

<b>School Name:</b>	Rotorua S D A School	<b>School Number:</b>		<b>Rotorua Seventh-day Adventist™ School</b> 4129 <i>Te Kura o Te Rā Whitu ki Rotorua</i> <i>Building for Eternity</i>
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<b>Strategic Aim One:</b>	All students to access the NZ Curriculum as evidenced in achievement in relation to the National Standards																									
<b>Annual Objectives:</b>	1. Improve Writing results for 75% (8 students) of Level 1 writers by end of year to be achieving at or above National Standards levels.																									
<b>Target:</b>	Improve literacy levels for Writing for students below or well below National Standards levels by the end of year																									
<b>Baseline Data:</b>	<p><b>Baseline data and Annual Target : Writing</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>% At and Above</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019 target</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>75%</td> <td>100%</td> <td>40%</td> <td style="background-color: #cccccc;"><b>75%</b></td> </tr> <tr> <td>Level 2</td> <td>66%</td> <td>50%</td> <td>90%</td> <td style="background-color: #cccccc;"><b>75%</b></td> </tr> <tr> <td>Level 3</td> <td>45%</td> <td>50%</td> <td>58%</td> <td style="background-color: #cccccc;"><b>75%</b></td> </tr> <tr> <td>Level 4</td> <td>66%</td> <td>50%</td> <td>60%</td> <td style="background-color: #cccccc;"><b>75%</b></td> </tr> </tbody> </table> <p>Junior writing levels have fluctuated over time but show the lowest achievement results in 2018 over the last 3 years. The new writing PaCT tool was introduced in 2017 as the 'trial' year which changed how teachers were assessing and moderating against the new Learning Progressions Framework. Other schools have shown similar backward steps in achievement as teachers gain more confidence and target new areas of learning.</p>	% At and Above	2016	2017	2018	2019 target	Level 1	75%	100%	40%	<b>75%</b>	Level 2	66%	50%	90%	<b>75%</b>	Level 3	45%	50%	58%	<b>75%</b>	Level 4	66%	50%	60%	<b>75%</b>
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<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
PLD - Literacy Learning PLD through Kahui Ako and Vision Education. Supporting Kahui wide Literacy best practice for teachers. Investigate play based learning as engagement strategy.	Shared understandings for Literacy across Kahui Ako developed.  Understanding Literacy Progressions aspects correlation between reading and writing.	Consistency and clarity around effective literacy practices that support teachers in the teaching of writing.	Moving away from “understanding assessment” to actual classroom practice – a focus on pedagogy in writing.
Teachers share effective practice, visit examples in other Kahui Ako schools	Teachers Kahui Ako wide (6 schools) to examine and identify moderations made at Learning Literacy Progressions benchmarks.  Greater Kahui Ako wide understandings of evidence needed to support judgements made by teachers.	Shared moderation of Writing supported by Vision Education PLD from teachers enables consistency and clarity around judgements made within PaCT. Effective teacher practice will	Continuation of regular across school moderation to enable consistency and clarity around LLP benchmarks.  Collaborative discussions around moderations Kahui Ako wide builds sharing of knowledge and skills. Opens up opportunities for sharing of resources and observations.
Compulsory daily writing in books to increase student fluency	Student fluency increased as evidenced in daily writing books.	Student opportunity to write frequently and freely.	Focus to giving of feedback within Writing as per Visible Learning.
Target group set for recording of progress for all Year 1 writers	15 students at start of Year were below/well below NS in Writing.  6 students are now achieving at NS in Writing.  All but one student made progress in Writing.  2 students who did not meet at in NS for Writing made accelerated progress in Writing.	Improved tracking of priority students processes.  Targeted focus to priority students as to accelerating progress and learning.	Procedures developed on how to track and support priority students.  One page data sheet for reference on student achievement. This forms the evidence for referrals, interventions and target groups.  Strengthening tracking of priority students – redeveloping within student management system.
Use a wide range of resource to support engagement	Development of a localised curriculum focus to engage and support interest in writing.	Increasing opportunities and experiences that are real and relate to students lives, interests and environment.	Strengthen integration of localised curriculum to student learning and assessment goals.

