Rangiora New Life School (418)

Te Kura Oranga Hou o Rangiora

CHARTER 2025 (v1)

Since 2023, Ministry of Education requires Boards to have a strategic plan, along with an annual plan each year. Rangiora New Life school wishes to retain the Charter document structure. The BOT created its strategic plan after consultation with the student, parent, staff communities incorporating the National Educational Learning Priorities.This work was done in 2022.

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 2022-2025 AND ANNUAL PLAN 2023

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.

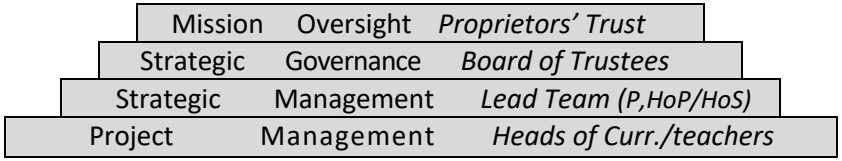
The Strategic Plan serves as a framework for expressing the school's vision, mission and core values in the form of medium-term priorities and goals. Such priorities and goals will, wherever possible, be based upon performance information supplied by way of community surveys, student surveys, curriculum 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:



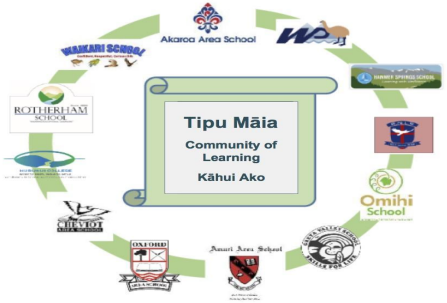
2.2 RECOGNISING NEW ZEALAND'S CULTURAL DIVERSITY AND THE UNIQUE POSITION OF MAORI

Rangiora New Life School, as appropriate to its community, will continue to develop policies and practices that reflect New Zealand's cultural diversity including Māori and Pacifica. In recognising New Zealand's cultural diversity, the school will take all reasonable steps to provide instruction in tikanga Māori and teach te reo Māori for primary students at all levels.

To achieve this, the school will:

- Liaise with school families and the wider school community as required.
- Consult annually with Māori 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 mihi whakatau and related events according to Māori 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 Māori.
- Provide professional development to assist the staff in their ability to teach te reo and tikanga Māori.
- 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 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 Achievement Challenges relate to Cultural Identity, Wellbeing, Literacy and Numeracy

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 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 150 teachers.

2.4 CANTERBURY AREA SCHOOL ASSOCIATION

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

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.
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. **Area Schools Sports trials for Area Schools Tournament -** the trials for our students to create the CASA teams for the National Area Schools tournament
6. **National Area Schools Tournament -** working together to support the organisation, travel and participation in the National Area Schools tournament.
7. **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
8. **National Area Schools Conference** - encourage each school to attend the Area schools conference to contribute and gain knowledge about the other NZ Area Schools.
9. **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

2.5 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"

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 NATIONAL EDUCATIONAL LEARNING PRIORITIES

The Statement of National Education and Learning Priorities (the NELP) is a set of priorities designed to guide those who govern schools and kura (state, state integrated, and private), to focus their day-to-day work on things that will have a significant positive impact for children and young people. The priorities can be used alongside their own local priorities, and in conjunction with delivering a rich local curriculum, to help every learner/ākonga to progress and achieve their aspirations.

Boards need to ensure these priorities are specifically considered and incorporated into their strategic planning.
Rangiora New Life School has integrated these priorities as it reviewed its charter and strategic plan in 2022.
The priorities are:

1) **Learners at the centre:** Learners and their whānau are at the centre of education

- Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
- Have high aspirations for every learner and 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

2) **Barrier free access:** Great education opportunities and outcomes are within reach for every learner

- Reduce barriers to education for all, including for Māori and Pacific learners, disabled learners and those with learning support needs
- Ensure every learner gains sound foundation skills, including language, literacy and numeracy

3) **Quality teaching and leadership:** Quality teaching and leadership make the difference for learners and their whānau

- Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning
- Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

4) **Future of learning and work:** Learning that is relevant to the lives of New Zealanders today and throughout their lives

- Collaborate with industries and employers to ensure learners have the skills, knowledge and pathways to succeed in work

2.7 STRATEGIC PLAN 2023-2025

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.

