


School Name:	Rotorua S D A School	School Number:	4129	 ROTORUA SEVENTH-DAY ADVENTIST SCHOOL
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Strategic Aim:	<u>Rotorua Central CoL:</u> Student engagement and achievement in Year 5-10 will increase <u>Rotorua Seventh-Day Adventist School:</u> All students to access the NZ Curriculum as evidenced in achievement in relation to the National Standards
Annual Aim 1:	<ul style="list-style-type: none"> • Increase knowledge and practice of the PaCT writing tool • Share best practice within and across schools • Common understandings of learning progressions in the assessment data • Target students clearly and regularly tracked and monitored
Target:	By the end of Year 2017 students who are well-below or below National Standards levels will make over a year's acceleration of learning
Baseline Data:	February 2017 9/34 students 26%(Year 0-8) below the National Standards for Writing – target is for 5 students to move to at or above 5/18 students 27%(Year 0-8) below the National Standards for Writing are Maori – target is for 3 students to move to at or above 7/21 students 33%(Year 0-8) below the National Standards for Writing are male – target is for 3 students to move to at or above.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
All teachers entered PaCT Writing data at end of each term into PaCT	Clear learning intentions and next steps for teaching were visible from PaCT assessment data.	2017 is the first year PaCT Writing has been fully implemented throughout the school. Another year should consolidate good knowledge, understanding and use	PaCT Reading in 2018 is to be implemented – focus not to be on use of PaCT tool but specific ways to improve teaching within bead.

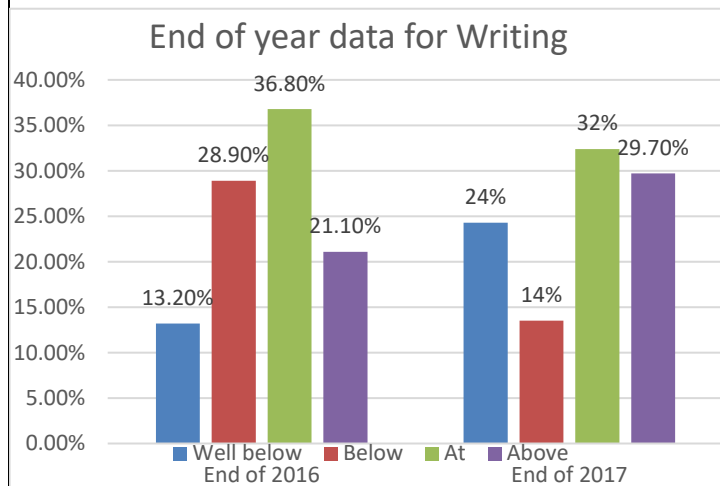
<p>Teachers used PaCT Writing data to inform planning for next term</p> <p>Students identified as well below/below tracked using PaCT data – what is next learning steps? How much progress is being made per term?</p> <p>PaCT and Literacy Learning Progressions professional development attended fully.</p>	<p>Writing gaps were identified for each year level as to give specific focus in planning and teaching of writing.</p> <p>(see attached PaCT Writing Data EOY 2017)</p> <p>Increased knowledge of Literacy Learning Progressions and new writing concepts to cover</p>	<p>when planning and teaching school-wide writing programme.</p> <p>Whilst professional development supported implementing PaCT tool a focus needed to be given on how to improve identified beads of writing e.g. use of planning tools when writing for junior levels</p>	<p>Whilst PaCT Reading is to be used in 2018, End of Year achievement data shows Writing to continue to be target area for improvement.</p> <p>PaCT Writing and PaCT Reading implement each other. Dig deeper into how to best integrate one with the other to enable relevant, purposeful teaching.</p>
<p>Best practice is shared during set professional development space in staff meetings.</p>	<p>Teachers accountability to each other, shared knowledge and improvement of teaching practice</p> <p>Improved knowledge, use and understanding of PaCT Writing Tool</p>	<p>Open plan classroom layout, high trust teacher relationships and small staff size has enabled quick, on time, focused and rich discussions amongst staff.</p>	<p>Develop school-wide shared writing inquiry as teachers.</p>
<p>Learning progressions displayed on wall for students to track and monitor</p> <p>Learning progressions are translated into child speak</p>	<p>Increased student engagement and self-monitoring of learning.</p> <p>Students identifying next step learning in writing</p>	<p>This is the start of visual learning happening in our school. Students are able to track and monitor areas of need clearly seeing where their strengths and weaknesses are.</p>	<p>Ensure progressions are available for PaCT Reading</p>
<p>PaCT data entered at end of term for tracking</p>	<p>Improved confidence and reliance on data from overall teacher judgements.</p>	<p>Teacher knowledge and use of tool has increased on where to specifically place most teaching emphasis to improve their progress.</p>	<p>Professional development and discussion needs to pull away from use of PaCT tool into best practice in teaching specific parts of writing.</p>

Students who are well-below, below are reviewed into areas of next step learning. Teacher is able to teach to gap 'bead'.

