

Rolleston Christian School Annual Plan/ Strategic Plan 2026-2028

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

Overall Strategic Goal: Strengthen our flourishing village

Over the next three years, the Board’s goal is to ‘Strengthen our flourishing village’. We recognise that our school is a learning village, where children are educated within a faith-based community made up of children, parents, educators, church members, and wider community members. At the heart of our village is a desire to follow Jesus Christ. We, therefore, flourish through developing a Christ-centred identity, integrating Godly values, building and restoring positive relationships, and continually developing a deeper understanding of Biblical knowledge.

Three Strategic Areas for Focus

Connected Parent Community

We continue to prioritise building a sense of whānaungatanga (belonging) amongst our parent community, where parents and whānau feel valued and included. We seek to provide opportunities for parents to be engaged and informed, finding ways to engage whānau from all walks of life. We aim for our parents to feel confident in the direction the school takes and to be actively involved in the life of the school.

Engaged Student Community

Over the next three years, we want to ensure that our student community continues to increase their levels of engagement in meaningful learning as the implementation of the new national curriculum takes place. We want to see even higher levels of intrinsic motivation in students to engage in all learning, and demonstrate kindness and respect to peers and staff, due to transformed hearts. We want all students, including our students with diverse learning needs, to be highly engaged and excited throughout the majority of the school week. We believe this engagement will result in ongoing improvement in reading, writing and maths achievement, in relation to the new national curriculum.

Joyful and flourishing teaching community

Over the next three years, we want to ensure that our exceptional teaching team flourish in their roles and find joy in the hard but valuable work of teaching. We want to see our teaching team working collaboratively and supportively to engage in meaningful learning that results in fulfilling and motivating pedagogical approaches being used in teaching and learning that also meet the requirements of the new national curriculum. We want to see strong systems and culture in place that support our staff to focus on their core business. We want to see a strong theological and spiritual underpinning in the approaches our staff take in all areas of their work.

Measures of success of actions taken

Connected Parent Community

- An increased number of parents have a positive narrative about the approaches taken at the school
- Attendance in the school has lifted to 85% of children attending 90% of the time
- 90% of parents attend the information sessions in the middle of the year and induction sessions for new hubs

Engaged Student Community

- All 2025 year four and five students have had a 5% lift in achievement, as demonstrated by teachers Overall Teacher Judgements by December 2028 in reading, writing and maths in relation to the new curriculum
- Attendance in the school has lifted to 85% of children attending 90% of the time
- An increase in student-initiated community service projects
- Student reflection indicates that students have a developing biblically informed worldview, as indicated by the reflection of our 2025 year four and five students.
- The top 5% of students with behaviour entries from Te Wana and Te Pihinga in 2025 will have a 50% reduction of negative behaviours over three years

Joyful and flourishing teaching community

- High retention rates continue (aside from positive reasons for leaving ie. promotion, babies)
- Low levels of sick leave
- Increased number of teaching staff pursue passion projects within the school
- Staff report that hubs have a strengths-based and positive culture of collaboration

