

Lake Taupo Christian School

2023

Charter



This document sets out the Strategic Plan for Lake Taupo Christian School over the next three years. It has been developed by the LTCS Board of Trustees, in consultation with the school community. This plan is seen as a living document and will continue to develop as part on the on-going school governance program.

Logo

A Beacon for Hope



Our School is centred on Christ and our Special Character is identified in Him

We are all about new beginnings and developing and growing our gifts and abilities to do our best now and into the future.

Lake Taupo is our home and the place of our school and community

Mission Statement

Lake Taupo Christian School provides excellence in education and inspires Christian character, empowering students to develop their potential and fulfil their God-ordained destiny.

In essence, may this also be said of our students as they go out into the world ... “Then this Daniel was preferred above the presidents and princes, because an excellent spirit was in him,” Daniel 6:3

Objectives:

1. To develop Christian character in the life of every student, while guiding them towards a personal relationship with Jesus Christ.
2. To enable the student to develop a balanced life incorporating spiritual, academic and physical dimensions.
3. To provide an education of academic excellence consistent with the teachings of the Bible.
4. To train students to be self-disciplined, appreciative, cooperative, responsible, consistent, and thorough.
5. To develop a positive attitude towards school and encourage self motivation to learn.
6. To stimulate the development of critical thinking, effective communication and creativity.
7. To challenge students to be courageous in sharing Christ's love and to hold Christian convictions even in the face of pressure.
8. To assist all students in discovering their God-given talents and abilities and to find God's unique purpose for their life.
9. To encourage dependence on one another in recognition that there are varying gifts within the body of Christ.
10. To work with parents in fulfilling their responsibility to train a child in biblical principles.

Our School Model

Lake Taupo Christian School is a private school, integrated with the state system and not affiliated to any one church or any one denomination, but seeks to minister to the body of Christ and in particular to the children of parents who fully support the statement of faith.

Our proprietors, **The Lake Taupo Christian School Trust**, are the owners of the land and facilities of Lake Taupo Christian School. They are also responsible to ensure that the school maintains its special character (Christian).

The **Board of Trustees** is responsible for setting the direction and policies of the school and to monitor the school's performance. They delegate the day to day running of the school to the principal and senior management team.

The management and day to day running of the school is the responsibility of the **Principal** with the help of the **Senior Leadership Team** and staff. The school is divided into three syndicates or schools; the Junior School (years 1 – 4); the Middle School (years 5 – 8); and the Senior School (years 9– 13). Each school is led by a Head of School and the three Heads of School, classroom management team and the principal form the Senior Leadership Team.

The focus of the **Junior School** is on establishing solid foundations for learning and successful academic progress. Emphasis is placed on acquiring good basic skills in literacy and numeracy so that we can scaffold future learning. A broad range of learning experiences will be used to help develop well rounded individuals.

The **Middle School** will specifically cater for the needs of those students heading toward adolescence and at the beginning of their adolescent years . We recognise that adolescents are undergoing a period of major change and experiencing major growth physically, mentally, and emotionally. They are starting to develop their own values and to shape their own world view. Activity, adventure, exploration and developing their God-given identity will be important components of the learning environment. The focus of the middle school is to provide challenge to students, helping them to discover the gifts and abilities that God has given to each of them. This challenge will be encouraged in a supportive and controlled environment that seeks to develop spiritual growth and a growing relationship with Jesus Christ.

The Senior School is designed to establish pathways for the future. It will provide opportunities for leadership development and service. It is expected that students in the **Senior School** will be honing their established skills and demonstrating their abilities in the completion of certificates and the acquisition of qualifications. Individual programmes will be tailored to provide pathways for each student to transition either to tertiary study or the workplace.

As a school it is our aim to bring excellence to all aspects of our students' lives and to develop leaders within our community. We stress that academic and sporting excellence are not enough and that to equip our students we must instil character. Biblical principles undergird all that we do as we strive to achieve our aim of producing Christian men and women of outstanding ability who are able to play a full and active role in our society.

Christ Centred Education

Lake Taupo Christian School intentionally integrates a Christian World View into all aspects of schooling. The school plays a role in cultivating Godly character and encouraging students in their relationship with Jesus Christ.

Individualised Approach to Learning

Lake Taupo Christian School recognises that all students are unique – both in their talents and abilities and in their approach to learning. While the importance of having consistent and effective teaching systems is recognised, whenever possible these are used at an individualised level with each student. The learning approach is goal oriented with students learning from a young age to set and achieve personal goals.

