



HILLVIEW CHRISTIAN SCHOOL

MoE Number 0341

CHARTER 2017

Vision: To grow young people who love God and impact others through service and leadership.

Mission: To provide a quality education in a Christian environment where children can develop their God-given abilities

Values: Whanau, Excellence, Humility, Respect, Compassion, Innovation



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HILLVIEW CHRISTIAN SCHOOL

1. DESCRIPTION OF THE SCHOOL

1.1 Who We Are

Hillview Christian School was established in 1977 by the Evangelistic Church of Christ to provide a Christian education which they believed was vital for the balance and growth of their children, both academically and spiritually. For the first 15 years, the school was known as St Martins Private School and the school was open only to children from families that were part of the founding church.

In the 1990's, the Evangelistic Church had a significant shift of vision and values. The church sought to be a lot more inclusive of others, relevant in how it communicated the Christian message and sought to work cooperatively with like-minded Christians and organisations from around Christchurch, New Zealand and beyond. This outward looking vision precipitated the church to change its name to South City Christian Centre in 1994 and in 2013 to South City C3 Church. (Here after in this Charter, referred to as "the church.")

The 1994 shift in vision for the church was also reflected in the school, with pupils accepted from outside of the church for the first time. The school was renamed St Martins Christian School in 1995 and then in 2001 became Hillview Christian School to avoid confusion with the nearby St Martins Primary School.

In 1994 the church formed a Trust to take responsibility for the development and maintenance of the land and buildings of the school as well as oversee the special character of the school. This Trust is called the South City Christian Centre Education Trust. (Here after referred to as the "SCCET") The SCCET is the proprietor of Hillview Christian School and receives attendance dues from school families as well as Government and Community Grants and uses these to provide quality facilities for the school to operate from.

Since becoming interdenominational in its vision and entering into an integration agreement with the Ministry of Education, there has been a substantial increase in the school roll. The roll is more than 500 greater than what it was in 1995 (almost 560, 2017). The school population is now much more diverse and the children come from a wide range of backgrounds – culturally, ethnically and socio-economically. The school has a decile rating of 7 which means that it has a mixed socio-economic parent community. The school community is principally from the east and south of Christchurch city and a wide cross-section of Churches are represented by our school families.

Hillview is reflective of the current ethnic make of New Zealand society with approximately 11% of our school population is of Maori heritage, 8% are of Pacific Island descent and 3% identifying as Asian descent - the balance being of European descent.

The latest ERO report, completed in May 2013, can be found at <http://www.ero.govt.nz/Early-Childhood-School-Reports/School-Reports/Hillview-Christian-School-20-05-2013>. Excerpts from the ERO report describe the special character and standards of the school well:

- *recognition and development of students' individual gifts and talents is central to this school's special character*
- *students...achieve highly...in reading and writing, 86% of students achieve at or above the National Standards. In mathematics, 83% achieve at or above National Standards*
- *the school responds very well to students' interests, needs and abilities....*
- *students benefit from high-quality teaching at all levels across the school*
- *there is a range of initiatives for students wanting to learn more about te reo and tikanga Maori....*

The school is situated in St Martins which is located in the south-east of Christchurch. The Junior Campus, currently Y0-4 pupils, (the original site) is located on a picturesque and peaceful site near the foot of the Port Hills. The Senior Campus, currently Y5-10 pupils, is located on the opposite side of Wilsons Road about 150 metres south of the original school and has excellent views of the Christchurch Port Hills. The school has three schools in one: Y0-2 (Junior School), Y3-6 (Primary School), and Y7-10 (Middle School).

1.2 The School Mission and Vision

Our Mission Statement

To provide a quality education in a Christian environment where children can develop their God-given abilities.

Our Vision Statement

To grow young people who love God and impact others through service and leadership.

Our Motto

We are an **OTHERS FIRST SCHOOL**....

Our motto is...

Thanking one another

Helping one another

Encouraging one another

Respecting one another

Serving one another

There are 4 key areas of focus for the school:

1: Provision of a Christian Environment

- Promotion of a **balanced life-style** fostering academic, social, physical and spiritual development through a caring, ordered and disciplined environment.
- Development of **self-discipline** which will equip each child to be conscientious, appreciative, co-operative, responsible, and above all to be actively supportive and caring towards others, and the creation around them.
- Ensuring the school policies reflect **Biblical principles and Christian conduct**.
- Employing **teachers** who share with parents the responsibility of nurturing children in their developing personal relationship with the Lord Jesus Christ.
- Endeavouring to develop pupils who discover the **purpose, identity and direction for their life and work** in partnership with parents and teachers to achieve this.
- Maintain an **open and accountable** relationship with the leadership team of South City Christian Centre in order that, where necessary they may assist in the spiritual development of children at Hillview Christian School at either staff, parent or student level.

2: Provision of a Quality Education

- Developing **Christian Character and life attributes** in each pupil that will contribute to them making a positive, lasting contribution to their communities as well as providing a fulfilling life.
- Encouraging pupils to **pursue excellence** by seeking to fully realise their potential in all areas of their lives - spiritual, creative, academic, physical and social.
- Encouraging children to **discover their talents** so they can dedicate their skills and abilities to God's glory.
- Providing a **balanced curriculum** that encourages the learning of skills, knowledge and wise application of their learning.
- Promotion of **individual responsibility** in learning and behaviour.
- Developing a love **of the outdoors and an appreciation of God's creation**.

