

Ponatahi Christian School

the School with the Bible



"The Fear of the Lord is the Beginning of Wisdom." Psalm 111: 10



Strategic Plan

2024 - 2025



Ponatahi Christian School



Our Mission:

Enabling Young People to Serve God and Society

Our Vision:

To be a school that teaches young people according to God's Word, while nurturing them in every respect

Our Vision Values:

Christian Identity

- *The Bible as the foundation of all beliefs and practices.*
- *Doctrinal standards of the Reformed Congregation of New Zealand*
- *Special Character at the heart of all school operations.*
- *Biblical World view.*

Sustainability

- *Prayerful dependence upon the Lord*
- *Up-to-date and well-maintained buildings and infrastructure*
- *Sound financial practices*
- *Retention and continual development of quality staff*
- *Current and regularly reviewed policy and curriculum documentation*

Excellence

- *Every student reaching his/her potential*
- *Quality teaching*
- *Professional management and administration*
- *Effective Governance*



Discipleship

- *Christ-like ethics displayed by all members of the school community*
- *All those invested with authority to model Christ as the servant-leader*
- *All members of the school community to recognise that every talent possessed is owned by the Lord, to be used diligently and ultimately in His services to His honour.*

Credibility

- *Positive relationships between parents and local community*
- *High performance as measured by recognised NZ indicators such as NCEA and National Standards*
- *Strong relationship with the MOE and other regulatory bodies such as Education Council of NZ, NZQA and ERO*



Our Strategic Objectives



2024 - 2025

Ponatahi Christian School's *Strategic Plan* has flowed from various forms of community consultation. Throughout 2023, the school community was invited to provide feedback on areas that they felt were going well and areas they felt could be improved, along with any new ideas or initiatives they had for the school. This was done through information consultation evenings held at the school.

From these evenings, the Board of Trustees collated the information and worked it into three key themes:

Well-being: 

Catering for the spiritual, cultural, emotional, physical, and social well-being of all students and staff

Learning: 

All students acquiring the necessary attitudes, knowledge, and skills necessary for their future

Pathway: 

Providing opportunities for all students to reach their potential in their God-given path.



Catering for the spiritual, cultural, emotional, physical, and social well-being of all students and staff

NELP References

- 1.1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
- 2.3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs
- 3.5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Goals		Specific Actions for SLT Implementation
1	<p>All students will report that they are respected, supported, and guided towards personal well-being.</p>	<ol style="list-style-type: none"> 1. <i>Embed all new policies, procedures, and programmes that fit within the well-being framework of PB4L/NME;</i> 2. <i>Ensure students have clear and trusted opportunities to give feedback to management;</i> 3. <i>Administer annual student well-being survey, report on it, and set next steps.</i>
2	<p>All staff will report that they are respected, supported, and guided towards professional well-being.</p>	<ol style="list-style-type: none"> 1. <i>Establish and maintain professional mentoring and support systems;</i> 2. <i>Review staff-to-management communication, and prioritise identified improvements;</i> 3. <i>Administer annual staff wellbeing survey, report on it, and set next steps.</i>
3	<p>All staff will demonstrate professional growth in the teaching of Te Reo and Tikanga Māori.</p>	<ol style="list-style-type: none"> 1. <i>Celebrate New Zealand’s Māori heritage by incorporating Mātauranga Māori and Te Reo Māori into learning;</i> 2. <i>Partner with local iwi to form relationships and capture local knowledge;</i> 3. <i>Engage in relevant professional learning activities to stimulate professional growth.</i>



All students acquiring the necessary attitudes, knowledge, skills and necessary for their future

