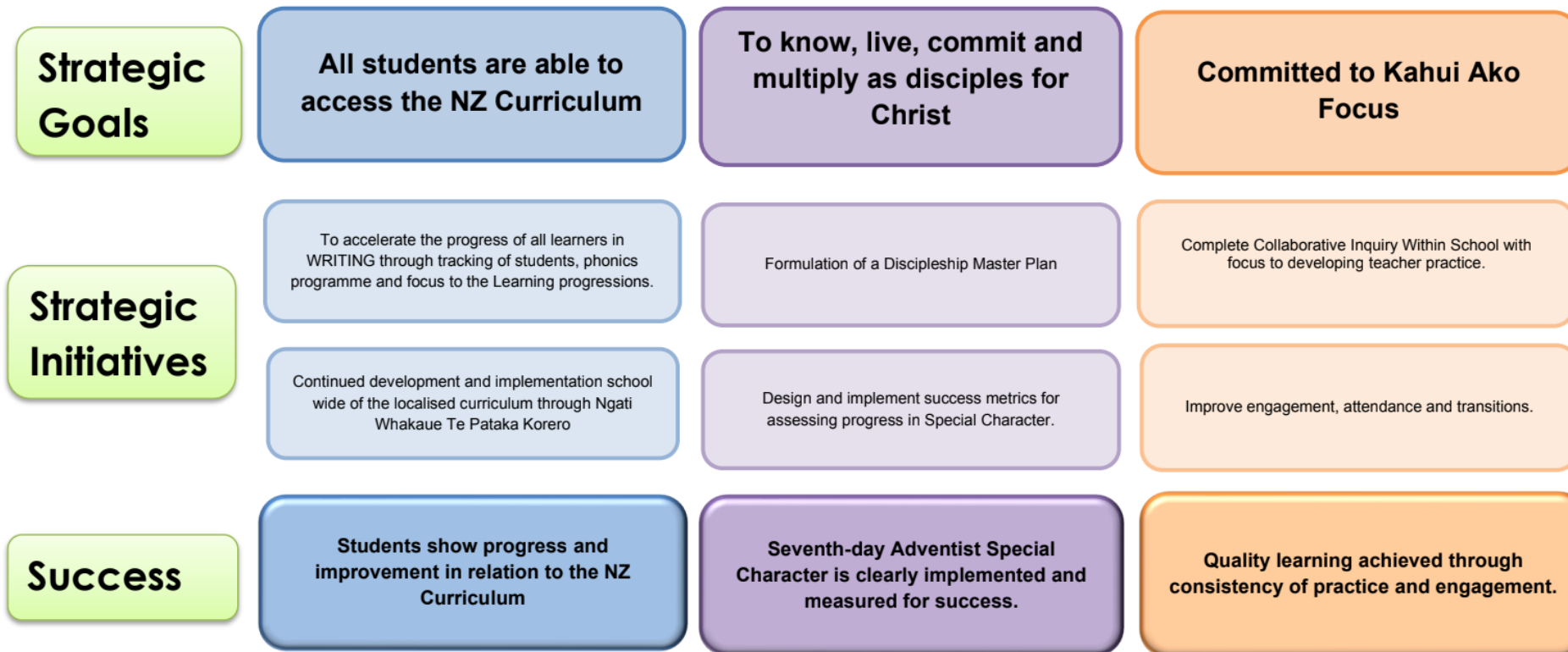


## Rotorua Seventh-Day Adventist School– Strategic Plan 2022-2024 Principal Annual Plan



**Strategic Aim:**

**All students are able to access the NZ Curriculum**

**Annual Aim:**

- To accelerate the progress of all learners in WRITING through tracking of students, phonics programme and focus to the Learning progressions.
- Continued development and implementation school wide of the localised curriculum through Ngati Whakaue Te Pataka Korero.

**Target:**

43% of students (19 students) are below or well below in WRITING.

