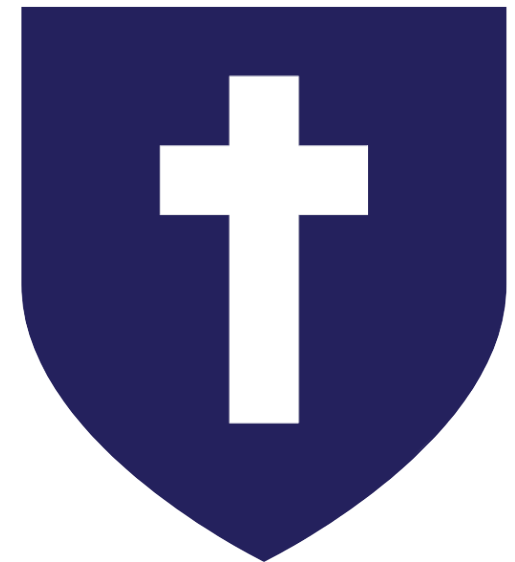




Emmanuel Christian School School 1168

Charter 2023

322a Sawyers Arms Road
Bishopdale
Christchurch 8053



K ia rite tā koutou haere ki tā ngā
tamariki o te mārāma.
“Walk as children of light”

VISION

“A thriving Bible-based learning community”

MISSION

“To provide a high quality education from a Christian Worldview, and partner with families, guiding children to know God and grow in their gifts and talents.”

VALUES/VIRTUES

- Christ-like character
- Love for God and each other
- God’s Word as our foundation – His standard, our goal.
- The School will be a community characterised by:
- Nurturing, caring, respect and responsibility.
- Parental confidence.
- Eager and responsive learners, achieving to the best of their ability.
- Ability to Biblically critique and engage with contemporary society.
- An understanding of our Christian heritage and identity.
- A commitment to the availability of further Christian Education.

THE ECS WAY

Excellence

Christ-like character

Service

Wisdom

SPECIAL CHARACTER

The Special Character of the school is set out in detail in the Statement of Faith annexed to the Deed of Trust for the Emmanuel Proprietor Trust. In summary, we believe that God is eternal and triune; our Creator, Sovereign and Provider; that we were created in His image, fell into sin and were restored to relationship with Him through faith in Jesus Christ who died for our sins and was raised again to rule with Him and that the Holy Spirit is working in us to conform us more and more to His likeness. In God we live and move and have our being. We believe that the Bible is the inspired and infallible Word of God. Emmanuel seeks to integrate scriptural principles through all aspects of life and learning, leading to a Christ-centred worldview. All members of the school community – proprietors, trustees, parents, staff and pupils are expected to support the Special Character of the school.

The objectives of our Special Character are:

- to help pupils understand the foundation, framework and implications of a Christian and biblical vision of life
- to help pupils develop concepts, abilities and creativity that enables them to walk in God's ways by using their God-given talents in service to God and their neighbours
- to ensure all biblical principles are adhered to, and the proprietors view on marriage, sexuality and living are respected
- to help pupils experience the meaning of life in a community with a Christian world view so that they may be able to make decisions and model behaviour in harmony with biblical principles and values
- To help pupils to become committed to Jesus Christ and to a Christian way of life where they will be willing to serve God and their neighbours.

RECOGNISING NEW ZEALAND'S CULTURAL DIVERSITY

Emmanuel Christian School acknowledges that in Christ all people are equal for “there is neither Jew nor Greek, slave nor free, male nor female.” (Galatians 3:28). The Board therefore wishes to foster a climate in which all peoples and their cultures are respected. Emmanuel Christian School, as appropriate to its community and Special Character, will develop procedures and practices that reflect New Zealand's cultural diversity and the unique position of Maori culture.

We will meet these requirements by

- Taking all reasonable steps to act in a manner that is consistent with the principles of the Treaty of Waitangi
- Continuing with the school's existing programmes of work
- Reporting to the Board on Maori achievement and success
- Professional development for staff on providing instruction in te reo Māori and tikanga Māori within the context of the education with a special character of Emmanuel Christian School.
- Implementing the Māori responsiveness plan as detailed below

Māori Responsiveness Plan

We currently foster Māori culture through

- Teaching te reo to elementary level (mihi, counting, basic vocabulary, greetings)
- Singing Waiata in assembly and during classroom music time
- Integrating te reo Māori through the curriculum where appropriate to do so
- Welcoming new pupils and staff with a Mihi Whakatau at the start of the year
- Unit planning and teaching programmes recognise and embrace the NZC Principle of “The Treaty of Waitangi”
- All Students in years 1-10 have the opportunity to formally learn te reo Māori in their timetabled curriculum.
- If a Whanau requests a higher level of Tikanga and/or te reo than is at present evident in our school's programme the staff and whanua will discuss and explore the following options:
 - Further explain the existing programmes
 - Further extend the existing programmes where able and appropriate
 - Coordinate appropriate programmes in consultation with family and other groups
 - Join other groups / schools where appropriate and reasonable to do so