NELP References

- 1.2 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
- 2.4 Ensure every learner/ ākonga gains sound foundation skills, including language, literacy, and numeracy
- 3.6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Goals		Specific Actions for SLT Implementation
1	<p>All Special Needs Students will make documented progress towards their respective goals.</p>	<ol style="list-style-type: none"> 1. <i>Provide all SN students with a comprehensive IEP, ILP, safety, or behavioural plan.</i> 2. <i>Supply teachers and learning assistants with the required directives, support, and resources to ensure measurable progress;</i> 3. <i>Support classroom teachers in integrating the SN students into the classroom.</i>
2	<p>All priority learners will achieve their accelerated progress goals. *</p>	<ol style="list-style-type: none"> 1. <i>Ensure that a robust assessment system identifies all priority learners;</i> 2. <i>Plan appropriate goals of accelerated progress;</i> 3. <i>Provide all relevant staff with the directives, support, and resources required to ensure the accelerated progress of every priority learner.</i>
3	<p>All the compulsory NCEA corequisites will be passed by the end of Y11</p>	<ol style="list-style-type: none"> 1. <i>Develop a robust numeracy and literacy program in years 9 and 10 with appropriate specific learning outcomes;</i> 2. <i>Closely monitor student achievement with appropriate assessment strategies and data analysis;</i> 3. <i>Identify, by the end of term two, any year 10 student at risk of not achieving the goal and plan help accordingly.</i>

Strategic Area:

2024 - Pathway - 2025



Providing opportunities for all students to reach their potential on their God-given path.

NELP Reference

4.7 Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work

Goals		Specific Actions for SLT Implementation
1	All Year 12 and Year 13 students will achieve the goals set by their respective pathway plans.	<ol style="list-style-type: none">1. Provide adequate qualifications across all core subjects to ensure pathway to either vocation or university;2. Regularly converse with the senior students to monitor progress and review plans;3. Equip students with a sound knowledge of workplace or university opportunities available to them and provide them with an understanding of how to be credible and excellent employees and/or tertiary students.
2	Every Year 13 student will achieve University Entrance.	<ol style="list-style-type: none">1. Ensure adequate qualifications across all core subjects to provide a pathway to university;2. Install a sense of the academic rigour required to succeed at these levels.

* **Please note:** in reference to the second strategic area of learning, the 'neuro-typical' student is not explicitly mentioned, but students, including Māori and Pasifika learners, who are achieving the respective numeracy and literacy expectations are by very definition not priority learners: *hence the successful attainment of the goal means everyone is succeeding.*

Appendix.

In the consultation and subsequent development stages, many good points and ideas were noted. While many have been incorporated into the various areas, goals, and actions, a record of them all remains useful as points for consideration and reflection.

Wellbeing

- Clear job descriptions for all staff – particularly the senior management team.
- Emergent leadership opportunities.
- Support networks for all staff
- Offer avenues for team bonding to be built.
- Maintain a culture of prayerful dependence on the Lord
- Relevant professional development is offered and effectively delivered to develop opportunities for staff to reach their full potential.
- New staff are upskilled in effective wellbeing framework.
- Leadership team to be involved in the appraisal process of all staff to identify areas of support and development.
- Senior management team structure developed by end of term 2, 2024.
- Continue developing supportive staff culture.
- Annual staff wellbeing survey administered and reported on.

- A clear procedure for ensuring mentoring, and encouragement between teachers is constantly practiced.
- Always demonstrate honour to all people, including when beliefs, lifestyle etc are differing.
- Students and teachers have ample and clear opportunities to give feedback to management.
- Communication to be regular open and transparent, between management and school community.
- Equal opportunity for all caregivers to be involved in school activities (ie class outings, teaching support, camps etc.)
- Actively value and promote the value of diversity of cultures.
- Celebrate New Zealand's Māori heritage by incorporating Mātauranga Māori and Te Reo Māori into learning.

Learning

- Develop a robust teacher appraisal programme that involves yearly internal and external reviews.
- Yearly teaching plans to be reviewed.
- Upskilling and PLD for teachers as required.

- Mentoring and guidance programme for new teachers / review teaching plans
- Set and monitor achievement targets for learning outcomes.
- Offer varied experiences (bring interesting people to school to talk about their lives and careers)
- Believe in your students potential
- Extend learning for college students as required
- Model enthusiasm for learning
- Harness student interests (i.e. the mathematics and physics behind long range shooting / deer stalking)

Pathway

- A review of the current Y1-10 English and Maths schemes with an emphasis on the connections between the year levels.
- Research alternative Y12-13 qualifications other than NCEA
- An external review of the college English program
- Development of a practical, non-academic pathway in English for Y11-12 students preparing them for their vocational options.
- Align career advice around the vision values of: identity, sustainability, excellence, discipleship, and credibility.