3: Provision of a Place Where People are the Focus

- The **needs of the children are** central and each pupil is respected and appreciated as a unique individual made in the image of God.
- Recognising that children are the **responsibility of parents** and therefore parents should be consulted and given every opportunity to be involved in their children's education.
- **Staff are appreciated and valued** for the commitment and contribution they make to the life of the school.
- Staff are consistent in **demonstrating Christian service and leadership**.
- Strong **partnerships between home and school** will be nurtured and encouraged.

4: Provision of a Safe Environment

- The safety of the children is **paramount** at all times.
- The policies of the school are **adhered to fully**.
- Policies and procedures are **regularly reviewed**.
- New policies are established as the **need arises**.

1.3 Special Character of the School

The Special Character of the school is broadly defined in the Integration Deed. Monitoring of the school's Special Character is primarily the responsibility of the Proprietors and it is evaluated as part of our five year plan of review as well as being monitored annually through a review that is undertaken by the Board of Trustees. The Special Character of our school forms the rationale for the school's existence and is central to the operation of the school. All learning, curriculum development, implementation of the National Education and Administration Guidelines, National Education Priorities and National Curriculum Framework is underpinned and impacted by our Special Character. The following is taken from our integration deed.

Hillview Statement of Faith

We believe:-

- The Bible is the inspired, infallible, authoritative word of God and that it is our standard and guide for faith and practise.
- In one, almighty, triune God who exists in three persons, the Father, the Son and the Holy Spirit.
- In the full humanity and deity of our Lord Jesus Christ, in his virgin birth, sinless life, substitutionary atoning death, bodily resurrection, ascension to the right hand of the Father and personal return in power and glory.
- In the Holy Spirit, the third person of the trinity who among his various ministries regenerates, sanctifies, comforts, guides and empowers through his gifts, all believers.

- That all people are sinners and can only be justified by faith in Jesus Christ as their Saviour and Lord.
- In the spiritual unity of believers in our Lord Jesus Christ.
- In the resurrection of all people to a final judgment with eternal blessing for the righteous and eternal punishment for the wicked.

Our Values

Whanau – Through unity is strength

Excellence – We always give of our best

Humility – All our successes are due to God

Integrity/Respect – We value our differences

Compassionate – We put others first

Innovation – We always look to improve ourselves

1.4 Provision for New Zealand's Cultural Diversity

Hillview continues to work with our Maori and Pacific Island communities to plan, set targets and achieve the best outcomes for our Maori and Pacific Island pupils.

- Providing opportunities for all pupils to participate and succeed through the advancement of education initiatives, education in Te Reo Maori and advancement of the principles of the Treaty of Waitangi.
- Promoting respect for the diverse ethnic and cultural heritage of all nationalities represented at our school.
- Promote acknowledgement of the unique place of Maori within New Zealand.
- Providing skilled teaching staff in the instruction of Te Reo Maori.
- Recognition that we are all New Zealanders, that God loves all people and that we are all equal in His sight.
- Te Reo Maori instruction, for all pupils, will be a compulsory part of our school programme from Years 0-8. Te Reo will be an optional subject for Years 9 & 10.
- All Year 4 pupils will be part of a Kapa Haka group for the year. Joining a Kapa Haka group is optional for Years 5-10 pupils.
- Provision is made for all children to opt to join an immersion Te Reo language and cultural class(whanau room) for one afternoon each week on a Friday.
- Year 9 pupils taking Maori will attend a “local” Marae [most likely over-night] and Y10 pupils taking Maori will attend a one day development course within the Christian Schools Network.

2. FIVE YEAR STRATEGIC PLAN: 2017-2021

Learning Priority 1 (NEG 1 – 10, NAG 1-2)

To provide a quality curriculum programme, in a Christian context, which fosters high achievement and maximises the potential of each pupil.

Objectives	Targets
<p>A. Develop curriculum programmes covering the National Curriculum, emphasising the importance of literacy and numeracy.</p>	<ol style="list-style-type: none"> 1. Conduct analysis of levels of achievement in literacy and numeracy. 2. Compare levels of achievement with national norms through PAT and e-asTTle. 3. Allocate resources for Reading, Writing and Maths according to findings from analysis. 4. Develop and implement programmes of work at Years 9 and 10 which produce an average %ile at least 15%ile points above the national average. 5. Target to review the Christian Living programme incorporating Apologetics (defending the faith).
<p>B. Develop a programme that encourages excellence in teaching and quality learning amongst staff</p>	<ol style="list-style-type: none"> 1. Use staff meetings to discuss what contributes to excellent teaching and quality learning. 2. Provide mentoring of teachers using master teachers on our staff (e.g. Specialist teacher) 3. Provide opportunities to observe peers 4. Provide professional development in areas that lead to quality teaching and learning e.g. thinking skills 5. Discuss research from Best Evidence Synthesis with leadership team to develop teams of learning and current ERO national reports. 6. Undertake differentiated PD to target improvements in teaching curricula.
<p>C. Develop a school-wide, programme of assessment that links the classroom assessment with the reporting procedures.</p>	<ol style="list-style-type: none"> 1. Regularly review current school-wide assessment procedures and practises including the linking of classroom assessment with reporting to parents. 2. Assess the effectiveness of assessment practises through parent and staff consultation. 3. Regularly review the system for recording and reporting pupil achievement. 4. Ensure consistency and accuracy of assessment practice through the school i.e. moderation.