CHRISTIAN SCHOOLS COMMUNITY OF LEARNERS

To support the “whole of network approach” Emmanuel Christian School has joined with Early childhood, schools, and tertiary institutions in the Christchurch region to form a Community of Learners. Christian Education Network, Community of Learners ‘Te Ropu Whakapono o Waitaha’

Community of Learning Members

Schools

School ID	School Name	School Type	School Authority
82	Aidanfield Christian School	Composite (Year 1-15)	State: Integrated
317	Christchurch Adventist School	Composite (Year 1-15)	State: Integrated
1168	Emmanuel Christian School	Composite (Year 1-15)	State: Integrated
341	Hillview Christian School	Composite (Year 1-15)	State: Integrated
335	Middleton Grange School	Composite (Year 1-15)	State: Integrated
710	Rolleston Christian School	Full Primary	State: Integrated

ECE

ECE ID	ECE Name	ECE Type	20 Hours ECE
45753	Cornerstone Christian Early Learning Centre Aidanfield	Education & Care	Yes
70385	Cornerstone Christian Early Learning Centre Middleton	Education & Care	Yes

Tertiary Providers

Tertiary Provider ID	Tertiary Provider Name	Tertiary Provider Type	Tertiary Provider Authority
8895	ATC New Zealand	Private Training Establishment	Privately Owned
8563	Laidlaw College Incorporated	Private Training Establishment	Privately Owned

Source: <http://www.educationcounts.govt.nz/know-your-col/col/profile-and-contact-details?col=99173®ion=13&district=60>

A thriving Bible based learning community”

“The Emmanuel Christian School WAY – ECSW”

Excellence

Christ-like Character

Service

Wisdom

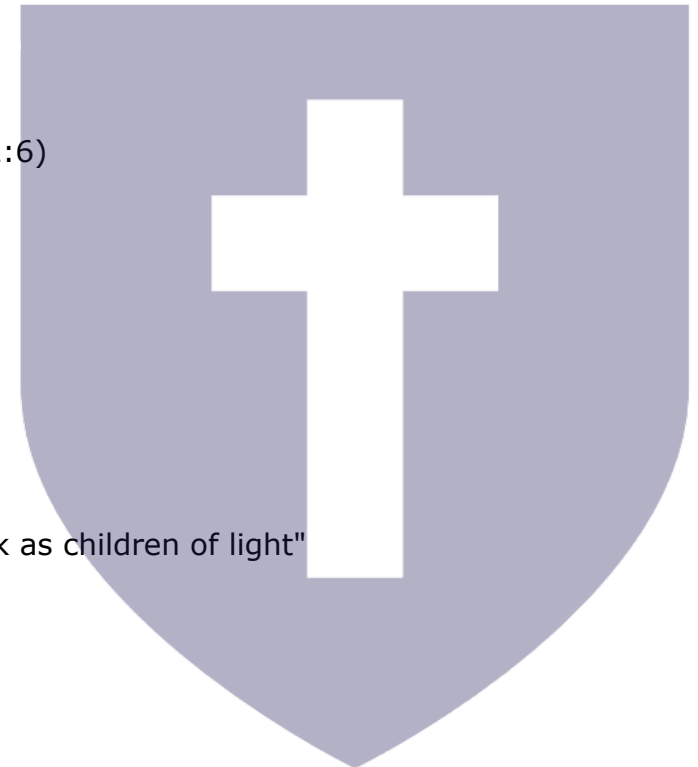
Emmanuel Christian School must ensure that the strategic direction of the school always aligns with its mission.

"A THRIVING BIBLE-BASED LEARNING COMMUNITY."

"The mission of the school is to provide a stable secure community of learning where parents with a common interest in Christian Education, in partnership with teachers, seek to help and guide their children to respond to God's claims on their lives."

Christian Education at Emmanuel Christian School acknowledges:

- God as Creator
- Jesus Christ as Saviour
- The Holy Spirit as Teacher
- Scripture as the divinely inspired, infallible Word of God
- Parental Biblical mandate to 'train up a child in the way he should go.' (Proverbs 22:6)
- School to support and partner parents
- All aspects of life relate directly to God
- A creation that finds its coherence and meaning in Christ



The school verse Ephesians 5:8b
"Kia rite tā koutou haere ki tā ngā tamariki o te mārama. walk as children of light"

Strategic Goal One

To deliver excellence in education which: Is Christ centered, supports parents in the education of their children, is personalised and culturally responsive.

