



Southland AdventistTM Christian School

Growing - for Eternity

Charter 2020

Prepared by the Board of Trustees and Principal in consultation with the staff, students and school community

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School Introduction

Southland Adventist Christian School is an integrated co-education day school with a comprehensive programme comprising of both primary and intermediate education, from New Entrant to Year 8. The school is operated by the Seventh-day Adventist Church, principally for the education of its youth and the wider Christian community. It provides education in harmony with the beliefs, values, lifestyle and commitment of the church, integrating with the New Zealand Curriculum as determined by the Ministry of Education. Emphasis is placed on the development of a Christian character and a life of service in the community. The school is governed by a Board of Trustees consisting of members elected by the parents, Seventh-day Adventist Church proprietor representatives, the principal and a staff representative.

Special Character Statement

The Special Character of the School is determined by the faith system made up of the Christian beliefs, values and lifestyle of the Seventh- day Adventist Church as determined from time to time by the General Conference of the Seventh-day Adventist Schools Association Limited.

Vision & Values

The Southland Adventist Christian School places an importance on children becoming independent learners displaying the following values in keeping with our vision:

Our Vision

- Godliness
- Rich Relationships
- Ownership of Mastery - Perseverance & Excellence
- Wisdom in Decision-making
- Transformational Learning
- Harvest Focus

Our Values

- Worship
- Love & Compassion
- Perseverance & Excellence
- Courage
- Contribution
- Integrity

OUR VISION // OUR VALUES

WE LIVE OUT OUR VISION WHEN WE DISPLAY OUR VALUES.
WE ARE REPRESENTING GOD'S CHARACTER OF LOVE.

GODLINESS GROWS WITH WORSHIP	RICH RELATIONSHIPS GROW WITH LOVE AND COMPASSION	OWNERSHIP OF MASTERY GROWS WITH PERSEVERANCE AND EXCELLENCE	WISDOM IN DECISION MAKING GROWS WITH COURAGE	TRANSFORMATIONAL LEARNING GROWS WITH CONTRIBUTION	HARVEST FOCUS GROWS WITH INTEGRITY

Grow in the grace and knowledge of our Lord and Saviour
Jesus Christ. To Him be glory both now and forever! —2 Peter 3:18

Statement of Intent

Ethnic and Cultural Makeup

In addition to its responsibilities under the Treaty of Waitangi, the Southland Adventist Christian School cherishes the ethnic diversity within the school community. The diagram below summarizes the ethnic diversity represented within the school at the end of 2019.

Ethnic Origin	Percentage of Students
Māori	3%
NZ European/Pakeha	72%
Asian	11%
Pasifika	15%

In order to foster cultural diversity, the school will continue to provide opportunities for Te Reo Māori and Tikanga Māori to be integrated throughout the daily teaching programmes.

Inclusion of Students – Gifted & Talented, Special Needs, Priority students

Southland Adventist Christian School is inclusive of students who have a variety of 'special' needs, whether gifted or talented or of a special needs character. Our school employs Teacher Aides who assist teachers in meeting the educational needs of our students. We also have a SENCO who supports students with special education needs and communicates with relevant organisations to facilitate the necessary opportunities for these students.

In meeting student's needs, the school also works closely with:

- Resource Teachers of Learning and Behaviour
- Resource Teacher of Literacy
- Ministry of Education – Learning Support
- Public Health Nurse
- Strengthening Families
- Any relevant outside agency as appropriate

Community Engagement

Consultation with the school community is important to help our school improve and to ensure our students are learning to their full potential. Some of the ways we engage with our school community are as follows:

- Welcome Picnic and Open Classroom Evening during Week 2 of Term 1
- Mid-year and End of Year Student Achievement Reports
- Parent-Teacher Conferences twice per year
- Community Consultation with regards to following year's Charter

Processes and Other Documentation

Planning year: January to December

Updated Charter and annual Analysis of Variance lodged with MoE: 1st March

Annual Report: 31st May

Other School Documentation that supports this Charter:

- 2020 Budget
- Assessment Plan 2020
- Policy & Procedure Website
- SACS Curriculum Website
- Staff Handbook