A Safe place for Learning

Lake Taupo Christian School provides a safe environment for students to learn. The school is focussed on helping students find their talents and abilities and nurturing and fostering these. The school benefits from low staff turnover which encourages stable, positive relationships with students and whanau.

Whole Family Education

Lake Taupo Christian School provides a schooling environment where the full primary through secondary age-range is catered for. Students of all ages interact with each other and the school has an open approach to involving parents and whanau in the school.

Four Pillars of Lake Taupo Christian School

Love : We love the Lord God with all our being and love others like we love ourselves

Thorough: We see a task through until it is finished, and we are confident that it is well done. Small things do matter!

Communicate: We are able to clearly and creatively communicate information and ideas

Serve: We serve God by actively serving our community and caring for the world God has entrusted to us.

Key Strategies 2019 – 2024

The school has five high level intentions (strategies) for the next four years:

Grow While the Lake Taupo Christian School roll is growing close to capacity in terms of the MoE imposed limit, we see that it is vitally important to continue to foster relationships that will keep the roll up at capacity level.

Serve Service is a key part of the special character of our school and there are key opportunities to grow our students and strengthen relationships in our community through identifying projects that we can take part in. Service provides many opportunities to foster learning for students. Further to this, are opportunities to better utilise partnership programs that are available.

Stewardship & Facilities The school has benefited from sound management up until this point and will continue with this focus. The opportunity remains to work with the Trust to consider opportunities to expand the school and its facilities. Beyond this are partnerships that remain important for ensuring access to resources not normally available to smaller schools.

Curriculum It is important that the school continue to deliver a broad curriculum that is responsive to the needs of our students and community. Individualisation of the learning journey is an important aspect of our curriculum.

Staff Development A continued focus remains on the development and extension of our staff towards ensuring the on-going success of the school.

Specific Objectives:

Grow:

Senior school

Ensure that we can maintain a viable senior school able to offer students a credible qualification pathway and subject choices.

Curriculum

Provide a curriculum that meets the needs of our community and is attractive to students. Specifically, we will investigate expanding the provisions for digital technologies, horticulture and technology.

Serve:

Service learning

Work with our Kahui Ako to develop a pedagogy to support service learning within the school.

Community projects

Establish annual projects as a part of the school program that develop students and serve the community

Work with churches and local community bodies to identify opportunities that strengthen relationships with the school

Integrate project management and implementation process into school studies as appropriate to year levels in the school

Engage with school community and churches for the execution of projects, seeing this as an opportunity to build stronger relationships with the parent and church community

Celebrate successfully completed projects with our community

Continue to develop LTCS formal service programs such as Duke of Edinburgh, young New Zealanders program and Greening Taupo

Take advantage of community program opportunities for leadership and service development, e.g. Mainly Music.

Stewardship and Facilities

Financial management

Maintain on-going good financial management through effective management and reporting

Work with the Trust to address growth constraints by securing access to additional land

Work with the Trust to lower the costs for families and to help families better manage the costs through providing a clear outline of costs for the year.

Ensure that policies and procedures are clearly documented and accessible.

Facilities

Parking is a major issue for the school community. With the Trust continue to explore opportunities to provide safe parking.

Explore, with the Trust, how we might be able to provide for a library area, gym and hall

Explore options for a senior commons area

Develop activity areas within the grounds for students to use during break times catering for the range of ages at the school.

Prepare a plan to ensure adequate resourcing for ICT and technology needs of the school.

Curriculum

Individualised

Continue the development of an individualised curriculum.

Individual Learning Plans are developed further for every student in the school and are the basis for the reporting to parents on the progress and achievement of their children.

Christian

Highlight the distinctives of a Christian education

Develop a pedagogy that is consistent with a Biblical worldview

Use service learning to provide learning opportunities for students to develop the key competencies of managing self, relating to others and participating and contributing to society.

Broad Curriculum

Develop a curriculum delivery plan that ensures a broad curriculum with a mix of individualised, self-directed and teacher directed group activities.

Ensure that adequate time is allocated to PACEs to allow students to progress towards the achievement of ACE certificates.

Allow the student voice to be heard when planning and developing curriculum and allow for student choice in subject/option selection.

Make sure that there is a mix of teaching/learning experiences providing a balance of practical life skills with academic studies.

Continue to develop the creative arts and technologies.

Develop a clear pathway of progression for experiences in EOTC

Progress

Establish clear pathways for transitioning from pre-school to junior school; junior to middle school; middle to senior school; senior school to beyond school.

