

Renew School Strategic Plan: 2023-2025

Vision Statement: The core purpose of Renew School is to disciple and train a generation with a focus to impact society for the Kingdom of God (Source: Christian Renewal School – Brief History of My Experience, Roderick Harris, August 2015). In short, we want students to be able to tell God’s story through S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics).	Mission Statement: <ul style="list-style-type: none"> • To provide for students a sound, basic Christian Education that is loyal to the Bible, Christ-centred, promotes those values and standards and recognizes that Christian spiritual values permeate all curriculum areas. • To provide for parents/guardians an alternative choice of school for developing their children to their full potential in God. 	We value: <ul style="list-style-type: none"> • The Word of God • The presence of God • People • Authenticity • Creativity • Excellence
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Summary of the information used to develop this plan
 The principal analysed the school’s position in 2022 using principles from the parable of the talents (Matthew 25:14-30), and the Waterfall Strategic Planning Model. A proposed visionary focus was developed through this analysis, submitted for approval to the BOT, and then put to the school community (students, parents, and staff members) via a questionnaire for feedback. Feedback has also come from a Renew School Māori whānau consultation and the ERO Evaluation Partner. Goals have been identified using the visionary focus as well as community feedback.

Strategic Goals	Which Board Primary Objective does this strategic goal work towards meeting?	Links to Education requirements	What do you expect to see?	How will we achieve or make progress towards our strategic goals?	How will you measure success?
Develop our culture of discipleship to create disciples who can disciple others.	the school – (i) is a physically and emotionally safe place for all students and staff; and (ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and (iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school	Founded on the principles of the Scriptures (Bible), high expectations, the Treaty of Waitangi, learning to learn, community engagement, coherence, and future focus. Confident, connected, actively involved, lifelong learners at the centre, valuing diversity, equity, community and participation and integrity, respecting themselves and others. Key competencies developed <ul style="list-style-type: none"> • Thinking • Using language, symbols and texts • Managing self • Relating to others • Participating and contributing 	Established, student-led Christian life skill learning opportunities happening on a weekly basis in school. Developed, student-inspired service-learning opportunities in the community and beyond.	Suitable staffing and resourcing (time, budget).	Person responsible: HOD Biblical Social Science supported by homeroom teachers Community voice (students, parents and staff) gathered via questionnaire at the beginning of Term 2 and Term 4 every year. Principal to report back to the BOT at second meeting in Term 2 and Term 4 of every year.
Work towards Enviro-school silver certification.	Every student at the school can attain their highest possible standard in educational achievement the school is inclusive of, and caters for, students with differing needs The school gives effect to Te Tiriti o Waitangi	Founded on the principles of the Scriptures (Bible), high expectations, the Treaty of Waitangi, learning to learn, inclusion, community engagement, coherence, and future focus. Confident, connected, actively involved, lifelong	Achieved Enviro-School Silver Award.	Suitable staffing and resourcing (time, budget). Create plan with the help of Enviroschools.	Person responsible: HOD Science / Enviro Coordinator supported by primary and relevant secondary teachers Complete steps in published plan (from Enviroschools). Principal to report progress to the BOT at second meeting in each term of every year.

		<p>learners at the centre valuing excellence, innovation, inquiry, and curiosity, community and participation, ecological sustainability, and respecting themselves and others.</p> <p>Future of learning and work</p> <p>Key competencies developed</p> <ul style="list-style-type: none"> • Thinking • Using language, symbols and texts • Managing self • Relating to others • Participating and contributing 				
Introduce an engineering curriculum.	<p>Every student at the school can attain their highest possible standard in educational achievement</p> <p>the school is inclusive of, and caters for, students with differing needs</p>	<p>Founded on the principles of the Scriptures (Bible), high expectations, the Treaty of Waitangi, inclusion, learning to learn, community engagement, coherence, and future focus.</p> <p>Confident, connected, actively involved, lifelong learners at the centre, valuing excellence, innovation, inquiry, and curiosity.</p> <p>Future of learning and work</p> <p>Key competencies developed</p> <ul style="list-style-type: none"> • Thinking • Using language, symbols and texts • Participating and contributing 	Years 7-10 students participate in annual EPro 8 Challenges.	Suitable staffing and resourcing (time, budget).	Create draft Renew School (local) Technology Curriculum, including engineering as a context.	<p>Person responsible: Principal or delegated staff member</p> <p>EPro 8 Challenge is part of the Years 7-10 Renew School Technology Curriculum and reported in students' academic reports at the end of Term 2 and Term 4.</p> <p>Principal or delegated staff member submit annual report to BOT on Technology learning area.</p>
Introduce a computational thinking curriculum.	<p>Every student at the school can attain their highest possible standard in educational achievement</p> <p>the school is inclusive of, and caters for, students with differing needs</p>	<p>Founded on the principles of the Scriptures (Bible), high expectations, the Treaty of Waitangi, inclusion, learning to learn, community engagement, coherence, and future focus.</p> <p>Confident, connected, actively involved, lifelong</p>	Computational thinking being taught to Years 5-10.	Suitable staffing and resourcing (time, budget).	Create draft Renew School (local) Technology Curriculum, identifying how to integrate computational thinking into other learning areas.	<p>Person responsible: Principal or delegated staff member</p> <p>Computational thinking is part of the Years 5-10 Renew School Technology Curriculum, and students' progress is reported in their academic reports at the end of Term 2 and Term 4.</p>

