



School Name: Lake Taupo Christian School
School Id Number: 1139
Period: 2017

Overview

The school is located within the boundaries of Taupo township. It primarily caters to the children of the Christian community of the greater Taupo district. The school is not associated with any one denomination within the Christian faith but rather is trans-denominational. Students are drawn from a wide cross-section of the socio-economic spectrum and reflect the multi-racial mix of the community. The cultural ethos is that of the Christian community and aims to reflect a Biblical World view.

The school offers an educational experience from new entrants to year 13. Not only does it address academic, social and spiritual needs of children but is structured to offer the best educational programme for each stage of development. Meeting the learning needs of individual students is key for this school. The school is organised into three syndicates to better provide age appropriate learning experiences; Junior School – New Entrants to year 6, Middle School – year 7 – 10, and Senior School – years 11 and above.

The focus of the Junior School is on building firm foundations, the Middle School focus is to discover and develop the talents and abilities that God has given to the individual students. The Senior School focuses on students finishing well and preparing students for the transition from school to work or tertiary study.

Recognition is given to the specific learning needs of Maori, Pasifika and students with special education needs and resources are allocated to enhance the achievements of these students. The Christian ethos of the school means that we look to ensure inclusive practices for all students, staff and families and value the uniqueness of each student as one who reflects the image of our Creator.

The Special Character of the school is determined by the Statement of Faith and Guiding Principles for Education contained in the Proprietor's Trust Deed.

The Curriculum

The school is committed to providing students with opportunities to succeed and develop the values and key competencies of the New Zealand Curriculum and the Special Character of the school. We are committed to the vision of both the NZ Curriculum and the Lake Taupo Christian School Trust and seek to work within the principles of the NZ Curriculum. To assist in the delivery of the curriculum this school will use a variety of curriculum resources, including the Accelerated Christian Education resources and procedures.

Generally students work on five core curriculum subjects (Math, English, Social Studies, Science and Word Building) when using the ACE curriculum. In addition to working on PACEs (ACE units of work), students will also be involved in the Arts, Health and Physical Education, Tikanga and Te Reo Maori, and Technology. Enhanced Learning provides for a broadened curriculum and hands on, experiential learning opportunities. Students have the ability to choose options within this programme.

For Junior students Integrated Studies is the vehicle for teaching English language, Health, Social Studies, Science, Technology, and the Arts. Integrated Studies is a programme developed by the school, using the Key Competencies of the NZ Curriculum. It is based around a whole school theme for the term. In 2017 the themes are: The God of Unity, God is the Owner of the Earth, Holy and pure, and God is All Powerful. To provide a wide, balanced curriculum teachers are required to ensure that they incorporate all the Key Competencies within their year's programme and to have a good coverage of all the Learning Areas.

To enhance coverage of the Arts, in 2017 the emphasis will be on the performing arts and will culminate in school performance in Term 3. Tikanga and Te Reo Maori also feature in Integrated Studies as well as having specialist classes for years 1 - 8. Reading Recovery, Feuerstein Instrumental Enrichment Programme and other special programmes are organised and/or run by the SENCO as appropriate to enhance the learning of students.

Middle school students have the opportunity to learn a language other than English. The Outdoor Education programme offers challenge to students to discover their

unique set of skills and attributes. Community service forms an important part of learning for students. ACE Student Convention in term 3, provides a context for the Technology and Arts programmes.

Secondary students generally work towards New Zealand Accelerated Christian Education Academic Certificates which enjoy recognition in New Zealand and overseas. Additionally, students, if they wish, are able to work towards NCEA credits in a range of subjects. Every effort is made to ensure those students wanting higher levels of Te Reo and/or tikanga are able to do so. This may involve dual enrollment with either the Correspondence School or a local high school or wharekura. Senior students are able to be involved in the Gateway programme. South Pacific Educational Courses are available for students with special learning needs.

Review of Curriculum Provision

The Analysis of Variance Report (Appendix A) and National Standards Reporting (Appendix B) provide a review of student outcomes for 2016. Using this data we are able to determine:

School Strengths

The vast majority of students who start their schooling at this school are At or Above National Standard and at benchmark for their English and Mathematics. This progresses through to them achieving Academic Certificates at Secondary level, many progressing on to tertiary study.

