



Developing the Character of God and achieving personal excellence.

	NELPS	STRATEGIC GOALS	INITIATIVES	EVIDENCE OF SUCCESS
OBJ ONE LEARNERS AT THE CENTRE	Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.	WAIRUATANGA To know, live, commit as disciples of Christ	<ul style="list-style-type: none"> Bible Encounter Cultural expression Health Curriculum review Incredible Years PLD 	<ul style="list-style-type: none"> support cultural expression and cultural tino rangatiratanga in a unique way within the framework of our special character
	Have high aspirations for every learning/akonga and support these by partnering with their whanau and communities to design and deliver education that responds to their needs and sustains their identities, languages and cultures.		<ul style="list-style-type: none"> Discipleship plan Chaplain – Young leaders Service opportunities 	<ul style="list-style-type: none"> Discipleship Plan including BOT, staff, churches, parent, student consultation. Head, Heart, Hand
OBJ TWO BARRIER FREE ACCESS	Reduce barriers to education for all, including for Maori and Pacific learners/akonga, disabled learners/akonga and those with learning support needs.	MATAURANGA All students can access the NZ Curriculum	<ul style="list-style-type: none"> Attendance, Engagement & Transition LSR 	<ul style="list-style-type: none"> Engagement surveys, plans and processes Attendance
	Ensure every learner/akonga gains sound foundational skills, including language, literacy and numeracy.		<ul style="list-style-type: none"> Structured Literacy Year 2 Junior PLD Writing / Math Digital learning devices 	<ul style="list-style-type: none"> Math PLD Writing Moderation Kahui ako wide
OBJ THREE QUALITY TEACHING & LEARNING	Meaningfully incorporate te reo Maori and tikanga Maori into the everyday life of the place of learning.	RANGATIRATANGA Kahui Ako commitment	<ul style="list-style-type: none"> Te Reo Localised Curriculum – Te Pataka Korero 	<ul style="list-style-type: none"> Localised Curriculum – Ngati Whakaue Te Pataka Korero implemented
	Develop staff to strengthen teaching, leadership and learner support through capability across the education workforce.		<ul style="list-style-type: none"> Use of KA learning progressions Collaborative Inquiry Use of PaCT 	<ul style="list-style-type: none"> Growth Coaching – PGC personal inquiry goals

Our Goals for 2022-2024

- ***To ensure that all students are able to access the NZ Curriculum by***
 1. Funding appropriate resources so that teachers and support staff can accelerate the progress of all learners in WRITING towards the Ministry of Education collective target of 85% through
 1. Identification and tracking of those below national standards, provision of interventions to support acceleration of learning.
 2. Support to phonics programme at Junior level.
 3. Supporting the review and focus of teacher practices in advancing Writing through the Learning progressions and PaCT tool.
 2. Supporting the continued development of localised curriculum being implemented school wide including NZ History and local experiences
 3. Supporting digital learning through funding the provision of upgraded devices as required including assessing the value of purchase vs leasing
 - ***To know, live, commit and multiply as disciples for Christ through***
 1. Decision-making in line with our special character including those that allow our staff to
 - a. continue to integrate the SDA Encounter Bible Programme across curriculum and within all aspects of learning so that this will be evident in teacher planning and use of unit assessments by students
 - b. review the health curriculum and provide support within the context of our SDA special character
 - c. support cultural expression and cultural tino rangatiratanga in a unique way within the framework of our special character drawing on the knowledge and wisdom of our kaumatua and our Māori community
 2. Supporting the principal and chaplain in leading and developing our Young Leaders
 3. Assisting in identifying service opportunities within our churches and community
 4. Support the principal, chaplain and teachers to continue to grow an authentic community-based learning culture by strengthening partnerships with local Seventh-day Adventist churches as they identify and develop initiatives and opportunities for students to connect to the Adventist message and mission as part of local church services and activities. To discuss and support the implementation of success metrics as designed by the principal and chaplain for assessing progress.
 5. Provision of support to the principal and chaplain in their formulation of a comprehensive Discipleship Master Plan. This would result in an action plan for Spiritual growth which underpins faith formation and discipleship in the school by defining local priorities, processes and actions. Further, that the use of the Encounter Curriculum demonstrating sound coverage and depth is detailed as part of the document.
- 3. To continue our commitment to the Rotorua Central Kahui Ako through**
Supporting the principal and teaching staff in their goals of:
1. Literacy and Numeracy Support through consolidation and use of Learning progressions.
 1. Collaborative Inquiry across schools in specific curriculum areas of development.
 2. Connect and support teachers in the continued use of the PaCT tool.
 2. Culturally Responsive Pedagogy

