

Annual Implementation Plan: Summary

Our theme for the 2024 school year is “*Whiri te tāngata. Weave our people together.*”. The purpose behind this theme is to take our three strategic strands of Hapori (Our Relational Curriculum), Ako (Pedagogy & Practice) and Whanaungatanga (Authentic Partnerships) and weave them together to begin to form our Te Ahi Kaikōmako Rolleston School curriculum, ready for full implementation in 2027. At the heart of our curriculum development is the commitment to grow within our people an E Tū Tāngata mindset by ensuring our community consulted aspirations for our tamariki are at the centre of all we do. To continue this journey our main focusses for the 2024 year are to:

- Plan, develop and implement our refreshed local curriculum which reflects Te Mataiaho, our community aspirations (Image of Our Tamariki) and local iwi
- To raise the learning progress and achievement of all Te Ahi Kaikōmako Rolleston School students in Reading & Written Language.
- Develop understandings and further embed consistent schoolwide strategies and approaches that align with our “The Image of Our Tamariki” aspirations

Annual Implementation Plan: Current Positioning

Annual Target 1

In 2023 we began planning and implementing PLD and resourcing to implementing our refreshed Te Ahi Kaikōmako Rolleston School curriculum. Last year we focussed on:

- Staff PLD introduction to Te Mataiaho
- Understand, Know, Do Pedagogy & Practice
- NZ Aotearoa NZ Histories
- English Curriculum
- Curriculum Vision, Values & Aspirations
- Community consultation

We identified in our 2023 Self Review a need to review our current assessment practices and develop a Māori Language Strategy.

Our 2024 Targets reflect a continuation towards our Strategic Goal of having a refreshed localised curriculum that is ready for full implementation by 2027.

Please refer to 2023 Analysis of Variance for additional information.

Annual Target 2

From 2022 – 2024 our key area of Core Curriculum focus has been in the area of embedding a schoolwide Structured Literacy approach to improve student engagement, progress and achievement.

Over 2022 and 2023 we have introduced quality PLD, pedagogy and practices within the areas of Structured Literacy Spelling and Reading. This year our focus is to embed Structured Spelling and Reading, while introducing Structured Writing across the school.

Our 2023 progress and achievement data and analysis shows a small rise within overall schoolwide data and selected target groups we understand that growth will vary over the first few years as we work towards quality & consistent pedagogy and practice within a new and complex learning area.

Please refer to 2023 Analysis of Variance for additional information.

Annual Target 3

Since 2019 we have implemented Tier 1 PB4L schoolwide. PB4L SET Analysis Data shows significant growth within Teachers ability to implement PB4L strategies within a schoolwide environment that has developed the key culture & systems. In 2020-2022 we strengthened this approach by implementing E Tū Tāngata and the KIVA Anti Bullying Programme.

2023 Student KIVA data has revealed that although this approach has made a positive impact across some areas of student perceptions to “bullying” we need to continue to embed other aspects of the programme.

A University of Canterbury Study of our E Tū Tāngata programme has provided an insight into our 2024 next steps, which involves a full review of our Relational Curriculum, including our current school values and links to cultural responsiveness.

Please refer to 2023 Analysis of Variance for additional information.

Annual Target 4

This is a new target in 2024 and aligns with one of our “Image of Our Tamariki” community consulted aspirations of Sustainability. The aspiration reflects our desire for students to “protect and care for our world (Te Taiao) and all it provides through learning about our environment and taking action”.

Our 2024 focus is to review what we are currently doing to meet this aspiration and create a strategic implementation plan to ensure future development.

