

Analysis of Variance Reporting for 2024

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"> Teachers will read the book 'Teaching to the North-East' by Russell Bishop. Improve Literacy outcomes through quality teaching, PLD, and partnerships with whanau. Embed quality and purposeful Digital Technology into classroom learning
	<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 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.
	<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"> 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.



Our Vision & Values

Our Vision

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



Our Values




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
Teachers will read the book 'Teaching to the North-East' by Russell Bishop.	Respectful and effective interactions and teaching practices are used by teachers and evident throughout the school environment between teachers and students.	Teaching staff read 5 of the 8 chapters in the book and identified the specific and effective approaches and associated key areas. Teachers strengthened use of strategies that better support student growth and success in all areas of learning. Further review of the final 3 chapters will continue.
Improve Literacy outcomes through quality teaching, PLD, and partnerships with whanau.	Teachers are able to select and use reading and writing strategies that best support student needs and development.	Teacher Only Days at school, PLD and staff meetings were used to examine the refreshed English Curriculum. Teachers use Tahurangi to select differentiated resources to support their teaching programmes and Y0-3 teaching staff and students have become more aware of using a range of BSLA strategies. Year 5-6 teaching staff BSLA training begins in 2025.
Embed quality and purposeful Digital Technology into classroom learning	Students and teachers are able to use a variety of digital devices, software and applications to teach, learn, inform, entertain and demonstrate learning.	Teachers confidently use Digital Technologies, Digital Safety and Wellbeing PLD and their understanding of Designing and Developing Digital Outcomes (DDDOs) and the associated Progress Outcomes for improved student outcomes.

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 a Special Character Framework (Discipleship Plan) in collaboration with our Chaplain and other NZ SDA Schools.</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. A final copy has been created and used by staff. This is particularly useful for new staff.</p>
<p>Incorporate a greater variety of languages and cultures into learning programmes and events.</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>Weekly language lessons were taught by staff and whanau in Term 2 - Shona, Afrikaans, Samoan, French, Sign Language, Māori, Cook Island Māori. A greater variety of languages including: te reo Māori, Cook Island Māori, Samoan, Tongan, Tagalog, Shona, Afrikaans are used in songs sung during class worship, church services, and God Connection, with students showing greater confidence during singing. We had a successful Cultural Concert in August. Members of the school community and the wider community were involved in teaching a range of items from cultures represented in the school and we enjoyed a shared meal together before the concert.</p>
<p>Develop partnerships with local iwi, integrate ANZ Histories and te reo Māori into our local school curriculum.</p>	<p>A school mihi in Māori has been created and used during class programmes, God Connection and other school events.</p>	<p>Staff completed the reo Puawai PLD with Te Mako from Core Education and incorporated this learning into classroom programmes. They regularly use the school Mihi in class and during school events and programmes. Developing partnerships with local iwi has been difficult for teachers who have attempted to contact them, but have not been successful. This is an ongoing issue. In the meantime, we will look at local iwi initiatives in the community to be a part of.</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>Provide opportunities for all students to participate in music, visual and performing arts.</p>	<p>Students are exposed to a variety of experiences.</p> 	<p>The ukulele group performed at different places such as the Uke-a-Dupa festival, at the local hospital, and at church services. Students participated in cultural items at the school concert. A number of children learned the violin and performed at the end of year prizegiving and out of school events. Senior students attended the Dowse Art Museum as part of their artist research.</p>
<p>Increase student participation in a range of sporting codes at school and in the community.</p>	<p>Students participated in a range of sporting events.</p> 	<p>Students participated in a range of learning experiences in and out of the school led by people from a variety of organisations. These included: Try Challenge, Kiwi Hoops, Sports Cluster, Lawn Bowls. Despite more opportunities, we still lack indoor space and have had to turn away providers in winter.</p>

Provide students with a range of educational experiences outside of the classroom.



Senior students participated in a range of learning experiences such as Mathswell, Porirua City Council Children and Young People's Strategy Workshop, Camp at Forest Lakes, Police College visit, Maths Challenge

Planning for 2025

Strengthen teaching and learning relationships with students and pedagogy

- Learn about and implement the BSLA programme efficiently and successfully
- Consistently deliver the refreshed NZ Curriculum with a focus on Mathematics & Statistics
- Create a collaborative learning environment that encourages student voice and agency

Create a sense of purpose and identity

- Learn about Teaching for Transformation programme
- Strengthen the integration of Te Tiriti and te ao Maori
- Integrate culturally responsive practices to honor diverse identities and perspectives

Participate in new experiences in the community

- Partner with people in the community to create and organise experiences
- Careers
- Local histories

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