

Community Aspirations: The Image of Our Tamariki

Identity/Tuakiri	Relationships/Hono	Learning/Ako	Sustainability/Toitū	Resilience/Manawa Titi
Feel secure and proud of who we are as unique individuals while igniting and exploring our values, talents and passions.	Build strong connections by embracing everyone through kindness, empathy and teamwork.	Progress across core learning areas, and ignite lifelong passions for discovery and adaptability in our changing world.	Protect and care for our world (Te Taiao) and all it provides through learning about our environment and taking action.	Face challenges courageously and believe in our capabilities to achieve goals while supporting others to do the same.

Strategic Goals

Provide for our students/ākonga an exciting & responsive refreshed localised curriculum based on Te Mātaiaho, our Community Aspirations (Image of Our Tamariki) and local iwi.	Improve literacy (reading & writing) and mathematics achievement and learning progress for every student/ākonga.	Nurture the identity and self-worth of every student/ākonga, within an environment that grows student/ākonga abilities to set goals, collaborate, celebrate theirs and others successes and recognise the value in others.	Provide opportunities for our students/ākonga to protect and care for our world through learning about our environment and taking action.
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Board Primary Objectives and Educational Requirements

<p>BOT Primary Objectives: All of Section 127(1) applies</p> <p>Educational Requirements: NELP Priorities 1,2,3,4,5,6,7 Te Mātaiaho & The Common Practice Model NZSTA Te Tiriti O Waitangi and School Governance Tau Mai te Reo Ka Hikitia – Ka Hāpaitia</p>	<p>BOT Primary Objectives: All of Section 127(1) applies</p> <p>Educational Requirements: NELP Priorities 1,2,3,4,5,6,7 Te Mātaiaho & The Common Practice Model NZSTA Te Tiriti O Waitangi and School Governance Tau Mai te Reo Ka Hikitia – Ka Hāpaitia</p>	<p>BOT Primary Objectives: All of Section 127(1) applies</p> <p>Educational Requirements: NELP Priorities 1,2,3,4,5,6,7 Attendance & Engagement Strategy Wellbeing in Education Strategy Tau Mai te Reo Ka Hikitia – Ka Hāpaitia</p>	<p>BOT Primary Objectives: All of Section 127(1) applies</p> <p>Educational Requirements: NELP Priorities 1,2,3,4,5,6,7 Te Mātaiaho & The Common Practice Model NZSTA Te Tiriti O Waitangi and School Governance Tau Mai te Reo Ka Hikitia – Ka Hāpaitia</p>
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Strategic Outcomes

Strategic Improvement Measures & Self Review: Academic Learning, Teaching & Leadership, School Culture & Community, People, Tools & Resources

<p>1.1 Our Te Ahi Kaikōmako Rolleston School curriculum is ready for implementation (2026) & reflects Te Mataiaho, our community aspirations (Image of Our Tamariki) and local iwi.</p> <p>1.2 Our staff, students and community are engaged in our Te Ahi Kaikōmako Rolleston School curriculum.</p> <p>1.3 Our staff understand and can consistently lead and/or apply quality pedagogies & practices to identify strengths, needs and progress learning that cannot be left to chance, for all students/ākonga.</p> <p>1.4 We have established systems and processes to measure, report on and review individual and school-wide progress within key areas our Te Ahi Kaikōmako Rolleston School curriculum.</p> <p>1.5 We can provide the necessary resources, including leveraging community partnerships, to support our Te Ahi Kaikōmako Rolleston School curriculum.</p>	<p>2.1 Our students/ākonga are engaged and making progress in Literacy (Reading & Writing) and Mathematics..</p> <p>2.2 Our staff understand and can consistently lead and/or apply quality pedagogies and practices in Literacy (Reading & Writing) and Mathematics., to identify strengths, needs and progress learning that cannot be left to chance, for all students/ākonga.</p> <p>2.3 We have the necessary systems, processes and resources to assist all staff in supporting all students to make progress in Literacy (Reading & Writing) and Mathematics.</p> <p>2.4 Our community have the necessary understandings and resources to support their child(ren)'s progress in Literacy (Reading & Writing) and Mathematics..</p>	<p>3.1 Our students/ākonga feel safe, valued and are regularly attending Te Ahi Kaikōmako Rolleston School.</p> <p>3.2 The school environment, including staff development, celebrates diversity where all students know they are valued, are encouraged to succeed together and can show that others matter.</p> <p>3.3 Staff can support s students/ākonga in setting goals, providing them with strategies to overcome challenges and celebrate their successes.</p>	<p>4.1 Our Te Ahi Kaikōmako Rolleston School curriculum, staff professional development and school environment provide opportunities for our students/ākonga to protect and care for our world through learning about our environment and taking action.</p>
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Progress & Achievement Actions & Indicators