Strategic Plan: 2019-2022

Strategic Goals	2019 Goals	2020 Goals	2021 Goals	2022 Goals
Ensure high levels of staff performance and student achievement through implementation of self-review, targeted professional development and appraisal processes.	<ul style="list-style-type: none"> • Through the use of appraisal tools improve teacher pedagogy so that teachers are reflective and using teaching as inquiry to inform teaching and improve practice. • Regularly undertake planned and incidental internal evaluation and self-review to improve teaching and learning. • Develop online learning capabilities through professional development undertaken with fellow Adventist Schools. 	<ul style="list-style-type: none"> • Through internal evaluation and professional learning and development, create stronger connections between the New Zealand Curriculum, our local school curriculum and teacher practice. • Implement the new Digital Technology Curriculum. • Solidify and embed teaching as inquiry appraisal processes • Embed internal evaluation and self-review processes 	<ul style="list-style-type: none"> • Review teaching as inquiry processes. • Improve student achievement by enhancing Parent Learning Partnerships. • Review our implementation of the new Digital Technology Curriculum. 	<ul style="list-style-type: none"> • Through the lens of pedagogy, review & embed teaching practices that result in student ownership of their learning. • Review how teachers are implementing our local school curriculum.
Future plan for the development and enhancement of SACS property and financial capabilities.	<ul style="list-style-type: none"> • Successfully build new school buildings at the new Waikiwi School Site. 	<ul style="list-style-type: none"> • Successfully build new school buildings at the new Waikiwi School Site. 	<ul style="list-style-type: none"> • Complete the shift to the new Waikiwi School Site. 	
Develop students who are well-rounded members of society and have skills which enable them to create and maintain positive relationships with others.	<ul style="list-style-type: none"> • Through the integration of our school values into our teaching and learning programme, teach life skills which enable students to build positive relationships. • Undertake research and consultation with our school community to develop well-being strategies as part of the Made to Move initiative being undertaken in schools in Invercargill and Bluff. 	<ul style="list-style-type: none"> • Use physical activity as a tool to enhance student well-being through the Made to Move initiative. • Use student voice to gain feedback on how we can improve our school. 	<ul style="list-style-type: none"> • Embed initiatives introduced through the Made to Move programme. • Explore our school culture and how we interact with the cultures of our students and families. 	<ul style="list-style-type: none"> • Explore our school culture and how we interact with the cultures of our students and families.
Create a movement of students who know, live and serve Jesus.		<ul style="list-style-type: none"> • Strength family relationships through an increased home/school partnership to help students grow in their walk with Jesus. 	<ul style="list-style-type: none"> • Embed the "Home Project" kits. 	<ul style="list-style-type: none"> • Review and revise the "Home Project" kits.

Annual Plan: 2020

Strategic Goal 1		Ensure high levels of staff performance and student achievement through implementation of self-review, targeted professional development and appraisal processes.			
Annual Goals 2020	Outcomes	Process	Who	When	Cost
<ul style="list-style-type: none"> Through internal evaluation and professional learning and development, create stronger connections between the New Zealand Curriculum, our local school curriculum and teacher practice. 	<ul style="list-style-type: none"> Staff will have a more planned approach to our teaching programme. Our teaching programme will be more consistent and there will be higher collaboration between the teachers. There will be a natural flow between the New Zealand Curriculum, our local school curriculum and teacher practice. 	<ul style="list-style-type: none"> Undertake re-familiarisation of the New Zealand Curriculum. Review our local school curriculum. Transfer our knowledge of the New Zealand Curriculum and our local school curriculum into classroom practice. 	Principal Teaching Staff PLD Facilitator	Term 1-4	\$2000
<ul style="list-style-type: none"> Implement the new Digital Technology Curriculum. 	<ul style="list-style-type: none"> Teachers will integrate the new Digital Curriculum into their classroom programmes. 	<ul style="list-style-type: none"> Complete the Digital Technology Curriculum section of our local school curriculum. Seek guidance from an external facilitator in areas teachers identify as areas of need. 	Principal Teaching Staff PLD Facilitator	Term 1-4	\$2000
<ul style="list-style-type: none"> Solidify and embed teaching as inquiry appraisal processes 	<ul style="list-style-type: none"> Embed "Teaching as Inquiry" appraisal system Review and improve priority learning monitoring systems from 2019. Embed strategies to regularly monitor progress of Target Groups of Priority Learners 	<ul style="list-style-type: none"> Identification through student achievement data. Regularly share progress during PLD Meetings. Monitor through weekly staff meetings, tracking sheets and BoT reports. Use SENCO to ensure priority students are receiving necessary support. 	Principal SENCO Teaching Staff Support Staff	Term 1-4	Nil
<ul style="list-style-type: none"> Embed internal evaluation and self-review processes 	<ul style="list-style-type: none"> Follow Board of Trustees self-review procedure to review curriculum areas. Inquire into our "Curriculum" goal to strengthen Internal Evaluation processes. 	<ul style="list-style-type: none"> Complete applicable self-review areas. Principal and teachers to undertake an internal evaluation into the effectiveness of our local school curriculum. 	Principal Teaching Staff BoT	Term 1-4	Nil

