



Wellington Seventh-day Adventist School

Educating for Eternity

Charter & Strategic Plan 2018



Connected to God ~ Connected to Others - Connected Learning

Section One

Introduction



Tēnā koutou katoa

It is my pleasure to introduce the Wellington Seventh-day Adventist School Charter 2018. This is the guiding document for the Board of Trustees and the School. Here we set out our mission, vision, values, and goals.

The School Board of Trustees Membership reflects and represents the cultural richness of our Seventh-day Adventist and other local churches.

It is the role of our Board of Trustees to:

- Develop a shared vision;
- Accept shared accountability for the governance of this school;
- Ensure the Seventh-day Adventist 'Special Character' flows through all areas of school life;
- Uphold beliefs and practices of the Seventh-day Adventist Church as directed from the General Conference of the Church;
- Fulfil the Proprietor Role as indicated in *New Zealand Seventh-day Adventist School Association Trustees Handbook*;
- Act as a good employer of teaching and non-teaching staff;
- Oversee the budget and monitor and control school expenditure;
- Allocate funds to meet the school's priorities so that student achievement and well-being is enhanced.

The Wellington Seventh-day Adventist School Board of Trustees

- *Undertakes to take all reasonable steps to achieve the mission, vision and values in this charter;*
- *Endeavours to take full account of the National Education Guidelines and to meet all statutory obligations.*

These goals will be supported by ongoing Board development.
This charter has been approved by the Board following consultation with the community.

Ka kite anō au ki a koutou
Esther Pereira-Saena
Board Chair



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Mission

Educating for Eternity

“True education means more than the pursual of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being, and with the whole period of existence possible to man. It is the harmonious development of the physical, the mental, and the spiritual powers. It prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come.” E G White, Education, p. 13.

Vision

Connected to God

Jesus said to him, “You shall love the Lord your God with all your heart, with all your soul, and with all your mind. This is *the* first and great commandment.” Matthew 22:37-38 (NKJV)

Connected to Others

And *the* second *is* like it: ‘You shall love your neighbor as yourself.’ On these two commandments hang all the Law and the Prophets.” Matthew 22:39-40 (NKJV)

Connected Learning

Instruct the wise and they will be wiser still; teach the righteous and they will add to their learning. Proverbs 9:9 (NIV)

Core Values

G R O W T H

Godliness ~Rich relationships~Ownership of learning~Wisdom in decision-making~Transformational learning~Harvest focused

In order to develop capabilities for living and lifelong learning, we will provide opportunities and support for students to:

- Develop a personal relationship with God by connecting to Him through: His Word, song, worship, prayer, sharing in discussion, experiences, spiritual emphasis weeks, pastoral visits, and personal reflection;
- Accept Jesus’ gift of salvation by grace and then live a renewed and obedient life through the power and guidance of the Holy Spirit;
- Participate and actively contribute in service to others at home, school, church and within the community;
- Relate to others in a positive way within the classroom, school, and community;
- Exercise self-management skills and sound working habits;
- Strive to reach their full academic and social potential by being competent users of language, symbols, and texts;
- Think for themselves rather than being mere reflectors of other people’s thoughts;
- Value the religious liberty of conscience in New Zealand.
- Have equal access to learning opportunities regardless of gender, race or social background;
- Enjoy physical activity outdoors and learn life object lessons from nature.

Godliness

- Integrity
- Honesty
- Faithfulness
- Kindness
- Reverence

Rich Relationships

- Service
- Respect
- Courteousness
- Fairness

Wisdom in Decision-making

- Discretion
- Initiative
- Creativity
- Critical and reflective thinking
- Innovation?

