

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 has collaborated in 2023/2024 and engaged with key stakeholders to gain a deeper understanding of what makes FCS who we are, what is important to us, and what we should focus on to create an environment where all students can achieve success as individual and independent learners.

The consultation undertaken to date includes:

Board of Trustees Representative Workshops Focusing on Understanding Our Faith City Community:

- Our Church Whānau
- Our Iwi, Hapū, & Whānau
- Our Pasifika Community
- Our diverse and vibrant ethnic community

Understanding and Linking Our Vision to National Education and Learning Priorities (NELP):

The Board linked strategic goals to three of the NELP objectives:

1. Learners at the Centre (Objective 1)
2. Barrier-Free Access (Objective 2)
3. Quality Teaching and Leadership (Objective 3)

This includes a focus on how to adapt and improve the curriculum and learning experiences for target learners – Māori, Pasifika, and neurodiverse students.

We aim to ensure high aspirations for every learner and partner with whānau to deliver a responsive learning programme that meets each individual's needs.

We want to ensure every learner gains sound foundational knowledge in Te Reo Māori, literacy, and numeracy, and meaningfully incorporate Te Reo Māori and Te Ao Māori into the everyday life of our school.

Staff Feedback and Consultation – February/March:

- Consultation with the Community:
 - Whānau Hui meeting with Māori whānau in Term 4, 2023
 - Pasifika Fono with the Pasifika parent community (Samoan, Fijian, Rarotongan, and Niuean) in Term 4, 2023
 - All parents' survey during Meet the Teacher Goal Setting meeting in February – gathered feedback, key concerns, and future aspirations from this community in Term 1, 2024
 - Planned meetings for diverse learners in 2024
 - Access to the Proprietor for input on special character in 2024

What We Heard from the FCS Community

(See links to community feedback from these consultation hui.)

Well-being – Hauora

Building a culture of well-being where kaiako and ākonga can reach their best in an environment that is happy, safe and culturally responsive

What do you expect to see?	How will we make progress and achieve towards 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. Community collaboration in designing and delivering learning that responds to each individual's well-being, culture, and language needs. Strong Christian character. Close Christian pastoral care. Excellent communication with stakeholders, including parents, RTLB, etc. Increased understanding of one's own and other cultures – all cultures flourishing. Christian worldview integrated into each learning area. Embedded culturally responsive practices. High Rates of Attendance 	<ul style="list-style-type: none"> Iwi collaboration via Takatini 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. Sustaining restorative relationships. Improving well-being through extra-curricular activities – dance, drama, art, and sport. Weaving key points of CEP into other curriculum areas. Collaboration with local churches. Enhancing cultural visibility in our school environment. Whānau Hui, SENCO, etc. Kapa haka and kaumātua involvement. Pasifika group. Pasifika liaison advisor. Attendance policy reviewed and followed. Attendance data tracked, and collaboration with parents 	<p>2024 - 2025</p> <ul style="list-style-type: none"> Further develop transition processes for new students, staff, and student leavers. Refresh school values and matrix teaching programme. Implement and track improvements in the LNICC well-being survey. Continue SWPB4L – improve data tracking of schoolwide incident referrals. Enhance conflict resolution and friendships – improve Dojo/Respect points. Set and track goals with students and parents – well-being survey + goal achievement. Gather student and teacher voice surveys – improve positive feedback. Review of Christian education by the Proprietor – implement recommendations. Develop units of work integrating Christian themes and values into other learning areas (e.g., science, STEM). Tuakana-Teina, Big Buddy training, and Peer Mediation. Celebrate Pasifika and other cultures – cultural BBQ/shared dinner night. Increase visible representation of Pasifika and other cultures within the school community Improved Attendance Data <p>Edn. Training Act 2020 Sectn 17 Objective 1 priority 2</p>

