

2023 Te Ahi Kaikōmako Rolleston School Charter



School Number: 3488
Date: March 2023

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Rolleston School Te Ahi Kaikōmako Description

OUR PEOPLE:

- **Our Board – (*Governance*)**

Parent Trustees Gordon Narbey ~ Chairperson
 Jay Geldard
 Crystal Basher
 Sam Upperton
 Sebastian Jolly

Staff Rep Chris Swanson

- **Our Staff**

Principal Simon Moriarty
Deputy Principals Darryn Aitchison Chris Swanson

Team Leaders Meika Jack, Ceridwen Goodwin, Alison Twentyman, Emma Woolford

Team Kahikatea (Y7-8) Andrew Boaz, Katie Pratt, Melanie McKeich- Hambleton, Brad Lenko, Ruth Duke-Norris, Katherine Heaphy
Team Pohutukawa (Y5-6) Barb Thompson, Jordan Shallcrass, Tineke Schat, Ellie Stuckey, Rhian Bambry, Aroha Weaver
Team Totara (Y3-4) Wayne Eddy, Linley Thomas, Jessica Gray, Emma Goodall, Georgia Tuatini, Nicky Leggett, Casey Brown
Team Rata (Y1-Y2) Michelle Hill, Heather Mutu, Kathie Pareanga
Team Rata (NE-Y1) Kirsten McCormack, Nicole Greenwood, Felicia Fee, Melissa Upperton

Special Needs Coordinator Paula Montofre **Learning Support Co-ordinator** Juan Shalfoon

ESOL Paula Montofre **ORR’s Specialist Teacher** Alison Lovage

Part Time Teachers Tiffany Roycroft, Haylie Eilken, Amanda Leebody, Aimee Stewart, Julie Baker

Special Needs LA's

Sandra Bain Butler, Sharon Scott, Chris Hall, Philippa Chalmers, Maree Whitefield, Bradley Whitefield, Jane Stephens, Sue Candy, Louise Dunn, Marianne McLenaghan, Tracey Kennedy, Belinda Talia'uli, Heather Pugh-Williams

Support Staff

Sarah Tucker (Principal's PA / Office Manager)
Jimmi Anderson (Bursar)
Jo Clark (Office Administrator)
Jo Bitmead (Uniform/Office Administrator/Librarian)
Anna Bolton (Sports Co-ordinator)
Dean McCloy (Caretaker)
Helen Hadler (Gardener)


- **Our Children**

Rolleston School's December roll usually sits over 800, made up of pupils who come mainly from the Rolleston School zone.

Approximately, the children currently represent 70% NZ European, 10% NZ Maori, 8% Asian Ethnicity, 3% African, 4% British & Other European, 3% Pasifika & 2% Other

Te Ahi Kaikōmako Hapori	The Wonder of Learning	Whānaungatanga
<p>We believe:</p> <ul style="list-style-type: none">• All have the right to feel safe, valued and respected• All have the right to express themselves and explore their curiosities• All have capabilities & passions that deserve to be nurtured	<p>We believe that when learners' passions, interests and needs are sparked they are engaged, curious and self-motivated in their learning to become confident, connected, life-long learners.</p>	<p>We believe that nurturing, inclusive and supportive partnerships based around authentic collaborations and effective communication, ensure a strong sense of belonging.</p>

Te Ahi Kaikōmako Hapori	The Wonder of Learning	Whanaungatanga
<p><i>We believe:</i></p> <ul style="list-style-type: none"> <i>All have the right to feel safe, valued and respected</i> <i>All have the right to express themselves and explore their curiosities</i> <i>All have capabilities & passions that deserve to be nurtured</i> 	<p><i>We believe that when learners' passions, interests and needs are sparked they are engaged, curious and self-motivated in their learning to become confident, connected, life-long learners.</i></p>	<p><i>We believe that nurturing, inclusive and supportive partnerships based around authentic collaborations and effective communication, ensure a strong sense of belonging.</i></p>
<ul style="list-style-type: none"> We will model, teach and promote the Rolleston School values We will implement all aspects of PB4L strategies and resources We will create, maintain a safe, supportive and inclusive environment We will nurture the capabilities and passions of our tamariki by using the resources within our hapori 	<ul style="list-style-type: none"> We will meet the needs of learners based on future focussed, evidence based best practice. We will provide opportunities to practice and apply the skills and attributes needed to become life-long learners who embrace modern pedagogy We will build learner agency through inquiry, feedback, reflection and review We will connect learners to authentic contexts by embracing the principles of Reggio Inspired teaching and learning 	<ul style="list-style-type: none"> We will foster relationships to build strong, positive partnerships We will model inclusiveness in our everyday interactions We will be welcoming and look for opportunities to build networks with our whanau We will communicate in an open, honest and nurturing way

<i>We believe that through our strategic vision of:</i>				
<p>Te Ahi Kaikōmako Hapori</p> <p><i>We believe:</i></p> <ul style="list-style-type: none"> All have the right to feel safe, valued and respected All have the right to express themselves and explore their curiosities All have capabilities & passions that deserve to be nurtured 	<p>The Wonder of Learning</p> <p><i>We believe that when learners’ passions, interests and needs are sparked they are engaged, curious and self-motivated in their learning to become confident, connected, life-long learners.</i></p>	<p>Whānaungatanga</p> <p><i>We believe that nurturing, inclusive and supportive partnerships based around authentic collaborations and effective communication, ensure a strong sense of belonging.</i></p>		
<i>And through the actions of our strategic goals:</i>				
<p>Our Students</p> <p>To support and empower our students to achieve personal excellence, express their passions and develop a love of learning through providing quality holistic learning opportunities embedded in the Reggio pedagogy.</p>	<p>Our Mentors</p> <p>To attract, develop and value professional, motivated and future focussed staff, who are committed and passionate about providing the highest quality education.</p>	<p>Our Whānau</p> <p>To foster nurturing, inclusive and supportive partnerships based around authentic collaborations and effective communication to ensure a strong sense of belonging, so our students are engaged and achieving.</p>	<p>Our Learning</p> <p>Provide engaging, curious, motivating, future focussed, evidenced based and reflective teaching and learning programmes.</p>	<p>Our Environment</p> <p>To maintain a future focussed, safe, positive emotional and physical environment for all, as well as providing the best systems and resources for student learning.</p>
<i>Which embed Ngā Peka O Tauwharekākaho Kāhui Ako Strategic Priorities:</i>				
	<ul style="list-style-type: none"> Curriculum Cultural Capability Relationships & Learner Engagement 			
<i>We will improve learning outcomes for all learners, included 2023 targetted students</i>				
<p>Target 1: To embed systems, strategies and programmes at Te Ahi Kaikōmako Rolleston School to consistently and effectively implement the Te Ahi Kaikōmako Rolleston School Relational Curriculum. (Measure – EOY 2023 PB4L SET Data)</p> <p>To decrease student perception of, and the amount of reported bullying incidents at Te Ahi Kaikōmako Rolleston School. Through the implementation of the KIVA Anti Bullying Programme. (Measure – EOY 2023 KIVA Student Survey).</p>	<p>Target 2: To raise the levels of engagement, progress and achievement in reading & oral language, against expected NZ Curriculum levels, of our Māori and Yr. 1 & Yr. 2 students across Te Ahi Kaikōmako Rolleston School.</p>	<p>Target 3: To raise the levels of engagement, progress and achievement in mathematics, against expected NZ Curriculum levels, of our Maori and 2023 Yr 7 & Yr 8 students across Te Ahi Kaikōmako Rolleston School.</p>		

Our Values:

Te Ahi Kaikōmako Rolleston School Values & E Tū Tāngata Statement: At Te Ahi Kaikōmako Rolleston School we recognise that You Have Value, Others Matter and We Succeed Together through our School Values of being: Respectful, Kind, Responsible, Resilient and Connected.

