



School Name:	Rolleston College	School Number:	654
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Strategic Aim:	Our People – Develop Self: <i>An inclusive environment where every learner is able to stand and succeed as the individual they are.</i>
Annual Aim:	<ol style="list-style-type: none"> 1. Learner development is at the centre of all we do. 2. All learners are transitioned through the various stages of their educational journey. 3. Purposeful recruitment of those who can display a commitment to the College vision and values. 4. Professional learning for staff is selected on the basis of learner/future focus.
Target:	<ol style="list-style-type: none"> 1. Consolidation of personalised learning programmes for each learner. 2. Appropriate Mentoring is provided by Ako Learning Coaches for all learners and feedback sought. 3. Learners have been guided about appropriate learning and subject decisions for 2020 4. Development of tracking and recording processes for reporting learner progress. 5. Develop a sense of whānau responsibility for others. 6. Evidence of flexibility in how we gather evidence of learner progress and feedback. 7. Development of how we acknowledge learner self management. 8. Learner voice is gathered to gauge the level of learner belonging and engagement with college vision and values. 9. Transition process to senior school is successfully managed. 10. The Hauora programme continues to develop in the Senior school 11. Individual learner needs are planned for and met with appropriate planning. 12. International learners are successfully inducted into the school. 13. Specific learning needs are identified and targeted prior to appointments in 2020 14. New staff are effectively inducted 15. Professional development is specifically targeted to meet identified needs of staff appointed to start late 2019 or 2020. 16. The development of R2L at the College is a professional development priority.

Baseline Data:

Incoming Cohort				
	2017	2018	2019	2020
Total	218	211	253	255
Male	105	105	143	152
Female	113	96	110	103

Ethnicity				
	2017	2018	2019	2020
Maori	27	32	29	32
Cook Island Maori				1
NZ European	153	139	207	186
Other European	14	11	15	32
South East Asian	7	6	6	14
Egyptian	1	0	0	0
Indian	1	2	3	3
Australian	8	1	0	0
Canadian	1	0	0	0
Chinese	1	0	3	3
Samoan	1	1	1	4
American	1	0	0	0
South American		2		0

South African		5		0
Japanese		1		0
African		1	1	1
Latin American				1
Fijian				1
Niuean				3
Tongan				1

Contributing Schools				
	2017	2018	2019	2020
Rolleston Primary	84	58	93	65
Clearview Primary	56	54	68	72
Albany Junior High	1			0
Te Ao Tawhiti	1			0
Ambury Park School				1
Avonhead School	1			1
Belfast School	1			1
Broadfield School	2	2	3	6
Burnham School	15	12	9	10
Balmacewen Intermediate				1
Cashmere High School				1
Casebrook Intermediate	1	1		0

	Cobham Intermediate	1	1	2	2
	Cornerstone Christian School	1			0
	Ellesmere College	2	1	2	1
	Hornby High School	2	3	2	3
	Kirkwood Intermediate	10	7	11	3
	Merrin School	1			0
	Middleton Grange School	1			0
	Oaklands School	1			0
	Otama School	1			0
	Opawa School				1
	Our Lady of Victories	1			0
	Papakowhai Intermediate	1			0
	Royal Road School	1			0
	Russley Road	1	2		0
	Sacred Heart [Reefton]	1			0
	Springston School	2	3		1
	St Thomas of Canterbury	1			0
	Tai Tapu School	1			0
	Templeton School	6	8	4	1
	Weedons School	9	5	7	5
	West Eyreton School	1			0

West Melton School	4	14	11	19
Westburn School	3		1	1
Yaldhurst Model School	1	3		1
Overseas	1	1		13
Breens Intermediate		7	3	0
Christchurch South Intermediate		1		1
Christian Adventist		1		0
Halswell School		4		1
Home Schooled		2		0
Haeata Community				1
Lemonwood Grove		8	6	16
Lincoln Primary		3	1	1
Lyttelton School		1		0
Rolleston Christian		3	2	3
Rakaia School				1
St Joseph's Temuka		1		0
Waiouru School		1	1	0
West Rolleston		5	22	27
Sommerville Intermediate		1		0
Westport South			1	0
Mount Hutt College			1	1

	Palmerston North Int				1
	Darfield High			1	2
	Bayfield High			1	0
	Botany Downs				1
	Bream Bay				1
	Emmanuel Christian School			1	0
	Massey High School			1	0
	Mt Albert Grammar				
	St Margarets			1	0
	Papanui High School				2
	Amberley			1	0
	Timaru Boys				1
	Wainuiomata College			1	0
	Heaton Intermediate			1	0
	Hillmorton High			2	1
	Ashburton Intermediate			1	0
	Addington CE			1	0
	Burnside High			1	2
	Southland Girls			1	1
	Central Southland				1
	Gore High			2	0
	Kaiapoi High				2

	Kaipoi North				1
	Verdon				1
	Southland Boys				1
Staff					
	2017	2018	2019	2020	
Teaching staff	29	41	51	58.21	
Support/Admin staff	7	11	12	21	

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
Development of personalised learning programmes for each learner.	<p>Learners engaged in Ako Program which allowed them many elements of choice - especially within the Quest projects and personalisation and some elements of compulsion. This learning is supported by the What's up in Ako 2019 Google site to support teacher planning and share good practice across whānau.</p> <p>Learner success was acknowledged with Rolleston Spirit certificates presented at fortnightly celebration assemblies.</p> <p>Development of a Senior System of Acknowledgement through R2L badging developed with learners who saw this system as more rewarding than spirit awards.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">Spirit Awards</div>	<p>All learners have completed two meaningful Quest projects.</p> <p>In 2019 Yr 11 Learners engaged in a Hauora Quest which asked them to look at measures of their own Wellbeing. This set them up well for a wellbeing centred approach to their first year of NCEA. This Quest also generated NCEA credits. Learners achieved very well in this standard overall.</p> <p>At Yr 10 there was the continuation of a Quest opportunity in EOTC [EOTC] and an Internship day project - this built on the success of these projects in the previous year.</p> <p>We have been successful in finding a number of ways of acknowledging success and participation. Many of these</p>	<p>Reviewing the organisation of Year 10 EOTC end of year camps to ensure sustainability and continued learner input. Looking at careful scheduling of teacher mentoring for EOTC camps.</p> <p>Acknowledging success remains a high priority, especially for the new cohort.</p> <p>We need to target the Year 10 learners in 2020 to make sure they are formally acknowledged for displaying the Spirit values.</p> <p>We have revised how we celebrate the Spirit awards to ensure that they are not diminished but that the celebration is sustainable.</p> <p>Learner agency in the formation of R2L rewards needs to be maintained.</p>

	Male	Female
2017	94	89
2018 Year 9	38	40
2018 Year 10	51	89
2019 Year 9	40	51
2019 Year 10	28	37
2019 Year 11	26	37

Implementation of BYOD saw 90% of learners have access to their own device. In 2018 this dropped to 85%. Currently the percentage of learners with their own device increased to 95.45%.

Analysis of the common aspects from Ako using SOLO taxonomy [below] reveals the following trends.

Digital competencies =Steady improvement

Self-management = Steady improvement

Reading =Steady improvement

Overall there have been some dips in the data at transition times but the overall trend is positive. Areas of concern remain the Boys reading data and the lower end Maori results. Most groups are trending in the right direction but gaps are not necessarily narrowing ([AKO Solo Analysis](#)).

