RANGIORA NEW LIFE SCHOOL (418)

TE KURA ORANGA HOU O RANGIORA

CHARTER 2020 (v3 24/02/20)

SECTION ONE: MISSION, VISION, VALUES AND SPECIAL CHARACTER

1.1 MISSION STATEMENT

To provide quality Christian education that inspires and equips all our students to reach their life potential in order to serve God's purposes

Quality
We seek to be a community that cares and is committed to providing a supportive environment in which every student can achieve.

Christian education
Our educational principles reflect a Christian worldview based on the Bible as the source of truth and the unifying factor giving perspective and meaning to all learning.

Inspires and equips
We are committed to designing and delivering programmes of learning and events that fully engage all students and prepare them as well as possible for life.

All our students
Our school community is inclusive in nature, valuing and learning to be enriched by the differences and God-given diversity of the students who learn here.

Life potential
We believe God has given each student a unique mix of gifts and talents to be discovered and developed here so that school becomes part of a life-long learning process.

Serve God's purpose
We believe that God's ultimate purpose is the transformation of the world; he wants us to be 'salt and light' in his Kingdom of justice, service and love.

1.2 VISION

Our school vision is expressed in two ways: through the Motto and the EAGLES Vision.

THE MOTTO

Rangiora New Life School is committed to working with families in educating young people whom we will encourage to live lives which are: committed to Christ (SEEK), committed to others (SERVE), and committed to personal growth and development (SOAR).

To **SEEK** involves truth, experiencing God's grace, and discovering who Jesus really is. *"Seek first the kingdom of God and all His righteousness…"* (Matthew 6:33)

To **SERVE** means deciding to put others before ourselves, learning the meaning of empathy. "*The Son of man did not come to be served but to serve…"* (Matt. 20:28)

To **SOAR** is to aim high in all things, learning to become a wise and balanced person. *"Jesus grew in wisdom and in stature and in favour with God and all the people"* (Luke 2:52)

THE 'EAGLES' VISION

"Have you never heard? Have you never understood? The Lord is the everlasting God, the Creator of all the earth. He never grows weak or weary. No one can measure the depths of his understanding. He gives power to the weak and strength to the powerless. Even youths will become weak and tired, and young men will fall in exhaustion. ***But those who trust in the Lord will find new strength. They will soar high on wings like eagles.*** *They will run and not grow weary. They will walk and not faint."* (Isaiah 40:28 – 31)

Our vision for students at Rangiora New Life School is that they will be inspired and equipped to be confident, connected and actively involved life-long learners by:

Excellence	Doing all things to the very best of their ability with an excellent spirit
Achievement	Reaching high levels of attainment in all areas of personal and team endeavours with creativity and innovation
Godliness	Developing a Christ-like character and being a servant to others
Life Skills	Establishing sound and lasting relationships, in preparation for enjoying a strong home-life, and fruitful vocations
Evangelism	Becoming life-long disciples of Jesus Christ who humbly share the Good News with others in many different ways
Service	Making a positive difference in our community, our region and the wider world through a variety of acts of service and giving

1.3 **FOUNDATIONAL VALUES AND PRINCIPLES**

FOUNDATIONAL VALUES

Key Aspects:	Loving Motivation	Respectful Relationships	Personal Development	Social Action
Character Cornerstones:	**MERCY**	**HUMILITY**	**WISDOM**	**JUSTICE**
Core Values:	FORGIVENESS COMPASSION INTEGRITY	RESPECT CO-OPERATION UNDERSTANDING	ENQUIRY DILIGENCE RESPONSIBILITY	FAIRNESS GENEROSITY CREATION CARE

GUIDING PRINCIPLES

As a school community we are committed to:

- teaching from a Christian worldview based on the Bible both as the source of truth and the unifying factor which gives perspective and meaning to all learning.
- ensuring school relationships, procedures and policies reflect Biblical principles and exemplary Christian conduct
- employing teachers who are committed Christians, dedicated to the challenging ministry of Christian education and who are living under the empowerment of the Holy Spirit and are capable of teaching biblical truth.
- emphasising the importance and value of prayer and caring fellowship in the life of the school community.
- being a consistent and credible witness for Christ to our local community and beyond, demonstrating Christian service and motivated by mission.
- providing a balanced curriculum that provides for the learning of all essential skills, relevant knowledge and wise application.
- being innovative in educational practice and working for continual improvement in the planning and delivery of all educational programmes.
- recognising that education is primarily a parental responsibility and therefore giving parents opportunity to be involved in their children's education.
- sharing with parents and churches in the responsibility of encouraging children in a personal and growing relationship with the Lord Jesus Christ.
- helping children to discover something of their God-given calling and encouraging them to dedicate their skills and abilities to God's glory in that calling.
- encouraging students to reach their potential in all areas, - spiritual, academic, physical, creative, and social, and to enjoy working and playing to the best of their ability.
- promoting personal responsibility in learning and conduct, as well as community responsibility by way of skills development and servant leadership of others.
- developing Christian character and life skills in all students so that they find life-long fulfilment in making their own unique and positive contribution to society.

