

Wellington Seventh-day Adventist School Charter 2017



Connected to God Connected to Others Connected Learning

Charter Undertaking

In accordance with section 64 of the Education Act, the Wellington Seventh-day Adventist Primary School Board of Trustees, at its meeting held on 14th February, 2017 accepted this Charter as its undertaking to the Minister of Education and submits it to the Minister for approval. In developing this charter the Board of Trustees consulted as required under sections 61 (3) and 62 of the Education Act 1989.

Chairperson Board of Trustees

Mrs I Finau

Approved

14th February 2017
Date

for Minister of Education

Date

Introduction

The Wellington Seventh-day Adventist School was established in 1984 by the Seventh-day Adventist Churches of the Wellington Region. The school became an Integrated Full Primary School in 1994, transferring to its current location at 58 Raiha Street, Porirua in September 1995. We celebrated our Thirtieth Reunion in 2014.

The school is located on 1.2 hectares of land in a semi-rural environment. It consists of a main block with three classrooms, multipurpose room, kitchen and office area, with a further building containing a library, Reading Recovery room and resource areas. There are three main playing areas – a hard court area (with netball, volleyball and basketball courts), an adventure playground and a sports field.

The Board of Trustees governs the school with the property being vested in the New Zealand Seventh-day Adventist Schools Association. This Association owns all Seventh-day Adventist Schools in New Zealand and, as proprietors, share the responsibility (with the Board of Trustees and School Management) of ensuring that the school's 'Special Character' is maintained in accordance with the Integration Agreement. The documents supporting this process include the Seventh-day Adventist Schools Handbook, the School Charter, the Staff Handbook and the School Prospectus.

Our school is a Decile 2 multi-cultural school catering for students from Years 1 to 8. The Treaty of Waitangi is acknowledged in the school, with Te Reo Maori and Tikanga Maori incorporated into school programmes as appropriate. The cultural diversity of students enriches school life with knowledge and skills. Our variety of cultures is celebrated through school programmes and activities.

Mission

Growing 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)

School Community

Our students reflect the ethnic diversity of the children and youth within the Wellington Region.

The majority of our school community consists of families from the Seventh-day Adventist Churches in the greater Wellington region; other Christian faiths; and up to 10% whose parents do not have preference of enrolment.

Our school works with the home and church to develop and uphold Christian values. The fundamental beliefs of the Seventh-day Adventist School are belief in: Holy Scriptures, three-person Godhead—Father, Son and Holy Spirit, Creation, Nature of Man, Great Controversy, Life, Death and Resurrection of Jesus, Salvation, Growing in Christ, Church, Unity in the Body of Christ, Baptism, Spiritual Gifts and Ministries, the Gift of Prophecy, Law of God, Seventh-day Sabbath, Stewardship, Christian Behaviour, Marriage and the Family, Christ's ministry in the heavenly sanctuary, Death and Resurrection, Millennium and the End of Sin, New Earth.

Core Values

Our core values are: **G.R.O.W.T.H.** — **G**odliness, **R**ich Relationships, **O**wnership of Learning, **W**isdom in decisions, **T**ransformational Learning and **H**arvest Focus

In order to develop capabilities for living and lifelong learning, we encourage students to:

- Develop a personal relationship with God by connecting to Him through: His Word, song, worship, prayer, sharing in discussion, experiences, week of prayer, 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.
- 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.

We encourage teachers to:

Nurture **students** to develop the previously mentioned **competencies** by:

- . Teaching and facilitating learning
- . Modelling positive behaviours and learning strategies
- . Developing positive relationships with students and their families
- . Forming meaningful and collaborative professional relationships

Encourage **students** to understand and develop our **Core Values**:

- **G**odliness
- **R**ich Relationships
- **O**wnership of Mastery
- **W**isdom in Decisions
- **T**ransformational Learning
- **H**arvest Focus

Provide **learning content** that is:

- Appropriate to our special character
- Culturally diverse and sensitive
- Meaningful and relevant
- Differentiated to meet various and individual needs

Develop effective **teacher pedagogy qualities** that are:

- Holy-Spirit led
- Safe and nurturing
- Intentional
- Demonstrating enrichment and variety
- Connecting to prior learning and experience
- Reflective thinking and action
- Positive in classroom management
- Teaching as inquiry
- Partnering with community

Reflect on and grow teaching knowledge, skills, and relationships in accordance with the ***Practicing Teacher Criteria*** to:

- Enable the educational achievement of all ākonga
- Promote equitable learning outcomes
- Be aware of and respect the languages, heritages and cultures of all ākonga. (Education Council NZ)

School Board of Trustees

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 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 on-going board development.

