

ROTORUA SEVENTH-DAY ADVENTIST SCHOOL CHARTER 2018 - 2021



School Mission: Developing the Character of God and Achieving Personal Excellence

School & Adventist Education Vision: "BUILDING FOR ETERNITY"

ADVENTIST EDUCATION – Goals for Curriculum in Seventh-Day Adventist Schools (from Strategic Plan 2016-2020)

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| <p>Empowering Effective Discipleship Empowering the Special Seventh-Day Adventist Character including collaborative mission with local supporting churches as a wider community..</p> | <p>Enhancing Quality Leadership Support provision and development of authentic, quality Seventh-Day Adventist staff, and providing Professional Development and Evaluation in the area of Special SDA Character</p> | <p>Enriching Authentic Learning Support educating from a Seventh-Day Adventist perspective through curriculum and resources for schools, families and church members.</p> |
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Discipleship Model

KNOW - To personally discover and be transformed by the presence of Jesus.

LIVE - To choose a Jesus inspired lifestyle that transforms our relationships. John 13:35, John 10:10, Revelation 3:20

COMMIT - To unconditionally embrace Jesus' will for my life and His Church in everything I am, I do and have.

MULTIPLY - To actively engage with the unchurched so they personally discover and are transformed by the presence of Jesus

School Values

ADVENTIST EDUCATION • NEW ZEALAND

As Adventist Educators, we delight in working with God for the salvation of His children. Everyone in our schools is committed to nurturing the holistic **GROWTH** of our students.

To this end, we pursue:

- G** **GODLINESS**
becoming connected with God and choosing His way as our way.
- R** **RICH RELATIONSHIPS**
honouring others above ourselves and connecting with them because they are precious to God.
- O** **OWNERSHIP OF LEARNING**
giving our personal best to develop our God-given talents in pursuit of excellence.
- W** **WISDOM IN DECISIONS**
choosing discernment and a positive attitude.
- T** **TRANSFORMATIONAL LEARNING**
nurturing personal transformation and becoming agents of blessing and change in our communities.
- H** **HARVEST FOCUS**
pursuing goals that matter with intention and purpose.

ADVENTIST EDUCATION • NEW ZEALAND

GODLINESS • RICH RELATIONSHIPS • OWNERSHIP OF LEARNING • WISDOM IN DECISIONS • TRANSFORMATIONAL LEARNING • HARVEST FOCUS

DESCRIPTION OF OUR SCHOOL & COMMUNITY

The Rotorua Seventh-Day Adventist School is centrally located in the heart of Rotorua adjacent to Fenton Street. We are neatly tucked away behind the local Rotorua Seventh-Day Adventist Church and can be described as a small rural school inside Rotorua city. The school grounds consists of a playing field, asphalt lined court with basketball hoop, a playground, sandpit and school community garden. The Rotorua Seventh-Day Adventist School was originally opened on February 2nd, 1953 with the original school building still standing and in use as the Rotorua Seventh-Day Adventist Church hall. Rotorua Seventh-Day Adventist School was state-integrated in 1997 and the school property and special character is maintained through the Seventh-Day Adventist School Proprietors based in Howick, Auckland.

The students from our school come from a wide spread across Rotorua, mainly from the central, western suburbs and out to Ngongotaha township. A school van runs daily to help with transport which parents help with donations. The majority of our students attend the Maranatha Seventh-Day Adventist Church and Rotorua Seventh-Day Adventist Church adjacent to the school. A close relationship is evident with both Seventh-Day Adventist churches use of facilities, resources, school and community events. The remaining students come from a spread of churches throughout Rotorua such as Ascend and Harvest Church with parents welcoming the option to have a Christian education for their child. Our current maximum roll is 45 students with the Board of Trustees and Proprietors in the process of increasing this.

Teaching staff for our school includes our teaching principal, and 2 full-time class teachers, with one who is a Kahui Ako Across School Teacher. Support staff includes our school secretary, teacher aide, cleaner and caretaker.

Two local Seventh-Day Adventist Pastors support the school through the role of school chaplain role and as a kaumatua to advise and support te reo me ona tikanga as appropriate to our special character. On our school board we the Head of Student Support for Toi Ohomai Institute of Technology, a local police constable, early childhood teacher, Lakes High School teacher and Church elder.

SCHOOL INFORMATION

School Roll February 21, 2018

| Students | Boys | Girls | Total |
|-----------------|------|-------|----------|
| Pakeha European | 5 | | 5 (13%) |
| Maori | 11 | 9 | 20 (51%) |
| Pasifika | 3 | 2 | 5 (13%) |
| Asian | 3 | 4 | 7 (18%) |
| African | 1 | 1 | 2 (5%) |
| Total | 23 | 16 | 39 |



CULTURAL DIVERSITY and MAORI DIMENSION

The Rotorua Seventh-Day Adventist School will reflect....

Aotearoa New Zealand's cultural diversity:

- All cultures within the school will be valued, accepted and celebrated through active encouragement of an inclusive school culture and values. Current ethnicities include: Maori, Pasifika, NZ European, Asian and African
- Staff members will ensure that students from all cultures are treated with respect and dignity, and will actively work towards maximising the potential of each student, irrespective of cultural backgrounds.
- All staff members are expected to develop awareness of tikanga Maori and Te Reo Maori and incorporate these into classroom programmes.
- The Rotorua Seventh-Day Adventist School will provide the means of fostering better cultural understanding consistent with the Treaty of Waitangi.

The unique position of Maori culture:

Pedagogy and environment will reflect NZ cultural diversity through celebrating and including Maori and cultural makeup of classes. The Te Reo me Tikanga Maori programme at the Rotorua Seventh-Day Adventist School should provide a safe physical and emotional environment for students. Staff meetings will be held to facilitate this. We intend to develop link to our local hapu, Ngati Whakauae and have regular visits to marae. We have established a whole school kapa haka performing group where students learn in a hands on approach, the background and history of their waiata.

What reasonable steps will the school take to incorporate tikanga Maori into the school's curriculum:

- Daily programmes will have a dimension where possible: greetings, commands, language related to everyday objects, days, months, numbers, etc.
- Professional development and support for staff on the understandings they need to develop their students.
- Each integrated unit will include Te Reo Maori me ona tikanga components as appropriate to the topic and the class level.
- A kaumatua will support staff to lead in tangi, hospital visits, powhiri, and ensure the Special Character of the school is maintained.
- The learning of waiata and karakia in support with our local church community's kapa haka group.
- One hour Te Reo/waiata lesson for whole school each week by the lead teacher for Te Reo.

What will the school do to provide instruction in te reo Maori for full time students whose parents ask for it:

All such requests will be given full reasonable and careful consideration by the Board of Trustees with the regard to:

- Personnel with the requisite skills and qualifications
- Overall school financial position
- Availability of accommodation within the school

What steps will be taken to discover the views and concerns of the Rotorua Seventh-Day school's Maori community:

Encourage parents of Maori students to become a Board of Trustees member.

Maori community consulted in various ways: Report evenings, parent workshops, newsletters, school events involving students, informal dealings with families, maintaining open door practice encouraging families to approach the school, individual interviews conducted by the Principal with the caregivers of Maori students with follow up interviews across the year. These interviews highlighting how we can improve the education of their child.