<p>D. Ensure all pupils are information literate through the provision of learning programmes that use up-to-date information and communication technologies.</p>	<ol style="list-style-type: none"> 1. Implement a school-wide programme for ICT skills development. 2. Update infrastructure to meet technological demands of 21st century. 3. Review the use of latest technology to improve teaching delivery and student outcome. 4. Implement Google Docs for all teachers to improve systems for administration and self-review in pedagogy 5. Introduce Chrome Books to pupils from Y3-10 6. Look at incorporating Lego Technology into Science and beyond to improve key skills and knowledge. 7. Introduce Code Club as an option outside and in some instances (extension or Y9/10 ICT) inside the school curriculum.
<p>E. Report to students and their parents, at least twice a year, on the student's progress and achievement in relation to the National Standards.</p> <p>F. Report to the BOT on students achievements against National Standards [school wide, gender, Maori and Pasifika pupils]</p>	<ol style="list-style-type: none"> 1. Conduct analysis of levels in achievement in Reading, Mathematics and Writing 2. Moderate consistency within and between teams. 3. Compare and analyse levels of achievement with previous year and identify strengths/areas of improvement. 4. Review and set appropriate targets to lift the level of achievement. 5. Develop a plan to achieve targets. 6. Allocate resources as needed. 7. Report levels of achievement against targets to the Board 8. Produce two written National Standards Reports (mid/end-of-year) in plain language to parents and pupils with next steps for learning.
<p>G. Provide an effective learning environment which recognises each pupil's individual needs.</p>	<ol style="list-style-type: none"> 1. Deliver diverse classroom programmes. 2. Encourage teachers to inquire into their own teaching methods and inspire pupils to give their best. 3. Encourage every child to excel in their area/s of strength and record these in a Gifts and talents register 4. Provide a mix of whole class learning and group work learning depending on strengths of teachers, needs of pupils and learning areas being addressed. Engagement of pupils is imperative. 5. Use the gifts and talents register in career interviews to help form a pathway which will lead to suitable professions being suggested. Career Interviews will occur at the end of Year 8 and before Senior College subject choices need to be made in Year 10.

<p>H. Identify pupils who are at risk of not achieving to their potential and take steps to address their needs.</p>	<ol style="list-style-type: none"> 1. Ensure systems are in place to identify pupils that require a special need's or targeted programme and enable these through adequate resourcing – especially in core learning areas such as Reading, Writing and Mathematics. 2. The Learning Centre will be in clear communication with teaching staff and ongoing reviews undertaken.
<p>I. Develop strategies to ensure Maori, Pacific Islanders and other ethnic groups achieve the same levels of excellence as other pupils.</p> <p>J. Ensure all reasonable steps are taken to provide instruction in Tikanga Maori and Te Reo Maori for students whose parents ask for it.</p>	<ol style="list-style-type: none"> 1. Review current achievement levels of Maori and other ethnic groups, particularly in the areas of literacy and numeracy. 2. Continue consultation process with school Maori and Pacific Island communities to identify issues that the school and community can address. 3. Ensure targeted funding is being utilised. 4. Continue to foster and promote the Kapa Haka groups and whanau time. 5. Continue to make provision for the development of skills in Te Reo Maori. 6. Provide an environment that encourages and accepts all pupils as equals. 7. Incorporate important principles from Ka-Hikitia – teaching Maori as Maori learners such as Culture, Identity, and Language. <p>NB: See Points 1-9 under 1.4 Provision for Cultural Diversity on pages 5-6 of charter for evidence of this.</p>

Review, develop and report to the Board in regards to curriculum areas on a five year cyclic basis to ensure effective delivery of the national curriculum. ACTION: PD Advisor

FOCUS	2017	2018	2019	2020	2021
Review and Report	The Arts English	Science Te Reo Maori	Social Science Technology Learning Languages	ICT Special Education Health and Physical Education	Christian Living Mathematics and Statistics
Development, and Implementation	Christian Living Mathematics and Statistics	The Arts English	Science Te Reo Maori	Social Science Technology Learning Languages	ICT Special Education Health and Physical Education

Learning Priority 2 (NAG 3)

To provide a caring, professional workplace which attracts, develops and retains the best Christian personnel available

Objectives	Targets
<p>A. Recognise staff as our most valued asset and maintain a fully qualified staff through a sound process of recruitment and retention.</p>	<ol style="list-style-type: none"> 1. Best staff care practices are implemented and incentives for recognising talents and extra efforts will be provided. 2. Work closely with church pastoral staff counselling resources when appropriate and needed. 3. A staff data base, profiling qualifications and curriculum strengths of each staff member will be kept up-to-date. 4. Three - four school-wide staff development days will be held annually. 5. Induction processes will be implemented for new staff. Meet with them every 3-4 weeks.
<p>B. Ensure that the school meets the requirements of all applicable legislation as they relate to the employment of staff and the Vulnerable Children Act 2014.</p>	<ol style="list-style-type: none"> 1. The B.O.T. will continually review policies to ensure compliance. 2. The principal will ensure procedures are up-to-date through working closely with the Property Manager to fulfil this responsibility Teachers will be reminded of their obligations.
<p>C. Maintain a supportive staff environment within which staff are encouraged, valued, and mentored.</p>	<ol style="list-style-type: none"> 1. Teaching staff will attend regular combined meetings and prayer times. 2. Each teacher will be mentored by another teaching staff member (BOT member for Principal) – most likely from the Senior Leadership Team of Team Leader of Learning. 3. An annual 'team building' activity for all staff off site and outside of normal school hours will be provided. 4. Promote social events and engagement through various staff meetings. 5. Regular review of administration workload. 6. Provision of necessary support to administration staff. 7. Use of parent volunteers to assist with administration tasks.