Reading and Writing to be integrated so as to provide evidence to support overall teacher judgements for Reading.

End of Year Data: November 2017

14/37 students 38%(Year 0-8) below the National Standards for Writing
 5/19 students 26%(Year 0-8) below the National Standards for Writing are Maori
 10/22 students 45%(Year 0-8) below the National Standards for Writing are male



Reasons for Variance:

- As agreed by other schools changing to PaCT the judgements of teachers have become more refined in determining which standard students are at.
- Change to Literacy Learning Progressions has highlighted gaps in learning that teachers need to cover more extensively e.g. focus to planning templates, language of opinion, use of te reo Maori naturally within writing.
- Whilst PaCT Writing tool was implemented focus was given more to the use, reporting and range of tool rather than specific writing strategies to develop in targeted areas that need extra support.

Target is yet to be achieved.

Planning for next year:

- PaCT Reading tool to be fully implemented as per Rotorua Central Kahui Ako Strategic Plan
- Writing to continue to be area of focus for targeted improvement in achievement but to specific writing strategies.
- Integration of Reading and Writing Curriculum areas to support coverage and interlinked Learning Literacy Progressions.
- Shared Teacher Inquiry focus to Writing

Strategic Aim:	<u>Rotorua Central CoL:</u> Student engagement and achievement in Year 5-10 will increase <u>Rotorua Seventh-Day Adventist School:</u> All students to access the NZ Curriculum as evidenced in achievement in relation to the National Standards
Annual Aim 2:	<ul style="list-style-type: none"> • Increased knowledge and collaboration with moderation, learning progressions and curriculum levels • Review of school interventions programmes (success rates and relevant to student needs) • Increased understanding of maths progressions • Relationships are being developed with students, whanau and parents
Target:	By the end of Year 2017 students who are well-below or below National Standards levels will make over a year's acceleration of learning
Baseline Data:	February 2017 6/34 students 18% (Year 0-8) below the National Standards for Math – target is for 1 student to move to at or above 5/18 students 27% (Year 0-8) below the National Standards for Math are Maori – target is for 3 students to move to at or above 7/21 students 19% (Year 0-8) below the National Standards for Math are male – target is for 4 students to move to at or above

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
Investigate and replicate teaching and learning strategies that have improved Reading results into Math.	<p>Focused small group delivery of specific learning intentions with follow up activities</p> <p>Increased shared teacher knowledge of progressions in particular to transition years 4-5 across school.</p>	Identifying effective teacher practice within own small school, multi-level classroom that has made an impact on student achievement. Using this to grow and accelerate on other curriculum areas	<p>Reading and Math curriculum areas are more developed and succinct within school.</p> <p>Cross effective teacher practice over to Writing curriculum where smaller group sizes with specific learning intentions have shown results</p>

<p>Increased visibility of Learning progressions for students to track and monitor</p> <p>Learning progressions are promoted and referred to repetitively</p> <p>Follow up activities are directly and only to learning progressions</p> <p>Board funded resources online math tool - Mathletics</p>	<p>Increased student engagement and self-monitoring of learning.</p> <p>Students motivation and sense of achievement is increased as they succeed in each learning step</p> <p>Increased retention of knowledge through practice and assessment of learning intention</p>	<p>Teachers have good resources that support math learning intentions and progressions. This flows well into teacher planning and delivery.</p> <p>Formative assessment on achievement of learning intentions happened on a daily basis. Student progression rates were effectively monitored to ensure accelerated learning.</p>	<p>Continue to deliver math programme with same approach.</p> <p>Increase student knowledge and review of their own assessments and progression e.g PAT math</p> <p>Continued Board funding for online math tool - Mathletics</p>
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End of year data for Math

Category	End of 2016	End of 2017
Well below	3%	3%
Below	13.00%	16%
At	17.00%	43%
Above	8.00%	37.80%

End of Year Data: November 2017
7/37 students 19%(Year 0-8) below the National Standards for Math
2/19 students 11%(Year 0-8) below the National Standards for Math are Maori
6/22 students 27%(Year 0-8) below the National Standards for Math are male

Reasons for Variance:

- Transfer of effective teacher practice from Reading to Math
- Formative assessment monitoring and tracking students to accelerate learning

Target is achieved.