Values: Rolleston School Te Ahi Kaikōmako

- **Be Respectful**
- **Be Responsible**
- **Be Kind**
- **Be Resilient**
- **Be Connected**

Mindset: At Rolleston School we E Tū Tāngata (We Stand Together)

- **You have value**
- **We succeed together**
- **Others Matter**



Rolleston Values	Description
Be Respectful	<ul style="list-style-type: none"> • We listen & speak to ourselves and others in a calm and polite way • We will allow the teacher to teach and others to learn ourselves <p>* We use our manners * We keep our hands, feet and objects to ourselves</p>
Be Kind	<ul style="list-style-type: none"> • We will be kind to ourselves with our words & actions • We will be kind to others with our words & actions <p>* We will welcome, accept and include everyone</p>
Be Responsible	<ul style="list-style-type: none"> • We will be ready and organised • We will be conscious of our own safety & the safety of others <p>* We will look after our own, our school and others property * We will be in the right place at the right time</p>
Be Resilient	<ul style="list-style-type: none"> • We will keep trying even when it's hard • We will bounce back when things go wrong hard <p>* We will ask for help when we need it * We will encourage ourselves and others when things get hard</p>
Be Connected	<ul style="list-style-type: none"> • We will feel good about and celebrate our own and others efforts • We will work as a team and succeed together <p>* We will show others that they are valued and we all belong</p>

National Education & Learning Priorities:

The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young

people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.

OBJECTIVES

1

LEARNERS AT THE CENTRE

Learners with their whānau are at the centre of education

2

BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

3

QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau

4

FUTURE OF LEARNING AND WORK

Learning that is relevant to the lives of New Zealanders today and throughout their lives

5

WORLD CLASS INCLUSIVE PUBLIC EDUCATION

New Zealand education is trusted and sustainable

PRIORITIES

1

Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

2

Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

3

Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

4

Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy

* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language

5

Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

6

Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

7

Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

8

Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)

The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).

Some aspects of these priorities will be more applicable to one sector than others.

The NELP is designed to guide those who govern licensed early learning services, ngā kōhanga reo, schools and kura.

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.

Local priorities will be identified through:

- The school's programme of self-review
- Analysis of the school's assessment data.
- Evidence Based Practice analysed data – student achievement & teacher observations
- Professional Growth Cycles
- Community consultation

Te Ahi Kaikōmako Rolleston School continues to prioritise literacy, numeracy and health & physical education by:

- Giving emphasis to the teaching of Literacy, Numeracy, Health & Physical Education in our class timetables
- Prioritising PLD in literacy and numeracy
- Delivering quality daily literacy and numeracy programmes
- Utilising high quality effective teaching practises
- Using Curriculum Based expectations and assessments to monitor progress & achievement **(Review as part of NZ Curriculum Refresh 2023– 2026)**
- Regularly monitoring student progress & achievement

Recognising New Zealand's Cultural Diversity:

Te Ahi Kaikōmako Rolleston School, as appropriate to its community and in alignment with the Education and Training Act 2020, will develop policies and practices that reflect New Zealand's cultural diversity and the unique position of the Māori.

In recognising the unique position of the Māori, Te Ahi Kaikōmako Rolleston School will


- Continue to develop procedures and practices that reflect New Zealand's cultural diversity and values the histories and traditions of all people.
- Enhance our te reo/tikanga Māori programmes throughout the school.
- Ensure the Board of Trustees will be responsive to requests to provide for instruction in tikanga and te reo Māori to all students and will take all reasonable steps to provide it.
- Implement aspects of The Hikairo Schema & Aotearoa NZ Histories Curriculum within strategic plan and staff professional growth
- Promote and engage in quality PD opportunities both as a school and Kahui Ako
- Incorporate Te Ao Māori into our vision, values, localised curriculum and school design/environment (cultural narrative)
- Provide opportunities to promote student language, identity and values through specific programmes – e.g. kapa haka, mau rakau
- Incorporate elements of tikanga and te reo into units of work across all areas of the curriculum.
- Explore the use of local iwi in planning and delivery of programmes
- Identify with local and regional history

Improving Educational Outcomes for Māori Students:

Te Ahi Kaikōmako Rolleston School will improve educational outcomes for Māori students by:

- Carrying out consultation with the school's Māori community to develop policies, plans and targets for improving the achievement of Māori students.
- Integration of effective pedagogy and the affordance of digital technology
- Collecting the achievement information of Māori students and comparing with other students to see if they are meeting reasonable expectations.
- Implementing regular, classroom teaching in te reo Māori and Tikanga Māori across the school.
- Recognise different learning styles while implementing programmes and use a variety of critical 'thinking tools' e.g. SOLO Taxonomy in integrated teaching programmes.
- Promoting Tikanga across the school by employment of a staff member who has some expertise in this area and can lead the school.
- Providing on-going support for staff in te reo Māori and Tikanga. This will be provided by staff and external providers.

NZ Curriculum Connections:

<i>Rolleston School Te Ahi Kaikōmako Purpose</i>				
<p style="text-align: center;">Te Ahi Kaikōmako Hapori</p> <p><i>We believe:</i></p> <ul style="list-style-type: none"> <i>All have the right to feel safe, valued and respected</i> <i>All have the right to express themselves and explore their curiosities</i> <i>All have capabilities & passions that deserve to be nurtured</i> 	<p style="text-align: center;">The Wonder of Learning</p> <p><i>We believe that when learners' passions, interests and needs are sparked they are engaged, curious and self-motivated in their learning to become confident, connected, life-long learners.</i></p>	<p style="text-align: center;">Whānaungatanga</p> <p><i>We believe that nurturing, inclusive and supportive partnerships based around authentic collaborations and effective communication, ensure a strong sense of belonging.</i></p>		
<i>Links to NZ Curriculum – High Expectations, Treaty of Waitangi, Cultural Diversity, Inclusion, Learning to Learn, Community, Coherence, Future Focus</i>				
<i>Rolleston School Te Ahi Kaikōmako Values</i>				
Be Respectful	Be Responsible	Be Kind	Be Resilient	Be Connected
<i>Links to NZ Curriculum – Thinking, Relating to Others, Understanding Language, Symbols & Texts, Managing Self and Participating & Contributing</i>				
<i>Rolleston School Te Ahi Kaikōmako Strategic Areas</i>				
Our Students	Our Mentors	Our Whānau	Our Learning	Our Environment
To support and empower our students to achieve personal excellence, express their passions and develop a love of learning through providing quality holistic learning opportunities embedded in the refreshed NZ Curriculum and Reggio pedagogy.	To attract, develop and value professional, motivated and future focussed staff, who are committed and passionate about providing the highest quality education.	To foster nurturing, inclusive and supportive partnerships based around authentic collaborations and effective communication to ensure a strong sense of belonging, so our students are engaged and achieving.	Provide engaging, curious, motivating, future focussed, evidenced based and reflective teaching and learning programmes.	To maintain a future focussed, safe, positive emotional and physical environment for all, as well as providing the best systems and resources for student learning.
Cultural Competencies				
Whānaungatanga, Manaakitangi, Ako, Wananga, Tangata Whenuatanga	Whānaungatanga, Manaakitangi, Ako, Wananga	Whānaungatanga, Manaakitanga, Ako	Ako, Wananga, Manaakitanga,	Whānaungatanga, Manaakitangi, Tangata Whenuatanga, Ako
 <p style="text-align: center;">EDUCATION & TRAINING ACT 2020</p>				