		<p>learners at the centre, valuing excellence, innovation, inquiry, and curiosity.</p> <p>Future of learning and work</p> <p>Key competencies developed</p> <ul style="list-style-type: none"> • Thinking • Using language, symbols and texts • Participating and contributing 				Principal or delegated staff member submit annual report to BOT on Technology learning area.
Formalise a visual arts' programme for Years 1-10.	<p>Every student at the school can attain their highest possible standard in educational achievement</p> <p>the school is inclusive of, and caters for, students with differing needs</p>	<p>Founded on the principles of the Scriptures (Bible), high expectations, the Treaty of Waitangi, cultural diversity, inclusion, learning to learn, community engagement, coherence, and future focus.</p> <p>Confident, connected, actively involved, lifelong learners at the centre, valuing excellence, diversity, and community and participation.</p> <p>Future of learning and work</p> <p>Key competencies developed</p> <ul style="list-style-type: none"> • Thinking • Using language, symbols and texts • Participating and contributing 	<p>A visual art specialist teaching Years 1-10.</p> <p>Draft Years 1-10 Visual Arts scheme developed.</p>	Suitable staffing and resourcing (time, budget).	<p>Person responsible: HOD Arts supported by Assistant HOD Visual Arts and Visual Arts Teacher</p> <p>HOD Arts submit annual report to BOT on Arts learning area, including progress on visual arts.</p>	
Improve student achievement in writing across the school.	<p>Every student at the school can attain their highest possible standard in educational achievement</p> <p>the school is inclusive of, and caters for, students with differing needs</p>	<p>Founded on the principles of the Scriptures (Bible), high expectations, the Treaty of Waitangi, inclusion, learning to learn, coherence, and future focus.</p> <p>Confident, connected, actively involved, lifelong learners at the centre, valuing excellence and respect for themselves and others.</p> <p>Barrier-free access</p>	80% of student achieve at or above their expected level.	<p>Develop and implement literacy assessment analysis and implement strategies to inform future planning practice.</p> <p>Investigate the role Structured Literacy can play in laying a solid foundation for students' future progress in literacy.</p>	<p>Person responsible: AP Primary and AP Secondary, supported by HOD English, HOD Primary Literacy and all teaching staff</p> <p>Use age-appropriate external assessment tools in Term 1 and Term 3 to track students' progress.</p> <p>AP Primary and AP Secondary submit annual report to BOT on student achievement in writing in their respective departments.</p>	

		<p>Key competencies developed</p> <ul style="list-style-type: none"> • Thinking • Using language, symbols and texts • Participating and contributing 						
<p>Develop an understanding of tikanga Māori that reinforces the Renew School special character.</p>	<p>The school gives effect to Te Tiriti o Waitangi</p>	<p>Founded on the principles of the Scriptures (Bible), high expectations, the Treaty of Waitangi, inclusion, learning to learn, and community engagement.</p> <p>Confident, connected, actively involved, lifelong learners at the centre, valuing excellence, diversity, community and participation, integrity, and respect for themselves, and others.</p> <p>Quality teaching and leadership</p> <p>Key competencies developed</p> <ul style="list-style-type: none"> • Thinking • Using language, symbols and texts • Managing self • Relating to others • Participating and contributing 		<p>Renew School students can able to recite their pepeha.</p> <p>Renew School students know at least two waiata.</p> <p>Renew School has an established kapa haka group.</p>		<p>Suitable staffing and resourcing (time, budget).</p>		<p>Person responsible: HOD Languages supported by Te Reo Māori teachers</p> <p>Community voice (students and parents) gathered via questionnaire or hui once a year at the start of Term 4.</p> <p>Principal to report back to the BOT Term 4 of every year.</p>