


School Name:	Rotorua S D A School	School Number:	 <p>Rotorua Seventh-day Adventist™ School 4129 Te Kura o Te Rā Whitu ki Rotorua <i>Building for Eternity</i></p>
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Strategic Aim One:	All students to access the NZ Curriculum as evidenced in achievement in relation to the National Standards
Annual Objectives:	<ol style="list-style-type: none"> 1. To raise the rate of progress for all learners in their Curriculum level for Writing 2. To develop effective processes in monitoring progress
Target:	By the end of Year 2018 students who are well-below or below National Standards levels will make over a year's acceleration of learning
Baseline Data:	End of Year Writing Data 2017 14/37 students 38%(Year 0-8) below the National Standards for Writing – target is for 14 students to make over a years progress using the Visible learning effect size of 0.4 which equals one years progress when comparing beginning and end of year PaCT Scale score data.

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>
Staff reviewed and collated Literacy Learning Progressions from Year 0 –Year 8. These have been entered in Student Management System and used for planning and assessment.	Shared teacher practice for writing is consistent school-wide	Shared understandings around learning intentions focus and guide teachers for planning and assessing. These are in alignment with the Learning Progressions Framework and PaCT tool.	<p>Fully develop the Literacy Plan following professional development through the Kahui Ako – Vision Education.</p> <p>Shared understandings on Literacy best practice will be collated in 2019 and inform and align Rotorua SDA School literacy plans.</p>

Literacy Plan Professional Development through Vision Education begun.		Shared understandings are forming around teacher best practice for literacy.	
Focus to making visible literacy learning progressions a small, achievable steps. Students understandings and vocabulary shows knowledge of where they are at currently and next step learning.	Student progress is increased regardless of achievement level – focus to changing mindframes to progress analysis and results within learners and teachers.	The literacy pathway throughout the school is visible and shows the learner clearly where they are at currently in their learning intentions/level and what their next step learning is. Shared pathway with teacher and student.	Students to strengthen in their own monitoring of their learning through setting their own goals/next step learning.
Access and staff meetings focused on unpacking Learning progressions. Professional development on PaCT tool for Reading and Writing. Examples of evidence for learning progressions. Consistent reporting dates Kahui Ako wide for reporting on PaCT progressions.	Increased confidence in knowledge and use of progression tools. Teachers can use effective tools to collect progress data and analyse.	Indepth support and analysis of each learning progression in correlation to levels increased teacher confidence and understandings of where a learner should be at, and able to do at each level. Increased confidence in filling the learning gaps, in particular when looking for evidence to show competence at that level.	Continue to strengthen and grow confidence in the PaCT tool and new Student Management Systems with school wide learning intentions. Bring new teacher up to speed with PaCT tool, Student management system processes and use of learning intentions.
Learning progressions are not hidden with the school but shared for use with learners. Students use learning progressions to identify where they are at in their learning and where to next.	Students can self monitor their own progress and begin to understand tools and strategies that affect their progress	Students are well supported through learning visual walls, feedback and learning tools which show how learning progressions go through the literacy journey at Rotorua SDA School.	Students strengthen self-monitoring strategies in their learning. Share learning intentions and support self-monitoring with parents and whanau.

End of Year Data: November 2018

NAG 2 Data Report for Writing End of Year 2018.

	2016	2017	2018
All	58%	62%	62%

Maori	48%	73%	68%
Pasifika			
Male	52%	55%	57%
Female	73%	73%	68%

Effect Size Data Writing EOY 2018

- Half of all target students made more than a year's progress.

Reasons for Variance:

- Our Writing data has maintained for the year despite changes to assessment, planning tools (through the student management system) and extension to Reading.
- The use of the PaCT tool has been extended to cover both Writing and Reading in 2019. This has brought about reflections on how to integrate Writing and Reading with each aspect and be so similar and relational to each other.
- Half of all target students for writing made more than a year's progress.

