

Ashburton Christian School

School Charter – 2021

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 Board of Trustees

Presiding Member (Board Chair): Joyce Stowell

Principal: Tim Kuipers



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CHARTER GUIDELINES

The following is taken from the Educational Leaders Site which can be accessed [here](#).

PURPOSE OF A CHARTER

A charter sets the direction for the school and identifies the priorities the board expects the principal to be leading.

Every school's board of trustees needs to:

- prepare and maintain a charter
- send a reviewed and updated charter to the Ministry of Education every year.
- Your charter is the key-planning document for your school. It includes strategic aims and annual plans which:
- reflect the goals and aspirations your community has for your school and your students for the next 3–5 years
- outline how your school is implementing the government's priorities as set out in the National Education Goals and the National Administration Guidelines
- identify the key areas your board will focus on, both in the longer term and the coming year, to improve the progress and achievement of all of your students.

CHARTER OVERVIEW

A charter has three sections:

1. an introductory section – usually includes mission, vision and values
2. a strategic section – looks at the next 3–5 years
3. an annual section – identifies targets and planned actions.

Anyone picking up a charter today would reasonably expect to get a sense of the school and its community, its priorities and expectations for students.

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. We begin 2021 with 166 Year 1-13 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 and the proprietors plan to have the first classrooms on site in 2021.

FUTURE

The board's desire is to expand the school to offer more Christian parents the choice of Christian education in what is a growing area of Canterbury. This entails the board 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. They also work closely with the Christian Education Network and the Ministry of Education.

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.

NATIONAL EDUCATION AND LEARNING PRIORITIES

Implement teaching and learning programmes based on the essential learning areas and skills. The emphasis will be on the National Education Learning Priorities (NELP). The NELP priorities have been updated in 2020. How we are meeting those needs to be considered by the board in 2021. They are summarised on the [Ministry of Education Website](#) and the priorities are taken from the [Government Statement on NELPs](#) and included here.

INTRODUCTORY STATEMENT

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020. The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.

TABLE SUMMARY OF NELPS

OBJECTIVE 1: LEARNERS AT THE CENTRE		LINKS IN CHARTER TO EVALUATE
Priority 1:	Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	<ul style="list-style-type: none"> – Cultural Diversity and Maori Dimension – NAG5 Health and Safety – Differentiated Learning – Strategic Aim 1: Culture
Priority 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"> – Strategic Aim 3: Improved Student Outcomes
OBJECTIVE 2: BARRIER-FREE ACCESS		
Priority 3:	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	<ul style="list-style-type: none"> – Cultural Diversity and Maori Dimension – Differentiated Learning – Strategic Aim 1: Culture – Strategic Aim 3: Improved Student Outcomes
Priority 4:	Ensure every learner/ ākonga gains sound foundation skills, including language, literacy and numeracy	<ul style="list-style-type: none"> – Differentiated Learning – Strategic Aim 3: Improved Student Outcomes
OBJECTIVE 3: QUALITY TEACHING AND LEADERSHIP		
Priority 5:	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	<ul style="list-style-type: none"> – Strategic Aim 1: Culture
Priority 6:	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	<ul style="list-style-type: none"> – Not included in charter
OBJECTIVE 4: FUTURE OF LEARNING AND WORK		
Priority 7:	Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work	<ul style="list-style-type: none"> – Not included in charter
OBJECTIVE 5: WORLD-CLASS INCLUSIVE PUBLIC EDUCATION		
Priority 8:	Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES only)	<ul style="list-style-type: none"> – Not included in charter

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?

- We are on a journey with this. Currently staff are learning NZ History and some are studying Te Reo Maori.

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

- By consulting with the Maori community. The means for doing so needs review in 2021.

NATIONAL ADMINISTRATIVE GUIDELINES

The following is a summary commitment of the board to the NAGs, which are more full outlined on the [MoE website](#).

NAG1 CURRICULUM DELIVERY

Each board of trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa.

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. These are outlined under SA3. The board will undertake to evaluate progress against the NELPs.

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 groupings in and across classes
- Participation in Mind Plus programme (One day school for gifted) partly funded by ACS
- Teacher Aids for classes, groups or individuals as and when needed, reviewed termly
- ESOL classes
- Individual Education Plans established where required
- SENCO and LSC staff are appointed to review needs
- On Site Learning Support Specialists, funded out of Bulk Grant, working with pupils in Reading, Writing and Maths, Key Competencies or other areas of need