At NCEA data analysis would suggest that whilst our certification rate was high the level of endorsements was low. (See NCEA report link: [NCEA Analysis](#))

are unable to be quantified, for example the regular newsletter and facebook page.

The Spirit Awards have been complemented by the R2L cards which earn rewards for learners.

Of concern is the fact that subsequent cohorts of learners earned fewer awards and gained fewer spirit awards than the first cohort.

Splitting the end of year prizegiving into three year level events did give us the chance to fully acknowledge the Year 9 learners

In terms of R2L overall, there has been a general decrease throughout 2019 with regards to the number of referrals. Consistent implementation of the R2L processes and continued staff PLD can be attributed. Throughout 2020 this will need to remain the focus as a significant number of new staff join Rolleston College and an extra 250+ learners. The R2L Staff Handbook will be printed and given to each staff member to help with implementation.

R2L Acknowledgements are tracked using a spreadsheet and many learners are motivated by this “clicker card” system. [R2L Spreadsheet](#). The link between the card and the values of the rolleston Spirit help to reinforce our values and the expected behaviours.

Overall our systems to ensure all learners had access to appropriate technology improved this year.

Although general trends were positive. The data did reveal; that our 2018 cohort was a more diverse one than the 2017 one. More learners were operating in the extended abstract and relational areas and more were

The monitoring of self-management will need to continue and the expectations of what is produced from our programmes will have to be lifted as self-management improves.

We need to ensure that we are closely monitoring a section of male and Maori learners to ensure progress.

Appointment of a ICT support person specifically tasked with issuing and maintaining devices as well as troubleshooting minor logon error with learners in 2020.

Purchasing of school owned computers will continue as planned for learners who do not have their own device.

It is clear that we have to monitor the learners who are facing obstacles to their progress through targeted support [Kaiwhakatere/ ILP's] . Education plans are created with input from diverse learners and whānau.

- [Diverse Learners Yr 9](#)
- [Diverse Learners Yr 10](#)
- [Diverse Learner Yr 11](#)

In the future it will be important to emphasise and acknowledge academic excellence in the same way we give acknowledgement to our other spirit values. to promote a culture of personal best.

Looking at creative ways to staff more stretch workshops for Yr 11 in 2020.

		<p>remaining at unistructural when the two cohorts are compared.</p> <p>There were significant changes made to the AKO programme to ensure that Year 10 was a step up in all areas.</p> <p>As a school in 2019 we focussed on Level 1 being a base qualification for all learners with Endorsement rates as being secondary to that.</p> <p>We allowed flexibility for learners to sit standards at NCEA level related to personal interest outside of a course structure.</p> <p>We encourage learners in 2019 to focus on both their Gaps and the Stretch and allow time during Quest Specialist Workshops to work on either a Gap or a Stretch area of need or interest.</p>	<p>Looking at ways to incorporate stretch opportunities for Yr 12 learners in 2020.</p>																
<p>Development of tracking and recording processes for reporting learner progress.</p>	<p>Two home school partnership meetings were held with high levels of participation.</p> <table border="1" data-bbox="405 933 945 1225"> <thead> <tr> <th colspan="4">Participation in 3 Way Conversations</th> </tr> <tr> <th></th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Round 1</td> <td>81%</td> <td>92%</td> <td>Senior:80% Junior:79%</td> </tr> <tr> <td>Round 2</td> <td>86%</td> <td>89%</td> <td>Combined:83%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • 3 Way Conversations: Staff PD • 3 Way Conversations: Whānau Survey 	Participation in 3 Way Conversations					2017	2018	2019	Round 1	81%	92%	Senior:80% Junior:79%	Round 2	86%	89%	Combined:83%	<p>Four Tracking reports produced with two now including Ako coach comments.</p> <p>As expected, a new school and a different process for reporting ensured there was initially considerable interest in these evenings. Based on feedback from staff and the community we modified the timeframes for the second round.</p> <p>The high level of engagement was maintained in 2019 however there was a decrease in numbers comparative to 2018.</p> <p>The process surrounding these conversations was refined.</p> <p>Learners took greater ownership [generally] in these meetings.</p>	<p>We need to continue to develop staff to ensure that there is a high degree of consistency in these interactions.</p> <p>We need to ensure participation improves through prior contact with homes.</p> <p>We need to continue to empower learners to lead these meetings.</p> <p>We need to modify these conversations and the purpose of them with regards to our Senior, Year 12 learners.</p> <p>It is likely that we will move to two formats in 2020 one that includes a more “traditional” interview format with subject teachers for years 12 and 13 as Learners Spend less time in Ako and more time in the specialty areas.</p>
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	<ul style="list-style-type: none"> • 3 Way Conversation: Whānau Feedback 	<p>We modified the meetings to have a split meeting between Yr 11 and Yr 9-10 to have more to report on in terms of NCEA standards attempted etc.</p> <p>Tacking of learner progress in Yr 11 was also monitored closely by Senior and Ako staff</p> <ul style="list-style-type: none"> • NCEA 2019 - Yr 11 Tracking 	<p>We need to continue to develop individual relationships as part of the Ako programme and monitor learner engagement and inclusion.</p> <p>Modification of Senior 2 and 3 conversations in line with Senior Advisory Model.</p>																																																	
<p>Continue to develop a sense of whānau belonging.</p>	<p>Learner sense of belonging to whānau has increased annually.</p> <p>Learner voice still picks up variance across whānau but where there has been a concerted effort to raise whānau spirit there does seem to have been some movement. It is interesting to see the difference between identification with whānau as opposed to Ako.</p> <table border="1" data-bbox="405 746 927 1265"> <thead> <tr> <th colspan="7">Belonging strong sense of belonging to whānau and Ako group</th> </tr> <tr> <th></th> <th colspan="3">Whānau</th> <th colspan="3">Ako</th> </tr> <tr> <th></th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>N</td> <td>68%</td> <td>69%</td> <td>76%</td> <td>69%</td> <td>68%</td> <td>69%</td> </tr> <tr> <td>K</td> <td>68%</td> <td>78%</td> <td>73%</td> <td>88%</td> <td>68%</td> <td>71%</td> </tr> <tr> <td>R</td> <td>61%</td> <td>65%</td> <td>84%</td> <td>59%</td> <td>59%</td> <td>71%</td> </tr> <tr> <td>H</td> <td>90%</td> <td>86%</td> <td>67%</td> <td>78%</td> <td>80%</td> <td>68%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Ngahuru: 2019 Learner Review • Raumati: 2019 Learner Review 	Belonging strong sense of belonging to whānau and Ako group								Whānau			Ako				2017	2018	2019	2017	2018	2019	N	68%	69%	76%	69%	68%	69%	K	68%	78%	73%	88%	68%	71%	R	61%	65%	84%	59%	59%	71%	H	90%	86%	67%	78%	80%	68%	<p>High level of engagement in whānau activities from all year groups.</p> <p>Full school participation in competitions such as the Big Sing competition have been difficult due to sheer numbers. A variety of well supported activities like Cantamath and dodgeball have been offered as whānau activities.</p> <p>Completion of well being survey and comparison analysis across cohorts.</p> <p>Ngahuru has had some changes in staff towards the end of the year which may have affected learners' sense of belonging to this whānau.</p> <p>Hotoke whānau had a 20% proportion who chose neutral in terms of feeling of belonging in both areas. There were less than 5% within this whānau who felt they did not belong. Hotoke had a change in staffing in a number of it's Ako groups due to promotion and to a resignation.</p> <p>Working to develop a unified approach to whānau related documents. This is to ensure that each whānau is "the same but different."</p> <p>Kahui Ako Achievement challenges based around Relationships and Wellbeing have allowed use of these Within School Positions to bolster the team in each whānau. Whānau roles are based on Enhancing Wellbeing</p>	<p>We need to continue to monitor the effectiveness of Ako and related programmes and refinements to identify which areas are not being as productive as they need to be.</p> <p>Allocation of responsibilities has also clarified some areas.</p> <p>We will continue to develop close relations with all of our contributing schools to ensure smooth transitions for all learners as they move into secondary school.</p> <p>A new Senior Leader to take over transition to school portfolio with strong links to Kahui Ako in response to shuffling of SLT portfolios - looking carefully at timing and capacity of staff resources.</p> <p>More investigation of results to look at trends in terms of any particular groups who feel they belong less than others in the whānau needed.</p> <p>Consolidation of Ako coach roles and avoiding movement will be important in 2020.</p>
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	<ul style="list-style-type: none"> • Koanga: 2019 Learner Review • Hotoke: 2019 Learner Review 	and Tier 1 interventions designed in strengthening relationships.	
Evidence of a shared understanding of critical skills, Rolleston Spirit and SOLO.	<p>All staff and learners use SOLO taxonomy as their measure of academic progress. 100% of learners engage with their academic progress using SOLO taxonomy in their e- portfolios.</p> <p>Learner voice collected around understanding of critical skills within junior learning programs.</p> <ul style="list-style-type: none"> • Learner Review 2019 Connected Learning <p>Formatting of curriculum delivery incorporated the Spirit values is a deliberate act.</p> <ul style="list-style-type: none"> • Forward Planning Document <p>Rolleston College's Ready to Learn (R2L) programme follows the MoE's Positive Behaviour for Learning (PB4L) framework and supports learners to make positive behaviour choices. Supporting school practices include</p> <ol style="list-style-type: none"> The reward click cards were introduced as a reward for displaying the Spirit values. <ul style="list-style-type: none"> • (R2L Reward Card System) Developed and introduced a cohesive and consistent language around care at the school. <ul style="list-style-type: none"> • Teacher Learner Relationship Guide • Restorative Practice: Staff Handbook • Restorative Intervention <p>KAMAR markbooks are set up in accordance with SOLO criteria. Staff have worked collaboratively in preparing a significant number of templates</p> <p>Community feedback was gathered around this and other forms of communication and features later in this report.</p>	<p>Continued staff development via the teacher given management responsibilities in SOLO taxonomy.</p> <p>We have been proactive in producing iconography detailing our shared language.</p> <p>Introducing a common language associated with care and readiness to learn at the college. The development of a booklet for staff around our R2L process has been developed to assist in understanding of these processes.</p> <ul style="list-style-type: none"> • R2L High Level Interventions <p>The same goes for the new cohort of learners. A Welcome booklet that is whānau specific has been developed for new learners</p> <ul style="list-style-type: none"> • Learner Welcome Booklet <p>Some of our monitoring systems slipped a bit in some areas towards the end of the year. This needs to be reviewed and re emphasised.</p> <p>SOLO rubrics evidenced in Portfolios and on KAMAR as per the two distributed Tracking reports. These are evident in learner activity booklets.</p> <p>Evidence of reference to critical skills in learner planning and review documents.</p> <p>Initial planning cover sheet [Forward Doc] identifies targeted critical skills</p>	<p>We need to now move to a common use and understanding of our critical skills. Learners understand the Spirit values but are less familiar with the critical skills.</p> <p>We need to ensure that new staff are all familiar, confident and competent with the language associated with our processes. 2 ½ days induction for new staff. Day 1 focuses on developing relationships and day two and a half around processes and systems.</p> <p>The idea that we are starting a new school will be a theme.</p> <p>A staggered start proposed for 2020 is proposed to help with the transition of each year group.</p> <p>Some internal and external PD opportunities for staff to share best practice in moving learners through the taxonomy would be pertinent in 2020.</p>