**PaCT Writing Scores**

**RotoruaSDA**  
skill id used: 4048 **Written Language Level T4**  
-  
**Percentage of Pupils - for 2021** Printed: 12 Dec 2021

	L1i	L1ii	L1iii	L2i	L2ii	L2iii	L3i	L3ii	L3iii	L4i	L4ii	L4iii	L5i	L5ii	L5iii	Total Well Below	Total Below	Total At	Total Above	Total Pupils
<b>Y0</b>	100% (3)															0%	0%	100%	0%	7% (3)
<b>Y1</b>	50% (2)	50% (2)														0%	100%	0%	0%	9% (4)
<b>Y2</b>			75% (3)		25% (1)											0%	75%	25%	0%	9% (4)
<b>Y3</b>			13% (1)	13% (1)	25% (2)	38% (3)		13% (1)								0%	25%	63%	13%	18% (8)
<b>Y4</b>			17% (1)	17% (1)		67% (4)										17%	17%	67%	0%	13% (6)
<b>Y5</b>							100% (1)									0%	0%	100%	0%	2% (1)
<b>Y6</b>					11% (1)	11% (1)	22% (2)	22% (2)	11% (1)	22% (2)						11%	33%	33%	22%	20% (9)
<b>Y7</b>						25% (1)			25% (1)	25% (1)	25% (1)					25%	0%	50%	25%	9% (4)
<b>Y8</b>								17% (1)	33% (2)	33% (2)				17% (1)		0%	50%	33%	17%	13% (6)
<b>Total pupils</b>	11 % (5)	4 % (2)	11 % (5)	4 % (2)	9 % (4)	20 % (9)	7 % (3)	9 % (4)	9 % (4)	11 % (5)	2 % (1)			2 % (1)		7% (3)	36% (16)	47% (21)	11% (5)	(45)

**Baseline Data:**

1. Better Start Literacy Baseline Data February 2022
2. Teacher Te Reo Survey (Uni of Waikato)
3. Students Te Reo Survey (NZCER)

<b>Writing All</b>	55.6% of students are achieving at or above National Curriculum Expectation
<b>Writing Maori</b>	53.6% of students are achieving at or above National Curriculum Expectation
<b>Writing Gender</b>	There is a 19% difference of boys achieving more than girls at or above the National Curriculum Expectation.

**2022 Annual targets:**

**Key Improvement Strategies/Actions to Lift Student Achievement**

To accelerate the progress of all learners in WRITING through tracking of students, phonics programme and focus to the Learning progressions.



- Better Start Phonics Programme was completed – 30 week intervention programme.
- BSL resources organised and funded for full implementation – included shared readers set.
- BSL PLD, observations and modelling of phonics programme, through University of Canterbury online and RTLit.
- PLD on PaCT, review of formative



assessment to lead into making overall teacher judgements within the class. Teachers used exemplars online for students self monitoring. Learning wall displays enabled students to see next step learning.



- A case study of 2 students who progressed through the BSL programme was completed which includes strengths, obstacles to learning, teacher reflections and changes to practice.
- Teacher led sessions in sharing and developing regular use of LPFs when tracking students – robust discussions remained ongoing, particularly as there are still differences teacher judgements on placements within Level 2 and 3.
- Kahui Ako/ SDA wide school exemplars used to support writing progressions. Moderation within the Kahui Ako concluded consistency within L4 placements. Shared samples of work at this key change over from intermediate to high school was shared. Moderation within school showed differences in placement and robust discussions on where students are at.
- Spotlight researched into improved reporting and progressions as means of supporting writing.

- Ngati Whakaue funded Early Words and Quick 60 to support literacy as evident in the Ngati Whakaue end of year report.
  - Student Achievement Facilitator Intervention from June 2022 – positive feedback on practice, assessment and progress of students.

Continued development and implementation school wide of the localised curriculum through Ngati Whakaue Te Pataka Korero.

