



Palmerston North
Adventist™ Christian School

Learning and Growing in God

Our Vision

To nurture students in a Christ-centred learning community where they experience God's love, develop a personal faith journey, and reach their God-given potential; equipped to serve God and others.

Strategic & Annual Plan

2025

Our Strategic Goals

- 1 **Growing Special Character**
To promote Christian values and actions within the school community.
- 2 **Growing Student Achievement**
To provide effective teaching and learning to raise the level of achievement in Maths and Literacy
- 3 **Growing Relationships for Learning**
To develop positive relationships within our school and local communities.



LIFE Values

Love

Integrity

Faith

Excellence

Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength. Mark 12:30 (NIV)



GOAL 1: To promote Christian values and actions within the school community

ACTIONS

Teaching for Transformation

- Facilitator Training (Auckland)
- Staff training - two modules per term
- Teacher Only Day - June 19 (Auckland)
- 2026 Full Implementation

PB4L - Tier 2 Training

- Appoint PB4L Lead Teacher
- Work with facilitator
- Attend four training days throughout the year
- Staff meetings to train staff and review PB4L - 2x per term
- Implement program

Chaplaincy

- Work with new chaplain, Pr Midori, to plan and implement spiritual support for our school community.

TIMELINE

TERM ONE - TfT Learning Leader (TfT LL) attends three day workshop in Auckland followed by Zoom workshops; Principal attends Zoom meeting to outline expectations; Teachers complete Module 1.
 TERM TWO - Teachers complete Modules 2 - 4; Teacher Only Day for TfT PLD in Auckland (June 19);
 TERM THREE - Teachers complete Modules 5 & 6;
 TERM FOUR - Teachers complete Modules 7 & 8 ready to implement in the classrooms in 2026

TERM ONE - PB4L Lead Teacher attends Tier 2 Training Day #1; Staff meetings for teachers to refresh Tier 1 and introduce Tier 2
 TERM TWO - PB4L Tier 2 Training Day #2; Staff meetings
 TERM THREE - PB4L Tier 2 Training Day #3; Staff meetings
 TERM FOUR - PB4L Tier 2 Training Day #4; Staff meeting; Analysis of data; Full implementation of Tier 2

TERM ONE - Principal-Chaplain meeting to plan calendar for 2025; School picnic meet & greet; Senior camp support; Chapel for juniors/seniors each week; Bible studies; Literacy support
 TERM TWO - Weekly Chapel; Week of Worship;
 TERM THREE - Weekly Chapel; Church service
 TERM FOUR - Weekly Chapel; Prizegiving

Throughout the year, the Chaplain is available to support students, staff and families. This is advertised in our communications.

LINKS

NELP 1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.
 NELP 2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

SUCCESS

- Teachers can articulate and implement the school's Behaviour Response Process
- Student behaviour and interactions are consistently aligned with our school values
- Teachers build and maintain positive relationships with students and colleagues, also modelling our school values
- Positive school culture



GOAL 2: To provide effective teaching and learning to raise student achievement

ACTIONS

Maths - PR1ME

- Stocktake of resources and materials to support PR1ME
- PLD to support teachers in their implementation of PR1ME
- Observations of maths lessons and feedback on planning to support teacher practice

Literacy

- BSLA - continued training for teachers in structured literacy
- Implementation of structured literacy in Rooms 1 - 3
- Writer's Toolbox PLD for senior teachers (Rooms 4 & 5)
- Consistent use of WTB

Assessment & Reporting

- Familiarise teachers with the 'Learning Sequence'/'Progress Outcomes' in the new Literacy and Mathematics curriculum
- Develop an assessment program that links to the new POs and supports reporting to parents

TIMELINE

TERM ONE - Complete stocktake of classroom resources and order materials to support PR1ME teaching and learning; Become familiar with the learning sequence in the Refreshed Curriculum and how this aligns with PR1ME levels and books; Kāhui Ako Teacher-Only-Day with Maths PLD;

ONGOING - Kāhui Ako Maths PLD; PR1ME Maths PLD and support; classroom observations and feedback; revisit learning sequence/progress outcomes during each chapter of PR1ME book lessons

TERM ONE - Teachers in Years 3 - 6 enrol in BSLA training; Our BSLA Facilitator supports all teachers in training, assessment, and lesson planning; Teachers in Years 4 - 6 meet online for Writer's Toolbox (WTB) PLD; One teacher will attend a teacher PLD day for WTB

ONGOING - Teachers complete BSLA training; Assessment data is uploaded to appropriate portal; Teachers use assessment data to plan teaching and learning sequences.