	Celebration assemblies that focus on developing the Rolleston Spirit values are held every fortnight.		
Development of how we acknowledge learner self management.	<p>Learner success was acknowledged with Rolleston Spirit certificates presented at fortnightly celebration assemblies.</p> <p>Introduction of rewards for completion of R2L click cards. Including Principal lunches.</p> <p>Splitting the end of year prizegiving into different year levels based around the advisory program allowed a different focus for each event.</p>	<p>The Rolleston Spirit values are used in our interactions, celebrations [including prizegiving] iconography, R2L programme and literature [newsletters etc.]</p> <p>It was pleasing to see the range and diversity of learners who gained significant acknowledgement at the end of year prizegiving.</p> <p>Evident in quality of Quest projects and Exhibition nights. Three exhibition nights, one at the end of each term with the exception of term 4. Developments such as Film Festival, more performances, greater complexity in work presented.</p> <p>Steady improvement evidenced in tracking records for all year groups.</p> <p>Integrated tracking records produced for Ako and Connected programmes. Detailed Analysis of asTTle and Ako Solo results.</p>	We have to ensure that each cohort is acknowledged. The revision of assembly and whānau celebration processes and protocols will assist in this.
Learner voice is gathered to gauge the effectiveness and impact of the transition process. Transition process is reviewed and implemented in 2019.	<p>Those learners identified as needing to be part of the Travellers programme have had their attendance monitored. This indicates that their transition has been smooth as attendance data indicates a high level of attendance.</p> <p>Learner voice was gathered across all learning vehicles. e.g. Ako Survey and Connected Survey above</p>	<p>It would seem that learners who start the year with us transition in very well but learners who enrol during the year are less successful.</p> <p>The survey reveals that learners enjoy having access to more than one teacher but that we can work on relationships in Connected learning.</p>	<p>We have reviewed our early identification and tracking of identified learners and targeted these learners more specifically as part of our enrolment process.</p> <p>Employed more kaiwhakateere to provide targeted support.</p> <p>Careful review of the composition of teaching teams in Connected learning. Revised the tracking and monitoring sheets.</p>

			Working with staff to ensure that they realise that care stretches equally across all learning vehicles.
<p>Transition process to senior school is established.</p> <p>Learners who enrol during the school year have been successfully inducted.</p>	<p>Overall attendance data</p> <ul style="list-style-type: none"> • Attendance Data 	<p>Assessment booklet for staff and learners written and distributed.</p> <ul style="list-style-type: none"> • Learner Booklet • NCEA Staff Handbook <p>Two NCEA community evenings and learner NCEA assemblies held to help inform and guide whanau, caregivers and learners</p> <ul style="list-style-type: none"> • NCEA Parent Evening 2019 <p>Specific PD provided. Courses written. Course election process completed. Successful implementation of Generic Unit Standards trial at Year 10 as well as trialling Maths/English standards with small groups of learners.</p> <p>Process refined. More comprehensive information collected prior to enrolments commencing. Their attendance rates however were better than the cohort as a whole.</p>	<p>We have more learners joining us at different year levels as we grow including our growing international learners so we have to ensure that they receive an appropriate induction.</p> <p>We need to focus on some of our existing learners who are starting to display sporadic attendance and lift learner engagement.</p> <p>Need to ensure our tracking and monitoring systems for NCEA are rigorous, consistent and effective.</p>
<p>Individual learner needs are planned for and met with appropriate planning.</p>	<p>Reviewed and refined our junior tracking systems to ensure consistency and accessibility as well as integrating the various tracking systems</p>	<p>Identified learners have a personalised individual learning plan that is monitored.</p> <p>As per Priority Learners folder and documentation. PD with staff has also been undertaken. Priority learners linked to data analysis doc for Connected teams.</p> <p>Easier to gain quick relevant data on individual learners. See link above - Diverse learner profile</p>	<p>Refine again the planning documents to ensure that there is further merging of data and planning to allow for easy access to information on individual learners. Leading to two cover planning sheets with links so that all data and planning is linked back to these sheets.</p>

