

Roseneath School

A vibrant, inclusive school where children love to learn



Strategic Plan 2024–2025

January 2024

Principal's endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	

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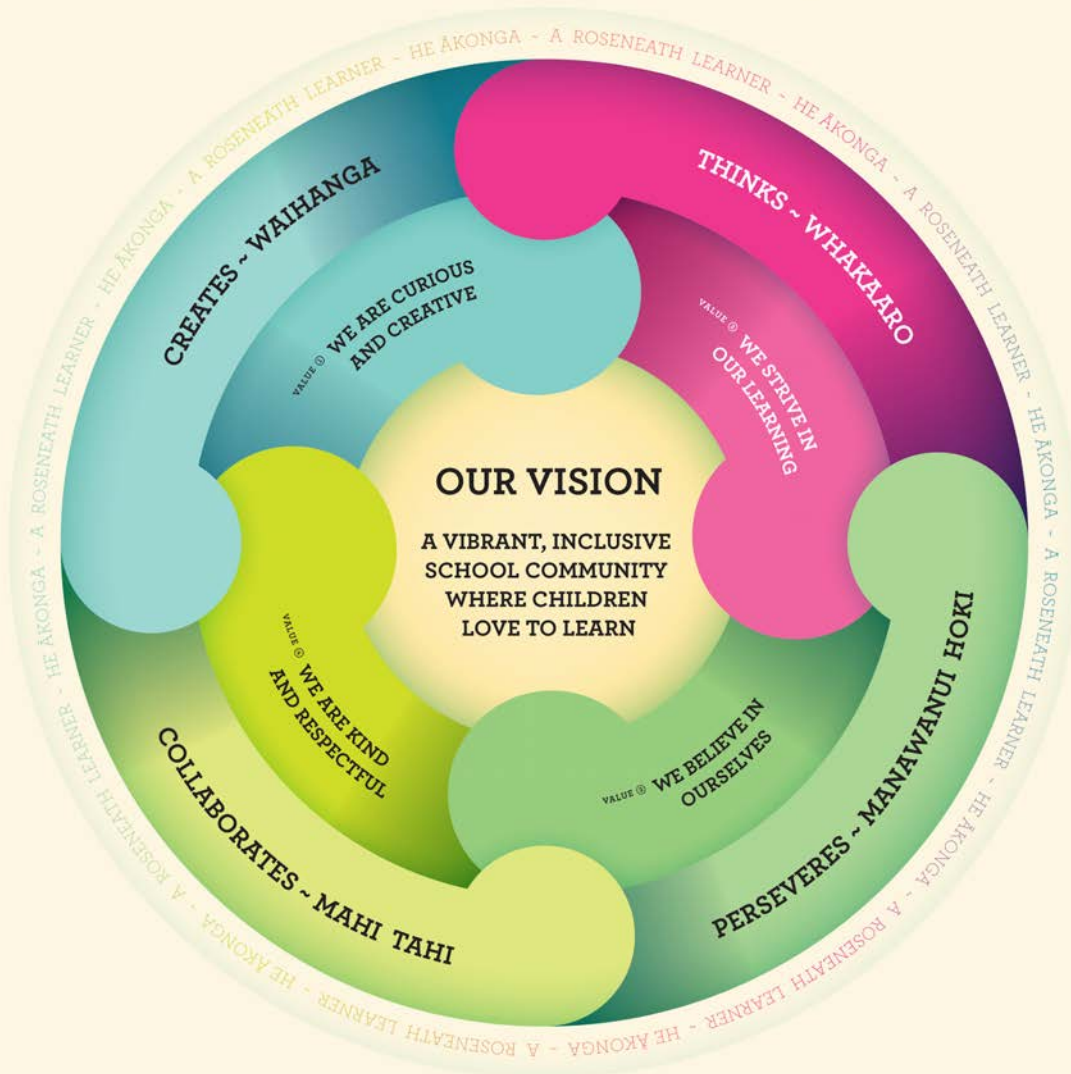
Consultation

In September 2023 the Board planned the consultation process to compliment consultation undertaken by other schools in Motu Kairangi Kahui Ako. At our school production nights our families were invited to provide responses about what success looks like for our children. We received 37 responses: representing around 57% of our families. We surveyed all classes for student voice . Our staff and board also responded.

In November the responses were synthesised and strategic goals established. In early 2024 the staff constructed the Annual achievement plan and targets. The Strategic Plan will be reviewed in November 2025.