Te Ahi Kaikōmako Rolleston School



**Te Ahi
Kaikōmako
Rolleston
School**

Strategic Plan 2020 - 2023

Strategic Plan 2020 – 2023 *(Note: DUE TO COVID INTERRUPTIONS STRATEGIC PLAN HAS BEEN EXTENDED TO ENSURE OUTCOMES ARE MET):*

Purpose Statement	Strategies	2020	2021	2022	2023	
<p>Te Ahi Kaikōmako Hapori</p> <p>We believe:</p> <ul style="list-style-type: none"> All have the right to feel safe, valued and respected All have the right to express themselves and explore their curiosities All have capabilities & passions that deserve to be nurtured 	<p>We will model, teach and promote the Rolleston School values</p>	<ul style="list-style-type: none"> School Vision & Values will be visible around school Implement E Tū Tāngata Programme Complete re-visioning making links to Rolleston Cultural Narrative 	<ul style="list-style-type: none"> Engage with graphic designer to visualise new school vision/values Review E Tū Tāngata Programme 	<ul style="list-style-type: none"> Embed Rolleston School values within revised Rolleston School Curriculum Implement KiVA Programme 	<ul style="list-style-type: none"> Review KiVA Programme 	
	<p>We will implement all aspects of PB4L strategies and resources</p>	<ul style="list-style-type: none"> Plan, create & implement the following: <i>PB4L Matrix</i> <i>Lesson Plans</i> <i>Schoolwide Acknowledgement System</i> <i>Tracking Behaviours (Linc-Ed.)</i> <i>Defining Behaviours</i> Ongoing PD in the effective and consistent use of PB4L Strategies. Implement Kahui Ako strategies as part of Wellbeing Achievement Challenge 	<ul style="list-style-type: none"> Ongoing implementation & review of PB4L strategies 	<ul style="list-style-type: none"> Strengthen community understanding and use of PB4L strategies & resources 	<ul style="list-style-type: none"> Consult with community re. PB4L strategies 	<ul style="list-style-type: none"> Ongoing implementation & review of PB4L strategies: <i>Areas of focus: Explicit Teaching of PB4L & KiVA, E Tū Tāngata Restorative, Dealing with Inappropriate Behaviours</i>
	<p>We will create, maintain a safe,</p>	<ul style="list-style-type: none"> Focus on strategies and resources to promote staff & student wellbeing 				<ul style="list-style-type: none"> Implementation of 2023 Relational Curriculum

	supportive and inclusive environment	<ul style="list-style-type: none"> Implement a new Kahikatea Programme aimed at raising the profile of Yr. 7&8 students NZCER “Me & My School” Wellbeing survey Prioritise Capital Works Funding Projects 	<ul style="list-style-type: none"> Review Kahikatea Programme (including student survey) Implement NZCER “Me & My School” Wellbeing Survey Implement Capital Works Projects – SIP & LSC Project 	<ul style="list-style-type: none"> Continue to find ways to raise profile of Yr 7 & 8 within the hapori Implement KIVA & SET Surveys Wellbeing Survey & Plan Staff Wellbeing Survey Draft School Property Plan 2022-2023 	<ul style="list-style-type: none"> Plan & implement new Yr 7&8 Toro Prog. Behavioural Data Analysis based on KIVA & SET Surveys Wellbeing Survey & Plan Staff Wellbeing Survey Complete SPP planning and implement Complete Physical Restraint Training Requirements
	We will nurture the capabilities and passions of our tamariki by using the resources within our hapori	<ul style="list-style-type: none"> Continue to grow leadership opportunities across the school. Develop links with hapori to support our students follow interests & passions 	<ul style="list-style-type: none"> Review curriculum learning programmes to maximise agency & focus on passion & interests Connect with local businesses to support student interests & passions Explore the Deep Learning Framework of NPFDL 	<ul style="list-style-type: none"> Enhance experiences for students to engage with businesses especially projects focussed on innovation & creativity Implement aspects of initial NZ Curriculum Refresh with new Rolleston School curriculum 	

Purpose Statement	Strategies	2020	2021	2022	2023
The Wonder of Learning <i>We believe that when learners’ passions, interests and needs are sparked they are engaged, curious and self-motivated in their</i>	We will meet the needs of learners based on future focussed, evidence based best practice.	<ul style="list-style-type: none"> Development of Evidence Based practice observations and practices Align staff PD to areas of priority from Evidence Based Practice data & student achievement data 	<ul style="list-style-type: none"> Ongoing Evidence Based Practice observations and data reviews 	<ul style="list-style-type: none"> 2022 Structured Literacy PD (Spelling) 	<ul style="list-style-type: none"> 2023 Structured Literacy PD (Reading) 2023 NZ Curriculum Refresh PD (Aotearoa NZ Histories & Social Sciences))

<p><i>learning to become confident, connected, life-long learners.</i></p>	<p>We will provide opportunities to practice and apply the skills and attributes needed to become life-long learners who embrace modern pedagogy</p>	<ul style="list-style-type: none"> Leverage ICT to enhance creativity and innovation 	<ul style="list-style-type: none"> Continued PLD and resourcing to ensure ICT is used in creative and innovate ways Investigate a BYOD approach Explore student agency by empowering learners Explore and experiment with collaborative strategies 	<ul style="list-style-type: none"> Implement student agency approaches as part of Rolleston School's refreshed curriculum Implement collaborative strategies as part of Rolleston School's refreshed curriculum 	<ul style="list-style-type: none"> NZ Curriculum Refresh Plan & Embed Understand, Know, Do Pedagogy
	<p>We will build learner agency through inquiry, feedback, reflection and review</p>	<ul style="list-style-type: none"> Review and redevelop Appraisal & TAI systems based on Hero (Linc-Ed.) Enhance leadership team capabilities through "Leading Adult" Learning approach – Joan Dalton Grow staff leadership and capacity by <i>In-School PLD Kahui Ako PLD Leadership Opportunities</i> Ongoing opportunities for BOT training & professional learning 	<ul style="list-style-type: none"> Full implementation of new PG & TAI systems Implement "Leading Adult" Learning approach with all Leadership Team (PD) Investigate approaches to enhance learner agency & review Te Ahi Kaikōmako refreshed curriculum 	<ul style="list-style-type: none"> Ongoing review of Professional Growth & TAI systems 	<ul style="list-style-type: none"> Implement "Being Courageous Organisation" Theme with Leadership Team NZ Curriculum Refresh Plan & Embed Understand, Know, Do Pedagogy Review of Special Needs Implementation Programmes
	<p>We will connect learners to authentic contexts by embracing</p>	<ul style="list-style-type: none"> Grow capacity of staff in their understanding and use of Reggio Inspired teaching & learning 			<ul style="list-style-type: none"> Grow staff capacity in refreshed NZ Curriculum

the principles of Reggio Inspired teaching and learning	<ul style="list-style-type: none"> Regular Celebrations of Learning are planned 	<ul style="list-style-type: none"> Review Reggio Inspired curriculum and explore links between NZ Curriculum Refresh and Hero (Linc Ed) system 	<ul style="list-style-type: none"> Implement Reggio Inspired Learning as part of refreshed Rolleston School curriculum. Focus 2022 Programme of Work 	<ul style="list-style-type: none"> Implement new Toro Inspired Learning as part of refreshed Rolleston School Focus 2022-24 Programme of Work
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Purpose Statement	Strategies	2020	2021	2022	2023
Whānaungatanga <i>We believe that nurturing, inclusive and supportive partnerships based around authentic collaborations and effective communication, ensure a strong sense of belonging.</i>	We will foster relationships to build strong, positive partnerships	<ul style="list-style-type: none"> Restructure Leadership Framework into strategic teams Review in-school “Learning Partnerships” – Schoolwide understanding of progress and achievement Planning, development and staff training in HERO (Linc-Ed.) SMS Explore and implement events to continue to strengthen community partnerships Inquire into effective new entrant transition programmes (CoL Focus) 	<ul style="list-style-type: none"> Review Leadership Framework Implement new progress and achievement strategies and resources Full implementation of HERO (Linc-Ed.) SMS 	<ul style="list-style-type: none"> Review progress and achievement strategies and resources Enhance community input into HERO (Linc-Ed.) SMS Review transition programme 	<ul style="list-style-type: none"> Implement revised Leadership Framework Enhance community input into HERO (Linc-Ed.) SMS. Begin student use of HERO Review and implement new schoolwide transition programme
	We will model inclusiveness in our everyday interactions	<ul style="list-style-type: none"> Through the Ahurea Team, grow staff capacity through the use Te Reo and Tikanga Māori 	<ul style="list-style-type: none"> Through the Ahurea Team, increase cultural opportunities for our students Investigate and implement aspects of Hihairo Schema, Cultural Narrative, Te Reo Development & KA PD to enhance “Culturally Responsive Practices” for Māori & all tamariki 		

