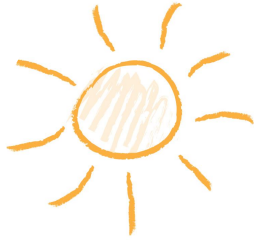


Rolleston Christian School

Annual Report 2024

Summary Page



Achievement Rates



81%

Achieving At or Above expected Curriculum Level in Reading



82%

Achieving At or Above expected Curriculum Level in Maths



76%

Achieving At or Above expected Curriculum Level in Writing

Developing The Village

- ✓ Mihi Whakatau held each term for new families
- ✓ Learning Conferences have included activities to build parent understanding of pedagogy
- ✓ At least 90% attendance at Learning Conferences in all hubs.
- ✓ Parent prayer meeting held every Friday



Stretching All Students

- ✓ The school has joined PB4L (Positive Behaviour for Learning) school wide
- ✓ All staff have been reading books about the development of behaviour and sharing these at staff meetings
- ✓ Spotlight entries have become business as usual, including student reflection
- ✓ Data Analysis is being used more effectively to understand student needs



Investment in Staff

- ✓ Curriculum Groups are established and running effectively to build a deep understanding in each curriculum area
- ✓ Curriculum groups have shared their learning with other staff
- ✓ Leaders have been involved in Leadership PD run through the New Zealand Association of Christian Schools
- ✓ Team Approach to Language Learning strategies have been widely implemented



Rolleston Christian School

Annual Report 2024



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

Elena 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 \$3974.56 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.

Our overall intentions in this area

- We have an official welcoming process in place for new families that involves whānau and their churches.
- Parents have an increased understanding of the pedagogy at RCS and support this.
- Regular opportunities are offered for families to connect with each other and school staff.
- 10% increase in the number of parents signing up for Learning Conferences.
- Parents will pick up rubbish and pull out weeds in the garden as a sign of feeling this is their space too.

Priorities in 2024

Develop Learning Conferences into a full learning experience for parents.

- 3 Learning Conferences have been run the the new way.
- Parents are engaging with the full experience
- Parents have an increased understanding of the pedagogy used in the classroom

PCG Initiatives are running effectively

- Kōhanga Liaison system up and running
- Parent Evenings are well attended
- Working Bees are occurring

Student Media Station

- The student media group have published at least 4 'episodes'
- Parents have watched the episodes put out by the media group
- Figure out the best way to publish the material

Points to Celebrate

- We have a regular practice for Mihi Whakatau now, and have been holding termly Mihi Whakatau for new families, as well as smaller ones for significant visitors. Our local pastors have been involved in these ceremonies.
- Percentage of parent attendance for Learning Conferences is in the 90s in all hubs.
- Learning Conferences have included interactive learning activities that parents can engage with to develop a deeper understanding of the pedagogy and learning in different curriculum areas. In 2024 we have had activities related to Writing, Values Competencies and Maths.
- Kōhanga liaisons have been trialled in one hub.
- The PCG have held a termly event to connect families with one another, along with their new people's dinner once a term.
- The PCG have a scheduled prayer meeting each Friday, and the school is trying to initiate a prayer roster to encourage prayer coverage over the school during each school day.
- An increase in community volunteers helping with learning opportunities in the classrooms
- Parents are helping to pick up things like lost property and feeling less judgemental about this and more helpful.
- Student media group have produced (should be three) news bulletins to celebrate the learning taking place in the school to share with parents.
- A parent book group is running, reading a parenting book by the same author as books the teachers have been reading related to student behaviour.
- Full school assemblies being held. This is an opportunity for parents to attend and also for the PCG to participate.
- Senior students getting involved in community events, such as planting in Foster Park and helping with the sausage sizzle.

Reflections for Next Steps

- Some parents engaged a lot more with the learning activities at Learning Conferences than others. This seemed to directly relate to the preparation of the children to show their parents the activities. We will continue to do this process next year and put more effort into preparing the children to be the 'teachers' to their parents.
- The PCG is a vitally important part of the school community, we need to do a better job of communicating with the group and supporting the work that happens there.
- TK connect works well as a space for parents to have the opportunity to come and ask questions, it would be good to spread this practice to the rest of the school.
- Internal marketing is important, and we need to have more people contributing to this space, but it needs to be the right people

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.

