

# LIBERTON CHRISTIAN SCHOOL

## STRATEGIC AND ANNUAL PLAN

### 2024-2026



5 Hillary St  
Pine Hill  
Dunedin  
(03) 473 7599  
Email: [admin@libertonchristian.school.nz](mailto:admin@libertonchristian.school.nz)  
Web Site: [www.libertonchristian.school.nz](http://www.libertonchristian.school.nz)

*Submission Date to Ministry of Education: 1 March 2024*

## TABLE OF CONTENTS

	<i>Page</i>
School Planning and Reporting Requirements	1
Our Vision, Mission, Special Character Statement	2
School History	3
School Values Statement	4
Principles	8
SWOT Analysis	13
National Education Learning Priorities (NELP)	14
Areas of Special Interest	15
School Context	16
Strategic Goals	17
Strategic Planning	18
Annual Planning	19
BOT Self Review Work Plan	21

## **SCHOOLS' PLANNING AND REPORTING (FROM MINISTRY OF EDUCATION ONLINE)**

### **OVERVIEW**

Effective planning and reporting underpins all the other work that schools and kura do.

Schools and kura need to intentionally plan, and evaluate their performance to:

- give effect to Te Tiriti o Waitangi and support Māori-Crown relationships
- meet legislated board primary objectives and show how the school or kura has had particular regard for the National Education and Learning Priorities (NELP)
- ensure the needs of all ākonga are met
- ensure the voices of all ākonga and whānau are heard
- implement teaching and learning programmes that give effect to the New Zealand Curriculum or Te Marautanga o Aotearoa to improve outcomes for all ākonga.

### **THE NEW FRAMEWORK: TE WHAKANGĀRAHU NGĀTAHI | PLANNING TOGETHER**

Under the Education and Training Act 2020, a new planning and reporting framework came into effect on 1 January 2023. Regulations that set out the details of the new framework have now been made.

Te Whakangārahu Ngātahi | Planning Together is designed to help:

- focus schools and kura on continuously improving their planning and reporting practices to deliver equitable and excellent outcomes for all learners
- support learners, whānau and communities to be involved in the planning process for their school or kura
- give schools and kura flexibility to reflect their local contexts in their planning and reporting
- support whānau and communities to hold their schools or kura accountable for learner outcomes.

Te Whakangārahu Ngātahi | Planning Together requires your board to develop:

- a 3-year strategic plan developed in consultation with their school community, that sets out how the board will meet their primary objectives (Education and Training Act 2020)
- an annual implementation plan that sets annual targets and actions for working towards their strategic goals
- an annual report that reports on the school's progress and finances.

## **OUR VISION**

Our children, as part of the Christian community, learning with enthusiasm, growing in knowledge, developing their abilities, and desiring to serve God.

## **OUR MISSION**

To support Dunedin's Christian community by providing a primary education for its children that is of the highest quality, that is delivered in a distinctively Christian framework and that encourages family involvement.

## **SPECIAL CHARACTER STATEMENT**

Liberton Christian School is a non-denominational Full Primary School (Year 1 to Year 8) operated by Dunedin Christian Schools Association for the purpose of offering a comprehensive Christian primary education to families in the Christian and wider community in Dunedin.

The Special Character of the school is determined by the Christian world and life view of Dunedin Christian Schools Association, as outlined in Articles III and IV of the Constitution of Dunedin Christian Schools Association, which as the Proprietor continues to have the right to determine from time to time what is necessary to preserve and safeguard that Special Character.

The school reflects this by:

Affirming that a personal knowledge of Jesus Christ, together with an acceptance of the authority of the Bible forms the basis for a Christian view of life.

Fostering in students the development of concepts, abilities, and creativity that seek to proclaim the marvel and potential of God's wonderful creation.

Nurturing in students a desire to faithfully develop their God-given gifts in the service of God and their neighbour.

Encouraging and developing in students the ability to make personal and communal decisions from a Christian perspective.

Accepting that the Special Character of the School is a visible expression of the Christian community and fostering this sense of community amongst families, teachers, and supporters of the school.

## A BRIEF HISTORY

Liberton Christian School is a non-denominational state-integrated Christian School located in Pine Hill, Dunedin. It was founded in 1982 by the Dunedin Christian Schools Association (proprietor) with the intention of providing a comprehensive, biblically centred, full-primary level education (Years 1-8) for Dunedin's wider Christian community.

Starting as a private school with a roll of twenty students and one teacher in 1982, the school roll grew to the point where, by 1988, there were three teachers and pressure on the original two classroom facilities. In 1989 a third classroom was added to the school. By 1993, the School roll had almost reached seventy students.

In October 1999, the school became state-integrated and the roll gradually climbed from thirty six students (the level to which it dropped in 1998 and 1999) to the maximum of sixty two allowed under the integration agreement. In 2009, the school received an increase in the maximum roll cap which allowed growth to seventy five students.

In 2010 the Board of Trustees committed to funding a fourth classroom (created within the hall) in anticipation of a full roll and to ensure the year seven and eight students could receive specialised teaching and learning opportunities. The benefits were seen across the school through smaller class sizes and increased opportunities for all students.

Building of a fourth permanent classroom and larger library was completed in April 2013. In December 2013 a maximum roll increase application was granted which allowed roll growth to ninety students.

In 2015, due to a steady roll growth, the Board of Trustees committed to funding a fifth classroom. This continued into 2016 and 2017 as the board, together with the proprietor, looked toward the necessary development to make this permanent. At the end of 2016 a new maximum roll increase application was granted by the Ministry of Education to allow the roll to grow to 100 students in 2017 and 110 students in 2018.

The proprietor purchased an adjacent property in 2018 with the intention of developing it into two new junior classrooms. Work commenced on this project in September 2020 and it was completed in time for term 2 2021. The school now has six classrooms and supporting facilities. In November 2022 the proprietor began the process to apply to the Ministry of Education to extend the maximum roll cap to better meet the needs of the wider Christian community.

