



# Ashburton Christian School

School Charter – 2020

***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 and integrated in 2011. In 2012 the school was approved to extend classes to Year 9 in 2013 and 10 the following year. The school has been approved for a roll increase to 250 in 2020 and 345 in 2023. It began 2020 with 126 students with a waiting list for non-preference students.

### BUILDINGS

The school has an extensively refurbished homestead for its administration together with eleven classrooms, including a dedicated science laboratory and a room for the Mid-Canterbury one day school for Gifted and Talented Education run by the New Zealand Centre for Gifted Education. A playing field, hard-court and parking area have all been established. Junior and senior playgrounds are complete and a 5 to 10 year landscaping plan is in place. The neighbouring property has been purchased to allow for growth of the roll and High School Years.

### 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), the school proprietors, and the Ashburton Christian Schools Trust (ACST), the owners of the property, to provide additional educational provisions, land and buildings based on a careful analysis of future demand. In the immediate future, this includes establishing the High School, International School and growing the roll.

## SPECIAL CHARACTER STATEMENT

Monitoring our school's Special Character is primarily the responsibility of the Christian Schools 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 to (preference families) 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'

## INFLUENCE OF THE ABOVE STATEMENTS

All subsequent statements in this Charter should be understood in a way that is in harmony with the Special Character of the school as expressed in The Statement of Faith, Guiding Statements and policies of the school.

## 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 being "all things to all people", in the spirit of 1 Corinthians 9:19-23.
- 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 a curriculum which reflects and honours 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 (Proverbs 15:22)

#### 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 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

#### 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, as set out in the [board governance manual](#), 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.

## 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 board has established systems to meet these obligations each term of the school year. The review and audit cycle will ensure these systems are kept up to date. .

## 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
- 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 and LSC staff are appointed to review needs
- On Site Learning Support Specialists, funded out of BG, working with pupils in Reading, Writing and Maths

## FIVE YEAR STRATEGIC PLAN

### PROCEDURAL INFORMATION

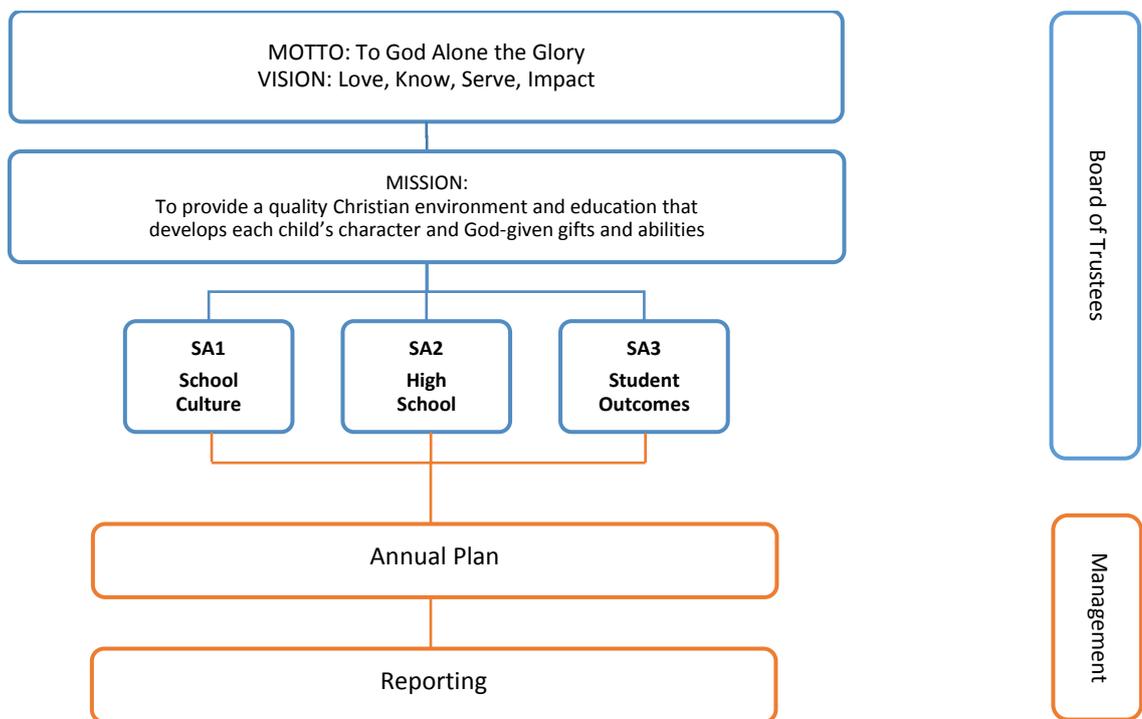
1. The Board operates a 3-year cycle of planning and review.
2. The Board meets twice a term (minimum 7 meetings)
3. The Board maintains a programme of community consultation.
4. The Board's planning year is effectively May to May, even though key documents (Annual Report, Budget, Charter and Strategic 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: 2020-2024

