

Analysis of Variance Reporting for 2023

School Name:	Wellington SDA School	School Number:	4150
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Strategic Aims:	<ul style="list-style-type: none"> Raise student achievement and engagement through quality staffing and professional development 	Annual Aims:	<ul style="list-style-type: none"> Improve Cultural Responsiveness & te reo Māori through PLD Strengthen Digital Technologies understanding and outcomes through PLD Implement a responsive localised curriculum giving effect to the Refreshed NZ Curriculum
	<ul style="list-style-type: none"> Create a sense of belonging and inclusiveness where all people are valued and respected 		<ul style="list-style-type: none"> Develop Special Character Framework; Incorporate a greater variety of languages and cultures into the school's calendar and teaching and learning experiences; Partner with whanau and external agencies to support improved attendance.
	<ul style="list-style-type: none"> Explore a wide range of experiences and opportunities within our wider and local geographical areas and contexts 		<ul style="list-style-type: none"> Incorporate 'Bush Play' into our local curriculum Strengthen the Careers component of the Years 7-8 curriculum Develop partnerships with local iwi and agencies to better understand our local histories.



Our Vision & Values

Our Vision

Growing lifelong learners who are spiritually connected, emotionally strong and socially skilled.



Our Values



GODLINESS



RELATIONSHIPS



OWNERSHIP




WISDOM




G.R.O.W.





GOAL 1: Raise student achievement and engagement through quality staffing and professional development

Action: What did we do?	Indicators of success	Review: Analysis of Variance
<p>Improve Cultural Responsiveness & te reo Māori through PLD</p>	<p>Mihi, waiata and karakia are evident in school programmes, including mihi whakatau to welcome visitors</p>	<p>Teaching staff participated in te reo Māori and culturally responsive PLD with Te Mako Orzecki from CORE Education. This has made the use of te reo Māori more prevalent in the staffroom, classroom and school in general. Waiata and karakia in te reo Māori and other languages are more widely used.</p>
<p>Strengthen Digital Technologies understanding and outcomes through PLD</p> 	<p>Students and teachers are able to use a variety of digital devices, software and applications to teach, learn inform, entertain and demonstrate learning</p>	<p>Teaching staff participated in Digital Technologies and Digital Safety and Wellbeing PLD with Anjie Webster from Generation Online through Digital Circus. Teachers are more confident including a wider range of apps and software in their teaching and learning programmes, and students have become more capable users of such apps and programmes as: Scratch Jr, Book Creator, Google Sites, Canva, iMovie, and many more. Teachers are also more aware of Designing and Developing Digital Outcomes (DDDOs) and the associated Progress Outcomes.</p>
<p>Implement a responsive localised curriculum giving effect to the Refreshed NZ Curriculum</p>	<p>An updated local curriculum document which flows through to assessment, planning, teaching and learning.</p>	<p>Teacher Only Days were held at school which focused on the refreshed curriculum. Prior to these days, senior management attended workshops run by the Ministry of Education to inform the learning. This work is ongoing.</p>

GOAL 2: Create a sense of belonging and inclusiveness where all people are valued and respected

Action: What did we do?	Indicators of success	Review: Analysis of Variance
<p>Develop Special Character Framework;</p>	<p>A Special Character Framework document that exemplifies and guides school practice</p>	<p>The development of this framework was continued by the NZSDA Principals at their consultation meeting in March. This was followed by a Teacher Only Day with a focus on the Special Character Framework. The document is progressing and will be further developed at a Teacher Only Day held in Palmerston North on January 29 and facilitated by Sarita Butler, Associate Director of NZSDA Schools Assn. Several SDA Schools will collectively work on this.</p>
<p>Incorporate a greater variety of languages and cultures into the school's calendar and teaching and learning experiences;</p> 	<p>The majority of cultures represented in our school will have had opportunity to share and learn more of their languages and cultures</p> 	<p>Māori and Pasifika Language weeks were celebrated. All nationalities within the school are represented with flags in the entrance foyer. All families were invited to share at our International Culture and Variety Concert in November. Each language in the school was spoken during the opening prayer. During assemblies, songs are sung in a greater variety of languages including: te reo Māori, Cook Island Māori, Samoan, Tongan, Tagalog, Shona, Afrikaans. Classroom prayers are also prayed by children in their home languages.</p> 
<p>Partner with whanau and external agencies to support improved attendance.</p>	<p>Improved engagement and attendance data</p>	<p>While attendance has improved for a number of families, following the pandemic, many of our families have travelled which has affected attendance data. We still have a few children with patterns of absences. 54% (59) of students attended 90% + during 2023 80% (88) of students attended 80% + during 2023</p>

GOAL 3: Explore a wide range of experiences and opportunities within our wider and local geographical areas and contexts

Action: What did we do?	Indicators of success	Review: Analysis of Variance
<p>Incorporate 'Bush Play' into our local curriculum</p> 	<p>Participation in the Bush Play programme develops understanding of benefits of outdoor play which continues after the programme finishes</p> 	<p>Students enjoyed being out in nature and exploring the bush. While the programme was successful, teachers have found it difficult continuing the programme without support from the facilitators due to an unavailability of parent support. This is an ongoing issue for EOTC programmes with most parents working. In the time that the programme ran, children gained a greater appreciation of the outdoors and imaginative play.</p>
<p>Strengthen the Careers component of the Years 7-8 curriculum</p>	<p>Students are exposed to a variety of career paths</p>	<p>Senior students participated in a range of learning experiences led by people from a variety of careers. These included: accountants, engineers, scientists, IT</p>



Develop partnerships with local iwi and agencies to better understand our local histories.

Have initiated relationships with iwi and local bodies that develop our understanding of local histories.

Principal and Deputy Principal attended Hui run by Ngāti Toa iwi at Ūpane, Whitireia Campus. A copy of the book *Imagining Decolonisation* was purchased for each staff member. Connections have been made with the Porirua West Kāhui Ako who have been awarded PLD hours to work on Local Curriculum with Ngāti Toa. Teaching staff participated in PLD with Te Mako Orzecki from CORE Education that also supported partnerships with local iwi.

Planning for 2024

Raise student engagement and achievement through effective teaching and learning programmes.

- Strengthen teaching and learning relationships and pedagogy (Teaching to the North-East - Bishop)
- Improve Literacy outcomes through quality teaching, PLD, and partnerships with whanau.
- Embed quality and purposeful Digital Technology into classroom learning.

Create a sense of purpose and identity that is reflective of our special SDA Christian special character and responsive to Te Tiriti o Waitangi.

- Develop a Special Character Framework (Discipleship Plan) in collaboration with our Chaplain and other NZ SDA Schools.
- Incorporate a greater variety of languages and cultures into learning programmes and events.
- Develop partnerships with local iwi, integrate ANZ Histories and te reo Māori into our local school curriculum.

Explore a wide range of experiences and opportunities within our local and wider areas and contexts to support classroom learning.

- Provide opportunities for all students to participate in music, visual and performing arts.
- Increase student participation in a range of sporting codes at school and in the community.
- Provide students with a range of educational experiences outside of the classroom.

These initiatives will support the ongoing development of the Wellington SDA School's local curriculum.