Over the last forty two years, the school has developed a positive record in terms of its Christian character and the high quality of the education that it delivers to its students. The Christian character of the school remains faithful to the vision set down by the founders of the Dunedin Christian Schools Association.

*The Lord has done great things for us, and we are filled with joy. Psalm 126:3*

## **LIBERTON CHRISTIAN SCHOOL VALUES STATEMENT**

NZ Curriculum Statement with the LCS SPECIAL CHARACTER INFLUENCE

### **Values: To be encouraged, modelled, and explored**

Values are deeply held beliefs about what is important or desirable. They are expressed through the ways in which people think and act.

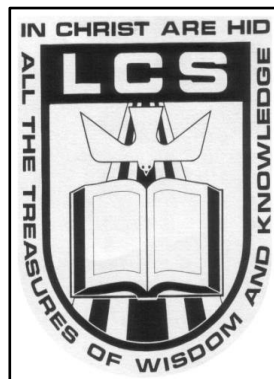
Every decision relating to curriculum and every interaction that takes place at Liberton Christian School should reflect the acceptance of the authority of the Bible as it forms the basis for a Christian view of life through the values of the individuals involved and the collective values of the institution.

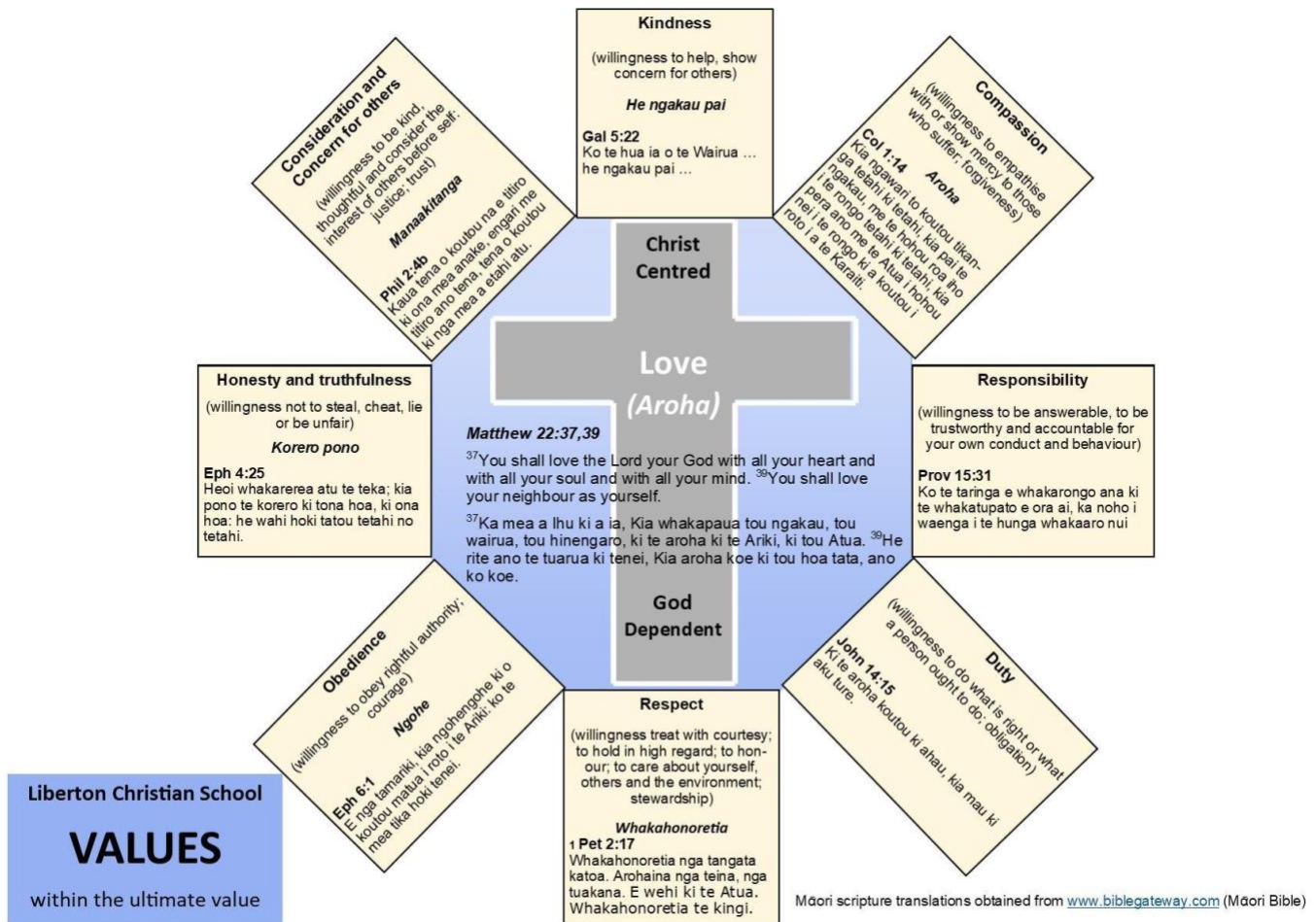
It is the intention that the values described below will endorse the Special Character of Liberton Christian School by

- Nurturing in students a desire to faithfully and fully develop their God-given gifts in the service of God and their neighbour
- Encouraging and developing in the students the ability to make personal and communal decisions from a Christian perspective
- Allowing opportunities for the students to develop their God-given gifts in a way that will help them to proclaim and show innovation, inquiry and curiosity about the marvel and potential of God's wonderful creation.
- Building strong character qualities which will help students have a positive attitude in order to do their best in school, succeed in life and successfully live and work with others. – Character determines behaviour just as behaviour demonstrates character.
- Acknowledging that we all fall short of the glory of God and that not only do we sin and fail to keep these values, even keeping these values to the best of our ability will not make us right with God. In teaching these values we will:

- 1) emphasise living these as a grateful response to the forgiveness we have in Christ.
- 2) teach what the Bible calls us to do when we fail to live these values as we should.