1. Supporting professional learning needs in Te Reo, knowledge and understandings of local histories and implementation of localised curriculum through Ngati Whakaue.
3. Engagement, Attendance and Transitions
 1. Collate and review barriers for schools.
 2. Provide equitable engagement opportunities for at risk tamariki and their whanau.
 3. Engage in PLD to improve programmes for students with additional learning needs.
 4. Collate Learning Support Registers and establish collective data needs and analysis. through budget support and decision making.

4. To provide school leadership and effective governance by

1. Supporting our school environment and culture that:
 1. recognises the unique status of Māori as the indigenous peoples of Aotearoa New Zealand
 2. allows Māori students to achieve
 3. allows non-Māori to engage with, and develop an understanding of Māori culture within our unique school community
2. Valuing our unique Seventh-day Adventist special character and supporting the principal in upholding this special character in all areas of our school
3. Maintaining a physically safe environment in conjunction with our proprietor, and updating our policies to ensure they are emotionally & culturally safe with our tamariki at the centre, inclusive of their whanau and our church communities.
4. Providing budgets within our means that support school staff and provide funding for appropriate resources including for those with specific learning needs
5. Reviewing and measuring school performance through analysis of educational data, survey results and feedback as provided through our Principal
6. Continuing to update the policies within the governance framework to assist us in governing our kura.
7. Encouraging parents/caregivers of Māori students to become School Board members at the 2022 triennial elections
8. Encouraging parents/caregivers of students with special educational needs to become School Board members at the 2022 triennial elections

Rotorua Seventh-Day Adventist School– Strategic Plan 2022-2024

Principal Annual Plan

The Rotorua SDA School Board acknowledges that this plan is extensive and may fall into 2024.

OBJECTIVE ONE: LEARNERS AT THE CENTRE

<p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.</p>	<p>WAIRUATANGA To know, live, commit as disciples of Christ</p>	<ul style="list-style-type: none"> • Cultural expression 	<ul style="list-style-type: none"> • support cultural expression and cultural tino rangatiratanga in a unique way within the framework of our special character
<p>Have high aspirations for every learning/akonga and support these by partnering with their whanau and communities to design and deliver education that responds to their needs and sustains their identities, languages and cultures.</p>		<ul style="list-style-type: none"> • Discipleship Plan 	<ul style="list-style-type: none"> • Discipleship Plan including BOT, staff, parent, student consultation.

<p>Measurement Indicators & Baseline data</p>	<p>Adventist Education Accreditation Recommendations November 2021. The visiting team endorses the School Board’s self-generated recommendation to:</p> <ul style="list-style-type: none"> • Continue to grow an authentic community-based learning culture by strengthening partnerships with local Seventh-day Adventist churches; identify and develop initiatives and opportunities for students to connect to the Adventist message and mission as part of local church services and activities. • Further, to discuss and implement success metrics for assessing progress. For sustained special character improvement and future success, the Visiting Team recommends that the School Board and Principal give priority to: Formulating a comprehensive Discipleship Master Plan: An action plan for Spiritual growth which underpins faith formation and discipleship in the school by defining local priorities, processes and actions.
---	---

Strategic Goal 1	Action/Activity	Who RASCI	Resources Time, Finance, External Expertise	Review When/what will you measure to support the review
<p>1.1</p>	<ul style="list-style-type: none"> • Bilingual language for school vision, mission and values. • De-colonisation, indigenous education hui for local churches, 	<p>R – Principal, Teachers, School</p>	<ul style="list-style-type: none"> • Funding to appropriate translator into Te Reo 	<ul style="list-style-type: none"> • Bilingual school GROWTH values