<p>Specific learning area/ NCEA needs are identified and targeted prior to appointments for 2020</p>	<p>All learners were guided through course selection and part of a school /community process to explain NCEA.</p> <p>An appointment round took place in Term Three and Term Four. Sixteen teaching staff, four new admin staff members were appointed for 2020 including the the appointment of a Future Pathways Advisor and a second full time counsellor.</p> <table border="1" data-bbox="407 448 929 1145"> <thead> <tr> <th>Name</th> <th>Surname</th> </tr> </thead> <tbody> <tr><td>Matt</td><td>Brown</td></tr> <tr><td>Leanne</td><td>Croucher</td></tr> <tr><td>Hamish</td><td>Payne</td></tr> <tr><td>Jo</td><td>Ager</td></tr> <tr><td>Stefan</td><td>James</td></tr> <tr><td>Tim</td><td>Elder</td></tr> <tr><td>Kathryn</td><td>Ferguson</td></tr> <tr><td>Teryn</td><td>Proracki</td></tr> <tr><td>Carolyn</td><td>Green</td></tr> <tr><td>Julie</td><td>Kirkbride</td></tr> <tr><td>Richard</td><td>McBrearty</td></tr> <tr><td>Justin</td><td>McLean</td></tr> <tr><td>Campbell</td><td>Potter</td></tr> <tr><td>Megan</td><td>Queree</td></tr> <tr><td>Lynden</td><td>Clements</td></tr> <tr><td>Sam</td><td>Stokes</td></tr> <tr><td>Ben</td><td>Storey</td></tr> <tr><td>Nicole</td><td>Flower</td></tr> <tr><td>Aileen</td><td>Walker</td></tr> <tr><td>Tamati-James</td><td>Wilson</td></tr> </tbody> </table> <p>At the end of 2019 we had six resignations. Five of these staff were foundation staff members including our foundation principal. Two left to other Canterbury Schools, one to do his OE, two to move back to Auckland and one to Marlborough in a Senior Leadership role.</p>	Name	Surname	Matt	Brown	Leanne	Croucher	Hamish	Payne	Jo	Ager	Stefan	James	Tim	Elder	Kathryn	Ferguson	Teryn	Proracki	Carolyn	Green	Julie	Kirkbride	Richard	McBrearty	Justin	McLean	Campbell	Potter	Megan	Queree	Lynden	Clements	Sam	Stokes	Ben	Storey	Nicole	Flower	Aileen	Walker	Tamati-James	Wilson	<p>All staff vacancies were filled by well qualified teachers in the required learning areas.</p> <p>All learning areas are staffed to accommodate 2020 needs. This includes subject expertise and NCEA experience.</p> <p>Staff have been appointed during the year to meet future growth needs.</p> <p>A number of staff including two new SENCO's were appointed mid-year. Both are very experienced in the role.</p>	<p>Begin the process to ensure that we have required staff for 2021.</p> <p>Manage the induction of new staff and provide required support as they settle into Rolleston College.</p> <p>Continue with "new staff check in" at 6 and 12 weeks and as a regular part of the meeting schedule.</p>
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Carolyn	Green																																												
Julie	Kirkbride																																												
Richard	McBrearty																																												
Justin	McLean																																												
Campbell	Potter																																												
Megan	Queree																																												
Lynden	Clements																																												
Sam	Stokes																																												
Ben	Storey																																												
Nicole	Flower																																												
Aileen	Walker																																												
Tamati-James	Wilson																																												

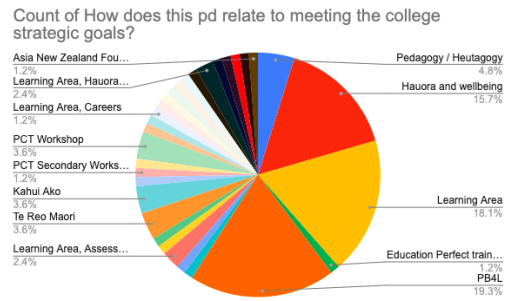
Professional development plan and process developed

Professional development requirements managed initially by Leaders of Learning

The teaching staff PD has all been closely linked to the school goals and in particular the goals relating to Hauora/Wellbeing and Relationships. This remains a centralised process.

The process and budgeting for PD has been developed and utilised.

All PD requests go through the Principal. ([PD Request Worksheet](#))



([Professional Development Worksheet](#))

2019 Professional Development Investment	YTD Spend	Budget
Group Teacher PD (41125 / 41130)	\$4,745.22	\$12,500.00
Principal PD (41015/ 41025)	\$4,042.31	\$10,000.00
SLT Individual PD (41035)	\$7,418.99	\$14,000.00
Individual Teacher PD (41035)	\$29,394.43	\$40,000.00
Relief Coverage	\$36,610.00	
Support Staff (41220)	\$1,536.50	\$4,000.00
2019 Total	\$83,747.45	\$80,500.00

A broad range of PD has taken place. Much of this has been external but we have also been confident enough to utilise internal skills to run PD within the college.

In 2018 and 2019 extensive PD took place around PB4L which enabled us to move to Tier 2 status. The College presented on it's PB4L journey at the National Conference in Auckland, At the Regional Practitioners Symposium in Christchurch, For all tier 1 Schools in Christchurch, For the Hawke's Bay Regional PB4L Conference.

A group of staff attended the IPPA Positive Psychology Conference in Melbourne

A staff member was awarded a Boma scholarship and travelled to the USA as well as engaging in this valuable PD within Canterbury.

Staff engaged in two PD sessions with Greg Jansen and Rich Malta around Restorative Practices.

A group including the guidance counsellor did some training in Rock and Water Martial Arts training.

Staff were involved in an R2L Inquiry during term 1 to look at the implementation of R2L practices within their learning programs.

- [R2L Inquiry](#)

This will need to incorporate relevant NCEA refresher experiences.

We need to continue to provide targeted PD for staff but the emphasis will be strongly on providing opportunities for new staff.

There is a need to continue PD in restorative practice.

In 2020 encouragement will be given to Leaders of Learning to assist with finding relevant and timely PD to foster the concept of "personal best". This extends to learners and staff to be the best that they can be.

An emphasis on the training of middle leaders to lead in their areas will also be a focus.

Planning for next year:

The main area of planning will revolve ensuring that all of our learners and staff are inducted well and experience a sense of belonging. Challenging learners to achieve their personal best whilst also being mindful of their own wellbeing will also be important. Refining our year by year tracking especially with regards to NCEA 1,2 and 3 will be important. We also need to ensure that all our tracking is aligned. We will also need to manage our systems to ensure that they are cohesive and aligned. Ensuring that staff PD is timely and targeted will be important.