Te Kura Oranga Hou O Rangiora Strategic Priorities 2023 – 2026	
SEEK (Christian Character)	**1. Keeping Christ is at the centre of everything we do** **2. Develop a foundation of faith that allows the school community to understand and strengthen their relationship with God** **3. Equip students to enter the world with a defensible foundation of faith** **4. Encourage students to display Christ-like character**
SERVE (Serve God)	**5. Create pathways to equip, encourage, and engage students in acts of service towards each other** **6. Demonstrate Christ's love for others in the community**
SOAR (Students Achieving)	**7. Encourage academic excellence** **8. Involve the school community in developing te reo Māori, tikanga Māori, and local history** **9. Partner with parents and caregivers to develop their children as successful learners** **10. Provide a pathway of success for all students** **11. Strengthen students' and staff wellbeing**

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)

2.8 ANNUAL PLAN 2025

Te Kura Oranga Hou O Rangiora Annual Plan 2024

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 **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)
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SEEK FIRST THE KINGDOM OF GOD	**SERVE** GOD, THE COMMUNITY, NATIONS & THE WORLD	STUDENTS WILL **SOAR** ON WINGS LIKE EAGLES
1. Keeping Christ is at the centre of everything we do	5. **Create pathways to equip, encourage, and engage students in acts of service towards each other**	7. **Encourage academic excellence**
Christ is seen at the centre of everything we do – worship, prayer, service, scripture reading and study is visible across the school.	We see student Leadership and responsibility is encouraged .	We see students focused on their studies and see high levels of achievement. Having 80% of students at or above the expected curriculum level in reading, writing and mathematics Having every student who leaves RNLS (and secondary schooling) achieving at least NCEA Level 2 or a suitable career pathway Teachers participate in Curriculum and NCEA PLD and Literacy and Numeracy PLD. Achieving NZQA Level 1-3 pass rates at or above 80% & having at least 40% of students achieve Merit or Excellence passes.
2. Develop a foundation of faith that allows the school community to understand and strengthen their relationship with God	**6. Demonstrate Christ's love for others in the community**	8. **Involve the school community in developing te reo Māori, tikanga Māori, and local history**
Student assemblies contain worship. Have three "Chapel" assemblies during the year, to which the whole community are invited – Easter, Founders day and Grandparents day We see a relevant Founders day assembly, that honours the history and founding of the school We see a student led Easter Service.	We see students and staff who are supportive, respectful, and build strong relationships in our community We see student service recognised inside and outside the school.	We see students and staff developing greater competence and understanding of Te Reo and tikanga. We see an awareness of local history in students and is included in classroom learning We see involvement & visibility in the Rangiora Anzac service
3.Equip students to enter the world with a defensible foundation of faith		9. **Partner with parents and caregivers to develop their children as successful learners**
We see teaching and learning in classrooms from an agreed statement of faith provided by the proprietors from the Interact Curriculum & Christian Living curriculum. We see student Leadership and responsibility is encouraged		We see strong and enduring partnerships with the teachers, parents, students and the school. We see a strong and healthy PTA in the school
4. Encourage students to display Christ-like character		10. **Provide a pathway of success for all students**
We have strong, healthy & active prayer groups across the school, with parents, students and staff involved.		We see all students In a supportive environment succeeding and transitioning to a pathway of further learning, employment or both. Attendance rate of students at school or STAR/Gateway/Offsite training activities is an indication of engagement.
		11. **Strengthen students' and staff wellbeing**
		We see students that are connected and engaged in their learning