Maori and Pasifika students are more likely to be At or Above National standard than non-Maori/Pasifika students.

The ABCs programme provides a solid base for students learning to read, providing good decoding skills.

Students with special learning needs are soon settled and integrated into the school and make progress with their learning.

Areas for improvement

Because we appear to be a magnet school for students with learning issues or not achieving elsewhere, we need to find further ways of integrating students into the LTCS way of learning and accelerating learning for these students.

It is acknowledged that if students are to complete their ACE Academic certificates in a timely manner, they need to attain benchmarks for their PACEs. From year 6 onwards an increasing proportion of students are not reaching these benchmarks by the end of each year and staff are working hard to address this issue with programs to accelerate learning.

Lifting Achievement

Individual Learning Plans are prepared for each student at the beginning of the year. The ILP establishes appropriate goals and targets for students following consultation between parents, staff and students. The learning goals for students take into account the aspirations of and for the student, National Standards and established benchmarks.

Success is progress towards meeting measurable targets for the individual student.

To continue to build on the success of our reading and mathematics programmes the individualised ACE curriculum resources will continue to be utilised in addition to teacher directed groups.

Writing is a focus of Integrated Studies for years 1 – 8. The Deputy Principal (Head of Junior School) will monitor staff planning to ensure good coverage of writing and will monitor student progress for writing.

Teachers will continue to upskill through Professional Learning and Development and syndicate meetings. Priority will be given to assessment strategies and moderation of National Standards.

Assessment will be used to identify individual students with specific needs and individualised programmes will be devised to meet those needs. These will be incorporated into student ILPs.

Benchmarks have been established for students to be on track to attain Academic Certificates by set times. Students in the Middle and Senior Schools are closely monitored against these benchmarks and pathways devised to accelerate them to reach these benchmarks if necessary.

Experiential learning opportunities are provided in the Enhanced Learning programme, which has been expanded this year. The Sports and Outdoor Education co-ordinators also work to make sure that students have opportunities to learn through doing and challenge. Enhanced Learning also provides opportunity for learning in the Arts and this year our focus is on the performing arts. In Term 3 there will be a school performance involving all students. To foster a love for learning and an excitement to try new things, student choice is an important component of Enhanced Learning.

For Maori to achieve as Maori is important to us as a school as we value the uniqueness of each individual and the diversity God has created and values. To show support for things Maori and to support our Maori community, Maori classes will be timetabled and taught as separate classes for years 1 – 8 and kapa haka will be an integral (and expanded) part of Enhanced Learning. In term 1 all students (year 2 and up) will be part of kapa haka with their whanau for one period each week as we seek to build a “library” of haka and waiata for each student.

Strategic Section

The purpose of the Strategic Plan is to create an environment where effective learning will occur in accordance with the mission statement, special character and the New Zealand Curriculum. This strategic plan is viewed as a living document and is one of the fundamental reasons for the Board of Trustees's existence. It is constantly being worked towards rather than fully achieved. This charter should be read in conjunction with the Strategic Plan 2012 – 2017 which is available from the school office.

The Board of Trustees reviewed the Strategic Plan in 2012. In 2017, consultation with the school community will be undertaken to develop a strategic plan for 2018 – 2022.

Annual Section

Student Outcome Targets for 2017

1. Each student will have an Individual Learning Plan for the year. This will be devised in consultation between the student, parents/guardians and supervisor. The ILP will set appropriate goals and targets for student learning taking into account the National Standards, established benchmarks and aspirations of and for the student.
2. The goals and targets for 80% of students, as recorded on their ILP, will be achieved.
3. 60% of Junior and Middle School students be at benchmark level for Math and English by the end of the year.
4. 80% of Senior School students progress at least 5 credits towards their certificates.
5. All students will be involved in the school production in Term 3.