- Revised Curriculum scope from 2021 from one Kaupapa per term to one Kaupapa for the year, 2023 – Nga Koromatua. This was Level 4, however was the end cycle from the Te Pataka Korero framework.
- PLD Kahui Ako participation for Cultural Responsiveness included Ohinemutu and Rumaki/Reo Rua.



- Te Reo and kupu hou within the classroom – improved mita, use and knowledge. Ngati Whakaue Ahu o te Reo completed for one teacher over 2 terms.
- New curriculum overview specifies focuses for unit plans for te reo.
- Localised curriculum themes e.g Matariki focus for

Technology around fashion design show maximised te reo, Science chemistry unit centered on Rotorua hot pools science models in which the students came first prize in the GNS science competition.

- Marae trip within Te Arawa region to support kaupapa. Senior camp was held at SDA Maori Adventist Church/Marae with korero around special character connection. Graduation was held at Tangatarua Marae with a korero from the local kaumatua on the formation of the marae.
- Google drive data base growing resources and knowledge to use for Te Pataka Korero started.



## 2022 ACTUAL OUTCOME:

End of Year Pact Writing 2022

RotoruaSDA

skill id used: 3345 columns used: popup

PACT Writing End (3)End

Percentage of Pupils - for 2022 Printed: 19 Jan 2023

	Within Curriculum Level 1	Within Curriculum Level 2	Within Curriculum Level 3	Within Curriculum Level 4	Within Curriculum Level 5	Total Well Below	Total Below	Total At	Total Above	Total Pupils
Y0	100% (2)					0%	0%	100% (2)	0%	6% (2)
Y1	100% (4)					0%	0%	100% (4)	0%	11% (4)
Y2	67% (2)	33% (1)				0%	0%	67% (2)	33% (1)	8% (3)
Y3		100% (1)				0%	0%	100% (1)	0%	3% (1)
Y4		71% (5)	29% (2)			0%	0%	71% (5)	29% (2)	19% (7)
Y5	17% (1)	33% (2)	50% (3)			0%	17% (1)	83% (5)	0%	17% (6)
Y6		50% (1)	50% (1)			0%	50% (1)	50% (1)	0%	6% (2)
Y7			86% (6)	14% (1)		0%	0%	100% (7)	0%	19% (7)
Y8			25% (1)	75% (3)		0%	25% (1)	75% (3)	0%	11% (4)
Total pupils	25 % (9)	28 % (10)	36 % (13)	11 % (4)		0%	8% (3)	83% (30)	8% (3)	(36)

<b>Writing All</b>	<b>91%</b> of students are achieving at or above National Curriculum Expectation
<b>Writing Maori</b>	<b>90%</b> of students are achieving at or above National Curriculum Expectation
<b>Writing Gender</b>	There is a <b>14%</b> difference of girls achieving more than boys at or above the National Curriculum Expectation.

Learner	Year	Reading Level February 2022	Reading Level June 2022	Reading Level Nov 2022	Expected Level	STAR Reading Comp Test February 2022	STAR Reading Comp Test Nov 2022	E-asatite Reading Test February 2022	E-asatite Reading Test Nov 2022	Attendance June	Attendance Dec	
<b>Early Words</b>												
1	5	10	12	14	26	1	1	2B	2P	85%	87%	RTL
2	5	1	1	2	26	1	1	2B	2B	27%	44%	Truancy, ICS
<b>Quick 60</b>												
3	4	15	20	23	24	4	2	<2B	2B	86%	90%	
4	4	15	20	22	24	4	2	2B	2B	64%	66%	
5	7	22	29	32	30	4	4	3B	3B	87%	91%	
6	7	28	30	31	30	2	4	2P	4B	65%	73%	
7	8	26	27	29	32	6	3	2P	2A	49%	62%	Ko Taku Reo
<b>Students below started in Term 3 2022</b>												
8	3	16	20	23	22		7			81%	89%	
9	4	20	23	25	24	4	5	<2B	2B	85%	92%	
10	4	23	26	27	24	7	5	<2B	2B	86%	86%	
11	4	23	26	25	24	6	5	<2B	<2B	84%	91%	
12	5	22	25	26	26	2	4	2B	2A	76%	87%	
13	6	25	28	30	28	5	3	2P	3P	81%	88%	

**EVIDENCE/DATA RESULTS**

- Writing results rose from from 58% of students at the beginning of the year to 91% at year end.
- Ngati Whakaue Target group 8/13 students reached their targets with all students making progress.

