New Plymouth Adventist Christian School Strategic Plan 2024 - 2025

NEW PLYMOUTH ADVENTIST CHRISTIAN SCHOOL	Our Mission Educating for Eternity				
	Our Vision		ing confident children, actively in arning, connected to God and the		
	R - Res O - Ow W - Wi		vnership	Eternity	
Strategic Goals	Strategic Goals GOAL 1 - SPECIAL CHARACTER - TE AHUA TANGA To provide a biblically based and holis learning environment that encourages growth of Christian values and beliefs promotes the overall wellbeing of ever child while honouring Te Tiriti O Waitar		GOAL 2- CURRICULUM - AKO Learn through a refreshed, rich local curriculum Grow our knowledge of Te Ao Māori	GOAL 3 - GOVERNANCE AND MANAGEMENT - RANGATIRATANGA To foster school growth through effective governance and management with a strategic focus on planning and evaluation for improvement.	
Board Primary Objective Link	2. The school is a physically and emotionally safe place for all students and staff, and gives effect to relevant student rights and takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school		 1. Every student is able to attain their highest possible standard in educational achievement 4. The school gives effect to Te Tiriti o Waitangi by: Achieving equitable outcomes for Māori students. The school is inclusive and caters for students with differing needs; 	 4. The school gives effect to Te Tiriti o Waitang by: a. Working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori. b. Taking all reasonable steps to make instruction available in te reo Māori and tikanga Māori; and c. Achieving equitable outcomes for Māori students. The school is a physically and emotionally safe place for all students and staff, and gives effect to relevant student rights and takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school 	



	GOAL 4- COMMUNITY - IWI WHAANUI
	To foster effective partnerships through
	engaging with family, whānau and our
	local and wider community.
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gi	3. The school is inclusive and caters for
	students with differing needs;
	4. The school gives effect to Te Tiriti o
	Waitangi by:
	a. Working to ensure that its plans, policies,
	and local curriculum reflect local tikanga
	Māori, mātauranga Māori and te ao Māori.
	b. Taking all reasonable steps to make
	instruction available in te reo Māori and
fe	tikanga Māori; and
	c. Achieving equitable outcomes for Māori students.
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Rationale for Goals What we heard, evaluated, and know –	From consultation with students, parents and community we have heard:- They value Christian Teachers and Christian values upheld and taught in the school	From consultation with students, parents and community we have heard:- Value small class sizes and catering for pupils' needs. We have evaluated and know that students' academic needs are met and progress is made. See mid and end of year school board reports.) Pupils are identified from EOY data and programmes put in place for the following year. All students are monitored and needs met when there is one.	From consultation with students, parents and community we have heard:- Both parents and students want a playground upgrade. The School Board will continue to upskill to keep abreast of the changes in school planning and reporting documentation
What we expect to see / Initiatives / Outcomes- including	 1.1 Embed a positive, restorative, values-linked behaviour management plan with RTLB support and involving stakeholder input. NELP 1.1, 1.2 1.2 Embed our mission, vision and values in planning, teaching and learning NELP 3 .3, 1.3 Developing a discipleship pathway that will be used schoolwide to guide our special character. Provide opportunities for students to grow and share their faith. 	2.1 Develop NPACS Curriculum Plan and Local Curriculum in alignment with Te Mātaiaho (curriculum refresh) NELP 1.1, 1.2, 2.3, 2.4, 3.5, 3.6, 3.7 Learn through a refreshed, rich local curriculum. (Melisa McEwen-Shepherd, Sharp Kinane) NELP 3.6, 2.3, 2.4, 3.5 2.3 Grow our knowledge of Te Ao Māori (MAC) NELP 3.5, 3.6,	 3.1 Implement changes in relation to the school planning and reporting requirements.(including references to Te Mātaiaho and the priorities from The Education and Training Act and the National Education Learning Priorities (NELP) NELP 1.1,1.2, 2.3, 2.4, 3. 5, 3.6, 3.2 Continue to build a broad base of community support. NELP 1.2, 1.2 3.3 Act on findings from information gathered this year. NELP 1.2, 2.3, 2.4
Measures of Progress and Success	NELP 1.1 Part one of the Discipleship planning will be completed.	Aotearoa Histories in local curriculum plan Developing Maths and English plan to align to Te Mātaiaho Local Curriculum documents will be updated in these areas. Knowledge of tikanga Māori and te ao Māori increased through participating in weekly Te reo kupu and phrases Collaboration with MAC to build Te Reo Māori Language strategy	School planning requirements are met and on the website with links provided to MOE. Policies and procedures moved to School Docs and links sent to parents Safe playground Regular consultation with the community to inform future direction.
Giving Effect to Te Tiriti o Waitangi	To ensure a balance of waiata and Karakia during worship and other times. Development of School Discipleship plan to reflect this	Achieving equitable outcomes for Māori students. Reporting to Whānau on progress and achievement for Māori All staff to upskill weekly in Te Reo and to use this knowledge in the classroom to upskills To work with specialists to upskill our Tikanga and Te Reo competency Participate in MAC	To provide resources needed to the school to ensure programmes and upskilling of Kaiako will occur. Ensure our signage is bilingual.