School Name:	Rolleston College	School Number:	654
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Strategic Aim:	Our Place – Build Communities: <i>A place of belonging that invites in and reaches out.</i>
Annual Aim:	<ol style="list-style-type: none"> 1. Progressing our partnerships with Te Taumutu based on the concepts of integration and weaving. 2. Walking together for mutual benefit. 3. Developing partnerships with the local community to provide experience opportunities. 4. Develop relationships with other learning communities (early childhood, primary, secondary, tertiary). 5. Develop a rich partnership with the local Council and associated offices. 6. Enabling community access to College facilities. 7. Prioritising resourcing and future planning around learner needs inside and outside of the learning space.
Target:	<ol style="list-style-type: none"> 1. Individual learners are standing and succeeding as culturally located individuals. 2. Relationship with Te Taumutu is strengthened. 3. PAG profile is increased and strengthened. 4. Community voice is sought and considered. 5. Community partnerships are further developed. 6. Development of learner participation in CASE. 7. Increase the incidence of publication of our stories. 8. Involvement in the strengthening of the Rolleston Kahui Ako. 9. Involvement in regional educational forums and institutions including presenting. 10. Ensuring all school hour visits are meaningful and based on learning not just buildings. 11. Informing Council of important College related news, upcoming events e.g. the building project. 12. Continued participation with sister cities/schools programme. 13. Partnering with Council for appropriate events (CASE). 14. That community use of College facilities increases as the year progresses. 15. Development of learner participation in events using our facilities. 16. Appropriate resourcing to meet individual learner needs is justified and equitable.

	17. Appropriate planning to meet learner needs.
Baseline Data:	<p>Ministry of Education Flyer:</p> <p>Rolleston Blueprint for Growth</p> <p><i>“The Selwyn district is part of the greater Christchurch High Growth Urban Area, with the district expected to increase in population from 58,000 in 2018 to 81,000 in 2030 . Council projections estimate Rolleston will grow to a population of 22,000 by 2021 and 27,000 by 2030 . Based on 2013 census information, the town has a young demographic, with a higher proportion of the population under the age of 15 years (27%), and fewer people over the age of 65 years (7%). As new development occurs, both Lemonwood Grove and Clearview Primary are expected to exceed capacity by 2021. District planning data shows that demand from within the home zones for these schools will exceed their master planned capacity.</i></p> <p><i>“Rolleston, in the Selwyn district, is one of the fastest growing areas in New Zealand. The Rolleston catchment is made up of 7 state full primary schools, a state Y9-15 secondary school, and a state integrated full primary school. As of July 2018, this catchment had a combined school roll of 3,491 students, including 30 Māori Medium students and 19 ORS students.”</i></p> <p><i>“Further additional secondary provision is expected to be required in the next 6-8 years, and we are currently investigating sites through the acquisition process.”</i></p> <p>This early prediction has been revised with growth rates far faster than first predicted</p>

Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?
Individual learners are standing and succeeding as culturally located individuals	<p>Learners designed and led a whānau evening on the Yr 9 Connected evening with stalls such as weaving, poi making and the kapa haka group performed</p> <p>Our kapa haka and pasifika group have combined and joined forces as a group.</p> <p>Our learners of their own volition made a video presentation and haka following March 15th and encouraged all people to be kind to one another. (Video link)</p> <p>Kapa haka group performed at prize giving and at the Lincoln Cultural festival.</p>	<p>Learners have continued to take the lead in cultural areas.</p> <p>We have appointed a Tikanaga staff role to Whaea Jamie to help enhance Te Ao Maori and to help to empower staff to use tikanga and Te Reo in the classroom.</p> <ul style="list-style-type: none"> • Rolleston College Horoeke Haemata Te Ao Maori Site 	<p>Ensuring that all cohorts get equal opportunities to shine.</p> <p>Refine the whole Ako programme to enhance personalisation but ensure equity of opportunity</p> <p>Boosting Tikanga and Te Reo schoolwide.</p> <p>Developing our Pasifika Education plan to ensure Pasifika Learners feel confident in their ability to achieve as culturally located individuals.</p>

	Learners attended and spoke at Manu Korero in both the English and the Te Reo Sections.		
Progressing our relationships with local Iwi. Progressing our relationships with Maori and Pasifika Whanau	Learners have their digital mihi which sits in their e portfolio. Continued development of kapa haka group. Kapa Haka visit to Ngati Moki. All learners participated in the Mana programme as part of PE programmes in Term 2 and the increase in numbers is largely due to that initiative. All learners learn the school haka.	Continued teaching of Tikanga across learning vehicles. Raising the profile of Maori language in school activities. Blended courses between subjects such as Art and Te Reo. Continued celebration of Maori language week. Maori/Art blended course ran this year at year 10.	Continue to look for opportunities to blend Te Reo with other learning areas. Progress legacy sculpture Continue visits to Ngati Moki Ensure that the learners in the Senior school have a positive experience in Te Reo Ensure that we invest in staff who can help drive Te Reo in 2020 with the departure of Matua Huirau. - Lucky to secure Matua TJ and Matua Cam for 2020. In 2020 will engage through Kahui Ako with Mātauraki Mahaanui to further unpack Maori success.
PAG profile is increased and strengthened	PAG takes responsibility for specific projects that allow for community involvement in the development of the college.	The development of a closed parents Facebook page has raised profile. A very successful series of fundraising events including a significant public event. Participation in senior uniform design. Purchased gazebos for the school. PAG members run a private parents facebook page to sell second hand uniform. PAG provides a lot of hardship support for learners for Uniform, trips etc.	Seek feedback from this group on school development. Seek assistance in updating websites from this group.
Community voice is sought and considered.	We have held at least 5 evening information events for the community to explain various aspects of how we deliver learning and NCEA, a whānau night, Connected Evening, Open Evening, New Parents Evening and we also	Families do get numerous opportunities to communicate with the school in an immediate manner. <i>See responses to 3 way conversations above.</i>	Review the processes we use to gain parent input. Target specific areas to survey rather than general question surveys