The different components of this include:

- Christ Centered – In a Christian School Christ must be the center of all we do. As we are reminded in Matthew 6:33 we are all called to 'seek first after His Kingdom...'
- High Quality – students grow in their learning having rich learning experiences across the breadth of the curriculum.
- Supporting parents – engaging with and working in conjunction with parents, with high quality communication and a commitment to increasing the partnership between parents and the school. Building on the Biblical mandate to parents with relation to their children.
- Personalised – recognising that each and every child is a unique creation, created in the image of God. As a result, the learning process needs to be personalised so that each child's uniqueness and value is recognized and developed in the learning process.
- Culturally responsive, recognising and celebrating both the rich Bi-Cultural nature of New Zealand at the Treaty of Waitangi covenant, and the rich diversity of the many cultures that make up our Emmanuel Christian School community.

Strategic Goal Two:

A Culture of Biblical Waiora (Wellbeing) is modelled, taught and visible across the school

The school atmosphere / culture must honour the command to “Love God with all your heart, soul and mind and Love your neighbour as yourself” Matthew 22: 37-39

We also have a need to ensure that we are looking after the wellbeing of all students. Waiora speaks of the Water of Life, for us as a Christian School this speaks of the Living Water we can receive from Christ. A ‘well’ person will have life coming from this living water and will also be showing God’s love to others.

This area includes:

- A ‘safe’ environment physically and emotionally for all students and staff. While this includes the behaviour management plan it is far more than that.
- A restorative approach to resolving conflict and preventing harm. Colossians 3:13 Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you.
- Deliberate teaching on the self-worth that we all have as individuals based on God’s love for us and who He says we are. Imago Dei.
- The development of activities, teaching and modelling which supports staff and students to maintain wellbeing for themselves and others in the different areas:
 - Mental / Emotional Wellbeing: Identity in Christ, Strengths, ...
 - Physical Wellbeing: Imago Dei, Balance, Self-Care, Exercise, Healthy Life Choices
 - Social Wellbeing: Whanau / Family, Friendships, Relational, Empathy
 - Spiritual Wellbeing: Virtues, Faith, Worship, Prayer, Grace & Truth, Restoration

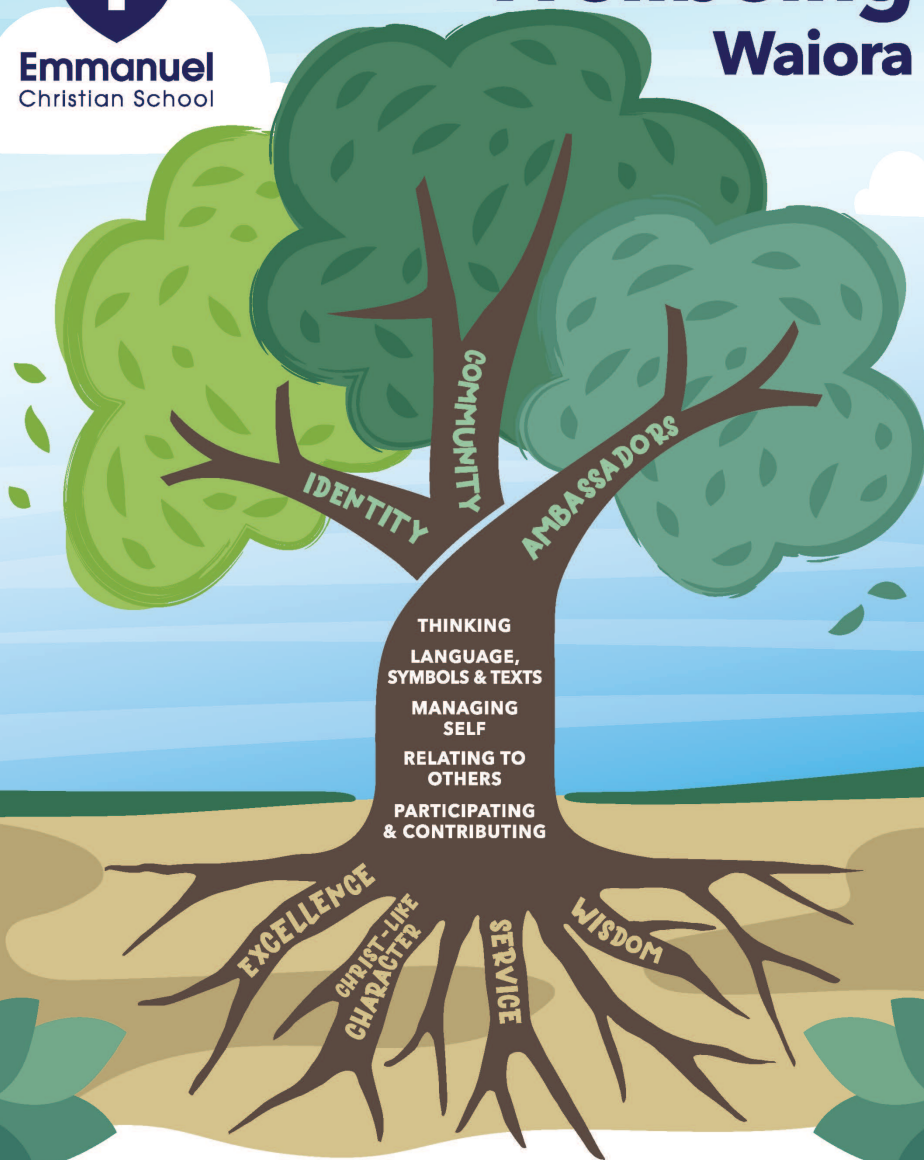
Building all of this on the foundation of Christ’s love. And developed around the current ECS Way.