Our Vision, Our Values, Our Learners

Roseneath School ~ Te Wai Hirere



The Roseneath Learner

Thinks | Whakaaro

Is confident in themselves as a learner and knows how to learn
Possesses core academic skills
Is an active seeker, user and creator of knowledge

Is a resilient risk-taker
Is motivated and strives for excellence
Is confident in their identity, language and culture
Physically active with an appreciation of a healthy, well-balanced lifestyle
Acts with integrity

Able to relate well to others
Empathetic, treats others with kindness, respect and tolerance
Connected to the land and environment
Has a strong sense of who they are and where they belong
Establishes and maintains positive relationships
Is an effective leader and team member

A confident, creative, critical and connected user of information
Seizes opportunities
Values and respects diversity
Optimistic, future-focused and globally aware
Is an effective communicator- confident with a range of modes and in different contexts

Collaborates | Mahi Tahī

Perseveres | Manawanui Hoki

Creates | Waihanga

Cultural Responsiveness

At Roseneath School we strive to give effect to the tTe Tiriti and we recognise the unique place of te Tiriti o Waitangi in New Zealand law. We have a Board that is accountable for the performance of our school, and committed to being culturally responsive. Te Tiriti o Waitangi is one of eight principles in *The New Zealand Curriculum* that provide a foundation for our school's decision making. This principle places students at the centre of teaching and learning, asserting that they should experience a curriculum that engages and challenges them, is forward-looking and inclusive, and affirms NZ's unique identity. **Partnership, Participation and Protection** are derived from the underlying tenets of Te Tiriti o Waitangi.

Partnership

At Roseneath we:

Actively build learning-focused partnerships with families, and strive to create opportunities for families to participate in their childrens' learning, including whānau sharing their aspirations for their children.

Learn and celebrate key events in Te Ao Māori, including Matariki, and we include pūrākau, waiata and activities that promote and celebrate te Ao Māori in our classroom programmes

Celebrate our school's unique location, and use place- based inquiry learning to find out about the origins and history of our maunga, moana, and rōhe. We have a school pepeha which we use to introduce our school to visitors.

Welcome the knowledge of others, and seek to build relationships with local iwi and tangata whenua.

Protection

At Roseneath we:

Understand and adhere to our Roseneath School protocol/tikanga, and promote this gently

Value te reo me ngā tikanga Māori as part of our everyday learning experience and strive to develop our knowledge of te reo me ngā tikanga Māori at all levels of the school (Board, community, staff and ākongā)

Show respect to Te Ao Maori, for example by standing proudly when reciting our pepeha and karakia and when performing waiata, developing our kapa haka skills, and striving to pronounce te reo Māori correctly

Participate in the powhiri process as tangata whenua or manuhiri

Hold mihi whakatau (a welcome ceremony) for new students, teachers, and families twice a year.

Weave the concept of Ako throughout our school curriculum through a variety of structures and experiences, such as Tuakana-Teina, Rōpū/Houses, families as experts, and reciprocal learning opportunities

Participation

At Roseneath we:

Encourage all of our learners to share their learning in different ways, and encourage our community to participate in and celebrate our learning

Have high expectations for the learning progress and achievement of all of our students, including our Maori students, Pasifika students, and students from diverse cultural backgrounds

Focus on knowing our learners and celebrating their unique cultural identity, language and culture

Encourage families and whanau to share their aspirations for their children. Our whānau rōpu contributes to school decision making and forward planning.

Wellbeing for Learning

At Roseneath we:

Grow a community of learners who care for themselves and others, who are supportive and supported, positive in mindset, resilient, vibrant and inclusive

Student Wellbeing:

Our agreed values and vision underpin our actions to promote student wellbeing

Our curriculum is designed and monitored to ensure student success

Our students have a voice in promoting their wellbeing and in other school decisions

All students' wellbeing is actively monitored

Systems are in place and followed to respond to wellbeing issues

We purchase and use resources that support student wellbeing for learning

We teach mindfulness, relaxation, and self-regulation strategies

We support children to celebrate and find joy in their learning and lives.

