

Strategic Goal One

To establish school systems and culture appropriate to the Special Character and to support effective teaching and learning.

Annual Goal:

1.1 - Develop an effective and coherent approach to the development and management of positive student behaviour, both social and learning.

Baseline:

In the foundational year RCS has had a high number of students with particular and challenging social behaviours. A lack of positive learning behaviours has also led to lower than expected achievement levels. Staff come from a variety of backgrounds and lack cohesiveness and collective understanding about the best ways to teach and manage student behaviour.

Success Indicators:

- Clear documentation allows all staff to abide by the principles and guidelines for behaviour development and management.
- Staff feel empowered to teach and manage positive student behaviour, both social and learning.

Analysis Of Variance

What we achieved	What we didn't achieve	Reasons for not achieving
<p>Circle time practices - linked to school values - HELP</p> <p>Throughout the year the staff have been working collaboratively each term to plan and deliver a circle time programme that builds the skills for the graduate attributes related to the value. These have also been communicated through the weekly assemblies and in the newsletter and families have been provided with a family challenge that can complement this. It has been really positive to see the children using the language that is taught through this being used in the playground.</p> <p>Behaviour intervention Model -</p> <p>A three tiered behaviour intervention model has been developed to create a common approach to behaviour challenges in the students. The Intervention is based on the idea that students that demonstrate negative behaviour need an intervention to help them to learn a more positive way of behaving. We have begun using a Functional Behaviour Support Plan for students that demonstrate high end behaviours of repeated medium level behaviours. These are shared with all staff regularly. The staff have had training in Restorative practices and this approach is used to 'put things right' between students. Restorative skills are also an aspect of the Circle Time programme.</p> <p>HELPful choices expectations</p> <p>A common set of basic, bottom line expectations has been created and placed around the school. These are there in order to ensure that all teachers are expecting a common minimum from all students.</p> <p>Belief Circles</p> <p>Through a collaborative problem solving task it became apparent that not all staff were operating from the same beliefs around behaviour management. We therefore did some work as a staff to look at our core beliefs, how these beliefs play out and therefore what should be happening in classrooms. These have created a common expectation for ourselves.</p> <p>IYT programme</p> <p>The teachers in the Junior Hub have completed the IYT programme. Particularly the PRTs in the Junior Hub have made huge progress in their ability to manage behaviour in a positive, strong manner.</p> <p>PD through Paul Kennedy</p>	<p>Cohesive approach to learning behaviours - although there are a number of really good things occurring across the school to develop learning behaviours.</p> <p>A formal inquiry into behaviour of students at a school level was not done in a cohesive manner. The junior hub teachers did do this through the IYT course though.</p> <p>Relief teachers and part time teachers do not have a good understanding of the way we do things - we need to develop a pack that is sent prior to them arriving and then accountability is kept in how they operate in the school.</p>	<p>The amount of time spent on social behaviours was significant due to the nature of the new children that entered the school this year. That, in combination with one of the lead staff members having a personally difficult year, meant that we did not achieve this in the way we would have like. We had two staff meetings on this but this did not result in a common approach.</p> <p>It took until Term 3 before we were not feeling overwhelmed by behaviour. So we didn't do formal inquiry in those first couple of terms and then from there we were looking more as a full school whether improvement occurred through what we were doing which is a type of inquiry but not what we had originally planned.</p>

As a staff we did a full day of PD with Paul Kennedy. This helped us to have a common learning experience. From this we learnt about Functional Behaviour Plans and have begun to implement these.

PD through restorative schools

Full staff training on restorative approaches. This was good but people have also had to develop their ability to use this in a strong manner rather than seeing it as a weak approach to discipline.

Collaborative problem solving around behaviour in the school and what to do about it.

Due to the nature of the behaviour problems we have been seeing we had to go through a process of self review and reflection as a team and figure out what to do to improve the situation. Although this was a difficult situation I think it has started to build the skills in us to work together as a team and critically reflect on our practice.

