



We Care - We are Confident - We Contribute

Kai Mānaaki te Mānawa - Kai Puāwai te hinengaro - Ringa Raupā

Growing curious and courageous learners who explore God's world and are equipped to fulfil their potential in Christ.

Seeking Feedback in the Harvest Strategic Plan

The Harvest Christian School Board is seeking community feedback on the 2024/2025 strategic plan, as required by the Ministry of education.

Please Read through the steps on the 2024/2025 Strategic plan and use the [Google Survey to provide feedback](#).

Ngā mihi maioha

Thank you

Glenn Davies

On behalf of the Harvest Christian School Board



Harvest Christian School: Vision - Core Values, Purpose & Mission

Hearts | Minds | Hands
Growing confident caring contributors

<p>Core Values (Timeless)</p>	<p>Kia Manaaki te Mānawa Caring</p> <p>Kia Puāwai te hinengaro Confident</p> <p>Ringa Raupā Contributing</p>
<p>Core Belief</p>	<p>We believe God exists and is revealed in the Old and New Testaments, which is the only written Word of God.</p>
<p>Purpose (100 years)</p>	<p>Harvest Christian School 's purpose is to grow curious and courageous learners (<i>Growing confident caring contributors</i>) who explore God's world and are equipped to fulfil their potential in Christ.</p> <p>(Vision: <i>Growing confident caring contributors who are equipped to fulfil their potential in Christ</i>)</p>
<p>Mission (10-25 years)</p>	<p>To create an environment in which students grow in their Christian faith, knowledge and relationship with God</p> <p>To reflect the cultural diversity of our community through honouring the past and equipping our learners with the capabilities to succeed now and in the future.</p> <p>To nurture a culture of excellence</p>

Harvest Christian School Strategic Goals (2024-2025)

M1 - To create an environment in which students grow in their Christian faith, knowledge and relationship with God

To achieve this we will		Our measures, evidence and process
A	Teach the curriculum through a Christ centered lens NELPs: 1.1.1	School wide planning based on the 7 Special Character Guidelines
B	Make Christ real to all by focussing on discipleship	Relevant daily devotions that equip ākonga to successfully navigate their challenges and opportunities
C	Foster learning that leads to service action in the community	All units having a planned action component
D	Build a high expectation culture that new ākonga quickly adopt	Positive Behaviour for Learning (PB4L) structures and processes are evident in all classrooms and in the playground
Foundation curriculum policy statements		National Education Strategies (including NELPS) <u>NELPs</u> - 1.1.1, 1.2.1

Harvest Christian School Strategic Goals (2024-2025)

M2 - To reflect the cultural diversity of our community through honouring the past and equipping our learners with the capabilities to succeed now and in the future.

To achieve this we will		Our measures, evidence and process
A	Giving effect to Te Tiriti o Waitangi	Normalised and correct use of te reo and tikanga in the school Regular engagement with local iwi
B	Actively promote Harvest Christian School in the community as viable option for whānau	Growing roll through Harvest Christian School being seen as a first choice Active involvement in inter-school activities and school professional development Published narrative of the school's journey
C	Actively celebrate all cultures within our school	Planned programmes which highlight the uniqueness of the different cultures that make up our community.
D	Equip students to approach social and emotional challenges with confidence	Decreased incidences of children requiring adult intervention to resolve conflict in healthy ways
Foundation curriculum policy statements		National Education Strategies <u>NELPs</u> - e.g. 1.1.1, 1.2.1

Harvest Christian School Strategic Goals (2024-2025)

M3 - To nurture a culture of excellence

To achieve this we will		Our measures, evidence and process
A	Continue to focus on foundational literacy and numeracy for all ākonga	The school timetable and planning will show priority for literacy and numeracy teaching and learning
B	Extend and support the needs of all learners	Consistent identification and actions to support students with intervention and extension
C	Work with students to meet their accountabilities as learners	Upholding high expectations around behaviour and learning
Foundation curriculum policy statements		National curriculum statements
		National Education Strategies

Harvest Christian School Priorities 2024

P1	Equipping students to meet their accountabilities as learners
P2	Growing cultural capability within the school
P3	Use the relocation and subsequent roll growth to strengthen the culture of the school

