Ponatahi Christian School

the School with the Bible

Enabling Young People To Serve God And Society

Strategic plan 2026

Ponatahi Christian School

Our Mission:

Enabling Young People to Serve God and Society

Our Vision:

To be a school that teaches young people according to God's Word, while nurturing them in every respect

Our Vision Values:

Christian Identity

- *The Bible as the foundation of all beliefs and practices.*
- *Doctrinal standards of the Reformed Congregation of New Zealand*
- *Special Character at the heart of all school operations.*
- *Biblical World view.*

Sustainability

- *Prayerful dependence upon the Lord*
- *Up-to-date and well-maintained buildings and infrastructure*
- *Sound financial practices*
- *Retention and continual development of quality staff*
- *Current and regularly reviewed policy and curriculum documentation*

Excellence

- *Every student reaching his/her potential*
- *Quality teaching*
- *Professional management and administration*
- *Effective Governance*

Discipleship

- *Christ-like ethics displayed by all members of the school community*
- *All those invested with authority to model Christ as the servant-leader*
- *All members of the school community to recognise that every talent possessed is owned by the Lord, to be used diligently and ultimately in His services to His honour.*

Credibility

- *Positive relationships between parents and local community*
- *High performance as measured by recognised NZ indicators such as NCEA and National Standards*
- *Strong relationship with the MOE and other regulatory bodies such as Education Council of NZ, NZQA and ERO*

Our Strategic Objectives

2024 - 2026

Ponatahi Christian School's *Strategic Plan* has flowed from various forms of community consultation. Throughout 2023, the school community was invited to provide feedback on areas that they felt were going well and areas they felt could be improved, along with any new ideas or initiatives they had for the school. This was done through information consultation evenings held at the school.
From these evenings, the Board of Trustees collated the information and worked it into three key themes:

Well-being:	*Catering for the spiritual, cultural, emotional, physical, and social well-being of all students and staff*
Learning:	*All students acquiring the necessary attitudes, knowledge, and skills necessary for their future*
Pathway:	*Providing opportunities for all students to reach their potential in their God-given path.*

Strategic Area:	*2026 -* **Wellbeing** *- 2026*	
Catering for the spiritual, cultural, emotional, physical, and social well-being of all students and staff		
Actions	**Goal 1:**	***All students will report that they are respected, supported, and guided towards personal well-being.***
1	**Michelle / Jaap** **Embed the wellbeing frameworks of PB4L/NME into all relevant policies, procedures, classroom practice.**	
2	**Michelle** **Develop a Hau Ora curriculum which focuses on growth in social and emotional skills that support student wellbeing.**	
3	**Michelle** **Administer termly student well-being surveys, report on it, and set next steps.**	
4	**Jaap** **Aim to connect with the families of different cultures that we currently have in our school with the intention that they**	

	become more involved with their student's learning.	

Strategic Area:	*2026 -* **Wellbeing** *- 2026*	
Catering for the spiritual, cultural, emotional, physical, and social well-being of all students and staff		
Actions	**Goal 2:**	***By the end of 2026, 75% of students attend at least 90% of the time, working toward the MOE target of 80% of students attending at least 90% of the time by 2030***
1	**Jaap** **In cases of unjustified absences, we follow the procedures outlined in the Attendance Management Plan.**	
2	**Jaap** **We share attendance data and any relevant updates with the appropriate stakeholders.**	

Strategic Area:	2026 - **Wellbeing** - 2026	

Catering for the spiritual, cultural, emotional, physical, and social well-being of all students and staff

Actions		Goal 3:	*All staff will report that they are respected, supported, and guided towards professional well-being.*
1	Jaap Establish and maintain professional mentoring and support systems.		
2	Jaap Review staff-to-management communication and prioritise identified improvements.		
3	Michelle/Jaap Administer annual staff wellbeing survey, report on it, and set next steps.		

Strategic Area:	2026 - **Wellbeing** - 2026	

Catering for the spiritual, cultural, emotional, physical, and social well-being of all students and staff

Actions		Goal 4:	*All staff will demonstrate professional growth in the teaching of Te Reo and Tikanga Māori.*
1	Karin Celebrate New Zealand's Māori heritage by incorporating Mātauranga Māori, tīkanga Māori and Te Reo Māori into learning.		
2	Karin Partner with local iwi to form relationships and capture local knowledge; use these resources to encourage staff in their personal learning journeys of Tīkanga Māori and Te Reo Māori.		
3	Karin Identify, with the SLT, the needs for PD and engage in relevant professional learning activities to stimulate professional growth.		