Our overall intentions in this area

- Every Hub has a knowledgeable 'Theology Champion'.
- Curriculum groups are established and running effectively to create a space where people can grow in an area of passion and then share this with other staff.
- A culture of Kaihautu Ako is developed amongst all layers of leadership so that all leaders are growing the capacity of those they lead in a way that builds passion and joy.
- A faith-based community environment is developed within the staff.

Priorities in 2024

Curriculum Groups are deepening teacher capacity

- Curriculum Groups have met their own Annual Plan goals
- Curriculum Groups have a deep understanding developed of their specific area related to the curriculum refresh
- There are full staff opportunities for staff to learn from each other through the sharing of curriculum groups with each other.

Building Biblical Literacy

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

Spiral of Inquiry

- Initiatives are occurring throughout the school that demonstrate aspects of our Spiral of Inquiry that lead to all students being stretched.

Points to Celebrate

- Teachers are engaging with theology. This has been through Teacher Only Days focussed on God's Big Story and Māoritanga and Christianity. Staff devotions have followed up this learning.
- Curriculum Groups have been established and running effectively. Teacher Only Days have been an opportunity for Curriculum Groups to share their learning with others. Valuable resources have been developed for the rest of the staff through the Curriculum Groups.
- TALL strategies are being developed and implemented throughout the school. These link closely with learning about The Science of Reading too.
- Depth and intentionality has been developed in the integration of LIGHTS and Reading programmes.
- In 2024 there has been a focus on teaching our Excellence rubric throughout all subjects as part of our focus on Learning Behaviours as an aspect highlighted through our Spiral of Inquiry.
- Multiple leaders have been involved in the New Zealand Association of Integrated Schools Emerging Leaders Programme.
- Two leaders have been involved in the New Zealand Association of Integrated Schools Senior Leadership Programme.
- One staff member has attended the Pasifika Leaders professional development
- Targeted performance reviews have led to growth in staff
- An alternative performance review system has been developed and implemented for those staff needing a more structured and accountable growth cycle.

Reflections for Next Steps

- Government policy has held up the direction of learning for these groups to some extent. With the curriculum documents being changed and therefore delayed in being released, we have been unable to engage with this learning and mahi yet.
- Learning about theology could relate more directly to teaching and learning in order to make this more valuable for the teaching staff. Learning could be related to curriculum groups as a way to look at theology that influences what we do in the teaching and learning spaces and how we do these.
- Leaders who have been involved with the PD for Christian Leaders have been challenged about really digging into what it means to be Christian Educators in Christian Schools.
- We have Te Reo being learning and taught widely in the school but continuing to maintain and grow teacher knowledge is a challenge time-wise, and will be an increasing challenge with Te Ahu o Te Reo Māori losing funding.
- Leadership development of middle leaders in particular puts demands on those leaders, but is also needed to strengthen the leadership. This learning and growth needs to be driven as a collaborative group by the group.

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.

Our overall intentions in this area

- A 3% improvement in school wide reading, writing and maths achievement.
- 3% improvement in the English Language Progressions for our English Language Learners
- Have updated our curriculum and pedagogy in-line with the expectations of the NZ Curriculum refresh and the Common Practice Model.
- All leaders use data effectively to understand what is and isn't having a positive impact on our students' achievement.
- Spotlight entries show that students and teachers are regularly engaging in formative assessment in relation to our values competencies.

Priorities in 2024

Student Behaviour - Pro-Social and Learning Behaviours

- Decreased number of Level 2 and 3 incidents
- Belief Circles re-developed
- All staff working together from the same philosophy to achieve the same desired outcomes
- Staff talking and discussing, thinking deeply about best practice in regards to behaviour

Curriculum Refresh

- Long term plans are developed in Reading, Writing, Maths and LIGHTS that meet the requirements of the Curriculum Refresh
- New Assessment practices are developed and established to meet the requirements of the Curriculum Refresh.

Circle Time Development

- A bank of resources have been developed to support the teaching of Circle Time in classes.

