



# Ashburton Christian School

School Charter – 2022

*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 2022 with 200+ Year 1-13 students.

### BUILDINGS

The school has an extensively refurbished homestead for its administration together with eleven classrooms, including a dedicated science laboratory. 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 and integrated in 2021 with two prefabs installed and a technology block to be built in 2022 (DV).

## 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 by the Board of Trustees and is incorporated into our strategic plan. This includes an annual meeting of the board chair and principal with the CST.

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

The National Education Learning Priorities (NELP) have been updated in 2020. 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) ... 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.*

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"> <li>– Cultural Diversity and The Treaty</li> <li>– NAG5: Health and Safety</li> <li>– Differentiated Learning</li> <li>– Strategic Aim 1: God honouring School Culture</li> </ul>
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"> <li>– Strategic Aim 2: Effective Biblical Pedagogy</li> </ul>
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"> <li>– Cultural Diversity and Maori Dimension</li> <li>– Differentiated Learning</li> <li>– Strategic Aim 1: God honouring School Culture</li> <li>– Strategic Aim 3: Improved Student Outcomes</li> </ul>
Priority 4:	Ensure every learner/ ākonga gains sound foundation skills, including language, literacy and numeracy	<ul style="list-style-type: none"> <li>– Differentiated Learning</li> <li>– Strategic Aim 2: Effective Biblical Pedagogy</li> </ul>
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"> <li>– Strategic Aim 1: God honouring School Culture</li> </ul>
Priority 6:	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	<ul style="list-style-type: none"> <li>– Strategic Aim 2: Effective Biblical Pedagogy</li> </ul>
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"> <li>– Strategic Aim 3: Strong Systems and Structures</li> </ul>

## CULTURAL DIVERSITY AND THE TREATY

### 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.

## 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 and in-class support
- 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 students in Key Competencies, Reading, Writing and Maths



## 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: 2022-2026

Our Vision	Our Strategic Goals	Our Initiatives	Our success statements
<b>Children rich in Love, Knowledge and Service who will Impact their communities to the Glory of God</b>	1. God honouring School Culture	1. Building Traditions and Standards faithful to our vision (including Service and Leadership programmes) 2. Community Engagement	Students are engaged in meaningful school and community service and leadership opportunities  Families are engaged with and well informed of their children’s learning
	2. Effective Biblical Pedagogy	3. Local Curriculum Development 4. Learning Support Evaluation and Review 5. Improving Student Outcomes focusing on needs, gifts and talents	The curriculum is grounded in Biblical principles, student engagement and progress are high, and learning needs are being met
	3. Strong Systems and Structures	6. Year 7-13 ongoing secondary programme setup and development 7. Schoolwide administrative and communication systems	Systems and structures effectively support all stakeholders and programmes and enhance student learning and wellbeing

## Annual PLAN 2022

### STRATEGIC AIM 1: GOD HONOURING SCHOOL CULTURE

#### INITIATIVE 1: BUILDING TRADITIONS AND STANDARDS FAITHFUL TO OUR VISION

Element	Explanation
<b>Importance to vision</b>	Traditions and Standards embody the vision of the school and so strengthen its commitment to that vision. In the early development of the High School this is particularly important. This initiative includes the review and improvement of existing Service and Leadership programmes. This will also have the effect of promoting healthy student to student relationships.
<b>Leader and support needed</b>	Senior Leadership Team and Fiona Ward who heads up the student council.
<b>Intended Outcomes/Indicators of success</b>	Begin a student council. Fiona to lead council with support of SLT. Along with students, ideas are generated and shared with SLT and, where approved, given the support required.  A school song, special events, a uniform standard that honours the vision, Service and Leadership opportunities for students across the school. Some of these will become annual events.
<b>Support</b>	All staff. Tim Kuipers will evaluate ideas against special character.
<b>Monitoring &amp; Evaluation</b>	SLT to meet twice termly with student council leaders.

#### INITIATIVE 2: COMMUNITY ENGAGEMENT

Element	Explanation
<b>Importance to vision</b>	It is central to Christian belief that parents have the responsibility for raising children, within the support of the wider community. Where there is delegation to such as a school, the school needs to ensure, as far as practical, that parents be informed of and engaged with the learning. Yes, children gain independence from parents as they mature, but the school should not hinder that natural progression.  The most recent community survey showed that parents are not aware of what is being taught in several the subject areas. On reflection, the leadership realise that there has not always been sufficient communication of or engagement with what is being learnt in these spaces.
<b>Leader</b>	Tim Kuipers and Senior Leadership Team
<b>Intended Outcomes/Indicators of success</b>	The SLT will investigate ways to a) involve parents in the learning and b) inform parents of the learning.  Communication systems are improved to ensure parents are informed of learning in each curriculum area.
<b>Support</b>	Time and a commitment of budget to make use of tools that will gather and share learning and subject content with parents.
<b>Monitoring &amp; Evaluation</b>	The SLT will have this initiative as a rolling agenda item. The next community survey will help evaluate the effectiveness of the changes.