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| <p>1.1 We will plan, develop and implement our refreshed local curriculum which reflects Te Mataiaho, our community aspirations (Image of Our Tamariki) and local iwi.</p> <p>1.2 We will build awareness and ask for feedback from all key stakeholders, including local iwi, through the development of our local curriculum and cultural narrative.</p> <p>1.3 We will engage and implement appropriate Professional Development that grows School Leaders and Teaching Staff.</p> <p>1.4 We will plan & implement systems, processes and measures that supports the implementation of our local curriculum and provides self-review information on strengths and targeted next steps, to enhance student/ākonga progress & achievement.</p> <p>1.5 We will identify and prioritise key resources in the development of targeted outcomes (actions or groups) within curriculum self-review.</p> | <p>2.1 We will regularly set targets, measure and review student/ākonga engagement, progress and achievement within targeted areas or groups in Literacy (Reading & Writing) and Mathematics that needs additional focus or support.</p> <p>2.2 We will engage and implement appropriate Professional Development that grows School Leaders and Teaching Staff within Literacy (Reading & Writing) and Mathematics.</p> <p>2.3 We will plan & implement systems, processes and measures that supports the implementation of Literacy (Reading & Writing) & Mathematics curriculums and provides self-review information on strengths and targeted next steps, to enhance student/ākonga progress & achievement.</p> <p>2.4 We will provide opportunities for our community to understand and support their children's progress in Literacy (Reading & Writing) and Mathematics.</p> | <p>3.1 We will create a safe and inclusive environment where all students/ākonga are valued, and have processes in place to monitor and measure this.</p> <p>3.2 We will support staff to identify and respond to all students/ākonga diverse (learning, relational, cultural, personal) strengths & needs and allow them to explore, grow and celebrate their values, passions and talents.</p> <p>3.3 We will provide opportunities for our students/ākonga to set goals, learn to overcome challenges and partner with others (peers, whānau, wider community, local iwi) to celebrate successes and plan next steps.</p> | <p>4.1 We will ensure our local curriculum and school environment provides opportunities for our students/ākonga to protect and care for our world through learning about our environment and taking action.</p> |
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Measures of Success

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| <p>1.1 Annual tracking of our local school curriculum development & implementation plan, highlighting and reviewing key features (Te Tiriti o te Waitangi, Community Aspirations etc).</p> <p>1.2 Annual feedback methods by all stakeholders to measure engagement and understanding of our local curriculum, including seeking local iwi satisfaction and publishing local curriculum to the school website.</p> <p>1.3 Ongoing best practice observations, student/ākonga data analysis and professional growth feedback by staff to measure the impact of implemented professional development.</p> <p>1.4 Annual Targets and implementation plans set and reviewed, including student/ākonga progress and achievement data and feedback from key stakeholders.</p> <p>1.5 Annual Target and other school based reviews will inform next steps, including target groups & areas and resourcing.</p> | <p>2.1 Annual Literacy (Reading & Writing) and Mathematics engagement, progress & achievement targets will be set, measured, reviewed and reported twice a year.</p> <p>2.2 Ongoing best practice observations, student/ākonga data analysis and professional growth feedback by staff to measure the impact of implemented professional development within Literacy (Reading & Writing) and Mathematics.</p> <p>2.3 Annual Literacy (Reading & Writing) and Mathematics Targets and implementation plans set and reviewed, including student/ākonga progress and achievement data and feedback from key stakeholders.</p> <p>2.4 Planned opportunities for whānau to engage with and understand the progress and achievement of their children in Literacy (Reading & Writing) and Mathematics.</p> | <p>3.1 Regular analysis of student/ākonga attendance reports and other key data and survey's that provides wellbeing information.</p> <p>3.2 Teaching and learning documentation, programmes and experiences will provide a range of opportunities for students/ākonga to explore, grow and celebrate their values, passions and talents.</p> <p>3.3 Students/ākonga will set goals, and with support, learn strategies to overcome challenges and celebrate theirs and others successes.</p> | <p>4.1 Planned teaching & learning programmes and schoolwide initiatives will provide opportunities for our students/ākonga to protect and care for our world through learning about our environment and taking action.</p> |
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