

Faith City School Strategic Plan 2024- 2025



FAITH
CITY SCHOOL

Te Kura Hāpori o te Whakapono

Our Mission

Teaching with a Christian World View for lifelong learning.

Motto— To learn, grow and serve the Lord.

Values

Respect for God

Respect for Others

Respect for Self

Respect for Environment

Principles

*God and learner at the
centre*

Learning about our World

Learning about our People

*Developing Faith, Values &
Character*

*Growing to be the best
version God made me to
be*

*Building Culture &
Community*

Proverbs 22 verse 6

*"Train up a child in the way he should go, and when he is old he will not depart
from it"*



Faith City – Towards a strategic Plan 2024-25

The FCS BOT have worked over the previous year to gether and by engaging with key stakes holders in consultation to gain a picture of what makes us who we are, what is important and what we should work on to build an environment where all students can achieve success as independent learners form their cultrue and background.

The consultation undetaken to date includes:

Board of Trustee Rep Worskhop Focusing on:

Understanding our Faith City Community –

- Our Church Whanau
- Our Iwi, Hapu & Whanau
- Our Pasifika
- Our wide and colourful ethnic community

Understanding and Linking our vision to National Education and Learning Priorities -Nelps – The board linked stategy three of the Nelps i. learners at the Centre (objective1); ii. barrier free access (objective 2) and iii. Quality Teaching and Leadership (objective3)

Specifically regarding How to adapt and improve curriculum for target learners - Maori, Pasifika and learning diverse students to ensure high aspirations for every learner and partner with whanau to ensure a responsive learning programme that meetseach individuals needs; ensuring every learner gains sound foundational knoeldge in Māori langauage and literacy and numeracy; and meaningfully incoprporate te re Māori and Tikanga into everyday life of our school.

Staff Feedback and Consultation – Feb / March

Consultation with Community - Whanau Hui meeting with Māori whanau

- Pasifika Fono with Pasifika parents communiuty – Samoan, fijian, Rartongan Nuien
- All parents Survey at Meet the Teacher Goal Setting meeting in Feb – gathered feedback, key concerns and future aspirations form this community
- Planned meeting for Diverse Learners in 2024
- Access to the proprietor for input to Special Charachetr

What We Heard from FCS Community - See link to community feedback from these hui

https://drive.google.com/drive/folders/1XMMWC8F0gvD4IX_28AKvZ9OKsr54m3fd?usp=drive_link

Well-being – Hauora

Building a culture of well-being where kaiako and ākonga fulfil their potential in an environment that is happy, safe, and culturally responsive.

What do you expect to see?	How will we make progress and achieve our strategic goals?	How will you measure success?
<ul style="list-style-type: none"> • Faith City is a happy and safe place to work and learn in. • Community collaboration to design and deliver learning that responds to the needs of each individual's wellbeing, culture, and language. • Strong Christian character • Close Christian pastoral care • Excellent communication with stakeholders, i.e. parents, RTLB etc • Cultural agility - Increased understanding of own and other cultures – all cultures flourishing. • Christian world view integrated into each learning area. • Embedded culturally responsive practice • Strong Emphasis on Teacher Well-being 	<ul style="list-style-type: none"> • Iwi Collaboration via Takaitini Hauora to support transition and well-being - Develop our transition process from FCS to Secondary School to build resilience. • Well-being survey – student feedback • Teacher Resiliency and Well-being PLD • PB4L Data to inform practice. • Sustain restorative relationships. • Improve wellbeing via extra-curricular activities – Dance, Drama, Art, and Sport. • Weave key points of CEP into other curriculum areas. • Collaboration with local church and churches • Make our distinct cultures more visible in our school environment. • Whanau Hui, SENCO etc • Kapa haka and Kaumatua • Pasifika Group • Pasifika Liaison Advisor 	<ul style="list-style-type: none"> • Further develop Transition processes for new students and staff and student leavers. • Refresh school values and Matrix teaching programme. • Implement and show improvement through the LNICC well-being survey. • Continue SWPB4L - Improved data of schoolwide incident referrals. • Conflict resolution - Improved DoJo/Respect point. • Goal setting with students and Parents – Well being survey + reaching goals.. • Student Voice surveys + Teacher Voice – improved positive feedback. • Review of Christian Ed by the Proprietor - implement recommendations by Proprietor. • Units of worked developed where Christian themes and values are integrated into other learning areas e.g science, STEM, etc • Tuakana Teina/Big Buddy training/Peer Mediation • Pasifika and other cultural celebrations. Cultural BBQ/shared dinner night. • Pasifika and other cultures represented in our school community in a visible way.

Te Ao Māori – The world of Māori

Building our understanding, knowledge, and intentional implementation of Te Ao Māori – make a visible commitment to Te Tiriti o Waitangi.

