



# Ashburton Christian School

School Charter – 2017

*Mission Statement*

*“We desire to provide a quality Christian environment and education that develops each child’s character and God-given gifts and abilities”*

ACS Establishment Board of Trustees

Board Chair: Joyce Stowell

Principal: Tim Kuipers



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## LEGAL REQUIREMENTS OF A CHARTER

The Education Act 1989 requires every school to have a Charter.

A Charter is:

- A document that outlines your school's vision and values and the important education goals and pupil outcomes your school is striving to meet or improve.
- A tool to assist your Board to make decisions aimed at raising pupil achievement.
- A document that contains your school's main targets for raising pupil achievement and the measures that will be taken to achieve these targets.

The role of the Board is to prepare and maintain the School Charter. A Charter must contain:

- A strategic section that sets out, for the next three to five years, the Board's aims, objectives, directions, and priorities for raising pupil achievement (including any aims or objectives that designate the school's special characteristics or its Special Character).
- An annually updated section that sets out for the relevant year the Board's aims, directions, objectives and priorities relating to raising pupil achievement, and sets targets for the key activities and achievement of objectives for the year (including National Standards).

A successful Charter will communicate, for the school and its wider community:

- The steps the school is taking to improve learning outcomes for all their pupils.
- The school's vision and direction, its goals for the long and short term.
- Its approach to meeting its legal responsibilities.
- The school's approach to meeting national and local priorities for education.

The Charter is therefore also an accountability instrument for the purposes of a school's funding.

Since the Charter is a planning document that sets out the school's objectives and targets for the year, it is important that it is completed within the first few weeks of the school year – then it can be effective in guiding the activities of your school.

A copy of the Charter must be sent to the Ministry of Education each year.

## WHO WE ARE

### HISTORY

Ashburton Christian School had its beginnings in the work of Keith and Rosemary Townshend who called public meetings and initiated proceedings during 2005 resulting in the formation of the Ashburton Christian Schools Trust (ACST). The school opened as a private school in 2009 with a roll of 27. We were integrated in 2011. In 2012 the school was approved to extend their classes to Years 9 (2013) and 10 (2014). Our roll has steadied between 90 and 105 pupils.

### BUILDINGS

The school has six classrooms and an extensively refurbished homestead. A playing field, hard-court and parking area have all been established. A junior and senior playground are complete and a 5 to 10 year landscaping plan is in place. A further two pre-fabricated classrooms have been purchased and are due to be installed in 2017. One classroom will be fitted as a Science laboratory and the other as the Mind Plus room for the Mid-Canterbury one day school (NZCGE).

### FUTURE

It is the board's desire to expand the school to offer more Christian parents the choice of Christian education in what is a growing area of Canterbury. This will entail working with the Christian Schools Trust (CST), our proprietors and the Ashburton Christian Schools Trust (ACST), who are the local land trust, to provide additional buildings based on a careful analysis of future demand.

## SPECIAL CHARACTER STATEMENT

Monitoring our school's Special Character is primarily the responsibility of the Christian School's Trust, the proprietor of ACS. It is monitored yearly by the Board of Trustees and is incorporated into our strategic plan. This includes a report tabled annually at a CST meeting. The Special Character forms the rationale for the existence of the school. All our activities, the implementation of National Education and Administration Guidelines and National Education Priorities and National Curriculum Document Frameworks are underpinned and influenced by the Special Character.

Our special character is articulated through our school's motto, mission and vision. These have their foundation in our Statement of Faith which, in turn, has its foundation in the Scriptures. Each staff member is required to sign the Statement of Faith and, in so doing, subscribes to the special character of Ashburton Christian School. Parents also either sign that they agree (preference families) to or will not oppose (non-preference families) the statement of faith.

