



EMMANUEL CHRISTIAN SCHOOL

"A thriving Bible-based learning community"

"Kia rite tā koutou haere ki tā ngā tamariki o te mārama. walk as children of light" Ephesians 5:8b

Te Whāinga Tāhuhu Strategic Plan 2024 – 2025

VISION

“A thriving Bible-based learning community”

MISSION

“To provide a high quality education from a Christian Worldview, and partner with families, guiding children to know God and grow in their gifts and talents.”

Ngai Tahu Whakatauki

“Mō tātou, ā, mō kā uri, ā muri ake nei - for us and our children after us”




School Verse – Ephesians 5:8b







Kia rite tā koutou haere ki tā ngā tamariki o te mārama. Walk as children of light

Summary of the information used to develop this plan/How did you create this plan

Strategic Priorities were developed by the Board based on data and consultation from a number of sources. In the context our Emmanuel Christian School these included: Emmanuel Proprietor Trust discussions, School Board discussions, Staff and Team meetings, Māori Whanau Hui and Pasifika Fono. Priorities are also linked to those identified and being worked on with our ERO (Education Review Office) partner. Links have also been made to the work already underway in developing our understanding of Biblical wellbeing and teaching practices.

As a Christian Special Character School our faith and special character under girds all areas of development in the school. Whanau, Board, Proprietors and Staff have all strongly indicated that the preservation and growth of our Christian Special Character is critical to all that we do. As a school we seek to see every child develop the giftings the Lord has blessed them with to equip them to fulfil God’s calling on their lives.

Strategic Goals <i>These are your priorities for improvement which have been identified through your community consultation, your data and/or your ERO evaluations. You can have as many strategic goals as you need.</i>	Which Board Primary Objective does this strategic goal work towards meeting? <i>These are set out in Section 127 of the Education and Training Act 2020.</i>	Links to Education requirements <i>This includes National Education Learning Priorities, education strategies or plans and curriculum statements.</i>		What do you expect to see? <i>What is the anticipated result of successful completion of your Objectives - at the end of 3 years.</i> <i>What evidence will you see of this?</i> <i>What shifts and changes to teachers' and leaders' practices, and learner outcomes do you expect to see as a result of the goals set and actions you will take?</i>		How will we achieve or make progress towards our strategic goals? <i>What high-level tangible steps will you take that will work towards achieving your strategic goals - these will then be broken down into more detail in the annual implementation plans.</i> <i>These must be based on the identities, needs and aspirations or your school community.</i> <i>Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</i>	How will you measure success? <i>You might want to consider: How will you know how well you have achieved your goals? How will you evaluate impact and learn about what worked, why it worked and what to do next? What success indicators/tools/rubrics will you use to measure the shifts in practice and changes to learner outcomes? What sources of evidence will you gather to support your evaluation? Who will be involved in gathering and making sense of the evidence?</i>
Student / Ākonga Every child is supported to succeed	Every student at the school is able to attain their highest possible standard in education achievement The school is inclusive of and caters for students with differing needs The school gives effect to Te Tiriti o Waitangi including by: - taking all reasonable steps to make instruction available in tikanga	Legislative Links Education Act 2020 - Board Objectives S127 1.a, 1.b i, ii, iii, 1.c, 1.d,i, ii,iii S127 2 NELP Priorities 1 (Learners at the Centre) 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		<ul style="list-style-type: none"> • Every child achieving and developing to their potential • Equitable learning opportunities for all learners • Every child experiencing success and engaged and motivated to learn 		Staff professional development occurs and is monitored in these areas: - Cultural Competencies - Supporting students with diverse learning needs Any Barriers to education for our students currently identified (by working with the community) and plans developed to remove these. Staff continue to develop their usage and teaching of Te Reo Māori and Tikanga Māori within classes Local curriculum is reviewed to ensure it is meeting the needs of all	 <ul style="list-style-type: none"> • Improvements observed across all learning areas and levels • Growth and development, progression seen in planning and working towards IEP (individual education plan) goals • Use of Te Reo Māori is increased across the school • Local curriculum development meets the needs of our learners and the NZ curriculum changes within our Christian School Framework • Any barriers to education for learners are identified