Junior teachers use inquiry model to improve learning outcomes for students	Teacher Inquiry supported change in teacher practice – learner strategies, assessment capable students.	Clear focus on Inquiry cycle enabled teachers to use baseline data to inform their practice.  Teacher actions supported changes to practice.  Mid year shareback session with staff supported a collaborative, collegiality to own learning and growth.	Inquiry still remains on Visible Learning goals for 2020. Long term goal is to move into a writing or literacy focused inquiry, or focused to targeted priority students.
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End of Year Data: November 2019  
NAG 2 Data Report for Writing End of Year 2019.

% At and Above	2016	2017	2018	2019 target
Level 1	75%	100%	40%	<b>70%</b>
Level 2	66%	50%	90%	<b>70%</b>
Level 3	45%	50%	58%	<b>60%</b>
Level 4	66%	50%	60%	<b>60%</b>

Annual Objective Results:

Our goal was to improve Writing results for 75% (8 students) of Level 1 writers by end of year to be achieving at or above National Standards levels.

- 3 out of the 8 students have gained at National Standards in Writing, making over a year's progress.
- 1 student made over a years progress but is just below

National Standards.

- All other students made a year's progress but remain below expectations.
- Writing has pleasingly improved from 2018 and is now close to the 75% goal set at the beginning of 2019.
- With a small roll size data results can be skew. An example of this is: Admissions in 2019: 15 students (35%) Withdrawals in 2019: 9 students (20%) Preenrols in 2020: 9 students (20%)

*Target is yet to be achieved.*

**Planning for next year:**

- Continuing work on Across School moderation in Writing to ensure consistent understanding across our Kahui Ako.
- Moving away from 'understanding assessment' to actual classroom practice – a focus on pedagogy in reading and writing.
- Focus on Feedback within Writing – teacher, peer, self-assessment.

<b>Strategic Aim Two:</b>	To know, live, commit and multiply as disciples for Jesus Christ
<b>Annual Objectives:</b>	1. Teacher Inquiry data results that shows improvement in teacher practice through student learning.
<b>Target:</b>	Improve Teacher Appraisal Systems using Teacher as Inquiry Cycles to improve Teacher practice
<b>Baseline Data:</b>	Baseline data is being collected through Teacher Inquiry and will be reported back through end of cycle in August.

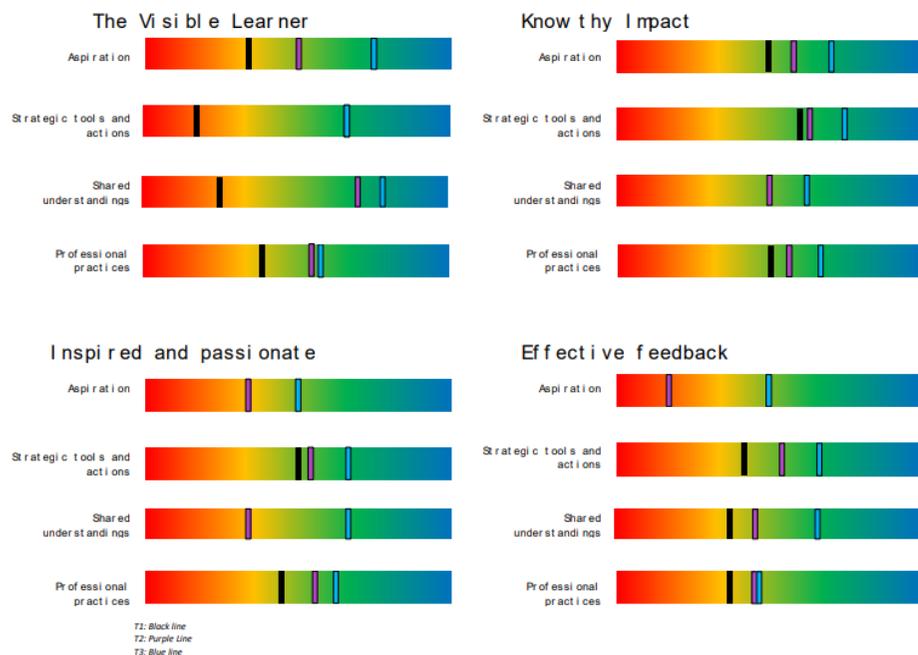
<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
Learning dispositions and strategies explicitly taught in class and used regularly by students.	Learner strategies as identified by Cognition Education through Visible Learning were focused on and taught explicitly as basis of Teacher Inquiry	Inquiry focus used baseline data as starting point, with teachers researching and using new teacher strategies and approaches to grow learner strategies within the classroom.	Whole school collaborative inquiry 2020 to now refocus back to learning dispositions rather than the learner strategies.
Poster examples of learning dispositions that are aligned to the school values are used as reference charts for students to talk about and use.	Learner habits posters aligned to the school values are displayed in each classroom. Teachers have begun breaking these down for student use.	Learner habits are aligned to the Special Character of the school. Bible characters are used as a reference for students to identify key learner habits that they can use as a model.	Learner habits need to be separated out as aligned but still separate to the school values. Explicit teaching of the learner habits and how it pertains to the students are learners – what does it look like? Sound like? Feel like?
A range of suitable challenging learning experiences are monitored and reviewed by teachers and learners as to how effectively they are using learner qualities to empower themselves.	Teacher inquiry enabled focus and clarity to ensuring explicit teaching and learning of strategies.	The midway point check for teacher inquiry in gave teachers opportunities to reassess the effectiveness of their teaching. Learning strategies as with Visible learning needs to be seen and understood by the students as to	Building upon the learning strategies will be the learner habits. In similar fashion, baseline data will be collected and reported on as to the effectiveness and impact that learner habits has had upon the students.