Te Ao Maori – Things Māori

Building our understanding and knowledge of Te Ao Māori -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. • Ensuring Māori achieve success as Māori. • Partnering with and utilizing Takatini Hauora. • Engaging with LNICC. • Documenting Te Tiriti in policy and curriculum documents. • Developing awareness of how Te Tiriti principles apply to education. • Using Mātauranga Māori as a platform for learning. • Fostering cultural agility – being confident in our own culture while confidently engaging with Māori culture. Providing opportunities for students from other cultures to deepen their understanding of Te Ao Māori, strengthening their own cultural awareness. • Incorporating Te Ahu o te Reo Māori in classrooms. • Using Te Reo Māori and understanding tikanga in classroom settings and school-wide events, while actively seeking opportunities to integrate Māori knowledge into all curriculum areas. 	<ul style="list-style-type: none"> • Timetabled Te Reo Māori lessons. • Localised and integrated learning through collaboration with iwi to create units of study. • Sustain and analyse teacher use of Te Reo Māori through the Professional Growth Cycle. • Continue implementing Aotearoa NZ Histories. • Encourage further PLD via Te Ahu o Te Reo Māori. • Every teacher to review and develop a class <i>Mahere Reo</i> plan. • Ensure the local curriculum reflects place-based learning, Te Ao Māori, and Te Tiriti o Waitangi. • Provide continued support for Te Reo, tikanga, kapa haka, and Māori performing arts across the kura. • Develop student assessment frameworks for Te Reo Māori language use. • Strengthen relationships with local iwi through Whanganui Kāhui Ako Takitini Hauora, incorporating local people and places of significance. 	<p>2024 – 2025</p> <ul style="list-style-type: none"> • Māori academic achievement is improving. • Students will use Te Reo Māori in everyday settings. • Mahere plans are in place. • Student assessment is developed for Te Reo Māori language use. • Student use of Te Reo Māori has improved. • Increased use of Te Reo Māori by both kaiako and ākonga. • Stronger connections with local whānau, hapū, and iwi. • School-wide celebrations (e.g., Matariki, Prize Giving). • All students learn their pepeha and whakapapa. • Senior students participate in a marae experience. • ANZH folders developed – trial lessons, video links, and internal PLD. • Continued funding for leadership to support school-wide development. • Teacher representative in Takitini Hauora, building cultural capability. <p>Edn and Training Act 2020 Sectn 127 (1,c,d,2 b) Objective 3 priority 5 & 6</p>

Build Effective Pedagogy

Teacher effectiveness, with aspiration to nurture individual learners to achieve success across key 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 and refreshed curriculum. • Rich, local curriculum. • Ongoing PLD opportunities tailored for staff in reading, writing, and maths. • Strengthen literacy, numeracy, science, and digital technology. • Enhance student agency – encouraging students to take ownership of their learning and have a voice in the process. • Continue building teacher capability to ensure excellent teaching, enabling student success. • Teachers adapting to learners' needs, with a focus on neurodiverse learners. 	<ul style="list-style-type: none"> • In-school PLD on the refreshed curriculum. • Future-focused teaching and learning. • Continue setting, assessing, and evaluating targets for student improvement. • Individualised learning plans for target students or all students. • Personalised learning programmes developed and used in class to enhance student agency. • Use Google Classroom and Hapara to encourage student agency. • PLD for literacy and numeracy. • Refresh and develop the science programme. • Continue integrating digital technology into classrooms and building teacher capability. • Quality targeted learning programmes for Māori, Pasifika, and neurodiverse students. • Individual goal-setting plans with whānau, students, and teachers at the beginning of the year, with a mid-year review. 	<p>2024 -2025</p> <ul style="list-style-type: none"> • Teachers will plan and use the refreshed curriculum in maths, English, ANZH, science, and technology, developing units of work that align with the <i>Understand, Know, Do</i> framework of the NZC. • Student progress in numeracy and literacy will be assessed and evaluated in relation to the annual plan. • Chromebooks, Google Classroom, and Hapara will be used to support individual learning plans in the senior school (Years 3–8). • Student goals will be discussed and reviewed with whānau at the beginning, middle, and end of the year. • Assessment data for Pasifika students in reading, writing, and maths will show improvement. • Assessment data for Māori students in reading, writing, and maths will show improvement. • Assessment data for neurodiverse and target student groups in reading, writing, and maths will show improvement. • Students and teachers will use digital technology more effectively in the classroom. • Pasifika study programme will be implemented or developed.