The Strategic Aims are developed with the following principles in mind

1. All aims must serve the mission statement
2. All aims must have a rationale based on the school vision and motto
3. All aims are to have goals established
4. The annual plan must set its targets based on these goals

### CHART 1: STRATEGIC AIM FLOWCHART



### STRATEGIC AIM 1: CULTURE

Develop a culture that glorifies God in the following ways:

1. Developing a strong ACS community,
2. Service in the wider Mid-Canterbury community, and
3. Understanding and acting faithfully to the Treaty of Waitangi.

	ACS COMMUNITY	SERVICE	BI-CULTURAL HERITAGE
BACKGROUND	ACS is having a widening number of churches, cultures and ages represented. There is an increase in overall numbers and a large number of new families. Some families are new to the area and have few contacts to welcome them in.	ACS has had a strong focus on growing its servant heart. We have successfully established pure service components. We now plan for it to become integrated into the curriculum. This expresses faithfulness to our call as servants after Jesus example.	we have been on a journey to properly understand the influence and role our bi-cultural heritage has in the development of ACS into the future.
RATIONALE WITH VISION	<p><b>Love:</b> There is a Biblical principle of providing care for our own families as a priority (Galatians 6:10)</p> <p><b>Impact:</b> We need to ensure that the gospel is expressed faithfully in a community that has varying beliefs and understandings, and also is a part of the wider community. In doing this we desire to bring glory to God (Matthew 5:15-16; 1 Peter 2:12)</p>	<p><b>Love:</b> True humble self-less service is an act of loving God (Matthew 25:31-46).</p> <p><b>Know:</b> Part of God's story is that we are called to serve and that this service is standard practice for the Christian (Luke 17:1-10).</p> <p><b>Serve:</b> 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...) (1 Peter 4:11).</p> <p><b>Impact:</b> Through service we show Jesus to the wider community. (John 13:1-17).</p>	<p><b>Love:</b> All people may be drawn together through the love of Christ working through us (Ephesians 4:1)</p> <p><b>Know:</b> 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.</p> <p><b>Impact:</b> Part of building God's kingdom is bringing unity between people groups and restoration of past wrongs through the gospel (symbolism of Pentecost in Acts 2:5-12).</p>
GOALS	1.1 Create a community faithful to God's word where members have a sense of belonging and acceptance.	2.1 Integrate a service component to each unit where practical. 2.2 Maintain service to the wider community in MC or further.	3.1 Build a shared philosophy (and policy) amongst board and staff that incorporates a Christian response to our bi-cultural heritage. 3.2 That our buildings and grounds and practices reflect our shared vision. 3.3 That we have a curriculum that incorporates our shared vision.

## STRATEGIC AIM 2: HIGH SCHOOL

*That we establish Senior High School.*

### BACKGROUND

The Ministry of Education has approved our application to extend to Year 13 and has also increased our roll to 250 as of 2020 and 345 as of 2022. After consideration, we believe the earliest realistic date for beginning Year 11 is 2022.

### RATIONALE WITH VISION

**Love and Know:** A High School will give older students plenty of opportunities to deepen their knowledge of God and how we may live for him in our current culture. There is a [specific proposal outlined in our original application](#) for achieving this. The proposal acknowledges that all things are held together in Christ and are for his glory (Colossians 1:15-20; Romans 11:33-36; 12:1-2; Ephesians 3:20-21)

**Serve and Impact:** We can take the principles in these statements and, in support of parents, guide students in their consideration of future careers. It will give us opportunity to share our vision at a deeper level, impacting young adults to impact the world (1 Peter 4:11; John 13:1-17).

### GOALS

- 2.1 Establish a Senior High consistent with the motto and vision of ACS.
- 2.2 Resource the Senior High adequately with appropriate staff and curriculum requirements.

## STRATEGIC AIM 3: IMPROVED STUDENT OUTCOMES

*Improve student outcomes in Key Competencies and Learning Areas, as per the New Zealand Curriculum and consistent with our special character.*

### BACKGROUND

Over the last three to four years, the board have had one Strategic Aim on Curriculum Development and another for attainment in Reading, Writing and Mathematics. This Strategic Aim brings the Competencies and all Learning Areas together. This helps the board consider setting goals across the breadth of the NZ Curriculum.