Strategic Goal 2		Future plan for the development and enhancement of SACS property and financial capabilities.			
Annual Goals 2020	Outcomes	Process	Who	When	Cost
<ul style="list-style-type: none"> Successfully build new school buildings at the new Waikiwi School Site. 	<ul style="list-style-type: none"> Enhance our learning environment by building a new classroom block at the new school site. 	<ul style="list-style-type: none"> Gain building consent from the Invercargill City Council. Complete building project. 	BOT Principal	Term 1-4	

Strategic Goal 3		Develop students who are well-rounded members of society and have skills which enable them to create and maintain positive relationships with others.				
Annual Goals 2020	Outcomes	Process	Who	When	Cost	
<ul style="list-style-type: none"> Use physical activity as a tool to enhance student well-being through the Made to Move initiative. 	<ul style="list-style-type: none"> Increase physical activity to enable students and staff to improve health. Develop Physical Education to be more dynamic in meeting the needs of the students. 	<ul style="list-style-type: none"> Liaise with Made to Move coordinator. Increase teacher understanding of the Health and Physical Education Curriculum through PLD. 	Principal Teachers Made to Move Coordinator	Term 1-4	Nil	
<ul style="list-style-type: none"> Use student voice to gain feedback on how we can improve our school. 	<ul style="list-style-type: none"> Students will feel more valued as members of our school. Our teaching will be more relevant and applicable to our students. 	<ul style="list-style-type: none"> Analyse current student voice feedback and make changes accordingly. Use a variety of methods to gather student feedback on current issues. 	Principal Teachers	Term 1-4	Nil	

Strategic Goal 4		Create a movement of students who know, live and serve Jesus.				
Annual Goals 2020	Outcomes	Process	Who	When	Cost	
<ul style="list-style-type: none"> Strength family relationships through an increased home/school partnership to help students grow in their walk with Jesus. 	<ul style="list-style-type: none"> Family dynamics between children and parents will be strengthened. A connection will be fostered between the school chaplain and our school community. School values will also be taught in the home. 	<ul style="list-style-type: none"> Change homework to be a "Home Project" activity kit. These kits will include tasks and challenges for the family to complete together and will aim to make homework fun for the whole family The activities will cover a range of concepts including service to others, school values and Biblical teachings. There will be a platform for families to share how they have completed their challenges. 	Chaplain Principal Teachers	Term 1-4	\$3000	

Achievement Targets: 2020

Target Area	Target	Strategies to Reach Target
Mathematics	In 2019, only 3 out of 10 Pasifika students (30%) were 'at' or 'above' the expected curriculum level in Mathematics compared to 63% of the total school. The 2020 achievement target is that we raise the number of Pasifika students who are 'at' or 'above' the expected curriculum level in Mathematics to 90%.	<ul style="list-style-type: none"> • Embed strategies learnt during 2019 Mathematics PLD • Use "Teaching as Inquiry" appraisal system to target this cohort • School/ Parent Partnership • Accelerating Learning in Mathematics (ALiM)
Writing	In 2019, only 25 out of 46 boys (54%) were 'at' or 'above' the expected curriculum level in Writing compared to 64% of the total school. Of the 21 boys who were not achieving 'at' or 'above', 13 were achieving 'below' and 8 were achieving 'well below'. The 2020 achievement target is that we move the 13 boys who were working 'below' the expected curriculum level in Writing to working 'at' the expected level.	<ul style="list-style-type: none"> • Use "Teaching as Inquiry" appraisal system to target this cohort • School/ Parent Partnership • Remedial support programme • Specific "Pre-loading" writing programme for Boys