## STATEMENT OF FAITH

I believe in:

1. The unity of the Father, the Son and the Holy Spirit in the Godhead.
2. The Sovereignty of God in creation, revelation, redemption and final judgement.
3. The divine inspiration and trustworthiness of Holy Scripture, as originally given and its supreme authority in all matters of faith and conduct.
4. The universal sinfulness and guilt of human nature since the fall, rendering humankind subject to God's wrath and condemnation.
5. Redemption from the guilt, penalty, pollution and power of sin only through the sacrificial death (as our representative and substitute) of Jesus Christ, the Incarnate Son of God.
6. The bodily resurrection of Jesus Christ from the dead, His ascension, His mediatorial work and His personal return in power and glory.
7. The necessity of the work of the Holy Spirit to make the death of Christ effective to the individual sinner, granting repentance toward God and faith in Jesus Christ.
8. The indwelling and sanctifying work of the Holy Spirit in the believer.
9. The one holy, universal church, which is the Body of Christ, to which all true believers belong and in which they are united through the Spirit.
10. The resurrection of the body, and life everlasting.

## THE SCHOOL GUIDING STATEMENTS:

**Motto:** 'Soli Deo Gloria' (to God Alone the Glory)

**Vision:** 'To grow people who Love, Know, Serve and Impact

**Love** God, Others, Self, World

**Know** God's story and our place in it

**Serve** Faithful with our Gifts and Talents

**Impact** Bring God's Kingdom to Earth

**Mission:** 'To provide a quality Christian environment and education that develops each child's character and God-given gifts and abilities'

## CULTURAL DIVERSITY AND MAORI DIMENSION

### HOW WILL THE SCHOOL REFLECT NEW ZEALAND'S CULTURAL DIVERSITY?

- By ensuring that all cultures are respected and maintained by all who attend and are linked to this school
- By acknowledging that the values and customary rights of the significant groups in New Zealand society (Pakeha and Maori) are mutually respected and given impetus at school
- By having programmed activities and cultural events which reflect the cultural identities of students, staff and the community
- By liaising with leaders in the community to support and advise the school on cultural matters

### HOW WILL THE SCHOOL REFLECT THE UNIQUE POSITION OF THE MAORI CULTURE?

- By ensuring that staff have opportunities for professional development in order to enhance their teaching of Te Reo and tikanga Maori
- By consulting Maori advisors to assist in the development of Maori incentives and programmes
- By encouraging students to attend Maori cultural activities that may be available in the school

### WHAT REASONABLE STEPS WILL THE SCHOOL TAKE TO INCORPORATE TIKANGA MAORI INTO THE SCHOOL'S CURRICULUM?

- By integrating Tikanga Maori into the school's curriculum framework

### WHAT STEPS WILL BE TAKEN TO DISCOVER THE VIEWS AND CONCERNS OF THE SCHOOL'S MAORI COMMUNITY?

- By consulting with the Maori community

## COMMITMENT OF THE ASHBURTON CHRISTIAN SCHOOL BOARD OF TRUSTEES

### NAG1 CURRICULUM DELIVERY

Implement teaching and learning programmes based on the essential learning areas and skills. The emphasis will be on the National Education Priorities:

- Curriculum success for all
- Improving numeracy and literacy
- Better use of student achievement information
- Improving outcomes for students at risk
- Improving Maori outcomes
- Providing a safe learning environment
- Providing career guidance for Years 7 and above
- Maintaining individual records and report to the community and MOE on student achievement

Each year the Board through the principal and staff will develop, revise or confirm its curriculum plan. The plan will set out specific objectives for curriculum delivery and content. The Board will ensure that its curriculum plan sets out the criteria for assessing, recording and reporting on each child's progress, achievements and learning needs. There will be school wide analysis of student achievement data and achievement targets

### NAG2 REPORTING, SELF-REVIEW AND COMMUNITY CONSULTATION

To document and maintain an on-going programme of reporting, self- review and community consultation.

The Board will follow the Triennial Review and Audit Programme below in order to ensure policies serve the needs of the school and school procedures and curriculum adhere to the policies. Reports from reviews will form the basis for deciding priorities for school development and improvement. This school will have a self-improving cycle.