Harvest Focused

- Recognition of achievement
- Celebrating success
- Eternity-minded

Ownership of Learning

- Honesty
- Commitment
- Perseverance
- Excellence

Transformational Learning

- Care for the environment
- Responsibility
- Accountability
- Perseverance

Mission Statement

*Educating
for
Eternity*

Core Values

Section Two

Strategic Planning 2018 - 2020



Art by Sekona Mataele (2017)





Hononga ki te Ariki
Connected to God

Hononga ki tetahi ki tetahi
Connected to Others

Hononga Akoranga
Connected Learning

Te Poari Kaitiaki Kura
Board of Trustees

Goal Contexts



Our vision:

Connected to God ~ Connected to Others ~ Connected Learning

Our values:

Godliness

Rich relationships

Ownership of learning

Wisdom in decision-making

Transformational learning

Harvest focused

Strategic Goals 2018-2020

Contexts

Actions

Goals

Hononga ki te Ariki
Connected to God

- Ensure staff and students prioritise prayer, Bible, worship, and service
- Teach, model, and affirm the Core Values and Vision of the school
- Develop effective teacher pedagogy qualities that are Holy Spirit led and safe and nurturing
- Develop a positive, restorative, values-linked behaviour management plan

All ākonga will have a personal relationship with God based on their understanding of God's love.

Hononga ki tetahi ki tetahi
Connected to Others

- Build and maintain respectful working relationships with students and their families
- Participate and actively contribute in service to others at home, school, church, and within the wider community
- Be aware of and respect the languages, heritages, and cultures of all ākonga
- Preserve and respect our environment, fulfilling our God-given stewardship/kaitiaki roles

Students and staff will work positively and collaboratively with others for the benefit of all.

Hononga Akoranga
Connected Learning

Provide learning content that is:

- Culturally relevant and diverse while being appropriate to our special character
- Meaningful, purposeful, relevant and connected to prior learning and experience
- Differentiated to meet various and individual needs
- Developed through Teaching as Inquiry

All ākonga will be motivated, challenged, and engaged in order to experience equitable learning outcomes

Te Poari Kaitiaki Kura
Board of Trustees

- Oversee the effective management of staff, finances, property, curriculum and administration
- Ensure the educational, spiritual and physical needs of all students are identified, planned for and met
- Work with the school and church communities to support, publicise and grow the school
- Support the principal and assess her performance through annual appraisal

Teachers, students, families, and churches are enabled to work together, Educating for now and for Eternity

2018

2019

2020



- Promote the mission, vision, and values of the school
- Develop a behaviour management plan based on the mission, vision, and values of the school
- Incorporate a special character, values component to our teacher appraisal system
- Spiritual focus for teachers at CAPE/CASE conference

- Undergo accreditation review of special character elements
- Collect student voice/feedback around the behaviour management plans and review its impact
- Further embed the behaviour management system
- Explore introducing student voice to teacher appraisal
- Community consultation to develop a school leaver profile

- Behaviour management system well integrated into school practice and consistently implemented by all staff
- Identify goals from 2019 accreditation and work towards meeting these
- Support students to find ways to give back to the community



- Raise awareness of multicultural perspectives
- Continue to develop relationships with whānau and churches
- In collaboration with Adventist Education NZ, develop our Te Reo Māori and Tikanga Māori curriculum
- Collaborate with colleagues (including within our Kāhui Ako) to improve teacher practice and develop online planning
- Work with families to improve student attendance rates

- Review 'parent-teacher interview' format and students' involvement in these conversations
- Review communication platforms and streamline
- Review student attendance data and address anomalies
- Work with community groups to develop environmental initiatives including gardening, composting, and recycling

- Review the teaching and learning of te reo Māori to ensure as students progress, their learning in this area also progresses beyond simple greetings and instructions
- Review the cultural practices of the school in line with current documentation
- Continue to develop environmental initiatives
- Explore 'Garden to Table' and 'Enviro-schools' programmes



- Continue professional learning & development in maths
- Build knowledge of the literacy progressions in PaCT
- Explore the Digital Technologies curriculum
- Establish a revised evidence-based appraisal system based on the updated Standards for the Teaching Profession
- Revise reporting formats and content for parents
- Explore online learning with other Adventist schools