1.4 THE SPECIAL CHRISTIAN CHARACTER OF OUR SCHOOL

The Special Character of the school is defined in the Integration Deed. Monitoring of the school's Special Character is the responsibility of the Proprietors and is achieved through a regular audit process. The Special Character of the school forms the rationale for the school's existence and is central to its entire operation. It is our intention to work from a Christian worldview as a foundation for learning, a basis for curriculum development and a framework within which the National Education Guidelines, National Education Priorities, National Curriculum Framework and National Curriculum Statements will be interpreted and implemented.

The Deed of Integration for the School was approved on 31 March 1994. It includes the following paragraphs outlining the Special Character:

18(b) The Special Character of the School is determined by the Christian beliefs and values held by the Rangiora New Life Fellowship, who continue to have the right to determine from time to time what is necessary to preserve and safeguard that Special Character.

(c) It is the goal of the School that Christian character be developed in the lives of all students, so that they may find life-long fulfillment in making the unique and positive contribution to society for which they were created. To this end everything that is taught at the School is integrated into a Christian world view based firmly on the Bible both as the source of truth and the unifying factor, which gives perspective and meaning to all learning.

19 The Proprietor shall, subject to the provisions of this Agreement:

(a) continue to have the responsibility to supervise the maintenance and preservation of education with a Special Character provided by the School;

(b) continue to have the right to determine from time to time what is necessary to preserve and safeguard the Special Character of the School as defined herein;

(c) invoke the powers conferred upon it by the Act should the Proprietor so determine if, in the opinion of the Proprietor, the Special Character of the School has been or is likely to be jeopardised or the education with such Special Character so provided is no longer preserved and safeguarded.

STATEMENT OF BELIEF

We believe in:

1. The unity of the Father, Son, and Holy Spirit in the Godhead.
2. The sovereignty of God in creation, revelation, redemption and final judgment.
3. The divine inspiration and trustworthiness of Holy Scripture as originally given, and its supreme authority in all matters of faith and conduct.
4. The universal sinfulness and guilt of human nature since the fall, rendering all people subject to God's wrath and condemnation, and the literal existence of heaven and hell.
5. Redemption from the guilt, penalty, pollution, and power of sin only through the sacrificial death (as our representative and substitute) of Jesus Christ, the incarnate Son of God. There is salvation in no other name.
6. The bodily resurrection of Jesus Christ from the dead, His ascension, His mediatory work, and His personal return in power and glory.
7. The necessity of the work of the Holy Spirit to make the death of Christ effective to the individual sinner, granting them repentance toward God and faith in Jesus Christ.
8. The indwelling and sanctifying of the believer by the Holy Spirit, and His activity in the Church today reproducing by His fruit the character of Jesus in our lives, and empowering us by His gifts to continue the ministry of the risen Lord.
9. The resurrection of the body and everlasting life.
10. The one holy universal Church, the Body of Christ, to which all true believers belong.

SECTION TWO: STRATEGIC PLAN 2019-2022 AND ANNUAL PLAN 2020

2.1 RATIONALE AND OVERVIEW

In strategically planning for the school's future, we are guided by our mission "to provide quality Christian education that equips and inspires all students to reach their life potential in order to serve God's purposes" and by a vision for a caring community, high academic achievement, growth in Christian character and service both locally and globally.

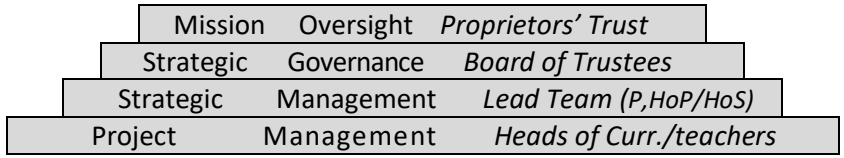
The Strategic Plan serves as a framework for expressing the school's vision, mission and core values in the form of medium-term priorities and goals. Such priorities and goals will, wherever possible, be based upon performance information supplied by way of community surveys, student surveys, curriculum area annual reports, aggregated and analysed student achievement documentation and regular Board-Staff forums.

