Te Ahi Kaikōmako Rolleston School

Strategic Plan 2024-26

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.

Strategic Goal 2

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

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.

Strategic Goal 4

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

Ahi Values (Yr 0-2 Foundations)

I AM PROUD OF MYSELF · I AM KIND · I WILL DO MY BEST · I WILL LISTEN · I WILL HELP OTHERS

E Tū Tangata Values

YOU HAVE VALUE · WE SUCCEED TOGETHER · OTHERS MATTER

Te Ahi Kaikōmako
Rolleston School

Standing Together Ignites Our Learning

Strategic Plan
2024 - 2026

Community Aspirations: The Image of Our Tamariki

Identity/Tuakiri
Feel secure and proud of who we are as unique individuals while igniting and exploring our values, talents and passions.

Relationships/Hono
Build strong connections by embracing everyone through kindness, empathy and teamwork.

Learning/Ako
Progress across core learning areas, and ignite lifelong passions for discovery and adaptability in our changing world.

Sustainability/Toitū
Protect and care for our world (Te Taiao) and all it provides through learning about our environment and taking action.

Resilience/Manawa Tītī
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.

Board Primary Objectives and Educational Requirements

BOT Primary Objectives:
All of Section 127(1) applies

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

BOT Primary Objectives:
All of Section 127(1) applies

Educational Requirements:
NELP Priorities 1,2,3,4,5,6,7
Te Mātaiaho & The Common Practice Model
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BOT Primary Objectives:
All of Section 127(1) applies

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

BOT Primary Objectives:
All of Section 127(1) applies

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

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

1.1 Our Te Ahi Kaikōmako Rolleston School curriculum is ready for implementation (2027) & reflects Te Mataiaho, our community aspirations (Image of Our Tamariki) and local iwi.
1.2 Our staff, students and community are engaged in our Te Ahi Kaikōmako Rolleston School curriculum.
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 students/ākonga.
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.
1.5 We can provide the necessary resources, including leveraging community partnerships, to support our Te Ahi Kaikōmako Rolleston School curriculum.

2.1 Our students/ākonga are engaged and making progress in Literacy (Reading & Writing) and Mathematics..
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.
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.
2.4 Our community have the necessary understandings and resources to support their child(ren)'s progress in Literacy (Reading & Writing) and Mathematics..

3.1 Our students/ākonga feel safe, valued and are regularly attending Te Ahi Kaikōmako Rolleston School.
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.
3.3 Staff can support students/ākonga in setting goals, providing them with strategies to overcome challenges and celebrate their successes.

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.

Progress & Achievement Actions & Indicators

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.
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.
1.3 We will engage and implement appropriate Professional Development that grows School Leaders and Teaching Staff.
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.
1.5 We will identify and prioritise key resources in the development of targeted outcomes (actions or groups) within curriculum self-review.

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.
2.2 We will engage and implement appropriate Professional Development that grows School Leaders and Teaching Staff within Literacy (Reading & Writing) and Mathematics.
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.
2.4 We will provide opportunities for our community to understand and support their children's progress in Literacy (Reading & Writing) and Mathematics.

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.
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.
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.

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.

Measures of Success

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).
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.
1.3 Ongoing best practice observations, student/ākonga data analysis and professional growth feedback by staff to measure the impact of implemented professional development.
1.4 Annual Targets and implementation plans set and reviewed, including student/ākonga progress and achievement data and feedback from key stakeholders.
1.5 Annual Target and other school based reviews will inform next steps, including target groups & areas and resourcing.

2.1 Annual Literacy (Reading & Writing) and Mathematics engagement, progress & achievement targets will be set, measured, reviewed and reported twice a year.
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.
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.
2.4 Planned opportunities for whānau to engage with and understand the progress and achievement of their children in Literacy (Reading & Writing) and Mathematics.

3.1 Regular analysis of student/ākonga attendance reports and other key data and survey's that provides wellbeing information.
3.2 Meeting any set achievement targets
3.3 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.
3.4 Students/ākonga will set goals, and with support, learn strategies to overcome challenges and celebrate theirs and others successes.

