

ROTORUA SEVENTH-DAY ADVENTIST SCHOOL ANNUAL & STRATEGIC PLAN 2018 - 2021



Strategic aim 1: 2018 - 2020		
All learners are able to access the New Zealand Curriculum as evidenced by progress in relation to NZ Curriculum levels.		
Objectives	Implementation, Responsibility, Time Frame & Resource	Outcomes
1. To raise the rate of progress for all learners in their Curriculum level for Writing	<ul style="list-style-type: none"> • Develop a Rotorua SDA School Writing implementation plan that will be used and monitored • Planning will reflect the deliberate acts of teaching applicable in writing. • Teachers will develop and implement deliberate acts of teaching consistent with proven effective practice in the teaching of written language. • Target groups will be identified for accelerated learning in relation to progress not achievement • Ongoing and regular reporting to the board; analysed learner progress information as well as overall teacher judgements (OTJs) • Classroom Analysis Data process implemented so that target learners are closely monitored and action plans are set in place. • Integration of Reading and Writing programmes for increased coverage and focus of the Literacy Progressions. 	<ul style="list-style-type: none"> • Shared teacher practice for writing is consistent school-wide • Student progress is increased regardless of achievement level - focus to changing mindframes to progress analysis and results within learners and teachers. • Increased confidence in knowledge and use of progression tools. Teachers can use effective tools to collect progress data and analyse.
2. To develop effective processes in monitoring progress	<ul style="list-style-type: none"> • Review assessment schedules considering use of data to show progress. • Develop appropriate tools and procedures to measure progress: <ul style="list-style-type: none"> ○ Standardised testing with use of effect size as appropriate ○ PaCT tool - Literacy ○ Learning progressions ○ Student voice- feedback • Assessment information is available and reviewed by students. 	<ul style="list-style-type: none"> • Students can self monitor their own progress and begin to understand tools and strategies that affect their progress.

Strategic aim 2: 2018 - 2020		
To know, live, commit and multiply as disciples for Jesus Christ		
Objectives	Implementation, Responsibility, Time Frame & Resource	Outcomes
1. To develop school as a Centre of Influence - church and school partnership in joint community initiatives	<ul style="list-style-type: none"> ● Chaplain to be considered part of the teaching team - include in full staff meetings, term planning. Chaplain to focus on discipleship, school values of GROWTH and Rotorua SDA School Curriculum Overview. ● Chaplain/Pastors to advise on suitable joint community initiatives as much as possible. School to provide SDA Church leadership teams with School Calendar of Events. ● School Charter, Vision and goals to be shared by Principal to SDA Church boards. Discussion on similar alignments between School and Church ● Pathfinders, Tui Ridge Camps, Bay of Plenty Regional SDA Days, Big Camps and events to be promoted through school newsletter and facebook pages ● Rotorua SDA School Term prayer list to be circulated throughout school family community, Board members, and wider Church communities - in particular Maranatha and Rotorua SDA Church. ● Young Leaders to identify, organise and run community service projects. ADRA to be included in at least one project. ● School Chaplain to complete and present Evangelistic Survey and any other review or documentation pertaining to work completed within the Rotorua SDA School. 	<ul style="list-style-type: none"> ● MULTIPLY - To actively engage with the unchurched so they personally discover and are transformed by the presence of Jesus ● 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.
2. To grow teachers and learners knowledge, understanding and personal connection to God and His Word.	<ul style="list-style-type: none"> ● Weekly memory verses are shared with parents and learners to learn. ● Encounter Adventist Education Curriculum focused on daily to grow knowledge and understanding of key Bible stories and concepts. ● Interact Curriculum to give support for the integration of the Christian Special Character into learning and achievement. ● School Chaplain to deliver learners and staff worships weekly. ● Professional reading - Educating for Eternity by John Knight, Education by Ellen G White. ● Staff callback day - Worship workshops focused on Leave a legacy. ● CAPE/CASE Conference - all teaching staff and school chaplain to attend 	
3. GROWTH School Values used as tool to promote and reflect Christian attitudes and behaviour	<ul style="list-style-type: none"> ● School Values of GROWTH are used as behaviour management system with rewards celebrating commitment and demonstration of these ● All School awards, certificates, and facebook learning posts have a GROWTH School Value focus in its vocabulary. E.g #Harvestfocused - I can start with the end in sight ● Board, Staff, Student development of deliberate actions demonstrating GROWTH School Values. These are to be visually displayed throughout the school as success criteria. ● GROWTH School values to be integrated through all teaching and learning programmes. They should be evident in planning, in particular unit plans. ● GROWTH School values to be aligned with Key Competencies and reported to parents through formal school mid and end of year reports. 	
4. Establish strong spiritual habits that grow and support	<ul style="list-style-type: none"> ● Worship and/or prayer to be first action when beginning all meetings - staff, BOT, etc to allow God's leading. 	