EXCELLENCE, CHRIST LIKE CHARACTER, SERVICE AND WISDOM



Emmanuel
Christian School

Wellbeing Waioara



A Thriving Bible-Based learning community

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Strategic Section

Strategic Goal 1 To deliver excellence in education which: Is Christ centered, supports parents in the education of their children, is personalised and culturally responsive.

Objectives	2022	2023 -
Christ Centered Educational Excellence	<ul style="list-style-type: none">• Regular high-quality Professional Development on how to integrate a Christian World view into their classroom practice continues.• Enact outcomes of Special Character review from 2021• Staff have been provided support and development to ensure they have the knowledge and understanding to be prepared to deliver the Aotearoa NZ Histories curriculum within our Christian school context in 2023. I To lift the number of students across Years 7-10 achieving at or above the expected level in Mathematics by 10% (from 50% in 2021 to 60% in 2022)• To lift the performance of MAori and MELAA students in Year 4-6 Writing to match the performance of the rest of the cohort	<p>(Culturally Responsive) Staff development occurs so that staff are confident to deliver the new Social Sciences Curriculum (including Aotearoa New Zealand Histories)</p> <p>(Culturally Responsive, Christ Centered) Increase understanding of what culturally responsive practices based in Te Tiriti o Waitangi means in terms of school and classroom practice. Staff have an understanding of the Treaty of Waitangi, and how the principles of partnership, participation and protection impact on our activities and interactions in a school setting. o Work with whanau to build an understanding of what it means for our Māori and Pacific students to stand tall in their Christian Faith and in their culture</p> <p>(Christ Centered) To have all staff involved in regular high-quality Professional Development on how to integrate a Christian World view into their classroom practice.</p>

Culturally Responsive – includes a Community of Learners Focus

Increase understanding of what culturally responsive practices based in Te Tiriti o Waitangi means in terms of school and classroom practice.
Staff have an understanding of the Treaty of Waitangi, and how the principles of partnership, participation and protection impact on our activities and interactions in a school setting.

Excellence in Education)

To have staff understand the Curriculum refresh changes and plan for implementation as per Ministry Timelines:

- Content
- Pedagogical approach
- Planning and Resources
- Assessment and Reporting

Strategic Goal 2

A Culture of Biblical Waiora (Wellbeing) is modelled, taught and visible across the school

Objectives	2022	2023-
Biblical Waiora (Wellbeing) is:		
Modelled	<ul style="list-style-type: none"> Complete the development of an Emmanuel Christian School 'Model' of wellbeing, based on work in 2020-2021. 2022 focus: Exploring different aspects of identity, community and ambassadorship. 	<p>(Biblical wellbeing Modelled and Taught) Continue the development of an Emmanuel Christian School 'Model' of wellbeing, based on work in 2020-2022. 2023 focus: Developing Community and understanding ambassadorship with staff and students..</p>
Taught	<ul style="list-style-type: none"> Continue to develop and implement a school wide plan for what is 'taught' in terms of wellbeing at each level as part of the Health curriculum and within other curriculum areas 	<p>(Modelled and Taught) Continue to develop and implement a school wide plan for what is 'taught' in terms of wellbeing at each level as part of the Health curriculum and within other curriculum areas</p>
Visible	<ul style="list-style-type: none"> Develop with our school community a Health Curriculum Statement. Use this to support our understanding of the Sexuality and Relationships Curriculum Guidelines and health curriculum including their links to wellbeing in our Christian school context. 	<p>(Visible Wellbeing) Develop with our school community a Health Curriculum Statement. Use this to support our understanding of the Sexuality and Relationships Curriculum Guidelines and health curriculum including their links to wellbeing in our Christian school context.</p> <ul style="list-style-type: none">