		where they are at and where to next.	
Classroom observations and walk throughs of best practice learning disposition examples throughout the Kahui Ako available to teachers	External observations from Literacy leads were given based on a shared Visible Learning observation template.  Midway point inquiry check in on progress with Cognition Education.	External feedback brings a new perspective in a small team. Shared understandings on expectations across school brings cohesiveness to the wider Kahui Ako goals and aspirations.  Guided facilitation on having deeper conversations about what is effective practice and next steps within teacher inquiry goals.	External support through collaborative inquiry and key principles. Further round of support for inquiry based on learner habits.
Targeted research based inquiry cycle supported by Cognition Education focused on Visible Learning evidence	Teacher Inquiry supported change in teacher practice – learner strategies, assessment capable students.	Clear focus on Inquiry cycle enabled teachers to use baseline data to inform their practice.  Teacher actions supported changes to practice.  Mid year shareback session with staff supported a collaborative, collegiality to own learning and growth.	Visible learning focus for Kahui Ako now moves to school-wide inquiry on implementing learner habits into the school.  Wider focus to interschool inquiry focuses within the Kahui Ako for those with similar needs.  Shared understandings created Kahui-Ako wide as to principles that will guide collaborative inquiries within and across schools.

End of Year Data: Cognition Education School Capability Assessment End of Year 2019

During this year SDA has had a focus on completing their Learner Dispositions or Learning Habits. Extensive consultation has occurred, and the graphic design of these Dispositions have now been completed. The school has a visible set of Values and Dispositions, which support student learning. During 2020 the teachers will embed the Dispositions across the school through their planned collaborative inquiry using the VL+ Inquiry template. During this embedding stage it will be important for the teachers to develop a clear distinction between Values (Skills I require for life, such as honesty) and Dispositions (those skills which help me with my learning). The school envisages developing “The Learning Pit” metaphor at the same time so that their students can learn that the dispositions are like steps to help them out of the learning pit. The school is committed to attending a Teacher Only Day with James Nottingham when he is in Rotorua, early 2020, to further their understanding of the Learning Pit. As part of this year’s inquiry the junior class has worked on developing strategies for their learners to seek help, independently. To this end they have developed the “Brain, Book, Buddy, Boss” model with appropriate hand gestures. This has been well received and in 2020 will be adopted by the senior class. The senior class has continued to make the Learning Progressions visible, with all three core curriculum areas now in wall displays

and in regular use. This year the senior students were much more explicit in being able to explain where they are in their learning based on their latest assessment, what they were learning currently to support their progress, and what their next learning steps were. The principal shared that she had noticed a more integrated approach to the various aspects or stands of VL+, this year. There had been increased opportunities for students to share what they could do. (Cognition Education, Rotorua SDA School Capability Report Nov 2019)



*Target is yet to be achieved.*

### Planning for next year:

- Possible next step in 2020: For the students in the senior class to develop their own lexicon of curriculum terms, explaining then in their own words. For example, one student knew that he was at stage 8 on the Additive dimension in Mathematics but struggled to explain additive in his own words.
- Within school teacher inquiry to be focused to Learner Habits supported by the Learner strategies developed and learnt in 2019.