The Board, in conjunction with the staff, seeks to be responsive to God's leading and kingdom agenda at all times and to be mindful of changes and challenges presented by society and its institutions, students and families, teaching philosophy and pedagogy, rapidly developing technology, and economic pressures.

In considering strategic planning we have considered the following principles and processes:

- The Mission statement of the purpose of the School
- The Board's role in strategic governance
- The Lead Team's role of strategic management within the School
- The School staff members' roles in a variety of activities and projects

This structured approach to strategic planning is illustrated in the figure below:



The planning process may function in two ways: top-down, when the Board prescribes certain activities, or bottom-up, when the staff raise a major concern or initiate an activity. The unifying factor is that while the Board and Proprietors take responsibility for the governance, we all work together as a team, working to the best of our ability to further the overall purpose and mission of the school.

2.2 RECOGNISING NEW ZEALAND'S CULTURAL DIVERSITY AND THE UNIQUE POSITION OF MAORI

Rangiora New Life School, as appropriate to its community, will continue to develop policies and practices that reflect New Zealand's cultural diversity including Maori and Pacifica. In recognising New Zealand's cultural diversity, the school will take all reasonable steps to provide instruction in Tikanga Maori (Maori Culture) and teach Te Reo Maori (Maori Language) for primary students at all levels.

To achieve this, the school will:

- Liaise with school families and the wider school community as required.
- Consult with Maori and Pasifika families on a one to one basis and in a Hui (whole group) setting.
- Integrate Te Reo into Curriculum areas when planning.
- Celebrate Powhiri and related events according to Maori protocol e.g. welcoming and farewelling new students, new teachers, international groups etc.
- Have bilingual signage around the school.
- Greet and sing in Te Reo Maori.
- Provide professional development to assist the staff in their ability to teach Te Reo and Tikanga Maori.
- Continue to foster and develop links with the local tangata whenua at Tuahiwi and other Marae
- Strengthen our kapa haka student and staff team and continue to be actively involved in both planning and hosting inter-Area School kapahaka events

2.3 CANTERBURY AREA SCHOOL ASSOCIATION

Rangiora New Life is a member of a regional group of Area Schools. It values the relationship with these schools highly.



CANTERBURY AREA SCHOOLS ASSOCIATION

Akaroa Area School, Amuri Area School, Cheviot Area School, Oxford Area School, Hurunui Area School, Rangiora New Life Area School & Twizel Area School agree to work together as Canterbury Area Schools Association (CASA). We will work together as a professional learning community where we support and challenge each other to expand our leadership capacity within our schools and externally to create and promote opportunities for students.

We value:

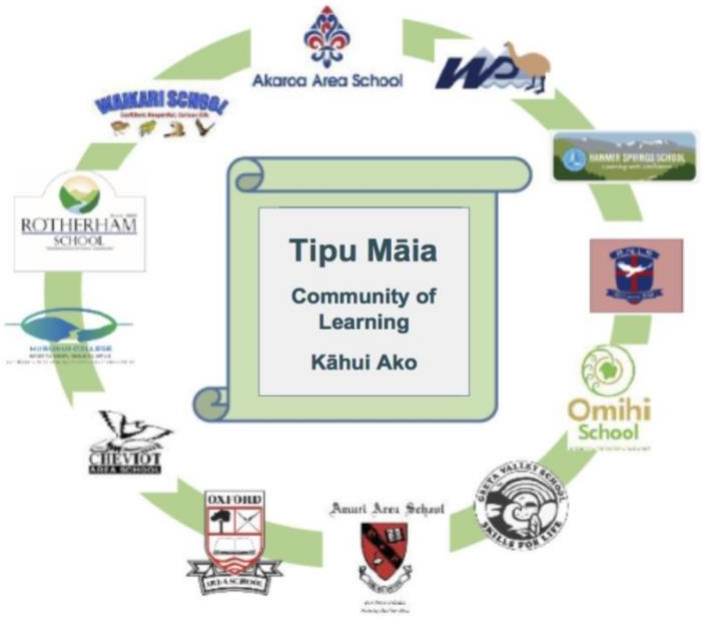
- Respect in terms of open and honest communication
- Innovation and inquiry by thinking creatively, critically and reflectively
- Excellence in terms of student achievement and our own practice
- Diversity as found in our different cultures, language and heritages
- Collaboration