**ANALYSIS / REFLECTION:**

BSL has provided strong structure and professional development to the literacy curriculum at Junior level. We are continuing with the programme into BSL Year 2 which progresses into Level 1 and 2 of the NZ Curriculum.

End of year PaCT overall teacher judgements are fed through directly from PaCT into the student management system as from November 2022. This has produced a change in the data showing as it collates into only one curriculum level rather than each curriculum level being broken down into 3 sections – beginning, proficient and advance, 2i, 2ii, 2iii. This is skewing data as it is placing some students as at rather than below which is evident in the end of year data results for writing which are considerably high.

**RECOMMENDATIONS:**

- Better Start Literacy (BSL) has shown successful in student progress and teacher practice. Year 2 has been funded and will extend students.
- RT Lit and LSC has recommended The Code for Structured Literacy school wide reaching into the Senior levels.
- Particularly in writing ongoing, regular, robust moderation must happen within and across Kahui Ako schools.
- On reflection of the end of year student achievement data it was agreed that Maths PLD is to be a focus in 2023.
- Engagement surveys need to collect information on what is happening to our whanau who struggle with attendance. Continued focus to attendance, building on data, connections and processes from 2022.

<b>Strategic Aim:</b>	<div style="border: 1px solid black; border-radius: 15px; padding: 10px; text-align: center;"> <b>To know, live, commit and multiply as disciples for Christ</b> </div>
<b>Annual Aim:</b>	<ul style="list-style-type: none"> <li>• Formulation of a Discipleship Master Plan</li> <li>• Design and implement success metrics for assessing progress in Special Character.</li> </ul>
<b>Target:</b>	<ul style="list-style-type: none"> <li>• Final Discipleship Plan document and resources.</li> <li>• Feedback from whanau and students on service projects.</li> <li>• School Capabilities survey EOY for Adventist Special Character Data from Encounter Bible Curriculum.</li> </ul>
<b>Baseline Data:</b>	<p><b><u>Adventist Education Accreditation Recommendations November 2021.</u></b>  The visiting team endorses the School Board’s self-generated recommendation to:</p> <ul style="list-style-type: none"> <li>• 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 <u>local church services and activities</u>.</li> <li>• 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 <u>Discipleship Master Plan</u>: An action plan for Spiritual growth which underpins faith formation and discipleship in the school by defining local priorities, processes and actions.</li> <li>• Further, that the use of the <u>Encounter Curriculum</u> demonstrating sound coverage and depth is detailed as part of the document.</li> </ul>

**2022 Annual targets:**

**Key Improvement Strategies/Actions to Lift Student Achievement**

Formulation of a Discipleship Master Plan

- School procedures reviewed regularly to ensure these include special character in staff meetings.
- Encounter Bible Curriculum evident in teacher planning, learning and assessment.
- Teacher Only day – formulation of Discipleship plan. The first PLD was held with NZ SDA Principals, and then taken back to the school and completed with staff.
- Staff PLD to bring together current practice, curriculum and discipleship into a comprehensive Discipleship Master Plan.
- School chaplain remains an integral part of the school and Young Leaders.



Design and implement success metrics for assessing progress in Special Character.