b	From consultation with students, parents and community we have heard:- More sports teams and professional coaches School events where parents can attend.
bl t	4.1 Strengthen meaningful educational connections, communication and relationships with whānau, hapu, iwi parents , families and SDA church community NELP 1.2, 2.3, 2.4
5	4.2 Maintain and evaluate opportunities for students to purposefully connect with the local and wider community opportunities NELP 2.3, 4.7
ו S	Community engaging in school events both cultural, educational and/or social Engage with local SDA Church in shared events To continue to connect with the wider community through sporting and cultural events.
	To consult regularly through whānau hui.

STRATEGIC PLAN ROADMAP 2024 and 2025

Strategic Goals	2024 Initiatives and Outcomes				202 Initiatives and	
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2
1 To provide a biblically based and holistic learning environment that encourages the growth of Christian values and beliefs and promotes the overall wellbeing of every child while honouring Te Tiriti O Waitangi.	All staff will help input into document their Deep Hope Statements and practises that will happen across the school and in class. Community consultation?			Develop practices from the Discipleship documen management plan. Share plan with community		
	To develop the Discipleship programme inline with SDA guidelines				To embed the Discipleship programme inline with Add to Local Curriculum	
	Embed a positive, restorative, values-linked behaviour management plan with RTLB support and involving stakeholder input. To review each term				Review and strengthen our positive, restorative, vo	
2 Learn through a refreshed, rich local curriculum Grow our knowledge of Te Ao Māori	Embed teaching and learning practices for mathematics with external support. (Melisa McEwen-Shepherd, Sharp Kinane)				Implement the new maths curriculum.	
	To develop further NPACS Curriculum plan and local Curriculum in alignment with Te Mātaiaho- to uses resources put out by Te Mātaiaho-				Embed NPACS Curriculum Plan and Local Curricul To continue to develop other areas of the curricul	
	Increase use and understanding of te reo me ona tikanga Māori by staff and ākonga. 30 mins at each staff meeting then daily in class. Collaboration with MAC to build Te Reo Māori Language strategy				Continue to embed the use and understanding of ākonga. Collaboration with MAC to build Te Reo Māori Lan	
3 GOAL 3 - GOVERNANCE AND MANAGEMENT - RANGATIRATANGA To foster school growth through	Build a broad base of community support by making contact with our neighbours/ the SDA Church, community garden people and Land Based training to build positive relationships with them. Holding termly gatherings to strengthen school and local community relationships.			Continue to strengthen and build positive relation strengthen school and local community relationsh		
	Continue to develop educational, spiritual, physical and social needs of students focusing on student wellbeing			Continue to develop educational, spiritual, physico student wellbeing		
effective governance and management	Yearly wellbeing surveys and act on findings to keep on improving what we do.			Yearly wellbeing surveys and act on findings to keep Actively marketing with a focus on growing and s		
with a strategic focus on planning and evaluation for improvement.	Review strategic marketing focus with a focus on growing and sustaining the roll All school planning is aligned to the requirements for school planning and reporting			Actively marketing wi	in a locus on growing and s	
	Conduct health consultation term 3. Begin consultation for a leavers profile. Consultation as need arises.			Regular consultation with stakeholders to help wir Develop a leavers profile. Consultation as need a		
4.GOAL 4- COMMUNITY - IWI	To Report to the Maori community on their tamariki's progress through whanau hui twice a year or as needed.			To Report to the Maori community on their tamar or as needed.		
WHAANUI To foster effective partnerships through engaging with family, whānau and our local	To foster meaningful connections, communication and relationships with whānau, hapu, and iwi through parents and other community connections.			To strengthen meaningful connections, communic iwi through parents and other community connec		
	Foster meaningful educational connections, communication and relationships with whānau, hapu, iwi parents , families and SDA church community and wider Christian Community.			Strengthen meaningful educational connections, c hapu, iwi parents , families and SDA church comm		
and wider community.	Monitor absences and put in measures to avoid chronic absenteeism.			Monitor absences and	d put in measures to avoid c	

2025 and Outcomes

Term 3

Term 4

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keep on improving what we do. I sustaining the roll

with planning for improvement. arises.

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nication and relationships with whānau, hapu, and ections.

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I chronic absenteeism.