Parent meeting regarding bullying

We ran a parent consultation evening with parents around bullying. The thing that really stood out to me about this meeting was the level of communication that parents are wanting around this topic. It has made me think more carefully about ensuring the communication is strong in regards to behaviour issues that occur at school and thinking about how we can continue to improve on this.

Reflections for moving forward

We have worked hard to build good behaviour practices. We now need to sustain the energy to follow the good practices that have been established.

I believe it would be a good idea to have a couple of staff members do further training next year on Functional Behaviour Analysis and Support so that we are able to address the underlying issues related to behaviour in the most effective manner we can.

We need to continue to work on our student's abilities to self manage. We have decided to focus on the value of Peace next year as we believe that as the children develop the graduate attributes related to Peace they will develop the foundations for developing learning behaviours that allow them to excel in the learning behaviours. The implementation of our LIGHTS programme will also be a good place for students to start owning the process of learning, thereby creating the learning behaviours amongst many of them. With greater numbers of teachers working collaboratively in the senior end of the school in 2018 there will also be some natural evolution of a common approach to learning behaviours in this space.

There is further work to be done on ensuring that there is cohesion around the positive things we do to develop positive social and learning behaviours. This will become part of the annual plan for 2017.

Strategic Goal One

To establish school systems and culture appropriate to the Special Character and to support effective teaching and learning.

Annual Goal:

1.2 - Develop an effective induction process for new families and ongoing induction for existing families.

Baseline:

As a brand-new school RCS has a number of new families joining constantly. As a new school RCS doesn't have a core group of families that have been involved in the school for a long time that understand and can promote ways of doing things. As a school we believe that effective partnerships are extremely important, but want to set up effective systems that mean we can sustain quality partnerships as our numbers grow.

Success Indicators:

- Effective systems are developed to connect with new families and give a strong message about school philosophy and processes.
- Systems reflect the needs and suggestions of school families.
- Families have a thorough and growing understanding of school philosophy and processes.

Analysis Of Variance

What we achieved	What we didn't achieve	Reasons for not achieving
<ul style="list-style-type: none"> • Induction meetings run termly - requested an RSVP so we could keep track of attendance. Had the majority of families attend. 100% attendance in Term 1. 90% for the rest of the year. We rang all parents that had not RSVPed in order to ensure attendance. • Parent Handbook given to majority of new families. • Enrolment interviews carried out for most new children • Facebook page used more effectively to promote learning • Surveyed parents about the effectiveness of our partnering. • Newsletters used to share the types of things being focussed on at school in relation to Values and Living Christianly • Home learning was strongly linked to our school values. • Informative morning teas run on how things run in the school - also giving increased opportunity to allow new parents to connect in with the school. • Facebook started to be used to communicate information more. 	<p>Enrolment interviews of new families with children in higher year levels.</p>	<p>New children often start quite quickly. Staff are all very busy and this makes it difficult.</p>

Reflections for moving forward

The relationship we build with families through the enrolment interview really helps with the relationship moving forward. It would be useful to have this relationship built with all families not just New Entrant parents. I think we should prioritise this time for older children.

The induction meetings are really effective - I think it is important that we continue to run these in 2018. They help us to get off on the right footing with people. There is some feedback in the survey for how to improve these evenings and I think this can be acted upon quite easily.

Strategic Goal One

To establish school systems and culture appropriate to the Special Character and to support effective teaching and learning.

Annual Goal:

1.3 - Enhance the collaborative practices used in the school.

Baseline:

RCS is a purpose built, collaborative, flexible learning space. In 2015 all staff have had development in Strengths-finder. Collaborative practices have begun, but need to be enhanced to ensure maximum benefit for students and teacher

development.

Success Indicators:

- Collaboration having a positive impact on student achievement.
- Collaboration having a positive impact on teacher development.
- Open, vulnerable and trusting culture developing - led by the leadership team.
- Spirals of Inquiry operating to build on systems and practices.