Community Wellbeing:

We all contribute to a positive and thriving school community

We show care and appreciation of the people who teach and support our children

We model our school values in our interactions with all community members

We find ways to connect and build community spirit

We support and care for our most vulnerable

We celebrate each other and find joy in our learning and lives

Staff Wellbeing:

We all contribute to a positive and thriving work environment

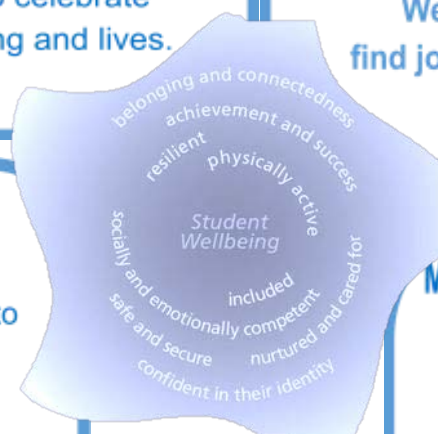
We actively monitor and respond to staff wellbeing

We find efficient and sustainable ways to manage staff workload

We make use of systems and agencies that support us e.g. EAP, NZEI, NZSTA

We model our school values in our interactions with all community members

We celebrate each other and find joy in our learning and lives.



Measures of Wellbeing at Roseneath:

NZCER Teacher Workplace survey

End of term reviews

'fireplace chats' and other informal check ins with staff and families

Seeking parent/community feedback through the newsletter and through surveys

NZCER Student Wellbeing@School survey

Motu Kairangi Kāhui Ako: Wellington East Community of Learning

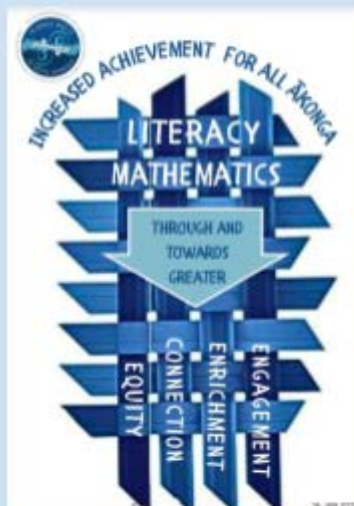


Our schools have committed to raising student achievement by working together to enable every student in our community to succeed at each level, as they pass through our schools from early childhood to Year 13 and beyond. For parents, this means that regardless of the school their child attends, the East Wellington Kāhui Ako (Community of Learning) schools will collectively work together to facilitate their child's success as a learner in our cluster of schools. Rather than each school concentrating on their own students in isolation, we are now collaborating at all levels to optimise the learning for each of the 4,200 students in our schools.

The following schools comprise the Wellington East Community of Learning | Kāhui Ako

Evans Bay Intermediate
Hataitai School
He Huarahi Tamariki
Kahurangi School
Kilbirnie School
Lyall Bay School
Miramar Central School

Miramar Christian School
Miramar North School
Rongotai College
Roseneath School
Seatoun School
Wellington East Girls' College
Worser Bay School



Achievement Challenge 2024 :

To increase achievement for all Ākonga in Literacy and Mathematics through and towards greater Equity, Engagement, Enrichment and Connection.

Strategic Plan 2024-2025

Advance our collective understanding of Aotearoa's bicultural heritage, and champion te reo me ngā tikanga Māori as part of our everyday learning experience

Empower all ākonga to be creative, connected, active learners

At Roseneath we:
Grow a community of learners who care for themselves and others, who are supportive and supported, positive in mindset, resilient, vibrant and inclusive

The koru represents growth and life, a cycle of improvement. Wellbeing sits at the centre- our learning community thrives. We have three strategic focus areas: our cultural identity as a bicultural nation, ākonga who are creative, connected and actively learning through a robust, relevant and refreshed local curriculum.

Provide ākonga with a robust, relevant, exciting and refreshed local curriculum based on Te Mātaiaho and our community

OBJECTIVE 1

LEARNERS AT THE CENTRE
 Learners with their whānau are at the centre of education

OBJECTIVE 2

BARRIER FREE ACCESS
 Great education opportunities and outcomes are within reach for every learner

OBJECTIVE 3

QUALITY TEACHING AND LEADERSHIP
 Quality teaching and leadership make the difference for learners and their whānau

OBJECTIVE 4

FUTURE OF LEARNING AND WORK
 Learning that is relevant to the lives of New Zealanders today and throughout their lives

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

5

Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Advance our collective understanding of Aotearoa's bicultural heritage, and champion te reo me ona tikanga Māori as part of our everyday learning experience

Develop a Māori Language Strategy plan championing te reo Māori me ngā tikanga Māori

Actively encourage our rōpū whānau to share their aspirations for our ākonga

1

Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

3

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

Empower all ākonga to be creative, connected, active learners.

