



Southland AdventistTM Christian School

Growing - for Eternity

Charter 2022

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

School ID Number: 4112
Submitted to MOE: 25 February 2022
Ratified by Board: 22 February 2022

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 emphasis on children becoming independent learners displaying our values in keeping with our vision. The focus values for 2022 are as follows: Term 1 – Love; Term 2 – Courage; Term 3 – Integrity; Term 4 – Worship

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. This table summarises the ethnic diversity represented within the school at the end of 2021. Please note the numbers below total to more than our total roll due to some students being listed with more than one ethnicity.

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 learning needs, whether gifted or talented or of a special education 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:

Ethnic Origin	Number of Students
Māori	13
NZ European/Pakeha	47
Asian	20
Pasifika	14
MELAA	13

- 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 various areas of school life

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: 2022 Budget, Assessment Plan 2022, Policy & Procedure Website, SACS Curriculum Website, Staff Handbook, School Handbook.

Strategic Plan: 2021-2024

Strategic Goal	2021 Annual Goals	2022 Annual Goals	2023 Annual Goals	2024 Annual Goals
Ensure high levels of staff performance and student achievement through implementation of self-review, targeted professional development and teaching as inquiry processes.	<ul style="list-style-type: none"> • Implement our new local school curriculum annual plan to increase overall curriculum coverage. • Review teaching as inquiry processes. • Embed the new Digital Technology Curriculum. 	<ul style="list-style-type: none"> • Research and develop strategies for enhancing assessment for learning capabilities for teachers and students. • Improve student achievement by enhancing parent learning partnerships. • Review how teachers are implementing our local school curriculum. 	<ul style="list-style-type: none"> • Further develop and embed assessment for learning practices. • Embed Parent Learning Partnership strategies. • Implement the Aotearoa New Zealand Histories Curriculum 	<ul style="list-style-type: none"> • Evaluate internal evaluation and self-review processes.
Plan for future growth and development of Southland Adventist Christian School.	<ul style="list-style-type: none"> • Successfully transition to our new school site by ensuring policies, procedures and systems are effective. • Resource the new school effectively to best allow student learning to flourish. 	<ul style="list-style-type: none"> • Develop plans to provide for the addition of Year 9/10 students. 	<ul style="list-style-type: none"> • Provide staffing and resourcing for the addition of Year 9 students. 	<ul style="list-style-type: none"> • Provide staffing and resourcing for the addition of Year 10 students.
Develop strategies to help students learn skills which enable them to create and maintain positive relationships with others and grow physically and emotionally.	<ul style="list-style-type: none"> • Embed initiatives introduced through the Made to Move programme. • Explore our school culture and review how we interact with the cultures of our students and families. 	<ul style="list-style-type: none"> • Explore how student voice is being gathered and used to influence teaching and learning. • Review how our school's values system is enabling students to be life-long learners. 	<ul style="list-style-type: none"> • Explore and review how our school is aiding students in their physical development. 	<ul style="list-style-type: none"> • Investigate the social needs of our students and explore what can be done to help them interact positively with others.
Create a movement of students who know, live and serve Jesus.	<ul style="list-style-type: none"> • Refine chaplaincy services to be more responsive to student needs. 	<ul style="list-style-type: none"> • Develop student service opportunities in and around our community. 	<ul style="list-style-type: none"> • Review Chaplaincy programme. 	<ul style="list-style-type: none"> • Review how we teach the Encounter Bible Curriculum.

Annual Plan: 2022

Strategic Goal 1: Ensure high levels of staff performance and student achievement through implementation of self-review, targeted professional development and teaching as inquiry processes.