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.

Te Ahi Kaikōmako
Rolleston School

Standing Together Ignites Our Learning

Annual Implementation Plan 2025

Annual Implementation Plan: Summary

Our theme for the 2025 school year is "***ASPIRE, REFLECT, GROW.".*** The purpose behind this theme is to continue to grow our understandings of "The Image of Our Tamariki" Aspirations and use reflection and self-review to build these aspirations into our Te Ahi Kaikōmako Rolleston School curriculum with fidelity, 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 2025 year are to:

- To know, role model and implement our "Image of Our Tamariki" aspirations to meet the needs of our students, staff and whānau
- To raise the learning progress and achievement of all Te Ahi Kaikōmako Rolleston School students in Written Language by implementing the refreshed English Curriculum and Writing Revolution PLD.
- With fidelity, implement the refreshed Mathematics Curriculum using the "Maths No Problem" approach

Annual Implementation Plan: Current Positioning

Annual Target 1

In 2024 we aligned our schoolwide values to the pillars of E Tū Tāngata. We also completed a DRAFT self-review of our best practice approaches to dealing with behaviour based on the ERO report and recommendations. Ongoing PLD and review of our current Relational Curriculum will be an area of focus this year.

In 2024 we began discussions of aligning our current attendance policy & procedures with the STAR response. This will be formalised in 2025.

We identified in our 2023 Self Review a need to review our current assessment practices and develop a Māori Language Strategy. In 2024, this Māori Language Strategy Plan was Drafted, ready for implementation in 2025. A WST has been allocated to action this.

In 2024 we began to investigate Our Aspirations of Sustainability & Resilience. This year we aim to begin to implement with fidelity approaches across the school that grow these aspirations.

Our 2025 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 2024 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.

With we have introduced quality PLD, pedagogy and practices within the areas of Structured Literacy Spelling and Reading. In 2024 we reviewed the rates of implementation fidelity of our SL Programme throughout the school as well as measuring the Programmes impact in relation to student progress and achievement. In 2025 we want to put systems in place to sustain the positive impact this has had on student progress & achievement.

In 2024 we began in implement, with fidelity, the Writing Revolution Programme to support writing. This year we will continue to develop fidelity in this approach as well as measure its impact within student progress and achievement.

In 2024 we began implementation of the English Curriculum. This will continue in 2025 with an emphasis on Oral Language and Critical Analysis.

Please refer to 2024 Analysis of Variance for additional information.

Annual Target 3

In 2024 we analysed a range of Structured Maths Programmes, before selecting the Maths No Problem Approach.

In 2025, we will begin to implement, with fidelity, the Maths No Problem Approach across Te Ahi Kaikōmakko Rolleston School. This will involved intensive PLD with Maths No Problem facilitators.

The school will also begin the implementation of the new Mathematics Curriculum, including participating in two Ministry of Education Professional Development sessions this year.

Our 2025 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 2024 Analysis of Variance for additional information

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
- Implementation of our Māori Language Strategy Plan
- Staff PLD focussing on implementing Year 1 of the Māori Language Strategy Plan 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
- Creation of a Kahui Ako Within School Teacher Role to support Kahui Ako Cultural Capabilities Strategic Goal and implementation of Year 1 of the Māori Language Strategy Plan
- 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.

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.

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 1

To know, role model and implement our "Image of Our Tamariki" Aspirations to meet the needs of our students, our staff and our whānau

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

1.1 Plan & implement our "Image of Our Tamariki" Aspirations across the Curriculum to improve teaching and learning practices.
1.2 Review our Te Ahi Kaikōmako Rolleston Relational Curriculum, including school-wide attendance practices, to continue improvements in positive school-wide behaviour and higher rates of student attendance.
1.3 Increased staff confidence and capabilities within Culturally Responsive Practices, through the implementation of Year 1 of the Māori Language Strategy Plan.