- | | | |
|--|---|--|
| | <ul style="list-style-type: none">• Staff worships encourage personal discussion on daily walk with Jesus• Annual Easter Concert focuses on Special Character to share with Church community• School Chaplain to lead Week of Prayer accessing special guest speakers/parents. Time to be allowed for learners to consider their personal commitment to Christ.• Principal/Board to commit major decisions for school with fasting where possible. | |
|--|---|--|

Strategic aim 3: 2018 - 2020		
Commitment to the Rotorua Central Kahui Ako focus to Visible Learning and assessment capable learners.		
Objectives	Implementation, Responsibility, Time Frame & Resource	Outcomes
1. To commit to the Visible Learning all aspects of professional development, programmes, action plans and implementation.	<ul style="list-style-type: none"> Professional development trainings for Visible Learning are attended regularly and consistently. Evidence to Action Plan focuses on next steps to implement within school. This will be revisited regularly to ensure we are on track to achieving optimum success. Regular staff professional development within school team to develop Visible Learning and implement through classrooms. Adequate funding allocation to acquiring resources for Visible Learning. 	<ul style="list-style-type: none"> Teachers seeing learning through the eyes of the learner and learners seeing themselves as their own teachers. Consistent learning language throughout school Consistent use of learning intentions aligned to Literacy Progressions and classroom practices across school e.g use of success criteria Development of learner graduate profile, teacher profile and visible pathways for learners to refer to. Use of learner voice, data, surveys, effect size, and assessment to measure learner progress.
2. To raise learner understanding of the various assessment practices and tools that are used with them.	<ul style="list-style-type: none"> Purposes of assessment are clearly explained to learners Conferencing with learners after assessment tasks so they understand the implications of their efforts Self assessment/peer assessment strategies are utilised among others Learning conversations take place both formally and informally Learners owning their learning and can articulate where they are at and where they need to go next in order for them to achieve Student/Parent/Teacher voice collected to gain clarity and perspective. 	<ul style="list-style-type: none"> High quality teacher planning/teaching leading to appropriate assessment 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 them to achieve. Teachers using effective formative practice.
3. To raise staff understanding of the various assessment practices and tools used across the school.	<ul style="list-style-type: none"> Refining data collection and analysis procedures Implement PaCT Reading Assessment Tool Continued implementation of PaCT Writing Assessment Tool Assessment map in place Discussions on data at leadership level and throughout the staff to inform teaching Sharing of excellent teacher practice Sharing of effective practice promotes effective classroom practice, but allow teachers to gain knowledge and mastery in implementing a number of key, essential practices, including: <ul style="list-style-type: none"> deliberate acts of teaching are targeted to learners learning needs 	<ul style="list-style-type: none"> Learners know where they are and what their next learning steps are Learners, parents and community feel informed about learner achievement in a way that is clear.

	<ul style="list-style-type: none"> ○ open-ended questions are used to promote thinking and learning ○ the pace of learning is appropriate to learners' needs ○ teachers establish and articulate high expectations for learning ○ teachers encourage learners to set high personal learning goals and take their share of the responsibility for achieving these ○ teachers co-construct appropriate learning intentions and success criteria with their learners ○ regular, specific and constructive teacher feedback on learners' work contributes to the next stage of learning ○ teachers assist learners to understand more about their own learning ○ exemplars are effectively used to help learners understand what high quality work looks like ○ learners can talk about their own learning and achievements and their next steps for learning 	<ul style="list-style-type: none"> ● BOT receive timely reports on learner achievement
<p>3. To raise community and whanau understanding of the various assessment practices and tools used across the school.</p>	<ul style="list-style-type: none"> ● Implementing Reading Together ● Teacher / parent evenings held ● School class facebook pages promote and educate parents on assessment practices and tools ● Redevelopment of a transition to school class 	<ul style="list-style-type: none"> ● Parent / teacher meetings held regularly in various forms i.e.; learner led conferences, learning conversations based on assessments ● Open door policy ● Streamlined reporting to parents ● Parents to be regularly visiting the school environment to have their input and say about their child's education. ● Informed parents who have a clearer understanding of the school language and assessment practices.

