



Strategic & Annual Plan 2024-2025

"Learning and Growing in God."



Our school is about...

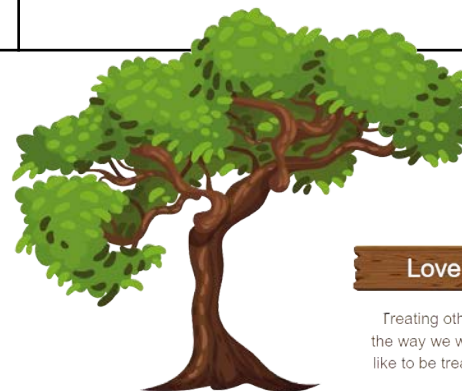
- Growing into God's character to worship, love and serve Him
- Considering others as well as themselves, appreciating similarities and differences to build quality relationships with others
- Developing the eternal love of learning and growing in competency
- High expectations and excellence
- Growing in confidence and willingness to accept responsibility
- Developing their God given gifts and talents to create a better community in God.

Palmerston North Adventist Christian School Community: The Palmerston North Adventist Christian School is an integrated Christian primary school with a maximum 112 children. The children are from mainly Christian homes representing a variety of denominations, cultures and economic status. The proprietor is the New Zealand Seventh-day Adventist School's Association Limited and shares joint responsibility with the Board of Trustees and the school's management for ensuring that the Special Character of the school is maintained.

STRATEGIC GOALS

GOALS	ACTIONS	SUCCESS	LINKS
<p>Growing Special Character To promote Christian values and action within the school community. 2024 & 2025 Wellbeing - To promote the school's Special Character by creating systems and practices to develop the wellbeing and dignity of students, whānau, and staff.</p>	<ul style="list-style-type: none"> In conjunction with other Adventist schools, create a Special Character Framework Provide opportunities for students to connect, reflect, and serve Host community and learning events. Enhance staff work-life balance through appropriate classroom support 	<ul style="list-style-type: none"> A Special Character Framework document that supports discipleship pathways. Positive school culture Whānau involvement 	<p>NELP 1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.</p> <p>NELP 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</p>
<p>Growing Student Achievement To provide effective teaching and learning to raise the level of achievement in Maths and Literacy for all children, including Pasifika and Māori students. 2024 - Mathematics focus. 2025 - Writing focus.</p>	<ul style="list-style-type: none"> Support student agency and engagement through co-constructed programmes 2024 - Provide PR1ME and The Learner First Maths PLD for staff 2025 - Provide literacy PLD and support for teachers and staff 	<ul style="list-style-type: none"> Improved student achievement data Well planned and delivered Maths and Literacy programmes Students are able to articulate their learning goals and successes 	<p>NELP 4 Ensure every learner gains sound foundation skills, including language, literacy and numeracy.</p> <p>NELP 6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>
<p>Growing Teaching and Learning To develop programmes and systems to provide more effective teaching for all students. 2024 & 2025 Cultural Competency - To develop school programmes, teaching and attitudes that acknowledge and promote understanding of Te Tiriti o Waitangi and other cultures within our school community.</p>	<ul style="list-style-type: none"> Staff development and implement regular across-school goals Consult with our community within and across cultures Develop Māori and Pasifika performance groups Embed the Aotearoa New Zealand Histories Curriculum Grow knowledge of local history. 	<ul style="list-style-type: none"> Te reo and tikanga Māori is incorporated into the classroom, playground, and everyday life of the school. All cultures represented in our school will have opportunities to share and learn more of their own and other languages and cultures 	<p>NELP 5 Meaningfully incorporate te reo Maori and tikanga Maori into the everyday life of the place of learning.</p> <p>NELP 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</p>

Palmerston North Adventist Christian School Board undertakes to take all reasonable steps to achieve the purpose, aims, and objectives in this plan, to meet the objectives of the National Education and Learning Priorities (NELPs), and to meet all statutory obligations. This strategic plan has been approved by the Board following consultation with the community.



LIFE Values

Love

Treating others the way we would like to be treated.

Integrity

Doing the right thing, even when no-one is watching.

Faith

Becoming who God designed us to be.

Excellence

Always doing our best.



PALMERSTON NORTH ADVENTIST CHRISTIAN SCHOOL

STRATEGIC AIM 1: GROWING SPECIAL CHARACTER

2024: Wellbeing - To promote the Special Character by creating systems and practices to develop the wellbeing and dignity of students and their whanau as well as staff.

