

# STRATEGIC PLAN 2020-2022



**Our Vision:** Growing lifelong learners who are spiritually connected, emotionally strong, and socially skilled.

## Our Strategic Goals

### LEARN

The fear of the Lord is the beginning of knowledge. Proverbs 1:7

Support students as they learn by designing and implementing a responsive curriculum within our SDA special character framework.

### BELONG

...for you are all one in Christ Jesus. Galatians 3:28

Create a sense of belonging and success through school, church and community involvement.

### EXPLORE

He has made everything beautiful in its time. Ecclesiastes 3:11

Enable students to explore by providing a range of experiences in our local and wider geographical areas and contexts.

## Our Initiatives

- Consolidate understanding of the PaCT (progress and Consistency Tool) in conjunction with Maths and Writing PLD;
  - Fully implement PR1ME Maths programme at all levels;
  - Strengthen students' goal setting & self reflection capabilities using the PaCT (Progress and Consistency Tool).
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- Create and sustain an inclusive school culture;
  - Embed school values through classroom teaching, whole school activities, home-school correspondence and behaviour management.;
  - Explore ways to support student wellbeing.
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- Investigate, create and implement an outdoor curriculum that encourages students to connect with both creation and Creator;
  - Improve the school environment and fully implement the Garden to Table Programme;
  - Review the school music programme and explore ways to include the junior students in musical programmes.

## Our Success

Students are motivated, engaged, and achieving to their potential across the curriculum.

Students' connectedness, confidence and participation will be improved.

Students are actively serving and contributing with the community and demonstrate improved vocabulary, conversational skills, participation, risk-taking, and resilience.

## Our Values

## G.R.O.W.

### GODLINESS

Love  
Patience  
Integrity  
Humility

### RELATIONSHIPS

Kindness  
Inclusion  
Respect  
Service

### OWNERSHIP

Honesty  
Commitment  
Perseverance  
Excellence





### WISDOM

Discretion  
Initiative  
Responsibility  
Thinking





# Strategic Planning 2020—2022

<b>Our Vision</b>	<b>Growing lifelong learners who are spiritually connected, emotionally strong, and socially skilled.</b>		
<b>Our Values</b>	 <b>Godliness—<i>Love, Patience, Integrity, Humility</i></b>  <b>Relationships—<i>Kindness, Inclusion, Respect, Service</i></b>  <b>Ownership—<i>Honesty, Commitment, Perseverance, Excellence</i></b>  <b>Wisdom—<i>Discretion, Initiative, Responsibility, Thinking</i></b>		
<b>Our Goals</b>	<p align="center"><b>Strategic Goal #1</b></p> <p align="center"><b>Learn</b></p> <p>Support students as they learn by designing and implementing a responsive curriculum within our SDA special character framework.</p>	<p align="center"><b>Strategic Goal #2</b></p> <p align="center"><b>Belong</b></p> <p>Create a sense of belonging and success through school, church and community involvement.</p>	<p align="center"><b>Strategic Goal #3</b></p> <p align="center"><b>Explore</b></p> <p>Enable students to explore by providing a range of experiences in our local and wider geographical areas and contexts.</p>
<b>Our Initiatives</b>	<p><b>1.1</b> Consolidate understanding of the PaCT in conjunction with Maths and Writing PLD.</p> <p><b>1.2</b> Fully implement PR1ME Maths programme at all levels.</p> <p><b>1.3</b> Strengthen students' goal setting &amp; self reflection capabilities.</p>	<p><b>2.1</b> Create and sustain an inclusive school culture.</p> <p><b>2.2</b> Embed school values through classroom teaching, whole school activities, home-school correspondence and behaviour management.</p> <p><b>2.3</b> Explore ways to support student wellbeing.</p>	<p><b>3.1</b> Investigate, create and implement an outdoor curriculum that encourages students to connect with both creation and Creator.</p> <p><b>3.2</b> Improve the school environment and fully implement the Garden to Table Programme.</p> <p><b>3.3</b> Review the school music programme and explore ways to include the junior students in musical programmes.</p>
<b>Our Success</b>	Students are motivated, engaged, and achieving to their potential across the curriculum.	Students' connectedness, confidence and participation will be improved.	Students demonstrate improved vocabulary, conversational skills, participation, risk-taking, and resilience.