Within a Biblically based and Christ centred curriculum and learning environment the students at Liberton Christian School will be encouraged to value the 8 Cornerstone Values.





The values of LOVE & FORGIVENESS will be looked at as they relate to each of the Cornerstone Values.  
Our values are lived in LOVE and failure is FORGIVEN.

Through their learning experiences, students will learn about:

- their own values within a Christian worldview perspective, and those of others
- the values on which New Zealand's cultural and institutional traditions are based
- the values of other groups and cultures

Through their learning experiences, students will develop their ability to:

- express the values appropriate to the special character of the school and God and His creation (others and the world / environment around them)
- explore, with empathy, the values of others
- discuss disagreements that arise from differences in values and negotiate solutions (refer to the school's restorative justice procedures)
- make Christian worldview value decisions and act on them.

It is intended that the Values to be encouraged, modelled, and explored will not only relate to the quality of students' thinking but also towards their Character Education where there will also be a positive application in the quality of students' behaviour.

## FROM THE HEAD – TO THE HEART – TO THE HANDS

Implementation – How our identified values will be an integral part of teaching, learning, and reflected in the daily life of the school:

- Over a two year cycle the school will focus on one of the eight Cornerstone Values per term eg:  
An order for the value of the term approach that works well is:  
Year 1 - Responsibility, Kindness, Honesty & Truthfulness, Consideration.  
Year 2 - Respect, Compassion, Obedience, Duty
- LOVE & FORGIVENESS will be treated as values distinctly relevant to daily life and will be looked at as they relate to each of the Cornerstone Values focused on.
- Display values and definitions in classrooms and corridors - through role play, etc.
- At the start of each term as a staff discuss and share ideas about the value – then “teach” the value – throughout the term reinforce it to help students understand the definition, desire the benefit and practice the value for that term – use teaching and learning objectives and resources to help unpack each definition
- Display student work / library books / sing a song that supports the value of the term
- Explain and promote each term’s value in a newsletter at start of term.
- Nominate practical community projects to reinforce the value of the term. (eg: 40 Hour Famine = Compassion)
- Promote and affirm classroom and playground models of the value - Present assembly awards that acknowledge the value of the term.
- Encourage students to look for stories of heroes that model good character and celebrate them
- Make mention of Values and Character when reporting to parents
- Use a “Think / Restorative Justice” sheet that incorporates the school’s values - asking students to consider the appropriateness of their action
- Emphasise the value of the term with senior pupils in leadership roles
- “Cornerstone Values” can also be directly linked to the N Z Curriculum Key Competencies:  
Managing Self – (Responsibility, Honesty, Obedience)  
Relating To Others – (Respect, Kindness, Compassion, Consideration, Honesty)  
Participating and Contributing – (Duty, Respect, Responsibility)

Reviewing the effectiveness of Liberton Christian School’s Values programme:

- Pupil Self-assessment –as a term unit progresses they can share, record any changes in their own or others’ behaviour related to the term’s Value
- If there is a particular class “issue” then the class can review any changes that may need to be resolved, or have resulted from a Value

- When a Value is introduced students may share personal observations, experiences, and understandings. etc about the Value.
- At the end of a teaching session teachers may note or students record responses in a “Thinking Back” post discussion eg: Thinking back “Now that we have finished our unit on cause and effect, why do you think the law of consequences is sometimes referred to as reaping and sowing.” “Why do you think accidents never just happen?”
- Teachers / Parents / Students may note a school climate change or individual students’ attitudes and behaviour changes.
- Staff / Pupils may complete the personalised self-reflective checklist as found in the Resource packs.
- At the end of term teachers will complete a brief review (including student feedback from older classes) using the questions from the sheet at the back of the ‘Biblical References for Values Curriculum’ booklet. This feedback can be reported to staff and BoT as data for review and for further developing the “Biblical Reference for Values Curriculum” resource for presenting Cornerstone Values from a Christian perspective.





**PRINCIPLES: FOUNDATIONS OF CURRICULUM, DECISION MAKING.**

The principles set out below represent a consideration of both the Special Character foundations of Liberton Christian School and the guidelines from the NZC (Pg 9).

Within a God honouring context it is intended that these principles will form the processes of planning, prioritising and review, and allow the students to experience a curriculum founded on a Biblical WorldView that engages and challenges them, is forward-looking and inclusive, and affirms New Zealand’s and Liberton Christian School’s unique identity.

*“... I have come so that they may have life, and have it to the full.” John 10:10  
 “I am the way and the truth and the life, ...” John 14 6a*

*“An education that acknowledges the lordship of Christ over children and the curriculum is not an option – it is a command” (Page 11 Engaging the culture: Christians at work in education)*

**High Expectations**

<b>NZ Curriculum</b>	<b>LIBERTON CHRISTIAN SCHOOL</b>
The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.	<ul style="list-style-type: none"> <li>● Learning Commitments – Children setting own goals – self-directed learning Key Competencies, Inquiry learning etc</li> <li>● Special needs/ advanced abilities / barriers – meeting needs</li> <li>● Variety of programmes – to meet various learning styles to help realise individual potential</li> <li>● Reflection time - Self-regulated learning opportunities</li> <li>● Use of MOE exemplars to model learning etc.</li> <li>● Public recognition of achievement eg: Certificates at assemblies</li> <li>● Values / Character education</li> <li>● Senior pupils leadership programme</li> <li>● Representing the school and participation in outside activities</li> <li>● Funding provided to meet particular needs, strengths or experiences</li> <li>● Opportunities to help realise maximum individual potential</li> </ul>
<p style="text-align: center;"><b>Biblical Perspective</b></p> <p style="text-align: center;"><b>COLOSSIANS 3; 23-24</b></p> <p style="text-align: center;">“Whatever you do, work at it with all your heart, as working for the Lord, not for men, since you know you will receive an inheritance from the Lord as a reward.”</p>	
<p><b>Current focus:</b></p> <ul style="list-style-type: none"> <li>● Continue to use the Annual Plan to set goals and achievement level considerations from summative assessment reports and staff reflections.</li> <li>● Students to use self-reflection activities and teacher guidance to set next steps.</li> </ul>	