Actions	Responsible	Resources	Timeframe	Measures of Success
Action 1.1 Plan & implement our "Image of Our Tamariki" Aspirations across the Curriculum to improve teaching and learning practices.	Strategic Leader (Darryn) Resilience & Sustainability IGNITE Teams	Budget for Planned initiatives Release Time	Term 1-4 2025	• Sustainability and Resilience IGNITE Teams have presented 2024 Findings to Staff & BOT for discussion and feedback. **(Term 1 & 2)** • An Action Plan of key areas of implementation within the Aspirations of Resilience and Sustainability has been created. **(Term 2)** • Action Plan has been implemented across all classrooms. **(Term 3 & 4)**
Action 1.2 Review our Te Ahi Kaikōmako Rolleston Relational Curriculum, including school-wide attendance practices, to continue improvements in positive school-wide behaviour and higher rates of student attendance.	**Relational Curriculum** Strategic Leadership Team (Darryn, Kat & Kirsten) **Attendance** Simon, Paula (SENCO) and Senior Management Team All Staff	Unit Allocation & Release PB4L Resources E Tū Tāngata ERO – Good Practices Classroom Behaviour Report MOE PLD (Learning and Behavioural Support) STAR Attendance Response MOE Attendance Reports Kahui Ako Attendance Intervention Programme Tupuranga Attendance Service	Term 1-4 2025	• Professional Development has developed staff knowledge skills and strategies in meeting the needs of students who present with diverse attendance, learning and behavioural needs. **(Termly)** • Schoolwide implemenation of "Successful 60" approach positively impacts on student behaviour **(Termly)** • Te Ahi Kaikōmako Rolleston School Relational Curriculum will be reviewed and updated **(Term 1 & 2)** • Te Ahi Kaikōmako Rolleston School attendance procedures and practices will align with the STAR Attendance Model **(Term 1 & 2)** • Staff will have increased understanding and implementing new features of the reviewed Relational Curriculum and Attendance practices. **(Term 3 & 4)** • Strategies and approaches to measure improvements and next steps within student behaviour & attendance have been reviewed. **(Term 3 & 4)** • Improved rates of attendance of students/whānau involved in Kahui Ako Attendance Intervention Programme **(Reviewed completion of Programme)** • Evidence indicates improvements in positive school-wide behaviour and higher rates of student attendance. **(Term 4)**
Action 1.3 Increased staff confidence and capabilities within Culturally Responsive Practices, through the implementation of Year 1 of the Māori Language Strategy Plan.	Strategic Leader (Darryn) Māori Language Strategy Plan Linley Ahurea Lead Teachers (Linley & Kathie) All Staff	WST Allocation, Unit Allocation & Release Māori Language Strategy Plan Te Taumutu Runanga Rolleston School whānau Te Mātaiaho Curriculum Resources Operational Budget for Resources Te Tiriti o Waitangi & Education Resources	Term 1-4 2025	• Documentation & observations shows that Year 1 Māori Language Strategy Plan has been met **(Ongoing 2025)** • Staff have grown in their confidence and use of Te Reo and Tikanga Māori as shown within their PGC **(Ongoing 2025)** • Links are evident in staff documentation the principles of Te Tiriti o Te Waitangi **(Ongoing 2025)** • Active contributors to Kahui Ako 2025 Strategic Plan development **(Ongoing 2025)** • Whānau have opportunities to support in the development of Te Reo and/or Tikanga Māori within Rolleston School **(Ongoing 2025)** • Students have had increased exposure to Te Reo & Tikanga Māori **(Ongoing 2025)**

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.

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 Written Language, and sustain current progress and achievement levels in Reading
To plan, implement and review programmes and practices that strengthen the revised English Curriculum learning, progress and achievements across all levels of the Te Ahi Kaikōmako Rolleston School.

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

2.1 Raise student progress and achievement in Written Language
2.2 Review and sustain Structured Literacy Spelling & Reading programme fidelity and student progress & achievement
2.3 Developing implementation of the refreshed English Curriculum
2.4 Provide opportunities for our community to understand and support their children's progress in English (Reading, Spelling & Writing).

