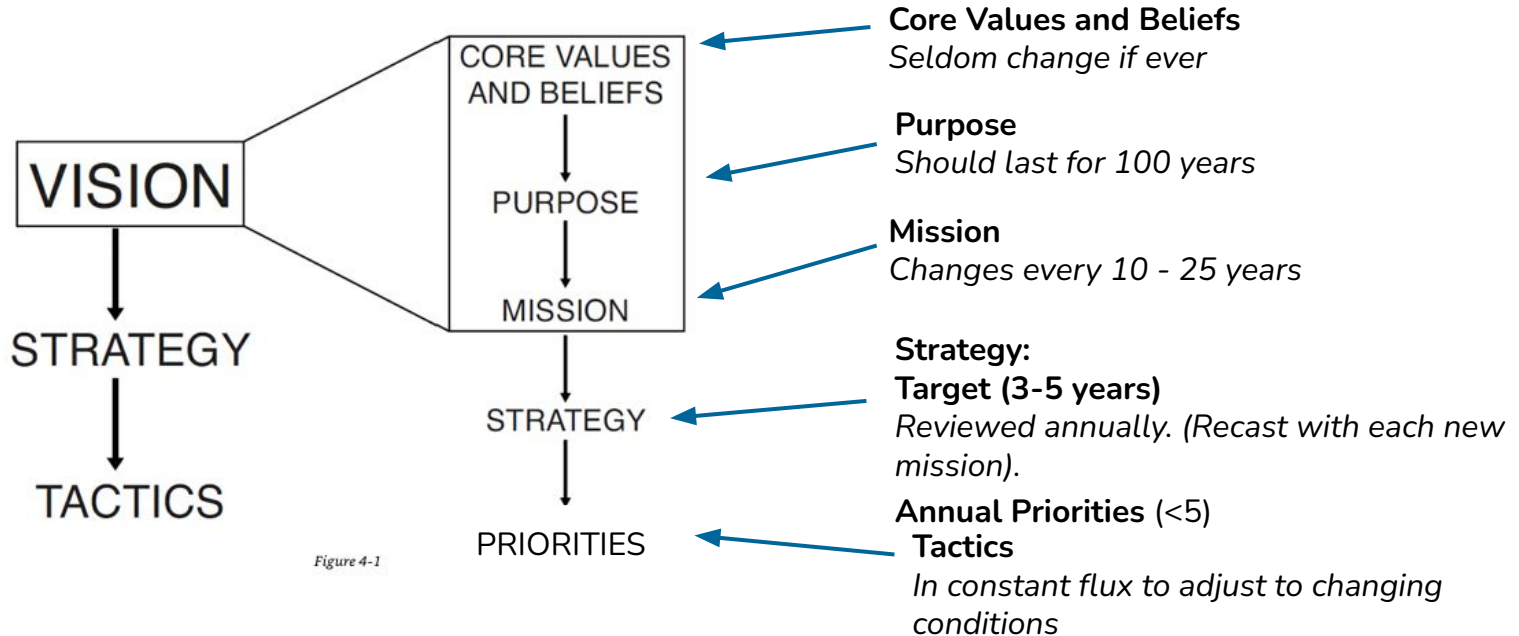


Figure 4-1



Vision - Core Values, Purpose

Core Values (Timeless)	Character Excellence Community
Purpose (100 years)	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 TeTiriti o Waitangi.



Vision - Core Values, Purpose & Mission

	School Board	Staff
Mission (10-25 years)	Character	
	M1: A vibrant Kingdom community where all learners are growing in their identity and destiny in Christ.	M1: Honouring God in all we do.
	Excellence	
	M2: Ākonga are succeeding in knowledge, skills and competencies to thrive as transformational Christian leaders in the 21st century.	M2: Doing our best to become who God wants us to be.
	Community	
	M3: Powerful partnerships with iwi, whānau, churches and community working cohesively to strengthen positive outcomes for our ākonga.	M3: Community-mindedness is working together to make a difference and to bless others and gives effect to Te Tiriti o Waitangi,
	Educational Transition	
	M4: To develop a coherent educational vision that flows from Year 1-13 reflecting Proprietor and Ministry of Education outcomes.	M4: To lead the implementation of the coherent educational vision of a Year 1-13 school.