## Our Three Year Overview 2020-2022

Our Goals	Our Initiatives	2020 Outcomes	2021 Outcomes	2022 Outcomes	Measured By	Our Success
<p><b>Learn</b></p> <p>Support students as they learn by designing and implementing a responsive curriculum within our SDA special character framework.</p>	<ul style="list-style-type: none"> <li>• Consolidate understanding of the PaCT in conjunction with Maths and Writing PLD;</li> <li>• Fully implement PR1ME Maths programme at all levels;</li> <li>• Strengthen students' goal setting &amp; self reflection capabilities using the PaCT.</li> </ul>	<p>PaCT is fully implemented for Maths &amp; Writing; H&amp;S curriculum is reviewed and students, whanau, and proprietors have been consulted; NZSDASA Te Reo Māori curriculum is implemented; Teachers understand digital tech. outcomes.</p>	<p>PaCT signposts are used by students to set goals and reflect on learning; H&amp;S curriculum is revised based on teacher and student feedback; Te Reo Māori curriculum is revised; Improved digital capability for students and teachers.</p>	<p>PaCT aspects and signposts are embedded as assessment, goal-setting and reporting tools; Te Reo Māori curriculum is embedded; Digital technologies curriculum is embedded and students and teachers are confident users of technology to support learning.</p>	<p>Student voice—survey on curriculum knowledge and suitability (H&amp;S, DT, Te reo Māori); H&amp;S, DT, and Te reo Māori curriculums are now embedded and business as usual; Achievement data ERO feedback.</p>	<p>Students are motivated, engaged, and achieving to their potential across the curriculum.</p> <p><i>Growing lifelong learners...</i></p>
<p><b>Belong</b></p> <p>Create a sense of belonging and success through school, church and community involvement.</p>	<ul style="list-style-type: none"> <li>• Create and sustain an inclusive school culture;</li> <li>• Embed school values through classroom teaching, whole school activities, home-school correspondence and behaviour management;</li> <li>• Explore ways to support student wellbeing.</li> </ul>	<p>Students participate in Regional Day and other church-related services; Whanau and community resources are sourced to strengthen cultural knowledge and participation; Options for inter-school sporting participation have been explored;</p>	<p>Students' participation and ownership in church-related services is strengthened; Students are participating and contributing within their local and church communities; Inter-school sports events are more regular.</p>	<p>All students, with whanau support, are regularly participating in church-related services; Students are identifying and driving projects within their local and wider communities; Athletics, cross-country, and swimming sports are all held in conjunction with other schools.</p>	<p>Records of events and service projects; Student voice; Feedback from church and local communities.</p>	<p>Students' connectedness, confidence and participation will be improved.</p> <p><i>...who are spiritually connected, emotionally strong...</i></p>
<p><b>Explore</b></p> <p>Enable students to explore by providing a range of experiences in our local and wider geographical areas and contexts.</p>	<ul style="list-style-type: none"> <li>• Grow our farm, gardening, and outdoors programme that encourages students to connect with both creation and Creator;</li> <li>• Improve the school environment and fully implement the Garden to Table Programme;</li> <li>• Review the school music programme and explore ways to include the junior students in musical programmes.</li> </ul>	<p>Outdoor curricula being developed and implemented at other schools is explored; Opportunities for local EOTC experiences have been researched; Students are involved in a variety of music programmes designed to ascertain interest, ability, and commitment.</p>	<p>Our local curriculum is revised to include an outdoor component which is being trialled; Students are experiencing a wide variety of EOTC experiences; Students have opportunities to share their musical talents outside of the school.</p>	<p>Wellington SDA Outdoor Curriculum is embedded; EOTC opportunities are regular and linked to classroom learning; The music programme is reviewed and improved.</p>	<p>Vocabulary and oral language assessments; Teacher observations; Student self-reflections.</p>	<p>Students are actively serving and contributing with the community and demonstrate improved vocabulary, conversational skills, participation, risk-taking, and resilience.</p> <p><i>...and socially skilled.</i></p>