Annual Section

VISION

“A Thriving Bible-based Learning community”

ANNUAL PLAN 2022- Strategic Goal 1

To deliver excellence in education which: Is Christ centered, supports parents in the education of their children, is personalised and culturally responsive.

Annual Goals & Targets	Actions to Achieve (How will we know)	Progress to date & Next Steps Term One Red Term Two Blue Term Three Green Term Four Black	Lead by
<p>Goal 1 (Culturally Responsive) Staff have been provided support and development to ensure they have the knowledge and understanding to be prepared to deliver the Aotearoa NZ Histories curriculum within our Christian school context in 2023.</p>	<ul style="list-style-type: none"> Regular involvement in COL PD related to the implementation at different year levels Application as a COL for external PLD to further support this from CORE Education Teacher Only Day with NZ Histories focus in MAy 2022 Regular scheduled PLD as part of staff activities. Trailing activities and ideas within classes 	<ul style="list-style-type: none"> Brett appointed as Within School teacher to support this area COL planning meetings have occurred to map out PLD over the year starting with a teacher only day on 12 May COL application for PLD funding is underway with support from CORE education COL Teacher only day - walk through of Christchurch central hearing some of the cultural background of the area Whole staff webinar regarding the Aoteraroa NZ Histories CORE PLD Proposal has been accepted, implementation planning underway Brett continued to work and meet with other COL teachers around the ongoing PD that is being implemented COL year group staff meetings continued School staff meeting focus on what this might look like within ECS Discussions underway with regards to the way this fits into the revised Social Sciences curriculum now available. Teams worked on further plans for what to trial in 2023 	

<p>Goal 2 (Culturally Responsive, Christ Centered) Increase understanding of what culturally responsive practices based in Te Tiriti o Waitangi means in terms of school and classroom practice. Staff have an understanding of the Treaty of Waitangi, and how the principles of partnership, participation and protection impact on our activities and interactions in a school setting.</p>	<ul style="list-style-type: none"> • Shared readings and discussion as a senior leadership team. • Principal involvement in Professional learning group with other CENCOL principals related to this topic. Scheduled across the year • Links made with Local iwi to understand the local perspective • Working with Maori students and whanau to understand Maori success as Maori in our school context 	<ul style="list-style-type: none"> - Aidan Harrison presented to staff around Cultural narrative at start of year teacher only day - Dallas Harema presented on his story as a Māori Christian and desires in education at mid term teacher only day (Dallas is a school parent and working in this field) - First 2 PLD groups for principal's related to Māori spirituality have occurred. 6 more are scheduled. - - Work has started on developing a road map for the place of the treaty within the school - Hikairo Scheme resource has been sourced to provide guidance, questions and signposts for this work - Principal's PLD group has continued to meet on 2 June. Focus on Matariki - Workshop from Keith Newman on Bible and treaty made available to all staff (Saturday in September) - Numbers of classes were involved in Matariki based learning activities running into the public holiday. - Discussion had with parent (expert) on how to further our journey with community support - Both Māori and Pasifika groups represented in the school cultural day displays with whanau input - Year 9/10 Pasifika music students included a Pasifika item in concert at Rangiora Newlife and ECS - Māori language week used as an opportunity to further raise profile of Te Reo Māori, including quizzes, language challenges, Hāngi, Haka competition - Whānau hui held, strong desire to see a clear understanding of what it means to stand strong and Christians and as Māori voiced and commitment to support this work 	
<p>Goal 3 (Christ Centered) <i>To have all staff involved in regular high-quality Professional Development on how to integrate a Christian World view into their classroom practice.</i></p>	<ul style="list-style-type: none"> • Professional development delivered specifically in staff meetings. BAsed on Transformational education from Christian Education Network • Staff encouraged and funded to attend courses to further this. • Staff who attend external courses events feedback and discuss this with the staff to further their learning. • Special Character curriculum statements for all curriculum areas across the year 	<ul style="list-style-type: none"> o Shared work has started on Curriculum statements across learning areas. o Initial PLD is underway around using CFRR (Creation, Fall, Redemption, Renewal) framework in curriculum planning. Based on Transformational Education books and resources o Teachers met with each other to plan out a unit with an emphasis on the biblical perspectives & links o Draft curriculum statements ready for further discussion as part of BOT / Proporeitors retreat o Teacher only day - chance to review social studies curriculum statement o Teacher only day - time given for teachers to reinvigorate and write units with a CFRR (Creation, Fall Redemption, Renewal) focus, based on books we have been reading o Work continued within teams on integrating this into planning o Draft curriculum statements exist in all learning areas to be finalised in 2023 	