		<ul style="list-style-type: none"> • Staff will continue to model inclusiveness in everyday interactions • Continue to embed inclusive practices (eg. Termly Mihi Whakatau) 			
	<p>We will be welcoming and look for opportunities to build networks with our whānau</p>	<ul style="list-style-type: none"> • Maintain ongoing consultation with whānau • Inform parents of new online reporting system (Linc – Ed.) 	<ul style="list-style-type: none"> • Implement new online reporting system • Explore opportunities for our students to form National & Global Partnerships with learners • Consult and build connections with our local Marae (Te Taumutu Runanga) 	<ul style="list-style-type: none"> • Review reporting systems with whānau • Sustain open & positive international partnerships 	<ul style="list-style-type: none"> • Complete visualisation of Cultural Narrative
	<p>We will communicate in an open, honest and nurturing way</p>	<ul style="list-style-type: none"> • Ensure that our communication with whānau is open, honest and nurturing • Plan and implement new resources and strategies to enhance positive lines of communication 	<ul style="list-style-type: none"> • Ongoing review of resources & strategies to enhance effective communication 		

Te Ahi Kaikōmako Rolleston School



**Te Ahi
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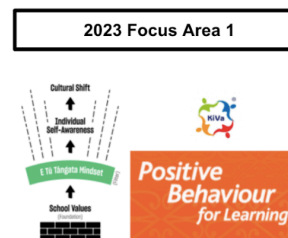
Annual Plan 2023

**Te Ahi Kaikōmako Rolleston School
Strategic Focus Area: Te Ahi Kaikōmako Hapori**

2023 Areas of Focus:

- We will implement identified aspects of the Te Ahi Kaikōmako Rolleston School Relational Curriculum, including PB4L, E Tū Tāngata and KiVA strategies and resources
 - Consistent School-wide Acknowledgement System
 - Explicit teaching of School Values & KiVA Lessons
 - All staff using E Tū Tāngata sheets to lead restorative conversations
 - Dealing with Inappropriate Behaviours

- We will create and maintain a safe, supportive and inclusive environment
 - Using reviewed data (2022 KiVA Survey, 2022 PB4L Evaluation, HERO Behavioural Data) to impact positive change



Key Resources:

[2023 Behaviour Management Plan](#)
[2021 SET DATA ANALYSIS](#)
[2022 SET DATA ANALYSIS](#)

KiVA - 2022 Survey
 School ID: rollestons
 Teacher Password: miv2sb

STARFISH ANALYSIS
[2023 SCHOOLWIDE - HAPORI](#)

Annual Achievement Target 1

Strategic Goal	Target Cohort									
To continue to provide an environment where all our students feel safe, valued and respected.	Gender		All			Boys			Girls	
	Ethnicity		All			Māori			Other	
	Yr Group		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8
Annual Target	Historical Position									
To embed systems, strategies and programmes at Te Ahi Kaikōmako Rolleston School to consistently and effectively implement the Te Ahi Kaikōmako Rolleston School Relational Curriculum. (Measure – EOY 2023 PB4L SET Data) To decrease student perception of, and the amount of reported bullying incidents at Te Ahi Kaikōmako Rolleston School. Through the implementation of the KiVA Anti Bullying Programme. (Measure – EOY 2023 KiVA Student Survey). <i>Note – With the continued impact of COVID-19 during the 2022 school year we believe it was essential to maintain the Annual Achievement Target whilst actioning a new range of strategies.</i>	Based on the 2022 Te Ahi Kaikōmako Rolleston School SET Survey, showed positive development from Tier 1 to Tier 2 strategies. All Tier 1, and many Tier 2 systems (essential features) to support the adults to promote positive behaviour have now been developed. Going forward, the aim is to develop any system which is not yet working in Tier 2, e.g., data based decision-making, classroom practices and continue to refine other systems so that their practices are being implemented consistently and effectively school wide. Our 2022 KiVA student survey results indicated that 25% of our Yr 2-8 students noted that they have been bullied 2 or 3 times a month or more. This is a similar figure to the 2021 KiVA Student Survey.									

Action Plan (What)	Responsibility (Who)	Timeframe (When)
<p>Implementation of Te Ahi Kaikōmako Relational Curriculum: Consistent Schoolwide Acknowledgement System</p> <ul style="list-style-type: none"> • Values sheets handed to Kirsten each week • Assembly - consistent handing out values tickets & regular updates of progress toward reaching schoolwide values goals • Regular updates in Admin. Meetings regarding Acknowledgement System • Role model consistency of language in regards to the school values eg. <i>“Thank you for showing kindness by.....”</i> • Teams to plan & personalise PB4L Day to meet interests of students 	<p>All Classroom Teachers</p> <p>All Classroom Teachers Student Leaders</p> <p>Strategic Team Leaders</p> <p>All staff</p> <p>Strategic Team Members to Lead each Team</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Termly</p>
<p>Implementation of Te Ahi Kaikōmako Relational Curriculum: Explicit Teaching of School Values & KiVA Lessons</p> <ul style="list-style-type: none"> • Year 0-2 to teach values first (Respect, Kind, Responsible) with KiVa lessons integrated if and where appropriate. • Year 3-8 teach KiVa lessons in order and make explicit links to values through team planning and monitoring. Connected and Resilient begin specific teaching in Year 3. 	<p>Yr 0-2 Teachers</p> <p>Yr 3-8 Teachers</p>	<p>Ongoing</p> <p>Ongoing</p>
<p>Implementation of Te Ahi Kaikōmako Relational Curriculum: All staff using E Tū Tāngata sheets to lead restorative conversations</p> <ul style="list-style-type: none"> • Run a session on the consistent use of the E Tū Tāngata restorative sheets. Including strategies to ensure follow up is completed. • Implement E Tū Tāngata sheets as a consistent Restorative Practice Tool • Strategic Team Meeting review of E Tū Tangata form including analysis of E Tū Tāngata HERO Tag 	<p>Strategic Team Leaders - Kat & Kirsten</p> <p>All Staff</p> <p>Strategic Team Leaders</p>	<p>Term 1</p> <p>Ongoing</p> <p>Ongoing</p>
<p>Implementation of Te Ahi Kaikōmako Relational Curriculum: Dealing with Inappropriate Behaviours</p> <ul style="list-style-type: none"> • “Triage” all inappropriate behaviours using the schoolwide flow chart & follow up using the 4C’s. 	<p>All Staff</p>	<p>Ongoing</p>