Actions	Responsible	Resources	Timeframe	Measures of Success
Action 2.1 Raise student progress and achievement in Written Language	Senior Management Strategic Team Leaders (Abi, Ruth (WST) & Juan (LSC)) Team Leaders All Staff	Writing Revolution Resources Revised English Curriculum MOE Curriculum Resources 2024 Progress & Achievement Data 2025 Team STARFISH Analysis Documents 2025 Mid-Year & End Year Review WST Allocation Operational Budget (PLD & Resources)	Term 1-4	• Targetted and planned PLD has made a positive impact on Teacher understanding and Student progress and achievement in written language **(Ongoing 2025)** • Teachers are consistently implementing English Curriculum Pedagogy (I Do, We Do, You Do) and Writing Revolution approaches and resources **(Ongoing 2025)** • Written Language observations and feedback review shows an improvement in teacher capabilities and fidelity in Written Language pedagogy & practice **(Term 3)** • Teachers understand, and are implementing Te Ahi Kaikōmako Rolleston School writing scope and sequence with fidelity **(Ongoing 2025)** • Ongoing Review of 2025 Team STARFISH Analysis Documents shows links between focussed teaching and learning strategies and approaches increased levels of student progress and achievement against the 2025 annual targets. **(Ongoing 2025)** • Review of 2025 Annual Target evidence shows a rise in student Learning Progress and Achievement **(Term 4)**
Action 2.2 Review and sustain Structured Literacy Spelling & Reading programme fidelity and student progress & achievement	Structured Lit. Strategic Leaders & LSC (Abi, Ruth, Juan) SL Implementation Teachers (Nicole & Ruth) Team Leaders & All Staff	WST Allocation Operational Budget (PLD & Resources) Ideal Services Learning Portal and Resources Spelling, Reading & Writing Resources 60 Minutes a Day resources	Term 1-4	• Ongoing staff induction into Structured Literacy Spelling and Reading PLD sustains current levels of fidelity and student progress and achievement. **(Ongoing 2025)** • MOE Phonics Assessment is ready to be fully implemented in 2026. **(Term 4)** • Reading/Spelling observation and feedback review shows an improvement in teacher capabilities and fidelity in Reading & Spelling pedagogy & practice **(Term 3)** • Structured Literacy Intervention Programme shows an acceleration in targetted student progress and achievement **(Term 4)** • Staff evaluations on the professional impact of Structured Literacy PLD through PLG Documentation and/or collected staff voice **(Term 4)**
Action 2.3 Developing implementation of the refreshed English Curriculum within all teaching and learning programmes.	Senior Management Structured Lit. Strategic Leaders & LSC (Abi, Ruth, Juan) Strategic Team Leads (Simon, Meika, Aimee) Team Leaders & All Staff	WST Allocation Operational Budget (PLD & Resources) Te Mataiaho Documents Kahui Ako ASL and Strategic Plan	Term 1-4	• Consistent schoolwide systems and resources have been reviewed and documented to support implementation of revised English Curriculum (planning, pedagogy & practice, assessment & reporting) **(Ongoing 2025)** • Draft schoolwide Critical Analysis Reading Programme and Oral Language Programme has been developed **(Term 3)** • Active contributors to Kahui Ako 2025 Strategic Plan development **(Ongoing 2025)**

Action 2.4 Provide opportunities for our community to understand and support their children's progress in Literacy (Reading, Spelling & Writing).	Structured Lit. Strategic Leaders & LSC (Chris, Ruth & Nicole)	WST Allocation Operational Budget (PLD & Resources)	Term 1-4	• Provide information and resources via newsletters and the website to our whānau to engage with. **(Ongoing 2025)** • Organise a whānau information and engagement session about structured writing approaches. Collect whānau voice on effectiveness of the session. **(Term 3)**

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.

Strategic Goal 2

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

Annual Targets/Goals

With fidelity, implement the "Maths No Problem" programme & approach
To plan, implement and review programmes and practices that strengthen the revised Mathematics Curriculum learning, progress and achievements across all levels of the Te Ahi Kaikōmako Rolleston School.