Treaty of Waitangi

NZ Curriculum	LIBERTON CHRISTIAN SCHOOL
The curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga.	<ul style="list-style-type: none"> <li>● Assembly waiata / greetings – National Anthem</li> <li>● Following protocol in class activities</li> <li>● Identifying Māori students</li> <li>● Māori target re Curriculum assessment – next steps for at risk students (report to BOT)</li> <li>● Class treaty</li> <li>● Taha Māori</li> <li>● Acknowledging culture in whole curriculum – myths</li> <li>● Bi-lingual books</li> <li>● Resources on www sites and wikispaces pages etc</li> </ul>
Biblical Perspective	
<p><b>DEUTERONOMY 29:14</b></p> <p>“I am making this covenant, with its oath, not only with you who are standing here with us today in the presence of the Lord our God but also with those who are not here today.”</p>	
<p><b>Current focus:</b></p> <ul style="list-style-type: none"> <li>● Reinforce and extend Te Reo Maori in school wide activities. Eg: assemblies, weekly waiata.</li> <li>● Continue to provide opportunities to participate in cultural performance groups, Kapa Haka group visits, Polyfest, etc.</li> <li>● Continue to build school wide resources for staff and pupil use.</li> </ul>	

Cultural Diversity

NZ Curriculum	LIBERTON CHRISTIAN SCHOOL
The curriculum reflects New Zealand’s cultural diversity and values, the histories and traditions of all its people.	<ul style="list-style-type: none"> <li>● Myths and Legends around the world</li> <li>● Topic work – visitors / family cultural backgrounds</li> <li>● Shared lunches – family cultural influences</li> <li>● Parental inclusiveness – visits and share / talk</li> <li>● Drama and dance topic / theme activities</li> <li>● Library Books</li> <li>● Wall displays from other cultures</li> <li>● Greetings</li> <li>● Support for ESL students</li> <li>● Cultural festival / celebration dress up days</li> <li>● Considering others through a Biblical world view</li> </ul>
Biblical Perspective	
<p><b>LUKE 10: 27, 36 – 37</b></p> <p>He answered; “Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind”; and, ‘Love your neighbour as yourself.’” ... “Which of these three was a neighbour to the man who fell into the hands of robbers?” The expert in the law replied, “The one who had mercy on him.” Jesus told him, “Go and do likewise.”</p>	
<p><b>Current focus:</b></p> <ul style="list-style-type: none"> <li>● Continue to offer to intermediate students the learning of other language units.</li> <li>● Inquiry based learning in Social Sciences.</li> </ul>	

**Inclusion**

<b>NZ Curriculum</b>	<b>LIBERTON CHRISTIAN SCHOOL</b>
The curriculum is non-sexist, non-racist and non-discriminatory; it ensures that students' identities, languages, abilities and talents are recognised and affirmed and that their learning needs are addressed.	<ul style="list-style-type: none"> <li>● Shared responsibility between parents – staff - students</li> <li>● Identifying barriers – and catering for them</li> <li>● Individual students identities – abilities / talents recognised and catered for where possible – in both classroom and school wide activities</li> <li>● Academic, cultural and sporting activities available Support from / for Teacher Aides</li> <li>● Learning commitments – student, parent, teacher collaboration</li> <li>● Small class numbers</li> <li>● External support systems eg RTLB, ESOL</li> <li>● Cross ability grouping</li> <li>● All age assembly leadership opportunities</li> <li>● Whole school activities</li> </ul>
<b>Biblical Perspective</b>	
<p><b>JOHN 4:10</b></p> <p>“Each one should use whatever gift he has received to serve others, faithfully administering God’s grace in its various forms.”</p>	
<p><b>Current focus:</b></p> <ul style="list-style-type: none"> <li>● Provide a variety of opportunities to engage parents in school based / outside school activities, curriculum consultation, etc.</li> <li>● The Values programme is used to encourage students to respect and include others.</li> </ul>	

**Learning to Learn**

<b>NZ Curriculum</b>	<b>LIBERTON CHRISTIAN SCHOOL</b>
The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.	<ul style="list-style-type: none"> <li>● Self – Regulated learning opportunities / reflections and next steps</li> <li>● Learning commitments – student initiated re Key Competencies</li> <li>● Inquiry Learning process – reflections – research etc</li> <li>● WALTs and Success criteria student / teacher generated</li> <li>● Scaffolding – Modelling – Templates – Guide Sheets etc</li> <li>● Provision for a variety of Thinking Tasks and Tools</li> <li>● Integrating and developing e-learning</li> <li>● Independent activity choices</li> <li>● Supportive learning environments</li> </ul>
<b>Biblical Perspective</b>	
<p><b>PROVERBS 1:5</b></p> <p>“Let the wise listen and add to their learning, and let the discerning get guidance.”</p>	
<p><b>Current focus:</b></p> <ul style="list-style-type: none"> <li>● Whole school Integrated Inquiry Learning planning.</li> <li>● Revision of curriculum delivery plans.</li> </ul>	