FIVE YEAR STRATEGIC PLAN

PROCEDURAL INFORMATION

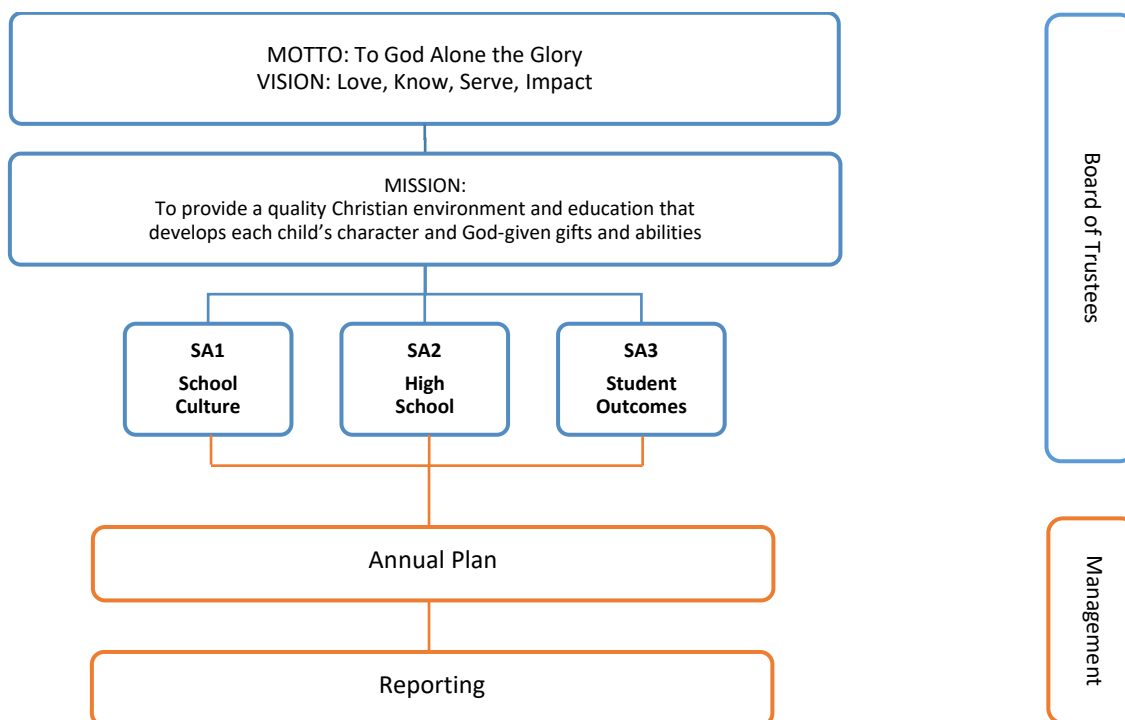
1. The Board operates a 3 to 5 year cycle of planning and review.
2. The Board meets twice a term (minimum 7 meetings)
3. The Board maintains a programme of community consultation.
4. The Board’s planning year is effectively May to May, even though key documents (Annual Report, Budget, Charter and Strategic 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: 2021-2025

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 stand-alone 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>Love: There is a Biblical principle of providing care for our own families as a priority (Galatians 6:10)</p> <p>Impact: 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>Love: True humble self-less service is an act of loving God (Matthew 25:31-46).</p> <p>Know: 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>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...) (1 Peter 4:11).</p> <p>Impact: Through service we show Jesus to the wider community. (John 13:1-17).</p>	<p>Love: All people may be drawn together through the love of Christ working through us (Ephesians 4:1)</p> <p>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.</p> <p>Impact: 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 have begun Years 11 and 12 in 2021 and plan to begin Year 13 in 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
- 3.3 Review our performance against the NELP priorities

KAHUI AKO GOALS

The 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 participate where it is consistent with our needs as a school and report to the board where it aligns with the Strategic Plan.

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 under one heading of 'School Culture'. Each of the goals outlines an aspect of what the board desires the school to become. Some of the targets are carried over from 2020 due to the interruptions to the programme.	
GOALS FROM STRATEGIC AIM	PERFORMANCE TARGETS FOR 2021
1.1 Create a community faithful to God's word where members have a sense of belonging and acceptance.	1. Have at least two 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. Staff and available board members join a history reading and discussion group (by Tamsin Hanley). 6. Staff and other community members complete a 10 week course in Te Reo Maori.
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. Advertise, establish and run: <ul style="list-style-type: none"> a. NZ History study group. b. Te Reo Maori class/es 	Term 1-4 2021

STRATEGIC AIM 2: HIGH SCHOOL	
HISTORY/BASELINE	
<p>The Ministry of Education has approved our application to extend to Year 13 and has also increased our roll. After consideration, the board offered Year 11 in 2021. There was also some demand for Year 12 and 13, which was approved on condition we could meet the educational needs of applicants.</p>	
GOALS FROM STRATEGIC AIM	PERFORMANCE TARGETS FOR 2021
2.1 Establish a Senior Secondary consistent with the motto and vision of ACS.	1. Establish aspirations for Senior Secondary based on our motto and vision 2. Provide subjects consistent with our vision
2.2 Resource the Senior High adequately with appropriate staff and curriculum requirements.	Achieved in 2020
ACTION PLAN	TIMEFRAME
1. Develop 'Aspirations' document for Senior Secondary	Term 1
2. Undergo PLD in Christian Education with all senior staff	Term 1 to 3
3. Implement and review subject choices	Term 1 to 4

STRATEGIC AIM 3: IMPROVED STUDENT OUTCOMES	
HISTORY/BASELINE	
<p>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. In 2020 the board received reports on Literacy, Mathematics, Key Competencies, Maori, Thinking Skills.</p> <p>In 2021 we are also able to consider possible implications of the Governments Educational Objectives and NELP priorities. The first step will be to review where we are placed in meeting these priorities.</p>	
GOALS FROM STRATEGIC AIM	PERFORMANCE TARGETS FOR 2021
3.1 Receive and use quality data for the evaluation of outcomes	1. [These will be proposed to the board by senior staff early in 2021]
3.2 Use data to set student outcome goals	2. Gather data in line with selected NELP priorities to evaluate current practice. We will select only as many as we can realistically evaluate in one year.
3.3 Review our performance against the NELP priorities	
ACTION PLAN	TIMEFRAME
Collate and analyse data collected throughout the year to set and review academic goals and target groups.	Term 1 and Term 3

BOARD OF TRUSTEES DECLARATION

The Ashburton Christian School Board of Trustees hereby approves the Ashburton Christian School Charter 2021.

Board of Trustees Chairperson: Joyce Stowell

Date _____