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

3.1 Staff beginning to implement "Maths No Problem" approach with growing confidence & fidelity.
3.2 Developing implementation of the refreshed Mathematics Curriculum within all teaching and learning programmes
3.3 Provide opportunities for our community to understand and support their children's progress in Mathematics

Actions	Responsible	Resources	Timeframe	Measures of Success
Action 3.1 Staff beginning to implement the "Maths No Problem "approach with growing confidence and fidelity	Senior Management Strategic Team Leaders Meika, Aimee & Simon Team Leaders All staff	"Maths No Problem" PLD and Facilitation MOE Resources Operational Budget – Schoolwide Maths Resources WST Allocation & Release	Term 1-4	• Staff have received targetted PLD and resources to confidently teach the "Maths No Problem" Programme with developing fidelity. **(Ongoing 2025)**
Action 3.2 Developing implementation of the refreshed Mathematics Curriculum within all teaching and learning programmes.	Senior Management Strategic Team Leaders Meika, Aimee & Simon MOE Yr 7&8 Maths Trial Facilitators Meika & Juan Team Leaders All staff	WST Allocation Operational Budget (PLD & Resources) MOE Maths PLD – Day 1 & 2 MOE Maths Yr 7&8 Trial Resources & PLD Mathematics Curriculum Document and Resources Kahui Ako ASL and Strategic Plan 60 Minutes a Day resources	Term 1-4	• Teaching staff are implementing within their Mathematics programmes aspects of MOE Curriculum PLD **(Ongoing 2025)** • Staff evaluations on the professional impact of MOE PLD through PLG Documentation and/or collected staff voice. **(Ongoing 2025)** • Consistent schoolwide systems and resources have begun to be reviewed and documented to support implementation of revised Maths Curriculum (planning, pedagogy & practice, assessment & reporting) **(Ongoing 2025)** • Active contributors to Kahui Ako 2025 Strategic Plan development **(Ongoing 2025)** • Yr 7&8 Maths Trial Intervention Programme shows an acceleration in targetted student progress and achievement **(Term 1 & 2)**
Action 3.3 Provide opportunities for our community understand and support their children's progress in Mathematics.	Structured Lit. Strategic Leaders & LSC (Chris, Ruth & Nicole)	WST Allocation Operational Budget (PLD & Resources)	Term 1-4	• Provide information and resources via newsletters and the website to our whānau to engage with. **(Ongoing 2025)**

Appendix 1 – Reading, Writing, Mathematics & Attendance 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 66% to 79% within or above. Overall rates of progress (movement of at least on achievement sub-level) rose to 92%. Māori achievement rates rose significantly from 67% to 83% within or above.

Current Snapshot (EOY 2024)
Overall Achievement: 79% **Overall Progress: 92%**
Boys: 79% **Girls: 82%**
Māori: Achievement: 83% **Māori Progress: 97%**

2025 Accelerated Learning Targetted and/or Tracked Groups:
- **2025 SL Intervention Students**
- **Year 7 Students: 29% (Below/Well Below)**
- **Year 4 Students: 28% (Below/Well Below)**
- **Team STARFISH ANALYSIS Tracked Students**

2025 Accelerated Learning Targets
- **2025 SL Intervention Students - 50% Students Exiting Programme at Targetted Learning Level/Phase**
- **Year 7 Students: 75% (Within/Above)**
- **Year 4 Students: 75% (Within/Above)**
- **Team STARFISH ANALYSIS Tracked Students – 100% Students showed learning progress as part of 2025 EOY Review**

Please refer to 2024 Analysis of Variance for additional information.

Writing
Overall achievement rate in Writing dropped from 69% to 64% within or above. Overall rates of progress (movement of at least on achievement sub-level) rose from 75% to 83%. Māori achievement rates remained around 67% - 69% within or above.

