

Rolleston Christian School

Annual Report 2023



Christ-like, creative, critical learners who HELP bring light to the world

Board Members

Richard Reynolds - Presiding Member, Parent Representative

Liz Coyle - Principal

Polu Luatua - Staff Representative

Cristene Trenuela-Chan - Parent Representative

Chris Gregg - Parent Representative

Elenor Blair - Parent Representative

Chris Hannen - Proprietor Nominee

Suzanne Tennant - Proprietor Nominee

Paul Saunders - Proprietor Nominee

Giving Effect to Te Tiriti o Waitangi

At Rolleston Christian School we are on a journey in giving effect to Te Tiriti o Waitangi. Through whānau (family) consultation a priority has been set for developing the use of Te Reo Māori in the school and having a structured teaching and learning programme that allows for this. All staff are engaging in Te Reo Lessons, either through Te Ahu o Te Reo Māori, or through school based lessons with the tuakana (teachers with a higher level of te reo) on staff. It is an expectation that Te Reo Māori is taught weekly at all levels of the school and used on a daily basis. Staff who are or have engaged with Te Ahu o Te Reo Māori have learnt local pūrakau (cultural stories) and had many experiences within the programme to learn about wāhi (place) and taonga (precious aspects) of the local takiwā (area), that they then incorporate into their own teaching. We have practices such as our mihi whakatau to welcome students, using the structure provided by our local rūnanga, Taumutu. Our integrated curriculum includes the exploration of history and maramatanga Māori (Māori understanding) as important lenses to learn through.

Employment Policy Statement

Reporting on the principles of being a Good Employer

How have you met your obligations to provide good and safe working conditions? We provide training, regularly review risks, and share stories of near misses that increase understanding of possible risks.

What is in your equal employment opportunities programme? How have you been fulfilling this programme? We give equal employment opportunities and follow our policies in relation to this

How do you practise impartial selection of suitably qualified persons for appointment? We have an appointments committee for each appointment made, these committees are made up of a selection of people who represent different parts of the school.

How are you recognising, The aims and aspirations of Maori, The employment requirements of Maori, and Greater involvement of Maori in the Education service? All our roles are advertised that having an understanding of te reo Māori me tikanga Māori is an advantage and that being willing to go on a journey of understanding is a requirement.

How have you enhanced the abilities of individual employees? Professional Development opportunities and Professional Growth Cycles

How are you recognising the employment requirements of women? Allow for Part-time employment for women with children. Priority entry of teacher's children into the school to ease logistics. Safe and friendly working environment.

How are you recognising the employment requirements of persons with disabilities? NA

Good employer policies should include provisions for an Equal Employment Opportunities

(EEO) programme/policy. The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO)

Do you operate an EEO programme/policy? Yes

Has this policy or programme been made available to staff? Yes

Does your EEO programme/policy include training to raise awareness of issues which may impact EEO? Not explicitly

Has your EEO programme/policy appointed someone to coordinate compliance with its requirements? Yes

Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy? Yes

Does your EEO programme/policy set priorities and objectives? Yes

Statement of Kiwi Sport Funding

Rolleston Christian School received \$3809.00 excluding GST in the Operations Grant.

The funding was spent towards a Sports Coordinator through Selwyn Sport Trust.

Developing the Village

Analysis of Variance



The school recognises that it takes a village to raise a child. By choosing Rolleston Christian School, parents are inviting the school into a village that will help to raise their child in a Christ-centered and faith-filled way. Others in this village may be wider whānau, the church, other social networks, and the wider community. Developing the village involves the school actively creating and strengthening connections with and within these groups, to create a sense of whanaungatanga (belonging) and foster an environment of ako (learning from one another - both as teacher and as learner), in order to see tamariki (children) of every culture and background flourish spiritually, academically, emotionally, and socially.

Priorities in 2023

Welcoming procedures for new students and their families - includes connecting with pastors and whānau

- A welcome procedure is developed and documented that reflects appropriate cultural practices and includes whānau and local churches
- Welcome procedures have been run in the second half of the year
- Welcome event dates have been set for 2024
- Local pastors are keen to be a part of this process

Te Kākano parents - connecting with and educating

- Kōhanga liaison parent system is developed, reviewed and refined with the PCG
- Increase in parents commenting on their child's work in Spotlight
- Increase in parents signing up for Learning Conferences in TK
- We have identified the habits we want to encourage with school parents and there are systems in place to strongly engage with TK parents about these.

Points to Celebrate

- By the end of the year we had 100% attendance from our Te Kākano parents at Learning Conferences.
- We have given consistent messaging through hub and school newsletters regarding the top habits we want parents to develop as they enter the school. Some parents have made comments that suggest they are reading these and thinking about them.
- We have four dates in the calendar for mihi whakatau in 2024 to welcome new akonga and their whānau.
- The students all know the mihi whakatau practice and have regularly practiced the songs. We have identified who will do which roles during the mihi whakatau.
- TK Connect has been running monthly, and a small but dedicated group of parents have been attending these.
- We have seen a small increase in the number of parents commenting on Spotlight posts, we believe this is due to the tamariki taking greater responsibility for their own uploads.

Reflections for Next Steps

- We want to continue to develop Learning Conferences into a more informative and meaningful time for parents to make the most of how most parents come to these.
- The Kōhanga liaison still needs some work to develop. Thinking around how to ensure these parents are upholding the culture and values of the school in the way they act is of top priority.