Analysis Of Variance

What we achieved	What we didn't achieve	Reasons for not achieving
<ul style="list-style-type: none"> ● Members of the leadership team have read books around vulnerability based teams and started to explore this in their way of operating. ● Strengths coaching sessions have been had both individually and in some cases collaboratively with the leadership team to look at how people can work collaboratively. ● Have collaboratively solved large problems in the school. ● Have developed a good knowledge of each other's strengths and weaknesses. ● Different techniques have been used throughout the year to meet children's needs. ● PD took the form of conversations around "How can we work together to meet this need?" This resulted in a number of different initiatives and also in an increased sense of community amongst staff. 	<ul style="list-style-type: none"> ● Spirals of inquiries are not currently built into practice. 	<p>We were trying to do too much too soon - this has been discussed and some planning around the implementation of this has begun.</p>

Reflections for moving forward

- We have now developed planning documentation that prompts teachers to think about how they can meet the needs of their students together.
- There will be some PD around working collaboratively at the start of next year - particularly in relation to the LIGHTS programme.
- With new team members coming in at the beginning of next year we will have more strengths based coaching at the start of the year.
- As staff we all need to continue to develop the professional skills and confidence to work in vulnerability based teams - we are looking into developing this further for next year.
- Collaborative inquiry will be a major focus of the second half of next year and moving into 2018.

Strategic Goal Two

Develop/establish curriculum appropriate to the Special Character and to support effective teaching and learning.

Annual Goal:

2.1 - Develop the Living Christianly Programme documentation and implementation.

Baseline:

Initial documentation was developed in 2014.

In 2015 the teaching staff worked collaboratively to choose four key values that would be the basis of our school and therefore the basis of our Living Christianly Programme.

Success Indicators: <ul style="list-style-type: none"> • Documentation and therefore programme reflects the aspirations of local stakeholders. • Clear documentation developed that outlines the teaching and learning programme in the school over a two yearly cycle. 		
Analysis Of Variance		
What we achieved	What we didn't achieve	Reasons for not achieving
Consultation with the local pastors. Worked together as a staff to implement the programme. This worked effectively. Documentation update in the Curriculum Framework.	Developing four levels of depth to explore throughout the years spent at RCS.	As we began to work with the concepts that were developed, it seemed unnecessary to have these levels of depth. People were able to modify the levels of depth to the children that sat in front of them within the full school planning we were doing.
Reflections for moving forward		
We need to continue building on what we are doing. It would be good to revisit the statements after a full three year cycle.		

Strategic Goal Two		
Develop/establish curriculum appropriate to the Special Character and to support effective teaching and learning.		
Annual Goal: 2.2 - Develop a comprehensive literacy and numeracy document that outlines the teaching and learning approaches expected at RCS.		
Baseline: Initial documentation was set up before the school opened in February 2015. This documentation was minimalistic. In order to develop a greater level of cohesiveness in the curriculum taught throughout the school the documentation needs to be further developed to set high expectations at all levels of the school, through both approaches to teaching and learning and the content taught and learnt.		
Success Indicators: <ul style="list-style-type: none"> - Documentation completed to a high standard, reflecting best pedagogical practices and the expectations of the NZC. - Staff aware of documentation. - Evidence of the implementation of documentation is seen in classrooms. - Review cycle set up for Numeracy and Literacy. 		
Analysis Of Variance		
What we achieved	What we didn't achieve	Reasons for not achieving
Documentation has been developed based on the OECD's 7 Principles of Practice. This reflects the core principle, how it relates to literacy or numeracy and then allows flexibility for the teaching staff to explore what that looks like in the teaching and learning. Staff have begun to work with the documentation.		