*??The Board will have a policy for achieving community consultation, partnership and involvement. This policy will be reviewed and reported on, as to its effectiveness. Annual Reports will include the achievement of student targets and the analysis of the variance.??*

## Ashburton Christian School Triennial Review and Audit Programme

Term	Term 1		Term 2		Term 3		Term 4	
Meeting	1	2	3	4	5	6	7	8
Year 1 2016/19	Charter: Annual Targets, Analysis of Variance ST: National Standards ST: Budget	Charter: Approve for sending to MoE CS: Technology	ST: Orientation of new trustees ST: Employment audit	GP: Roles & Responsibilities GP: Code of Conduct GP: Chairperson Role ST: Principal's Appraisal	CS: English Reading Listening Viewing OP: Good Employer ST: National Standards	OP: Admin and Legal Compliance CS: Mathematics and Statistics	Charter: Strategic Thinking and Planning CS: Science	GP: Board Operations ST: Principal's Appraisal
Year 2 2017	Charter: Annual Targets, Analysis of Variance ST: National Standards ST: Budget	Charter: Approve for sending to MoE ST: Learning Support	CS: Social Studies ST: Employment Audit	OP: Special Character ST: Principal's Appraisal	CS: English Writing Presenting Speaking ST: National Standards	CS: Mathematics and Statistics OP: Self Review	Charter: Strategic Thinking and Planning CS: Arts	ST: Principal's Appraisal
Year 3 2018	Charter: Annual Targets, Analysis of Variance ST: National Standards ST: Budget	Charter: Approve for sending to MoE CS: Learning Languages OP: Curriculum Delivery	ST: Employment Audit CS: Health and PE	OP: Health and Safety ST: Principal's Appraisal	CS: Health and PE ST: National Standards	GP: Board Handbook OP: Resource CS: Mathematics and Statistics	Charter: Strategic Thinking and Planning CS: Year 9-10 Options	ST: Principal's Appraisal

Charter	Governance Policy (GP)	Operational Policy (OP)	Curriculum Statements (CS)	Special Topics (ST)
1. Annual Targets, Analysis of Variance (all) 2. Approve for sending to MoE (all) 3. Strategic Thinking and Planning (all)	1. Roles & Responsibilities (y1) 2. Code of Conduct (y1) 3. Chairperson Role (y1) 4. Board Operations (y1) 5. Board Handbook (y3)	1. Good Employer (y1) 2. Admin & Legal Compliance (y1) 3. Special Character (y2) 4. Self Review (y2) 5. Curriculum Delivery (y3) 6. Health & Safety (y3) 7. Resource (y3)	1. Mathematics & Statistics (all) 2. Technology (y1) 3. English: Reading, Listening, Viewing (y1) 4. Science (y1) 5. Social Studies (y2) 6. English: Writing, Presenting, Speaking (y2) 7. Arts (y2) 8. Learning Languages (including Maori) (y3) 9. Health and Physical Education (y3) 10. Year 9-10 Options (y3)	1. National Standards (all) 2. Budget (all) 3. Principal's Appraisal (all) 4. Orientation of New Trustees (y1) 5. Employment Audit (y1) 6. Learning Support (y2) 7. Other (as needed)

## NAG3 PERSONNEL

To promote high levels of staff performance by being a good employer.

In consultation with staff, the Board will have policies to reflect its commitment to being a good employer. Policies will be reviewed regularly and revised as necessary. Resources will be provided according to budgets along with the necessary professional development.

## NAG4 FINANCE AND PROPERTY

Allocate funds to reflect school's priorities and monitor and control expenditure. To ensure annual accounts are prepared and audited. To follow conditions of an asset management agreement and implement a maintenance programme for a safe, healthy learning environment for students.

The Board will prepare an annual budget to fund the school's curriculum, personnel, property and administration activities. The Board will monitor and control income and expenditure throughout the year, and ensure the preparation, audit and publication of annual accounts. The Board will comply with the conditions of any current asset management agreement, and prepare and implement an on-going plan of property maintenance and development.

## NAG5 HEALTH AND SAFETY

To provide a safe physical, emotional and spiritual environment for students and staff.

The Board will implement an on-going plan, for the provision of health and safety practices. Policies and procedures will reflect a commitment to providing a safe physical and emotional environment for staff, students and the school community.