Annual Implementation Plan: Giving Effect Te Tiriti o Waitangi

As part of our ongoing commitment to ensure we give effect to Te Tiriti o Waitangi the following actions have been prioritised within our Annual Implementation Plan

- Consultation and feedback from whānau and local iwi regarding our “Image of our Tamariki” community aspirations
- Development of a Māori Language Strategy Plan
- Staff PLD focussing on Aotearoa NZ Histories and giving effect to Te Tiriti o Waitangi within documentation and learning programmes
- Ongoing planning of the Te Ahi Kaikōmako Rolleston School curriculum will highlight strategies and approaches we will embed to give effect to Te Tiriti o Waitangi
- Māori learners will continue to be prioritised and supported through curriculum progress and achievement
- Opportunities for whānau, including local iwi, to understand and provide feedback within our localised curriculum planning & development
- Review and realign our school based values to ensure cultural responsive practices are evident
- Whānau feel connected the school through authentic opportunities to connect and provide feedback that is acted upon

Strategic Goal 1

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.

Annual Target/Goal

Plan, develop and implement our refreshed local curriculum which reflects Te Mataiaho, our community aspirations (Image of Our Tamariki) and local iwi

What do we expect to see before the end of the year?

1.1 Plan, develop and implement our 2024 Curriculum Implementation Plan.

1.2 Implement feedback from all key stakeholders, including local iwi, to further embed our localised curriculum & cultural narrative and to develop a Māori Language Strategy Plan.

1.3 Engage with, and implement appropriate Professional Development that grows School Leaders and Teaching Staff within the areas of Science, Aotearoa NZ Histories, Understand, Know, Do Pedagogy while giving effect to Te Tiriti o Waitangi.

1.4 Review our current Assessment & Reporting Guidelines, to enhance student/ākonga progress & achievement.

1.5 Identify and prioritise key learning resources, including visual representations and documentation of our developing localised curriculum.

Actions	Responsible	Resources	Timeframe	Measures of Success
Action 1.1 Plan, develop and implement our 2024 Curriculum Implementation Plan.	Ako Strategic Leaders (Simon, Meika & Aimee)	WST Allocation Te Mataiaho Documentation	Term 1-4	<ul style="list-style-type: none"> Developed 2024 Curriculum Implementation Plan Review Curriculum Plan at end of year to measure what aspects of the plan were met in 2024
Action 1.2 Implement feedback from all key stakeholders, including local iwi, to embed “Our Image of our Tamariki” Community Aspirations and to develop a Māori Language Strategy Plan.	<p>“Image of Our Tamariki” Ako Strategic Leaders (Simon, Meika & Aimee)</p> <p>Māori Language Strategy Plan Linley</p>	<p>WST Allocation Reviewed Community Consultation Document</p> <p>Unit Allocation & Release Poutama Reo - ERO</p>	<p>Term 1-4</p> <p>Term 1-4</p>	<ul style="list-style-type: none"> “Image of our Tamariki” Aspirations created and shared with our community (including local iwi). Build understanding with staff regarding the implementation of these aspirations are reflected within Curriculum Planning. Develop “Draft” Progressions against each aspiration at Key Stages (Yr. 1-3, Yr. 4-6, Yr. 7-8) Develop a Draft Māori Language Strategy Plan, that relates to our cultural narrative, and share and consult with staff and whānau (including local iwi) for feedback.
Action 1.3 Engage with, and implement appropriate Professional Development that grows School Leaders and Teaching Staff within the areas of Science, Aotearoa NZ Histories, Understand, Know, Do Pedagogy while giving effect to Te Tiriti o Waitangi.	<p>Ako Strategic Leaders (Simon, Meika & Aimee) Senior Management Team Leaders</p> <p>Ahurea Lead Teachers (Linley & Kathie)</p> <p>All Staff</p>	<p>WST Allocation Operational Budget Te Mātaiaho Curriculum Leadership PLD</p> <p>Unit Allocation & Release Te Tiriti o Waitangi & Education Resources</p>	<p>Term 1-4</p> <p>Term 1-4</p>	<ul style="list-style-type: none"> Staff documentation and student learning samples shows evidence of understanding and implementation of the Science & Aotearoa NZ Histories Curriculums through the use of the UKD pedagogy. School Leaders will implement aspects of 2024 Leadership PLD to support teaching staff Staff evaluations on the professional impact of Curriculum PLD through PGC Documentation and/or collected staff voice. Summary of observations & conversations by WST leaders and Team Leaders shows growth in teacher professional practice Links are evident in staff documentation the principles of Te Tiriti o Te Waitangi
Action 1.4 Review our current Assessment & Reporting Guidelines to enhance student/ākonga progress & achievement.	<p>Ako Strategic Leaders (Simon, Meika & Aimee)</p> <p>Structured Lit. Team (Chris, Ruth & Nicole)</p> <p>Senior Management & LSC</p>	<p>WST Allocation Operational Budget Assessment & Reporting Guidelines Te Mataiaho Documents Learning Progressions Framework</p>	Term 1-4	<ul style="list-style-type: none"> Current Assessment & Reporting Guidelines are reviewed against current best practice assessment documentation. Assessment & Reporting Guidelines show clearer links to the curriculum progress steps (Yr. 3, Yr. 6 & Yr. 8) and schoolwide OTJ information. Development of strategies to recognise and track students who need additional learning support Staff have more confidence in identifying key learning to make accurate progress and achievement OTJ's.
Action 1.5 Identify and prioritise key learning resources, including visual representations and documentation of our developing localised curriculum.	Strategic Leaders, Team Leaders & Senior Management	Operational Funding External Funding Graphic Design	Terms 1-4	<ul style="list-style-type: none"> A visual representation School Strategic Vision & Plan is created Key curriculum resources are identified and purchase in line with annual plan priorities Our localised curriculum is beginning to be documented