<p>support cultural expression and cultural tino rangatiratanga in a unique way within the framework of our special character</p>	<p>board and community.</p> <ul style="list-style-type: none"> • Discipleship plan to include key areas within the school on how culture is in alignment with Special Character e.g Matariki, powhiri, kapa haka, local iwi/hapu. • Discipleship plan to include key areas within the school on how Special Character is in alignment with culture e.g partnership, protection, participation • Complete Rotorua SDA School history booklet to record historical records, information and celebrations over time. 	<p>Chaplain, Proprietors A – Principal, BOT S – Ngati Whakaue, C- Adventist Education, Kaumatua I –whanau</p>	<p>Maori of GROWTH values.</p> <ul style="list-style-type: none"> • Workshops for board, local church members and school community – venue, facilitator. • Booklet production. • Archivist to support collation and storage of Rotorua SDA School history. 	<p>displayed and used within school.</p> <ul style="list-style-type: none"> • Feedback from SDA church communities on culture. • Rotorua SDA School history booklet produced and in Rotorua Library.
<p>1.2 Discipleship Plan including BOT, staff, parent, student consultation.</p>	<ul style="list-style-type: none"> • Visitations to other Seventh-day Adventist Schools to look at how they do Special Character and share their story of their Discipleship Plan. • Confirm on the “Deep Hope Statement” • Collect feedback on the “Head, Heart, Hand” from stakeholders including BOT, parents, students and churches. • Collating and inputting into Adventist Education templates Special Character within Rotorua SDA School. 		<ul style="list-style-type: none"> • Teacher release for visitations (2 x schools per teacher) Teachers to feedback to staff findings. • PLD Round 2 for Discipleship Plan. 	<ul style="list-style-type: none"> • Discipleship Plan Draft to be entered into NZSDA School Principals drive for comparison/alignment with SDA school system. • Adventist Education approval of Discipleship Plan 2023. • Deep Hope Statement consolidated.

OBJECTIVE TWO: BARRIER FREE ACCESS

Reduce barriers to education for all, including for Maori and Pacific learners/akonga, disabled learners/akonga and those with learning support needs.	MATAURANGA All students can access the NZ Curriculum	<ul style="list-style-type: none"> Attendance & Engagement 	<ul style="list-style-type: none"> Engagement surveys, plans and processes
Ensure every learner/akonga gains sound foundational skills, including language, literacy and numeracy.		<ul style="list-style-type: none"> Structured Literacy/ Math PLD 	<ul style="list-style-type: none"> Math PLD Achievement data

Measurement Indicators & Baseline data	Math All	62% of students are achieving at or above National Curriculum Expectation
	Math Maori	59% of students are achieving at or above National Curriculum Expectation
	Math Gender	There is a 18% difference of boys achieving more than girls at or above the National Curriculum Expectation
<ol style="list-style-type: none"> Principal Sabbatical Transition to High School Survey 2021 Principal Sabbatical Transition to High School Survey 2021 Everyday Matters Attendance Survey Term 4 2022 		

Strategic Goal 2	Action/Activity	Who RASCI	Resources Time, Finance, External Expertise	Review When/what will you measure to support the review
2.1 Engagement surveys, plans and processes	<ul style="list-style-type: none"> Set surveys to be made for transition points e.g moving to high school -student voice, transition to school – parent voice. Engagement survey for parents struggling to send students to school. Engagement programmes – ensuring the school is a happy, learning environment for all. Student voice. Improve processes following Truancy services e.g referrals, coding of absences, follow up engagement with parents, what happens when students are consistently late. 	R – Principal, teachers, Truancy A – Principal, BOT S – Truancy, whanau, Teacher Aide, Kahui Ako, LSC C- Whanau, staff I –whanau, Truancy, SENCO	<ul style="list-style-type: none"> Release time for lead teachers to format template for transitional surveys. Refresh of all transition information. Staff PLD on absence coding /Truancy officers. Engagement initiatives funding e.g playground, activities, events 	<ul style="list-style-type: none"> Baseline student/whanau voice on transition experience into and out of Rotorua SDA School. Attendance and engagement procedures updated.

<p>2.2 Math PLD Achievement data</p>	<ul style="list-style-type: none"> • Engage with Math PLD provider • Maths online learning site – Mathletics to support in-class and at home learning. • Junior Math observations within Kahui Ako. • Moderation for Writing – within school termly and Kahui Ako-wide. • Consolidate within Rotorua SDA School the Kahui Ako Literacy progressions that align with the Learning Progressions. 	<p>R – Principal, teachers, teacher aide, LSC, ASL Kahui Ako A – Principal, BOT, teachers S – PLD providers, ASL Kahui Ako C- students, RCC Kahui Ako, I –whanau</p>	<ul style="list-style-type: none"> • 100 hours Math PLD facilitator support • Maths online learning site – Mathletics (similar to Reading eggs) • Moderation Kahui Ako meetings 2 x per year. • Staff PLD moderation at least 4 x per year. • E-tap refresh to Spotlight progressions for parent reporting. • PaCT data PLD Kahui Ako 	<ul style="list-style-type: none"> • PaCT Reporting entry July / November on writing. • Formative assessment practices. • Increased shared language, methods and strategies around moderation of writing using PaCT within school and Kahui Ako wide.
---	---	--	---	--