Strategic Area: **2026 - Learning - 2026**

All students acquiring the necessary attitudes, knowledge, and skills necessary for their future

Actions		Goal 1:	*All Special Needs Students will make documented progress towards their respective goals.*
1	**Ronald** **Provide all SN students with a comprehensive IEP, ILP, safety, or behavioural plan.**		
2	**Ronald** **Supply teachers and learning assistants with the required directives, support, and resources to ensure measurable progress.**		
3	**Ronald** **Support classroom teachers in integrating the SN students into the classroom.**		

Strategic Area:	*2026 - Learning - 2026*	
All students acquiring the necessary attitudes, knowledge, and skills necessary for their future		
Actions	**Goal 2:**	***All priority learners will achieve their accelerated progress goals.***
1	**Ronald/Karin** **Gather and analyse assessment data to identify all priority learners, focusing on literacy and numeracy.**	
2	**Ronald** **Plan appropriate goals of accelerated progress.**	
3	**Ronald** **Provide all relevant staff with the directives, support, and resources required to ensure the accelerated progress of every priority learner.**	

Strategic Area: **2026 - Learning - 2026**

All students acquiring the necessary attitudes, knowledge, and skills necessary for their future

Actions		Goal 3:	*All the compulsory NCEA corequisites will be passed by the end of Y11*
1	**Karin** **Implement a Yr 9 - 11 assessment practice that will guide learners on a pathway towards success in the NCEA corequisite assessments.**		
2	**Karin** **Closely monitor student achievement with appropriate assessment strategies and data analysis; identify, by the end of Term 2, any Year 10 student at risk of not achieving the goal and plan help accordingly.**		
3	**Michelle** **Review phase 4 curricula, set goals and support the HODs to implement Te Mātaiaho for 2027.**		

Strategic Area:	*2026 -* **Learning** *- 2026*	
All students acquiring the necessary attitudes, knowledge, and skills necessary for their future		
	Goal 4:	***By the end of 2026, assessment information will be used consistently to guide teaching and improve learning outcomes for all students***
1	**Karin/Ronald** **Embed consistent, evidence-informed assessment across Numeracy and Literacy learning areas to identify student learning needs early.**	
2	**Karin/Ronald** **Use assessment information to regularly evaluate and adapt teaching to meet the needs of all learners.**	
3	**Karin/Ronald** **Report student progress and achievement to students, whānau, and the community at least twice yearly.**	
🕮 *Guiding the School Towards Godly Excellence* 🕮		

Strategic Area:	*2026 -* **Pathway** *- 2026*	
Providing opportunities for all students to reach their potential in their God-given path		
Actions	**Goal 1:**	***All Year 12 and Year 13 students will achieve the goals set by their respective pathway plans.***
1	**Karin** **Review the Year 11 learning programme to meet the needs of all students, engage them and encourage them to aim for academic excellence.**	
2	**Karin** **Regularly converse with the senior students to monitor progress and review plans to equip students with a sound knowledge of workplace or university opportunities available to them and provide them with an understanding of how to be credible and excellent employees and/or tertiary students.**	

Strategic Area:	2026 - **Pathway** - 2026	

Providing opportunities for all students to reach their potential in their God-given path

Actions		**Goal 2:**	***Every Year 13 student will achieve their desired career pathway***
1	**Karin** **Ensure adequate qualifications across all core subjects to provide a pathway to university.**		

Appendix.

In the consultation and subsequent development stages, many good points and ideas were noted. While many have been incorporated into the various areas, goals, and actions, a record of them all remains useful as points for consideration and reflection.

Wellbeing

- Clear job descriptions for all staff – particularly the senior management team.
- Emergent leadership opportunities.
- Support networks for all staff
- Offer avenues for team bonding to be built.
- Maintain a culture of prayerful dependence on the Lord
- Relevant professional development is offered and effectively delivered to develop opportunities for staff to reach their full potential.
- New staff are upskilled in effective wellbeing framework.
- Leadership team to be involved in the appraisal process of all staff to identify areas of support and development.
- Senior management team structure developed by end of term 2, 2024.
- Continue developing supportive staff culture.
- Annual staff wellbeing survey administered and reported on.
- A clear procedure for ensuring mentoring, and encouragement between teachers is constantly practiced.
- Always demonstrate honour to all people, including when beliefs, lifestyle etc are differing.
- Students and teachers have ample and clear opportunities to give feedback to management.
- Communication to be regular open and transparent, between management and school community.
- Equal opportunity for all caregivers to be involved in school activities (ie class outings, teaching support, camps etc.)
- Actively value and promote the value of diversity of cultures.
- Celebrate New Zealand's Māori heritage by incorporating Mātauranga Māori and Te Reo Māori into learning.

Learning

- Develop a robust teacher appraisal programme that involves yearly internal and external reviews.
- Yearly teaching plans to be reviewed.
- Upskilling and PLD for teachers as required.
- Mentoring and guidance programme for new teachers / review teaching plans
- Set and monitor achievement targets for learning outcomes.
- Offer varied experiences (bring interesting people to school to talk about their lives and careers)
- Believe in your students potential
- Extend learning for college students as required
- Model enthusiasm for learning
- Harness student interests (i.e. the mathematics and physics behind long range shooting / deer stalking)

Pathway

- A review of the current Y1-10 English and Maths schemes with an emphasis on the connections between the year levels.
- Research alternative Y12-13 qualifications other than NCEA
- An external review of the college English program
- Development of a practical, non-academic pathway in English for Y11-12 students preparing them for their vocational options.
- Align career advice around the vision values of: identity, sustainability, excellence, discipleship, and credibility.