This charter has been approved by the Board following consultation with the community.

Te Ao Maori

Wellington Seventh-day Adventist School aims to implement programmes of learning that reflect and include reference to New Zealand's unique cultural diversity including knowing about our past heritage. The school aims to:

- Identify with local and regional history;
- Observe and appreciate national days e.g. ANZAC day and Waitangi Day;
- Implement te reo Maori when planning and delivering the curriculum;
- Visit local marae;
- Encourage staff and students to use te reo Maori in the classrooms whenever appropriate;
- Consult with the school community regularly;
- Invite school community members to our school to share cultural knowledge and customs;
- Investigate Maori myths and legends in relation to our special character;
- Develop our understanding of Ka Hikitia, Tātaiako and the Pasifika Education Plan;
- Take all reasonable steps to promote learning in Tikanga Māori (Māori culture) and te reo Māori (Māori language) according to the resources within the school.

ACHIEVEMENT GOALS

It is essential that every student will have the opportunity to achieve to his/her potential according to the Seventh-day Adventist G.R.O.W.T.H. Curriculum Framework, National Curriculum and National Standards.

As guided by the NZ Curriculum Framework, students will be encouraged to be working in each essential learning area at:

Level One:	Years One and Two
Level Two:	Years Three and Four
Level Three:	Years Five and Six
Level Four:	Years Seven and Eight

A Special Needs Register is used to identify students whose evidence indicates a need for: additional academic and/or social development; extension at their level or work at the next level. These students will be monitored throughout the school year and necessary adjustments will be made according to evidence found.

Student Achievement relates to four areas of development – Spiritual, Academic, Physical and Social. The School-wide Assessment Programme will provide evidence that will determine the school's focus areas.

Strategic Plan 2017 – 2021

Quality Christian Education

An integrated Bible-based, Seventh-day Adventist GROWTH Curriculum Framework will facilitate the delivery of the NZ Curriculum

Core Values

- **G** Godliness
- **R** Rich Relationships
- **O** Ownership of Learning
- **W** Wisdom in Decisions
- **T** Transformational Learning
- **H** Harvest Focus

The Seventh-day Adventist School Curriculum recognises and appreciates the unique position of Maori in New Zealand's expanding multicultural Society

Principles

Spirituality, Biblical Foundation, Treaty of Waitangi, Cultural Diversity, Inclusion, Learning to Learn, Community Engagement, Coherence, Future Focus

Goal 1	For all staff and students to know, understand, and model our Core Values
Goal 2	For all students to achieve at or above their expected levels of achievement in National Standards
Goal 3	Build strong home, school and church partnerships to enrich learning and to grow the school roll
Goal 4	Community involvement with a focus on service and sharing

Strategic Plan Cycle		
Rolling Strategic Plan	Community Consultation	Annual Plan
2017-2019	2017	2018
2018-2020		2019
2019-2021	2019	2020
2020-2022		2021
2021-2023	2021	2022

Summary Annual Plan 2017

	Goal	Focus
Strategic Goal 1: Connected to God	For all staff and students to know, understand, and model our Core Values	<ul style="list-style-type: none"> -Daily worship and Bible lessons -Term themes -Special character displays -Spiritual and Biblical ideas linked across curriculum areas -Development of Behaviour Management System linked to Core Values
Strategic Goal 2: Connected Learning	For all students to achieve at or above their expected levels of achievement in National Standards	<ul style="list-style-type: none"> -PLD – Mathematics leadership inquiry based on data-driven teaching and regular collaborative sharing at staff meetings -Shared teacher inquiry based on the Spiral of Inquiry framework -Continued upskilling of staff and students in the use of ICT
Strategic Goal 3: Connected to Others	Build strong home, school and church partnerships to enrich learning and to grow the school roll	<ul style="list-style-type: none"> -Provide programs for local churches -Regional day participation -Hold regular parent meetings
Strategic Goal 4: Community Involvement	Community involvement with a focus on service and sharing	<ul style="list-style-type: none"> -Involvement in local church programs -Interschool activities -Create a sense of community through local service projects