<ul style="list-style-type: none"> Explore strategies from other PB4L schools to further enhance teacher & child relationships when dealing with inappropriate behaviours to build positive relationships Lead professional conversations and implementation of flow chart & follow the 4C's 	<p>SM, Team Leaders & Strategic Leaders</p> <p>Team Leaders & Hapori Strategic Team</p>	<p>Ongoing</p> <p>Ongoing</p>
<p>Monitoring & Decision Making: Behavioural Data Analysis:</p> <ul style="list-style-type: none"> Hapori Team to Review (2022 KIVA Survey, 2022 PB4L Evaluation, HERO Behavioural Data) and Create STARFISH Analysis Leadership Team to discuss Hapori STARFISH Analysis and set 2023 Action Plan Teams to continue to set small & achievable “Notice, Gather, Solve” plans, discuss and review these “Notice, Gather, Solve” plans shared and reviewed schoolwide to inform practice/resources to support relational curriculum <p>Resourcing</p> <ul style="list-style-type: none"> To continue to explore active play options to enhance behaviour using Notice, Gather, Solve planning 	<p>Hapori Team & Strategic Team</p> <p>Hapori Leadership Team</p> <p>Team Leaders & Strategic Team Members</p> <p>Kat, Kirsten & Senior Management</p> <p>Kat, Kirsten & Senior Management</p>	<p>Term 1</p> <p>Term 1</p> <p>Ongoing</p> <p>Ongoing (Termly update)</p> <p>Ongoing</p>
<p>Achieving Implementation Fidelity</p> <ul style="list-style-type: none"> Brainstorm key strategies, approaches and/or resources of the Te Ahi Kaikōmako Relational Curriculum that is consistent in every classroom. Refine brainstorm to key aspects that are observable and/or evidence based Create “Fidelity Checklist” and share Use “Fidelity Checklist” across classrooms as an approach to measure high quality consistent feedback and an avenue for professional growth. 	<p>Hapori Strategic Team</p> <p>Hapori Strategic Team</p> <p>Strategic Team Leaders & Senior Man.</p> <p>Strategic Team Leaders, Team Leaders & Senior Management</p>	<p>Term 1</p> <p>Term 1</p> <p>Term 2</p> <p>Term 2 - Ongoing</p>
<p>Communication with Whānau</p> <ul style="list-style-type: none"> Organise a Parent Information Evening – KIVA Ongoing promotion of E Tū Tangata Mindset & Te Ahi Kaikōmako Values through: Newsletters, Weekly Team/Individual Connects & Facebook etc..... Report BOT 	<p>Strategic Team Leaders</p> <p>Strategic Team Leaders, Rhian & Simon</p> <p>Strategic Team Leaders & Simon</p>	<p>Term 2</p> <p>Ongoing</p> <p>Term 4</p>

Focus Area	Action Plan	Timeline											Links With Strategic Areas						
		F	M	A	M	J	J	A	S	O	N	D	Our Students	Our Mentors	Our Whānau	Our Learning	Our Enviro.	Kahui Ako	
Te Ahi Kaikōmako Hapori 2023 MINOR AREAS OF FOCUS We will create, maintain a safe, supportive and inclusive environment We will nurture the capabilities and passions of our tamariki by using the resources within our hapori	<ul style="list-style-type: none"> Develop links with hapori to support our students follow interests & passions 2023 FOCUS – Yr 7 & 8 Toro Prog. 												*		*				
	<ul style="list-style-type: none"> Implement aspects of 2022 Staff Wellbeing survey review 														*				
	<ul style="list-style-type: none"> Complete planning, training and implementation of Physical Restraint Guidelines 													*	*				
	<ul style="list-style-type: none"> Complete planning and begin implementation of School Property Plan 													*					
	<ul style="list-style-type: none"> Implement leadership framework based around growing leadership capacity through Rolleston School Strategic Plan 														*				
	<ul style="list-style-type: none"> Complete Vision Property Modification capital works 														*			*	
	<ul style="list-style-type: none"> Complete Stage 2 of improvements to outdoor environment: additional line markings and active play activities (PTA Funding) 																	*	
	<ul style="list-style-type: none"> Termly meeting of Hapori Strategic Team to develop PB4L/KIVA resources & strategies 														*				
	<ul style="list-style-type: none"> Complete re-visioning making links to Rolleston Cultural Narrative: 1. External Visuals 2. Internal Visuals (Posters etc...) 3. School Website 4. School Uniform 														*			*	
	<ul style="list-style-type: none"> Termly WST Meetings as part of Kahui Ako Achievement Challenge 														*	*			*

Te Ahi Kaikōmako Rolleston School
Strategic Focus Area: The Wonder of Learning

2023 Areas of Focus:

- Developing a deep understanding of the revised NZ curriculum
 - Revised NZ curriculum framework and resources

- Developing high quality consistent localised pedagogy and practice that aligns with the NZ curriculum
 - 2022-24 Te Ahi Kaikōmako Rolleston School document

2023 Focus Area 3



Key Resources:

[2022 NZ Curriculum Refresh Programme of Work](#)

[Learning Verbs Resources](#)

[Planning for Reggio inspired learning templates](#)

Action Plan (What)	Responsibility (Who)	Timeframe (When)
<p>2022 NZ Curriculum Refresh - PD Pedagogy</p> <ul style="list-style-type: none"> • Introduce Toro model (Understand, Know, Do) and make explicit links to learning verbs and 7 Toro principles • Introduce Understand, Know, Do Pedagogy <p>Individual & Team Support</p> <ul style="list-style-type: none"> • Build the capacity of all teaching staff in their understanding and application of: <ul style="list-style-type: none"> ◦ Learning Verbs & Maps ◦ Effective Pedagogy of Teaching the Learning Verbs & Learning Maps ◦ Building Learning Verb Activities/ Matrices linked to U.K.D ◦ Reviewing student outcomes in relation to “learning that can not be left to chance” - Understand, Know, Do ◦ Modelling and explicit teaching of the Learning Verbs 	<p>Aimee & Simon</p> <p>Aimee</p> <p>Aimee</p>	<p>Term 1 TOD</p> <p>Week 5 Staff Meeting</p> <p>Ongoing</p>
<p>Achieving Implementation Fidelity</p> <ul style="list-style-type: none"> • Brainstorm key strategies, pedagogical approaches and/or resources of the Te Ahi Kaikōmako Revised Curriculum that is consistent across school • Refine brainstorm to key aspects that are observable and/or evidence based • Create “Fidelity Checklist” and share • Use “Fidelity Checklist” across classrooms as an approach to measure high quality consistent feedback and an avenue for professional growth. 	<p>Ako/WoL Strategic Team</p> <p>Ako/WoL Strategic Team</p> <p>Strategic Team Leaders & Senior Man.</p> <p>Strategic Team Leaders, Team Leaders & Senior Management</p>	<p>Term 1</p> <p>Term 1</p> <p>Term 2</p> <p>Term 2 - Ongoing</p>