Current Snapshot (EOY 2024)
Overall Achievement: 68% **Overall Progress: 83%**
Boys: 63% **Girls: 73%**
Māori: Achievement: 67% **Māori Progress: 85%**

2025 Accelerated Learning Targetted and/or Tracked Groups:
- **All Students: 36% (Below/Well Below)**
- **Year 6 Students: 42% (Below/Well Below)**
- **Year 8 Students: 53% (Below/Well Below)**
- **Team STARFISH ANALYSIS Tracked Students**

2025 Accelerated Learning Targets
- **All Students: 70% (Within/Above)**
- **Year 6 Students: 65% (Within/Above)**
- **Year 8 Students: 65% (Within/Above)**
- **Team STARFISH ANALYSIS Tracked Students - 100% Students showed learning progress as part of 2025 EOY Review**

Please refer to 2024 Analysis of Variance for additional information.

Maths
Overall achievement rate in Maths held at 74%-77% within or above. Overall rates of progress (movement of at least on achievement sub-level) stayed above 80%. Māori achievement rates dropped from 77% to 72% within or above.

Current Snapshot (EOY 2023)
Overall Achievement: 74% **Overall Progress: 84%**
Boys: 81% **Girls: 76%**
Māori: Achievement: 72% **Māori Progress: 75%**

2025 Accelerated Learning Targetted and/or Tracked Groups:
- **All Students: 74% (Within/Above)**
- **Māori Students: 28% (Below/Well Below)**
- **Team STARFISH ANALYSIS Tracked Students**
- **2025 Yr 8 Maths Intervention Students**

2025 Accelerated Learning Targets
- **All Students: 78% (Within/Above)**
- **Māori Students: 75% (Within/Above)**
- **Team STARFISH ANALYSIS Tracked Students 100% Students showed learning progress as part of 2025 EOY Review**
- **2025 Yr 8 Maths Intervention Students - 100% Students showed learning progress as part of 2025 EOY Review**

Please refer to 2024 Analysis of Variance for additional information.

Attendance
Based on the **2024 Term 4 MOE Attendance Summary** Document Regular Attendance (Over 90% Attendance in Term 4) is 67% (up from 58% in Term 4).

Attendance Target
2025 Term 4 MOE Attendance Summary Document Regular Attendance (Over 90% Attendance in Term 4) has been raised to 72%.

- **Key Strategy:** Self Review and implementation of a new **Te Ahi Kaikōmako Rolleston School Attendance Strategy** which aligns with the STAR Attendance Response.

Appendix 2 – Annual Implementation Business as Usual

- Implement Beginning Teacher and Mentoring Programme – 2025 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 2025 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

Te Ahi Kaikōmako
Rolleston School

ASPIRE, REFLECT, GROW

IDENTITY RELATIONSHIPS LEARNING SUSTAINABILITY RESILIENCE

Main Thing
To know, role model and implement our "Aspirations" to meet the needs of our students.

Main Thing
To raise student progress and achievement in Writing by implementing the refreshed English Curriculum & Writing Revolution PLD

Main Thing
With fidelity, implement the refreshed Maths Curriculum using the Maths No Problem approach

Understand & embed Te Tiriti O te Waitangi
Implementation Fidelity across all areas

The New Zealand Curriculum
ENGLISH YEARS 0-6

THE WRITING REVOLUTION®

The New Zealand Curriculum
MATHEMATICS AND STATISTICS YEARS 0-8

MATHS NO PROBLEM!

IMPROVEMENT MEASURES & SUPPORT

Academic Learning **Teaching & Leadership** **School Culture & Community** **People, Tools & Resources**

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Success Criteria:

- I live by and explicitly teach our values. I can reflect and celebrate when our values are acted upon within our Hapori.
- I have a growing understanding of how "Our Aspirations" of Resilience and Sustainability could look at our school.
- My students and I are using more Te Reo Māori.

Success Criteria:

- I understand how our school writing programme meets the NZ English Curriculum.
- My students are applying what they have learnt in authentic writing contexts.
- I can show that my students have made progress in Written Language.

Success Criteria:

- My planning demonstrates that I am familiar with the lesson outcomes and content of Maths No Problem. I can identify key questions and possible differentiation to meet student needs.
- My teaching shows I am following the Maths No Problem mastery approach and lesson sequence.
- I can show that my students have made progress in Maths.