Strategic Plan 2017 – 2021 and Annual Plan 2017

Outcomes	2017	2018	2019	2020	2021
<p>Strategic Goal 1: Connected to God For all staff and students to know, understand, and model our Core Values (GROWTH)</p>	<ul style="list-style-type: none"> - Focus on Core Values through term themes, Bible lessons, and displays - Begin to develop a Behaviour Management System based on these values - Chaplain to include Core Values in presentations and Bible studies 	<ul style="list-style-type: none"> - Continue development of Behaviour Management System - Include Core Values in Planning and Assessment 	<ul style="list-style-type: none"> - Review Behaviour Management System - Older students sharing Core Values with younger students through presentations and peer-mentoring - Regular contact between chaplain and school families promoting GROWTH 	<ul style="list-style-type: none"> - Students helping to organise spiritual events - Taking ownership of service - Regular contact between chaplain and school families 	<ul style="list-style-type: none"> - The study of Bible teachings and doctrines - Regular contact between chaplain and school families
<p>Strategic Goal 2: Connected Learning For all students to achieve at or above their expected levels of achievement.</p>	<ul style="list-style-type: none"> - Students develop confidence in a range a range of learning strategies - All students achieving at or above National Standards - Students helping to shape their learning goals and targets 	<ul style="list-style-type: none"> - Students confident leaders and goal setters - All students achieving at or above National Standards - Students helping to shape their learning goals and targets (using PaCT and 	<ul style="list-style-type: none"> - School, students, and parents collaborating - All students achieving at or above the National Standards - Students facilitating learning discussions with parents and 	<ul style="list-style-type: none"> - All students achieving at or above the National Standards - Students leading learning discussions with parents and whanau during learning conferences - Students sharing their learning using 	<ul style="list-style-type: none"> - All students achieving at or above the National Standards - Students leading learning discussions with parents and teachers

	<ul style="list-style-type: none"> - Continue to promote BYOD options 	<ul style="list-style-type: none"> learning progressions) - Ongoing upgrades of technology resources and PD to enhance learning outcomes 	<ul style="list-style-type: none"> teachers - Students sharing their learning in a variety of digital formats 	<ul style="list-style-type: none"> varied digital formats 	
<p>Strategic Goal 3: Connected to others Build strong home, school and church partnerships to enrich learning and to grow the school roll</p>	<ul style="list-style-type: none"> - Partnering with parents to support student achievement - Engaging with our local church communities to share our learning and promote the school - Parent programs/evenings to support learning in targeted areas and a sense of community - Use digital platforms to share learning with whanau 	<ul style="list-style-type: none"> - Increased participation in local inter-school events - Participation by all parents in the learning of their children - Growing parent involvement in school activities and planning - Continued engagement with SDA churches and also other Christian denominations - Use digital platforms to share learning with whanau 	<ul style="list-style-type: none"> - Increased participation in local inter-school events - Participation by all parents in the learning of their children - Growing parent involvement in school activities and planning - Continued engagement with SDA churches and other Christian denominations 	<ul style="list-style-type: none"> - Continue to communicate with our community using a variety of platforms, including digital - Resourcing suitable, needs-based programs and PD to support teachers, parents, and students 	<ul style="list-style-type: none"> - Continue to communicate with our community using a variety of platforms, including digital - Resourcing suitable, needs-based programs and PD to support teachers, parents, and students

<p>Strategic Goal 4: Community Involvement Community involvement with a focus on service and sharing</p>	<ul style="list-style-type: none"> - Continue to grow school band and choir - Share our learning and faith at local churches and Regional Day - Network with other local schools to keep abreast of upcoming events - Be involved with suitable local activities and displays - Explore the possibility of displaying student work at local businesses and facilities - Communicate with local Pastors about needs within the community 	<ul style="list-style-type: none"> - Students research local needs and initiate projects accordingly - Network with other local schools to keep abreast of upcoming events - Share our learning and faith at local churches and Regional Day - Be involved with suitable local activities and displays - Explore the possibility of displaying student work at local businesses and facilities - Communicate with local Pastors about needs within the community 	<ul style="list-style-type: none"> - Students research local needs and initiate projects accordingly (perhaps in association with ADRA or PCC) - Network with other local schools to keep abreast of upcoming events - Be involved with suitable local activities and displays - Continue to explore the possibility of displaying student work at local businesses and facilities - Communicate with local Pastors about needs within the community 	<ul style="list-style-type: none"> - Students research local needs and initiate projects accordingly (perhaps in association with ADRA or PCC) - Network with other local schools to keep abreast of upcoming events - Be involved with suitable local activities and displays - Communicate with local Pastors about needs within the community 	<ul style="list-style-type: none"> - Students research local needs and initiate projects accordingly - Network with other local schools to keep abreast of upcoming events - Be involved with suitable local activities and displays - Communicate with local Pastors about needs within the community
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ANNUAL PLANNING 2017