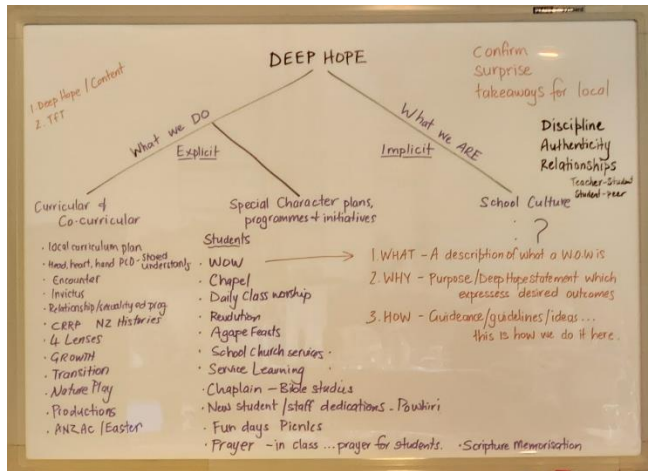
- Introduce and implement new Encounter Curriculum assessment process. Teachers reviewed and focused on assessment – formative and
- Surveys that support Special Character, with particular focus to Adventist Schools locally and world wide were researched. Professional readings were used to develop thoughts on teacher practice and Discipleship plan. It was agreed that each school, including Rotorua has a unique way of being, and this needs to be documented in the Discipleship plan.
- Access to new Encounter site for resources for all teachers. Teachers are now able to update and refresh all Encounter units of learning.
- Funding allocation to service projects are required. Service projects were run alongside house groups who were able to focus on 4 individuals. How we do service within our school was put together in a yearly overview plan that feeds into the Discipleship Plan.

- Develop a school capabilities survey that shows progress and achievement within Special Character and develop an action plan for Spiritual growth that shows faith formation and discipleship – these sit under the Discipleship Master plan that is being developed over 2-3 years in alignment with all NZ Adventist Schools.





## 2022 ACTUAL OUTCOME:



This is the first overarching layout for the Discipleship plan to use to bring together what we do at Rotorua SDA School. Feedback documents on Head, Heart and Hand and a sample “Deep Hope Statement” are the foundations of the Discipleship Plan.

## ANALYSIS / REFLECTION:

- Special Character is a requirement of Integration. Moving forward with Accreditation Reviews the Discipleship Plan will be a large part of the review process specifically to Special Character. The setting up of the Discipleship plan pulls together all the parts of Special Character into one document on what we Head (Know), Heart (Believe), Hand (Do) at Rotorua SDA School. All Adventist Schools within NZ are on the same journey and it is reaffirming to see many of the key practices that happen nationally also are a regular part of Rotorua SDA School.

## RECOMMENDATIONS:

- Move into Year 2 of developing the Discipleship Master Plan. Ongoing PLD with Adventist Education NZ to support it is in alignment with Proprietors. Inclusion of student, school, church and whanau voice on Special Character and what that looks like within Rotorua SDA using the Head, Heart, Hand model.
- PLD visits to other SDA Schools to view their Discipleship Plans and how they do Special Character within their communities.
- support cultural expression and cultural tino rangatiratanga in a unique way within the framework of our special character, clearly laying out within the Discipleship Plan how Aotearoa NZ culture and Special Character appropriateness meet at Rotorua SDA School.
- Progress on the Discipleship Plan is moving in alignment with Adventist Education as a NZ system. To move as one, collaboration is needed and progress will be strategically over a couple of years.

<b>Strategic Aim:</b>	<div data-bbox="521 164 1048 360" style="border: 1px solid black; border-radius: 15px; padding: 10px; text-align: center;"> <p><b>Committed to Kahui Ako Focus</b></p> </div>
<b>Annual Aim:</b>	<ul style="list-style-type: none"> <li>• Complete Collaborative Inquiry Within School with focus to developing teacher practice.</li> <li>• Improve engagement, attendance and transitions.</li> </ul>
<b>Target:</b>	<p>Staff Collaborative meetings on Curriculum areas.  Learning Support Register March 2022  Visible Learning Capability EOY 2022  Report on barriers to engagement, attendance and transition.</p>
<b>Baseline Data:</b>	<ol style="list-style-type: none"> <li>1. Learning Support Register 2021.</li> <li>2. Principal Sabbatical Report, November 2021 – student surveys on transitioning to high school.</li> <li>3. Every Day Matters Attendance Data Report Term 4, 2021.</li> </ol>

**2022 Annual targets:**

**Key Improvement Strategies/Actions to Lift Student Achievement**

Complete Collaborative Inquiry Within School with focus to developing teacher practice.

