

## Analysis of Variance 2022

Strategic Area - Outward Focus	
Sub-Areas and Indicators of Success	Indicators achieved and not achieved and reflections around these
<p><b>Green-Gold Enviro School</b></p> <ul style="list-style-type: none"> <li>● Achieve Green-gold status by the end of the year</li> <li>● LIGHTS projects throughout the school are contributing to our Enviro-schools vision</li> <li>● Te Kakano have an induction system running for new students and parents around our sustainable practices</li> <li>● All LIGHTS processes include Māori perspectives</li> </ul>	<p><b>Achieved</b></p> <p><i>LIGHTS projects throughout the school are contributing to our Enviro-schools vision</i></p> <p>Te Pihinga and Te Mahuri worked collaboratively to complete a LIGHTS cycle about Energy this year. They focussed on Carbon, Transport, Renewable Energy and Living Systems and energy. This work resulted in a number of projects that will make a positive environmental impact and had a strong level of student voice and empowerment. The project included: A walk to school day, insect hotels created, a wetland developed in the school grounds, contributions to wetlands in the Canterbury region, a bee friendly garden, an online game developed to teach others about carbon, among other things.</p> <p><i>Te Kakano have an induction system running for new students and parents around our sustainable practices</i></p> <p>Te Kakano have worked this year on developing their Foundation LIGHTS programme. This has helped the children to understand the sustainable practices we want them to embrace and why. The TK team are currently finishing off the communication to parents document that will go in New Parent Welcome Packs from the start of next year.</p> <p><i>All LIGHTS processes include Māori perspectives</i></p> <p><i>TP and TM included a series of history lessons when exploring the 'I' phase of their LIGHTS cycle. The histories lessons included Matauranga Māori and also the impact colonisation had on the way Māori lived on the land at the time. This I phase is when the children explore what the alternatives are to the problems and opportunities are in the current situation. This seems like a very good place for Matauranga Māori to be connected in with the LIGHTS process, so we shall continue to build on this approach.</i></p> <p><b>Not Achieved</b></p> <p><i>Achieve Green-gold status by the end of the year</i></p> <p>It was decided early on in the year to delay going for the Green-gold status after feedback from the Enviro-schools team and our own reflections. Throughout this year though we have been working on the few things that were needed in order for both us and the Enviro-schools team to feel confident that we are at this level. We have been including Enviro-schools reflections and visioning as a rotation in our Whānau Days across the year. We have also been teaching our students to be more reflective in general, as part of their classroom learning. We are confident that we can seek to reflect on the Green-gold criteria early in 2023.</p>
<p><b>Links with Chrisitan Organisations</b></p> <ul style="list-style-type: none"> <li>● Have built in a 'this is what we do' system - World Vision, Christmas boxes, Ellesmere Food Bank, Christian Schools overseas etc.</li> <li>● Community Outreach Days</li> </ul>	<p><b>Not Achieved</b></p> <p><i>Have built in a 'this is what we do' system - World Vision, Christmas boxes, Ellesmere Food Bank, Christian Schools overseas etc.</i></p> <p>I think there are a couple of 'this is what we do' things we have achieved but I don't think it is exactly as we visioned here with these examples. I think the 40 hour famine is definitely a thing that we do now. We did have a conflict with this and a school fundraiser that we have identified and will ensure doesn't happen again. The other thing that has been established much more strongly this year is the Whakatipu Kaihautu (developing leaders) programme. From this programme the children are able to organise things that interest them that will contribute to the wider good. This allows us to follow the student's passions. Such as volunteering in the Hope Op Shop, Environmental Action, Developing Other Students in the School, Whānau Group Days, Mufti Days etc.</p> <p><i>Community Outreach Days</i></p>

	This was not the right year to expect to do things in our community. Through the PCG though we have established the Bike Track in the school grounds and this has become quite a popular spot for some members of the wider community to hang out. Our students have also become involved in the Hope Op Shop, which has been a nice way for them to contribute to the community.
<p><b>NPDL - Assessment and Tracking of Values Competencies</b></p> <ul style="list-style-type: none"> <li>TP and TM are using Spotlight to reflect twice per term on the Values Rubric.</li> <li>School staff have worked with eTap to develop a system where one piece of evidence can be a record of multiple Values Competencies.</li> </ul>	<p><b>Achieved</b></p> <p><i>TP and TM are using Spotlight to reflect twice per term on the Values Rubric.</i></p> <p>TP and TM are both using Spotlight to record Values competencies and student reflections. All hubs are also using the Values Competencies to guide the Learning Conferences in Terms 1 and 3. TW have started reflecting weekly with their children on the Values Competencies they have developed during their LIGHTS through Play that week, and the teachers are using these reflections to upload onto Spotlight.</p> <p><i>School staff have worked with eTap to develop a system where one piece of evidence can be a record of multiple Values Competencies.</i></p> <p>This has been developed, though it is still working in a much more clunky way than we had hoped. We are still trying to work with eTap on this. Teaching staff and students can though take a photo and tag as many of the values competencies or WALTs from general learning areas to that photo. These are then published to parents to see.</p>
<b>Reflections for moving forward</b>	
<p>Outward Focus was a strategic focus set in 2018 and has been a developing focus for the past 5 years. Over that time our school has become progressively more outwardly focussed and the staff and students alike as seeing where the values competencies contribute into this. 2022 has been a year where we have been trying to complete the final stages of what we set out to achieve in 2018. We now have well established learning programmes that lend themselves towards being outwardly focussed. We are now at a stage where being outwardly focussed is part of what we do, and we are able to build on this as part of our general teaching and learning programmes.</p>	