<p>Goal 4 (Excellence, Personalised)</p> <p><i>Achievement Target</i> <i>To lift the number of students across Years 7-10 achieving at or above the expected level in Mathematics by 10% (from 50% in 2021 to 60% in 2022)</i></p>	<ul style="list-style-type: none"> ● Identify at risk students early in the year ● Develop plans to support and monitor their learning ● Provide regular ongoing feedback to students on their learning ● Implement professional learning and provide resources for teachers on strategies to support at risk students in their mathematics 	<ul style="list-style-type: none"> ○ At risk students identified ○ All maths teachers have had a lesson observation focused on how they are raising achievement ○ Regular monitoring and feedback is given ○ Teachers have met together to discuss how students are progressing and aligning what is taught across classes ○ Brett met with Helen Williamson to discuss senior math classes and content ○ Janine has continued her work with a smaller class supported with teacher aides to provide an acceleration for some of our lower learners ○ Mid year data has been used to gauge progress and re-identify target students ○ Mid year data shows 63% of students are tracking to be at or above the expected level of achievement ○ Teachers are reporting back on what strategies they have been using on target students, with team discussion and input into specific students where needed ○ Final data shows 63% of all students in Year 7-10 achieving at or above the expected level in 2022 (lifted from 50% in 2021) 	
<p>Goal 5 (Excellence, Personalised)</p> <p><i>To lift the performance of MAori and MELAA students in Year 4-6 Writing to match the performance of the rest of the cohort</i></p>	<ul style="list-style-type: none"> ● Identify at risk students early in the year ● Develop plans to support and monitor their learning ● Provide regular ongoing feedback to students on their learning ● Implement professional learning and provide resources for teachers on strategies to support at risk students in their writing ● Link PLD to providing Writing in a culturally responsive manner to specifically target this goal. 	<ul style="list-style-type: none"> ● 8 students have been identified with bulk in Year 5 and 6 and 25% only as Maori ● ESOL MU holder has planned to provide training in syndicate meetings in term 2 each week ● ESOL training has continued in term 2 at Y1-6 Learning team meetings ● Comparative data gathered showing significant progress for most students. Blue actions to continue in term 3 ● All students have an updated assessment in writing to be moderated in term 4 ● In 2022 in Year 4-6 ● Overall performance in writing in Year 4-6 had 79% of students achieving at or above the expected level (and a further 7% near the expected level). For the target group for this goal (note very small student numbers) 67% of students were at or above the expected level in writing with a further 27% near the level. 	

VISION

“A Thriving Bible-based Learning community”

ANNUAL PLAN 2022- Strategic Goal 2

A Culture of Biblical Waiora (Wellbeing) is modelled, taught and visible across the school

Annual Goals & Targets	Actions to Achieve (How will we know)	Progress to date & Next Steps Term One Red Term Two Blue Term Three Green Term Four Black	Lead by
<p>Goal 1 (Biblical wellbeing Modelled and Taught) Complete the development of an Emmanuel Christian School ‘Model’ of wellbeing, based on work in 2020-2021. 2022 focus: Exploring different aspects of identity, community and ambassadorship.</p>	<ul style="list-style-type: none"> • Development of levelled statements linked to the Biblical Narrative and stories • Integration into lessons • Continued regular professional development of staff with practical links to classroom activities • 	<ul style="list-style-type: none"> • PLD with staff covering: (Focus on Identity component of Wellbeing Model) <p>Staff Professional Development has occurred in the following areas:</p> <ul style="list-style-type: none"> • Self Awareness (emotional wellbeing and accurate self perception and confidence from a biblical framework) • Impulse control Self management • Stress management • Self Discipline and Motivation planned for staff and implemented in Year 2 • Rewriting ‘development of levelled statements’ to format that is being used by MOE to refresh curriculum e.g. understand/know/do • Goal setting from a Christian/ wellbeing school wide pd including new format • Staff professional development on ‘Identity’ section of Wellbeing tree completed. • Planning in place to continue this with focus on Community at the start of 2023 • Wellbeing integrated into teaching programmes (particularly during devotions and health and PE). In place but remains an ongoing focus to see embedded. 	Senior Leadership Team