- Embed professional learning and development in maths and begin PLD in writing
- Use the PaCT for reading, writing, and maths at all levels
- Embed a revised evidence-based appraisal system based on the Code and Standards for the Teaching Profession
- Ensure digital technologies curriculum is implemented
- Follow up on online learning exploration for senior students

- Maintain effective maths teaching and learning and embed writing teaching and learning strategies
- Work with Kāhui ako to identify student needs and ways to meet them
- Evaluate digital technologies curriculum implementation
- Teacher appraisal system is coherent and robust



- Support the well-being of staff and students
- Monitor and evaluate student learning outcomes
- Build a broad base of community support
- Attend professional development sessions throughout the year
- Promote the school within the local and church communities
- Provide a robust appraisal for the Principal

- Continue to support the well-being of staff and students
- Continue to monitor and evaluate student learning outcomes
- Build a broad base of community support
- Support new members of the Board through professional development
- Promote the school within the local and church communities
- Provide a robust appraisal for the Principal

- Continue to support the well-being of staff and students
- Continue to monitor and evaluate student learning outcomes
- Build a broad base of community support
- Review our property maintenance and requirements with Adventist Education property management
- Promote the school within the local and church communities
- Provide a robust appraisal for the Principal

Ongoing consultation: Parent and Student surveys, Churches, School community hui...

Section Three

Annual Plans 2018



2017 Senior Snow Trip



Within the context of...



Hononga ki te Ariki
Connected to God

We will...

- Ensure staff and students prioritise prayer, Bible, worship, and service
- Teach, model, and affirm the Core Values and Vision of the school
- Develop effective teacher pedagogy qualities that are Holy Spirit led and safe and nurturing
- Develop a positive, restorative, values-linked behaviour management plan

So that...

All ākonga will have a personal relationship with God based on their understanding of God's love.

2018 Initiatives	Actions	Who	When	Success Indicators	Review
<ul style="list-style-type: none"> □ Promote the mission, vision, and core values of the school 	<ul style="list-style-type: none"> □ Include the school's mission, vision, and core values in lessons, especially during the first weeks of school □ Create displays that share understanding and expectations 	All teachers	Term 1 focus	<ul style="list-style-type: none"> □ Displays that show understanding □ Student behaviour demonstrates values 	
<ul style="list-style-type: none"> □ Develop and implement a behaviour management system based on the mission, vision, and values 	<ul style="list-style-type: none"> □ With students, unpack the vision and values to create the basis of a behavior policy □ Affirm and reward positive behaviour □ Explicitly link certificates at assembly to vision and values 	All staff	Term 1 focus then carried on	<ul style="list-style-type: none"> □ Positive behaviour exhibited consistently □ Affirmation, including certificates and parent communication 	
<ul style="list-style-type: none"> □ Incorporate a special character component to teacher appraisals 	<ul style="list-style-type: none"> □ Include a seventh standard in the teacher appraisal portfolios that is based on the values of the school 	All teachers	Terms 1 - 4	<ul style="list-style-type: none"> □ Teachers provide evidence of meeting this standard in their teacher appraisal documentation 	
<ul style="list-style-type: none"> □ CAPE-CASE Conference 	<ul style="list-style-type: none"> □ Teachers will attend the Conference for Adventist Primary Educators (CAPE) which will reinforce the teaching and modelling of Christian values 	All teachers	Term 2	<ul style="list-style-type: none"> □ Attendance, feedback, and discussions 	

Within the context of...



*Hononga ki
tetahi ki tetahi*

Connected to Others

We will...

- Build and maintain respectful working relationships with students and families
- Participate and actively contribute in service to others at home, school, church, and within the wider community
- Be aware of and respect the languages, heritages, and cultures of all ākonga
- Preserve and respect our environment, fulfilling our God-given stewardship/kaitiaki roles

So that...

Students and staff will work positively and collaboratively with others for the benefit of all.