Develop a reporting system for parents which highlights progress that students have made against their individual ILP.

Provide support for students needing remedial help.

Establish clear pathways for all students in the senior school which will allow them to leave school with hope and purpose.

Homework

Continue to work on ways to reduce the amount of time that students need to spend on homework.

Staff Development

Professional Development Encourage and facilitate opportunities for staff to complete further study (eg Bible college papers)

Encourage staff to consider opportunities for experiential development (eg missions experience; secondments)

Work with our Kahui Ako for development of staff in areas of tikanga and te reo Maori, and service learning

Work with Ministry of Education in developing PB4L, within our school to build a Positive Culture for Learning.

Communication

Investigate and evaluate our communication systems to ensure that we have clear lines of communication between management and staff, within staff and between staff and parents. Modify systems if needed.

Succession Planning

Evaluate management structures within the school and ensure that they are fit for the next five years, realising that it is likely that there will be significant changes in personnel.

2023 Annual Plan and Targets

The Annual Plan derives its directions and purpose from the Strategic Plan 2019 – 2024 which was established in consultation with the school community.

Our aim is to develop policies and practices that reflect New Zealand's cultural diversity and the unique position of Maori. We seek to uphold and honour Te Tiriti o Waitangi and incorporate its principles within our practice. We will take all reasonable steps to provide instruction in tikanga Maori and te reo Maori for all students.

In conjunction with Nga Whanau O Karaiti Kahui Ako we will develop PLD for staff to implement Biblically Responsive Pedagogies to enhance student learning, especially for our Maori students. As part of developing our BRP we will also look at how to develop a Positive Learning Culture in the school through the implementation and professional development in Positive Behaviour for Learning (PB4L). This is a necessary step to align our biblical Worldview with our disciplinary processes.

In conjunction with Nga Whanau O Karaiti Kahui Ako we will embed pedagogies that incorporate Service Learning. Service Learning will be the platform providing context for Rich Learning opportunities that are holistic in approach and relevant to students. Throughout the year, classes will be involved in a Service-Learning project.

By the end of March, each student will have a written Individual Learning Plan (ILP) devised in consultation with the student, parents, and staff.

- In the junior school the focus of the ILP will be upon developing and progressing literacy and numeracy.
- In the middle school the focus of the ILP will be on at least maintaining progress in literacy and numeracy while challenging students to discover and develop new skills and abilities.
- The focus for the ILP in the senior school will be upon building credits for a Certificate of Achievement and transitioning from school.

To ensure that students are making progress with numeracy, students in years 2 – 10 who are not already at the agreed benchmark level, will expect accelerated progress, which is defined as more than one year's worth of progress within a year. This will mean that students would have progressed through more than 12 PACEs. By the end of the year, we expected that students would have moved three stages with the NZC if they are below expectations for their level year and at least two stages if they are working at their expected

levels against the NZC for numeracy. This will also provide a pathway towards the completion of NZ ACE Certificate of Achievements in the senior secondary school.

To lift student levels in writing the years 1 – 3 classes will use Sentence Train resources and procedures. Those in years 3 - 10 will extensively use the digital Writers Toolbox resources. By the end of the year, we expect that students would have moved three stages with the NZC if they are below expectations for their level year and at least two stages if they are working at their expected levels against the NZC for writing.

The focus for the Year 11-13 students is to develop servant leadership using the Strength-to-Strength programme (Growth Culture) and plan and implement a Social Action Plan arising from this, that aligns with the foundations of Service learning.

Staff will monitor student progress in writing and numeracy against the expectations of the New Zealand Curriculum. While assessment is continuous and ongoing, to assist staff in establishing clear judgements staff will follow an assessment schedule established for the year. For 2023 the schedule is:

Term 1:

Second Week of March: Assessment Week

PAT Mathematics

STAR

PAT Listening comprehension

Year 2 – 4 Writing sample – Learning Progressions

Year 5+ e-Asttle: Writing and Math

Running Records and NumPa (?) are ongoing

Probe reading for students deemed “at risk”.

Term 2

Year 2 – 4 PM readers or Probe

Year 5+ e-Asttle Reading

Term 3

At Risk students Probe

Term 4

Week 3 will be Assessment Week

STAR

e-Asttle Reading, Writing, and Math

Visual Arts or performing Arts will be completed throughout the year as to align with the Rich learning topics being covered. This is also the same for Speeches, Speeches will be included where appropriate within the Rich Learning Context for each class.