- Planning for next year:**
- Due to improved results in Mathematics we will not use as focus area in 2018.
 - PaCT Mathematics will be a focus in 2019 in alignment with our Kahui Ako Strategic Plan
 - Focus strategic priorities to be to Literacy in 2018.

Strategic Aim:	<u>Rotorua Seventh-Day Adventist School:</u> All students to receive a Special Character integrated education as specified by the Seventh-Day Adventist Schools Association (Proprietors)
Annual Aim 3:	<ul style="list-style-type: none"> • Review that Special Character is integrated into school curriculum framework/plan • Engage student voice in areas of self-review • Review and develop school framework plan as per ERO recommendation • Review school culture in regards to school value of Rich Relationships
Target:	By the end of Year 2017 the school will receive a positive and approved Seventh-Day Adventist Proprietor accreditation review
Baseline Data:	<u>February 2017</u> Mid-accreditation review 2016 – targets still developing or yet to be addressed ERO recommendation 2015 – review school curriculum framework and plan School Satisfaction Survey – August 2014

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Visited recommended school with integrated curriculum as recommended by Proprietors.</p> <p>Reorganisation of SDA Bible curriculum resources – online in drive and books/resources.</p> <p>New teacher attended SDA Curriculum induction training</p>	<p>Improved knowledge and awareness around ways to improve local curriculum document.</p> <p>4 year school scope set out using Christian resources to support overall themes and ideas.</p> <p>Integration of SDA Bible Curriculum into themes and ideas</p>	<p>Shared collective understanding by teaching staff as to direction, resources for use, themes and scope of programmes and learning.</p> <p>Clear direction enables teachers to look ahead and gives teacher and student autonomy as to how each theme is taught.</p>	<p>Information still remains spread between online curriculum drive and book. This needs to be collated into one cohesive document to be printed out for use.</p> <p>Curriculum document to be refined to as small and concise as can be. Referrals can be made to the NZ Curriculum documents and Standards rather than regurgitating in document.</p> <p>Continual improvement in integration of Special Character</p>

Teacher only day with focus to setting up curriculum document big picture – mission, vision.	Collation and bringing together of all things happening already onto one document.	School wide focus to programmes of learning gives a shared approach across the school.	into curriculum areas e.g. how does reading relate to maths when teaching peace?
Student voice collected through: Me and my School Survey School Satisfaction Survey	Data found to be of little use when taking into consideration small size of school and roll fluctuations. Questions included students opinions on school culture e.g. Rich Relationships.	More reasoning and research into why we are collecting voice, what are the questions that need to be asked, analysis of results. Proprietor's consideration towards changing system wide questions on survey to better reflect each learning environment.	Visible Learning focus for 2018 will delve deeper into the collection and use of student voice to direct teaching and learning in the classroom.
Staff Surveys Insight Survey	Staff surveys found to reflect next goals needed and in alignment with areas of improvement.	External data collection allowed honest opinions. The survey was well organised and set up by Proprietors with consultation given into how to analyse and set goals.	Continue with Insight Survey goals and focus into curriculum.

End of Year Data: November 2017

Approved Seventh-Day Adventist Accreditation

Reasons for Variance:

- Increased knowledge and use of Special Character curriculum resources
- Development of Curriculum including scope and sequence has pulled together what is already happening in the school into one document that aligns, unites and integrates the NZ Curriculum, SDA Encounter Bible Curriculum, and Interact Special Character Curriculum into one.
- Focus and intentional practice on feedback to provide a wider range and precise data that represents voice within the school of students, teachers, whanau and community.

Target has been achieved.

Planning for next year:

Visible Learning – Focus to improving ‘Know thy Impact’ Student voice to inform and direct where students are at, how they are learning and do they know their next steps.

Refine new Curriculum document and scope throughout year reviewing at end of each term. Final printable product at the end of 2018.

Grow wherever possible all opportunities for Special Character growth across every aspect of school. Focus to Adventist Education espoused values – GROWTH – Godliness, Rich Relationships, Wisdom in Decision making, Transformational Learning, Harvest Focused.