Strategic Goal 2

Improve literacy (reading & writing) and mathematics achievement and learning progress for every student/ākonga.

Annual Targets/Goals

To raise the learning progress and achievement of all Te Ahi Kaikōmako Rolleston School students in Reading & Written Language.
To plan, implement and review programmes and practices that strengthen Reading, Written Language and Mathematic learning progress and achievement across all levels of the Te Ahi Kaikōmako Rolleston School.

What do we expect to see before the end of the year?

- 2.1** Review of set core curriculum achievement targets in Reading and Written Language (Spelling), will show a rise in Learning Progress and Achievement across targetted groups.
2.2 Engage with, and implement appropriate Professional Development that grows School Leaders and Teaching Staff within the areas of Structured Spelling, Reading and Writing.
2.3 Review our current curriculum programmes in Literacy, aligning to the revised curriculum and plan 2025 Mathematics Professional Development, to enhance student/ākonga progress & achievement.
2.4 Provide opportunities for our community to understand and support their children's progress in Literacy (Reading & Writing).

Actions	Responsible	Resources	Timeframe	Measures of Success
Action 2.1 Review of set core curriculum achievement targets in Reading and Written Language (Spelling), will show a rise in Learning Progress and Achievement across targetted groups.	Senior Management Team Leaders Strategic Team Leaders	2023 Progress & Achievement Data 2024 Team STARFISH Analysis Documents 2024 Mid-Year & End Year Review HERO SMS & Assessment & Reporting Guidelines	Term 1-4	<ul style="list-style-type: none"> Review of 2024 Annual Target evidence shows a rise in student Learning Progress and Achievement Ongoing Review of 2024 Team STARFISH Analysis Documents shows links between focussed teaching and learning strategies and approaches increased levels of student progress and achievement against the 2024 annual targets. 2024 Analysis of Variance will show areas of strength and areas of focus for the 2025 Annual Plan
Action 2.2 Engage with and implement appropriate Professional Development that grows School Leaders and Teaching Staff within the areas of Structured Spelling, Reading and Writing.	Structured Lit. Strategic Leaders & LSC (Chris, Ruth & Nicole) Team Leaders All Staff	WST Allocation Operational Budget (PLD & Resources) Ideal Services Learning Portal and Resources Writing Revolution PLD & Resources Spelling, Reading & Writing Resources 60 Minutes a Day resources	Term 1-4	<ul style="list-style-type: none"> Staff documentation and student learning evidence (assessments & samples) shows evidence of staff understanding and implementation of Structured Literacy Spelling, Reading and Writing. Teachers understand and are implementing the “60 Minutes a Day” legislation, and can provide evidence. Staff evaluations on the professional impact of Structured Literacy PLD through PLG Documentation and/or collected staff voice. Summary of observations & conversations by WST leaders and Team Leaders shows growth in teacher professional practice Identified Support staff are confidently and consistently implementing Tier 2 Structured Literacy Support for identified students.
Action 2.3 Review our current curriculum programmes in Literacy, aligning to the revised curriculum and plan 2025 Mathematics Professional Development, to enhance student/ākonga progress & achievement.	Senior Management Curriculum & Structured Literacy Strategic Team Leaders Team Leaders	WST Allocation Operational Budget (PLD & Resources) Te Mataiaho Documents	Term 1-4	<ul style="list-style-type: none"> Structured Literacy Approaches are reviewed and aligned with the revised English Curriculum to create a draft schoolwide implementation plan ready to be shared and reviewed by staff and whānau. Mathematics PLD Plan is created ready for implementation in 2025.