	continued to hold our termly Exhibition nights and in 2019 held a successful Rolleston's Got Talent Evening.		In 2019 there was a parent request to review the reporting format. This will be explored term 1 2020.
Community partnerships are further developed.	<p>Evidence of partnerships with organisations that provide deep learning experiences for our learners. ARA,UC, Lincoln Uni, Otago Uni School of Medicine and many local businesses that occur through our Internship days for Yr 10 and Yr 11 Learners We have paired with various community groups through our school garden. We have some learners doing dual pathways through Ara and through other organisations. We have formed strong sporting partnerships with the Selwyn Sports trust. We have youth worker support from 24/7 Youth. Learners are involved in the Selwyn Council Anzac Day. In 2019 some of our Yr 11 Learners completed a babysitting certificate through Plunket and local parents came with their young children as a part of the training.</p> <p>We continue to have strong relationships with our feeder schools and are involved in various events with them.</p>	<p>This represents a very good development to an aspect of the school that will need to continue to develop.</p> <p>Strong links have been established with a variety of organisations. These have been very positive.</p> <p>In 2019 we paired with local Theatre Company Centre Stage Rolleston to put on their production of Peter Pan in the School Theatre. This allowed many of our learners to gain valuable experience not only on stage but in working with professional lighting and sound technicians.</p>	<p>Continue to specify what is expected of staff who hold a CASE unit to ensure this area continues to grow.</p> <p>Continue to encourage parent involvement and partnership with local organisations like the Men's shed.</p> <p>Increase opportunities to interact within our community.</p>
Development of learner participation in CASE	<p>All Year 10 learners participated in Internship day and the end of year EOTC camps/ experiences.</p> <p>We also held our second series of school camps [Year 10] at the end of the year and increased our EOTC experiences as well as a leadership camp at Orton Bradley Park. In 2019 we had two international trips - one to Cambodia and one to Europe.</p> <p>Participation in school sports is down on previous years. As a growing area and school, staffing and community support to help with coaching and coordination are limited. Placing pressure on our existing infrastructure and</p>	Arts successfully hosted one of the Exhibition nights this year showcasing Performing arts related talent.	<p>Further work is needed to broaden the Internship programme in the senior school.</p> <p>Some adaptation of the Wednesday afternoon Sports program to include more accessible/fun and "have a go" type activities instituted in addition to teams playing the the town competition will hopefully help to increase sports participation.</p>

	<p>available resources. Travel time and associated costs also impact participation in 'town' sport, to offset this we make every effort to ensure sports costs are kept low and affordable.</p> <p>We have combated this by adding in school sport opportunities in accordance with Selwyn Sports Activators. At the top end, a lot of our sports and sportsmen and women are moving to Saturday rather than midweek. And we are working with a local sports group to encourage Basketball, Volleyball and Athletics.</p> <table border="1" data-bbox="421 568 891 880"> <thead> <tr> <th colspan="4">Involvement in organised school teams.</th> </tr> <tr> <th></th> <th>Overall</th> <th>Female</th> <th>Male</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>60%</td> <td>55%</td> <td>65%</td> </tr> <tr> <td>2018</td> <td>52%</td> <td>43%</td> <td>62%</td> </tr> <tr> <td>2019</td> <td>36%</td> <td>29%</td> <td>43%</td> </tr> </tbody> </table>	Involvement in organised school teams.					Overall	Female	Male	2017	60%	55%	65%	2018	52%	43%	62%	2019	36%	29%	43%		
Involvement in organised school teams.																							
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<p>Increase the incidence of publication of our stories</p>	<p>Increased profile in local newspapers.</p> <p>Increase in articles in both local papers. Internship placement at Selwyn Times led to a number of articles related to learner success including a One News item on our Yr 11 Conspiracy Course. Engagement with Selwyn App has continued</p>	<p>Achieved through a staff member taking responsibility for this.</p> <p>A noticeable increase in College stories in the local press.</p>	<p>Continue to develop all of our media forums</p> <p>These include Facebook and Twitter.</p> <p>Develop a communications plan for external communications and to update and enhance other publications such as our newsletter and website</p>																				

<p>Involvement in the strengthening of the Rolleston Kahui Ako</p>	<p>In 2019 Rachel Skelton attended all Kahui Ako meetings. Three of the AST positions in the Kahui Ako were awarded to Rolleston College Staff in the Areas of Relationships, Wellbeing and Transitions.</p> <p>Our school is well represented at all Kahui Ako events. Rachel Skelton was a member of the AST appointments committee and will be a member of the appointments committee for the new Kahui Ako Lead Principal.</p>	<p>Sharing responsibility between Principal and a member of SLT.</p> <p>Personal participation in document writing group.</p>	<p>Appointment of across school and in school facilitators has meant some adjustments in staffing.</p> <p>Late in 2019 WST roles were also appointed.</p> <p>Managing the roles in the Kahui Ako and the role within school will be important</p>																				
<p>Involvement in regional educational forums and institutions including presenting</p>	<p>Staff and learners presenting their learning stories at a variety of events and in a variety of mediums.</p> <p>Asked to present at the national PB4L conference.</p> <p>Profile increased via DisruptED online community. Grow Waitaha - particularly within the Wellbeing Community of practice.</p> <p>Bronwyn Hoy has had a significant impact in the areas of digital education through her involvement in the the Boma scholarship. She has been involved in the implementation of the revised Digital Technologies & Hangarau Matihiko (DT&HM) curriculum content Digital Technologies curriculum school based examples</p>	<p>Our involvement in PB4L and other projects has provided a vehicle for this development</p>	<p>Present our Wellbeing stories at appropriate venues and events.</p> <p>Present our Digital Stories at appropriate venues and events.</p>																				
<p>Ensuring all school hour visits are meaningful and based on learning not just buildings.</p>	<p>Visitor data is as follows</p> <table border="1" data-bbox="416 1034 987 1329"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Term 1</td> <td>33</td> <td>11</td> <td>4</td> </tr> <tr> <td>Term 2</td> <td>21</td> <td>14</td> <td>11</td> </tr> <tr> <td>Term 3</td> <td>17</td> <td>12</td> <td>9</td> </tr> <tr> <td>Term 4</td> <td>10</td> <td>5</td> <td>5</td> </tr> </tbody> </table>		2017	2018	2019	Term 1	33	11	4	Term 2	21	14	11	Term 3	17	12	9	Term 4	10	5	5	<p>We were able to filter visits more. We also were better at keeping top specific days for visits</p>	<p>The large number of visitors needs to be carefully managed over the next three years as it is not sustainable.</p> <p>We need to gain something from the visits not always be mere hosts</p>
	2017	2018	2019																				
Term 1	33	11	4																				
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Term 3	17	12	9																				
Term 4	10	5	5																				

<p>Informing Council of important College related news, upcoming events etc</p>	<p>Establishing a direct line of communication between us and the council. Assisted by having two learners on the Youth Council. Council hosted events held at the College.</p>	<p>Still sporadic connection. Council has used college facilities for some community events.</p>	<p>We need to move from a developing relationship to a sense of partnership. Continue to look for opportunities where the council can access our facilities.</p>																									
<p>Continued participation with sister cities/schools programme.</p>	<p>Not pursued as we are developing our own International student programme</p>	<p>There seemed to be little progress in the development of sister schools from an educational perspective</p>	<p>Attend the first scheduled meeting to see what possibilities exist for the development of this relationship.</p>																									
<p>Partnering with Council for appropriate events (CASE)</p>	<p>Specific partnership events have taken place within and beyond the College. Assisted by having two learners on the Youth Council. Council have attended some school functions.</p>	<p>Still sporadic connection.</p>	<p>We need to move from a developing relationship to a sense of partnership. Continue to look for opportunities where the council can access our facilities. Use of council facilities may become more important in 2020 and beyond with the impact of the building work and possible gym extension.</p>																									
<p>That community use of College facilities increases as the year progresses.</p>	<table border="1" data-bbox="416 839 992 1161"> <thead> <tr> <th colspan="5">Facility Hire</th> </tr> <tr> <th></th> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>0</td> <td>3</td> <td>15</td> <td>4</td> </tr> <tr> <td>2018</td> <td>2</td> <td>7</td> <td>6</td> <td>4</td> </tr> <tr> <td>2019</td> <td>2</td> <td>2</td> <td>2</td> <td>4</td> </tr> </tbody> </table>	Facility Hire						Term 1	Term 2	Term 3	Term 4	2017	0	3	15	4	2018	2	7	6	4	2019	2	2	2	4	<p>Being a PPP school has meant that the process for after hours use is complicated. We have taken a conservative approach to facility hire to better understand impacts to bank of hours, security and growing school and community use. We have continued to explore the potential and issues around use of facilities out of school hours. We have adopted a more flexible hire process and looked at ways we can provide a more cost effective approach to community groups and local school and organisations in terms of gifting some of our banked hours on a case by case basis. This occurred in the production of Peter Pan where the school partnered with Centrestage Rolleston.</p>	<p>Look for further opportunities to realise the vision of the Board of Trustees for Rolleston College to be a community school.</p>
Facility Hire																												
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2019	2	2	2	4																								

