



HILLVIEW CHRISTIAN SCHOOL

MoE Number 0341

CHARTER 2015

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: Whānau, 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.

The Evangelistic Church began to change direction in the 1990's and this brought many changes to the church, including a change of name to South City Christian Centre. In 1994 the school, for the first time, accepted pupils from outside of the church that founded the school. This precipitated a name change to St Martins Christian School in 1995 and then in 2001 St Martins changed to Hillview to avoid confusion with the nearby St Martins School.

Since integration there has been a substantial increase in the school roll. The roll is more than 500 greater than what it was in 1995. The school population is now much more diverse and the children come from a wide range of backgrounds – culturally, ethnically and socio-economically. Hillview is an average socio-economic school and the range and numbers of different ethnic groups is very reflective of New Zealand society. Approximately 11% of our school population is of Maori heritage, 8% are of Pacific Island descent with approximately 3% identifying as Asian descent. The school has a decile rating of 7 which means that we have 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.

The school is situated in St Martins which is located in the south-east of Christchurch. The Junior Campus (the original site) is located on a picturesque and peaceful site near the foot of the Port Hills. The Senior Campus is 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 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.

Key words: **G**rowth – develop our young people

Others – focused on others before themselves

Action – intentionally impacting their communities – local, national and international

Leadership – growing vibrant, strong, courageous leaders full of integrity, respect and responsibility.

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.

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

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**.

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.

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. There is an alternative group planned for Years 1-3 pupils.
- Provision is made for all children to opt to join an immersion Te Reo class(whanau room) for one afternoon each week on a Friday.
- Year 9 and 10 students taking Maori will attend a development day in cooperation with partners from the CSN network. They will also be attending Matatini 2015.

2. FIVE YEAR STRATEGIC PLAN: 2015-2019

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

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

Objectives	Targets
<p>A. Continued development of curriculum programmes covering the National Curriculum framework and the new Curriculum document 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 levels which produce an average %ile at least 15%ile points above the national average.
<p>B. Report to students and their parents on the student's progress and achievement in relation to the National Standards. Reporting to parents in plain language in writing at least twice a year. Reporting to the BOT on National Standards in relation to students achievement(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 based on Overall Teacher Judgment in November 2014. 2. Compare and analyse levels of achievement with previous year and identify strengths/areas of improvement. 3. Moderate consistently within and between teams. Introduce PaCT with set team of teachers to assist moderation for Mathematics. Appoint a lead Written Language Teacher to help moderate within and between teams. 4. Review and set appropriate targets that will help lift the level of achievement. 6. Set a plan of how we will achieve this improvement. 5. Allocate resources as needed. 7. Produce two written National Standards Reports(mid/end-of-year) in plain language to parents and pupils with next steps for learning.
<p>C. Continual development of a manageable and effective programme of assessment throughout the school that links from classroom to 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 our system for recording and reporting pupil achievement. 4. Ensure consistency and accuracy of assessment practice through the school i.e. moderation.
<p>D. Provision of an effective learning environment which recognises each pupil's individual needs.</p>	<ol style="list-style-type: none"> 1. Classroom programmes will be diverse. 2. Every child will be encouraged to excel in their area or areas of strength and this will be collated in December 2015. 3. There will be a mix of whole class learning and group work learning depending on strengths of teachers, needs of pupils and learning area being

	<p>addressed. Engagement of pupils is imperative.</p> <p>4. This gifts and talents register will be used 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>
<p>E. 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. Systems will be in place to identify pupils that require a special need's or targeted programme and ensure these needs are addressed through adequate resourcing – especially in core learning areas such as Reading, Writing and Mathematics. They will receive required tuition to a stage when full re-entry into class is appropriate. 2. The Learning Centre will be in clear communication with teaching staff and ongoing reviews undertaken. 3. Teachers continue to inquire into their own teaching methods and inspire pupils to give their best.
<p>F. To develop strategies to ensure Maori, Pacific Islanders and other ethnic groups, achieve the same levels of excellence as other pupils and all reasonable steps are taken to provide instruction in tikanga Maori and te reo Maori for fulltime 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 our 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. Provision of 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>
<p>G. Ensure all our pupils are information literate through the provision of learning programmes using up to date information and communication technologies.</p>	<ol style="list-style-type: none"> 1. A school-wide programme for ICT skills development will continue to be implemented. 2. Update infrastructure to cope with technological demands of 21st century. 3. Review the use of latest technology (ipads) 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 which will ensure students are familiar and skilled in IT literacy.
<p>H. Develop a programme that</p>	<ol style="list-style-type: none"> 1. Staff meetings discussing what contributes to