<p>2022 NZ Curriculum Refresh - PD Curriculum Content</p> <ul style="list-style-type: none"> NZ Histories content: unpacking learning objectives, resources Planning ‘Understand’ learning experiences collaboratively in teams Week 6 or 7 Begin collaborative planning of ‘Know’ learning experiences Team meeting Week 9/10 Role model ‘Know’ journey with students. How is the teacher planning to ‘Do’? - Spend time with a critical friend to check back on links between do and the understand and know. Use documentation to guide this conversation. Provide necessary times for Teams to meet to discuss pedagogy & content of revised NZ Curriculum Ongoing support provided to upskill staff in knowledge of Revised NZ Curriculum Content Begin draft documentation of Revised Te Ahi Kaikōmako Localised Curriculum Document Responsive planning for PLD through either the Social Sciences document, or the English or Maths curriculum refresh documents. 	<p>Emma & Meika</p> <p>Emma & Meika</p> <p>Emma & Meika & All staff in teams</p> <p>Emma & Meika</p> <p>Senior Management</p> <p>Emma & Meika (Release Time)</p> <p>Strategic Team Leaders & Principal</p> <p>Emma, Meika & Senior Management</p>	<p>Term 1 Strategic Team Meeting</p> <p>Term 1 Staff Meeting (Wk 6/7)</p> <p>Term 1 Team Meeting (Wk 9)</p> <p>Term 2 TOD</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing (2024 - 2026)</p> <p>Ongoing (Term 2-4)</p>
<p>Schoolwide Resourcing</p> <ul style="list-style-type: none"> Explore & implement system of schoolwide collation of resources Needs analysis of schoolwide resources Budget & purchase schoolwide resources 	<p>Principal & Caretaker</p> <p>Strategic Team Members</p> <p>Emma, Meika & Heather</p>	<p>Term 1</p> <p>Term 1</p> <p>Term 1</p>
<p>Communication & Review</p> <ul style="list-style-type: none"> Informing our community regarding aspects of NZ Curriculum Development & Toro Curriculum Report to BOT 	<p>Strategic Team Members & Principal</p> <p>Whanaungatanga Team & Principal</p>	<p>TBC</p> <p>Term 4</p>

Te Ahi Kaikōmako Rolleston School
Strategic Focus Area: Whanaungatanga

2023 Areas of Focus:

- Develop consistent structures and organisational processes to support the consistent implementation of the reading component of the Structured Literacy Professional Development
- Consistent Teaching & Learning Implementation of the reading component of the Structured Literacy Professional Development
- Plan and begin the implementation of Tier 2 and possibly Tier 3 Structured Literacy Intervention Programme

Key Resources:

[Assessment & Reporting Overview](#)
[2021 Progress & Achievement Summary](#)
[2022 Progress & Achievement Summary](#)

[2022 Term 1 Structured Literacy Assessments](#)

[2023 Structured Literacy STARFISH Analysis](#)

Annual Achievement Target 2

Strategic Goal	Target Cohort									
<p>To continue to raise the progress and achievements of all Te Ahi Kaikōmako Rolleston School students in Reading & Oral Language. 2022 Progress & Achievement Summary</p> <p>To develop, implement, monitor and review programmes and practices that strengthen READING & ORAL LANGUAGE skills at all levels of the school</p>	Gender	All			Boys			Girls		
	Ethnicity	All			Māori			Other		
	Yr Group	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Other
Annual Target	Historical Position									
<p>To raise the levels of engagement, progress and achievement in reading & oral language, against expected NZ Curriculum levels, of our Māori and Yr. 1 & Yr. 2 students across Te Ahi Kaikōmako Rolleston School.</p> <p><i>Note – With the continued impact of COVID-19 during the 2022 school year we believe it was essential to maintain the Annual Achievement Target whilst actioning a new range of strategies focussing on target groups in reference to 2022 Analysis of Variance..</i></p>	<p>The Rolleston School 2022 OTJ Report shows 44% of 2022 Yr 1 students (<i>those that had 2021 EOY OTJ</i>), 50% of 2022 Yr 2 students, and 59% of 2023 Māori students below the current expectations against the NZ Curriculum. All cohorts increased the number of students working below expectations as compared to the 2021 OTJ Report.</p> <p>Difficult to assess true impact of 2020-2022 COVID-19 interruptions.</p>									

Action Plan (What)	Responsibility (Who)	Timeframe (When)
<p>Development of Structures and Organisational Processes: Team Timetabling</p> <ul style="list-style-type: none"> • Provide timetabling ideas from other IDEAL Schools 	Strategic Team Leaders	Term 1

<ul style="list-style-type: none"> Investigate aligning School Wide Events/Activities to support SL Timetabling Structured Literacy Timetables implemented across the school Ongoing review of SL Timetables and ask for support from Strategic Team Leaders 	<p>Team Leaders & Senior Management</p> <p>Team Leaders</p> <p>Team Leaders & All Staff</p>	<p>Term 1</p> <p>Term 1</p> <p>Ongoing</p>
<p>Development of Structures and Organisational Processes: Data Review to inform Next Steps</p> <ul style="list-style-type: none"> Whanaungatanga Strategic team to complete STARFISH Analysis regarding: <ul style="list-style-type: none"> 2022 IDEAL Data 2022 Reading OTJ Progress & Achievement Data Next steps to be analysed and actions planned for to inform 2023 Annual Target in Reading 2023 Reading Annual Target created and shared based on data review Ongoing review of 2023 Reading Annual Target 	<p>Strategic Team Leaders & Principal</p> <p>Strategic Team Leaders & Principal</p> <p>Principal</p> <p>Strategic Team Leaders & Principal</p>	<p>Term 1</p> <p>Term 1</p> <p>Term 1</p> <p>Ongoing</p>
<p>Development of Structures and Organisational Processes: Planning of Authentic Texts</p> <ul style="list-style-type: none"> Discuss guidelines and overview of authentic text planning Plan authentic texts and share via school drive. 	<p>Strategic Team Leaders</p> <p>All staff</p>	<p>Term 1 TOD</p> <p>Ongoing</p>
<p>Development of Structures and Organisational Processes: Assessment Overview</p> <ul style="list-style-type: none"> Based on assessment needs of structured literacy and time to prioritise re-review the 	<p>Senior Management (based on feedback)</p>	<p>Term 1</p>

<p>schoolwide Assessment & Reporting Guidelines.</p> <ul style="list-style-type: none"> • Continue to discuss SL assessment overview guidelines with IDEAL Services • Align & create shared understanding of SL Reading Assessments to ensure consistency of practice 	<p>Strategic Team Leaders</p> <p>Strategic Team Leaders & Senior Management</p>	<p>Ongoing</p> <p>Ongoing</p>
<p>Development of Structures and Organisational Processes: Structured Literacy Resources</p> <ul style="list-style-type: none"> • Liaise with other schools to investigate appropriate resources to support Structured Literacy PD • Prioritise key resources and purchase • Create a 2024 Budget for review 	<p>Juan, Ruth and Nicole</p> <p>Purchased \$5000 Older Catch up decodable sets and workbooks</p> <p>Whanaungatanga Team & Principal</p>	<p>Term 1</p> <p>Term 1 Looking into best purchases for Years 1-4.</p> <p>Week 4 Term 4</p>
<p>Achieving Implementation Fidelity</p> <ul style="list-style-type: none"> • Brainstorm key strategies, pedagogical approaches and/or resources of the Te Ahi Kaikōmako Structured Literacy Programme that is consistent in every classroom. • Refine brainstorm to key aspects that are observable and/or evidence based • Create “Fidelity Checklist” and share • Use “Fidelity Checklist” across classrooms as an approach to measure high quality consistent feedback and an avenue for professional growth. 	<p>Whanaungatanga Strategic Team</p> <p>Whanaungatanga Strategic Team</p> <p>Strategic Team Leaders & Senior Man.</p> <p>Strategic Team Leaders, Team Leaders & Senior Management</p>	<p>Term 1 - WST and Facilitator Observations and follow up discussions with staff across the school. Staff videoing own practice and completing a self review process.</p> <p>Term 1 - after discussion decided to use the Ideal produced checklists for our Fidelity checklists.</p> <p>Term 2 - Ongoing</p>
<p>Structured Literacy Professional Development: Reading</p>		