<p>Appropriate resourcing to meet learner needs is justified and equitable.</p>	<p>Appropriate individual learning plans and CAP's are in place and being regularly reviewed. (See diverse learner information above)</p> <p>Using our Push, Pause and Stop approach we have, where necessary, developed individualised collaborative action plans.</p> <p>Overall our intervention systems have developed and our range of responses increased to meet needs.</p> <p>Careful monitoring of who is accessing our guidance staff and why.</p>	<p>Further Kaiwhakaterere were employed.</p> <p>IEP's were linked to tracking sheets.</p> <p>Tracking sheets were redesigned to ensure that all valid data and information was linked.</p> <p>We have continued to refine our communications to ensure appropriate assistance is provided for learners identified or self identified as needing support.</p> <p>In 2019 2 Sencos were employed on a part time basis to replace our foundation SENCO who went to work at the Ministry of Education.</p>	<p>This will continue to be a priority. We have increased Kaiwhakaterere roles to ensure targeted learner needs are met.</p> <p>Further refinement of tracking sheets/data sheets to ensure links between planning/ monitoring and tracking and reflection.</p> <p>The next stage is drilling down into the data to see why certain individuals feature/continue to feature/ are escalating in need.</p>
<p>Appropriate planning to meet learner needs.</p>	<p>Learners develop a learner profile that contains specific information on them and how they like to learn. Example below:</p> <ul style="list-style-type: none"> • Learner Profile <p>More specific needs identified through transition process and positive relationships with feeder primary schools in order to identify those learners requiring extra support.</p> <ul style="list-style-type: none"> • Learning Support data since 2017 - 2019 	<p>R2L, R2A and R2F strategies are used to assist with learning, behavioural and wellbeing needs - co-constructed with staff.</p>	<p>The definition of what being a restorative school needs to be further developed via the R2L programme and appointment of whānau leaders.</p> <p>Further PD in restorative practices and implementation of our intervention processes.</p> <p>Emphasise on good pedagogical practices to meet learner needs.</p> <p>Ensuring that regular PD is provided to all staff to enable them with strategies to meet learner needs.</p>

Planning for next year:

We need to continue to ensure that we are exploring and developing a restorative and not a punitive approach to behaviour management at the College.

We need to ensure that our relationship with Te Taumutu and local Iwi remains strong and is nurtured. While continuing to nurture and grow our relationships with Maori and Pasifika Whanau.

We need to ensure that community use of facilities is developed and grown while considering PPP contractual elements. This supports learner transitions and aligns to the Board of Trustees vision and planned use of the College..

We need to ensure that our interactions and partnerships with the wider community is developed in a cohesive and planned manner that ensures mutual benefits for the community and the school.

We need to target resources to at-risk learners in a more direct manner.

All of these are a continuation of previous planning priorities.

School Name:	Rolleston College	School Number:	654
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Strategic Aim:	Our Purpose – Transform Futures: <i>Growing with purpose.</i>
Annual Aim:	<ol style="list-style-type: none"> 1. Develop identity, profile and culture. 2. Develop the curriculum to ensure that it is learner focused and time and place relevant. 3. Gain appropriate qualification accreditation. 4. Enabling pathways within and beyond school.
Target:	<ol style="list-style-type: none"> 1. Development of whānau identity. 2. Development of a positive school environment. 3. Continued personalisation of the environment. 4. Learner led initiatives relating to developing a positive and safe learning environment. 5. Learning teams plan challenging and appropriate learning experiences. 6. Learner accountability, ownership and self-regulation is fostered and developed. 7. Development of continuous tracking and reporting process. 8. Successfully complete NZQA accreditation process. 9. Appropriate mentoring is provided by Ako Learning Coach for all learners. 10. Learners have been guided about appropriate learning and subject decisions for 2019.
Baseline Data:	<p>See two report below: eAsTTLe and NCEA (EAsttle report 2019 / NCEA 2019 Analysis)</p> <p>The use of easttle provides a snapshot to assess students' achievement and progress. It does not provide a whole picture of reading or maths ability or breadth. This analysis should not be used without other data sources and discussion.</p> <p>Key findings</p> <ul style="list-style-type: none"> ● 2018 intake cohort showing good progress in maths, however, 2019 do not appear to be following this trend. ● 2019 intake cohort may be showing progress at the the top end (L4 moving to 5 NZC) in reading, however, 2018 intake cohort appears to be little change. ● Maori learners are represented comparatively at NZC levels in maths, however, there appear to be proportionally higher numbers of Maori learners at L3 and below in reading. <p>An overall summary of our NCEA achievement for 2019 shows that in many areas including certification, literacy, numeracy and achievement of our European</p>

and Asian learners we are doing very well. The areas for further analysis are our endorsement rates and raising the achievement of some of our priority learners.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Development of whānau identity</p>	<p>Manifestations of whānau related artifacts and iconography whānau logos featured on much iconography around the school as well as within learner work etc - large whānau flags featured in the library, whānau gazebos purchased - PAG fundraising funded purchase.</p>	<p>Whānau competition has been broadened and are developing a healthy level of internal competition. These competitions go beyond sport to include singing/ debating etc.</p> <ul style="list-style-type: none"> • Whānau Competitions 	<p>Canvas the community continues for support in managing and coaching sport.</p> <p>Engaging with other schools - 2020 proposal to share Rugby coordinator with Darfield and Elleemere in order to have more contact between schools - hope to encourage more "friendly" junior games.</p>
<p>Development of a positive school environment.</p>	<p>There is a strong process for gathering learner voices prior to commencing Year 9.</p> <ul style="list-style-type: none"> • Enrolment process • Learner Transition Model • Akonga "Year 8" Interview Template <p>We have a number of vehicles for gathering learner voice and feedback. Learner Feedback Examples</p> <ul style="list-style-type: none"> • Connected Learner Voice • Global Voices Senior Learner Feedback example • Dig it Junior Learner Voice example <p>Learner voice is then integrated into connected planning and review sheets. Ako learner voice collected and analysed.</p> <p>Additionally, we have several channels for gathering parent voice to further enhance our learning including our Parent Action Group (PAG).</p> <p>Schoolwide learner led events</p>	<p>Emphasis on positive initiatives such as Be Brave Be Kind, Love and be loved.</p> <p>Community linked activities increased in planning. Internship day allowed for connections with community.</p> <p>Emphasis of RFL Ready to Flourish Practices modelled and promoted school wide. e.g. Check and Connect.</p>	<p>We need to be aware of what interest our learners have and provide opportunities for them to use these interests to enable engagement with the wider life of the college.</p> <p>We need to review learner leadership structures and opportunities especially moving into the Senior Years to ensure that leadership structures and systems are appropriate to all year levels.</p> <p>Ensuring we continue to embed Ready to Learn and Ready to Flourish frameworks across learning vehicles school wide.</p>

