

# Annual Plan 2025

## Priorities and Projects for 2025



The following areas are the priority for improvement in 2025. There is a detailed plan of the specific actions that will be taken in relation to these areas.

### Developing the Village

- Developing our Internal Marketing strategies to ensure our school community has a clear understanding of what's going on in the school.
- Developing our connection with parents at all levels of the school.
- Continuing to improve our Learning Conferences and the depth of understanding parents gain about our teaching and learning programmes by attending these.

### Invest in Staff

- Develop our Learning Leaders to continue to ensure they are well equipped and empowered to lead their teams well.
- Develop our Kāhui positions to ensure that Curriculum Groups are well supported by the expertise of these Kāhui positions.
- Build depth of understanding in staff about Spiritual Formation and Christian Education.

### Stretching All Students

- Student Culture - continuing our journey in learning about behaviour development and management, along with spiritual and character formation. Implement new strategies with the children.
- Student Culture - build an understanding of what it means to be a faith based learning community and how to embed this.
- Implementation of the new curriculum in Reading, Writing and Maths.

# Developing the Village

## Strategic Area One



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 of every culture and background flourish spiritually, academically, emotionally, and socially.

### Success Indicators

- 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.

### Links with the National Education and Learning Priorities

#### **Objective 1: Learners at the centre**

*Priority 1:* Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.

*Priority 2:* Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.

### Projects to Develop

- Develop a welcoming process that is unique to our school - it needs to have a cultural element appropriate to our school's location, involve whānau and churches and create a sense of belonging.
- Target NE parents with opportunities to connect. Things like morning tea, Parent meetings, Pedagogy upskilling.
- Internal marketing - Magazines or an online avenue to promote what we are doing and why - something physical that parents see.
- Learning Afternoons - a space for parents to learn with their children and build an understanding of pedagogy.
- Build ways that parents are able to be involved in the school as volunteers
- Professional videos showing our pedagogy

### Possible Threats

- Looking like we are only attached to one church with Hope going up next door
- Capacity of staff - time and energy
- Parents don't have the time or capacity to become involved
- School growth - not knowing everyone anymore
- Not being able to build shared understanding with whānau and churches.

# Investment in Staff

## Strategic Area Two



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 akonga on a daily basis in order for our akonga 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.

### Success Indicators

- 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.
- All staff are able to teach the language acquisition plan for Te Reo Māori.

### Links with the National Education and Learning Priorities

#### **Objective 3: Quality teaching and leadership**

*Priority 5:* Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

*Priority 6:* Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

### Projects to Develop

- Develop the concept of curriculum groups, pilot this, refine it and then establish our desired model as 'a thing we do'.
- Professional Development opportunities are given to people to become Theology Champions.
- Explore the concept of Kaihautu Ako as leaders and refresh the role descriptions of what is currently thought of as Team Leaders.
- As the school grows, investigate how we create a safe space as staff to be authentic and deep with each other in our faith.
- Staff continue to grow in their ability to teach the school's language acquisition plan for Te Reo Māori

### Possible Threats

- With new staff coming on board there is the danger of our culture being watered down.
- Overwhelm
- Balancing work/life satisfaction with also being passionately driven
- Time - the pressure of learning new things while also maintaining the day to day.

# Stretching all Students

## Strategic Area Three



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.

### Success Indicators

- 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 our students' achievement.
- Spotlight entries show that students and teachers are regularly engaging in formative assessment in relation to our values competencies.

### Links with the National Education and Learning Priorities

#### **Objective 2: Barrier-free access**

*Priority 3:* Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

*Priority 4:* Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

### Projects to Develop

- Complete the Spiral of Inquiry we currently have underway into teaching and learning in Reading.
- School wide implementation of TALL.
- Structure and resources developed for the circle-time programme, aligned to the Christ-like rubric.
- Structure and resources developed for LIGHTS and LIGHTS through play, aligned to the NZ Curriculum Refresh.
- Explore the Common Practice Model coming from the Ministry of Education and how this can be implemented effectively in the Rolleston Christian School context.

### Possible Threats

- Changing views in work ethic and wellbeing
- Too many new initiatives, information, and changes coming out from the MOE that could distract
- Pressure on all parties
- Burnout of staff
- Staff not feeling like they are 'enough' and feeling pressure to be a perfect teacher