Planning for next year:

- PaCT Math tool to be fully implemented
- Writing to continue to be area of focus for targeted improvement in achievement but to specific writing strategies/levels.
- Literacy Plan to be in alignment with non-negotiables around teacher best practice Kahui Ako wide.
- Shared Teacher Inquiry focus to Writing

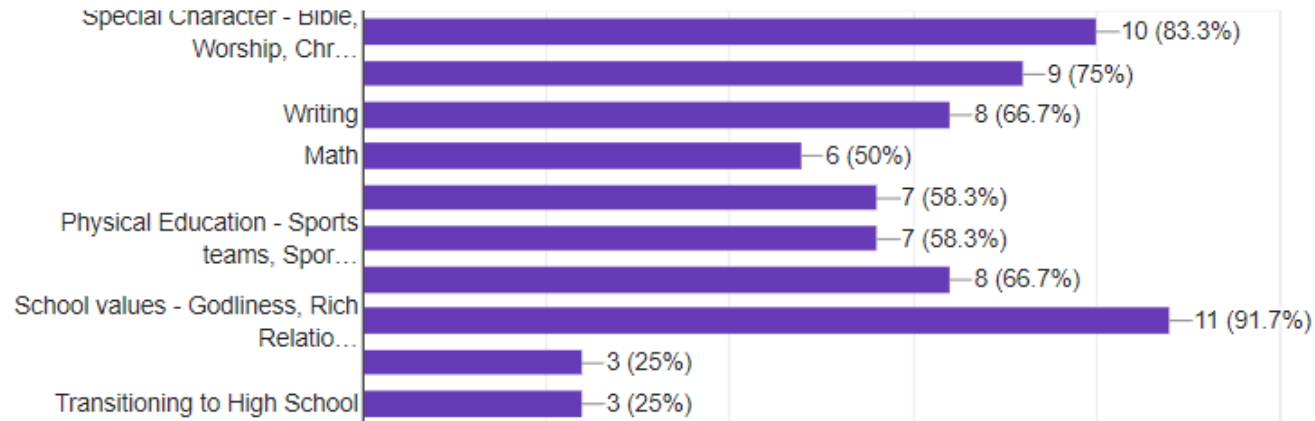
Strategic Aim Two:	To know, live, commit and multiply as disciples for Jesus Christ
Annual Objectives:	<ol style="list-style-type: none"> 1. To develop school as a Centre of Influence – church and school partnership in joint community initiatives 2. To grow teachers and learners knowledge, understanding and personal connection to God and His Word. 3. GROWTH School Values used as tool to promote and reflect Christian attitudes and behaviour 4. Establish strong spiritual habits that grow and support staff
Target:	Increased engagement of the Rotorua SDA School Christian Special Character in the community, school and learners.
Baseline Data:	School Special Character Adventist Education Accreditation Survey 2017

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>Increased visibility and support for churches through church programmes and school events such as the Easter school programme.</p> <p>Support to needs of community such as Council support (picking up leaves of elderly, Citizenship ceremony) and Keep NZ Beautiful week</p>	<p>MULTIPLY - To actively engage with the unchurched so they personally discover and are transformed by the presence of Jesus.</p> <p>KNOW - To personally discover and be transformed by the presence of Jesus.</p> <p>LIVE - To choose a Jesus inspired lifestyle that transforms our relationships. John 13:35, John 10:10, Revelation 3:20</p>	<p>Increased community engagement with school and tamariki.</p> <p>Increased awareness of Rotorua SDA as a Christian Special Character School within the community.</p> <p>Increased Christ-like service attitude supported and encouraged within our learners.</p>	<p>Continue to extend opportunities to engage and help our local community.</p>
<p>CAPE/CASE – Adventist Educators Conference attended by full staff, including school chaplain.</p> <p>Professional readings focused on Christian Special Character – Educating for Eternity.</p> <p>Strengthening teacher practice around use of the Adventist Education Curriculum Encounter</p>	<p>COMMIT - To unconditionally embrace Jesus’ will for my life and His Church in everything I am, I do and have.</p>	<p>Teachers increasing opportunities for integration of Christian Special Character into Units of learning.</p> <p>Increased knowledge and understandings of Adventist Education and wider community of teachers.</p> <p>Christian Special Character School values integrated with Key</p>	<p>Professional development on assessment of Encounter units.</p> <p>Introduction of the “4 Lenses” – Christian World View – Creation, Fall, Redemption, Restoration.</p> <p>Induction of new School Chaplain to school.</p> <p>Biblical characters used as model examples for integration of</p>

<p>through staff meetings/discussions.</p> <p>Increasing student learning focuses and integration of Christian Special Character.</p> <p>Classroom visitation opportunities given for observation of best practice of integrated Christian learning.</p>		<p>Competencies and reported through end of year formal reports.</p> <p>Increased student knowledge, practice and understanding of Adventist fundamental beliefs based on biblical verses.</p>	<p>learning dispositions for learners to relate to e.g Joseph as Resilient.</p> <p>Refine and strengthen key competencies/school values.</p>
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End of Year Data: February 2019

Charter Community Consultation Online Survey Data:
Question: Where do you think our school does well?