Action 2.4 Provide opportunities for our community to understand and support their children's progress in Literacy (Reading & Writing).	Structured Lit. Strategic Leaders & LSC (Chris, Ruth & Nicole)	WST Allocation Operational Budget (PLD & Resources)	Term 1-4	<ul style="list-style-type: none"> Provide information and resources via newsletters and the website to our whānau to engage with Organise a whānau information and engagement session about structured writing approaches. Collect whānau voice on effectiveness of the session.

Strategic Goal 3

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.

Annual Target/Goal

Develop understandings and further embed consistent schoolwide strategies and approaches that align with our “The Image of Our Tamariki” aspirations

What do we expect to see before the end of the year?

3.1 Review and implement changes within our Relational Curriculum, and use the collection of student voice, E Tū Tāngata Research Summary, PB4L SET Analysis Data and KIVA Survey responses to measure the positive impact.

3.2 Strengthen staff understandings, strategies and resources to embed the three pillars of E Tū Tāngata across the school, including enhancing and valuing culturally responsive practices

3.3 Develop clear guidelines for staff regarding student goal setting and investigate consistent strategies and resources for staff & students to understand and develop resilience

Actions	Responsible	Resources	Timeframe	Measures of Success
<p>Action 3.1 Review and implement changes within our Relational Curriculum, and use the collection of student voice, E Tū Tāngata Research Summary, HERO Behavioural Data, PB4L SET Analysis Data and KIVA Survey responses to measure the positive impact.</p>	<p>Senior Management & SENCO Strategic Leaders (Darryn, Kirsten, Kat) All Staff</p>	<p>Unit Allocation & Release Operational Budget Relational Curriculum 2024 Team STARFISH Analysis Tier 1 & Tier 2 PB4L PLD KIVA Resources HERO Behavioural Data E Tū Tāngata Research Summary Graphic Designer</p>	<p>Term 1-4</p>	<ul style="list-style-type: none"> Review current schoolwide values and all setting matrix and realign these against the pillars of E Tū Tāngata Create and display visuals to enhance student, teacher and whānau understanding of the schoolwide values Student voice, PB4L SET Analysis Data, HERO Behavioural Data and KIVA Survey results shows evidence of increased student security, positivity and self-identity at school. New PLD programmes, resources and strategies targetted at PB4L defined Tier 2 & Tier 3 students will be investigated, implemented and reviewed for effectiveness Te Ahi Kaikōmako Relational Curriculum will be reviewed and changes will be communicated with staff and whānau ready for 2025 implementation.
<p>Action 3.2 Strengthen staff and whānau understandings, strategies and resources to embed the three pillars of E Tū Tāngata across the school, including enhancing and valuing culturally responsive practices</p>	<p>Senior Management Strategic Leaders (Darryn, Kirsten, Kat) Ahurea Lead Teachers (Linley & Kathie) All Staff</p>	<p>Unit Allocation & Release Operational Budget Relational Curriculum 2024 Team STARFISH Analysis Hikairo Schema for Primary E Tū Tāngata Research Summary 2023 Whānau Hui Summary of Findings</p>	<p>Term 1-4</p>	<ul style="list-style-type: none"> Based on the E Tū Tāngata Research Summary staff understand the key strategies to strengthen an E Tū Tāngata mindset within students. Te Ahi Kaikōmako Rolleston School Relational Curriculum document is reviewed against culturally responsive teaching and learning strategies within the Hikairo Schema. Whānau feel connected to the school through authentic opportunities to connect and provide feedback that is acted upon.
<p>Action 3.3 Develop clear guidelines for staff regarding student goal setting and investigate consistent strategies and resources for staff & students to understand and develop resilience.</p>	<p>Senior Management ICE Strategic Planning Team</p>	<p>Operational Budget Release Time</p>	<p>Term 3-4</p>	<ul style="list-style-type: none"> Through action research & inquiry, ICE Strategic Planning Team will create a presentation to Senior Management & BOT recommending how staff can implement student goal setting and resilient approaches to grow our “Image of the Tamariki” aspiration of Resilience.