### Community Engagement

NZ Curriculum	LIBERTON CHRISTIAN SCHOOL
The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whanau and communities.	<ul style="list-style-type: none"> <li>● Home and School – Fundraising – Shared meals ...</li> <li>● BOT &amp; DCSA, meal meetings</li> <li>● Open door policy</li> <li>● LCS Website and Class Wikispaces, Blogs</li> <li>● Curriculum sharing nights</li> <li>● (Family) assemblies</li> <li>● Newsletters – class / school</li> <li>● Class trips and parent help [coaches, camps]</li> <li>● Sporting and cultural events</li> <li>● Guest speakers – Entertainers – Missionaries</li> <li>● 40 Hour Famine school commitment</li> <li>● Character Education [eg School Band connecting with the elderly].</li> <li>● Sustainable Garden involvement</li> <li>● Combined LCS / PH Church Service at St Marks</li> <li>● Parent conferences</li> <li>● Community use of facilities eg: Mainly Music</li> <li>● Neighbourhood care – eg: Eco day</li> </ul>
Biblical Perspective	
<p><b>1 CORINTHIANS 12:12</b></p> <p>The body is a unit, though it is made up of many parts; and though all its parts are many, they form one body.”</p>	
<p><b>Current focus:</b></p> <ul style="list-style-type: none"> <li>● Providing a variety of activities to help involve the parents we don’t often see.</li> <li>● Promote the special character of the school within the church community.</li> </ul>	

### Coherence

NZ Curriculum	LIBERTON CHRISTIAN SCHOOL
The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherence with regard to transitions, and opens up pathways to further learning.	<ul style="list-style-type: none"> <li>● Character education</li> <li>● E-learning</li> <li>● Environmental education</li> <li>● Inquiry into the teaching–learning relationship. – Action Research tasks ICT</li> <li>● Make connections to prior learning and experience</li> <li>● Creating a supportive learning environment</li> <li>● Facilitation of shared learning</li> <li>● Buddy reading Jnr / Snr school</li> <li>● Integrated Units – Inquiry Learning</li> </ul>
Biblical Perspective	
<p><b>PSALM 36b</b></p> <p>“For with you is the fountain of life; in your light we see light”</p>	
<p><b>Current focus:</b></p> <ul style="list-style-type: none"> <li>● Curriculum areas integrated to make meaningful links for students’ learning.</li> <li>● Education for sustainability.</li> </ul>	

### Future Focus

NZ Curriculum	LIBERTON CHRISTIAN SCHOOL
The curriculum encourages children to look to the future by exploring such significant future focused issues as sustainability, citizenship, enterprise, and globalisation.	<ul style="list-style-type: none"> <li>● Key competencies – managing-self personal learning goals</li> <li>● Character education</li> <li>● Encouragement of the identification and recognition of strengths / weaknesses and what can be done to assist or enhance learning</li> <li>● Encourage reflective thought / action ie next steps</li> <li>● Putting new learning into authentic contexts</li> <li>● Encouraging lifelong learning – career choices – tertiary education</li> <li>● Through a Biblical World View be able to refer to future hope for eternity</li> <li>● Students encouraged to apply a Biblical World View when applying their abilities to influence aspects of their own small part of the world</li> </ul>
Biblical Perspective	
<p>PHILIPPIANS 3:13 -14</p> <p>“... But one thing I do: Forgetting what is behind and straining towards what is ahead, I press on towards the goal to win the prize for which God has called me heavenwards in Jesus Christ.”</p>	
<p><b>Current focus:</b></p> <ul style="list-style-type: none"> <li>● Education for sustainability.</li> <li>● Consciously teach the students to apply a Biblical Worldview in their lives.</li> <li>● Always consider what new opportunities are available.</li> </ul>	



## SWOT ANALYSIS

The Board of Trustees has assessed the strengths and weaknesses of the school, as well as the opportunities and threats faced by the school, and notes the following:

### Strengths

- A distinctive special character.
- High quality teachers.
- Strong relationships between teachers, parents and students.
- A parent community that is very involved in the life of the School.
- Students from a range of ethnic and socio-economic backgrounds.
- Purpose built school facilities which are being gradually upgraded.
- A set of values that are shared by parents and teachers alike.
- A broad curriculum with positive emphasis on the teaching of literacy and numeracy.

### Weaknesses

- In common with other smaller schools we recognise a lack of critical mass can result in reduced breadth of opportunities in comparison to larger schools.
- The total land area of 0.63ha means that further growth may necessitate land purchase.

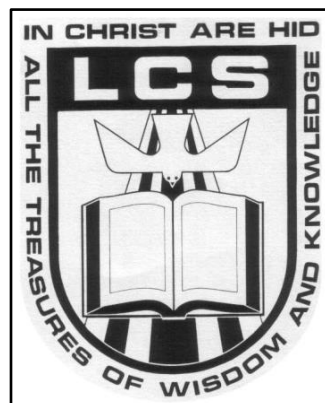
### Opportunities

- We are the only non-denominational state-integrated full-primary Christian School in Dunedin.
- There is a growing appreciation in the Christian community of an educational provision that is underpinned by a Christian worldview.
- With consistent pressure on our roll of 110 we have the opportunity to explore raising the maximum roll cap, with teaching facilities capable of accommodating more students.

### Threats

- The School is not centrally located in Dunedin and is not easily accessible by public transport for young children.
- We do not currently provide before or after school care.

Reviewed 13 February 2024



## NATIONAL EDUCATION AND LEARNING PRIORITIES

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) set out the Government’s priorities for education that will ensure the success and wellbeing of all learners. They are statutory documents issued under the Education and Training Act 2020 that direct government and education sector activities towards the actions that will make the biggest difference, and ensuring that we are able to strengthen the education system to deliver successful outcomes for all learners/ākonga.

The NELP and TES priorities will help create education environments that are learner-centred, and where more of our learners, and especially more of our Māori and Pacific learners, are successful. Therefore, they encourage all places of learning to focus on:

- ensuring that they are safe and inclusive and free from racism, discrimination, and bullying
- strengthening the quality of teaching our learners receive to give our learners the skills they need to succeed in education, work and life
- collaborating more with whānau, employers, industry and communities
- taking account of learners’ needs, identities, languages and cultures in their practice, and
- incorporating te reo Māori and tikanga Māori into everyday activities.