Reasons for Variance:

- School Christian Community clearly shows Special Character, Bible and School Values as living and breathing within the school.
- Relationships with all churches, wider community and school whanau is positive in relation to the Christian Special Character.

Target is achieved.

Planning for next year:

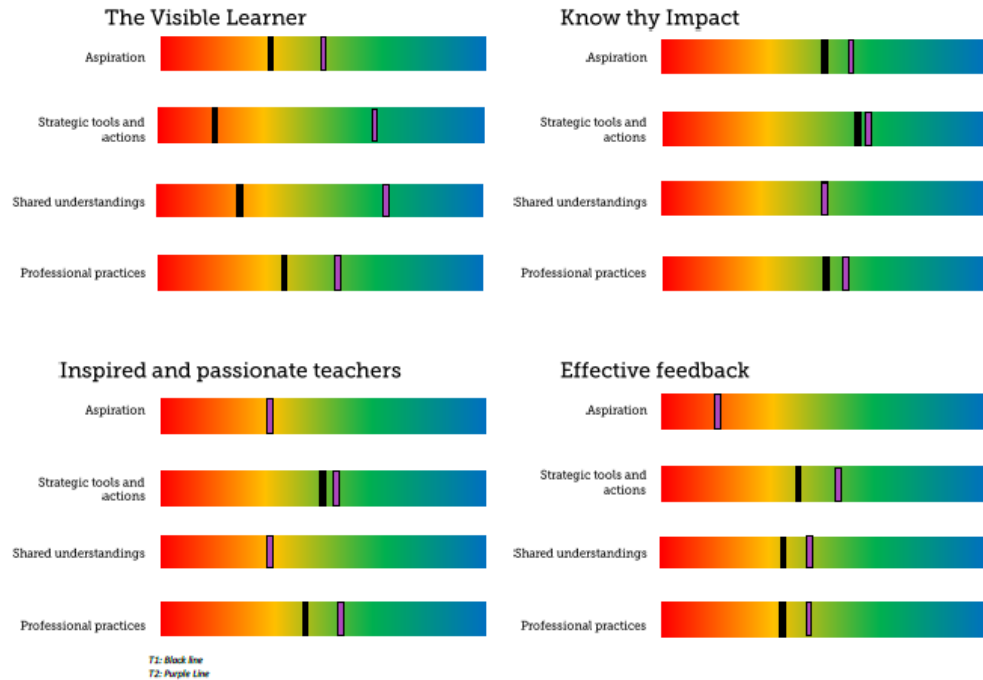
- Develop learning dispositions that use biblical characters as the role models for students to identify with.
- Induction of new school chaplain.
- Develop and strengthen relationships with wider Christian Education schools through sports days, worship and events.
- Continue to strengthen opportunities for deeper, meaningful integration of learning curriculum wide.
- Professional development on the 4 lenses Christian World View – Creation, Fall, Redemption, Restoration
- Begin alignment of Curriculum unit planning with NZ Adventist Education templates.

Strategic Aim Three:	Commitment to the Rotorua Central Kahui Ako focus to Visible Learning and assessment capable learners
Annual Objectives:	<ol style="list-style-type: none"> 1. To commit to the Visible Learning all aspects of professional development, programmes, action plans and implementation. 2. To raise learner understanding of the various assessment practices and tools that are used with them. 3. To raise staff understanding of the various assessment practices and tools used across the school. 4. To raise community and whanau understanding of the various assessment practices and tools used across the school.
Target:	By the end of Year 2017 the school will receive a positive and approved Seventh-Day Adventist Proprietor accreditation review
Baseline Data:	<u>Kahui Ako Strategic Plans 2018</u> Rotorua SDA School School Improvement Strategy Plan Cognition Education – School Capability Assessment – Beginning of Year

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>Shared literacy progressions for reading and writing based on LLP and PaCT entered into student management system.</p> <p>Staff professional development focused on LLP, PaCT aspects, learning intentions into child speak.</p> <p>Collection of learner voice through Visible learning survey suggestions e.g video, google forms.</p> <p>Planning, assessment and reporting based on shared progression.</p>	<p>Teachers seeing learning through the eyes of the learner and learners seeing themselves as their own teachers.</p> <p>Consistent learning language throughout school</p> <p>Consistent use of learning intentions aligned to Literacy Progressions and classroom practices across school e.g use of success criteria</p> <p>Development of learner graduate profile, teacher profile and visible pathways for learners to refer to.</p> <p>Use of learner voice, data, surveys, effect size, and</p>	<p>Students able to articulate where they are at and where they need to learn next.</p> <p>Stronger teacher understandings of LLP, PaCT and knowledge of where a child is at.</p> <p>Formative assessment is ongoing and teachers are able to fill the gaps of learning.</p>	<p>Consolidation of PaCT literacy and transfer of knowledge as PaCT maths is rolled out in 2019.</p> <p>Focus to using learning strategies and dispositions to support students.</p>