continues to encourage excellence in teaching and quality learning amongst our staff and catering for a wide range of abilities within the classroom	<p>excellent teaching and quality learning.</p> <ol style="list-style-type: none"> 2. Mentoring of teachers will be provided by master teachers on our staff (e.g. Specialist teacher) 3. Opportunities to observe peers provided 4. Provision of professional development in areas that help lead to quality teaching and learning e.g. thinking skills 4. Discuss research from Best Evidence Synthesis with leadership team in order to develop teams of learning. 5. Differentiated PD to target improvements in teaching curricula.
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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	2015	2016	2017	2018	2019
Review	ICT/Special Ed Health and Physical Ed	Christian Living and Mathematics and Statistics	The Arts English	Science Te Reo Maori	Social Science Technology Learning Language
Development, Report and Implementatio n	Technology ICT/Special Ed Learning Languages	Health and Physical Education. Christian Living	Mathematics and Statistics The Arts	Science	Te Reo Maori Social Science

Strategic Priority 2 (NAG 3)

To provide a caring, professional workplace which attracts, retains and develops the best Christian personnel available, to support the mission statement of the school

Objectives	Targets
A. We recognise staff as our most valued asset and we will maintain a fully qualified staff through a sound process of recruitment and retention.	<ol style="list-style-type: none"> 1. Best staff care practices will be implemented and incentives for recognising talents and extra efforts will be provided. 2. A staff data base, profiling qualifications and curriculum strengths of each staff member will be kept up-to-date. 3. Three - Four school-wide staff development days will be held annually. 4. Induction processes will be implemented for new staff. Meet with them every 3-4 weeks.
B. Ensure that the school meets the requirements of all appropriate legislation as they relate to the employment and conditions of staff and the Health and Safety in Employment Act.	<ol style="list-style-type: none"> 1. The B.O.T. will continually review policies to ensure compliance.
C. To maintain a supportive staff environment, within which staff are encouraged, valued, and mentored by other staff members.	<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. 4. Promotion of social events and engagement

	through various staff meetings.
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Strategic Priority 3 (NAG 4)

To provide a quality Christian education through efficient management systems that maximise the effectiveness of its resources.

Objectives	Targets
A. To provide an effective management and operating process which supports the school's operational requirements.	<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.
B. To have an up to date and accurate asset register.	<ol style="list-style-type: none"> 1. Carry out an annual review of the register.
C. To have in place a transparent, efficient system of financial management.	<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.

Strategic Priority 4 (NAG 4)

To liaise with Proprietors to ensure we develop and maintain facilities appropriate to the current and long term needs of our school

Objectives	Targets
A. To maintain a 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. Construction of a school gymnasium during 2015. 3. Provide heating system for swimming pool. 4. Implementation of a technology mobile unit.

B. To 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 continued expansion.
C. To 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.
D. To maintain open communication between school and church 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.

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

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

Objectives	Targets
A. To have in place procedures which seek to minimise accident and injury to staff, pupils, and visitors to the school.	<ol style="list-style-type: none"> 1. Monthly safety checks. 2. Ensure emergency drills are conducted each term. 3. Maintain first aid equipment and staff training for first aid. 4. Accident register maintained. 5. Parent informed of serious pupil injury.
B. To have an effective programme of pupil behaviour management.	<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.
C. Provide appropriate pastoral care and guidance to all pupils.	<ol style="list-style-type: none"> 1. To have a nominated Church pastoral staff member available for counselling. 2. A clear policy for crisis and grief management will be in place. 3. Train staff to know when a problem should be referred to more skilled help. 4. Involve parents as necessary. 5. Provision of resources and advice to parents as necessary. 6. A mentoring process where an older pupil will mentor one or two younger pupils two or three times each term will be implemented. 7. Provision of personal interviews with principal regarding opportunities for the future.
D. Identify pupils at risk and have strategies for dealing with these situations.	<ol style="list-style-type: none"> 1. To 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. Staff to monitor at risk pupils and the initiation of counsel, with parental involvement, highly desirable. 3. 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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Strategic Priority 6 (NEG 4, NAG 5-6)

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

Objectives	Targets
A. To have a communication plan which identifies how the school will communicate with parents.	<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.
B. To have a process in place for communicating pupil achievements in all areas of core and co-curricular programmes.	<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.
C. To maintain a positive community perception of the school.	<ol style="list-style-type: none"> 1. Open mornings/afternoons, as appropriate, will be held on several occasions during the year. 2. Staff, both teaching and ancillary, will provide a welcoming environment for both parents and visitors. 3. The school handbook will become a quality document that reflects the excellence our school strives to attain. 4. Copies of the ERO Report and School Charter will be available on request. 5. Student leaders will consistently welcome school families onto the campus every day. 6. Staff/BOT/Proprietors/Pupils/Parents will attend school community events. 7. Information evening for Y6 parents with children heading into our Middle School.
D. To have a procedure for consulting with identified groups within the school community.	<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.
E. To seek participation by parents in the school's activities.	<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