Learning Priority 3 (NAG 4)

To provide a quality Christian education through efficient management systems that maximise the effectiveness of the school's resources

Objectives	Targets
<p>A. Provide effective management and operating processes which support the school's operational requirements.</p>	<ol style="list-style-type: none"> 1. Check that all systems are operating as designed and meeting their requirements. Identify areas where systems can be improved (e.g. Google Docs) 2. Trustees, teachers and support staff will have access to ongoing training in areas identified as beneficial to the effective management of the school. 3. Ensure communications are efficient by making use of all available technologies. 4. Ongoing development of the school charter including the strategic and annual plans.
<p>B. Maintain an up-to-date and accurate Asset Register.</p>	<ol style="list-style-type: none"> 1. Carry out an annual review of the register.
<p>C. Maintain a transparent and efficient system of financial management.</p>	<ol style="list-style-type: none"> 1. Ensure finance guidelines for expenditure are followed. 2. Continue monthly reporting to the BOT. 3. BOT Finance Committee will annually review systems for financial transactions. 4. Continue monthly monitoring of expenditure. 5. Make best use of School Support and the services they provide. 6. Financial reports are presented to B.O.T quarterly and financial member sign off S.U.E. report quarterly.

Learning Priority 4 (NAG 4)

To liaise with Proprietors to ensure the school develops and maintains facilities appropriate to the current and long term needs of the school

Objectives	Targets
A. Maintain a School Development Plan that includes identifying school accommodation and facility requirements.	<ol style="list-style-type: none"> 1. Continue revision of School Development Plan seeking staff, pupil, parent and Proprietor input to identify needs. 2. Re-develop 123 Wilsons Road house to accommodate new Senior Campus Staffroom and office. 3. Update signage around school. 4. Update identified Junior Campus rooms which need uplifted in appearance,
B. Maintain open communication between the school and school proprietors regarding school development needs and direction.	<ol style="list-style-type: none"> 1. A Proprietor nominated BOT member will meet with the Proprietors regularly to discuss school development issues. 2. The Principal will meet with school Proprietors at least once a year. 3. The BOT minutes will be forwarded to the Proprietors.
C. Respond to school growth each year with the planning, financing and development of well sited facilities.	<ol style="list-style-type: none"> 1. Annually assess needs resulting from growth. 2. Ensure accommodation and facility needs are met. 3. Ensure funding and reserves are in place for appropriate expansion.
D. Ensure the property is maintained in the most cost effective manner.	<ol style="list-style-type: none"> 1. Review staffing and sub-contracting options as needs change.

Learning Priority 5 (NEG 2- 4, 7, NAG 5-6)

To provide an environment which promotes the physical, emotional and spiritual well-being of pupils

Objectives	Targets
<p>A. Ensure procedures are in place that minimise the likelihood of accident and injury to pupils and visitors to the school.</p>	<ol style="list-style-type: none"> 1. Conduct monthly safety checks. 2. Ensure emergency drills are conducted each term. 3. Maintain first aid equipment and staff training for first aid. 4. Maintain accident register. 5. Inform parents of serious pupil injury.
<p>B. Ensure an effective programme of pupil behaviour management is in place.</p>	<ol style="list-style-type: none"> 1. Review behaviour management procedures. 2. Continue staff training specific to behaviour management. 3. Use peer mentoring when necessary. 4. Strengthen roles of teachers and Heads of Campus.
<p>C. Provide appropriate Pastoral Care and guidance to all pupils.</p>	<ol style="list-style-type: none"> 1. Make a Church pastoral staff member available for pupil counselling. 2. Ensure a policy for crisis and grief management is in place. 3. Train staff to know when a problem should be referred to more skilled help. 4. Involve parents as necessary. 5. Provide resources and advice to parents as necessary. 6. Implement a mentoring process where an older pupil will mentor one or two younger pupils two or three times each term. 7. Pupils to participate in one to one interviews with principal regarding opportunities for the future.

<p>D. Identify pupils at risk and have strategies in place to deal with them.</p>	<ol style="list-style-type: none">1. Create a school environment which encourages zero tolerance for bullying, intentional damage and abuse, yet is committed to reconciliation and restoration recognising the grace factor.2. Monitor at risk pupils and initiate counselling, with parental involvement, when appropriate.3. Maintain a record of the name of the pupil, the name of the counsellor and the date to be completed whenever a pupil receives counselling from the nominated Church pastoral staff member.
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Learning Priority 6 (NEG 4, NAG 5-6)

To encourage involvement by the school community in the school's activities through good communication.

Objectives	Targets
<p>A. Implement a Communication Plan which identifies how the school will communicate with parents.</p>	<ol style="list-style-type: none"> 1. A parent/school communication document will be the basis of home and school communications. 2. Staff will assist in implementing the communication document. 3. Regularly survey our school community on the quality of our communication. 4. To introduce Learning Conferences which will establish a strong partnership with the parents from the commencement of the school year. 5. Parents strongly encouraged to use the website as a means of effective communication.
<p>B. Ensure a process is in place for communicating pupil achievements in all areas of core and co-curricular programmes.</p>	<ol style="list-style-type: none"> 1. Ensure the newsletter remains a major vehicle of communicating achievement to parents. 2. Parent evenings/afternoons will demonstrate what classes have been learning. 3. A school web site will be maintained. 4. Outstanding achievements will be recognised at various assemblies. 5. Annual end-of-year concerts will acknowledge gifting/passion/achievement for each pupil. 6. Weekly assemblies will recognise outstanding achievements. 7. Teachers will email/ring parents at appropriate times to share various achievements.