<p>Planning templates have been developed to promote good practice.</p> <p>We have developed a Self Review cycle based around the Spirals of Inquiry.</p>		
Reflections for moving forward		
<p>The documentation needs to keep being revisited at the start of each year to re-focus staff on how we do things and provide a springboard from which innovations can occur.</p> <p>The new planning templates need to be explored and PD provided for the successful implementation of their use.</p> <p>The first Spiral of Inquiry will be around Literacy as we have noticed a problem with writing achievement.</p>		

Strategic Goal Two		
<p>Develop/establish curriculum appropriate to the Special Character and to support effective teaching and learning.</p>		
<p>Annual Goal: 2.3 - Explore the options for the development of a school-wide coherent theme-based learning model.</p>		
<p>Baseline:</p> <ul style="list-style-type: none"> - As a brand-new school we have no identifiable learning model. - We have used a range of action-based approaches in 2016, but have not intentionally inquired into the success of each of these. - 		
<p>Success Indicators:</p> <ul style="list-style-type: none"> - A list of objectives for the Rich Learning Areas will be developed. - A range of different action-based approaches will be trialed. - All approaches will be reviewed and refined throughout the year. 		
Analysis Of Variance		
What we achieved	What we didn't achieve	Reasons for not achieving
<p>All staff attended SCIL PD at the start of the year.</p> <p>Amos completed an inquiry cycle as part of his NAPP programme.</p> <p>Other staff experimented with types of collaborative approaches to work through an action based inquiry cycle.</p> <p>Full staff worked collaboratively to plan the overview for the term and then teams worked collaboratively to plan and deliver an appropriate programme for their age group.</p> <p>The Leadership Team worked with Amos as a result of his work to create the acronym LIGHTS.</p>	<p>Creating a list of objectives for the Rich Learning Areas.</p> <p>Consultation with the community around the model. - although this was a discussion as part of our consultation with our Maori community.</p> <p>Looking at how multiple levels of students can be challenged/have their learning needs met within the programme.</p>	<p>I feel like this became unnecessary as the integration of our values is the starting point for our context for learning - the objectives come out. We will be focussing on the Competency based assessment in 2017, which I think will achieve a better focus.</p> <p>This has been naturally occurring to a certain level but has not been particularly cohesive. This will be an aspect of the PD for next year.</p>

Reflections for moving forward		
<p>The implementation of LIGHTS will be the major focus of next year.</p> <p>Once the programme is up and running this might be a good time to consult with families as to how effectively they are finding the programme for their children.</p> <p>Differentiation within the programme will be a focus in the second half of Term 2 in relation to the implementation of the LIGHTS programme.</p>		

Strategic Goal Two		
Develop/establish curriculum appropriate to the Special Character and to support effective teaching and learning.		
<p>Annual Goal: 2.4 - Create an RCS e-learning vision, philosophy and three-year strategic plan.</p> <p>Baseline: As a newly established school we do not have a specific e-learning vision or strategy.</p> <p>Success Indicators:</p> <ul style="list-style-type: none"> - Vision and philosophy collaboratively developed and documentation clear. - Growing confidence in integrating digital technologies. - Three year strategic plan developed. 		
Analysis Of Variance		
What we achieved	What we didn't achieve	Reasons for not achieving
<p>E-learning vision/philosophy developed with the leadership team.</p> <p>Elearning goals/priorities set out for the next three years</p> <p>Staff introduced to SAMR planning and evaluation model</p> <p>Digital devices have been integral part of curriculum delivery this year and used extensively.</p> <p>E-learning has been put in as a prompt for the planning templates to be used next year.</p>	<p>Consultation with families</p> <p>Coaching of staff</p> <p>Connecting with Rolleston college and Middleton to explore what they would like to see our pupils coming through with.</p>	<p>The lead staff member for this area has experienced personal difficulties throughout the year that has had a significant impact on their work. The performance aspect of this are being addressed.</p> <p>We have experienced some technical issues with IT network and broadband access.</p>
Reflections for moving forward		
<p>As we gain a more reliable and faster network and further refine how we wish to integrate e-learning practices into LIGHTS and also develop e-portfolios, we will be more assured of our strategic direction with e-learning.</p>		

Strategic Goal Two

Develop/establish curriculum appropriate to the Special Character and to support effective teaching and learning.

Annual Goal:

2.5 - Explore and make decisions around the options for effective pedagogical practices and implementation of school wide E-portfolios in 2017.