### RATIONALE WITH VISION

**Serve and Impact:** This aim will develop students' knowledge and skills. This will, in turn, enhance their ability to serve with their gifts and talents, making the most of what they have been given (Matthew 25:14-30).

### GOALS

- 3.1 Receive and use quality data for the evaluation of outcomes
- 3.2 Ensure data is used to set and achieve student outcome targets

## KAHUI AKO GOALS

The 2020 to 2021 Hakatere Kahui Ako Challenges, as outlined in the [Kahui Ako Strategic Plan](#), are these:

- Challenge 1: Culturally Responsive and Relational Pedagogy
- Challenge 2: Wellbeing - Hauora
- Challenge 3: Coherence - To build effective, valid and consistent practice at an operational level

The principal will report on the Kahui Ako progress in these challenges, and participate where it is consistent with our needs as a school or the needs of the wider community.

## ANNUAL PLAN

STRATEGIC AIM 1: SCHOOL CULTURE	
HISTORY/BASELINE	
The management have been working on each of the three targets in various ways for some years. This is now brought under one heading of 'School Culture'. Each of the goals outlines an aspect of what the board desires the school to become.	
GOALS FROM STRATEGIC AIM	PERFORMANCE TARGETS FOR 2020
1.1 Create a community faithful to God's word where members have a sense of belonging and acceptance.	1. Have a community event that brings people together socially 2. Establish key pastoral or communication contacts for various groups for the sharing of information 3. Celebrate cultures within the school
2.1 Integrate a service component to each unit where practical. 2.2 Maintain service to the wider community in MC or further.	4. Each class has at least two practical service activities that flow directly out from units taught
3.1 Build a shared philosophy (and policy) amongst board and staff that incorporates a Christian response to our bi-cultural heritage. 3.2 That our buildings and grounds and practices reflect our shared vision. 3.3 That we have a curriculum that incorporates our shared vision.	5. Participate in learning with key groups: CENCOL, NZACS, Oati and CST
ACTION PLAN	TIMEFRAME
1. Term 1 Community event for introducing new families to the community	Term 1
2. Establish key contacts for groups in the school	By end of Term 1
3. Run an event or series of events engaging families from various backgrounds (church, cultural or work)	Term 1 to 4
4. Staff collaboratively develop a plan for units of work and service	Early Term 1
5. Review for improvement	Term 4
6. Arrange meaningful meetings with key groups	Term 1
7. Develop and action a plan and participate in PLD throughout the year	Terms 1 to 4

STRATEGIC AIM 2: HIGH SCHOOL	
HISTORY/BASELINE	
The Ministry of Education has approved our application to extend to Year 13 and has also increased our roll. After consideration, we believe the earliest realistic date for beginning is 2022 with Year 11.	
GOALS FROM STRATEGIC AIM	PERFORMANCE TARGETS FOR 2020
2.1 Establish a Senior Secondary consistent with the motto and vision of ACS.	1. Appoint a Head of Secondary (HOS) 2. Induct the new HOS 3. Further develop and implement an action plan with new HOS
2.2 Resource the Senior High adequately with appropriate staff and curriculum requirements.	4. Develop cost estimates 5. Secure sources of funding 6. Finalise building plans and put in place a timeline of implementation
ACTION PLAN	TIMEFRAME
1. Advertise and Appoint	Term 1 and early Term 2
2. Induct new HOS	Term 3 and 4
3. Establish an action plan with the new HOS and get under way	Term 3 and 4

STRATEGIC AIM 3: IMPROVED STUDENT OUTCOMES	
HISTORY/BASELINE	
Over the last three to four years, the board has had one Strategic Aim on Curriculum Development and another for attainment in Reading, Writing and Mathematics. This goal brings the Competencies and all Learning Areas under one strategic aim. This helps the board consider setting goals across the breadth of the NZ Curriculum.	
GOALS FROM STRATEGIC AIM	PERFORMANCE TARGETS FOR 2020
3.1 Receive and use quality data for the evaluation of outcomes	1. Update expected annual and triennial cycle of reporting
3.2 Use data to set student outcome goals	2. Update expectations relating to target groups
ACTION PLAN	TIMEFRAME
1. Update and present a report data for board critique and analysis	Term 1 and Term 3
2. Set goals based on data	Term 1 and Term 3

## BOARD OF TRUSTEES DECLARATION

The Ashburton Christian School Board of Trustees hereby approves the Ashburton Christian School Charter 2020.

Board of Trustees Chairperson: Joyce Stowell

Date 26 February 2020