### The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young

people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government’s long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown’s responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.

OBJECTIVES	OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4	OBJECTIVE 5			
	<b>LEARNERS AT THE CENTRE</b> Learners with their whānau are at the centre of education	<b>BARRIER FREE ACCESS</b> Great education opportunities and outcomes are within reach for every learner	<b>QUALITY TEACHING AND LEADERSHIP</b> Quality teaching and leadership make the difference for learners and their whānau	<b>FUTURE OF LEARNING AND WORK</b> Learning that is relevant to the lives of New Zealanders today and throughout their lives	<b>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</b> New Zealand education is trusted and sustainable			
PRIORITIES	1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	2 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	3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	4 Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy	5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	7 Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	8 Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)
	<small>* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language</small>				<small>In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.</small>			
	<small>The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government’s priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).</small>				<small>The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.</small>			
	<small>Some aspects of these priorities will be more applicable to one sector than others.</small>				<small>The NELP is designed to guide those who govern licensed early learning services, ngā kōhanga reo, schools and kura.</small>			

*Liberton Christian School values providing a high quality Christian education to all students:*

**Success For All (NELP 1)**

We are a small school that has students with a wide range of learning abilities. Students' individual needs are catered for within classroom programmes through small group guided and shared sessions for numeracy and literacy learning. Students with identified learning needs are supported further by their teacher, our Learning Support Coordinator, and when required, with additional teacher-directed teacher aide assistance. Students with interest or ability in identified areas are given opportunities for further extension within class programmes and through extra-curricular opportunities as available. All students are encouraged and assisted to achieve to the best of their ability.

The school operates with an 'open door' philosophy and encourages positive and open home and school relationships.

**A Safe Learning Environment (NELP 1)**

A safe emotional and physical environment is maintained by reference to Biblical standards of love and consideration of others, and by the updating and regular review of school policies, procedures and practices.

**Unique Position of Māori Culture and Provision of Te Reo Māori (NELP 1,2)**

Liberton Christian School seeks to honour Te Tiriti o Waitangi.

Liberton Christian School acknowledges, through curriculum implementation delivered within the context of its special character, the position of Māori as tangata whenua in New Zealand's bicultural heritage.

The Board of Trustees sensitively monitors the progress and achievement of Māori students. Steps are taken to ensure no student is individually identifiable in reporting.

All students participate in Te Reo Māori programmes and in learning opportunities for Te Ao Māori within the framework of our special character.

**Cultural Diversity (NELP 1,2,3)**

We teach our students that all people are created and loved by God and that we are all equal in His sight. We promote respect for the diverse ethnic and cultural heritage of all nationalities represented at our school and the wider community.

**Improving Literacy and Numeracy For All Students (NELP 1,2,3,4)**

There is a strong focus on the acquisition of literacy and numeracy skills at all levels. The school works diligently to help students develop these skills and assesses learning outcomes by using standardised assessment procedures along-side professional teacher observation. In 2023 we began using a structured literacy (iDeal) approach for our school-wide spelling programme.

**Student Achievement Information**

Teachers purposefully use assessment information to inform the next teaching and learning steps. The focus is on identifying where children are at in their learning so as to be able to better meet their individual needs.

**Reporting**

Liberton Christian School values strong relationships between students, parents and teachers and reports to its school community through parent forums, two oral and two written reports each year, and a fortnightly newsletter. Parent/Teacher conference opportunities are very well attended by parents. The Board of Trustees is regularly informed of all aspects of student achievement.



## 2023 END OF YEAR STUDENT ACHIEVEMENT SUMMARY REPORT

**Student Achievement:** over the last five years against the NZ Curriculum for all students in years 1-8

READING	DEVELOPING	ACHIEVED	ABOVE
2019	11%	53%	36%
2020	11%	60%	29%
2021	9%	59%	32%
2022	7%	60%	33%
2023	5%	56%	39%
WRITING	DEVELOPING	ACHIEVED	ABOVE
2019	22%	50%	28%
2020	22%	48%	30%
2021	13%	68%	19%
2022	21%	54%	25%
2023	11%	66%	23%
MATHEMATICS	DEVELOPING	ACHIEVED	ABOVE
2019	18%	48%	34%
2020	13%	58%	29%
2021	11%	62%	27%
2022	12%	62%	26%
2023	7%	61%	32%

### Commentary on Student Achievement

Learning in all areas of the core curriculum are trending positively year-on-year and 2023 is particularly pleasing. Our consistently high level of student achievement above curriculum expectations is of note, and points to the high-quality teaching and learning in our school and the way in which our families value their children’s learning. This year we implemented the structured literacy approach for teaching spelling and phonological awareness. While it is too early to assess the impact of this on children’s reading and writing, nor have we assessed for this, we note the reduction in those developing in these areas. Anecdotal evidence suggests that the structured approach has improved the capability of some children who have previously been challenged by spelling and therefore made writing easier for them.

### Review of Strategic Plan and Community Consultation

Liberton Christian School has a robust self-review cycle. The parent community is consulted each term on policy as part of the Board of Trustees three-year cycle of planning and self-review. Parent and student surveys are discussed at the board and feed into the review cycle.

In 2023 our parents were invited to complete a Health Curriculum consultation, attend a parent forum on our structured literacy spelling programme, complete a comprehensive general survey that covered our intermediate ski camp, our school values programme, uniform and general school climate questions.

### Student Inclusive Practices Survey: NZCER survey 2023

Students report a high level of satisfaction in their learning and wellbeing at Liberton Christian School.

100% of year 5-8 students felt they and their parents were treated with respect by staff.

93% of year 5-8 students felt that our school supported them to do their best in lots of different areas (e.g. learning, being a leader, in sports or cultural groups).