<b>Strategic Aim Three:</b>	Commitment to the Rotorua Central Kahui Ako focus to Visible Learning and assessment capable learners
<b>Annual Objectives:</b>	1. Learning dispositions and strategies will be used school-wide and integrated with school values.
<b>Target:</b>	Improve student learning through Visible learning learner dispositions and strategies.
<b>Baseline Data:</b>	Baseline data is being collected through Teacher Inquiry and will be reported back through end of cycle in August. Visible Learning School Capability Assessment – End of Year 2018

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
New Teacher Appraisal Plan presented and discussed with teachers. Plan includes, templates, timelines and resources.	Teachers provided evidence, inquiry and reports for appraisal necessary for teacher registration. Templates gave guidance to teachers on expectations. Feedback from teachers on changes to process and documentation.	Teachers have a clear understanding and framework of appraisal within the Rotorua SDA School. Feedback and review has provided ongoing improvements and developments to appraisal and improving teacher performance.	Improve definition of roles and responsibilities appointed to teachers. Review of teacher planning checks as to improving their use and effectiveness. Expectations for Special Character – how does this look/sound/feel in our school? Alignment to the school GROWTH values.
Introduction to Teaching as Inquiry Visible Learning Cycle – Cognition Education	Teacher Inquiry supported change in teacher practice – learner strategies, assessment capable students.	Clear focus on Inquiry cycle enabled teachers to use baseline data to inform their practice. Teacher actions supported changes to practice. Mid year shareback session with staff supported a collaborative,	Visible learning focus for Kahui Ako now moves to school-wide inquiry on implementing learner habits into the school. Wider focus to interschool inquiry focuses within the Kahui Ako for those with similar needs.

		collegiality to own learning and growth.	Shared understandings created Kahui-Ako wide as to principles that will guide collaborative inquiries within and across schools.
Following and review of new teacher appraisal plan.	New teacher appraisal plan needs more focus to ensuring timelines are met and not postponed out despite busy schedules.	Teacher appraisals were completed for 2019. Teacher appraisal plan was followed successfully.	Key dates are booked in at start of term. Appraisal sign off is completed in early January.
Reporting on first Teaching as Inquiry Visible Learning Cycle – Cognition Education	All staff unanimously agree on the Visible Learning Inquiry (Cycle of Impact) to be used within Rotorua SDA.	Confirmed as Inquiry cycle to be used in the Kahui Ako Collaborative Inquiry group.	Visible Learning Cycle of Inquiry is used as part of appraisal, Kahui Ako and agreed process for inquiry within Rotorua SDA School.
<p><u>End of Year Data: November 2019</u></p> <ul style="list-style-type: none"> <li>Visible Learning Cycle of Inquiry is confirmed and agreed process for Teacher Inquiry within Rotorua SDA School (see Staff minutes 16<sup>th</sup> January 2020/Kahui Ako Collaborative Inquiry Principles document 18 February 2020.)</li> <li>Visible Learning Cycle of Inquiry is an expectation with Teacher Appraisal for Rotorua SDA School (See Staff minutes)</li> <li>Cycle of Inquiry has shown significant effective results in changes within teacher practice and student learning in Rotorua SDA School as evidenced in baseline data vs end of inquiry data.</li> </ul> <p><i>Target is achieved.</i></p>			
<b>Planning for next year:</b>			
<ul style="list-style-type: none"> <li>Collaborative Inquiry within and across Kahui Ako. Sharing of inquiries and processes collectively to improve impact on teacher practice and student outcomes. Principles of Collaborative Inquiry have been agreed upon Kahui Ako wide.</li> <li>Shared school-wide inquiry to embed learner habits within the school, aligned with school values.</li> <li>Support Visible Learning goals and aspirations in relation to inquiry and feedback.</li> </ul>			