OBJECTIVE THREE: QUALITY TEACHING & LEADERSHIP

Meaningfully incorporate te reo Maori and tikanga Maori into the everyday life of the place of learning.	RANGATIRATANGA Kahui Ako commitment	<ul style="list-style-type: none"> Localised Curriculum – Ngati Whakaue Te Pataka Korero 	<ul style="list-style-type: none"> Localised Curriculum – Ngati Whakaue Te Pataka Korero implemented
Develop staff to strengthen teaching, leadership and learner support through capability across the education workforce.		<ul style="list-style-type: none"> Collaborative Inquiry 	<ul style="list-style-type: none"> Growth Coaching – PGC personal inquiry goals

Measurement Indicators & Baseline data	<ol style="list-style-type: none"> Scoping Report LSM – Professional Growth Cycle Professional growth cycle is reviewed and updated to ensure it is fit for purpose for Rotorua SDA School. Rotorua Central Community Kahui Ako Strategic Plan 2021 – 2024 Culturally Responsive Pedagogy / Localised Curriculum: To support sustainability of localised curriculum and culturally responsive pedagogy
--	--

Strategic Goal 3	Action/Activity	Who RASCI	Resources Time, Finance, External Expertise	Review When/what will you measure to support the review
3.1 Localised Curriculum – Ngati Whakaue Te Pataka Korero implemented	<ul style="list-style-type: none"> Localised Curriculum – Ngati Whakaue Te Pataka Korero implemented. Current resources need to be translated into student language as they are straight from kaumatua. Google slides and teacher resources to be created by teachers under each taumata for ease of use and stored in Google drive for ongoing use. Interactions with Kahui Ako wide to continue. Te Ahu o te Reo PLD – one teacher per year. Kahui Ako PLD teacher only day Consultation with Ngati Whakaue on Strategic plans Visit to Mokoia Island – Iwi PLD through Tarimano. 	R – Principal, teachers, teacher aide, ASL A – Principal, BOT S – Ngati Whakaue, Teacher Aide C- Teachers, Ngati Whakaue I – whanau	<ul style="list-style-type: none"> Staff PLD release for Te Ahu o te Reo Storage resources for each unit of learning (similar to Encounter) 	<ul style="list-style-type: none"> Iwi consultation evident in strategic planning. Certificate of completion for Te Ahu o te Reo (2/3 of teachers completed within school) TPK resources adapted to student language and appropriate to Rotorua SDA School.
3.2	<ul style="list-style-type: none"> Growth Coaching – Professional Growth Cycle personal inquiry 	R – Principal,	<ul style="list-style-type: none"> The Education Group 	<ul style="list-style-type: none"> Teacher observations

<p>Growth Coaching – PGC personal inquiry goals</p>	<p>goals – focus on coaching conversations through video, evidence and reflection on goals. Reflection on impact on teacher practice, is this new cycle working for teachers and student learning.</p> <ul style="list-style-type: none"> • Staff collaborative discussions around personal inquiry goals in PGC. • Revisit and refresh of Registered Teacher Criteria within Rotorua SDA – this needs to be completed annually. • Kahui Ako Principal PGC coaching group 	<p>teachers A – Principal, BOT S – PLD providers, RCCCKahui Ako, Principals PGC, Principal Appraiser C- Teachers I –Principal, BOT</p>	<p>Video Coaching PLD x 2 days online</p> <ul style="list-style-type: none"> • ICT equipment to allow teachers to video • External observations feedback for teachers e.g BSLA, Incredible years 	<p>feedback/forward.</p> <ul style="list-style-type: none"> • Registered teacher criteria updated annually (consolidating) • Professional Growth cycle documents completed showing collaborative support. • Video coaching records.
---	--	--	--	--

The RASCI tool is used to plan initiatives so it is clear who is leading the work and who is supporting who

R – Responsible

A – Accountable (most often the Principal and/or the BOT)

S – Supporting

C – Consulted

I - Informed