## NAG6 LEGISLATION

To develop systems to comply with all current legislation through policy and procedure.

The school's plans and policies will be implemented in ways that are sensitive to the cultural backgrounds and values of individual children and their families. This includes recognition of the unique position of the Maori people.

## NATIONAL STANDARDS

Where a school has pupils enrolled in Years 1-8, the Board of Trustees, with the Principal and teaching staff, is required to use National Standards to:

- a) Report to pupils and their parents on the pupil's progress and achievement in relation to National Standards. Reporting to parents in plain language in writing must be at least twice a year;
- b) Report school-level data in the Board's Annual Report on National Standards under three headings:
  - a. School strengths and identified areas for improvement;
  - b. The basis for identifying areas for improvement; and
  - c. Planned actions for lifting achievement.
- c) Report in the Board's Annual Report on:
  - a. The numbers and proportions of pupils at, above, below or well below the standards, including by Maori, Pasifika and by gender (where this does not breach an individual's privacy); and
  - b. How pupils are progressing against the standards as well as how they are achieving.

Ashburton Christian School is implementing the National Standards. Goals against the National Standards are included in the Annual Plan under Strategic Aim 3 for 2017.

## DIFFERENTIATED LEARNING

The Ministry requests information on how differentiated learning is being provided for within the school. We have the following in place:

- Ability grouping in Reading, Writing and Mathematics in classes and across classes
- Extension Literacy classes (Years 6 to 10)
- Extension Mathematics, Science and Writing classes (Years 4 to 10)
- Participation in Mind Plus programme (One day school for gifted) partly funded by ACS
- Teacher Aids for Reading, Writing and Maths for Year 1-6 classes; usually used to reduce pupil teacher ratios and increase teaching time.
- Individual Education Plans established where required
- SENCO appointed
- On Site Learning Support Specialists, funded out of BG, working with pupils in Reading, Writing and Maths and including Reading Recovery (though this may not be required in 2017).

Further to this, we are looking to establish a more thorough GATE programme within the school. This is not included in the Annual plan, but planning steps are already under way.