Investment in Staff

Analysis of Variance



The school will invest in the staff so they experience joy in their work which will result in a positive and dynamic learning environment for our tamariki. Our staff care for, instruct and disciple our ākonga on a daily basis in order for our ākonga (students) to flourish spiritually, academically, emotionally and physically. Investment into our staff's spiritual depth and theological understanding, leadership capabilities, thought leadership, and the practical application of these in a school environment are paramount to the quality of Christ-centered teaching and learning.

Priorities in 2023

Curriculum Groups - development of the idea

- We've defined the purpose and structure of the groups that best meet the needs of our school.
- Priorities for curriculum groups will be collaboratively established.
- People have chosen a curriculum group to be a part of and feel excited about this.
- Terms of Agreement are established for the groups.

Building Biblical Literacy

- Staff are actively upskilling in theology
- Staff feel more confident in their theology when planning for Living Christianly Programmes

Te Reo Māori

- All staff are capable of confidently teaching the first two steps of Te Reo against our school progression.

Points to Celebrate

- Seven teachers took part in Te Ahu o Te Reo Māori
- All other teachers took part in lunch time Te Reo lessons with Liz to learn how to implement our school's language acquisition plan
- Curriculum groups are up and running. We have three groups and all teaching staff have chosen to be in a group they feel passionate about.
- All curriculum groups have developed an agreed way of working together and have an annual plan developed for 2024.
- All teaching staff attended the New Zealand Association of Christian Schools Conference. A number of the teachers also presented at this.

Reflections for Next Steps

- Curriculum groups and developing an enthusiasm for new learning in these areas feels very timely in relation to the Curriculum Refresh and staying abreast of changes occurring in education at the moment. Building on the strength of these feels very important.

Stretching all Students

Analysis of Variance



Stretching and growing all students is about seeing children challenged in their daily school life to make strong academic and competency based improvements, no matter what their cultural background, gender or individual challenges are. The school will make a priority of ensuring that learning is deep, challenging and based in authentic and meaningful contexts.

Priorities in 2023

Spiral of Inquiry around reading - Learn, Implement, Reflect

- New initiatives are seen in the school that are being monitored and analysed for their effectiveness.
- Student Achievement data in reading has risen by at least 2%.

TALL implementation across the school

- The teaching and development of oral language and vocabulary is being prioritised in all learning areas.
- Student Achievement data in reading and writing has risen by at least 2%
- Student Achievement data for ELL students has risen by 3% in reading

Preparation for the Curriculum Refresh

- Leaders have a deep understanding of the direction with the Curriculum Refresh
- We have a plan as a school for implementing the curriculum refresh.

Circle Time Development

- Our circle time programme is aligned to our Christ-like rubric
- Each hub is clear what they are teaching over a two year period
- Each hub's learning clearly feeds into the next hub

Points to Celebrate

- Our Circle Time Programme has been developed to align to the Christ-like rubric, and is designed to build on skills developed over their time here at RCS.
- Lots of deep learning has occurred in the teachers in relation to the way reading is taught. Teachers have started to modify their practices and are seeing positive results in student engagement and anecdotal evidence.
- More of our ESOL funded has been used to fund additional teacher time to support the language development of our students. This has been a positive move and has increased the team approach to language learning in the school.
- The leadership team, but more specifically the Curriculum Groups have engaged with the Curriculum Refresh documents and are building a good understanding of the changes and developments. The Curriculum Groups will be a key vehicle for implementation of the developments in 2024.

Reflections for Next Steps

- Our data suggests that students' behaviour has been a hindering factor to good academic achievement this year. We have had a number of new staff join our team and on reflection we think this is a good time to re-focus on the development of positive behaviour in our students and how this is done at Rolleston Christian School. This will be a major focus in 2024.

Celebrations and Student Achievement



General Celebrations at Rolleston Christian School

- We reached the required level to be recognised as a Green-Gold Enviro School. We have been working towards this goal for nine years!
- The Parent Community Group raised close to \$9000 throughout the year and held at least seven community events across the year.
- The staffroom and administration area extension was completed, including an outdoor area for staff.
- A new block was completed. This block will accommodate 75 tamariki in Years 2-4
- A library space was created from a portacom brought on to the school to accommodate the overflow while we waited for the new block to be finished.
- A number of landscaping projects were completed.

Achievement in Reading

- 82% of our students are achieving at or above the curriculum level appropriate to their year level. This is a similar percentage to the year prior.
- Of the children who are 'below', 57% have made 6-8 months progress over the last 6 months which is positive, leaving 43% though who did not make the 6-8 months progress, leaving their achievement level the same, this is 7.5% of the school.
- We will be implementing the Accelerating Learning in Literacy programme in 2024 at the year levels who have made the most limited progress.
- The transition into Better Start Literacy Approach (BSLA) looks to be successful in our Year 1 cohort, with 100% of our students meeting the expected progress indicators, although it will be interesting to watch this cohort move through the school, along with future cohorts that do BSLA.

Achievement in Writing

- 71% of our students are achieving at or above the curriculum level appropriate for their year level. This is a 6% decline from the year prior.
- Of the children who are 'below', 37% have made 6-8 months progress over the last 6 months, leaving 63% though who did not make the 6-8 months progress, leaving their achievement level the same, this is 16% of the school.

Achievement in Maths

- 82% of our students are achieving at or above the curriculum level appropriate to their year level. This is a similar percentage to the year prior.
- Of the children who are below 66% have made 6-8 months progress over the last 6 months which is positive, leaving 34% though who did not make the 6-8 months progress, leaving their achievement level the same, this is 6% of the school. This is a low percentage of children who haven't actually progressed in the past 6 months.

Rolleston Christian School