	assessment to measure learner progress.		
<p>Use of PaCT tool for reporting on Literacy.</p> <p>Staff professional development in analysing students work in comparison to exemplars within PaCT and LLP.</p> <p>Parent meeting supporting in the use of reading PaCT data on progress for their child.</p> <p>Board reporting for literacy based on PaCT reports.</p> <p>New report format in student management set up.</p>	<p>High quality teacher planning/teaching leading to appropriate assessment.</p> <p>Robust data conversations about where we are and where to next and how to get there where they need to go next in order for learners to achieve.</p> <p>Teachers using effective formative practice.</p> <p>Learners know where they are and what their next learning steps are.</p> <p>Learners, parents and community feel informed about learner achievement in a way that is clear.</p> <p>BOT receive timely reports on learner achievement.</p>	<p>Increased teacher confidence in planning, teacher and reporting.</p> <p>Increased student ownership and student agency in knowing where they are at and their next learning step.</p> <p>Increased parent knowledge of how their child is progressing.</p> <p>Consistent reporting from planning, learning, assessment through to report to parents.</p>	<p>Gain feedback from parents on new report layout and design.</p> <p>Continued professional development around the student management systems was of planning, assessing and reporting.</p> <p>Open learner hub to senior students to give them access to this learning pathway – increasing student agency as to choosing their next goals, teacher timetabling of workshops on learning intentions.</p> <p>Review principal reporting to Board on student progress and target students.</p>
<p>Student reports streamlined through student management system.</p> <p>Opportunities available for parents to discuss where their child is at and next step learning.</p> <p>Increased reporting back of learning stories and how parents can help at home.</p> <p>Learning progressions which are reported back to parents to be written in child-speak.</p>	<p>Parent / teacher meetings held regularly in various forms i.e.; learner led conferences, learning conversations based on assessments.</p> <p>Open door policy.</p> <p>Streamlined reporting to parents</p> <p>Parents to be regularly visiting the school environment to have their input and say about their child's education.</p> <p>Informed parents who have a clearer understanding of the</p>	<p>Increased interest, participation and engagement in students learning stories.</p> <p>Beginning of parents understanding of how their child progresses and is reported on.</p>	<p>Feedback from parents on new reporting layout.</p> <p>Strengthen parents knowledge of the learning intentions, learning dispositions, and how to read progress on their reports.</p>

End of Year Data: Cognition Education School Capability Assessment End of Year 2018



Reasons for Variance:

- The Visible Learner strand has shown significant shifts in relation to the work completed in relation to shared understandings, tools and strategies for learning progressions.
- Smaller movements can be shown in the use of data (Know thy Impact) and use of learning progressions to inform next step learning (Effective Feedback)
- Visible Learning has had a successful first year of implementation Kahui Ako wide.

Target has been achieved.

Planning for next year:

Visible Learning – Focus to improving ‘Effective feedback’, full integration of the learning dispositions, strategies and skills.

Support new Kahui Ako strategic goals of ‘Engagement and Attendance.’

Induction of new teacher to Visible Learning

Cognition Education Teacher Inquiry Cycle to support teacher best practice – supported by Rotorua SDA School appraisal system.

Full use of PaCT tool for Maths (this is not a focus for the Kahui Ako, but we have seen the value of the PaCT tool in Literacy and would like to extend to Math also.)

Strategic Aim Four:	Through effective Governance, provide direction and coherence to the operational leadership and management of the Rotorua Seventh-Day Adventist School through school policies, strategic and annual plans, self-review and reporting and the governance practices of the Rotorua Seventh-Day Adventist School Board.
Annual Objectives:	<ol style="list-style-type: none"> 1. Trustee's roles and responsibilities. 2. To manage, monitor, support and evaluate the Principal's performance. 3. Strategic planning and maintaining a focus on learner progress. 4. To implement a 2018 school self-review programme, primarily based on the school's 2017 charter and annual plan. 5. In consultation with the principal and board, prepare the budget for 2018 school year that reflects the allocation of funds necessary for the school's 2018 goals to be achieved. 6. The Financial Committee and the support of the Accountant to monitor the school's financial position and provide feedback to the board and regarding financial management and position of the school