## FOUR YEAR STRATEGIC PLAN

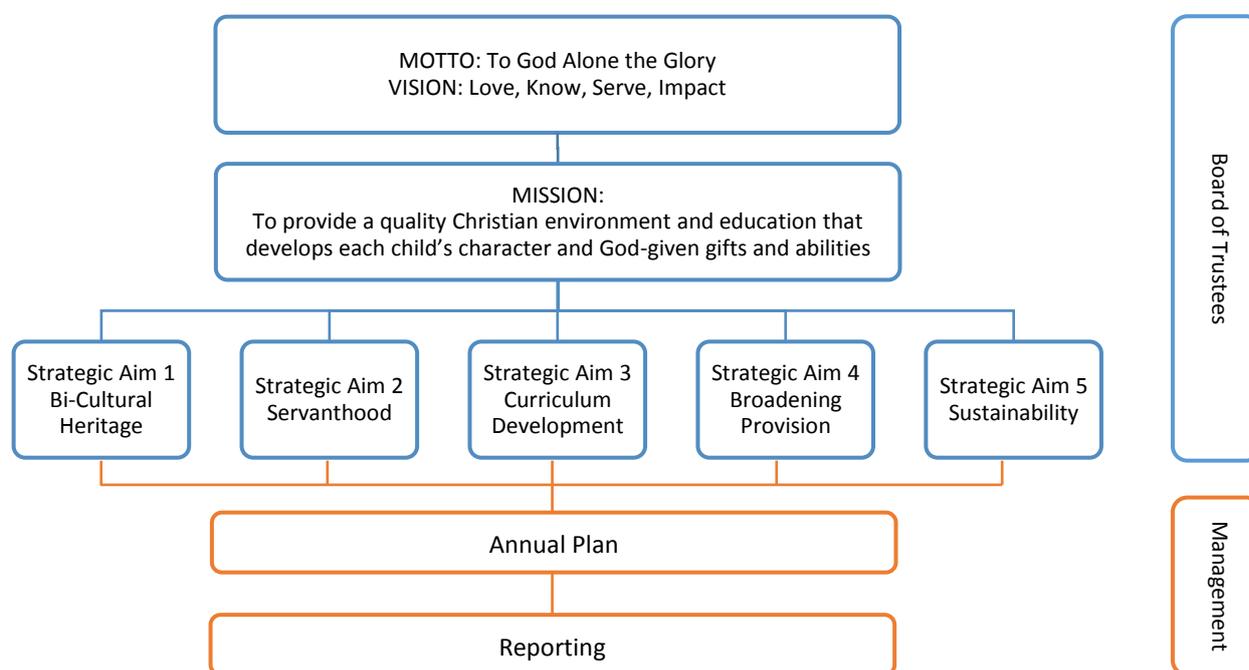
## PROCEDURAL INFORMATION

1. The Board operates a 3-year cycle of planning and review.
2. The Board meets twice a term (minimum 7 meetings)
3. The Board maintains a programme of community consultation.
4. The Board's planning year is effectively May to May, even though key documents (Annual Report, Budget, Charter and Strategic Plan) are for a calendar year.
5. A comprehensive review of each calendar year across all the NAG operational areas is completed during Term 1 of the year following. Data from this informs the completion of key documents including providing the necessary information for the analysis of variance.

## STRATEGIC PLAN: 2017-2020

Special Note: In our most recent ERO review it was recommended, and the BOT agreed, that our strategic aims should be more visionary and also tie in more directly with our foundational statements.

### CHART 1: STRATEGIC AIM FLOWCHART



### STRATEGIC AIM 1: BI-CULTURAL HERITAGE

That all our young people develop a deep Biblical understanding of our bicultural heritage, and become agents for Christ in Aotearoa, New Zealand, bringing gospel peace, justice, and unity, in our school and in society throughout their lives.

#### RATIONALE WITH VISION

- Love: All people may be drawn together through the love of Christ working through us
- Know: God's story includes the coming together of two nations in NZ and we need to know the story and our place in it today in light of the gospel.
- Serve: This is a great opportunity to learn how we may serve one another.
- Impact: Part of building God's kingdom is bringing unity between people groups and restoration of past wrongs through the gospel.

#### MISSION

- To support and develop staff, board and community understanding and implementation of the vision so that we may all be united in our understanding and practice
- To ensure that our practices (including curriculum programme, documentation and campus design) support and grow the vision; and this done in such a way that ensures the vision is carried over by subsequent boards, staff and community.
- To ensure our vision in this Strategic Aim is linked to our other visions; particularly service

#### GOALS

1.1 That we build a shared philosophy (and policy) amongst board and staff that incorporates a Christian response to our bi-cultural heritage

- 1.2 That our buildings and grounds and practices reflect our shared vision
- 1.3 That we have a curriculum that incorporates our shared vision

## STRATEGIC AIM 2: SERVANTHOOD

That the teaching and encouragement of a servant heart and opportunities to serve are a strong part of school culture.

### RATIONALE WITH VISION

Love: True humble self-less service is an act of loving God. We may express that by loving others or the world (environment) and a school of service will achieve this aspect of the vision

Know: Part of God's story is that we are called to serve and that this service is standard practice for the Christian (Luke, Matthew 20)

Serve: This is the vision statement that directly links to this Aim. Service will encourage the faithful use of our gifts; those specific to us (physical, artistic, linguistic...) and those we all have (time, energy, speech...)

Impact: This aspect of our vision reminds us that our acts of service should often be strategically planned for the growth of God's Kingdom. By doing this our children gain life habits focused on the sharing of the good news of God's coming and here-now Kingdom.

### KEY IDEAS

Service is a central part of Jesus teaching (washing feet, who is the greatest) and will be a key component of God's judging of mankind (Matthew 24). Our motive is to be primarily that of thankfulness for Christ's love shown to us on the cross. We understand this concept may be vague to young children but may strengthen over time. Establishing the habits of serving alongside what we teach and learn ensures the children link learning with doing, knowing with serving. Therefore, wherever practical, units of work ought to have a component of service in action. There is also value in developing stand-alone service activities.