Annual Plan 2017

1. Grow

- a. Focus on intake opportunities:
 - 1. Provide an Open Day marketed to Churches and Mainly Music groups.
 - 2. Communicate with home-school community at ages appropriate to middle school and senior school entry.
- b. Strengthen family links with the school by consulting with parents and producing an Individual Learning Plan for each child.
- c. Engage with local Pastors and Churches by providing regular communication updates, sharing on the character development programme used in our school and seeking prayer support. Pastors will also be invited to participate in the weekly Chapel time for older students.
- d. Use church-school initiatives to strengthen relationship with local Churches. Specifically the school will be involved in Easterfest, providing resource and staff help where possible.
- e. Establish a remote learning pilot scheme.
- f. Strengthen family links through family involved programs (eg Year 7 Purity or Parenting Toolbox)

2. Serve

- a. Encourage students, particularly Middle and Senior Schools students, to be involved in ongoing community service such as help with Sunday School classes in their Church, assisting with Mainly Music, or as a Librarian or Sports Monitor at school.
- b. Establish a whole school service project.
- c. Celebrate successfully completed projects
- d. Establish Duke of Edinburgh as part of Enhanced Learning

3. Stewardship/Facilities

- a. Maintain good on-going financial management through effective management and reporting.
- b. Work with the School Trust on investigating access to additional land and facilities
- c. Maintain a healthy and safe environment:
 - 1. Ensure EOTC policy and procedures are adhered to and policy is updated.
 - 2. Continue to upskill the coordinator for Outdoor Education.
 - 3. Elgregoe: You've got the Power show in term 1 (anti-bullying)
- d. BoT to review policies and procedures as per the Annual Management Plan
- e. Ensure the relationship with Tauhara College remains strong and positive

4. Curriculum: Raising Student Achievement

- a. Each student to have an Individual Learning Plan prepared in consultation with student and parents.
- b. Term 3 focus is on performing arts. By the end of the term hold a school performance.

- c. The Integrated Studies programme will continue to emphasise writing for years 1 – 8
- d. Tikanga and Te Reo Maori for years 1 – 8 classes will be by specialist teacher.
- e. The Integrated Studies programme for years 7 to 10 will prepare students to participate in events at Student Convention.
- f. Broaden the curriculum by developing an Enhanced Learning programme that enables student choice and focusses on cultural and "hands-on" learning opportunities.
- g. In the first week of March conduct PAT and STAR tests for years 3 – 10.
- h. At the end of each term monitor student progress towards achievement of benchmarks.
- i. At the end of each term report to parents student progress with their PACEs.
- j. By the end of term 2 report to parents of year 1 – 8 students, student progress towards meeting National Standards.
- k. At the end of the year, report to parents of year 1 – 8 students, student standing in relation to National Standards.
- l. Continue to develop Overall Teacher Judgement and moderation for National Standards.
- m. Hold a leadership development day for student leaders at the beginning of the year and provide opportunities for student leadership to develop through the year.

5. **Staff Development**

- a. Ensure all Supervisors and Monitors have completed ACE Professional Training within the last five years
- b. Encourage opportunities for staff to complete further study
- c. Hold a staff induction day prior to the start of school
- d. Continue to develop a whole school learning pedagogy.

Professional Development Objectives 2017

The major focus for 2017 is upskilling teachers and developing pedagogy to enable better teaching, Christianly, within the New Zealand context. Staff are encouraged to undertake further Biblical studies through Koinonia Institute and they are encouraged to consider opportunities for experiential development such as missions experience or secondments. There are one Provisionally Registered teacher this year is enrolled in a PRT development program, along with his mentor. All professional staff are familiar with ACE and are up to date with their ACE training. An ACE five day professional training will be held prior to the start of the academic year to allow those staff needing to renew their training to do so.

A staff induction day is held prior to school starting the year. Senior staff will be encouraged to attend the ACE Educators Conference in April. Most staff will undertake either a refresher course or retraining in basic first aid. Teaching staff are encouraged to attend the NZACS conference during the July break.

Student management, encouraging success for Maori, boys and students at risk of not achieving, and middle schooling will also be considered favourably in allocating funding for professional development.