Baseline:

- School currently has no portfolio/e-portfolio system.
- Students are becoming familiar with using Google Apps for Education.
- Teachers are becoming familiar with using Hapara.

Success Indicators:

- E-portfolio philosophy created and aligned to school vision and values.
- Pilot programme established, reviewed and refined.
- E-portfolio philosophy and approach ready for wider school approach at beginning of 2017.

Analysis Of Variance

What we achieved	What we didn't achieve	Reasons for not achieving
<p>As a leadership team we have agreed on purpose for e-portfolios.</p> <p>SAMR planning and evaluation model presented to whole staff and will be used in future collaborative planning</p> <p>Research was done into possible avenues to go down for e-portfolios.</p>	<p>A programme was not decided upon</p> <p>No pilot project complete</p> <p>No consultation with parents</p> <p>E-portfolios are not ready for implementation in 2017.</p>	<p>The lead staff member for this area has experienced personal difficulties throughout the year that has had a significant impact on their work. The performance aspect of this are being addressed.</p> <p>E-Portfolio's are reliant on the ability to upload data. Our current upload speed is approximately 0.7 Mbps. This would not be viable to upload anything with graphics/photo/video. To ensure e-portfolios can be introduced without technical hitches we need to upgrade our internet speed first. A possible solution could be the use of Rural broadband and this is being studied for viability.</p>

Reflections for moving forward

As part of the 2017 Annual Plan we will be looking at competency based assessment and how this looks at RCS. One of the specific aspects of this is to start the preparations for the types of things that would be recorded on an e-portfolio.

We need to continue to look into the best option for e-portfolios - particularly looking at other schools and how they do these. We need to make careful consideration about how we make these an efficient aspect of what we do rather than an add-on.

We need to look into upload speed options to help with the technical issues.

Strategic Goal Three

85% of pupils achieving at or above the National Standards in Numeracy and Literacy.

Annual Goal:

3.1 - All Level 1 writers achieving below the National Standard will make more than one year's progress.

Baseline:

- 2 students are working below the standard at the end of 40 weeks.
- 1 student is working below the standard at the end of 40 weeks.
- 3 students are at the end of 60 weeks of schooling and have not progressed passed the 40 week standard.
- 1 student is working below the standard at 80 weeks.
- 4 students that at the end of 120 weeks are still working in the early stages of level 1iii.
- 4 students at the end of Year 4 are still working at level 1iii.

All the above students are working in Level 1 or the curriculum.

9 of the students are boys.

6 of the students are girls.

2 of the children identify as Maori.

1 of the students is from a non-English speaking background.

Success Indicators:

All students will make more than one year's progress.

Analysis Of Variance

What we achieved	What we didn't achieve	Reasons for not achieving
<p>10 out of 15 students made more than one year's progress - with 5 of these students now meeting the National Standard.</p> <p>Teachers worked collaboratively to meet students' needs - including reducing group sizes at some points in the year.</p> <p>Teacher Aides were used effectively to meet the needs of the students.</p> <p>Booster groups were run to help these students.</p> <p>Level 2 writing progressions were developed.</p> <p>Regular inquiry was done into the progress made by each student.</p> <p>Informative morning teas gave information to parents about how to help with writing at home.</p>	<p>5 out of 15 students did not make more than one years progress.</p> <p>PD was done in house rather than going to someone external.</p>	<p>Social behaviours were a big barrier to 3 of the 5 students - we are currently working on these.</p> <p>RTLB support has been in place for one of these children and they have made progress but it is very small steps.</p>

Reflections for moving forward

- Important to meet social and emotional needs in order to get traction with learning.
- It would have been good to target parents for ways they can help at home more pro-actively.
- It would be good to have a member of the leadership team assigned to checking in on target students and providing coaching/support for the staff teaching them.

Strategic Goal Three

85%of pupils achieving at or above the National Standards in Numeracy and Literacy.

Annual Goal:

3.2 - All boys achieving below the National Standard in maths will make more than one year's progress.