<ul style="list-style-type: none"> • Create Termly Professional Development expectations, organisation and share with staff • Provide ongoing Structured Literacy support to all Teaching Staff, including induction of new teaching staff <ul style="list-style-type: none"> ○ Offer support to all staff during WST release. ○ Begin working with BT providing aspects to look at on the Ideal Platform. ○ BT to observe a range of teachers during weekly B.T release. Nicole will have a one on one session with BT in her release time. • Build capacity of other staff (Whanaungatanga Team) to support others in the use of the IDEAL Services Module <ul style="list-style-type: none"> ○ Ongoing teacher observations using Practice fidelity checklists ○ Observation and feedback sessions with Facilitator 	<p>Strategic Team leaders</p> <p>All Staff & Strategic Team Leaders</p> <p>BT & Nicole</p> <p>BT & Nicole</p> <p>BT & Nicole</p> <p>Ruth & Nicole</p>	<p>Term 1 completed</p> <p>Ongoing</p> <p>Term 1 - Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
<p>Term 1 - Professional Development (IDEAL Services)</p> <ul style="list-style-type: none"> • Facilitator Visit Week 9 T1 	<p>IDEAL Services</p>	<p>Week 9 Term 1</p>
<p>Term 1 - Professional Development (In-School PD)</p> <ul style="list-style-type: none"> • TOD session • Follow up in Team Meetings <p>Ongoing Professional Development Meetings</p>	<p>Strategic Team Leaders</p> <p>Team Leaders & Strategic Team Members</p> <p>IDEAL Services & Strategic Team Leaders</p>	<p>Term 1 – completed</p> <p>Term 1 - completed by some teams in team meetings, other teams asked staff to complete in their own time.</p> <p>Termly</p>

<p>Plan and begin the implementation of Tier 2 and possibly Tier 3 Structured Literacy Intervention Programme</p> <ul style="list-style-type: none"> • Work with Facilitator to organise Tier 2 and possibly Tier 3 programmes • Train Teacher Aides who will administer Tier 2 & possibly Tier 3 Structured Literacy Programmes • Identify and group Tier 2 & Tier 3 learners • Implement, support & review Tier 2 & possibly Tier 3 Structured Literacy Programmes 	<p>IDEAL Services Ruth and Nicole</p> <p>IDEAL Facilitator, Ruth & Nicole</p> <p>Teams & Strategic Team Leaders</p> <p>T.A's to be trained initially in providing Intervention programmes; Sandra B-B (F/S1), Sharon S (S1/2), Tracey K (S1/2), Bradley W, Jo B, Philippa, Jane Stephens</p>	<p>Ongoing</p> <p>Term 1 - LSC has organised an RTLit to train T.A's in Y7/8 to implement an intervention with Y7/8 students - used Lost Learning Funding funding from MoE for Y7/8 students to achieve this.</p> <p>Term 1 - WST compiled list of students for consideration for Intervention programmes.</p> <p>Term 1 - First group of T.A's have been identified.</p>
<p>Milestones & Reporting</p> <ul style="list-style-type: none"> • EOY 2023 Progress and Achievement Analysis • Report to the BOT 	<p>Whanaungatanga Team</p> <p>Whanaungatanga Team & Principal</p>	<p>Term 2 & 4</p> <p>Term 4</p>
<p>Communication with Whānau</p> <ul style="list-style-type: none"> • Organise a Parent Information Evening 	<p>IDEAL Facilitator & Strategic Team Leaders</p>	<p>T2 Week 9</p>

Focus Area	Action Plan	Timeline											Links With Strategic Goals				
		F	M	A	M	J	J	A	S	O	N	D	Our Students	Our Mentors	Our Whānau	Our Learning	Our Enviro
Whānaungatanga 2022 MINOR AREAS OF FOCUS We will foster relationships to build strong, positive partnerships We will model inclusiveness in our everyday interactions We will model inclusiveness in our everyday interactions We will communicate in an open, honest and nurturing way	Review Assessment & Reporting Guidelines to support new assessment & reporting practices.														*		
	Implement revised Leadership Framework													*			
	Ongoing staff training and development in HERO SMS													*			
	Through the Ahurea Team and Kahui Ako PD, grow staff capacity through the use Te Reo and Tikanga Māori (PD & Resources)													*			
	Through the Ahurea Team, increase cultural opportunities for our students, including strengthening connections with our local Marae (Te Taumutu Runanga)													*	*		
	Investigate and implement aspects of Hihairo Schema, Cultural Narrative, Te Reo Development & KA PD to enhance “Culturally Responsive Practices” for Māori & all tamariki													*	*		
	Enhance Hapori & Student input into HERO Learning Management System													*	*		
	Staff will continue to model inclusiveness in everyday interactions													*	*		
	Review & implement new schoolwide transition programme													*	*	*	
	Ensure that our communication with whānau is open, honest and nurturing													*	*	*	
	Complete revisioning of Cultural Narrative													*	*	*	C
	Continue to embed inclusive practices through Termly Mihi Whakatau													*	*	*	

Annual Target 3

Strategic Goal	Target Cohort									
	Gender	All			Boys			Girls		
	Ethnicity	All			Māori			Other		
	Yr Group	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Other
<p>To continue to raise the progress and achievements of all Te Ahi Kaikōmako Rolleston School students in Mathematics - 2022 Progress & Achievement Summary</p> <p>To develop, implement, monitor and review programmes and practices that strengthen MATHEMATICS skills at all levels of the school – MINOR FOCUS</p>										
Annual Target	Historical Position									
<p>To raise the levels of engagement, progress and achievement in mathematics, against expected NZ Curriculum levels, of our Maori and 2023 Yr 7 & Yr 8 students across Te Ahi Kaikōmako Rolleston School.</p> <p><i>Note – With the continued impact of COVID-19 during the 2022 school year we believe it was essential to maintain the Annual Achievement Target whilst actioning a new range of strategies focussing on target groups in reference to 2022 Analysis of Variance..</i></p>	<p>The Rolleston School 2022 OTJ Report shows: 30% Maori, 34% Of 2023 Yr 7 students, 42% of 2023 Yr 8 students below the current expectations against the NZ Curriculum.</p> <ul style="list-style-type: none"> <i>Difficult to assess true impact of 2020-2022 COVID-19 interruptions.</i> 									

Action Plan														
WHAT WILL THE SCHOOL DO TO ACHIEVE THIS TARGET?	Time Management											Personnel Responsible	Resource Allocation	
	F	M	A	M	J	J	A	S	O	N	D			
Schoolwide Actions:														
Maths Review: Each team will complete a 2023 Starfish Analysis Model based on 2022 EOY Data. This will highlight target groups and specific areas of focus in Mathematics. Ongoing review 2023.													All Staff	
If selected, Professional Growth Goals will focus on a targeted group of students within the classroom, that need differentiated programmes or approaches. PG Goals will be planned, target students tracked, programme implemented and progress reviewed by individual classroom teachers and relate to an aspect of identified pedagogical need. This will be recorded on Linc-Ed. HERO system													All Staff	Linc-Ed SMS
Explicit teacher planning will be reflected in the classroom practice and will show how differentiated needs are being met, priority students are identified and monitored, including Maori and/or Yr 7 - Yr 8 students. Teaching & Learning Focus Areas – Classrooms across the school will consistently focus on developing Number Knowledge and Place Value Strategies.													All Staff	
2023 Mathematics Professional Development: Will focus on implementing the Numicon Maths Programme for Priority Learners. Senior Leadership Team will update professional knowledge around rollout of new NZ Mathematics Curriculum – The Common Practice Model <i>Investigate formal Maths PD Options 2024 – Report to BOT recommendations</i>													All Staff & LSC PLD Teachers	Release Time
Resourcing – Purchasing “Maths Kits” to provide practical resources to support the teaching of the Mathematical Strands (eg. Measurement, Geometry & Statistics)													Senior Management	Budgeted expense
Ongoing analysis of target groups, including Girls, Maori and Yr. 6 - Yr. 8 students, throughout year. Progress and recommendations will be made to the BOT.													SM Team	

2023 Review Schedule and Board Assurances

REVIEW SCHEDULE

Reviews are open to the whole school community: board, staff, and parents/caregivers/whānau.