2018 Initiatives	Actions	Who	When	Success Indicators	Review
<ul style="list-style-type: none"> ▫ Raise awareness of multicultural perspectives 	<ul style="list-style-type: none"> ▫ Incorporate Māori and Pasifika language weeks into the school programme ▫ School cultural evening & Kotahitanga o Tuauru o Porirua concert 	Staff and whānau	Terms 1 - 4 Term 3	<ul style="list-style-type: none"> ▫ Student and parent engagement at cultural evening ▫ Student displays 	
<ul style="list-style-type: none"> ▫ In collaboration with Adventist Education NZ, develop our Te Reo Māori curriculum 	<ul style="list-style-type: none"> ▫ Teachers and students will be taught phrases that can be used around school in class ▫ Students and teachers will learn & present their pepeha 	Mrs M & all teachers	Terms 1 - 4 Term 1	<ul style="list-style-type: none"> ▫ Phrases displayed and heard around school ▫ Students share pepeha 	
<ul style="list-style-type: none"> ▫ Collaborate with colleagues (including within our Kāhui Ako) to improve teacher practice and develop online planning 	<ul style="list-style-type: none"> ▫ Meet with other school principals to formulate ways to share planning and socialise older students ▫ Teachers to share ideas and learn from others during CAPE-CASE conference 	Principal All teachers	Terms 1 - 4 Term 2	<ul style="list-style-type: none"> ▫ Senior students participating in learning and EOTC with students from other SDA schools ▫ Teacher feedback 	
<ul style="list-style-type: none"> ▫ Sharing at local SDA churches 	<ul style="list-style-type: none"> ▫ Take services or afternoon programmes at SDA churches in the Wellington region ▫ Participate in the Wellington SDA Regional programme 	Whole school	Terms 1 - 4	<ul style="list-style-type: none"> ▫ Parent and community feedback ▫ Student voice 	
<ul style="list-style-type: none"> ▫ Student attendance focus 	<ul style="list-style-type: none"> ▫ Work with parents to improve student attendance 	All	T 1 - 4	<ul style="list-style-type: none"> ▫ Improved attendance 	

Within the context of...



Hononga Akoranga
Connected Learning

We will...

Provide learning content that is:

- Culturally relevant and diverse while being appropriate to our special character
- Meaningful, purposeful, relevant and connected to prior learning and experience
- Differentiated to meet various and individual needs
- Developed through Teaching as Inquiry

So that...

All ākonga will be motivated, challenged, and engaged in order to experience equitable learning outcomes.

2018 Initiatives	Actions	Who	When	Success Indicators	Review
<ul style="list-style-type: none"> ▫ Continue maths professional learning and development (PLD) 	<ul style="list-style-type: none"> ▫ Cognition Education facilitator, Gillian Kissling, to work with leadership and staff to develop best-practice maths curriculum guidelines and undertake workshops, observations, and practice and analysis conversations. 	All teachers	Terms 1 - 4	<ul style="list-style-type: none"> ▫ Maths data ▫ Student voice data ▫ Lesson observations, reflections, and feedback 	
<ul style="list-style-type: none"> ▫ Further develop knowledge and understanding of PaCT aspects and steps in Maths, Reading, and Writing 	<ul style="list-style-type: none"> ▫ Incorporate maths progressions into PLD ▫ Review reading and writing progressions at staff meetings and independently ▫ Enter judgments into Reading and/or Writing aspects of PaCT 	All teachers	Terms 1 - 4	<ul style="list-style-type: none"> ▫ Teachers confidently able to use PaCT for reading, writing, and maths to record student progress 	
<ul style="list-style-type: none"> ▫ Develop student's understanding of progressions and PaCT reports 	<ul style="list-style-type: none"> ▫ Print PaCT reports for students and discuss the various steps ▫ Goal setting with students based on progressions 	Rooms 2 & 3 teachers	Terms 2 & 4	<ul style="list-style-type: none"> ▫ Students setting goals and being able to discuss next learning steps 	
<ul style="list-style-type: none"> ▫ Connect parents with student learning 	<ul style="list-style-type: none"> ▫ Meet and greet ▫ Parent-teacher conferences ▫ Maths evening 	All teachers	Term 1 Term 2 Term 2	<ul style="list-style-type: none"> ▫ Parent feedback ▫ Raised student achievement 	
<ul style="list-style-type: none"> ▫ Teaching as Inquiry 	<ul style="list-style-type: none"> ▫ Teachers will use the spiral of inquiry to enquire into the effectiveness of their practice. 	All teachers	Terms 1 - 4	<ul style="list-style-type: none"> ▫ Student voice ▫ Teacher appraisal 	

Within the context of...