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

- **Renew Transition Processes:** Enhance transition procedures for both new and departing students.
- **Improve Attendance Data:** from current 77% -regular Attendance Term 4 2024 to 85% by working with families to reduce in term holidays which is 18% reason given for absences along with T and E codes to the amount of 11% reasons given for absence. To improve on time to class from 80-90% by again working alongside families more closely
- **Improve Well-Being Data:** Strengthen student and staff well-being, reflected in improved survey results.
- **Reduce Schoolwide Incident Referrals:** Analyze **Big Five** data to identify trends and implement strategies for improvement.
- **Develop a Resiliency Programme:** Work with **RTLB** to establish a resiliency programme for **Years 4-8** students.
- **Foster a Strong Multicultural Community:** Ensure students and the wider community feel valued and included in the school's diverse environment.

Background Data:

Behaviour Overview (2024):

Overall, problem behaviour is minimal, including major incidents.

Major incidents primarily stem from a small group of students, with physical aggression being the most significant issue.

Most incidents occur in the classroom.

Apart from a group of Year 7/8 girls, the majority of incidents involve three boys, who are receiving Tier 2 and Tier 3 support.

Māori students demonstrate excellent behaviour.

PB4L School-Wide Approach:

PB4L (Positive Behaviour for Learning) supports behaviour and learning at both a school-wide and individual level.

Well-being and positive behaviour are fostered when:

The school environment is positive and supportive.

Expectations are clear and consistently reinforced.

Students are explicitly taught desired behaviours.

Positive behaviour is consistently acknowledged, and undesirable behaviour is addressed fairly and equitably.

Christian and Cultural Values:

Christian values are central to student life and widely recognized as a strength that should continue to be nurtured.

Students thrive when they are affirmed in their cultural identity, a priority identified by community feedback.

Transitions & Student Engagement:

Transition processes, particularly to secondary school, need to be strengthened—a key concern for whānau. Respect Points in the classroom effectively motivate students in Christian learning, respectful behaviour, and academic performance.

Most students respond well to this system, and staff remain proactive and restorative in their approach.

Sustaining High-Quality PB4L Implementation:

The school's Tiered Fidelity Inventory (TFI) regularly scores 100%, highlighting strong PB4L implementation. Ongoing efforts are needed to maintain and reinvigorate these practices.

Planned Actions for Lifting Achievement

Iwi Collaboration: Strengthen **culturally responsive practices** and improve **student transitions**.

Well-Being & Resiliency:

Conduct **well-being surveys** through **Kāhui Ako**.

Develop a **resiliency programme** for students and teachers.

Character Development & Values:

Teach students to **care for themselves, relate to others, and become responsible contributors** to society through the **Respect Values** programme.

Develop **curriculum, policies, and programmes** that promote a **safe, supportive, and engaging** school environment, aligning with the **PB4L matrix** and schoolwide values.

PB4L Implementation:

Use **student-led skits** to reinforce appropriate behaviour.

Implement **PB4L strategies in class**, using **Big 5 data** to inform responses and refine practice each term.

Sustain and reinvigorate Restorative Practices, particularly supporting **new teachers**.

Christian Education & Community Collaboration:

Strengthen **Christian Education Programme (CEP)** integration across all curriculum areas, supported by **PLD via Kāhui Ako**.

Increase **collaboration with other churches**.

Conduct a **special character review** in partnership with the **Proprietor**.

Cultural Visibility & Inclusion:

Increase the visibility of **diverse cultures** (African, American, Asian, Pasifika) through **curriculum, wall displays, language use, and cultural celebrations**.