Strategic Area -Engage and Develop Self	
Sub-Areas and Indicators of Success	Indicators achieved and not achieved and reflections around these
<p><b>Sport and The Arts</b></p> <ul style="list-style-type: none"> <li>Number of children involved in sporting events is increased (this may be Covid dependent)</li> <li>Cultural celebrations within the Arts Programme</li> </ul>	<p><b>Achieved</b></p> <p><i>Number of children involved in sporting events is increased (this may be Covid dependent)</i></p> <p>Despite Covid restrictions and cancelations we have still increased the number of students participating in sporting events, through increasing the number of sporting events we are involved in. This year we have taken part in Netball, Basketball, Athletics, Cross country, Hockey, and Cricket. There is a wide range of sports offered that children are able to participate in if they choose.</p> <p><i>Cultural celebrations within the Arts Programme</i></p> <p>Covid has definitely impacted on the ability to gather for cultural performances. Our students have taken part in the Selwyn Cultural Celebration in November as the one event outside of school and our ukulele group participated in Strum, Strike and Blow. We have started a Pasifika group and musical therapy group this year in addition to our Kapa Haka, Ukulele, and percussion groups. These groups all performed at our end of year prizegiving.</p>
<p><b>Spotlight</b></p> <ul style="list-style-type: none"> <li>The full teaching and learning process is recorded on Spotlight for Reading, writing and maths</li> </ul>	<p><b>Achieved</b></p> <p><i>The full teaching and learning process is recorded on Spotlight for Reading, writing and maths</i></p>

<p>- Live reporting is available to all parents by Term 3</p>	<p>This is now happening throughout the school. Some teachers find this more helpful than others. Each hub is still refining the best way to do this for their hub, but that will be an ongoing process as they reflect and refine on what they do.</p> <p><i>Live reporting is available to all parents by Term 3</i></p> <p>This is happening, but we are needing to get our parent community into the habit of looking for these things and commenting on the posts and achievements. We are also now using eTap for our reports at the start of Term 2 and 4 as well. This has had mixed levels of success so we are continuing to work with eTap on this. We are also able to use the Spotlight reporting to talk through children's work at the Learning Conferences to give examples to the parents of the children's work.</p>
<p><b>pedagogical development - Better Start Literacy for TK</b> <b>Maths for TW, TP, TM</b></p> <p>- We would see a 5% improvement in Reading and Maths results across the school.</p>	<p><b>Somewhat Achieved</b></p> <p><i>We would see a 5% improvement in Reading and Maths results across the school.</i></p> <p>We saw a 7% improvement in Maths from the end of last year to the end of this year. We believe this is a combination of putting in acceleration groups in Years 5 - 8, having highly skilled teachers teaching groups who have previously struggled and the full staff undergoing on-going Professional Development with The Learner First Maths PD.</p> <p>We have seen a 1% improvement in Reading from the end of last year to the end of this year.</p> <p>Given that this year has seen our lowest attendance rates and our highest number of teacher absences in 8 years, the mere fact we went forwards and didn't go backwards is cause for celebration.</p>
<p>Reflections for moving forward</p>	
<p>Given the year we have had with Covid and absences of staff and students due to sickness, both Covid and Flu, we have achieved a lot in this area, and despite our academic improvement not being quite as high as we had hoped, I feel like the fact it has gone forward and not backwards is a good thing. Our Strategic focus of the next 3 years is stretching all our students and this should mean we continue to see improvement in these areas. We have got an increasingly experienced and capable teaching staff, which should also impact on the level of achievement our students experience.</p>	