<p>STRATEGIC GOAL: 1 – For all staff and students to know, understand, and model our Core Values (GROWTH)</p> <p>Connected to God</p> <p>NAG: 1 CURRICULUM AND INSTRUCTION</p> <p>Subject: Bible Teaching /God Connection, Special Character Weekly Assembly and integrated with other curriculum areas</p>							
Objective	Actions to achieve targets	Measured by	Outcome	Timeframe	Led by	Resourcing	Evidence
Staff and students will know the Core Values	Core Values will be the theme for term one and will be taught in class and in assemblies. Displays will be created.	The ability of staff and students to recall the core values	Core Values will be in the forefront of our consciences, influencing our thoughts, speech, and actions. We will have a common basis for discussions around behaviour.	T1 - T4	Principal, Teachers and the Chaplain	Chaplain/ Local Pastor Students Principal	
Staff and students will understand the Core Values	Core Values will be the theme for term one and will be taught in class and in assemblies. Links will be made to Bible stories. Classroom discussions around what the Core Values look like, feel like, and sound like.	Students' ability to discuss the Core Values and what these look like, feel like, and sound like.	Students will know what the Core values are and understand how these relate to our lives, thoughts, and behaviour in everyday life.	T2-T4	Principal, Teachers and the Chaplain	Chaplain Principal Teachers Internet	
Staff and students will model the Core values	Develop a Behaviour Management System linked to the Core Values that rewards positive behaviour; Include the Core Values in planning and assessment	Improved student achievement outcomes and classroom engagement; Collaborative and inclusive dispositions	Teachers will focus on positive behaviour and make links to the Core Values during incidences that need addressing. Students will be more self-motivated in their work and positive, encouraging behaviour will be the norm	T1-T4	Teachers	Behaviour incident records	

ANNUAL PLANNING 2017

2017 EXPECTED OUTCOMES: Raised school-wide achievement (Connected Learning)				
NAG 1: Curriculum and Delivery				
STRATEGIC GOAL 2: <i>For all students to achieve at or above their expected levels of achievement.</i>				
Annual Target: To increase the number of students achieving <i>at or above</i> the National Standard in reading, writing and mathematics. For 2017 there will be a focus on up-skilling and improving achievement in Mathematics as well as maintaining and continuing to improve achievement in other curriculum areas.				
Actions	Resource and Time Frame	Personnel	Outcomes	Evidence
Teachers will participate in a collaborative Teacher Inquiry and will carry out an inquiry on selected Targeted Students in Mathematics	Spiral of Inquiry Ongoing through 2017	Principal and teachers Facilitator	Teachers will understand and use the Spiral of Inquiry Framework and be able to use this process and data-driven teaching to accelerate the progress and achievement of targeted students.	
The school will continue to develop its own self-review inquiry model.	During weekly staff meetings, teachers will share readings and collaboratively decide how to implement appropriate teaching techniques.	Teachers in a collaborative setting	Leaders and teachers will base their decisions on research and adapt inquiry and self-review models to reflect the special character of the school. Self-evaluation by teachers and self-review by school collaboratively.	
Teachers will ensure that their planning teaching and assessment records reflect the inquiry model. This will include: <ul style="list-style-type: none"> • Setting specific targets based on evidence. • Justification for approaches and 	From term one onwards		Teachers will have developed and implemented more robust planning, teaching and assessment practices that meet the learning needs of a range of students.	