*Te Poari Kaitiaki
Kura*

Board of Trustees

We will...

- Oversee the effective management of staff, finances, property, curriculum and administration
- Ensure the educational, spiritual and physical needs of all students are identified, planned for and met
- Work with the school and church communities to support, publicise and grow the school
- Support the principal and assess her performance through annual appraisal

So that...

Teachers, students, families,
and churches are enabled to
work together, Educating for
now and for Eternity.

2018 Initiatives	Actions	Who	When	Success Indicators	Review
<ul style="list-style-type: none"> □ Monitor and evaluate student learning outcomes and well-being 	<ul style="list-style-type: none"> □ Ensure sufficient funding is allocated to support teacher PLD and programmes that support students' learning and well-being □ Analyse achievement reports and ask questions to facilitate understanding and promote growth 	Wellington SDA Board of Trustees	Terms 1 - 4	<ul style="list-style-type: none"> □ Student achievement data □ Student well-being survey 	
<ul style="list-style-type: none"> □ Build a broad base of community support 	<ul style="list-style-type: none"> □ Attend school functions and build relationships with parents and whanau within the school community □ Promote the school within our various church communities □ Support the development of Te Puna Matauranga Kāhui Ako (Western Porirua COL) 	Wellington SDA Board of Trustees	Terms 1 - 4	<ul style="list-style-type: none"> □ Well-attended functions □ Parent/community feedback □ Church member feedback 	
<ul style="list-style-type: none"> □ Attend professional development sessions throughout the year 	<ul style="list-style-type: none"> □ Invite NZSTA to present to the Board □ Attend NZSTA workshops throughout the year 	Wellington SDA Board of Trustees	Terms 1 - 4	<ul style="list-style-type: none"> □ Increased participation of Board Members □ Conversations and questions around Board matters 	
<ul style="list-style-type: none"> □ Promote the school within the local and church communities 	<ul style="list-style-type: none"> □ Support the school as staff and students present at various churches and Regional Day □ Display signage promoting the Wellington SDA School in the local community. 	Wellington SDA Board of Trustees	Terms 1 - 4	<ul style="list-style-type: none"> □ Church and community feedback □ Increased roll 	
<ul style="list-style-type: none"> □ Provide a robust appraisal for the Principal 	<ul style="list-style-type: none"> □ Engage an external appraiser for the Principal □ Provide support for the Principal 	Wellington SDA Board of Trustees	Terms 1 - 4	<ul style="list-style-type: none"> □ Principal appraisal report 	

2018 Academic Goals

In 2018, Wellington Seventh-day Adventist School aspires to:

Writing

- Accelerate the progress of the seven students who are identified as 'below' in Room Two so they are working at the expected curriculum levels by the end of the year.
- Accelerate the progress of the six students who are identified as 'below' in Room Three so they are working at the expected curriculum levels by the end of the year.
- Accelerate the progress of all students who were classified as 'well below' in 2017.

Maths

- Maintain the gains made in 2017, ensuring that 2017 target students continue to progress at a similar or better rate.
- Identify new target students and support them to make accelerated progress.

Due to the number of new students enrolled in Wellington SDA School, new data will be collected at the beginning of the 2018 school year.

This data is based on OTJs from the end of 2017 using National Standards.
In 2018, student achievement will be measured within curriculum levels using e-asTTle and PAT.
The PaCT progressions will support teaching and learning and next-steps.



Principal's endorsement:

Board of Trustees' endorsement:

Date: 13 February 2018



WELLINGTON
SEVENTH-DAY ADVENTIST SCHOOL