Ākonga know themselves as learners

Develop enrichment programmes for our ākonga

4

Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

Provide ākonga with a robust, relevant, exciting and refreshed local school curriculum

Our local school curriculum reflects aspiration of rōpū whānau and gives effect to Te Tiriti of Waitangi and its principles

Strengthen partnerships with Kahui Ako to align our strategic goals with KA achievement challenges

	2024	2025
<p>Advance our collective understanding of Aotearoa’s bicultural heritage, Champion te reo me ona tikanga Māori as part of our everyday learning experiences</p>	<p>Participate in Kura Ahurea PLD programme (Year 4) involving 2 toa at hui each term.</p> <p>Consolidate Taumata 1 and 2 te reo language lessons across the school. Incorporate Taumata 3 into class programmes.</p> <p>Develop a shared understanding of the local historical narratives and incorporate these in our teaching and learning programmes (developing)</p> <p>Create our own tool to measure student progress in te reo Māori (Developing)</p> <p>Use Taku reo tool to measure bicultural practice/visibility of te reo</p> <p>Rōpū whānau meetings twice yearly</p>	<p>Participate in Kura Ahurea PLD programme (Year 5) involving 2 toa at hui each term.</p> <p>Consolidate Level 1, 2 and 3 te reo language lessons across the school Review our Te reo Māori lesson progression</p> <p>Ensure we have a progression of narratives across the school (embedded)</p> <p>Measure student progress in te reo Māori using NZCER Te Reo Assessment</p> <p>Continue Taku reo tool to measure bicultural practice/visibility of te reo</p> <p>Rōpū whānau meetings twice yearly</p>
<p>Empower all ākonga to be creative, connected, active learners.</p>	<p>Goal setting conversations include actions and are based on utilising known strengths Learning programmes have appropriate challenge and stretch for ākonga</p> <p>Learning surveys show developing learner agency (ongoing)</p> <p>Develop kete of active teaching and learning practices to use in everyday class programmes (ongoing)</p> <p>Wellbeing surveys to show developing ākonga hauora</p>	<p>Goal setting conversations include actions and are based on utilising known strengths.</p> <p>Learning programmes have appropriate challenge and stretch for students Learning surveys show developing learner agency (ongoing)</p> <p>Evidence of active teaching and learning practices in everyday class programmes (ongoing)</p> <p>Wellbeing surveys to show developing ākonga hauora</p>
<p>Provide ākonga with a robust, relevant, exciting and refreshed local school curriculum</p>	<p>Review local curriculum to reflect aspirations of our school community</p> <p>Identify learning opportunities in our local community and connect our learners to these.</p> <p>Build awareness and grow understanding of Te Mātaiaho, the Refreshed NZ Curriculum with kaiako and whānau.</p> <p>Design challenging and rigorous learning opportunities for our ākonga</p> <p>Support the mahi of our Kahui Ako WSLT by aligning our goals to the Kahui Ako literacy achievement challenge</p>	<p>Review local curriculum to reflect aspirations of our school community</p> <p>Encourage our ākonga to connect with learning opportunities within our local community</p> <p>Deepen understanding of Te Mātaiaho, the Refreshed NZ Curriculum with kaiako and whānau.</p> <p>Continue to design rich and complex learning experiences for our ākonga</p> <p>Continue to Support the mahi of our Kahui Ako WSLT by aligning our goals to the Kahui Ako literacy and numeracy achievement challenges</p>

Annual Achievement Improvement Plan 2024

Improvement Plan for Reading

School Strategic Learning Goal

Advance our collective understanding of Aotearoa's bicultural heritage, and champion te reo me ngā tikanga Māori as part of our everyday learning experiences

Empower all ākonga to be creative, connected, active learners

Provide ākonga with a robust, relevant, exciting and refreshed local curriculum

School Annual Learning Target

Students in Year 1-2 will be encouraged to develop their positive disposition to learning, and their understanding of themselves as readers

All of our Roseneath students will achieve to their highest potential in reading

Students at risk of not achieving will be supported to make accelerated progress

Baseline data

In 2023 97% of all students achieved at and above their New Zealand Curriculum expectation.