<p>C. Maintain a positive community perception of the school.</p>	<ol style="list-style-type: none"> 1. Provide an efficient, courteous and pleasant reception and office service, to staff, pupils and to the public. 2. Staff, both teaching and ancillary, will provide a welcoming environment for both parents and visitors. 3. Hold open mornings/afternoons, as appropriate, on several occasions during the year. 4. The school handbook will become a quality document that reflects the excellence our school strives to attain. 5. Copies of the ERO Report and School Charter will be available on request. 6. Student leaders will consistently welcome school families onto the campus every day. 7. Staff/BOT/Proprietors/Pupils/Parents will attend school community events. 8. Information evening for Y6 parents with children heading into our Middle School.
<p>D. Consult with identified groups within the school community.</p>	<ol style="list-style-type: none"> 1. Principal will liaise with the Home and School Association members on matters requiring consultation. 2. Small groups of 10-15 families will be randomly chosen to provide feedback on school operations. 3. Parents will be given the opportunity to provide feedback about changes or areas of development.
<p>E. Seek participation from parents in the school's activities.</p>	<ol style="list-style-type: none"> 1. Parents will be invited to assist with reading programmes in the Junior School. 2. Parents will be asked to be involved in coaching and managing sports teams. 3. Parents will be given the opportunity to volunteer on a regular basis. 4. Parents will be offered opportunities to be involved in 'productions' each year.

<p>F. Foster community participation both in taking the school to the community, and bringing the community to the school.</p>	<ol style="list-style-type: none"> 1. Use community groups and individuals to assist with our classroom programmes. 2. Each class will choose a type of community group to serve. 3. Invite people from our community to view the school in action. 4. Continue to develop an Outreach Team that can share with others through the performing arts.
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Learning Priority 7(NAG 5)

To comply with regulatory and legislative requirements as they relate to the school's operations

Objectives	Targets
<p>A. Ensure the school complies with legislation covering operating hours and days.</p>	<ol style="list-style-type: none"> 1. The Principal is to ensure that the school is open for the correct number of half-days per year.
<p>B. Ensure the school complies with regulations, relating to monitoring of pupil attendance.</p>	<ol style="list-style-type: none"> 1. The Principal will ensure pupil attendance is monitored accurately through communication with the Associate Principal.
<p>C. Endeavour to comply with legislation as it relates to school operations including Board of Trustees' proceedings.</p>	<ol style="list-style-type: none"> 1. Establish a relevant list of compliance areas 2. BOT member assigned responsibility for checking compliance in each area annually
<p>D. Implement a programme of self-review to assess the effectiveness of school operations. Identify areas in need of improvement.</p>	<ol style="list-style-type: none"> 1. Each BOT member will review their National Administration Guideline area during Term 4. 2. Following the above review the annual plan for the following year will be formulated. 3. Written feedback will be sought from parents annually in the area of health and safety.

Learning Priority 8 (NEG 1-10, NAG 1)

To encourage co-curricular activities which enhances pupil development and fosters individual and team excellence and cooperation.

Objectives	Targets
<p>A. Develop a range of options outside the classroom that encourages as much pupil participation as possible.</p>	<ol style="list-style-type: none"> 1. Establish a school-wide programme for education outside the classroom 2. Promote the advantages of co-curricular education to parents. In particular, opportunities will be provided in Art, Music, Drama, Dance, sport and cultural groups to enable all children to participate in their areas of interest or aptitude
<p>B. Implement a Leadership Training Programme and provide leadership opportunities for the senior pupils.</p>	<ol style="list-style-type: none"> 1. Introduce opportunities for leadership through peer support, peer mediation and sports coaching 2. Develop concept of mentoring in the school 3. Selection of Y10 school leaders and implementation of leadership developmental programme that involves weekly meetings with the Principal, Associate Principal, Head of Senior/Junior Campus.
<p>C. Participate in the activities provided by the Canterbury Primary Schools' Association and the Christian Schools' Association.</p>	<ol style="list-style-type: none"> 1. Pupils will take part in the common activities provided for schools in Canterbury 2. Teachers from our school will contribute to the organisation of inter-school activities

Learning Priority 9 (NEG 1-10, NAG 1)

To preserve and enrich the Christian Special Character of Hillview Christian School.

Objectives	Targets
A. Provide in both curricular and co-curricular activities an education that delivers the School's Special Character as defined in the Deed of Integration (1995).	<ol style="list-style-type: none"> 1. Our Special Character is to permeate every aspect of curriculum and school life. 2. Each day teaching staff share biblical truths, pray and worship with pupils as appropriate in order to foster an environment where children are encouraged to be part of God's family and to have love and concern for others.
B. Ensure all personnel uphold and promote the school's Christian Character in both professional and personal life.	<ol style="list-style-type: none"> 1. Staff selection is dependent upon proprietor endorsement of the selected candidate. 2. The Principal carries the delegated responsibility of ensuring that staff model a Christian Character lifestyle.
C. The Board of Trustees will regularly liaise with the Pastoral Staff of the Church Proprietors to determine the vision for the school and oversee pupil character development.	<ol style="list-style-type: none"> 1. Proprietor appointees to the Board and the Chairperson monitor Special Character development through existing self-review procedures. 2. Pastoral Staff monitor pupil character development by attendance at school events and functions. 3. Proprietor speaks to staff at the beginning of each Teacher Only Day.
D. Through good communication the school will encourage and support parents, as they develop Christian Character within their children.	<ol style="list-style-type: none"> 1. Continue weekly Principal Comment in the newsletter. 2. Draw parents' attention to Youth Group activities, camps, courses, and materials available. 3. Make material available that will help strengthen marriages and families.