We work together as Area Schools by:

1. **Principals** - once a term meet to network, collaborate and lead - we make sure CASA schools' interests are represented (where possible) on Area Schools executive, with PPTA, with NZEI, attending Secondary Principals meetings, attending CPPA and sharing the load of representation on the various executives.
2. **Deputy Principals** - network once a term, and coordinate Jumbo PLD day.
3. **CASAFest** - the annual sports and cultural festival.
4. **Kapa Haka** - an annual day that allows our Kapa Haka students to perform and share with each other.
5. **Extended Thinking Challenge -** once a term simultaneous activity coordinated via Google Hangouts or VC to challenge students in our schools.
6. **Area Schools Sports trials for Area Schools Tournament -** the trials for our students to create the CASA teams for the National Area Schools tournament
7. **National Area Schools Tournament -** working together to support the organisation, travel and participation in the National Area Schools tournament.
8. **Faculty/Department external review** by staff from other schools, where our staff invite staff from other CASA schools to support and review our faculties/departments
9. **National Area Schools Conference** - encourage each school to attend the Area schools conference to contribute and gain knowledge about the other NZ Area Schools.
10. **Tipu Māia** - working with our community of learning comprising:Greta Valley, Hanmer, Omihi, Rotherham, Waiau, Waikari, & Waipara primary schools; Akaroa, Amuri, Cheviot, Hurunui, Oxford, & Rangiora New Life Area schools.

2.4 TIPU MĀIA – COMMUNITY OF SCHOOLS

Since 2016 Rangiora New Life School has been a member of Tipu Māia Kāhui Ako – a community of 13 schools made up six Area schools and seven smaller contributing primary schools on the peripheral of the Christchurch region. The region extends towards Oxford and Hanmer Springs in the west, Cheviot to the north and Akaroa in the east. At the heart of the cluster are the shared values of education from Y1-13 and the challenges faced with being geographically isolation.



Our vision for this community is :

" Brave, capable confident learners working together in high quality schools with excellent teaching to create the best future for each and every learner"

Our emerging community goal is:

To increase overall student achievement in writing across the curriculum from Year 1-13 through agency, collaboration and engagement.

The theory of improvement is:

If we focus on developing agency, collaboration and across the curriculum, then we will see increases in student achievement in writing, mathematics, reading, and NCEA.

Our community of schools comprises 13 schools :

Greta Valley, Hanmer, Omihi, Rotherham, Waiau, Waikarai, & Waipara primary schools;
Akaroa, Amuri, Cheviot, Hurinui, Oxford, & Rangiora New Life Area schools.
We are a community of over 2100 students and 153 teachers.

Our Achievement Challenges

1) **To raise writing achievement across Tipu Māia Kāhui Ako Years 1 - 13 with a particular emphasis on boys, Māori and Year 9 & 10 students who are currently underachieving.**

2) **To raise mathematics achievement across Tipu Māia Kāhui Ako Years 1-10 with a particular emphasis on students who are currently underachieving. Our Years 1-10 data shows that our achievement levels in mathematics decrease over time**

3) **To ensure that at least 85% of school leavers achieve at least NCEA Level 2 in preparation for their futures.**

2.5 CHRISTIAN EDUCATION NETWORK (CEN)

Rangiora New Life School is member of a group of Christchurch Christian schools – Middleton Grange School, Rolleston Christian School, HillView Christian School, Emmanuel Christian School, Aidanfield Christian School , and Christchurch Adventist School who are committed to :

"Standing and working together to provide excellent all- round Christian education"

Our long term strategic objectives *are:*

Strategic Objective 1:

Strengthening and building of Special Character by focusing on:

- Philosophy
- People
- Practices

Strategic Objective 2:

Expanding Christian education by enhancing:

- Awareness of Christian education as a choice
- Affordability
- Capacity and structure

Strategic Objective 3:

Growing influence in the educational sphere by being:

- Pioneering
- Well informed and connected
- Future focused

2.6 OTHER LONG-TERM PLANS NOT CONTAINED IN THIS CHARTER DOCUMENT

- The Proprietors 10 Year (2009-2019) Capital Development Plan
- The Proprietors 10 year (2011-2021) Property Maintenance Plan

2.7 STRATEGIC PLAN 2019-2022

To provide a quality Christian Education that inspires and equips all our students to reach their life potential in order to serve God's purposes.