### GOALS

- 2.1 That each age group of the school develops a purely service component in their programme
- 2.2 That each age group of the school integrates a service component to each unit where practical.

## STRATEGIC AIM 3: CURRICULUM DEVELOPMENT

That, by 2020, ACS complete a review and re-development of its curriculum programme in light of Scripture, the school vision and current educational theory and debate.

### RATIONALE WITH VISION

There is a great deal of talk about Modern Learning Pedagogies and the like. There appears to be evidence that schools need to change from the model they have operated over the last 100 years to reflect changes in the world. These claims are strongly worded and gaining many followers. It is very important that Christian Schools maintain their strong Biblical vision but also be able to understand the times and live as lights in those times. For this reason, ACS need to critique current thinking and develop a considered response. This critiquing has been part of the principal's journey over the last two years and he is ready to lead change within the school.

### GOALS

- 3.1 That key competencies become a central part of the curriculum.
- 3.2 That concept based learning be a key part of the learning programme.
- 3.3 That we critique and adopt the opportunities offered through ICT that are consistent with our vision and our understanding of the times.
- 3.4 That curriculum developments improve Reading Writing and Mathematics results.

## STRATEGIC AIM 4: BROADENING PROVISION OF CHRISTIAN EDUCATION

- a) That we have an international school established for the purpose of serving our local and international community.

b) That we investigate the viability of offering Year 11 to 13 at ACS.

**RATIONALE WITH VISION**

Love: a) This is a clear chance for children to grow in grace toward those from other cultures and b) provide an option to those families that desire a full Year 1-13 Christian Education.

Know: a) God's story is always a blending of cultures, even in Old Testament times and the promise to Abraham to bless all nations and made clear in the time of Pentecost and b) We are able to teach the Christian ethos for life more deeply at the senior levels

Serve and Impact: a) Our children and school community have a wonderful opportunity to build our service of others cross-culturally and b) We are able to more fully develop our young people in lives of service to their community now and in future.

**GOALS**

4.1 That we gain international school status in order to serve the local community requiring and international school.

4.2 That we are in a position to implement an international school programme when other Strategic Aim priorities are achieved; most likely post 2020.

4.3 That we investigate and report to the BOT on the educational viability of a Year 1-13 Area school in our community.

**STRATEGIC AIM 5: SUSTAINABILITY**

The board would like to ensure that the school special character including culture and the quality of teaching and learning, is sustainable into the future.

**RATIONALE WITH VISION**

As the school has developed certain practices and principles have been embedded. With the reduction in teacher turnover, the institutional knowledge is currently strong. It is a good time to articulate the various practices we have. The main goal is ensuring sustainability. We do not wish to lose any of the progress made when a staff member leaves and also ensure new staff members are fully inducted in the special character of ACS. It will include teachers and support staff.

**GOALS**

5.1 That systems allow good transition for new staff and maintenance of standards for current staff

**STRATEGIC AIM 6: SPECIAL CHARACTER**

Anything that has come out of the special character review in Term 4 2016. It may be that this aim is integrated into the other aims.

	2017				2018				2019				2020			
Strategic Aim 1: Bi-Cultural Heritage																
Strategic Aim 2: Servanthood																
Strategic Aim 3: Curric. Development																
Strategic Aim 4: Broadening Provision																
Strategic Aim 5: Sustainability																

Heavy Work Load – Design, Professional Development and Initiating phase	
Medium Workload – Implementation Phase	
Light Workload – Review and Adaptation Phase	

## TARGETS

That thinking skills (including creative, critical, and biblical thinking) are a central feature of the school programme, with a carefully selected concepts and contexts, that build identity and world view that will give children what they need to live wisely as Christians.