HILLVIEW'S 2017 ANNUAL PLAN

Curriculum & Student Achievement NAG 1

- **Reading:** The whole school average above National standards will rise from 40% to 42% by December 2017
- **Writing:** The whole school average at and above National Standards for Writing (80%) rises to 82% by December 2017
- **Social Science:** There will be 80% of Hillview pupils achieve at least 80% or greater in their general knowledge assessment by December 2017 (geographical and historical)
- **Special Character (Stewardship) :** There will be no sports equipment lost by classes during the year, uniform will be worn correctly by at least 90% or more of pupils, and there will be a 20% reduction in lost property from End-of-Term 1 through to End-of-Term 4
- **CSN Cluster:** "Be an active participant in the CSN LCC process with a particular focus on: To develop and enhance our reading programme through enlisting Sharp Reading resourcing
- **Opawaho Cluster:** Be an active participant in the Opawaho LCC process with a particular focus on a) Cultural Responsiveness and b) Transitional synergy from ECE through to Primary School

Operations and Self-Review NAG 2

- Curriculum reports in Christian Living (June) and Mathematics (November) to be furnished to BOT by principal and staff.
- Policies/procedures to be reviewed according to 5 year plan.
- Charter and Strategic Plan to be reviewed, and revised if necessary, by end of September 2016.
- Targets for our 2017 Annual Plan are to be discussed and formulated for the last Board meeting of the year.
- BOT sub-committees report to the rest of the BOT when necessary.
- BOT appointees will meet with Maori/Pacific Island school community to seek feedback to how we can continue meeting the needs of their children – planned for term 1.
- Reporting and Assessment continually reviewed.

Staff Development NAG 3

- NZACS Leaders Conference - 3 days
- Y0-2 Sharp Reading Programme 15 days
- Courses for teachers - 50 days
- Special Needs - 4 days
- Ancillary Staff - 8 days
- Teacher Aides - 5 days
- Teacher Professional Development School Based and in Mathematics (8 days)
- Team Building Activity - \$5000
- Teacher Only Day – Writing (transactional with Alisha Woods)
- Technology – rotating of 3 groups around maximising software
- Release day for report writing
- Maths curriculum – 8 days [Helen Williamson]
- Appraisal – mentoring staff 50 days
- Sth Island Christian School Principal meetings

Employer Responsibilities NAG 3

- Update our staff data base, profiling qualifications and curriculum strengths of each staff member.
- Following performance appraisal for 2016, revise and update job descriptions for staff including updates RTC.
- Strengthen and develop mentoring process for staff ensuring that each staff member understands and participates in the mentoring process with their tutor teacher.
- Annual survey of staff incorporating professional and pastoral needs run by SLT.
- Ensure off-site team building activity is undertaken by all staff.
- Outwork findings from teacher/principal interviews

Special Character/Community Partnership

- To ensure that the Christian component is an integral and vital part of our school.
- To ensure B.O.T. members are available for parents/staff to approach in regards to personal issues.
- Parent education in curriculum issues will be undertaken by principal using school newsletters as the major medium.
- Regular meetings for interested parents will be held to further develop the Maori and Pacific Island perspective within our school.
- Run community events that will strengthen relationship with families.
- Open the year with an opportunity for all parents to meet staff through Learning Conferences
- Ensure that regular self-review of our special character is undertaken and follow-up is provided when needs arise including the proprietor sharing their vision for special character.

To provide a quality education in a Christian environment where children can develop their God-given abilities.

Our Values

Whanau - Through unity is strength
 Excellence - We always give of our best
 Humility - All our successes are due to God
 Respect - We value our differences
 Compassionate - We put others first
 Innovation - We always look to improve ourselves

To grow young people who love God and impact others through service and leadership.

Finance NAG 4

- Produce a profit with ops. grant for 2017 budget
- Continue to upgrade learning resources.
- Update technology infrastructure uncluding software and purchasing of Chrome Books and Lego Technology
- Continue with tight fiscal management, encouraging staff to work within systems and budgets.
- Resource new school admin block
- Keep a tight accountability with Novopay issues.
- Communicate regularly with B.O.T about financial progress.

Board Development

- NAG reports will be submitted to BOT Chair at least three days prior to Board meeting
- CSN Board training night (annual)
- Professional development to assist BOT members to undertake their delegated responsibilities will be undertaken when suitable training is available.

Administration NAG 6

- Continue updating staff contracts and ensure staff appraisals are undertaken for all teaching and support staff.
- Endeavour to ensure compliance by reviewing lists of Acts and Legislation as produced by ERO.
- BOT members will be responsible for checking compliance in their delegated area

Health & Safety NAG 5

- Maintain implementation of monthly safety checks.
- Ensure Vulnerable Children Act is followed
- Continue reviewing policies/procedures in light of recent documents published by ERO and MOE.
- Ensure swimming pool procedures consistent with the Standard: "NZS 5826:22000 Pool Water Quality Evacuation drills to be conducted each term.
- Improved emergency procedures for natural disasters.
- Ensure accident register is maintained.

Property Management NAG 4

- Upgrade of classrooms at 150 Wilsons Road that need internal redevelopment.
- Labelling of classrooms
- Further modifications for upgrade to fibre optic network.
- Construct a new community gymnasium
- Tree maintenance/removal/ replacement and landscaping as required
- Upgrade air conditioning units
- Build school admin block on Senior Campus.