	ACTIONS	RESPONSIBILITY
<p>Student Focus</p> <p><i>NELP 1</i></p> <ul style="list-style-type: none"> Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying. 	<ul style="list-style-type: none"> Take time at the beginning of the year as well as each term to listen and connect with students, using conversation starters to encourage children to talk about what is important to them. Create a collection of games and activities that are suitable for the beginning of the year/term to help the class get to know each other better - games, circle time etc Find ways to embrace and learn more about the cultures of the children in your classroom. Reinforce PB4L principles and values, teaching children responsible behaviour in the classroom and across the wider school. Use restorative conversations to build ownership of behaviour in the students and to help them learn to have empathy with others. Create fun activities for the children eg Fun Week where children get to dress up or do different things each day. Each class to be involved in a community service project in 2024. 	<p>Teachers PB4L Lead Teacher</p>
<p>Whanau connection</p>	<ul style="list-style-type: none"> Community events where whanau are invited into to be part of the life of the school - school picnic, Fish n' chip night, athletics day, cross country, school production, Maori/pasifika evenings, pet day, wacky hair/hat day etc Learning events throughout the year - science displays, technology displays, speech competitions, art displays etc where parents are invited in to be part the their child's learning. 	<p>Principal</p> <p>Teachers</p>
<p>Staff Wellbeing</p>	<ul style="list-style-type: none"> Support around work - life balance for teachers Efficient use of CRT days Support with children who have special needs and disabilities 	



STRATEGIC AIM 2: GROWING STUDENT ACHIEVEMENT: NUMERACY

2024: *To raise the level of achievement and engagement for all children including Maori and Pasifika in MATHEMATICS.*

TARGET	ACTIONS	RESPONSIBILITY
Student Focus	<ul style="list-style-type: none"> Develop a championship with appropriate rewards for the learning of basic facts. Create maths competitions for the children to engage in to get them thinking creatively about mathematical solutions to problems. 	Classroom Teachers Setaita Kaiwai
Staff focus NELP 4 <ul style="list-style-type: none"> Ensure every learner gains sound foundation skills, including language, literacy and numeracy. NELP 6 <ul style="list-style-type: none"> Develop staff to strengthen teaching, leadership and learner support capability across the education workforce 	<ul style="list-style-type: none"> Upskilling the teachers with the new Prime Maths books Teacher with management unit for Maths development to have release time to observe the teaching of maths and the use of rapid routines etc in the other classrooms across the school Engage in PLD with The Learner First in developing the teaching of mathematics across the school - face to face sessions as well as webinars. Engage in conversations around best practice with other teachers in the school as well as with teachers from other schools. Purposefully reflect on the effective development of mathematical thinking. Use a variety of maths resources to complement the Prime maths system and give children additional experiences in using their mathematical skills and understanding. Observations: <ul style="list-style-type: none"> Observe another teacher below and above your teaching level. Have another teacher observe and discuss ideas and learning Observe a maths lesson in another school. Develop a school-wide maths development plan for Years 1-6. 	Principal Setaita Kaiwai



STRATEGIC AIM 3: GROWING TEACHING AND LEARNING: CULTURAL COMPETENCY

2024: To develop school programs , teaching and attitudes that acknowledge and promote and understanding of Te Tiriti o Waitangi and other

cultures within our school community to improve student outcomes.

TARGET	ACTIONS	RESPONSIBILITY
<p>Professional Development</p>	<ul style="list-style-type: none"> Te Reo language and culture - staff development sessions and weekly goals for implementation across the school Regular accountability classroom checks (teacher with Management Unit) to support teachers to effectively implement 	<p>Classroom Teachers Principal</p>
<p>Community Consultation and Participation</p>	<ul style="list-style-type: none"> Consultation groups representing the different cultures - Maori, Pasifika, Indian, Filipino Address areas raised by the groups Create contacts to support the school in their cultural activities and maintain current contacts with local iwi Marae visits as appropriate Develop Maori and Pasifika performance groups - Kapa Haka 	<p>Principal Setaita Kaiwai Jess Lightbody</p>
<p>Cultural competency within the school</p> <p><i>NELP 5</i></p> <ul style="list-style-type: none"> <i>Meaningfully incorporate te reo Maori and tikanga Maori into the everyday life of the place of learning.</i> 	<ul style="list-style-type: none"> Develop visual cues and displays in the classrooms that show an understanding of the different cultures Regular accountability classroom checks (teacher with Management Unit) to support teachers to engage children within their own cultures. Celebrate Te Reo Maori & Pasifika language weeks as they relate to the our school community Adapting teaching and learning programs to be sensitive to the culture and learning aspirations of our students. Further develop the NZ histories curriculum within the learning Develop the knowledge of the local history - Maori & European - within Palmerston North. 	<p>Principal Jess Lightbody Setaita Kaiwai</p>



Annual Target 2024

TARGET 2: GROWING STUDENT ACHIEVEMENT (READING)

To provide effective learning and teaching to raise the level of achievement in READING for all students regardless of their ethnicity, if they have a disability or have special education needs.

ANNUAL AIM: To increase the number of students in the school, including Maori and Pasifika who are achieving at or above the expected level in **READING**.

BASELINE DATA February 2024:

- 76% of all students are working at or above the expected level in reading
- 73% of Maori students are working at or above the expected level in reading
- 85% of Pasifika students are working at or above the expected level in reading
- 83% of girls are working at or above the expected level in reading
- 77% of boys are working at or above the expected level in reading

TARGETS:

1. All students below or well below the expected level will make progress in reading.
2. At least 85% of all children will be reading at or above the expected level.
3. 80% of Maori students will be at or above the expected level.
4. 85% of boys will be at or above the expected level.