To **SEEK** involves truth, experiencing God's grace, and discovering who Jesus really is.
"Seek first the kingdom of God and all his righteousness…" (Matt 6.33)
To **SOAR** is to aim high in all things, learning to become a wise and balanced person.
"Jesus grew in wisdom and in stature and in favour with God and all the people" (Luke 2:52)
To **SERVE** means deciding to put others before ourselves, learning the meaning of empathy.
"The son of man did not come to be served but to serve…" (Matt. 20:28)

Te Kura Oranga Hou O Rangiora Strategic Priorities 2019 – 2022 (revised in 2018)	
SEEK (Christian Character)	**1. Making sure that Christ is at the centre of everything we do by utilizing prayer and scripture.** **2. Developing a foundation of faith that allows students to strengthen their relationship with God.**
SOAR (Students Achieving)	**3. Expecting high academic standards and developing a broader measure of student success beyond pass rates.** **4. Having good student wellbeing monitoring processes.** **5. Supporting parents in educating their children as successful learners.** **6. Preparing students for careers and pathways outside school.**
SERVE (Serve God)	7. **Reaching out to those around us in the wider community by being a Christan witness.**

Te Kura Oranga Hou O Rangiora Annual Plan 2020

To provide a quality Christian Education that inspires and equips all our students to reach their life potential in order to serve God's purposes.
To **SEEK** involves truth, experiencing God's grace, and discovering who Jesus really is. *"Seek first the kingdom of God and all his righteousness…" (Matt 6.33)*
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SEEK FIRST THE KINGDOM OF GOD

1. Making sure that Christ is at the centre of everything we do by utilizing prayer and scripture.

a) Strengthening Founders' day and Easter, and Anzac day as significant celebrations in our school calendar.
b) Having Christian performance events linked to our special character.
c) Having regular staff worship.

2. Developing a foundation of faith that allows students to strengthen their relationship with God.

a) Having regular Prayer meetings with parents and students and encouraging student led worship and testimony in assemblies.
b) Utilising the Interact Curriculum themes for each term across RNLS to provide coherence.
c) Reviewing the multitude of values, principles, core values and vision to provide a more coherent set of core school values that drives the school.

STUDENTS WILL **SOAR** ON WINGS LIKE EAGLES

3.. Expecting high academic standards and developing a broader measure of student success beyond pass rates.

a) Identifying target students in each class, creating a plan to accelerate learning, monitoring and reporting progress of these students' achievement.
b) Lifting 85% of students at least one sub-level annually using asTTle reading, writing and mathematics and other progress tools as indicators
c) Having every student who leaves RNLS in Year 13 achieving at least NCEA Level 2 and students who leave before Year 13 achieving at least NCEA Level 2.
d) Achieving NZQA Level 1-3 pass rates at or above 90% & having at least 50% of students achieve Merit or Excellence passes.
e) Investigate other measures that we can utilise to measure student success beyond pass rates.
f) Continuing to develop electronic classroom pages.
g) Participation in a Kahui Ako across school PLG for teaching staff
h) Encouragement of participation in Kapa Haka – for school events and participation in community events.
i) Participating in the Area Schools Kapa Haka day.
j) Wider participation in Maori language week, Matariki.
k) Ensure students use their digital fluency to participate in life enhancing opportunities
Establish digital citizens who have appropriate skills, strategies, attitudes, understanding and knowledge.

4. **Having good student wellbeing monitoring processes**

a) Utilising the student survey data to establish baselines, investigate, monitor and develop action plans where necessary to support areas of concern.
b) Implementing PB4L Year 8 goals – strengthening Tier 1 & 2.
c) Integrate the LSC position in the school

5. Supporting parents in educating their children as successful learners.

a) BYOD – strengthen Y5-Y13, investigate Y3 & 4.
b) Expanding Parent engagement - Y1-8 utilizing SeeSaw, and fortnightly Kamar progress reports for Y9-13.

6. **Preparing students for careers and pathways outside school.**

a) Provide a diverse set of pathways for students and allow students to discover their strengths and passions by using Career counselling with all senior students, & having a relevant career plan linked to their learning/subject choices.

SERVE GOD, THE COMMUNITY, NATIONS, & THE WORLD

7. Reaching out to those around us in the wider community by being a Christan witness

Being a leader in the wider Christian and educational community

a) Locally in our Christian Education Network (CEN), Tipu Māia Kāhui Ako, & Canterbury Area Schools Association (CASA).
b) Nationally in the NZ Association of Christian Schools (NZACS) and the New Zealand Area Schools Association (NZASA),
c) Internationally in Mission work.