Hillview Christian School - Five Year Planner for Curriculum Development and Self-Review of Policies / Procedures and Curriculum: 2017-2021

		Term 1	Term 2	Term 3	Term 4
	Stocktake and Review	The Arts	NAGS 2 & 6 - Self Review & Admin Policies/Procedures	English	
2017	Change		The Arts	NAGS 2 & 6 - Self Review & Admin Policies/Procedures	English
	Report to Board		The Arts	NAGS 2 & 6 - Self Review & Admin Policies/Procedures	English
	Implement	Mathematics	Mathematics	The Arts	The Arts NAGS 2 & 6 - Self Review & Admin Policies/Procedures
	Stocktake and Review	Science	NAG 1 – Student Achievement Policies/Procedures	Te Reo Maori	
2018	Change		Science	NAG 1 - Curriculum and Student Achievement Policies/Procedures	Te Reo Maori
	Report to Board		Science	NAG 1 - Curriculum and Student Achievement Policies/Procedures	Te Reo Maori
	Implement		English		Science NAG 1 – Curriculum and Student Achievement Policies/Procedures
	Stocktake and Review	Social Studies	NAG 3 - Employer Responsibilities Policies/Procedures Learning Languages	Technology	
2019	Change		Social Studies	NAG 3 - Employer Responsibilities Policies/ Procedures L/Languages	Technology
	Report to Board		Social Studies	NAG 3 - Employer Responsibilities Policies/ Procedures L/Languages	Technology
	Implement	Te Reo Maori	Science		Social Studies NAG 3 - Employer Responsibilities Policies/ Procedures L/Languages
	Stocktake and Review	Information Technology Special Education	NAG4 Finance and Property Management Policies/Procedures	Health and Physical Education	
2020	Change		Information Technology Special Education	NAG4 Finance and Property Management Policies/Procedures	Health and Physical Education
	Report to Board	National Standards New Curriculum	Information Technology Special Education	NAG4 Finance and Property Management Policies/Procedures	Health and Physical Education
	Implement	Technology New Curriculum	Technology	Information Technology Special Education	Information Technology Special Education NAG4 Finance and Property Management Policies/Procedures
	Stocktake and Review	Christian Living National Standards	NAG5 - Health & Safety Policies/Procedures	Mathematics	
2021	Change		Christian Living National Standards	NAG5 - Health & Safety Policies/Procedures	Mathematics
	Report to Board		Christian Living	NAG5 - Health & Safety Policies/Procedures	Mathematics
	Implement	Health & Physical Education	Health & Physical Education	Christian Living	Christian Living NAG5 - Health & Safety Policies/Procedures