	<ul style="list-style-type: none"> ● Pink shirt day ● Exhibition nights ● School Tours ● Celebrations <p>Well being survey completed and collated.</p> <p>Rolleston College's Ready to Learn (R2L) programme follows the MoE's Positive Behaviour for Learning (PB4L) framework and supports learners to make positive behaviour choices. Supporting school practices include</p> <ul style="list-style-type: none"> ● R2L Reward Card System ● R2L Senior Badge System ● Teacher Learner Relationship Guide ● Restorative Practice: Staff Handbook ● Restorative Intervention <p>Overall, there has been a general decrease throughout 2019 with regards to the number of referrals. Consistent implementation of the R2L processes and continued staff PLD can be attributed. Throughout 2020 this will need to remain the focus as a significant number of new staff join Rolleston College and an extra 250+ learners. The R2L Staff Handbook will be printed and given to each staff member to help with implementation.</p> <ul style="list-style-type: none"> ● R2L High Level interventions Report ● Term 2 R2L Big 5 Report 2019 <p>Analysis of pastoral care statistics, attendance and R2L reports submitted to the Board.</p>		
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Continued personalisation of environment	<p>Evidence of learner ownership on walls and development of garden area.</p> <p>Significant development of Garden - especially through Selected Learning Dig it class- area during the year and ongoing. Learner art and photography on display.</p> <p>In 2019 the Yr 11 Art learners held an Art Auction. They sold work that then generated money to purchase work from professional artists.</p>	More effective at integrating displays with learning programmes and greater utilisation of space as a result.	<p>Continue to develop the garden as a focal point for personalisation and ownership. Greater use of digital displays to showcase learner work</p> <p>Continued promotion of learner work displays.</p> <p>Provision within extension to have more permanent Art displays.</p>
Learner led initiatives relating to developing a positive and safe learning environment.	<p>Learner-driven school-wide positive indicators</p> <ul style="list-style-type: none"> ● Daffodil Day ● Community Day ● Sports Gear - Learners distributing ● Character Strengths Evening ● Pink Shirt Day ● March 15th Video 	As they grow accustomed to the school learners see new opportunities to take ownership in a variety of areas from uniform design, sports uniform design through to community initiatives.	<p>Develop Quest to ensure that learner initiatives are further encouraged.</p> <p>Continue to foster opportunities for learners and to allow them the space and opportunity to create opportunities of their own.</p>
Learning teams plan challenging and appropriate learning experiences	<p>Evidence in e-portfolios of deep learning at all year levels.</p> <p>Reviewed and greater ownership taking place. Evidence of planning and reviewing by learning teams that provides appropriate challenges. Planning and recording systems within learning vehicles refined.</p>	<p>Teams constantly review programmes and reflect via the planning docs.</p> <p>Greater use of the outdoors as a learning resource evident in Connected programmes.</p> <p>Evidence of increased EOTC experiences.</p> <p>Increased use of community and community experts - Loves me not program, Local librarian involved in Research Assignment.</p>	<p>Continue to explore how different environments can be utilised to create challenging learning experiences.</p> <p>Continue to look at ways to extend learners and encourage them to aim for Extended Abstract rather than multi-structural or Excellence rather than achieved. To aim for "Personal Best"</p>
Learner accountability, ownership and self-regulation is fostered and developed.	Quality and depth of Quest projects, artifacts and celebrations of learning.	<p>Learners are increasing their confidence in taking ownership.</p> <p>We have emphasised allowing personalisation within tight structures that allow learners agency</p>	Continue to explore how we can ensure that less engaged learners are captured and have the opportunities to use their passions to access learning via Quest and NCEA.

	<p>Diversity of presentations at Exhibition nights and more Quest projects that have a community emphasis.</p> <p>Learning Conversations and Advisory. (Advisory timetable)</p> <p>Yr 11 Learners involved in more self directed time and planning Ako time to fit their need within term 4</p> <p>Learners self selecting Gaps and Stretch courses.</p> <ul style="list-style-type: none"> • Gaps and Stretch Timetable • Gaps and Stretch • Weekly Tracking • Where are my Gaps? 	<p>but that do not allow them free reign if they have difficulty self managing</p>	<p>Explore how a greater level of self directed learning might be possible for some learners going into their senior 2 courses.</p> <p>Develop further dual partnerships with outside providers.</p>
<p>Development of continuous tracking and reporting process</p>	<p>Three way conversations are deep and meaningful as well as being learner led. Two cycles completed.</p> <p>e-Portfolios are maintained and contain evidence of deeper learning..</p> <p>Reviewed and greater ownership taking place.</p>	<p>The refining of tracking and reporting processes to include comments.</p> <p>Reporting occurs 4 times per year. All learners can also access ongoing/live results through the Kamar portal.</p>	<p>Continued development of the tracking record to incorporate the various strands of data/ planning and reflection that are operating.</p> <p>Learners asked to reflect on their learning during learning advisory and Ako but also within Selected and Connected using the language from the Critical Skills, The Solo Taxonomy and the Rolleston Spirit.</p>
<p>Successfully complete NZQA accreditation process</p>	<p>Successful signing off from NZQA.</p> <p>Completed appointment of PN.</p> <p>SLT member appointed in interim</p> <p>First year of NCEA completed</p>	<p>In our first year of NCEA we have centralised processes to ensure correct implementation.</p> <p>This has been successful overall but is not sustainable in the long term.</p> <p>A good selection of Yr 11 courses were offered with booklets provided to staff around NCEA processes and procedures</p>	<p>Monitor that our processes continue to be efficient and effective regarding the implementation of full NCEA.</p> <p>Appointment of PN assistant in 2020</p> <p>Review/update and improve current documentation around NCEA practices.</p>

		<ul style="list-style-type: none"> • Student Booklet • Staff Booklet 	Look at ways to further empower middle leaders to assist in the NCEA process.
Appropriate mentoring is provided by Ako Learning Coach for all learners.	<p>Evidence of mentoring progress reporting is within Learner e-Portfolio.</p> <p>Learning Conversations are recorded within Learner Profiles.</p> <p>Advisory sessions implemented to allow each Year level equitable Learning Conversation time.</p>	In many areas this has been very effective but there are some inconsistencies across Ako groups depending on the learner composition and teacher learner relationships and connection.	<p>Develop process for Senior Learners to mentor Junior learners - Peer Support</p> <p>Examine how Learning conversations will work differently in 2020 with Yr 12 Advisory.</p>
Learners have been guided about appropriate learning and subject decisions for 2019.	<p>All learners fill out subject selection forms that have been checked for 2019.</p> <p>Full process for the creation of the Senior Learning programme followed. Communication of programmes with all stakeholders on a variety of levels.</p> <p>Parent meetings early in term 1 related to course selection.</p>	All learners were scaffolded through a process for course selection and these selections were monitored and checked.	Ensure our systems for the implementation of NCEA are effective and efficient.

Planning for next year:

We need to work towards greater consistency across all interventions.

Maintaining and enhancing systems related to NCEA and learner achievement is a high priority. Whilst our certification rate for NCEA level 1 was high it would be interesting to examine and enhance our endorsement rate.

We need to ensure that we maintain and create systems of tracking that allow the learner to be within the centre of all we do.