<p>Goal 2 (Modelled and Taught) Continue to develop and implement a school wide plan for what is 'taught' in terms of wellbeing at each level as part of the Health curriculum and within other curriculum areas</p>	<ul style="list-style-type: none"> Wellbeing activities trialled and used in classes Biblical examples well resourced to link curriculum, wellbeing and our Special character. Staff develop these in conjunction with external support 	<ul style="list-style-type: none"> Emotional resilience resources being used in classes. Trial underway to see how devotions can be integrated with wellbeing within Year 1-6 Year 9-10 Health programme has had a focus on identity based on wellbeing work during term 1 Templates using a similar framework to NZ histories used for staff training e.g. understand, know and do At Year 2, devotions with activities with a key focus on stress management and self discipline and motivation has been tried completed Middle School health curriculum outline continues to be reviewed as used. (Outline exists for all Middle School Year levels) Head of Primary observed devotions in each classroom to explore the range of approaches currently used for discussion in term 4 Middle School students have continues to have well-being content as part of their Physical Education and Health programme Continued work as above. Focus on ensuring that a range of different appropriate approaches are used. Follow up discussions re observations in Term 3 occurred to provide guidance to staff 	Senior Leadership Team
<p>Goal 3 (Visible Wellbeing) Develop with our school community a Health Curriculum Statement. Use this to support our understanding of the Sexuality and Relationships Curriculum Guidelines and health curriculum including their links to wellbeing in our Christian school context.</p>	<ul style="list-style-type: none"> Community Consultation (including parents, Board and Trustees and Emmanuel Proprietors trust) Health Curriculum statement developed and approved by BOT and EPT Involvement in SI Christian Schools group looking at developing consultation processes and understanding amongst Christian Schools 	<ul style="list-style-type: none"> Initial cross school meeting of SI Christian Schools planned for Week 2 of Term 2. Focus on the community consultation process. First meeting across SI Christian Schools occurred late in Term 2 to develop a shared consultation tool to be able to use later in 2022. Alistair / Tom and Andy van Ameyde will attend NZACS Symposium 'Christian Schools, Complex issues & Special Character (18 August A COL wide tool survey tool is nearly developed ready for use to survey community early in term 4 Discussion occurred at the combined BOT / Proprietors forum to look at development of school policy documents related to sexuality education. NZACS symposium occurred providing some helpful information with regards to legal framework, and cultural implications of sexuality education Ongoing work has occurred with some draft policy documents being considered by BOT and Proprietors for further consultation. 	Senior Leadership Team

VISION

“A Thriving Bible-based Learning community”

ANNUAL PLAN 2023- Strategic Goal 1

To deliver excellence in education which: Is Christ centered, supports parents in the education of their children, is personalised and culturally responsive.

Annual Goals & Targets	NELP Link National Education and Learning Priorities	Actions to Achieve (How will we know)	Progress to date & Next Steps Term One Red Term Two Blue Term Three Green Term Four Black	Lead by
<p>Goal 1 (Culturally Responsive) Staff development occurs so that staff are confident to deliver the new Social Sciences Curriculum (including Aotearoa New Zealand Histories)</p>	<p>Objective 1 (Priority 2) Learners at the Centre: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<ul style="list-style-type: none"> Localised long term plan fully developed to ensure curriculum coverage Local curriculum plans developed to meet needs of students within the school and recognise their culture and language Assessment processes researched within the new curriculum structure so that student progress can be monitored. Trailing activities and ideas within classes occurs in 2023 (with review for future planning) 		
<p>Goal 2 (Culturally Responsive, Christ Centered) Increase understanding of what culturally responsive practices based in Te Tiriti o Waitangi means in terms of school and classroom practice. Staff have an understanding of the</p>	<p>Objective 2 Barrier Free Access: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p>Objective 3 Quality teaching and Leadership: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<ul style="list-style-type: none"> In consultation with staff and whanau use resources such as Nihio Taniwha and Hikairo Schema to identify next steps to further develop our Bi-Cultural journey. Continue Principal involvement in Professional learning group with other CENCOL principals related to this topic. Scheduled across the year Working with Maori students and whanau to understand Maori 		