## ANNUAL PLAN

STRATEGIC AIM 1: BI-CULTURAL HERITAGE	
HISTORY/BASELINE	
To date there has not been a consistent effort across all staff or board to develop any of the goals outlined in the strategic aim. There is certainly a felt need and desire. With our general lack of historical or cultural knowledge as a board and staff, there is a need to employ people to support us.	
GOALS FROM STRATEGIC AIM	PERFORMANCE TARGETS FOR 2017
1.1 That we build a shared philosophy (and policy) amongst board and staff that incorporates a Christian response to our bi-cultural heritage	i. Develop a shared philosophy at board and staff level
1.2 That our buildings and grounds and practices reflect our shared vision	
1.3 That we have a curriculum that incorporates our shared vision	
ACTION PLAN	TIMEFRAME
1. That we seek wisdom and council from a wide range of people and other resources so that we can develop a clear vision in regard to our bi-cultural heritage and the gospel. Those people may include: <ul style="list-style-type: none"> <li>a. Parents</li> <li>b. Local educators with experience</li> <li>c. Experts</li> <li>d. Local Marae</li> <li>e. Local pastors</li> <li>f. Church historians</li> <li>g. Literature</li> </ul>	Terms 1 and 2 2017
2. Employ an expert and/or an experienced practitioner in the area of bi-cultural and Christian thought to support the professional development of board and staff.	Terms 1 and 2 2017
3. Articulate a philosophy that board and staff adopt.	Terms 3 and 4 2017

<b>STRATEGIC AIM 2: SERVANTHOOD</b>	
<b>HISTORY/BASELINE</b>	
There has been a growing desire to build the concept of servanthood into the curriculum. This aim sits in with that desire well. The Year 9 and 10 class has taken a lead in this and we desire to grow this as an embedded part of school culture.	
<b>GOALS FROM STRATEGIC AIM</b>	<b>PERFORMANCE TARGETS FOR 2017</b>
2.1 That each age group of the school develops a purely service component in their programme 2.2 That each age group of the school integrates a service component to each unit where practical.	i. That each age group of the school develops a purely service component in their programme
<b>ACTION PLAN</b>	<b>TIMEFRAME</b>
1. Each home-room teacher, with support and coordination from the whole staff, develops a plan and begins implementation of service activity	Terms 1 2017
2. That the service activities are reviewed each term	Terms 1, 2, 3, 4
3. That a report on progress be submitted to the board	Terms 4 2017
4. That service activities are refined and strengthened	2018

### STRATEGIC AIM 3: CURRICULUM DEVELOPMENT

#### HISTORY/BASELINE

There is a great deal of talk about Modern Learning Pedagogies and the like. There appears to be evidence that schools need to change from the model they have operated over the last 100+ years to reflect changes in the world. These claims are strongly worded and are gaining support at all levels of education. It is very important that Christian Schools maintain their strong Biblical vision but also be able to understand the times and live as lights in those times. For this reason, ACS need to critique current thinking and develop a considered response. The goals below, while owned by the board, have been developed and promoted by the principal. There is a desire to make steady considered change to the curriculum.

#### GOALS FROM STRATEGIC AIM

#### PERFORMANCE TARGETS FOR 2017

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>3.1 That key competencies become a central part of the curriculum.</li> <li>3.2 That concept based learning be a key part of the learning programme.</li> <li>3.3 That we critique and adopt the opportunities offered through ICT that are consistent with our vision and our understanding of the times.</li> <li>3.4 That curriculum developments improve Reading Writing and Mathematics results.</li> </ul> | <ul style="list-style-type: none"> <li>i. That key competencies become a central part of the curriculum.</li> <li>ii. That the Mathematics assessment results are improved against specific tools and National Standards OTJs</li> </ul> |
|---|--|

#### ACTION PLAN

#### TIMEFRAME

- |   |                    |
|---|--------------------|
| 1. Staff undergo professional development in thinking skills, including critical, creative and biblical thinking. | Terms 1-4 2017     |
| 2. That staff adapt and develop all curriculum areas in light of the professional development                     | Terms 1-4 2017     |
| 3. That staff set up target groups in Mathematics for accelerated improvements                                    | Term 1 2017        |
| 4. That target groups are assessed pre and post interventions in order to gauge improvements                      | Terms 1 and 4 2017 |

## STRATEGIC AIM 4: BROADENING PROVISION

### HISTORY/BASELINE

- a) A number of potential pupils have had to be turned away because we did not have international school status. This included one student whose visa expired while with us. This has informed the board's desire for an international school. There is yet no desire to specifically seek international school students, only to provide for those locally, though it has not been discounted for the future.
- b) A recent parent survey (October 2016) made it clear that there is strong support for ACS to provide Years 11 to 13 amongst parents of 2016 Year 5 and 6 students. Consequently, the board are investigating the feasibility.