**2. Professional Learning** at Rotorua SDA School

[Our Standards / Ngā Paerewa](#)

Professional learning: Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.	
Elaboration of the Standard	What this looks like at Rotorua SDA School
<ul style="list-style-type: none"> <li>Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.</li> <li>Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures.</li> <li>Engage in professional learning and adaptively apply this learning in practice.</li> <li>Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners, including learners with disabilities and learning support needs; and wider education matters.</li> <li>Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning focused collegial discussions.</li> </ul>	<ul style="list-style-type: none"> <li>Building open and positive relationships</li> <li>Knowledge of the learners (whanau, cultural diversity, learning history)</li> <li>Shifting teaching practice to accommodate needs</li> <li>Collaboration and sharing of effective practice at meetings (Demonstrating leadership skills, guiding other staff including Learning support / Teacher Aides)</li> <li>Engaging in Leadership opportunities (leading assemblies, staff meetings)</li> <li>Developing effective assessment practices (Testing, recording data, tracking, discussions with teachers/whanau, providing feedback/feedforward, observations)</li> <li>Developing effective home /school partnerships with whanau and the wider community (3 way conferences, emails, Social media, etc.)</li> <li>Follow an Inquiry process to make an authentic, inquiry driven and personalised difference of learners</li> <li>Undertake appropriate professional learning</li> <li>Seek advice and feedback through formal and informal discussion and respond in a professional manner</li> <li>Evidence of reflection and refined/changed practice</li> <li>A willingness to embrace difference is fostered, all the while promoting our special (Kiwī / bi-cultural) culture</li> <li>Investment in professional development opportunities to ensure that we retain high quality teachers</li> <li>Developing sustainable life-long learning practices</li> <li>Strong collegial relationships based on trust and Growth-Mindset</li> </ul>
Next Steps:	

- Build and maintain strong, positive and professional relationships with colleagues, whānau and the wider teaching community.
- Communication and sharing has a positive impact on teaching, learning and achievement of all learners.
- Classroom assessment processes are robust and track the learner' growth through summative and formative assessments (feedback/feedforward, observations, discussions etc).
- Teachers seek advice from a range of areas and/or people and get given feedback in a timely manner.
- Teachers show they are constantly learning by participating in collaborative conversations, classroom observations, and other professional learning.
- Teachers are reflective in their learning and practice and demonstrate this through evidence of refined and changed practice.

Reviewed; Staff meeting 25 August 2022

- With expert support, school reviewed current Professional Growth Cycle and was found to be too clunky.
- School visit to Greenpark School and Te Ranga in Tauranga around systems and processes for Professional Growth Cycle.
- Teachers collated and gathered as evidence what we do in the school within each teacher criteria. This will be reviewed each year and a next step is put in place for each criteria for growth.
- Completed scoping plan with Limited Statutory Manager around appraisal.
- Teachers reviewed and gave feedback on Professional Growth Cycle for 2023. This includes a teacher goal with coaching discussions.
- Professional network group started with Kahui Ako school principals to support appraisal moving forward.

Improve engagement, attendance and transitions.

- Collated and review barriers for Rotorua SDA for attendance.
- Learning Support Register collated and establish collective needs and analysis.
- Engaged in PLD to improve programmes and learning for additional learning needs such as full staff 6 bricks, dyslexia friendly classrooms, brain boosters, zones of regulation and trauma informed practice.
- Reviewed and improved practices and procedures for attendance and transitions – early and high school. This

**Attendance = Achievement**  
Working with our Truancy officers to raise attendance. MOE Attendance Reports, template letters

The graphic includes a line chart titled 'Average attendance, week by week' showing attendance trends from 2019 to 2022. It also features a table of attendance data, a photo of two staff members standing by a school vehicle, and a bar chart showing attendance by year level.