93% of year 5-8 students felt students and teachers care about each other.

*Student ‘voice’ is highly regarded at Liberton. Senior students are offered regular opportunities to share their ideas and opinions directly with the principal. We operate with an ‘open door’ philosophy.*

## LIBERTON CHRISTIAN SCHOOL STRATEGIC GOALS

### Strategic Goal #1: Special Character

To have our Special Character impact all our students so that they are learning with enthusiasm, growing in knowledge, developing abilities and desiring to serve God.

### Strategic Goal #2: Teaching and Learning *(aligns with NELP Objectives 1, 2,3,4)*

All students are successfully able to access the New Zealand Curriculum with a particular focus on Structured Literacy.

### Strategic Goal #3: Community *(aligns with NELP Objectives 1,2,3)*

To extend the learning partnership and strengthen the whakawhanaungatanga *(getting to know each other)* with the school community.

### Strategic Goal #4: Growth

Provide for the growing demand for Christian education.

## ŌTEPOTI KI TE RAKI KĀHUI AKO ACHIEVEMENT CHALLENGES

1. Support teachers to collaborate across our Kāhui ako to positively affect student outcomes.
2. Evaluate and make a positive impact on student and teacher wellbeing/hauora across the Kāhui Ako.
3. Reflect culturally responsive practice and confidence across the Kāhui Ako.



**LIBERTON CHRISTIAN SCHOOL STRATEGIC PLANNING 2024-2026**

**Special Character / Teaching and Learning**

This planning relates to strategic goals 1 and 2 and focuses on delivering quality teaching and learning for all students through our special character.

<p>To have our Special Character impact all our students so that they are learning with enthusiasm, growing in knowledge, developing abilities and desiring to serve God.</p> <p>All students are successfully able to access the New Zealand Curriculum with a particular focus on Structured Literacy.</p>			
<b>Objective</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>
<p>Ensure LCS has a stimulating curriculum, reviewed regularly to ensure it is relevant and up to date, and that is <i>documented and delivered from a Christ-centred perspective. Reviews can include staff, parents and BoT.</i></p>	<p>As part of our Self Review cycle, Science, English (writing) and Technology learning areas will be reviewed.</p> <p>Review the Key Competencies documentation, and the Christian character of the school.</p>	<p>As part of our Self Review cycle, Mathematics, the Arts, and Learning Languages/Te Reo areas will be reviewed.</p> <p>Review the Christian Character of the school.</p>	<p>As part of our Self Review cycle, Social Science, English (reading), Health and PE learning areas will be reviewed.</p> <p>Review the Values documentation, and the Christian character of the school.</p>
<p>Maximise student engagement and achievement in literacy.</p> <p><b>ANNUAL PLAN GOAL</b></p>	<p>Review / embed a structured literacy approach (iDeal) for spelling and phonological awareness across the school.</p>		<p>Identify the next literacy achievement goal by the end of 2025.</p>
	<p>Strengthen teacher capability to deliver a structured literacy approach for spelling.</p>		
	<p>Review / embed a phonological awareness programme (Heggerty) across years 0-2.</p>		
<p>Review and update our Curriculum Delivery plan in the light of the NZC Refresh.</p>	<p>Using the support and guidance of the Ministry of Education, work through the New Zealand Curriculum Refresh programme.</p>		

**Roll Growth:** This planning relates to strategic goal 4

To provide for the growing demand for Christian Education			
<b>Objective</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>
Grow the school facilities and roll over the next three years.	Apply to the MOE to increase the roll cap to 140. If granted, grow the roll to 120+.	Grow the roll to 140 (if MRI granted)	Work with the proprietor to assess the remaining growth potential of our school property and plan for the next steps.

**LIBERTON CHRISTIAN SCHOOL ANNUAL PLAN 2024**

<b>Strategic priority: STRUCTURED LITERACY (Spelling)</b>		
To have our Special Character impact all our students so that they are learning with enthusiasm, growing in knowledge, developing abilities and desiring to serve God. All students are successfully able to access the New Zealand Curriculum with a particular focus on Structured Literacy (spelling).		
<b>Annual Aim:</b> Teach a structured literacy approach (iDeal) for spelling and phonological awareness across the school. Analyse spelling assessment across the school to identify progress for students below expectation in literacy areas.		
<b>Baseline Data:</b> We have excellent reading achievement across our school. Our writing achievement is always lower and we would like to improve the outcomes for our students. Children who have dyslexic tendencies struggle with literacy acquisition overall. A structured literacy approach is designed to help these learners and will strengthen the phonological and spelling ability of all learners. Our 2023 achievement results were positive. It is too soon to identify if the iDeal spelling programme is supporting children with dyslexic tendencies more than our previous spelling approaches, although some anecdotal observations were made.		
<b>Target:</b> Children identified with dyslexic tendencies will make progress evidenced by the iDeal assessments across the year.		
<b>Actions:</b>	<b>Who:</b>	<b>Timeframe:</b>
Assess and group students for the iDeal spelling programme.	Grant/All staff	Term 1 week 2
Implement iDeal spelling across all classrooms. Implement Heggerty across Y1-2.	All staff	Term 1 week 3
Allocate staff meeting time for further PLD and conversations as needed. Decide when assessment is best completed.	All staff	Each term
Regular self-review to check on and update student progress.	All staff	Terms 2 & 4
<b>Monitoring:</b> Regular reviews of progress will inform practice. Questions to review progress – How are we going? What progress can we identify? Where are the gaps? What needs to change? Are there resources we need? What are our next steps?		
<b>Resources:</b> All teaching staff taught the iDeal spelling programme during 2023. Our Learning Support Coordinator has experience and expertise with the iDeal programme. iDeal is a supported platform that provides a good level of support for teachers to implement the programme.		