Strengthen **cultural liaisons** to enhance engagement and representation.

Attendance Policy: review and applying attendance policy with teacher and senior leaders working closely with families to address attendance and late to school issues



Building our understanding and knowledge of Te Ao Māori

Targets

Partnering with Iwi: Strengthen localized, place-based learning to support Māori success as Māori.

Equity in Achievement: Māori students will achieve at the same level as their peers in writing and maths.

Te Reo Māori in the Classroom:

Implement **Te Ahu o te Reo Māori**, ensuring allocated te reo time in all classes.

Improve Māori language proficiency among all students.

Cultural Agility:

Foster confidence in students' own cultures while enabling them to engage meaningfully with Te Ao Māori.

Provide opportunities for students from diverse backgrounds to deepen their understanding of Te Ao Māori, strengthening their own cultural identities.

Te Tiriti o Waitangi in Education: Develop awareness of how

Te Tiriti principles apply to teaching and learning.

Mātauranga Māori as a Learning Platform: Embed Māori

knowledge and perspectives across the curriculum.

Background Data:

- **Te Ahu o Te Reo Māori:** All staff have completed training except one beginning teacher and one new teacher in 2025. Those who have not yet participated will complete training in **Semester 2**.

- **Ongoing Te Reo Māori & Kapa Haka:** Students engage in **30 minutes** of tutored Te Reo Māori per week.

The **Kapa Haka rūpū** is committed to additional time.

Māori Liaison: Strong connections maintained with **Kaumātua and Whaea**.

- **Academic Achievement:** Māori students are performing as well as, or better than, other students academically. Writing remains a challenge for Māori students, as it is for others.

85-100% of Māori students leave Year 8 **At or Above** the expected curriculum levels in maths.

85-100% of Māori students typically leave Year 8 **At or Above** the expected curriculum levels in writing.

- **Assessing Māori Language Development:** No formal method currently exists—assessment relies on **teacher judgment**, which is identified as a weak area.

Planned Actions for Lifting Achievement

Individualized Learning Plans & Target Groups:

Develop targeted support for Māori students to enhance learning outcomes.

Te Reo Māori Assessment:

Establish a structured assessment approach for Te Reo Māori language proficiency using **NCER PATs**.

Ongoing Support for Te Reo & Tikanga Māori:

Continue Te Reo Māori, tikanga, Kapa Haka, and Māori performing arts across the kura, including marae visits.

Conduct classroom observations of Māori lessons as part of the **Professional Growth Cycle (PGC)**.

Mahere Reo (Language Plans) & Teaching Strategies:

Each teacher will review and develop a **Mahere Reo** plan annually and by term.

Implement **weekly 30-minute** timetabled Te Reo Māori lessons with team teaching approaches.

Sustain teacher use of Te Reo Māori, monitored and analysed through the **PGC**.

Utilize the **FCS Māori Curriculum** developed by the school.

Professional Development & Collaboration:

Encourage further **PLD via Te Ahu o Te Reo Māori**—Hāpai Tū, Te Ahu o Te Reo Māori.

Strengthen localized, place-based learning by collaborating with **iwi** to create units of study reflecting **Te Ao Māori** and **Te Tiriti o Waitangi**.

Tracking Progress & Reporting:

Teachers will develop strategies for target groups and report progress to **team leaders and the Principal** mid-year and **end of year**, and to the **Board of Trustees (BOT)** at the end of the year.

Aotearoa NZ Histories Curriculum:

Continue developing and implementing the **Aotearoa New Zealand Histories** curriculum to support local curriculum initiatives.



Teacher effectiveness, with aspiration to nurture individual learners to achieve success across key learning areas

Targets 2025

Mathematics

85-90% of Year 8 leavers will be **At or Above** Phase 3.

Reduce the percentage of Year 5 and Year 6 students **Below** (Below & Working Towards) by **50%**.