Points to Celebrate

- We have joined PB4L school wide and are working through the related 'cogs' together as a team
- All the staff have been learning about the development of positive behaviours in children by reading a range of books and leading staff meetings with the rest of the staff.
- Teaching Staff have all done further reading into Ross Greene's CPS Model, and some staff have attended a one day workshop with Dr Greene.
- Some staff have started to implement the CPS model and are reflecting with one another about their learnings as they go.
- There has been a slight improvement in data of Level 2 and 3 behaviours. This is an overall improvement, even though the school has grown by 16 students.
- Working with RTLBs and MOE psychologists has led to the implementation of 'We Thinkers' in the two junior hubs, and the ALERT programme in Te Māhuri.
- Leaders and teachers have developed in their understanding of data analysis and are using this more effectively to improve teaching and learning.
- Spotlight entries are becoming 'business as usual' and have increased in quantity and quality. The agency students have with Spotlight entries is also increasing.
- Circle Time Plans have been developed in some hubs to have odd and even year plans that build on from each other in relation to each of our 'Christ-like' dimensions.
- The Learner First Maths and Lead Maths Teacher PD has developed our understanding of what a rich maths programme looks like and this is being implemented to varying degrees in the school now.
- TALL is being implemented effectively around the school.

Reflections for Next Steps

- Developing an understanding of the Refreshed Curriculum was not able to occur due to Government changes and then delays in this being released.
- The Curriculum Groups were able to do some deep and meaningful learning in areas, that has been able to be shared across the school. Due to this reflection we will create a Culture Building Curriculum group in 2025 to develop and align all the aspects of our school that develop the school culture and values in our students - Living Christianly, Circle Time and PB4L. We need to explore how we teach these things so they translate into faith and behaviours that allow for a thriving Christian Community in our student body.
- We still need to see an increase in overall student achievement.
- We need to use data more effectively to track children over time and also specific groups on children.



Achievement in Reading

- 81% 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 the expected curriculum level, 23% have made between 12-20 months progress in the past 12 months. This is very positive because if these children continue to accelerate they will eventually reach the expected standard. 45% of these students have made 8-12 months progress in the past year, so although tracking below the expected level they are continuing to make positive progress. 17% of these students are new to the school this year so we will need to find and implement the appropriate strategies to accelerate their learning. This leaves 15% of children achieving below the expected standard who have not made 6-8 months progress over the past year. This is 2.8% of the full school roll, 7 children. There is no noticeable link between any of these children.

Achievement in Writing

- 76% of our students are achieving at or above the curriculum level appropriate for their year level. This is a 6% improvement from the year prior.
- Of the children who are below, 22% have made between 12-20 months progress in the past 12 months. This is very positive because if these children continue to accelerate they may reach the expected standard. 48% of these students have made 8-12 months progress in the past year, so although tracking below the expected level they are continuing to make positive progress. 10% are new to the school this year. This leaves 20% of the children who are achieving below, who have not made 6-8 months progress over the past year. This is 4.8% of the full school roll, 12 children. Boys are over represented in this group with 9 of the 12 being boys. Most of our ADD or ADHD students are included in that 12. Some of the 12 have specific learning disabilities. Aside from gender and ADD/ADHD diagnosis there are no other disproportionate representation to the school population.

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, 18% have made between 12-20 months progress in the past 12 months. This is very positive because if these children continue to accelerate they will eventually reach the expected standard. 53% of these students have made 8-12 months progress in the past year, so although tracking below the expected level they are continuing to make positive progress. 9% are new to the school this year. This leaves 20% of children who are achieving below the expected standard who have not made 6-8 months progress over the past year. This is 3.6% of the full school roll, 9 children. Māori are over represented in this group as three of the nine children whakapapa Māori.
- Throughout the school 12% (30) of students did not demonstrate 6-8 months progress over the past year in order to move a sub-level. Nine being the children described in the paragraph above. 12 of the 30 are children who have dropped from 'above' the standard to 'at' the standard. Five of these students were well above and have continued to stay above.

Rolleston Christian School



General Celebrations at Rolleston Christian School

- We completed and opened our new library space. This space is thoroughly enjoyed by our students.
- The back field has been graded and grassed so we now have a good quality sports field to use.
- Another teacher met the criteria for Full Registration as a teacher.
- Students enjoyed our first Winter Adventure day. Some students went skiing, others ice skating and others on a hike.
- We have no staff turnover moving into 2025.
- A range of excellent Action Based Inquiry projects were completed.
- Full school assemblies started occurring, using the Hope Church building.
- The PCG continues to do amazing work building community in our school.