Strategy (3-5 years)

M1 - Character

School Board: 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

Strategic Goals

School Board: 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.

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

School Board: Powerful partnerships with iwi, 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 and gives effect to Te Tiriti o Waitangi,

Strategic Goals

To achieve this we will:

A	Work in partnership with Te Ati Awa to bring to life the cultural narrative for our kura.
B	Provide opportunities for ākonga to work together to make a positive difference and bless others.
C	Building and strengthening relationships through creating spaces for connection and celebration.
D	Develop broad understandings of Christian community and work collaboratively through engaging with and serving alongside local churches.
E	Become part of the Trusts' education plan for the Greater Wellington Region.



M4 - Educational Transition and Vision

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

Staff: To lead the implementation of the coherent educational vision of a Year 1-13 school.

To achieve this we will:

A	Reference best practice in Christian education drawing on pedagogical and special character thought leaders to shape delivery and outcomes.
B	Seek community consultation, School Board, staff and parents.
C	Look at models of delivery and school structure that reflect best practice.
D	Develop a community minded school culture and common pedagogy among classes prior to and at the new school site.
E	Model a school structure based on 130, 160, 190 and 210. Stage 1: Yr 1-10; then Stage 2: Y11-13.
F	To develop a high level change model, to be adopted once new site secured and time frame for opening has been decided.



ANNUAL PLAN 2023

- PRIORITIES
- TACTICS





Priorities 2023 (<5)

P1	Engage with and begin to implement the refreshed NZ curriculum.
P2	Engage ākonga in biblically centred curriculum that reflect age and stage
P3	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.

<p>Success is</p>	<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>		<p>Strategic Links</p> <p>M1 - B</p> <p>M2 - A, B, C,</p> <p>M3 - A</p>
<p>Threats <i>Internal</i> <i>External</i></p>	<p>Internal threats: Accessing resources</p> <p>Teachers having insufficient knowledge to deliver the local stories</p>	<p>External threats: Time and access to resources</p> <p>Whānau feeling challenged by re-telling of history</p> <p>MoE reworking requirements</p>	<p>Waypoints</p> <p>Resources to support Aotearoa History and Te Reo teaching systematically organised ✓</p> <p>Significant areas and events for ākonga identified- Areas significant at Jville different from Miramar. Contact made with Onslow Historical society</p>
<p>Building on victories</p>	<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>		<p>Potama showing progressions developed for the Do aspects of Aotearoa History -in process- trailing changemakers progressions</p> <p>Tactics</p>



Priority one -is to engage with and begin to implement the refreshed NZ curriculum.

A start has been made. Throughout the reporting period, efforts have been made to engage with and implement the released parts of the refreshed NZ curriculum. The staff joined Miramar North for the TOD in April. Resources for teaching Mathematics and the general shape of the Curriculum were explored. Aotearoa Histories were introduced to staff, through staff meetings and planning sessions. Meetings with PLD provider were held to align strategic planning and develop structures in line with the new curriculum's requirements. The Principal and Within School Lead actively participated in CoL meetings, gaining insights into pedagogical approaches and cross-sector connections, which have been shared with staff. At a second teachers only day teachers explored Collaborative sessions with our PLD provider and staff focused on applying the new curriculum model to develop a schedule of topics with ponamu. This will be used in 2024 to determine the topics studied. The Aotearoa curriculum has been used in topic planning. In the final TOD to explore the new social sciences curriculum plus other areas were explored As there are many parts to be explored in the new curriculum and the Common Practice Model has yet to be delivered ongoing work will need to continue. Hence, while progress has been made, more work is required to get to a position where the curriculum is fully implemented. A start has been made and alignment with the Priority 1 objective.