<ul style="list-style-type: none"> programmes Tracking changes of approaches to ensure it works for the full range of learners (or a specific group of learners) Being able to produce evidence about the effectiveness of approaches Recording of student progress at regular intervals and changing approaches quickly if students are not progressing. Collaborative moderation of work, done in school and in networks where possible. 		Teachers	<p>Quality teaching and knowing of students go together.</p> <p>Our ultimate aim is to have all students reach or exceed the National Standards in Reading, Writing and Mathematics.</p> <p>In 2016, we aim to meet the national target of 85% of our students being at or above National Standards and then continue to grow.</p>	
Teachers will strengthen their moderation process to form OTJs by using and discussing several pieces of evidence including student work samples and by using PaCT for Mathematics.	Ongoing	Collaborative	Greater consistency in making OTJs and reports.	
Targeted Students:				
<p>Identify Targeted Students who are below the National Standards in Reading and Writing and Mathematics from the end of year 2016 data. Use a recording form for each student, or groups of students, that includes:</p> <ul style="list-style-type: none"> Entry data and tracking data Specific learning needs / gaps Deliberate acts of teaching to be undertaken Results of these approaches Next learning steps Next approaches 	From term one 2017	Teachers	Teachers will have a good process for identifying, tracking and monitoring targeted students, which will lead to accelerated progress and achievement.	

<ul style="list-style-type: none"> Achievement Outcomes. 				
<p>Implement the Puzzles of Practice Model so that all teachers take responsibility for underachieving students. Use an inquiry approach to find the best tool or method to accelerate learning.</p>	<p>From term one 2017</p>	<p>Teachers</p>	<p>Teachers will have a model to find the best approach for individual students who are not progressing.</p>	

ANNUAL PLANNING 2017

2017 EXPECTED OUTCOMES: Build a strong home/school/church partnership to enrich learning and grow the school roll (Connected to others)				
STRATEGIC GOAL 3: <i>Build strong home, school and church partnerships to enrich learning and grow the school roll</i>				
Annual Target: Student achievement will be accelerated and improved through the support of school staff and families, which will encourage greater support and further raise student achievement as well as raise the appeal of the school so more parents will want to send their children here.				
Actions	Resource and Time Frame	Personnel	Outcomes	Evidence
Teachers will develop a culturally inclusive and responsive classroom through partnership with families and churches. Classroom learning and displays will reflect the various cultures and languages.	Ongoing	Principal and staff in consultation with parents	All students will know that their identity, language and culture is valued and respected. Students will be encouraged to readily engage in learning. Parents and whanau will feel welcome and appreciated.	
The staff will continue to unpack Ka Hikitia, Tataiako and the Pasifika Education Plan so they can use this knowledge and develop skills to assist students to achieve.	Ministry of Education Resources	Principal and staff	Leaders and teachers will have a deeper understanding of Ka Hikitea, Tataiako and the Pasifika Education Plan and this will be reflected in day to day teaching and learning.	
Consult with our parent community to establish goals that will grow home-school partnerships and facilitate roll growth.	Ongoing	Board of Trustees, principal and staff	The school will experience greater parent support, raised student achievement, and roll growth.	
To raise awareness and grow the school roll, we will endeavour to form stronger partnerships with local churches by: <ul style="list-style-type: none"> • inviting pastors and elders to selected board meetings • communicating with the 	Ongoing	Board of Trustees, principal and staff	The school will experience greater support from church communities and leadership which will lead to increased financial support and roll growth.	

<p>churches by sending newsletters for their bulletin boards</p> <ul style="list-style-type: none"> • organising dates to have students present at local churches • sharing our learning and promoting WSDA School at the Regional Day 				
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ANNUAL PLANNING 2017

2017 EXPECTED OUTCOMES: Be more involved with our local community				
STRATEGIC GOAL 4: <i>Community involvement with a focus on service and sharing</i>				
Annual Target: Students will be more engaged with the local community and churches.				
Actions	Resource and Time Frame	Personnel	Outcomes	Evidence
<p>Students will contribute ideas and provide student leadership for school service projects. These could include (but are not restricted to):</p> <ul style="list-style-type: none"> • working bees • community projects • food collections • first aid course • ADRA projects • Church service participation 	<p>Ongoing</p> <p>Community agencies</p> <p>Church leaders</p>	<p>Chaplain, principal and staff</p>	<p>Develop ideas of Christian service, and being good citizens of their country and community.</p> <p>Bring a positive climate to the school by having an outward, selfless focus.</p>	
<p>Explore possibilities of where our school can be involved with cultural and sporting activities.</p>	<p>ongoing</p>	<p>Principal and staff</p>	<p>Others will be benefited and promotion will be done for the school.</p> <p>Students will have opportunities to learn to interact meaningfully with others.</p>	