What do you expect to see?	How will we make progress and achieve towards our strategic goals?	How will you measure success?
<p>Visible commitment to Te Tiriti o Waitangi via:</p> <ul style="list-style-type: none"> • Localised place-based learning • Where Māori achieve success as Māori • Partnering with and using Takatini Hauora • LNICC • Document Te Tiriti in policy and curriculum documents. • Developing an awareness of how Te Tiriti principles apply to teaching and learning. • Matauranga Maori being a platform for learning. • Cultural agility – being confident in our own culture and confidently stepping into things Maori. Where students from other cultures have opportunity to widen their understanding of Te Ao Maori to strengthen their own cultural understanding. • Te ahu o te Reo Maori in class • Use Te Reo Māori and understand tikanga in classroom settings and school wide events and looking for opportunity to incorporate Māori knowledge in all curriculum areas. 	<ul style="list-style-type: none"> • Timetabled Te Reo Maori lessons • Localised and integrated learning via collaboration with iwi to create units of study. • Sustain teacher use of Te Reo Māori and analysed through Professional Growth Cycle • Continue to implement Aotearoa NZ Histories • Encourage further PLD via Te Ahu o Te Reo Māori • Every teacher review and develops class Mahere Reo plan. • Local curriculum reflects place-based learning, Te Ao Maori, and Te Tiriti o Waitangi. • Continued Support for Te Reo/tikanga/KapaHaka/Māori Performing Art across the kura. • Develop what student assessment will look like for Te Reo Maori language use. • Build a strong relationship with Local Iwi via Whanganui Kahui Ako Takitini Hauora - Local people and places of Significance 	<p>2024 – 2025</p> <ul style="list-style-type: none"> • Māori academic achievement improving • Student will be using Te Reo Māori in everyday settings. • Mahere plans in place. • Student assessment developed for Te Reo Maori language use. • Student use of Te Reo Maori will have improved. • Increased use of te Reo Maori by kaiako and ākonga • Connected with local whānau, hapū and iwi. • School Wide Celebrations i.e. Matariki, Prize Giving. • All students learn Pepeha and Whakapapa • Senior students Marae Experience • Developed ANZH folders – trial lessons. Video links and internal PLD • Continue to fund leadership to support schoolwide development. • Teacher rep to Takitini Hauora building cultural capability. <p style="text-align: right;">Edn and Training Act 2020 Sectn 127 (1,c,d,2 b) Objective 3 priority 5 & 6</p>

Build Effective Pedagogy

Improve teaching effectiveness, to nurture individual learners to achieve success across learning areas.

What do you expect to see?	How will we make progress towards our strategic goals?	How will you measure success?
<ul style="list-style-type: none"> • Developed refreshed curriculum. • Rich local curriculum • Ongoing PLD opportunities tailored for staff Reading/Writing/Maths • Strengthen Literacy & Numeracy Science and Digital Technology • Student Agency – students taking ownership of their learning - having a voice in the process. • Continue to build teacher capability to teach excellently so our learners experience success. • Teachers adapting to learner’s needs – with a focus on neuro-diverse learners. • A universal design for teaching, learning and assessment. 	<ul style="list-style-type: none"> • In school PLD on the refreshed curriculum • Future-focused teaching and learning • Continue to set, assess and evaluate targets for student improvement • Individualised learning plans for target students and or all students – • personalised learning Programmes being developed and used in class (student agency) • Using Google classroom and Hapara to encourage student agency • PLD for Literacy Numeracy • Refresh and develop our science programme. • Continue to build Digital Technology into the classrooms and teacher ability. • Quality targeted learning programmes for target students - Maori, Pasifika, and Neuro-diverse student <p>Individual Goal Setting Plan with whanau, students, and teachers at beginning of the year + mid-year review of those goals.</p>	<p>2024 -2025</p> <ul style="list-style-type: none"> • Teachers will be planning and using the refreshed curriculum in Maths, English ANZH, Science, Technology - Developed units of work that show - Understand, Know, Do of the NZC framework. • Will have assessed and evaluated results for student improvement in Numeracy and Literacy as related to the annual plan. • Using Chrome Books using Google classroom, Hapara to assist individual learning plans in senior school (Yr3-Yr8) • Discussed and reviewed student goals with whanau beginning mid and end of year. • Pasifika Student assessment data in Reading, Writing and Maths showing improvement. • Maori Student assessment data in Reading, Writing and Maths showing improvement. • Neuro-Diverse/Target groups students assessment data in Reading, Writing and Maths showing improvement. • Students and teachers will use Digital Technology more effectively in classroom • Pasifika Study • Evidence that universall design for teaching, learning and assessment has been adapted to student needs <p style="text-align: right;">NELP Objective 3 priority 5 & 6</p>