Baseline:

- 6 boys are achieving below the standard in maths.
- 1 boy has just passed 100 weeks at school.
- 2 boys have just reached the End of Year 4.
- 1 boys has just reached the End of Year 5.
- 2 boys have just reached the End of Year 6.

Success Indicators:

- The boys will all make more than one year's progress.

Analysis Of Variance

What we achieved	What we didn't achieve	Reasons for not achieving
<p>All target students made more than one years progress (one student did leave)</p> <p>Teacher aide was provided with support and coaching by the two trained teachers.</p> <p>Two teachers worked collaboratively to meet the needs of these students.</p> <p>Students have developed a good working knowledge of the maths progressions.</p>		
Reflections for moving forward		
<p>Teachers being able to work collaboratively to their strengths really helps to lift achievement.</p> <p>Smaller, targeted groups really helps to lift achievement.</p>		

Strategic Goal Three

85%of pupils achieving at or above the National Standards in Numeracy and Literacy.

Annual Goal:

3.3 - All Year 2 students that are achieving below the standard will make more than one year's progress.

Baseline:

- 4 students are below and 1 student is well below at their 40 week anniversary.
- 2 of the above students are boys and 3 are girls.

- 2 of the students identify as Maori
- 1 of the students is from a non-English speaking background.
- All the students have supportive families, though some have limited knowledge about ways to help with their child's reading.

Success Indicators:

- Students will have moved from below to at by the end of Year 2, or for the 1 student - from well-below to below.
- Parents will be working with their children at home to support their learning.
- Classroom programmes will be meeting the individual needs of the children.

Analysis Of Variance

What we achieved	What we didn't achieve	Reasons for not achieving
<p>4 out of 6 students made more than one years progress.</p> <p>Booster reading groups worked very effectively.</p> <p>Junior Teachers took part in SHARP reading programme - this has really helped with reading achievement in general.</p> <p>Informative morning teas have been around how to help your child at home with reading.</p> <p>Regular inquiry was made by teachers into the progress of students.</p> <p>Teachers group children effectively to meet the needs of the students.</p> <p>The teacher aides were used effectively to meet the needs of the students.</p>	<p>2 out of 6 students did not make more than one years progress.</p>	<p>RTLB support has been in place for one of these children and they have made progress but it is very small steps.</p>

Reflections for moving forward

Need to target parents of priority students more in the ways they can help at home.

Strategic Goal Four

To foster achievement of Māori and Pasifika pupils.

Annual Goal:

4.1 - Complete a thorough consultation with Maori whanau and local runanga about aspirations of our students as Christian Maori.

Baseline:

In the foundation year RCS has only 4 students that identify as Maori or Pasifika. We have a Kapa Haka programme that runs for 1 hour per week, involving the entire school. The Christian Character of the school is the primary point of difference, and sets the culture for the school. In our foundation year we have not made a specific effort to consult with families or enhance our practices to ensure that our Maori and Pasifika students not only succeed as Maori but as Maori Christians.

Success Indicators:

- consultation process completed.
- Strong relationships developed with our Maori and Pasifika families, and the local runanga.
- Priorities developed for future school development in relation to Maori and Pasifika.

Analysis Of Variance

What we achieved	What we didn't achieve	Reasons for not achieving
<p>We have a strong relationship with our Maori parents.</p> <p>Consultation and visioning was completed with a small number of our Maori parents around our values and our school programmes.</p> <p>Some progress has been made in terms of enhancing bi-cultural practice in teachers but this is probably a very personal journey of each staff member rather than something all staff working collaboratively on.</p> <p>Bi-cultural aspect woven into our planning documentation.</p>	<p>We have not built a strong relationship with the local runanga.</p>	<p>They are hard to get hold of - we need to try harder?</p>

Reflections for moving forward

The inclusion of bi-culturalism in the LIGHTS programme is a focus of development for 2017.

Through the Bi-cultural context planned for LIGHTS in Term 2 I think the students will come out with a ideas for enhancing the Maori culture at RCS.

We want to go to the Marae next year - this might help to build authentic partnership with the local runanga as we will be going to them.