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

<p>Success is</p>	<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>		<p>Strategic Links</p> <p>M1 - A, B, C.</p> <p>M2 - A, B, D</p> <p>M3 - A, C</p>
<p>Threats <i>Internal</i> <i>External</i></p>	<p>Internal threats: Staff not prioritising the delivery of the Bible-centred curriculum Staff feeling pressured to meet refreshed curriculum expectations</p>	<p>External threats: Demands of the refreshed curriculum Workload caused by Ministry of Education initiatives</p>	<p>Waypoints</p> <p>Trial in Year 1-3 ✓</p> <p>Curriculum plan developed for three-year implementation and broken into terms ✓</p> <p>Teacher's long term planning incorporating three-year curriculum ✓</p>
<p>Building on Victories</p>	<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>		<p>System implemented to support teachers in their weekly delivery of the biblically-centred curriculum ✓ In process</p> <p>Tactics</p> <p>Audit current resources for their ability to deliver the biblically-centred curriculum</p> <p>Purchase resources to fill gaps</p> <p>Align this priority to Teacher Professional Growth Cycle</p>



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

To achieve Priority 2 of engaging students in a biblically-centered curriculum reflecting their age and stage, several key actions have been undertaken. This includes collaborative meetings with NZCPT PLD provider to structure the Year 4-6 curriculum within a school scheme, organizing staff sessions to plan devotional activities with NZCPT guidance, exploring the integration of Creation Ministries International content, and refining the school scheme document based on NZCPTs provider feedback to ensure a chronological approach to Old Testament scripture. Additionally, staff have been introduced to the 7 core practices outlined by NZCPT, and strategic planning has begun for the implementation of a 3-year Character plan aligned with the Special Character of the school. Formation overviews have been utilized to shape Term 4 programs and long-term planning, with ongoing monitoring and feedback provided by the Principal to ensure alignment with the Priority 2 objectives.



Priority 3 - 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>M1 - C</p> <p>M2 - A, B, C, D</p> <p>M3 - B, D</p>
<p>Threats <i>Internal</i> <i>External</i></p>	<p>Internal threats: Small number of staff to do large amount of work</p> <p>Uncertainty of staff and community</p>	<p>External threats: 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>Waypoints</p> <p>MCS documentation aligned to NZCPT- <input checked="" type="checkbox"/></p> <p>New site agreed to <input checked="" type="checkbox"/></p> <p>Agreed roadmap for transition to new site- in process-</p>
<p>Building on Victories</p>	<p>Positive relationship established with NZCPT</p> <p>Community accepting of the change</p>		<p>Collaborative partnerships established with other NZCPT schools. <input checked="" type="checkbox"/></p> <p>Tactics</p> <p>Building relationships with others working towards the new site and NZCPT <input checked="" type="checkbox"/></p> <p>Principals including attending Principals' Day <input checked="" type="checkbox"/></p> <p>Establish relationship with real estate salesperson <input checked="" type="checkbox"/></p>



While we are not yet transitioned to the new site progress towards this means is well underway and most waypoints are achieved. Those achieved are

- Collaborative partnerships established with other NZCPT schools. ✓
- MCS documentation aligned to NZCPT brand-. ✓
- New site agreed to ✓
- Building relationships with others working towards the new site and NZCPT ✓
- Principals including attending Principals' Day ✓
- Establish relationship with real estate salesperson ✓

The road map for getting to the new school is an ever evolving document. Thus the waypoint “Agreed roadmap for transition to new site” is a work. **in process**

Collaboration with external stakeholders, including architects, educational consultants, and ministry representatives, created movement towards the transition. MCS prospectus, attendance dues fees form and website reflect that NZCPT is now our proprietor. Professional development with staff means staff are growing in knowledge of the NZCPT brand. The principal has networked with other NZCPT principals. A site in Broderick Street Johnsonville has an offer on it and work towards change of class is complete.

Further to this the, engagement with parent communities through newsletters, public meetings, and online platforms works towards the future picture of success which describes the majority of the current families moving with us to the new site.