TERM ONE - Staff meetings focused on Maths and Literacy Progress Outcomes; KA TOD supports this learning; Students are assessed as per Ministry directives using PAT and e-asTTle; Assessment data is analysed for trends and to support teaching and learning;

ONGOING - enter all data into the Student Management System (SMS); ensure children are assessed at 20 and 40 weeks using the national phonics check;

LINKS

NELP 4 Ensure every learner gains sound foundation skills, including language, literacy and numeracy. NELP 6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

SUCCESS

- Each class will have the appropriate resources to support Maths teaching and learning using the Concrete, Pictorial, Abstract approach (CPA)
- Students will be able to accurately demonstrate their work using CPA
- Improved student achievement in Maths and Literacy
- Teachers and students are able to clearly articulate next learning steps
- Accurate, well-moderated assessment data that supports planning and learning and is clearly reported to parents



GOAL 3: To develop positive relationships within our school and local communities

ACTIONS

Students

- PB4L to support behaviour and relationships
- Provide leadership training and mentoring for LIFE Leaders
- Plan school events that are culturally responsive and empowering and honour Te Tiriti o Waitangi

Whanau

- Review school and community events and how they might better support student learning
- Develop meaningful and practical ways to partner with whanau to support student attendance, learning, and achievement

Community & Iwi

- Consult with our community within and across cultures
- Continue to develop Māori and Pasifika performance groups with support from our local and wider community

TIMELINE

TERM ONE - elect student leaders and provide training; provide external Leadership training for Head Boy and Head Girl;
 TERMS TWO AND THREE - kapa haka lessons; whole-school marae visit; host and international evening that is inclusive of all cultures represented in our school;
 ONGOING - regular meetings with LIFE leaders to support them in their roles

PB4L - as per Goal 1

TERM ONE - school picnic includes invites into classrooms to share how we can partner to support students' learning (including information on BSLA)
 TERM TWO - review how we facilitate parent-teacher conferences
 ONGOING - Monitor attendance; use the STAR attendance guide to support better attendance; keep our community up-to-date with our attendance goals and data; share achievement data with Board and community

ONGOING - invite whanau to contribute to language week activities and learning; support community initiatives that give opportunities for cultural learning and performances; Weekly kapa haka and waiata lessons throughout Terms 2 and 3

TERM THREE - Consult with our school community to inform the strategic direction of the school going forward;

LINKS

NELP 5 Meaningfully incorporate te reo Maori and tikanga Maori into the everyday life of the place of learning.
 NELP 2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

SUCCESS

- LIFE Leaders actively support our school's LIFE values
- All our cultures are considered and represented in school learning, events, and consultations
- Parents support their children's learning in partnership with the school
- Teachers have intentional contact with each child's parent(s)
- Our students are able to articulate and demonstrate learning that reflects the cultural makeup of the school
- Students improved their knowledge of te reo and te ao Māori



2025

ANNUAL TARGETS

ATTENDANCE - To have 80% of students present for 90% of each term

MATHS - To have at least 80% of students working at the expected level, including Māori and Pasifika students

READING - To have at least 80% of students working at the expected level, including Māori and Pasifika students

WRITING - To have at least 80% of students working at the expected level, including Māori and Pasifika students

Palmerston North Adventist Christian School Board undertakes to take all reasonable steps to achieve the purpose, aims, and objectives in this plan, to meet the objectives of the National Education and Learning Priorities (NELPs), and to meet all statutory obligations. This strategic plan has been approved by the Board following consultation with the community.

WORLD

Living