The priorities for 2017 are:

1. Ensure all staff are trained in ACE procedures.
2. PRT programme for provisionally registered teacher.
3. Senior Staff attend ACE Educators Conference.
4. Staff have opportunity to attend NZACS conference
5. Staff have opportunity to further enrich their knowledge of the Bible to pass this on to students.
6. Further professional learning and development for staff on making good Overall Teacher Judgements.

Lake Taupo Christian School Budget 2017.

INCOME - OP GRANT	\$276,141.00
-Star Grant	\$13,487.00
-Gateway	\$14,400.00
-Additional	
Funds	\$9.00
-Orrs Funding	\$0.00
-TNG Surplus	\$3,000.00
-Fundraising	\$2,000.00
-Donations	\$500.00
-Interest	\$1,500.00
-Trust Admin	\$7,260.00
Total Income	<u>\$318,297.00</u>

**EXPENDITURE -
LEARNING
RESOURCES**

-Library	\$1,000.00
-Teaching Resources	\$60,000.00
-Equipment and Repairs	\$8,000.00
-Salaries	\$96,193.12
-Extra Curricular	\$1,000.00
-Teacher Development	\$8,000.00
-General	\$0.00
-Teacher Salary + Relief	\$5,000.00
-Laptop Lease	\$1,600.00
-Star	\$13,487.00
-Gateway - Admin Salary	\$14,819.58
-Gateway	-\$419.58
Total Learning Resources	<u>\$208,680.12</u>

ADMINISTRATION

-ACC Premiums	\$530.00
-Accounting	\$3,000.00
-Communications	\$4,500.00
-BOT Expenses	\$8,565.00
-Audit Fees	\$3,000.00
-Consumables	\$7,000.00
-Salaries	\$47,366.62
-General	\$2,000.00
-Performance	
Management	\$500.00
-Risk Management	\$390.00
-Contents Insurance	\$794.00
-Lease Interest	\$14,000.00
-Bank Fees	\$600.00
Total Administration	<u>\$92,245.62</u>

PROPERTY

-Caretaking & Cleaning	\$25,000.00
-Heat, Light & Water	\$15,000.00
-Grounds	\$5,500.00
-Repairs & Maintenance	\$5,000.00
-Rates	\$6,800.00
-Salaries	\$14,558.81
-Van expenses	\$2,000.00
Total Property	<u>\$73,858.81</u>

Purchase of Assets	\$0.00
Local Funds	\$0.00
Cyclical Maintenance	\$2,500.00
Depreciation	\$7,500.00
Total Expenditure	<u>\$384,784.55</u>
	-\$66,487.55
Term Deposit C/f	\$20,858.00
Carried forward from 2015	<u>\$64,000.00</u>
Surplus/Deficit for 2016	<u><u>-\$2,487.55</u></u>

4. Procedural Information

An Annual General Meeting is no longer held but the community is kept regularly informed by a weekly newsletter to parents. The annual report of the Chairperson is made available at the annual prize giving at the end of each year. Board meetings are notified in advance to parents and parents are encouraged to attend, although few do. In addition the Board consults with the Maori community in the second term of each year and the principal makes a report of this hui for the full Board.

The school works hard to achieve an open school and prides itself on the contact with the school community and the resultant flow of information between the school and the community it serves. This consultation is continuous and often at a non-formal level. Parents have expressed an appreciation of the openness of the school and the freedom that they have to come to the school to share in activities and to express ideas and concerns.

As part of the preparation of the Strategic Plan the Board of Trustees held a series of consultations with interested parties, including parents, Maori, staff, churches and students in 2011. At the end of 2012 the Board of Trustees reviewed the Strategic Plan. During 2014 a complete review of all Board policies was carried out. 2017 will see a further full review of Board policies as well as community consultation to prepare a new five year Strategic Plan.

The Board uses the calendar year for its financial planning and each year its accounts are audited by an approved independent auditor. The auditor's report is forwarded to the Ministry of Education in May.

The School Charter will be updated and lodged with the Ministry of Education by the end of February.

The School Charter, Annual Audited Reports and the Chairperson's Annual Report are available to the public from the school office as are Board of Trustee minutes and policies.