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>
Followed set requirements for school governance.	Effective, efficient and reliable school governance.		
Principal appraisal set and monitored against the professional standards.	Principal's performance is monitored and evaluated against the professional standards for areas of practice for principals. Principal is supported in their work through effective governance. An external appraiser appraises principal by December 2018.	Principal appraisal set and monitored against the professional standards. Due to unavailability to find a suitable appraiser the final report will be given in April 2019.	Continue new Principal performance as required.
<p>2018 School Charter has been completed.</p> <p>Charter available on school website www.rotoruasda.school.nz</p> <p>Each member of staff given a copy of 2018 Charter</p>	<p>2018 School Charter is completed and a copy sent to the Ministry of Education by March 1, 2018.</p> <p>Copy of Charter available for parents to read.</p> <p>Each member of staff has a copy of the 2018 Charter.</p>	<p>Easy workable charter which is collated onto one page clearly shows key target areas and improves focus throughout the year.</p> <p>User friendly one pager strategic annual planner increases focus on targets throughout the year.</p>	<p>Gather parent, staff and student voice for 2019 charter.</p> <p>Health consultation to be completed.</p>

Charter and annual plan collated onto one page and displayed in school staffroom			
Principal reports regularly and to aims stated in the charter.	Principal reports to the board on progress towards achieving the aims stated in the charter.	Principal reports are timely and focused on aims.	Increase strength in reporting on student progress and target students including disparities between different groupings.
Annual assessment schedule established and implemented. Reports to the Board show learner progress and achievement. Self-review happens regularly and frequently.	An annual assessment programme is established and implemented. Board receives reports on learner progress and achievement according to the annual assessment programme. Guidelines for School Self Review are established, recorded and implemented.	Adequate assessment data is available for analysis for use of Governance when making decisions on funding in 2019. Board informed on student progress and where to focus funding to increase student achievement. School is in constant process of improvement.	Review assessment data in relation to PaCT overall teacher judgements. Strengthen knowledge and understanding of what the data is telling us in regards to student progress, target students and disparities between groupings. Provide training for new Board of Trustees in self review and processes.
2018 school budget is ratified and monthly reporting available. 2019 school budget is set and ratified.	2018 school budget is ratified by January 2018, implemented, monitored and reported against throughout the year. 2019 school budget is developed by the end of December 2018.	2018 school budget is ratified and monthly reporting available. 2019 school budget is set and ratified.	Continue to refine use of Xero accounting in the management of budget. Provide training for new secretary. Investigate new funding areas.
All matters concerning school finances, including SUE Reports, are monitored and reported on each month. Motions in the minutes of meeting of the board, will clearly state agreed actions.	All matters concerning school finances, including SUE Reports, are monitored and reported on each month. Motions in the minutes of meeting of the board, will clearly state agreed actions.	All matters concerning school finances, including SUE Reports, are monitored and reported on each month. Motions in the minutes of meeting of the board, are clearly state agreed actions.	Training given to new Board of Trustees after elections. Experienced board members to support new members.
Health and safety guidelines and procedures are followed. These are regularly reviewed,	A Health and Safety Guidelines/Procedures document	Health and safety guidelines and procedures are followed. These are regularly reviewed,	Employment of school caretaker to reduce workload of other staff in covering these areas.

<p>established, recorded and implemented through staff meetings and professional development.</p> <p>Records are kept of health and safety hazards.</p> <p>Actions are taken to remedy issues or concerns.</p>	<p>is reviewed, established, recorded and implemented.</p> <p>Records of health and safety, hazards identification are maintained and stored in the appropriate folder.</p> <p>Actions to remedy issues/concerns are completed and recorded.</p>	<p>established, recorded and implemented through staff meetings and professional development.</p> <p>Records are kept of health and safety hazards.</p> <p>Actions are taken to remedy issues or concerns.</p>	
<p>Property aims as per 5YA are addressed.</p> <p>Ongoing maintenance items are identified and addressed.</p> <p>Health and Safety issues/concerns are identified and addressed.</p>	<p>Property aims as per 5YA are addressed.</p> <p>Ongoing maintenance items are identified and addressed.</p> <p>Health and Safety issues/concerns are identified and addressed.</p>	<p>School grounds is in adequate condition.</p>	<p>Employment of school caretaker to attend to maintenance and property projects.</p>
Planning for next year:			
<p>Board elections May 2019 Strengthen Principal reporting on student progress, target students and disparities. Board training for new Board members Focus to employ new school caretaker</p>			