### GOALS FROM STRATEGIC AIM

### PERFORMANCE TARGETS FOR 2017

- |  |  |
|--|--|
| <p>4.1 That we have an international school established for the purpose of serving our local and international community.</p> <p>4.2 That we investigate the viability of offering Year 11 to 13 at ACS.</p> | <p>i. That we have a successful application for international school status submitted by the end of 2018.</p> <p>ii. That submit a report on the viability of offering Year 11 to 13 at ACS.</p> |
|--|--|

### ACTION PLAN

### TIMEFRAME

- |   |                         |
|---|-------------------------|
| <p>1. That the CSN be employed to submit an application for International School status.</p>  | <p>Terms 1-3 2017</p>   |
| <p>2. That a committee be set up to investigate the viability of Year 11 to 13</p>  | <p>Already achieved</p> |
| <p>3. That the committee investigates the viability by:</p> <ol style="list-style-type: none"> <li>a. Visiting similar sized area schools</li> <li>b. Investigating curriculum delivery options</li> <li>c. Completing a cost analysis</li> </ol> | <p>Terms 1-2 2017</p>   |
| <p>4. That the committee reports back to the BOT with a recommendation</p>  | <p>Term 3 2017</p>      |

<b>STRATEGIC AIM 5: SUSTAINABILITY</b>	
<b>HISTORY/BASELINE</b>	
<p>Most of the background has been well explained in the rationale within the Strategic Plan above. Further to that, the matter of sustainability has been a concern that has been discussed and considered by key staff over the last year. It is timely that we invest into this matter. In the past, leaving staff have taken ideas developed with them. This has resulted in a drop in student performance. At the time this was most notable in Mathematics. It would seem that developing resource to support sustainability is important for seamless transitions and the upholding of beliefs and good practice.</p>	
GOALS FROM STRATEGIC AIM	PERFORMANCE TARGETS FOR 2017
<p>5.1 That systems allow good transition for new staff and maintenance of standards for current staff</p>	<p>i. That we develop a framework incorporating all key aspects of core beliefs and practices of ACS provided that it be</p> <ul style="list-style-type: none"> <li>a. researched based</li> <li>b. simple to understood by new staff</li> <li>c. be a working document for all staff</li> <li>d. be online to ensure it is a shared document.</li> </ul>
ACTION PLAN	TIMEFRAME
<p>1. That we develop headers for a framework that incorporates essential aspects of school belief and practice</p>	<p>Term 1 2017</p>
<p>2. That we develop a One Note folder incorporating the framework</p>	<p>Term 1 2017</p>
<p>3. That we transfer documents already existing into this framework</p>	<p>Terms 1 to 4 2017</p>
<p>4. That we begin the development of content for aspects of the framework not yet included</p>	<p>Will evaluate. Possibly 2017.</p>

## BOARD OF TRUSTEES DECLARATION

The Ashburton Christian School Board of Trustees in accordance with the Education Act 1989 and amendments has prepared the Ashburton Christian School Charter 2015 to establish the mission, aim, objection, directions and targets of the Board that will give effect to the governments National Education Guidelines and the Board’s priorities.

The Charter is a reference for all Board activity.

In the preparation of this Charter the following have been consulted:

- Parents of Pupils
- Board
- Staff
- Proprietors
- Maori Communities
- Pupils
- Other specific \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

The Ashburton Christian School Board of Trustees hereby approves the Ashburton Christian School Charter 2014.

Board of Trustees Chairperson .....

Date .....