Strategic Goal 4

Provide opportunities for our students/ākonga to protect and care for our world through learning about our environment and taking action.

Annual Target/Goal

Review current learning opportunities and practices across Te Ahi Kaikōmako Rolleston School and create a 2025 – 2027 implementation plan to support our localised curriculum, including consultation with local iwi

What do we expect to see before the end of the year?

4.1 Review of current teaching & learning programmes and schoolwide initiatives and the creation of a 2025 – 2027 implementation plan.

Actions	Responsible	Resources	Timeframe	Measures of Success
Action 4.1 Review of current teaching & learning programmes and schoolwide initiatives and the creation of a 2025 – 2027 implementation plan	Senior Management ICE Strategic Planning Team	Operational Budget Release Time Nicky O’Sullivan (G2T) Enviro Schools Selwyn District Council Local Iwi	Term 3-4	<ul style="list-style-type: none"> Through action research, self-review & inquiry, ICE Strategic Planning Team will create a presentation to Senior Management and the BOT recommending how the school can grow our “Image of the Tamariki” aspiration of Sustainability.

Appendix 1 – Reading, Writing & Mathematics Snapshot Targets & Data

Strategic Goal: Improve literacy (reading & writing) and mathematics achievement and learning progress for every student/ākonga

Reading

Overall achievement rate in Reading rose from 62% to 65% within or above. Overall rates of progress (movement of at least on achievement sub-level) stayed above 80%. Māori achievement rates rose significantly from 41% to 56% within or above.

Current Snapshot (EOY 2023)

Overall Achievement: 65% **Overall Progress: 81%**
Boys: 62% **Girls: 68%**
Māori Achievement: 56% **Māori Progress: 81%**

2024 Targetted and/or Tracked Groups:

- All Students: 65% (Within/Above)
- Māori Students: 56% (Within/Above)
- Year 2 Students: 48% (Within/Above)
- Year 3 Students: 53% (Within/Above)

Please refer to 2023 Analysis of Variance for additional information.

Writing

Overall achievement rate in Writing held at 68%-69% within or above. Overall rates of progress (movement of at least on achievement sub-level) dropped from 80% to 75%. Māori achievement rates remained around 69%-70% within or above.

Current Snapshot (EOY 2023)

Overall Achievement: 68% **Overall Progress: 75%**
Boys: 68% **Girls: 73%**
Māori Achievement: 70% **Māori Progress: 75%**

2024 Targetted and/or Tracked Groups:

- All Students: 68% (Within/Above)
- Year 6 Students: 56% (Within/Above)
- Year 8 Students: 53% (Within/Above)

Please refer to 2023 Analysis of Variance for additional information.

Maths

Overall achievement rate in Maths held at 74%-75% within or above. Overall rates of progress (movement of at least on achievement sub-level) stayed above 80%. Māori achievement rates rose from 70% to 77% within or above.