	<p>Māori and te reo Māori</p> <ul style="list-style-type: none"> - achieving equitable outcomes for Māori students. 	<p>their identities, languages and cultures</p> <p>2 (Barrier-Free Access) Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p> <p>3 (Quality Teaching and Learning) Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>		<p>Aroha / Love- John 13:34</p> <p>Manaakitanga / Care and Support -Matthew 25:40</p> <p>Kaitiakitanga / Stewardship/ Service - Philippians 2:3</p>		<p>learners and developing in line with curriculum changes.</p>		<p>and actions taken to remove these.</p>
<p>Wellbeing / Waiora</p> <p><i>Biblical Wellbeing is understood and implemented</i></p>	<p>The school is inclusive of and caters for students with differing needs</p> <p>the school:</p> <ul style="list-style-type: none"> - is a physically and emotionally safe place for all students and staff - gives effect to relevant student rights - takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school 	<p>Legislative Links Education Act 2020 - Board Objectives S127 1.b i, ii, iii, 1.c, 1.d,iii S127 2a</p> <p>NELP Priorities 1 (Learners at the Centre) Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>		<ul style="list-style-type: none"> • Biblical waiora is evident throughout the school • Staff delivering from a place of Waiora • Akonga waiora promotion evident <p><i>Christ-like Character - Galatians 5:22 – 23</i> <i>Wisdom - Proverbs 9:10</i> <i>Piropono / Faith - 2 Corinthians 5:7</i> <i>Tumanako / Hope - Psalm 62:5</i> <i>Aroha / Love- John 13:34</i> <i>Manaakitanga / Care and Support</i> <i>Kaitiakitanga / Stewardship/ Service - Philippians 2:3</i></p>		<p>Waiora surveys used to collect ongoing data, plan changes to improve wellbeing and measure progress.</p> <p>Current development of the deliberate teaching of Wellbeing continues to develop a strong local curriculum that supports wellbeing development across the school</p>		<ul style="list-style-type: none"> • Biblical waiora is evident throughout the school • Staff delivering from a place of Waiora • Akonga waiora promotion evident • Actions developed, enacted and results analysed based on learnings from Wellbeing data collection • Evidence across the school of collected from the community:
<p>Knowledge/ Matauranga</p> <p><i>Delivering Excellence in Education through ongoing development opportunities</i></p>	<p>Every student at the school is able to attain their highest possible standard in education achievement</p> <p>the school is inclusive of and caters for students with differing needs</p>	<p>Legislative Links Education Act 2020 - Board Objectives S127 1.a 1.c, 1.d,i,ii, iii S127 2a</p> <p>NELP Priorities 1 (Learners at the Centre) Have high aspirations for every learner/ākonga, and</p>		<p>Localised curriculum continuing to develop and being implemented across the school</p> <p>Requirements of the Curriculum changes implemented</p>		<p>Staff upskilled and delivering new curriculum</p> <p>Staff are confident in meeting the unique needs of students</p> <p>Staff are progressing in implementing cultural competencies</p> <p>BOT confident in the progress being made in the strategic priorities, and in</p>		<ul style="list-style-type: none"> • Localised curriculum developing and being implemented. • Localised curriculum has responded to changes in National Curriculum requirements.

		<p>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</p> <p>2 (Barrier-Free Access) Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p> <p>3 (Quality Teaching and Learning) Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>			their understanding of, teaching and learning		<ul style="list-style-type: none"> Localised curriculum shows strong evidence of the schools Christian Special Character – Proverbs 22:6 Shared expectations around the use of te reo Māori in everyday school life are evident 	
<p>Whanaungatanga / Community</p> <p><i>Flourishing School Community where everyone is included</i></p>	<p>The school:</p> <ul style="list-style-type: none"> is a physically and emotionally safe place for all students and staff gives effect to relevant student rights takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school <p>The school is inclusive of and caters for students with differing needs</p>	<p>Legislative Links Education Act 2020 - Board Objectives S127 1.b i, ii, iii, 1.c, 1.d S127 2a</p> <p>NELP Priorities 1 (Learners at the Centre) Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying 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</p> <p>2 (Barrier-Free Access) Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled</p>	➔	<ul style="list-style-type: none"> Clarity of understanding around our unique school character All members of the school community valued and knowing the place they have and their role Working in partnership with all diverse parts of school community 	➔	<p>Engagement with the school community occurs to build understanding and collectively develop plans to further strengthen the school community and <i>Whanaungatanga</i></p>	➔	<ul style="list-style-type: none"> Current Strengths, challenges and opportunities clearly identified. Engaged school community Flourishing of activities which support engaged school community Plans developed preparation for future school growth opportunities to maintain and strengthen whanaungatanga

		<p>learners/ākonga and those with learning support needs</p> <p>3 (Quality Teaching and Learning)</p> <p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>						
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