Strategic aim 4: 2018 - 2020		
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.		
Objectives	Implementation, Responsibility, Time Frame & Resource	Outcomes
1. Trustee's roles and responsibilities	<ul style="list-style-type: none"> • The Board will operate through a combination of key portfolios (Chair, Finance and Board Member portfolio) and delegated authority approach to governance as defined by the roles and responsibilities stated in the Board Governance Policy • Board will review the Board Governance Policy with the Principal to ensure a shared understanding and knowledge of respective roles and responsibilities and appreciation of governance and management 	<ul style="list-style-type: none"> • Effective, efficient and reliable school governance
2. To manage, monitor, support and evaluate the Principal's performance	<ul style="list-style-type: none"> • Refer to Board Chair's portfolio description; in the Board of Trustees governance policy • Refer to Board of Trustee's Governance Policy for Principal's performance and enhancement • Board provides opportunities for the Principal to undertake appropriate professional learning and development linked to school goals and their appraisal. • Principal's appraisal is informed by a variety of internal and external sources 	<ul style="list-style-type: none"> • 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.
3. Strategic planning and maintaining a focus on learner progress	<ul style="list-style-type: none"> • Board to expect and receive a principal's written report relating to the target to raise learner progress and achievement; report may not always be informed by hard-data but will contain information about progress towards achieving the target, for example, staff professional development, resources, classroom pedagogy • Board to expect and receive principal's written reports on learner progress and achievement as stated in the 2018 assessment plan; refer to assessment plan 	<ul style="list-style-type: none"> • 2017 School Charter is completed and a copy sent to the Ministry of Education by March 1, 2017. • Copy of Charter available for parents to read. • Each member of staff has a copy of the 2017 Charter. • Principal reports to the board on progress towards achieving the aims stated in the charter.
4. To implement a 2017 school self-review programme primarily based on the school's 2017 - 2021 strategic plan and school's 2017 charter and annual plan.	<ul style="list-style-type: none"> • Principal and staff establish an annual assessment plan/map and also guidelines for school self-review • Self-review processes are well understood that ensures their ongoing use and effectiveness • Self-review processes help the board to identify priorities for improvement and resourcing decisions • Principal's reports to the board will be primarily based on reporting on progress towards achieving the school's stated goals and include statements of 'next steps' • Board monitors, gathers and evaluates relevant information on progress towards achieving the stated school goals; strategic and annual. • Outcomes of self-reviews are acted on through delegated authorities and/or directives 	<ul style="list-style-type: none"> • 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

<p>5. In consultation with the principal and board, prepare the budget for the 2017 school year that reflects the allocation of funds necessary for the school's 2017 goals to be achieved.</p>	<ul style="list-style-type: none"> ● In consultation with the principal, analyse historical financial information and the strategic plan information to determine the essential operating costs for 2017 ● Ensure by the end of November 2018 a draft budget is prepared for 2019 <ul style="list-style-type: none"> ○ Ensure the operating grant covers all essential expenditure to maintain the school. ○ Ensure the budget includes provision for capital expenditure and maintenance reserves ● Report to the board at the December meeting; approve the 2018 budget at the February/March meeting in 2017 ● Forward the approved budget to the Financial Service Provider (Education Services Ltd) by the beginning of January 2018. 	<ul style="list-style-type: none"> ● 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.
<p>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 the financial management and position of the school throughout the year.</p>	<ul style="list-style-type: none"> ● To monitor and report on income and expenditure against budget schedule ● To examine the monthly Financial Statements and review and report back to the board on income and expenditure against budget ● To ensure that no over expenditure occurs against the budget without prior approval of the board. ● Provide a written report at each monthly meeting to the board ● Provide a six-monthly budget review report at the July meeting ● To monitor and review the SUE Report, keeping the board informed 	<ul style="list-style-type: none"> ● 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.
<p>7. To comply with the Health and Safety in Employment Act 1992 and all associated guidelines.</p>	<ul style="list-style-type: none"> ● To implement the Rotorua SDA School Health & Safety policy with new expectations under the new Health and Safety Act 2015 which comes in to effect on 4 April 2016 ● To inform staff of roles/responsibilities concerning hazards and other health and safety matters ● Ensure electrical compliance testing has been organised and completed ● To ensure health and safety matters are considered as items of expense within the school's operational budget ● To ensure that at least three fire drills, one emergency evacuation, one earthquake drill and one 'lock-down' drill have occurred throughout the year ● Complete the first hazards and safety inspection of the school by the end of March with a focus on Evacuation Procedures, Accident Register and Medical procedures ● Complete the second hazards and safety inspection by the end of October, with the focus on Hazards and Plant and Machinery Safety ● Refer to the school's 10 Year Property Plan and school's Strategic Plan to ensure planned items concerning health and safety are addressed along with items identified in annual checks 	<ul style="list-style-type: none"> ● A Health and Safety Guidelines/Procedures document is reviewed, established, recorded and implemented ● Records of health and safety, hazards identification are maintained and stored in the appropriate folder ● Actions to remedy issues/concerns are completed and recorded
<p>8. PROPERTY GOALS/OBJECTIVES 2018</p>	<p>The following property matters requiring attention, have been identified:</p> <ol style="list-style-type: none"> 1. Review of 10 Year Property Plan; Property Project Manager appointed 2. Address items identified in Hazards Register 3. Ongoing and regular general maintenance of school grounds 	<ul style="list-style-type: none"> ● Property aims as per 5YA are addressed. ● Ongoing maintenance items are identified and addressed. ● Health and Safety issues/concerns are identified and addressed.