<p>Treaty of Waitangi, and how the principles of partnership, participation and protection impact on our activities and interactions in a school setting.</p> <p>o Work with whanau to build an understanding of what it means for our Māori and Pacific students to stand tall in their Christian Faith and in their culture</p>	<p>Objective 1 (Priority 1) Learners at the Centre: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<p>success as Maori in our school context. What does it mean to stand tall in their faith and their culture? What can we put in place as a school to aid this journey - develop an action plan.</p>		
<p>Goal 3 (Christ Centered) <i>To have all staff involved in regular high-quality Professional Development on how to integrate a Christian World view into their classroom practice.</i></p>		<ul style="list-style-type: none"> • Professional development delivered specifically in staff meetings. Based on Transformational education from Christian Education Network • Staff encouraged and funded to attend courses to further this. • Staff who attend external courses events feedback and discuss this with the staff to further their learning. • Special Character curriculum statements for all curriculum areas across the year finalised (based on current drafts) • Lesson and unit plans clearly show special character links, deliberate planning to ensure this is integrated into classes 		
<p>Goal 4 (Excellence in Education) To have staff understand the Curriculum refresh changes and plan for implementation as per Ministry Timelines:</p> <ul style="list-style-type: none"> - Content - Pedagogical approach - Planning and Resources - Assessment and Reporting 		<ul style="list-style-type: none"> • With gaps in the information available it is unclear exactly what this will look like in 2023. Work will likely centre around Numeracy and Literacy changes for 2024. • With consultation, understand what assessment and reporting will need to look like under the refreshed environment 'Understand, Know, Do' and how to best measure student learning, progress and plan their next steps. 		

<p>Goal 5 (Excellence, Personalised)</p> <p><i>Focus area will be lifting the performance in Reading, Writing and Mathematics of year 3 students.</i></p>	<p>Objective 2 Barrier Free Access Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>	<ul style="list-style-type: none"> • TBC • It is noted in data that while Year 2 and 4 students have performed well there is a drop at year 3. Focus is on changing this and supporting students in this Year 2-3 transition period. 		
<p>Goal 6 (Excellence, Personalised)</p> <p><i>To lift the performance of Maori and Pasifika students in Year 7-10 across Reading, Writing and Math</i></p>	<p>Objective 2 Barrier Free Access Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>	<ul style="list-style-type: none"> • Individual learning goals developed for each of these students • Plans put in place to support reaching these • Ongoing monitoring of progress and updating goals as required • All staff involved in Professional development across the year, especially focused on Reading 		

VISION

“A Thriving Bible-based Learning community”

ANNUAL PLAN 2023- Strategic Goal 2

A Culture of Biblical Waiora (Wellbeing) is modelled, taught and visible across the school

Annual Goals & Targets	NELP Link National Education and Learning Priorities	Actions to Achieve (How will we know)	Progress to date & Next Steps Term One Red Term Two Blue Term Three Green Term Four Black	Lead by
<p>Goal 1 (Biblical wellbeing Modelled and Taught) Continue the development of an Emmanuel Christian School 'Model' of wellbeing, based on work in 2020-2022. 2023 focus: Developing Community and understanding ambassadorship with staff and students..</p>	<p>Objective 1 (Priority 1) Learners at the Centre: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<ul style="list-style-type: none"> Continued regular professional development of staff with practical links to classroom activities Implement scheduled wellbeing review survey to further understand progress since 2020 and develop next steps to support student student wellbeing. Observations of wellbeing teaching with feedback and next steps occurs across the school 		Senior Leadership Team
<p>Goal 2 (Modelled and Taught) Continue to develop and implement a school wide plan for what is 'taught' in</p>	<p>Objective 1 (Priority 1 and 2) Learners at the Centre: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying Have high aspirations for every</p>	<ul style="list-style-type: none"> Wellbeing activities trialled and used in classes Biblical examples well resourced to link curriculum, wellbeing and our Special character. Staff develop these in conjunction with external support 		Senior Leadership Team

<p>terms of wellbeing at each level as part of the Health curriculum and within other curriculum areas</p>	<p>learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<ul style="list-style-type: none"> Review current Digital Safety education and develop as required. 		
<p>Goal 3 (Visible Wellbeing) Develop with our school community a Health Curriculum Statement. Use this to support our understanding of the Sexuality and Relationships Curriculum Guidelines and health curriculum including their links to wellbeing in our Christian school context.</p>	<p>Objective 1 (Priority 1) Learners at the Centre: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<ul style="list-style-type: none"> Community Consultation (including parents, Board and Trustees and Emmanuel Proprietors trust) Final Health Curriculum statement approved by BOT and EPT Procedures developed based on approved policy to support teachers and provide clarity as to how to care for and support students. Develop a school wide long-term plan for teaching of health based on the policy and documents already in place to ensure consistency and coverage from Years 1-10 		<p>Senior Leadership Team</p>