63 % of our students achieved above expectations.

Targets

All Year 1-2 Students will show how they feel about learning to read, describe who and what can help them in reading, and articulate and demonstrate at least one of the strategies that a reader uses

95% of all Year 3-8 students are at or above their expected curriculum level by the end of the year.

Actions to sustain Learning and Achievement in Reading

Monitoring of progress for all students, particularly those below in reading

Reciprocal observations of quality practice

Responsive grouping and programme structures

Active learning strategies (e.g. front loading, Book Club, Reciprocal reading, buddy reading) implemented in Years 3-8

Targeted intervention and support programmes

Closer analysis of NZCER PAT data, with NZCER support and advice

Development of literacy programmes based on the Refreshed English Curriculum

One hour a day of Reading imbedded in all classrooms

1

Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

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

3

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

4

Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

Improvement Plan for Writing

School Strategic Learning Goal

Advance our collective understanding of Aotearoa's bicultural heritage, and champion te reo me ngā tikanga Māori as part of our everyday learning experiences

Empower all ākonga to be creative, connected, active learners

Provide ākonga with a robust, relevant, exciting and refreshed local curriculum

School Annual Learning Target

Students in Year 1-2 will be encouraged to develop their positive disposition to learning, and their understanding of themselves as writers

All of our Roseneath students will achieve to their highest potential in writing

Students at risk of not achieving will make accelerated progress

Baseline data

In 2023 88% of all students achieved at and above their New Zealand curriculum expectations in writing (an improvement from 85% in 2022)

23% of our students achieved above expectations. (a drop from 29% in 2022)

Targets

All Year 1-2 Students will show how they feel about learning to write, describe who and what can help them in writing, and articulate and demonstrate at least one of the strategies that a writer uses

90% of all Year 3-8 students are at or above their expected curriculum level by the end of the year.

Students who are below/well below, in particular the the target cohort in Year 4 &5 from 2023 will demonstrate accelerated progress in writing.

Actions to improve Learning and Achievement in Writing

Target student tracking; regular meetings, and monitoring of progress

Professional Development around Refreshed English Curriculum

Build on our learning from our 2023 inquiry focused on phonological awareness and spelling -data collection, analysis throughout the year to monitor progress

Continue a school wide teaching and learning progression for phonics/spelling, building on phonological awareness and spelling - data collection, analysis throughout the year to monitor progress

Reciprocal observations of quality practice

Responsive grouping and programme structures (e.g. writers workshops)

Targeted intervention and support programmes

Build on student agency in writing and moderation practices through PDL both schoolwide and across KA

One hour a day of Writing imbedded in all classrooms

1

Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

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

3

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

4

Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

Improvement Plan for Mathematics

<p>School Strategic Learning Goal</p> <p>Advance our collective understanding of Aotearoa's bicultural heritage, and champion te reo me ngā tikanga Māori as part of our everyday learning experiences</p> <p>Empower all ākonga to be creative, connected, active learners</p> <p>Provide ākonga with a robust, relevant, exciting and refreshed local curriculum</p>	<p>School Annual Learning Target</p> <p>Students in Year 1-2 will be encouraged to develop their positive disposition to learning, and their understanding of themselves as mathematics</p> <p>All of our Roseneath students will achieve to their highest potential in maths</p> <p>Students at risk of not achieving will make accelerated progress</p>
<p>Baseline data</p> <p>In 2023 94% of all students achieved at and above The New Zealand Curriculum expectation in mathematics (an improvement from 90% in 2022)</p> <p>39% of our students achieved above expectations</p>	<p>Targets</p> <p>All Year 1-2 Students will show how they feel about maths, describe who and what can help them in maths, and articulate and demonstrate at least one of the strategies that a mathematician uses</p> <p>90% of all Year 3-8 students are at or above their expected curriculum level by the end of the year.</p>
<p>Actions to improve Learning and Achievement in Mathematics</p> <p>Ongoing monitoring of progress</p> <p>Reciprocal observations of quality practice</p> <p>Responsive grouping and programme structures</p> <p>Introduction of a schoolwide mathematics programme</p> <p>Targeted intervention and support programmes</p> <p>Active learning strategies (e.g. front loading, Maths Café and workshops) implemented in Years 3-8</p> <p>Closer analysis of NZCER PAT data, with NZCER support and advice</p> <p>One hour a day of Mathematics imbedded in all classrooms</p>	