	<p>and managing sports teams.</p> <p>3. Parents will be given the opportunity to volunteer on a regular basis.</p> <p>4. Parents will be offered opportunities to be involved in 'productions' each year.</p>
F. To provide an efficient, courteous and pleasant reception and office service to staff, pupils and to the public.	<p>1. Regular review of administration workload.</p> <p>2. Provision of necessary support to administration staff.</p> <p>3. Use of parent volunteers to assist with administration tasks.</p>

Strategic Priority 7(NAG 5)

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

Objectives	Targets
A. To ensure the school complies with general legislation covering operating hours and days.	1. The Principal is to ensure that the school is open for the correct number of half-days per year.
B. To comply with regulations relating to monitoring of pupil attendance.	1. The Principal will ensure pupil attendance is monitored accurately through communication with the Associate Principal.
C. To endeavour to comply with all other legislation as it relates to school operations including Board of Trustees proceedings.	<p>1. Establish a relevant list of compliance areas</p> <p>2. BOT member assigned responsibility for checking compliance in each area annually</p>
D. To implement a programme of self-review to assess the effectiveness of school operations and identify areas in need of improvement.	<p>1. Each BOT member will review their National Administration Guideline area during Term 4.</p> <p>2. Following the above review the annual plan for the following year will be formulated.</p> <p>3. Written feedback will be sought from parents annually in the area of health and safety.</p>

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

To encourage co-curricular activities which enhance holistic development and foster individual and team excellence and cooperation

Objectives	Targets
A. To develop a range of options outside the classroom that encourages as much pupil participation as possible	1. 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
B. To implement a leadership training programme and provide leadership opportunities for the senior pupils.	<p>1. Introduce opportunities for leadership through peer support, peer mediation and sports coaching</p> <p>2. Develop concept of mentoring in the school</p> <p>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. To continue the emphasis on education	1. Establish a school-wide programme for education

outside the classroom.	<p>outside the classroom</p> <p>2. Promote the advantages of co-curricular education to parents</p>
D. To foster community participation both in taking the school to the community and bringing the community to the school	<p>1. Use community groups and individuals to assist with our classroom programmes.</p> <p>2. Visit community resources where appropriate</p> <p>3. Each class will choose a community group to serve</p> <p>4. Invite people from our community to view the school in action</p> <p>5. Develop an Outreach Team that can share with others through the performing arts</p>
E. To participate in the activities provided by the Canterbury Primary Schools' Association and the Christian Schools' Association.	<p>1. Pupils will take part in the common activities provided for schools in Canterbury</p> <p>2. Teachers from our school will contribute to the organisation of inter-school activities</p>

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

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

Objectives	Targets
A. To demonstrate in both curricular and co-curricular activities an education with a Special Character as defined in the Deed of Integration (1995)	<p>1. Our Special Character is to permeate every aspect of curriculum and school life.</p> <p>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.</p>
B. To ensure that all personnel uphold and promote the school's Christian Character in both professional and personal life.	<p>1. Staff selection is dependent upon proprietor endorsement of the selected candidate.</p> <p>2. The Principal carries the delegated responsibility of ensuring that staff model a Christian Character lifestyle.</p>
C. The Board of Trustees will regularly liaise with the Pastoral Staff of the Church Proprietor (South City Christian Centre) to determine vision for the school and oversee pupil character development.	<p>1. Proprietor appointees to the Board and the Chairperson monitor Special Character development through existing self-review procedures.</p> <p>2. Pastoral Staff to monitor pupil character development by attendance at school events and functions.</p> <p>3. Proprietor will speak to staff at the beginning of each TOD.</p>
D. Through good communication the school will encourage and support parents as they develop Christian Character within their children	<p>1. Continue weekly Principal Comment in the newsletter.</p> <p>2. Draw parents' attention to Youth Group activities, camps, courses, and materials available.</p> <p>3. Make material available that will help strengthen marriages and families.</p>

Hillview Christian School - Five Year Planner for Curriculum Development and Self-Review of Policies / Procedures and Curriculum: 2015-2019

		Term 1	Term 2	Term 3	Term 4
2015	Stocktake and Review	Information Technology Special Education	NAG4 Finance and Property Management Policies/Procedures	Health and Physical Education	
	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
2016	Stocktake and Review	Christian Living National Standards	NAG5 - Health & Safety Policies/Procedures	Mathematics	
	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
2017	Stocktake and Review	The Arts	NAGS 2 & 6 - Self Review & Admin Policies/Procedures	English	
	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
2018	Stocktake	Science	NAG1 – Student Achievement Policies/Procedures	Te Reo Maori	
	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
2019	Stocktake and Review	Social Studies	NAG 3 - Employer Responsibilities Policies/Procedures Learning Languages	Technology	
	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