## STRATEGIC AIM 2: EFFECTIVE BIBLICAL PEDAGOGY

## INITIATIVE 3: LOCAL CURRICULUM DEVELOPMENT

Element	Explanation
<b>Importance to vision</b>	<p>With the increase in student and teacher numbers, and the addition of secondary, it has become essential to strengthen the vertical alignment and horizontal integration of the learning experience.</p> <p>Vertical alignment refers to the coverage of content and skills and how these progress from years 1 to 13 in each of the learning areas.</p> <p>Horizontal integration refers to the important principle of integrating learning across each age group.</p> <p>Along with this there is a need to ensure we do not lose sight of our focus on personalised learning.</p>
<b>Leader</b>	SLT
<b>Intended Outcomes/Indicators of success</b>	We plan to complete at least four curriculum areas in 2022, beginning with Mathematics. All the while the personalised learning practices will be integrated. We will also be exploring the place of Te Au and Mātauranga Maori.
<b>Support</b>	We have applied for 120 hours additional PLD support. We have budgeted to fund some of these hours should the application be unsuccessful.
<b>Monitoring &amp; Evaluation</b>	The SLT will have this as a rolling agenda item for 2022.

## INITIATIVE 4: LEARNING SUPPORT EVALUATION AND REVIEW

Element	Explanation
<b>Importance to vision</b>	The care of pupils and meeting their individual needs is very much about loving our students. We have a high percentage of children with special needs, and this has increased significantly over the last year. We have never had a full review of the Special Needs programme.
<b>Leader</b>	Sheree Tait: Learning Support Coordinator (funded through Kahui Ako).
<b>Intended Outcomes/Indicators of success</b>	The evaluation and review will track all our processes throughout the year. The goal is to ensure we are following best practice and that our systems are thorough. We will identify strengths to retain and areas to improve.
<b>Support</b>	Kahui Ako funding of Sheree's hours is in place.
<b>Monitoring &amp; Evaluation</b>	Sheree and the SLT will meet each term to discuss and plan the progress and next steps. A final report will be submitted to the board.

## INITIATIVE 5: IMPROVING STUDENT OUTCOMES FOCUSING ON NEEDS, GIFTS AND TALENTS

Element	Explanation
<b>Importance to vision</b>	Improving student outcomes is core business for schools.
<b>Leader</b>	SLT
<b>Intended Outcomes/Indicators of success</b>	<p>Student attainment and the progress over a year is measured in March each year. From this data, targeted groups will be formed, and programmes put in place to improve outcomes.</p> <p>An improved register of gifts and talents, as we have for needs, will be established, with actions to support and develop those gifts identified and monitored</p>
<b>Support</b>	<p>Budgets have been set to support the purchase of standardised tests, release to test students, and tools to evaluate data.</p> <p>Other subject areas may also be used to support needs, gifts and talents.</p>
<b>Monitoring &amp; Evaluation</b>	<p>SLT have a detailed assessment calendar with standardised tools.</p> <p>They will include dates and targets for the gifts and talents register.</p> <p>Results and new targets will be reported twice a year to the board, in term 1 and term 3, as per the approved formats.</p>

## STRATEGIC AIM 3: STRONG SYSTEMS AND STRUCTURES

## INITIATIVE 6: YEAR 7-13 ONGOING SECONDARY PROGRAMME SETUP AND DEVELOPMENT

Element	Explanation
<b>Importance to vision</b>	To meet the other two strategic aims, systems are essential. This initiative has a lot of cross over with other initiatives.
<b>Leader</b>	Edria Murray (and Tim Kuipers)
<b>Intended Outcomes/Indicators of success</b>	Systems will support: Timetabling, Curriculum development and implementation, NCEA, Dual Enrolment, Uniform standards, Counselling, Special Needs support, Extra Curricular programmes.
<b>Support</b>	Release for Edria and support from SLT, Secondary teachers, school office, and other staff as required.
<b>Monitoring &amp; Evaluation</b>	Rolling agenda item for SLT meetings

## INITIATIVE 7: SCHOOLWIDE ADMINISTRATIVE AND COMMUNICATION SYSTEMS

Element	Explanation
<b>Importance to vision</b>	With the increase in student and teacher numbers, and the addition of secondary, it has become essential to develop new systems and upgrade or change others. This is an ongoing process.
<b>Leader</b>	Team effort: SLT, Heather Salton (bursar) and Nikki Brandsma (front office)
<b>Intended Outcomes/Indicators of success</b>	Timely and clear communication with key stakeholders: parents, students, staff, board, contractors, MoE, CST, ACST, local schools, council, extra-curricular and itinerant music providers.  Accurate and up to date information on students and families stored in the school office.  Thorough ongoing maintenance and development of the buildings and grounds.
<b>Support</b>	PLD in Edge SMS.
<b>Monitoring &amp; Evaluation</b>	SLT will have as a rolling agenda item.

TIMELINE FOR INITIATIVES

All initiatives require attention in 2022. Some will be ‘slow burn’ for some time. Others require immediate addressing, as they provide a foundation for other developments. The BOT will invest in the staffing needed to allow these initiatives to progress.

Table: Focus areas 2022 to 2026

Initiative	2022	2023	2024	2025	2026
<b>1: Standards and Traditions</b>	Standards Focus	Traditions Focus			
<b>2: Community Engagement</b>					
<b>3: Local Curriculum</b>	152 hours PLD support				
<b>4: Learning Support Evaluation &amp; Review</b>	Review Outsourced	Implementation			
<b>5: Improving Student Outcomes</b>	Needs focus	G&T focus			
<b>6: Secondary Programme</b>					
<b>7: Schoolwide Systems</b>					

KEY: Slow Burn  Key Focus 