# ANNUAL PLAN 2021



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*Educating for Eternity*

Goal 1	Support students learning by designing and implementing a responsive curriculum within our SDA special character framework.				
Initiative 1	Consolidate understanding of the PaCT following Maths and Writing PLD				
	Term 1	Term 2	Term 3	Term 4	Outcome
Key Milestones	Work with Writing PLD provider to grow understanding of PaCT signposts and illustrations.	Use PaCT signposts and illustrations to formatively assess students and enter judgments for target and selected students.	Refresh understanding of Maths progressions within the PaCT and continue to grow knowledge of Writing progressions.	Use PaCT signposts and illustrations to formatively assess students and enter judgments for all students.	Confident use of PaCT tool to inform planning and reporting in Maths and Writing
Activities	Staff Meetings, TOD & PLD Beginning Teacher Support	Teacher Only Day for PaCT and reports	Staff meetings & PLD	Teacher Only Day for PaCT and reports	
Initiative 2	Fully implement PR1ME Maths programme at all levels.				
	Term 1	Term 2	Term 3	Term 4	Outcome
Key Milestones	Teachers are able to plan and teach PR1ME consistently	Students have worked through most of one practice book and are familiar with the format.			Raised maths achievement; Teachers confident in preparing and planning PR1ME Maths lessons,
Activities	Teacher Only Day—Feb 5 PR1ME PLD	Review PR1ME PaCT judgements made		Enter PaCT judgements Analyse data	
Initiative 3	Strengthen students' goal setting & self-reflection capabilities using the PaCT.				
	Term 1	Term 2	Term 3	Term 4	Outcome
Key Milestones			... following PaCT consolidation Introduce PaCT signposts to students in senior rooms.	Continue to familiarise students with language and expectations from PaCT.	Students are more aware of their own learning needs and outcomes and can identify next steps in their learning journeys.
Activities	Literacy PLD Teacher Only Day—Feb 1		Staff meetings—	Enter PaCT judgements Analyse data	

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<b>Goal 2</b>	<b>Create a sense of belonging and success through school, church, and community involvement.</b>				
Initiative 1	Create and sustain an inclusive school culture.				
	Term 1	Term 2	Term 3	Term 4	Outcome
Key Milestones	<ul style="list-style-type: none"> <li>Analyse NZCER Wellbeing Survey (T4 2020)</li> <li>Elect a student council.</li> </ul>	<ul style="list-style-type: none"> <li>Support student council to form a draft action plan based on survey analysis</li> <li>Feedback to students &amp; whanau</li> </ul>	<ul style="list-style-type: none"> <li>Draft outlines for school expectations, behaviour management, and consequences.</li> </ul>	<ul style="list-style-type: none"> <li>Trial 'behaviour management' plan.</li> </ul>	Improved student interactions; Improved data from Wellbeing Survey.
Activities	Gap Analysis of survey Student Council Election	Draft Action Plan Community Engagement			
Initiative 2	Embed school values through classroom teaching, whole school activities, home-school correspondence and behaviour management.				
	Term 1	Term 2	Term 3	Term 4	Outcome
Key Milestones					Students know the values and are able to share how they look in our school. These values are being demonstrated.
Activities	God connection and general assemblies				
Initiative 3	Explore ways to support student wellbeing.				
	Term 1	Term 2	Term 3	Term 4	Outcome
Key Milestones					
Activities					

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*Educating for Eternity*

Goal	Enable students to explore by providing a range of experiences in our local and wider geographical areas and contexts.				
Initiative 1	Grow our farm, gardening, and outdoors programme to encourage students to connect with both creation and Creator.				
	Term 1	Term 2	Term 3	Term 4	Outcome
Key Milestones	<ul style="list-style-type: none"> <li>Explore outdoor curriculums implemented at other schools.</li> </ul>	<ul style="list-style-type: none"> <li>Trial some ideas and gather student and whanau voice.</li> </ul>	<ul style="list-style-type: none"> <li>Do a gap analysis (Where are we now? Where do we want to be? How do we close the gap?)</li> </ul>	<ul style="list-style-type: none"> <li>Draft a Wellington SDA Outdoor Curriculum</li> </ul>	Outdoor curriculum ready to implement in 202
Activities	Visit schools	Trial activities	Gap analysis		
Initiative 2	Improve the school environment and fully implement the Garden to Table Programme.				
	Term 1	Term 2	Term 3	Term 4	Outcome
Key Milestones	Garden beds and infrastructure improved throughout the year. Shed built for GTT equipment. Greenhouse converted to 'glasshouse'. Gardens producing food to use in cooking. Rooms 3 & 4 alternating each term.				Students enjoy the outdoors, grow food, and can use this food to produce tasty meals. Students try foods that are new and nutritional.
Activities	Garden to Table PLD Find a cooking facilitator				
Initiative 3	Review the school music programme and explore ways to include the junior students in musical programmes.				
	Term 1	Term 2	Term 3	Term 4	Outcome
Key Milestones	Music roster/timetable created and sustained.			Concerts at school and in the community—Praisegiving	Students develop an understanding of notation, rhythm, melody and harmony and can work together to create good sound.
Activities	A variety of music lessons offered in each class for every student; concerts in assemblies and at community events				