Priority 1 - Equipping students to meet their accountabilities as learners

<p>Success is</p> <ul style="list-style-type: none"> • Students able to tell their own learning story including how they overcame the challenges they faced. • Students articulate how their relationship with Jesus has developed over the year. • Parents have confidence in the school in the teaching and learning in the school, accepting that school is different to how it was in their day. • A literacy and numeracy sequencing process is a key part of curriculum delivery in every classroom. • A service focus is evident in every unit. 		<p>Strategic Links</p> <p>M1 - A, B, C, D</p> <p>M2 - A, B, D</p> <p>M3 - A, B, C</p>
<p>Internal Threats</p> <p>Not prioritising time to implement new approaches.</p> <p>People holding onto values and beliefs that are no longer true or helpful.</p> <p>Budget pressures reducing PLD investment.</p> <p>Inequity of teacher/parent relationships.</p>	<p>External Threats</p> <p>Insufficient availability of PLD.</p> <p>Changing government policy.</p> <p>Community not seeing the need for school to be different from their experience.</p> <p>Lack of parental trust.</p> <p>Delay in new site handover.</p> <p>Insufficient Access to RTLB/RTLit / EdPsych.</p>	<p>Waypoints</p> <p>Agreement around the accountabilities for learners</p> <p>Strong relationships established with all parents</p> <p>Identification and report on learner strengths and challenges, sharing learning goals and pathways, with a particular focus on numeracy and literacy.</p> <p>Practices that build learner accountability evident in every classroom.</p>
<p>Building on Victories</p> <p>Good intervention and programme already in place.</p> <p>Working strongly with local MoE personnel.</p> <p>Tapping into community resources such as psychologist.</p> <p>Sharing practice with other schools.</p>	<p>Resources</p> <p>More community parent meetings.</p> <p>Access to skilled facilitators.</p> <p>Physical space.</p> <p>Access to Intervention / extension programmes.</p> <p>Devotional upskilling.</p>	<p>Tactics</p>

<p>Success is All students experiencing high levels of belonging to the school through authentic acknowledgement and celebration of their culture.</p> <p>Te reo being used across the school in authentic contexts. Teachers and whānau genuinely desiring to increase their cultural capability, engaging with whanau in the way that works for them. Tikanga embraced and applied across the school. Respectful relationship with local iwi enabling connection and collaboration around bringing to life the narrative of the whenua.</p>		<p>Strategic Links</p> <p>M1 - B, C, D</p> <p>M2 - A, B, C</p> <p>M3 - C</p>
<p>Internal Threats</p> <p>Cultural knowledge within staff</p> <p>Knowing the backgrounds of families</p> <p>Kapa haka group reliant on skilled staff member</p>	<p>External Threats</p> <p>People not understanding a need to increase their cultural capability</p> <p>Access to cultural experts</p>	<p>Waypoints</p> <p>Agreement around cultural celebrations programme with designated accountability.</p> <p>Bi-cultural signage.</p> <p>Powhiri protocol established.</p> <p>Weaving together the past narratives for the school.</p> <p>Tactics</p> <p>Bi-cultural signage</p> <p>Engage a te reo teacher</p> <p>Kapa haka group reignited</p>
<p>Building on Victories</p> <p>Te Tiriti o Waitangi workshop</p> <p>Karakia happening in school</p> <p>Staff being willing to use basic te reo</p> <p>Strong relationship with local iwi</p>	<p>Resources</p> <p>Ongoing relationships with local iwi</p> <p>Continuing access to Christian kaumatua</p> <p>Te reo teacher</p> <p>Budget and training to support whanau engagement</p>	

Priority 3 - Use the relocation and subsequent roll growth to strengthen the culture of the school

<p>Success is Children and families embracing the Harvest values and behaviours. Whānau being behind what the school is trying to achieve through its vision and strategy. Parents approaching school to discuss challenges directly. Children feel proud to be attending the school with a waiting list of students wanting to attend. Good relationships with neighbours and local community groups. School is the preference for enrolling families.</p>		<p>Strategic Links M1 - D, M2 - A, B, M3 - C</p>
<p>Internal Threats Lack of consistency amongst staff. Different interpretations of the vision. Lack of investment into relationships from key stakeholders.</p>	<p>External Threats Discussion about the school happening outside the school Differing expectations around vision.</p>	<p>Waypoints Successful relocation to the new site Agreement around the Harvest narrative Induction programme for new families Maximum roll achieved</p>
<p>Building on Victories Existing strong culture with new children adopting culture quickly Children know school wide behaviour expectations Parent support of current school-wide practices. Genuine community positivity about the school.</p>	<p>Resources Completed school buildings Christian staffing who share the vision Budget to achieve priorities Growing and active PTA New website</p>	<p>Tactics</p>