## OTHER KEY IMPROVEMENT STRATEGIES TO ACHIEVE STRATEGIC VISION

### STRATEGIC AIM #3

To extend the learning partnership and strengthen the whakawhanaungatanga (*getting to know each other*) with the school community.

The principal and members of the board of trustees will meet with broad ethnic groups from our community to strengthen our school community and ensure every group has a voice.

### TE TIRITI O WAITANGI

Create opportunities to meet and kōrero with Māori whānau in our community to understand how we can better serve their families.

### SPECIAL CHARACTER/PERSONNEL

Support teachers to grow their understanding and teaching practice of the special character of the school. Facilitate attendance at NZACS Leaders Conference for leadership staff.

### FINANCE AND PROPERTY

Meet all financial reporting requirements.

Work with the BOP to address maintenance and upgrade projects around the school property.

### HEALTH AND SAFETY

Identify, rectify and report all hazards to BOT.

Review the Health and Safety Policy and procedures.

### SELF-REVIEW

Maintain a rigorous self-review cycle of planning and review to ensure we have a stimulating curriculum that is relevant and up to date, and delivered from a Christ-centred perspective.

Monitor issues of equity and excellence through our self-review process to help focus the BoT in promoting achievement and success for our diverse learners.

Work to regard the National Education and Learning Priorities (NELP) statements and objectives, and work to align these with our own strategic planning.

### COMMUNITY ENGAGEMENT

Undertake at least two opportunities for community engagement and consultation.

Support parents in the transition to high school.

## LIBERTON CHRISTIAN SCHOOL BOARD OF TRUSTEES WORK PLAN.

The Board operates a three-year cycle of planning and review.

The Board meets on the Tuesday of weeks three and nine each term (eight meetings per year).

2024 (Year 3)	Term 1		Term 2		Term 3		Term 4	
<b>Meeting Number</b>	1	2	3	4	5	6	7	8
<b>Requirements</b>	Roll Return	Annual Report			Roll Return			
<b>Strategic Planning</b>	Finalise Strategic Plan Submit to MOE Add to website		Annual Report to MOE Add to website				Review 10YMP	A of V draft report
<b>Strategic Aims</b>	#1	#2	#3	#4	#1	#2	#3	#4
<b>Review of Curriculum Progress &amp; Achievement</b>	English -Writing		Key Competencies		Science Christian Character		Technology	
<b>Professional Growth Cycle</b>			Assurance to BOT that PGC is in place				PGC assurance to BOT	
<b>Budget</b>	Approval	Monitor	Monitor	Mid-year review	Monitor	Monitor	Monitor	Draft budget
<b>Policy</b>	Allocation of Management Units		Equal Employment Opportunities		Good Employer and Personnel		Assessment	
	Entertainment, Gifts and Travel		Property and Asset Management		Health & Safety (annual)		Recruitment and Selection of Staff	
	Internal Financial Control		Privacy of Information		Smoke & Drug Free		Theft and Fraud Prevention	
					All International Student Policies (annual)			
<b>Board and Staff PLD</b>	Set goals for the year						Review	
<b>Local/National Initiatives</b> <i>(could include)</i>	Beginning of year community event Fundraising committee		NZACS conference		Parent forums / survey		End of Year Community event	

2025 (Year 1, election year)	Term 1		Term 2		Term 3		Term 4	
Meeting Number	1	2	3	4	5	6	7	8
Requirements	Roll Return BoT Nominations	Annual Report	BoT Elections Trustee Induction Plan Board PD		Roll Return	Health Curriculum Community Consultation		
Charter and Strategic Planning	Finalise Strategic Plan Submit to MOE Add to website		Annual Report to MOE Add to website				Review 10YMP	A of V draft report
Strategic Aims	#1	#2	#3	#4	#1	#2	#3	#4
Review of Curriculum Progress & Achievemen t	The Arts		Learning Languages/ Te Reo Principles		Christian Character		Maths	
Professional Growth Cycle			Assurance to BOT that PGC is in place				PGC assurance to BOT	
Budget	Approval	Monitor	Monitor	Mid-year review	Monitor	Monitor	Monitor	Draft budget
Policy	Staff PGC's and Development  Smoke and Drug Free  Attendance		Career Education Reporting to Parents Equal Employment Opportunities Animal Welfare Sickness, Infectious Disease and Injury		Staff Leave Health and Safety (annual) Internet Safety All International Student Policies (annual)		Special Educational Needs  Harassment  Education Outside the Classroom	
Board and Staff PLD	Set goals for the year						Review	
Local/Nation al Initiatives (could include)	Beginning of year community event Fundraising committee		NZACS conference		Parent forums / survey		End of Year Community event	

2026 (Year 2)	Term 1		Term 2		Term 3		Term 4	
Meeting Number	1	2	3	4	5	6	7	8
Requirements	Roll Return	Annual Report	Health Curriculum Community Consultation		Roll Return			
Strategic Planning	Finalise Strategic Plan Submit to MOE Add to website		Annual Report to MOE Add to website				Review 10YMP	A of V Draft report
Strategic Aims	#1	#2	#3	#4	#1	#2	#3	#4
Review of Curriculum Progress & Achievement	Social Sciences		English -Reading		Christian Character		Health and PE Values	
Professional Growth Cycle			Assurance to BOT that PGC is in place				PGC assurance to BOT	
Budget	Approval	Monitor	Monitor	Mid-year review	Monitor	Monitor	Monitor	Draft budget
Policy Review	Financial Management Curriculum delivery Treaty of Waitangi Enrolment		Handling of Concerns and Issues Māori Achievement Equal Employment Opportunities		Health and Safety (annual) Child Protection Smoke & Drug Free Visitors to School All International Student Policies (annual)		Discipline Policy Review Programme	
Board and Staff PLD	Set goals for the year						Review	
Local / National Initiatives (could include)	Beginning of year community event Fundraising committee		NZACS conference		Parent forums / survey		End of Year Community event	