Month	February	March	April	May	June	July	August	September	October	November	December
School Goals for 2017	<p>Reading: The whole school average above National standards will rise from 40% to 42% by December 2017.</p> <p>Writing: The whole school average at and above National Standards for Writing (80%) rises to 82% by December 2017.</p> <p>Social Science: There will be 80% of Hillview pupils achieve at least 80% or greater in their general knowledge assessment by December 2017 (geographical and historical).</p> <p>Special Character (Stewardship) : There will be no sports equipment lost by classes during the year, uniform will be worn correctly by at least 90% or more of pupils, and there will be a 20% reduction in lost property from End-of-Term 1 through to End-of-Term 4.</p>										
Staff Meetings	<p>Weds 25 January (PD): Y3-6 Sharp Reading with Brian Parker and Hilton Ayery - 9:00 - 3:00 (AV)</p> <p>Thurs 26 January HOC Meetings 8:45 - 10:30 Staff Retreat 10:30 - Friday 4:00pm</p> <p>Mon 30 Jan (TOD): Provide Vision, Mission and Values of School Humility –value for term. Appraisal Learning conferences School culture House Keeping matters - 8:50 - 3:00 (SLT)</p> <p>TERM ONE Week 1 No meetings - learning conferences</p> <p>Week 2 7 February No WSSM Meet with appraisers</p> <p>Week 3 14 February Teams</p> <p>Week 4 21 February Whole school Dev – AV Staff Retreat , Learning conf, culture, SF Policy – DM Interim Reports, PATs, BD Talent Quest – ML Class description and Appraisal goals – SF Also what is mentioned below</p> <p>Week 5 28 Feb HOC</p>	<p>Week 6 7 March Teams Combine to moderate WL</p> <p>Week 7 14 March Whole School Dev – BD Policy – DM Feedback on PATs? – SF Christian Living - How does the Bible hold together Part 1? Speaker invited in.</p> <p>Week 8 21 March Teams</p> <p>Week 9 28 March Whole School Dev DS Policy – DM Value for T2 Respect (PB) Cross Country (PN) Christian Living How does the Bible hold together Part 2? Speaker invited in.</p>	<p>Week 10 4 April Teams Combined meetings to discuss Maths instruction</p> <p>Week 11 11 April No meetings - Show Biz performance</p>	<p>TERM TWO Week 1 1 May Whole school Dev – ML Goals reminder SF Policy DM P/T Interviews SF Talent Quest (ML, DS) Appropriateness of content of end-of-year concert items Christian Living</p> <p>Week 2 9 May No meetings - P/T interviews</p> <p>Week 3 16 May Teams</p> <p>Week 4 23 May Whole School Dev – SF Report writing PD - AV Policy – DM Christian Living - Lee Strobel</p> <p>Week 5 30 May HOC</p>	<p>Week 5 3 June TOD Apologetics with Rodney Lake</p> <p>Week 6 6 June HOC</p> <p>Week 7 13 June Teams Y3-6 Sharp Reading PD 3:30 - 5:30 Y0-2 and Y7-10 Moderation of WL</p> <p>Week 8 20 June Whole School Dev – AV Report writing PD – AV Policy - DM Christian Living - Lee Strobel</p> <p>Week 9 27 June Teams Combined meetings to discuss Maths instruction</p>	<p>Week 10 4 July Whole School Dev –BD Policy – DM Value =Compassion – PB Review goals for the year – SF Whole School Christian Living Unit for T3? - TLOL planning in their team for service project.</p> <p>TERM THREE Week 1 25 July Whole School Dev – DS WS goals revisited Culture PD SF Policy DM Christian Living - Discussion of scheme rewrite</p>	<p>Week 2 1 August Team</p> <p>Week 3 9 August Whole School Dev – ML Speed PD Report writing – AV Policy - DM Sept survey SF Christian Living Curriculum review report - AV Christian Living - Discussion of scheme rewrite</p> <p>Week 4 15 August Teams</p> <p>Week 5 22 August HOC</p> <p>Week 6 29 August Teams Combine to moderate WL</p>	<p>Week 7 5 Sept Whole School Dev – SF Policy PrEP – SM Value for T4 - Innovation PB</p> <p>Week 8 12 Sept HOC</p> <p>Week 9 20 September Teams Combined meetings to discuss Maths instruction</p> <p>Week 10 26 September Catch up meeting for Teams, HOC, or Whole School</p>	<p>TERM FOUR Week 1 17 October Whole School Dev –AV Speed PD report writing – AV Policy – DM September Survey reflection Athletics PN Goals reminder SF Christian Living - Discussion of scheme rewrite</p> <p>Week 2 24 October TOD for reports</p> <p>Week 3 31 October Teams</p> <p>Week 4 7 November Whole School Dev – DS Areas of Excellence and Special Needs Register Policy – DM Policy Feedback on goals Analysis of Variance 2016 Staff feedback Reflection time Appraisal List given out Parent feedback</p> <p>Week 8 29 November Teams</p>	<p>Week 4 7 November (Whole School) Dev – BD Policy – DM Setting Goals – 2015 Budgeting 2015 Appraisal wind up Curriculum review report - AV</p> <p>Week 5 14 November HOC</p> <p>Week 6 21 November Teams</p> <p>Week 7 28 November Whole School Dev – DS Areas of Excellence and Special Needs Register Policy – DM Policy Feedback on goals Analysis of Variance 2016 Staff feedback Reflection time Appraisal List given out Parent feedback</p> <p>Week 8 29 November Teams</p>	<p>Week 9 6 December (Team Leader of Learning)</p> <p>Week 10 13 December (Whole School?)</p>

Board of Trustees Meetings	Mon. 13 Feb.	Mon 13 March	Thurs 6 April	Mon. 22 May	Mon. 19 June The Arts		Mon. 7 Aug. (Vision 2018)	Mon. 11 Sept.	Mon. 30 Oct English	Mon. 20 Nov.	Mon 11 Dec.
Parental Involvement	<ul style="list-style-type: none"> • Learning conferences(Y0-10) • Resourcing sheets (helping with reading groups etc.) • Junior, senior, whole school assemblies each month • Y3-6 Parent Information night for Sharp Reading 	<ul style="list-style-type: none"> • Orientation Meeting for Parents & T2 New Entrants • Y9 /10 athletics • Connect 17 - School Community Night 	<ul style="list-style-type: none"> • Year 7-10 production • Cross Country • Swimming sports 	<ul style="list-style-type: none"> • Speech contest and talent evening • Parent/Teacher Interviews (Y0-10) • Year 8 information evening 	<ul style="list-style-type: none"> • Orientation Meeting for Parents & rest of 2017 New Entrants 	<ul style="list-style-type: none"> • Interim Reports • Speech and talent quest finals 	Optional Parent/Teacher interviews	<ul style="list-style-type: none"> • PrEP Market Day 	<ul style="list-style-type: none"> • Athletics 	<ul style="list-style-type: none"> • Orientation Meeting for Parents & T1, 2018 New Entrants 	<ul style="list-style-type: none"> • Reports • Picnic Days • Concerts • Graduation Ceremony
School Events	<ul style="list-style-type: none"> • Triathlon • Yr.10 Camps • Swimming sports • Y5-10 Ironman 	<ul style="list-style-type: none"> • PATs • WL Assessment • Yr 9-10 Athletics 	<ul style="list-style-type: none"> • School cross country • School production • Speech Unit • Easter Assembly 	<ul style="list-style-type: none"> • Y 10 leadership day 	<ul style="list-style-type: none"> • Aust. Science Comp. • Aust. Writing Comp. • Christian and zones cross country 	<ul style="list-style-type: none"> • Y 10 career interviews 	<ul style="list-style-type: none"> • Aust. Maths • Cantamath • ICAS English 	<ul style="list-style-type: none"> • PrEP 	<ul style="list-style-type: none"> • School Photos • Yr 8 Camp • Athletics Day • Y10 leadership day • Yr 8 Career Interviews • Chch School's Music Festival 	<ul style="list-style-type: none"> • Athletics • Life Ed 	<ul style="list-style-type: none"> • End of Year Concerts • Cycle champs • Graduation dinner Y10