80% of Year 1-4 and Year 7-8 students will be **At or Above** the appropriate phase.

Māori students will achieve at the same level as their European peers.

Key Target Groups

Māori, Pasifika, boys, and other target learners will show a **10-15% improvement** in writing and maths.

Writing

75-80% of Year 8 leavers will be **At or Above** Phase 3.

Reduce the percentage of Year 5 and Year 6 students **Below** (Below & Working Towards) by **50%**.

75-80% of Year 1-4 and Year 7-8 students will be **At or Above** the appropriate phase.

Increase the percentage of students achieving **Above** expectations by **10%**.

Background Data

Mathematics (2024)

Year 8 Leavers: 89% (17 students) were at or above the expected Curriculum Level 4 (end of Phase 3), while 11% (2 students) were working towards it (mid-Phase 3).

Achievement Gaps: Year 5 had 10 students below, and Year 6 had 7 students below the expected level.

Overall Performance: 77% were at or above the expected level, a 5% decrease from 2023.

15% were working towards, and 7% were below the expected level. **Māori Students** 67% (20 students) were at or above the expected level, a 13% decline from 2023.

23% were working towards, while 10% (3 students) were below the expected level (early to mid-phase).

In 2023, 80% were at or above, 10% were working towards, and 10% were below the expected level.

Pasifika Students 57% were at or above the expected level, reflecting an increase.

29% (2 students) were working towards, and 14% (1 student) was below the expected level.

Year 8 PAT Results

2020-2022: 100% of Year 8 students scored at stanine 5 or above.

2023: 89% achieved stanine 5 or above, with progress seen throughout the year.

2024: All but one Year 8 student (stanine 4) scored stanine 5 or above.

Writing (2024)

Year 8: 84% achieved at or above the expected level.

Years 1-7: 67% achieved at or above the expected level.

By Group: Māori: 58% at or above. Pasifika: 29% at or above. Boys: 56% at or above.

Planned Actions for Lifting Achievement

Writing—PLD & Curriculum Development 2025

Structured Literacy Training: All teachers who have not yet been trained in the BSLA approach will receive training in 2025.

Curriculum Refresh: Key learning areas, including assessment (PAT Writing), will be updated.

Target Groups & Individual Learning Plans:

All classes will have target groups in writing, with individual learning plans for these students.

Teachers will report progress to the Board of Trustees (BOT).

Target groups will focus on students not meeting expected curriculum levels in reading, writing, and maths, including Pasifika, Māori, neurodiverse students, and boys' writing.

Students who are well below expectations will receive additional support through BSLA resources.

Mathematics 2025

New Resources & Approaches:

Implement new Oxford Maths resources and Structured Maths approaches.

Continue Wilky Maths support to maintain 2023 achievement levels.

Teaching Approach: Whole-class maths instruction with scaffolded support for students needing acceleration.

Teacher Collaboration: Teachers will share student progress twice per term and discuss strategies for accelerating learning.

Additional Support & Engagement Strategies

Tier 2 Support: Maree Lewis will provide targeted small-group support for students requiring additional assistance.

Boys' Writing: Teachers will explore strategies to improve engagement in writing.

New Learning Progressions: A school-wide learning progression will be developed to assess all students in line with new curriculum phases.

Strategic Focus: PGC will continue to prioritize key areas of school development.

Cultural & Digital Learning Enhancements

Localised Curriculum for Māori Engagement: Develop a curriculum that builds awareness and expectations among teachers while strengthening ākonga identity as Māori.

Digital Integration Enhance the use of Chromebooks, Hapara, and digital tools like Read & Write to support learning.

Goal Setting & Professional Development

Individual Goal Setting: Whānau, students, and teachers will collaborate on goal setting at the start of the year, with a mid-year review.

Curriculum Leads: Provide ongoing support to teachers in differentiation and best practices for student success.

Who is Responsible—All teachers + Mathematics Leader + PD Provider + Principal +BOT