

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;
 - Review & implement H & S, Te Reo Maori, and Digital Technology curriculums;
 - 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;
 - Participate in cultural events including: cultural evening, local school concerts, language weeks, marae visits and powhiri;
 - Increase involvement with inter-school sports events, including: cross country, athletics, swimming and inter-school sports leagues.
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- Grow our farm, gardening, and outdoors programme in order to encourage students to connect with both creation and Creator;
 - Involve students in a growing variety of EOTC (Education Outside the Classroom) experiences;
 - Develop our school music programme.

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



Our Three Year Overview 2020-2022

| Our Goals | Our Initiatives | 2020 Outcomes | 2021 Outcomes | 2022 Outcomes | Measured By | Our Success |
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| <p>Learn</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"> • Consolidate understanding of the PaCT in conjunction with Maths and Writing PLD; • Review & implement H & S, Te Reo Māori, and Digital Technology curriculums; • Strengthen students' goal setting & self reflection capabilities using the PaCT. | <p>PaCT is fully implemented for Maths & Writing; H&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&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&S, DT, Te reo Māori); H&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>Belong</p> <p>Create a sense of belonging and success through school, church and community involvement.</p> | <ul style="list-style-type: none"> • Create and sustain an inclusive school culture; • Participation in cultural events including: cultural evening, local school concerts, language weeks, marae visits and powhiri; • Increased involvement with inter-school sports events, including: cross country, athletics, swimming and inter-school sports leagues. | <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>Explore</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"> • Grow our farm, gardening, and outdoors programme that encourages students to connect with both creation and Creator; • Involve students in a growing variety of EOTC experiences; • Develop our school music programme. | <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 2020



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| 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 in Maths and Writing |
| Activities | Staff meetings & PLD | Teacher Only Day for PaCT and reports | Staff meetings & PLD | Teacher Only Day for PaCT and reports | |
| Initiative 2 | Implement the Digital Technologies Curriculum within our local curriculum framework | | | | |
| | Term 1 | Term 2 | Term 3 | Term 4 | Outcome |
| Key Milestones | <ul style="list-style-type: none"> Unpack digital curriculum Analyse what it means in Wellington SDA context. | <ul style="list-style-type: none"> Do a gap analysis (Where are we now? Where do we want to be? How do we close the gap?) | <ul style="list-style-type: none"> Draft a Wellington SDA School Digital Curriculum | <ul style="list-style-type: none"> Workshop with stakeholders Finalise curriculum | Digital Curriculum ready to fully implement in 2021 |
| Activities | Staff meeting | Gap analysis | Staff meetings SLT meetings | Community engagement | |
| Initiative 3 | Strengthen students' goal setting & self-reflection capabilities using the PaCT. | | | | |
| | Term 1 | Term 2 | Term 3 | Term 4 | Outcome |
| Key Milestones | 2021 following PaCT consolidation | | | | |
| Activities | | | | | |

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Educating for Eternity

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| Goal 2 | Create a sense of belonging and success through school, church, and community involvement. | | | | |
| 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"> Complete NZCER Student Wellbeing Survey. Elect a student council. | <ul style="list-style-type: none"> Support student council to perform gap analysis based on survey results. Feedback to students & whanau | <ul style="list-style-type: none"> Draft outlines for school expectations, behaviour management, and consequences. | <ul style="list-style-type: none"> Trial 'behaviour management' plan. | Improved student interactions; Improved data from Wellbeing Survey. |
| Activities | NZCER Wellbeing Survey (or locally designed Values survey) | Student Council Gap Analysis Community Engagement | | | |
| Initiative 2 | Participate in cultural events including: cultural evening, local school concerts, language weeks, marae visits and powhiri. | | | | |
| | Term 1 | Term 2 | Term 3 | Term 4 | Outcome |
| Key Milestones | <ul style="list-style-type: none"> Review school cultural demographics; Schedule events  | | | | Students have participated with increasing confidence in a variety of cultural events. |
| Activities | Marae visit | Local church service | Te Kotahitanga concert Regional Day programme | Cultural Evening | |
| Initiative 3 | Increase involvement with inter-school sports events including: cross country, athletics, swimming and inter-school sports leagues. | | | | |
| | Term 1 | Term 2 | Term 3 | Term 4 | Outcome |
| Key Milestones | <ul style="list-style-type: none"> Connect with other Christian schools in the region Connect with other local schools Connect with other Adventist schools |  | | <ul style="list-style-type: none"> Gather feedback from students, staff, and whanau around the value of interschool events to inform planning for 2021 | Students have participated in a variety of inter-school events and have developed social skills. |
| Activities | Inter-school sports day with Maranatha and Miramar Christian Schools | Interschool Mega-Chapel at Longburn Adventist College | Interschool Adventist Camp (seniors) at Tui Ridge Park | Year Eight LAC Trip Gather feedback | |

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| Goal 3 | 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"> Explore outdoor curriculums implemented at other schools. | <ul style="list-style-type: none"> Trial some ideas and gather student and whanau voice. | <ul style="list-style-type: none"> Do a gap analysis (Where are we now? Where do we want to be? How do we close the gap?) | <ul style="list-style-type: none"> Draft a Wellington SDA Outdoor Curriculum | Outdoor curriculum ready to implement in 2021 |
| Activities | Visit schools | Trial activities | Gap analysis | | |
| Initiative 2 | Involve students in a growing variety of outdoor experiences. | | | | |
| | Term 1 | Term 2 | Term 3 | Term 4 | Outcome |
| Key Milestones | <ul style="list-style-type: none"> Review the 2020 calendar and schedule EOTC dates for each class. Research opportunities. | | | | Students have participated in a variety of EOTC events and contribute to planning for 2021 |
| Activities | Snorkelling | Mega chapel | Senior camp | | |
| Initiative 3 | Develop our school music programme. | | | | |
| | Term 1 | Term 2 | Term 3 | Term 4 | Outcome |
| Key Milestones | <ul style="list-style-type: none"> Survey students for music preferences Timetable lessons | | | <ul style="list-style-type: none"> Review the year's programme Gather student and whanau voice | Students able to play and perform on a variety of instruments |
| Activities | Music lessons Concerts | | | | |