ACTIONS		Responsibility	Time Frame	Resources Required
	Teachers will analyse student data to inform their teaching practice.	All teachers	Ongoing	
	Children who need additional support to achieve will be identified and be given additional support by teacher aides or others.	All teachers	Ongoing	
	Develop the remedial learning program- Steps & Reading Plus	Principal/SENCo & Teacher Aides	T1 and ongoing	
	Staff will take part in professional development opportunities as available.	Principal	T1 – T4	PD Budget
	Teachers will take part in professional reading, observation and professional discussions to support their work in the classrooms.	Principal & Teachers	Ongoing	PD Budget

Annual Target 2024

TARGET 3: GROWING STUDENT ACHIEVEMENT (WRITING)

To provide effective learning and teaching to raise the level of achievement in WRITING for all students regardless of their ethnicity, if they have a disability or have special education needs.

ANNUAL AIM: To increase the number of students in the school, including Maori and Pasifika who are achieving at or above the expected level in **WRITING**.

BASELINE DATA February 2024:

- 76% of all students are working at or above the expected level in writing
- 73% of Maori students are working at or above the expected level in writing
- 85% of Pasifika students are working at or above the expected level in writing
- 83% of girls are working at or above the expected level in writing
- 72% of boys are working at or above the expected level in writing

TARGETS:

1. All students below or well below the expected level will make progress in writing.
2. At least 85% of all children will be writing at or above the expected level.
3. 80% of Maori students will be writing at or above the expected level.
4. 85% of Pasifika students will be at or above the expected level.
5. 80% of boys will be writing at or above the expected level.

ACTIONS		Responsibility	Time Frame	Resources Required
	Teachers will analyse student data to inform their teaching practice.	All teachers	Ongoing	
	Children who need additional support to achieve will be identified and be given additional support by teacher aides or others.	All teachers	Ongoing	
	Staff will continue to develop confidence to use the e-asstle rubric accurately for writing assessment.	Principal	T1 & 2	PD Budget
	Staff will engage in Inquiry to reflect and improve their practice.	Principal & Teachers	Ongoing	



Annual Target 2024

TARGET 1: GROWING STUDENT ACHIEVEMENT (MATHEMATICS)

To provide effective learning and teaching to raise the level of achievement in MATHEMATICS for all students regardless of their ethnicity, if they have a disability or have special education needs.

ANNUAL AIM: To increase the number of students in the school, including Maori and Pasifika who are achieving at or above the expected level in **MATHEMATICS**.

BASELINE DATA February 2023:

- 84% of all students are working at or above the expected level in maths
- 82% of Maori students are working at or above the expected level in maths
- 85% of Pasifika students are working at or above the expected level in maths
- 89% of girls are working at or above the expected level in maths
- 81% of boys are working at or above the expected level in maths

TARGETS:

1. All students below or well below expected level will make progress in mathematics.
2. At least 87% of all children will be working at or above the expected level in mathematics.
4. 85% of Maori students will be at or above expected level.
5. 85% of boys will be at or above expected level.

ACTIONS		Responsibility	Time Frame	Resources Required
	The teachers will use PRIME maths for teaching the children in the classroom.	Principal & all teachers		
	Teachers will analyse student data to inform their teaching practice.	All teachers	Ongoing	
	Children who need additional support to achieve will be identified and be given additional support by teacher aides or others.	All teachers	Ongoing	
	Professional development using the PRIME maths system will be provided for the teachers and teacher aides as relevant.	Principal & Setaita,	T1 and ongoing	
	Teachers will take part in professional reading, observation and professional discussions to support their work in the classrooms.	Principal & Teachers	Ongoing	PD Budget



Annual Target 2024

TARGET 1: SCHOOL ATTENDANCE

To encourage students and their parents to have regular student attendance at school to support improved outcomes for student wellbeing and achievement.

ANNUAL AIM: To increase the number of students regularly attending school each day, including Maori and Pasifika.

BASELINE DATA 2023:

This is difficult to calculate as Covid and lockdowns had a big effect on school attendance especially in the last two years. Children who have had at least 90% attendance at school (ie no more than 5 days absence per term) has ranged from 23% to 80%.

TARGETS:

- At least 75% of all children will attend school for 86% of each school term (absence of no more than 7 school days per term).

ACTIONS		Responsibility	Time Frame	Resources Required
	Analyse attendance trends across the school, identifying individuals and groups of children where attendance is low.	Principal		
	DEvelop a systematic process where individuals and groups of children can be identified whose attendance could be improved,	All teachers	Ongoing	
	Have an open conversation with parents about how we can support their children to attend school on a more regular basis - this should be the person at school who has the closest relationship with the parents e.g. culturally, friendship etc.	All teachers	Ongoing	
	Encourage the children to make the effort to be at school as this will support parents in ensuring that their children attend regularly.	Lyn. Setaita, Jess	T1 and ongoing	