



Southland AdventistTM Christian School

Growing - for Eternity

Charter 2023

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

School ID Number: 4112

Submitted to MOE:

Ratified by Board:

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 2023 are as follows: Term 1 – Compassion; Term 2 – Excellence; Term 3 – Perseverance; Term 4 – Contribution

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 2022. 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.

Ethnic Origin	Number of Students
Māori	8
NZ European/Pakeha	55
Asian	20
Pasifika	13
MELAA	18

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 a Teacher Aide 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.

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: 2023 Budget, Assessment Plan 2023, 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. (NELP 6) • Embed Parent Learning Partnership strategies. (NELP 2) • Implement the Aotearoa New Zealand Histories Curriculum (NELP 5) 	<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"> • Develop plans for a maximum roll increase. (NELP 2) 	<ul style="list-style-type: none"> • Provide staffing and resourcing for the addition of Year 9 students. (NELP 2)
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. (NELP 4) 	<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. (NELP 1) 	<ul style="list-style-type: none"> • Review how we teach the Encounter Bible Curriculum.

Annual Plan: 2023

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 2023	NELP	Outcomes	Process	Who	When	Cost
Further develop and embed assessment for learning practices.	6 - Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.	<ul style="list-style-type: none"> Assessment will be more accurate and useful for informing teacher practice. 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"> Continue working with our PLD Facilitator to support our assessment for learning goals after this process was interrupted by Covid-19 in 2022. Develop a more specific and research based school-wide assessment plan. Undertake PLD in areas of the assessment plan which need strengthening. Explore the essay assessment options in EDGE to better analyse achievement data. 	Principal Teaching Staff PLD Facilitator	Term 1-4	Nil
Embed Parent Learning Partnership strategies.	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	<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. Introduce the Reading Together programme to equip parents with skills to help their children with literacy. Teachers to develop methods for sharing current classroom learning with families. 	Principal Teaching Staff Community	Term 1-4	\$500
Implement the Aotearoa New Zealand Histories Curriculum.	5 - Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	<ul style="list-style-type: none"> The new Aotearoa New Zealand Histories Curriculum will be incorporated into the local school curriculum to enhance learning of the past. The new curriculum format will become familiar for teachers in preparation for the New Zealand Curriculum refresh. 	<ul style="list-style-type: none"> The new curriculum outcomes will be written into our long term plan schema to ensure full coverage as well as integration into other curriculum areas. PLD will be sought as needed depending on teacher knowledge and needs. 	Principal Teaching Staff	Term 1-4	\$500

Strategic Goal 2: Plan for future growth and development of Southland Adventist Christian School.						
Annual Goal 2023	NELP	Outcomes	Process	Who	When	Cost
Develop plans for a maximum roll increase.	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	<ul style="list-style-type: none"> Give more students in Invercargill access to quality Christian education. An increase in size will allow our school to develop increased capacity for expanded learning opportunities for our students. 	<ul style="list-style-type: none"> Consult with the proprietors regarding the options for expansion. Develop existing school buildings to include additional appropriate learning spaces. 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 2023	NELP	Outcomes	Process	Who	When	Cost
Explore and review how our school is aiding students in their physical development.	Ensure every learner/ ākonga gains sound foundation skills, including language, literacy and numeracy.	<ul style="list-style-type: none"> Our Physical Education and Fitness programmes will be fit for purpose and supporting our students development. A variety of play resources will available at break times to enable students to build up their motor skills. 	<ul style="list-style-type: none"> Review and Physical Education curriculum and include student voice. Research fitness activities to increase engagement. Develop playground and lunchtime activities to increase options and engagement. 	Principal Teaching Staff PLD Facilitator	Term 1-4	\$10000- \$20000

Strategic Goal 4: Create a movement of students who know, live and serve Jesus.						
Annual Goal 2023	NELP	Outcomes	Process	Who	When	Cost
Review Chaplaincy programme.	Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.	<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 clear programme of what Chaplaincy looks like at our school. 	<ul style="list-style-type: none"> School Chaplain and Principal will collaborate to review the effectiveness of every aspect of the Chaplaincy programme. Involve our student leaders in the process to ensure student voice is gathered. 	Chaplain Principal Teaching Staff Students	Term 1-4	Nil

Achievement Targets: 2023

Target Area	Target	Strategies to Reach Target
Maths	In 2022, only 13 out of 19 Year 6 & 7 students (68%) were 'at' or 'above' the expected curriculum level in Maths. The 2023 achievement target is that we move the six Year 6 & 7 students who were working 'below' the expected curriculum level in Maths to working 'at' the expected level.	<ul style="list-style-type: none"> • Use professional growth cycles to target this cohort • School/ Parent Partnership • Use prior learning from ALiM to accelerate the progress for these students.
Writing	In 2022, only 14 out of 21 Year 2 & 3 girls (67%) were 'at' or 'above' the expected curriculum level in Writing. The 2023 achievement target is that we move the seven Year 2 & 3 students who were working 'below' the expected curriculum level in Writing to working 'at' the expected level.	<ul style="list-style-type: none"> • Use professional growth cycles 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