The board is welcome to review all topics, but should focus on shaded rows with (board) beside the topic name.

Some topics are optional, e.g. Boarding House Policies. Optional topics are indicated with an asterisk (*). If you don't have an optional topic, you don't need to review it.

BOARD ASSURANCES

The principal assures the board through regular board reporting that the school complies with key legislative and regulatory requirements, that relevant policies and procedures are up to date, and that the appropriate actions have been taken.

Shaded board assurance actions indicate these are repeated during the year. Where more than one topic is involved in a board assurance, this is indicated with a slash between topic names. Some topics may not be relevant to your school.

TOPIC(S)	ACTIONS
Risk Management <i>(repeated every term)</i>	<ul style="list-style-type: none"> Assure the board that identified hazards are being monitored/controlled (including risks to student safety and wellbeing) and that measures are being re-evaluated to check their adequacy. This includes sun protection.

TERM 1

LEGISLATION AND ADMINISTRATION POLICY

Review the main board-level policy

Student Attendance

Enrolment

Privacy (board)

Official Information Requests (board)

Uniform / Dress Code

Boarding House Policies *

School Planning and Reporting

- Assure the board that sections of the most recent school charter/strategic plan that require yearly updating have been updated so that the charter/strategic plan remains in place for 2023, and that this will be forwarded with the analysis of variance to the Ministry of Education by 31 March.
- Ensure that a single PDF file of the annual report for the auditor (including audited financial statements and required signatures) is submitted to the Ministry through the School Data Portal by the board by 31 May.
- Assure the board that the school charter/strategic plan and annual report is available for public view.

Equal Employment Opportunities

- Assure the board that the school complies with the Equal Employment Opportunities (EEO) policy and that an EEO statement is in the annual report (including any issues from the previous year).

Healthcare

- Assure the board that the policies and procedures relating to first aid, recording and notification of accidents, and managing/administering/recording medication are up-to-date and implemented correctly.

Safety for Students on Work Experience

- Assure the board that work-based learning and work experience situations for students meet the required welfare and safety conditions.

Boarding House Policies

- Assure the board that the boarding house/hostel provides a safe emotional and physical environment that supports the learning of boarders enrolled at the school.

TERM 2

EDUCATION OUTSIDE THE CLASSROOM

EOTC Planning and Review

EOTC Risk Management

EOTC Coordinator

EOTC External Providers

EOTC Staff Competence

EOTC Event Categories

EOTC Communicating with Parents

Digital Technology and Cybersafety

- Assure the board that the Digital Technology and Cybersafety policies and procedures are being implemented correctly and the school holds copies of signed digital use agreements for all staff and students, as required.

Computer Security and Cybersecurity

- Assure the board that computer security and cybersecurity systems are reviewed and up to date.

Student Attendance

- Assure the board that student absences are correctly recorded, monitored, and followed up. Report on any annual targets for student attendance.

Health Education

(every 2 years)

- Assure the board that the school has completed its 2-yearly community consultation about how the health curriculum is implemented. The board must adopt a statement about the delivery of the health curriculum for the next two years and share this with the school community.

Child Protection

- Assure the board that the Child Protection policy is in use, being implemented correctly, and is publicly available.

Abuse Recognition and Reporting

- Assure the board that staff are engaged with the Abuse Recognition and Reporting policy, including indicators of abuse and procedures for reporting abuse.

Evacuation / Emergency Kits and Supplies

- Assure the board that staff and students have completed trial evacuations each term, that emergency planning and procedures are up to date and in hard copy, and that emergency kits have been checked and contain all necessary items (with current dates).

Expenditure

- Ensure twice a year that a board member has checked the processes and authorisations used to make payments to staff members, particularly the payments made to the principal, anyone related to the principal, and others in the school with payroll responsibilities. See SUE report sign off in the Expenditure topic.

Monitoring and Auditing School Bus

- Assure the board twice a year that the school compliance checklist has been attested to, requirements have been met, and those involved with the school bus are following appropriate policies and procedures.

TERM 3

Inclusive Education (board)

Māori Educational Success (board)

LEARNING SUPPORT

Learning Support Coordination

Identify Learning Support

Gifted Learners

School Swimming Pool

- Assure the board that a full risk management and safety assessment of the pool has been completed.

Safety Management System / Worker Engagement, Participation, and Representation

- Assure the board that an internal audit of the school health and safety compliance and practices has been conducted by the school health and safety committee/delegated health and safety person.

Searches, Surrender, and Retention of Property

- Assure the board that all procedures relating to search, surrender, and retention have been followed. Confirm that all authorised staff have acknowledged their status in writing, and ensure that a written record has been kept of all instances of search, surrender, or retention of property.

Physical Restraint

- Assure the board that all procedures relating to physical restraint have been followed, and all requirements to notify, monitor, and report have been met. Confirm that any non-teaching staff have been authorised in writing.
- Assure the board that staff authorised to apply restraint receive appropriate training and support.

Stand-down, Suspension, and Exclusion

- Assure the board that the school complies with the correct procedure and reporting requirements relating to stand-down, suspension, and exclusion/expulsion.

TERM 4

CURRICULUM AND STUDENT ACHIEVEMENT POLICY

Review the main board-level policy

Student Achievement Information (primary)

Student Assessment and Achievement (secondary)

Home Learning

Distance Learning

Religious Instruction / Religious Education (board)

Religious Observances * (board)

Health Education (board)

Safety Checking

- Assure the board that all children's workers employed or engaged by the school have been safety checked.

Principal Professional Growth Cycle

- Assure the board that the principal is completing their professional growth cycle.

Provisionally Certificated Teachers

- Assure the board that provisionally certificated teachers have received an appropriate induction.

Teacher Registration, Certification, and Police Vetting

- Assure the board that all teaching staff are certificated and police vetted.

Police Vetting for Non-Teachers

- Assure the board that all non-teaching staff have current police vets on file.

Appointment Procedure

- Assure the board that the Appointment Procedure policy is being implemented correctly, including appointment committee delegations, and referee/background checks.

School Donations

- Assure the board that the school complies with all donation requirements, and has given a written statement to parents/caregivers indicating if it has or has not opted into the government donation scheme.

Length of School Year

- Assure the board that the school has been open for the statutory number of half-days and hours per day in the current year. Report the dates and number of half-days for instruction for the next year.

International Learners

- Assure the board that the school has completed a self-review of how it is meeting Code of Practice requirements and that the self-review attestation will be submitted by the due date - 1 December each year.

Evacuation / Emergency Kits and Supplies

- Assure the board that staff and students have completed trial evacuations each term, that emergency planning and procedures are up to date and in hard copy, and that emergency kits have been checked and contain all necessary items (with current dates).

Expenditure

- Ensure twice a year that a board member has checked the processes and authorisations used to make payments to staff members, particularly the payments made to the principal, anyone related to the principal, and others in the school with payroll responsibilities. See SUE report sign off in the Expenditure topic.

Monitoring and Auditing School Bus

- Assure the board twice a year that the school compliance checklist has been attested to, requirements have been met, and those involved with the school bus are following appropriate policies and procedures.

The Charter, Strategic Plan and Annual Plans are supported by the following documents:

- Annual Budget
 - School Policies and Procedures
 - Board Self Review
 - Board of Trustees Governance Manual (NZSTA)
 - Professional Development Plan
 - School Self Review Plan
 - Senior Management & Strategic Teams Self Review
 - 2022 School Property Plan (To be confirmed)
 - Community Consultations
 - Curriculum Assessments
 - Reporting Plans (to parents, staff, BOT and community)
 - Kahui Ako Strategic Plan
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