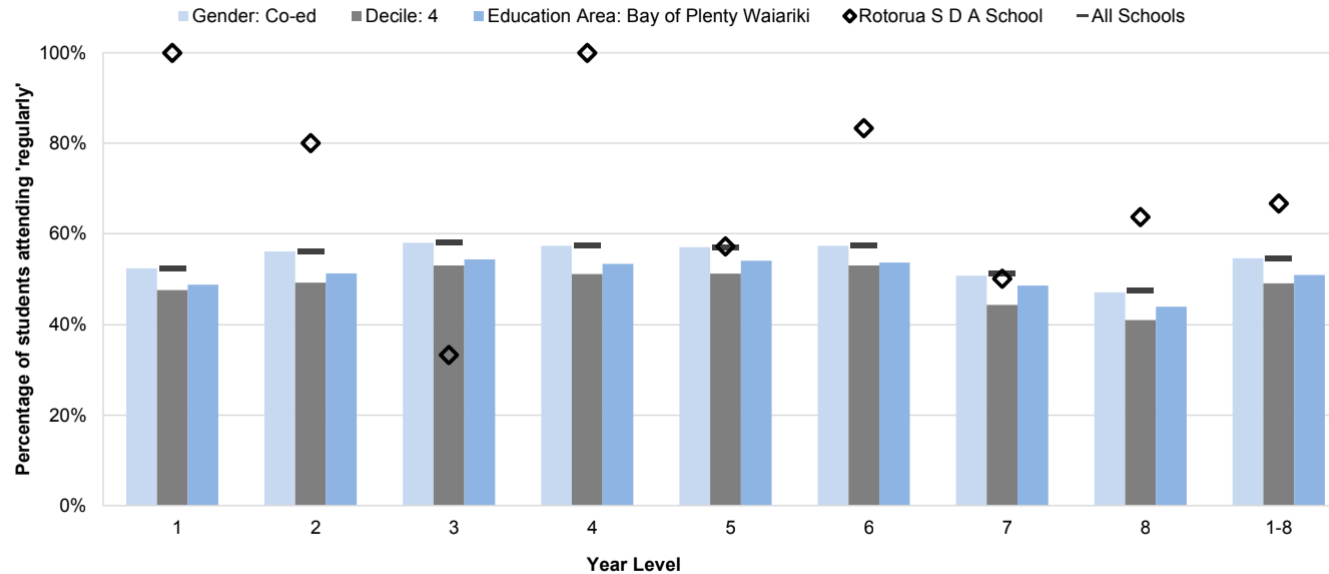
- was ongoing with Learning Support Co-ordinator and Truancy services.
- Collect and review data showing equitable outcomes. Identify next steps for growth.

**2022 ACTUAL OUTCOME:**

- Every Day Matters Attendance Supplementary Data Report Term 4, 2022.

**'Regular' attendance, by Year level (Term 4, 2022)**

Comparing the proportion of students with 'regular' attendance at your school with national and like-school benchmarks.



The percentage of Year 1 and 4 students (your highest-attending groups) attending regularly was greater in your school than in all comparison groups.

Note: Comparison by school type is not provided in this chart because school types are typically related to Year levels of students attending.

**ANALYSIS / REFLECTION:**

- Overall attendance is above National averages however there are key year levels to work with – Years 3, 5 and 7.
- Covid wave in Terms 1 and 2 greatly affected data, this was reported in our target students achievement information showing the difference in the second half of 2022 (see Page 6, Ngati Whakauae Target Report 2022)

**RECOMMENDATIONS:**

- Growth Coaching – Professional Growth Cycle personal inquiry 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.

- 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.
- Maintain relationship with Truancy services, Kahui Ako for support around attendance and engagement.
- Regular surveys to collect student and whanau voice around transitions to High school and from Early childhood to improve as suggested/required.