Current Snapshot (EOY 2023)

Overall Achievement: 74% **Overall Progress: 80%**
Boys: 79% **Girls: 75%**
Māori Achievement: 77% **Māori Progress: 80%**

2024 Targetted and/or Tracked Groups:

- All Students: 74% (Within/Above)
- Year 5 Students: 68% (Within/Above)
- Year 8 Students: 63% (Within/Above)

Please refer to 2023 Analysis of Variance for additional information.

Appendix 2 – Annual Implementation Business as Usual

- Implement Beginning Teacher and Mentoring Programme – 2024 New Staff
- Student achievement data will be analysed and used to improve teaching and learning through Team STARFISH Analysis
- Review and implement ongoing systems and protocols with Learning Support Co-ordinator and revised SENCO roles
- Report to BOT Student Progress & Achievement Data Reports
- Implement EOTC procedures
- School Health & Safety registers are regularly updated, reviewed and reported to the BOT (First Aid, Medical, Hazards, Property etc.)
- Pastoral, Learning Support, Medical & Behavioural HERO Pages stored and reported on HERO (Linc-Ed.)
- Implement the Te Ahi Kaikōmako Rolleston School policy and procedures three year review schedule – (Refer 2024 Review Schedule)
- Ongoing BOT Training
- School continues to meet all legislative requirements
- Oversee and implement School Property Plan Process
- Strong financial position is reported monthly, audited and maintained
- Financial priorities reflect key strategic areas

Appendix 3 – Communicating Our 2024 Main Things

OUR MAIN THINGS FOR STAFF		
To know the content of the refreshed New Zealand Curriculum and our "Image of Our Tamariki" aspirations.	To raise student progress and achievement in Spelling and Reading using our school wide Structured Literacy approach. To engage with and implement Structured Writing PLD.	To know and model our Relational Curriculum.

How do we as Leaders keep the Main Things the Main Things? How can we ensure the success of those we lead and deliver aligned results?					
Role Model our E Tū Tāngata Mindset.	Be responsive to the needs of our students, staff & community.	Ensure meetings are structured and focussed on the main things.	Ensure we have the time to grow our own knowledge, skills and strategies in order to effectively lead others.	To provide quality resources and Professional Learning for those we lead in order for them to improve student outcomes.	To plan and implement a range of approaches to grow best practice in those we lead.
2024 Focus Areas: <ul style="list-style-type: none"> Consistently role model positivity Embed E Tū Tāngata mindset and values within all contexts....every day 	2024 Focus Areas: <ul style="list-style-type: none"> Responsive support of students to develop positive behaviours Investigate & implement 2023 Whānau Feedback Keep a "Perky Pace" while leaving no one behind Being reflective - Are we delivering the "Main Things" to those we lead? 	2024 Focus Areas: <ul style="list-style-type: none"> Organise our meeting schedule to better align with our main things. Ensure ALL meeting agendas highlight & cover the main things. Review how we are tracking against the "Main Things" and plan & communicate consistent next steps Realignment of CRT expectations 	2024 Focus Areas: <ul style="list-style-type: none"> As leaders plan time to read, clarify, inquire and create shared understandings in: <ul style="list-style-type: none"> Leadership PD Te Mataiaho Writing Revolution Relational Curriculum Student Progress & Achievement 	2024 Focus Areas: <ul style="list-style-type: none"> Resources: <ul style="list-style-type: none"> Curriculum Hard Copies Structured Literacy Resources Values Posters Aspirations Posters Implementation Fidelity Checklist Curric. Implementation Plan PLD: <ul style="list-style-type: none"> Writing Revolution Te Tiriti o Waitangi Relational Curriculum Review Curriculum Dev. Assessment & Reporting Practices 	2024 Focus Areas: <ul style="list-style-type: none"> Role Modelling Best Practice Professional Conversations Sharing examples of quality learning samples/evidence through teacher & student documentation Observations Starfish Model Reviews Professional Growth Goals, Reviews and Conversations Data Driven Conversations & Review



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