Annual Goals 2022	Outcomes	Process	Who	When	Cost
<ul style="list-style-type: none"> Research and develop strategies for enhancing assessment for learning capabilities for teachers and students. 	<ul style="list-style-type: none"> Assessment will be more accurate and data will be triangulated. Teaching practice will be improved as teachers provide more differentiated learning combined with increase student voice. Teachers will have increased clarity around curriculum progress and be able to make data driven decisions. 	<ul style="list-style-type: none"> Engage with a PLD Facilitator to support our assessment for learning goals. Re-visit our Assessment Internal Evaluation we undertook during 2021 to determine next steps. Develop a more specific and research based school-wide assessment plan. 	Principal Teaching Staff PLD Facilitator	Term 1-4	\$1000
<ul style="list-style-type: none"> Improve student achievement by enhancing parent learning partnerships. 	<ul style="list-style-type: none"> Strong connections between home and school will be developed to enhance student learning. Whānau will have a great understanding of teaching and learning methods. 	<ul style="list-style-type: none"> Research examples of schools who have had success developing positive parent learning partnerships. Consult with school families to better understand the home environments of our students. Develop strategies to strengthen connections between home and school. 	Principal Teaching Staff BoT	Term 1-4	\$500
<ul style="list-style-type: none"> Review how teachers are implementing our local school curriculum. 	<ul style="list-style-type: none"> Staff will have a more planned approach to our teaching programme. Our teaching programme will be consistent and there will be 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"> During Term 3, complete a self-review into the effectiveness of our local school curriculum which was introduced in 2021. Make adjustments to the curriculum as needed based on the findings of the self-review. 	Principal Teaching Staff	Term 3	Nil

Strategic Goal 2: Plan for future growth and development of Southland Adventist Christian School.

Annual Goal 2022	Outcomes	Process	Who	When	Cost
<ul style="list-style-type: none"> Develop plans to provide for the addition of Year 9/10 students. 	<ul style="list-style-type: none"> Provide a place for students who are at a crucial point in their teenage years to have a values-based Christian Education Give a smaller alternative to the large, crowded high school options currently available in Invercargill 	<ul style="list-style-type: none"> Consult with the proprietors regarding the Junior High School and Maximum Roll Increase application. Research effective pedagogy for teaching high schools students in a primary school context. Develop school buildings to include learning spaces for Year 9/10 students. Determine necessary resourcing and staffing requirements. 	BOT Principal Proprietors	Term 1-4	

Strategic Goal 3: Develop strategies to help students learn skills which enable them to create and maintain positive relationships with others and grow physically and emotionally.

Annual Goals 2022	Outcomes	Process	Who	When	Cost
<ul style="list-style-type: none"> Explore how student voice is being gathered and used to influence teaching and learning. 	<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 methods for gathering student voice and update systems accordingly. As part of our assessment for learning PLD, learn strategies to involve students in the assessment process. 	Principal Teaching Staff PLD Facilitator	Term 1-4	Nil
<ul style="list-style-type: none"> Review how our school's values system is enabling students to be life-long learners. 	<ul style="list-style-type: none"> Our schools values system is used as a tool to prepare students for life once they have left our school. Students understand and live our school values in their lives at school, home and in the community. 	<ul style="list-style-type: none"> Complete an inquiry cycle looking into our values programme. Develop strategies to help our students retain the values they have learned once they leave our school. 	Principal Teaching Staff	Term 3-4	Nil

Strategic Goal 4: Create a movement of students who know, live and serve Jesus.

Annual Goal 2022	Outcomes	Process	Who	When	Cost
<ul style="list-style-type: none"> Develop student service opportunities in and around our community. 	<ul style="list-style-type: none"> Students will have opportunities to grow in their walk with Jesus through service to others. There will be a stronger link between our school and the local community. 	<ul style="list-style-type: none"> School Chaplain and Principal will collaborate on ideas of how to get our students involved in community service. Involve our student leaders in the planning process for the service opportunities. 	Chaplain Principal Teaching Staff	Term 1-4	\$500

Achievement Targets: 2022

Target Area	Target	Strategies to Reach Target
Reading	<p>In 2021, only 16 out of 28 Year 4 & 5 students (57%) were 'at' or 'above' the expected curriculum level in Reading. The 2022 achievement target is that we move the seven Year 4 & 5 students who were working 'below' the expected curriculum level in Reading to working 'at' the expected level.</p>	<ul style="list-style-type: none"> • Use "Teaching as Inquiry" appraisal system to target this cohort • School/ Parent Partnership • Utilise school SENCO to research. Methods to accelerate the learning of these students.
Writing	<p>In 2021, only 13 out of 21 Year 1 & 2 students (62%) were 'at' or 'above' the expected curriculum level in Writing. The 2022 achievement target is that we move the eight Year 1 & 2 students who were working 'below' the expected curriculum level in Writing to working 'at' the expected level.</p>	<ul style="list-style-type: none"> • Use "Teaching as Inquiry" appraisal system to target this cohort • School/ Parent Partnership • Utilise our "Assessment for Learning" PLD to improve Writing practices • Strategically using the Quick60 programme to accelerate the learning of these students