Strategic Area -HELPer Culture	
Sub-Areas and Indicators of Success	Indicators achieved and not achieved and reflections around these
<p><b>KIVA</b></p> <ul style="list-style-type: none"> <li>The children will identify a decrease in bullying behaviour and increase in pro-social behaviour in the KiVa survey.</li> </ul>	<p><b>Not sure yet - these survey results do not get returned to us until January.</b></p> <p><i>The children will identify a decrease in bullying behaviour and increase in pro-social behaviour in the KiVa survey.</i></p>
<p><b>Culturally competent and responsive to Māoritanga</b></p> <ul style="list-style-type: none"> <li>Increased understanding in NZ histories curriculum</li> <li>Increased understanding across staff in Tikanga Māori</li> <li>Progression of all teachers in their proficiency of Te Reo Māori</li> <li>Authentic consultation process with our Māori whānau</li> </ul>	<p><b>Achieved</b></p> <p><i>Increased understanding in NZ histories curriculum</i></p> <p>Our staff have been involved in 5 staff meetings throughout the year about New Zealand Histories, along with a Teacher Only Day, where they did a history tour of Christchurch. It is evident that with the majority of the staff this has created a growing interest in exploring history and examining the variety of perspectives that play into the narratives around NZ history. Having Mandy as an Across School Teacher has really assisted with the integration of this into our curriculum this year, and also as we prepare for the curriculum refresh.</p> <p><i>Increased understanding across staff in Tikanga Māori</i></p>

<ul style="list-style-type: none"> <li>We have a deep understanding of the achievement of our Māori students</li> </ul>	<p>Seven staff have actively engaged in external professional development that has enhanced their understanding of Tikanga Māori. Our exploration into Te āo Māori through our devotions sessions has also given scope for all staff to learn and reflect on tikanga Māori. We have more teachers signed up to take the Te Ahu o Te Reo course next year. Although this is predominately a language course it also teaches tikanga and matauranga Māori due to the nature of the programme.</p> <p><i>Progression of all teachers in their proficiency of Te Reo Māori</i></p> <p>Again, we have had 7 staff involved in specific Te Reo courses, this has therefore increased the proficiency considerably. All other teachers have continued to sit in on the lessons that Liz takes with the classes in order to upskill. The goal is for everyone to be ready to teach their own Te Reo from the end of next year.</p> <p><b>Somewhat Achieved</b></p> <p><i>We have a deep understanding of the achievement of our Māori students</i></p> <p>We understand the achievement of our Māori students but we aren't focussed on analysing this and looking at what it means about whether our programmes is working for our Māori students.</p> <p><i>Authentic consultation process with our Māori whānau</i></p> <p>We had a really positive meeting with our whānau Māori and it was quite affirming with where we currently are putting our energies in terms of focussing on Te Reo Māori. We could still build on this though, there were things that came out of the meeting that would be really interesting to unpack together. I think if we continued to unpack these slowly together it would be a positive thing.</p>
<p>Reflections for moving forward</p>	
<p>We have made good progress this year in this space, however there is still a long way to go. With things Māori I think we need to start weaving it through all aspects of what we do, or we will never achieve this, with all the other things that are needing to be focussed on. We will continue to explore these things with our Kahui Ako next year.</p>	

Strategic Area - School Development	
Sub-Areas and Indicators of Success	Indicators achieved and not achieved and reflections around these
<p><b>Potential change of Class application</b></p>	<p><b>Not Achieved</b></p> <p>Although the Board has not done any work related to putting in a change of class application, the Board has been involved in the development of the Network Development Plan for the Christian Education Network. The Board is in support of this development plan, which at this stage focusses on RCS reaching its Roll Cap and taking the majority of students from within the designated catchment area.</p>
<p><b>New Building Built</b></p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b>Achieved</b></p> <p><i>Appropriate furniture and equipment is in the building</i></p> <p>Although the appropriate furniture is not in the building (due to the building not being completed) the furniture has been purchased and will be used in the temporary building until the new building is completed.</p> <p><b>Not Achieved</b></p> <p><i>New Block has been successfully built</i></p>

	<p>The building process was pushed out due to resource consent delays and difficulties in the building industry at the present. A relocatable classroom has been purchased to accommodate the growth in the mean time. This is a blessing in disguise though as the the relocatable will become an additional space in the school that we will start to use as a library space and break out room once the new block is built.</p>
<p><b>Board Elections</b> - New Board is inducted appropriately</p>	<p><b>In Progress</b> <i>New Board is inducted appropriately</i> The Board elections were moved to later in the year, meaning that there has been less time for Board induction. The Board has had some internal induction, and attended one combined Board training with the other Rolleston schools. All Board members have been encouraged to attend the NZSTA webinars. Further induction is planned for next year with the Christian Education Network schools, to explore governance from a special character lens.</p>
<p>Reflections for moving forward</p>	
<p>The Board has developed a new strategic plan this year for the next three years. The intention behind the plan is taking the strong foundations we have built and enhancing these to create a high level of organisational and educational excellence. The three strategic areas above are all in motion for the current stage in the Network Development Plan for the CEN and the school. Revisiting a change of class doesn't need to happen now until 2025 at the earliest, when the Board and CEN may like to explore this option.</p>	