2026 Annual Plan

Key Projects	Key Progress Indicators for 2026
<p>Influencing the narrative Connected Parent Community Joyful and flourishing teaching community We want to develop systems for portraying deep thinking to our parent community so we are able to influence the narrative they have about our school and the approaches we take. To do this we want to ensure we have deep, robust philosophies for actions we take, and these are supported by research and evidence to show they work.</p>	<ul style="list-style-type: none"> - Pick three topics to develop understanding, theology, research, etc - Podcast, video, short snippets - one per term - 2 terms per year.
<p>Informed parents Connected Parent Community We want to enhance the opportunities that parents have for developing a deep understanding of their child/ren's learning day and achievement.</p>	<ul style="list-style-type: none"> - Develop a transition meeting for parents moving hubs, that occur after the transition mornings. - Orientation Meeting developed for families new to the school.
<p>Develop systems that enhance the student culture and behaviour Engaged Student Community Work has been done over the past two years to enhance positive social and learning behaviours in the school. Over the next three years this work needs to be fully brought together, implemented and embedded.</p>	<ul style="list-style-type: none"> - Staff meeting series to robustly discuss our learning about Christian Education and Behaviour Development and Management, and have collaboratively developed belief circles from where all actions come from. - CPS continues to be developed and at least two more teachers are formally trained in the CPS approach - PB4L Curriculum group working through the PB4L 'Cogs' and working in cohesion with the full staff meetings.
<p>Enhance pedagogical approaches in the school that support our vision and the new curriculum Engaged Student Community Joyful and flourishing teaching community In order to ensure that we maintain pedagogy that results in Christ-like, Creative Critical thinkers who HELP bring Light to the world, in a climate that is becoming quite prescribed, we will do a deep dive into pedagogical approaches that can result in strong reading, writing and maths results while also developing the heart, skills, and competencies for our vision.</p>	<ul style="list-style-type: none"> - Pedagogy has been explored that means our LIGHTS process is integrated with biblical understandings to guide children in their developing world view
<p>Implementing the new curriculum Engaged Student Community Over the next three years the English and Maths curriculums will be implemented and embedded to a high standard. The school will begin to engage with the wider curriculum as it is made available, this will all be in relation to our LIGHTS process.</p>	<ul style="list-style-type: none"> - The new writing curriculum (Years 1-6) has been implemented - The new reading curriculum (Years 1-8) has been embedded - The new maths curriculum has been embedded <ul style="list-style-type: none"> - Three remaining TOD MOE PLD - Curriculum Groups meet one term and then combined staff meetings in the following term. With Curriculum groups sharing on alternate meetings. - Curriculum Groups - Maths, PB4L, Literacy, Biblical Integration, - Leadership team to develop skills and understanding to use the MOE assessment tool - Curriculum groups develop understanding and tools for formative, ongoing assessment
<p>Enhance Staff Culture Skills Joyful and flourishing teaching community In order to create a flourishing staff we need to re-invest in the development of the skills needed for a healthy staff culture that is collaborative and strengths focussed.</p>	<ul style="list-style-type: none"> - Staff have engaged in yearly strengths coaching as individuals and as teams. - The performance review process has been further developed to include an element of pastoral check-ins. - One TOD focussed on one area of working together (this depends on whether or not we have a TOD with the Christian schools in 2026)
<p>AI exploration Joyful and flourishing teaching community</p>	<ul style="list-style-type: none"> - Keep eye out for AI PD - two leaders at a time go to PD and bring back to the rest of the group.
<p>Bits and bobs Engaged Student Community Connected Parent Community Joyful and flourishing teaching community</p>	<ul style="list-style-type: none"> - Communication system between the PCG and the school staff is developed and embedded that ensures that PCG events are well supported by school staff

Key Areas of the School	Key Progress Indicators for 2026	Work to be done	Resources Needed
Senior Leadership	<ul style="list-style-type: none"> - Pick three topics to develop understanding, theology, research, etc - Create Podcast, video, short snippets - one per term - 2 terms per year. - The performance review process has been further developed to include an element of pastoral check-ins. - Communication system between the PCG and the school staff is developed and embedded that ensures that PCG events are well supported by school staff 	<ul style="list-style-type: none"> - Research topics - likely related to what we are doing in the staff meetings - Create a Podcast or a video or something! 	<ul style="list-style-type: none"> - Maybe recording gear? - Books - Time
Full Leadership Team	<ul style="list-style-type: none"> - Full leadership team work towards Formal reports being re-developed to meet the expectations of the new curriculum - Develop a transition meeting for parents moving hubs, that occur after the transition mornings. - Orientation Meeting developed for families new to the school. - Keep eye out for AI PD - two leaders at a time go to PD and bring back to the rest of the group. - Leadership team to develop skills and understanding to use the MOE assessment tool 	<ul style="list-style-type: none"> - Leadership team to robustly discuss best reporting cycle - Leadership team to decide on report formats - Leaders to develop a transition meeting format for children moving to their hub - Liz and Lorne to develop an Orientation meeting format for new families to the school - others to feed into this from further up the school too - Take part in PD as it comes up - Take part in any PD offered by the MOE regarding the new assessment tool - 	<ul style="list-style-type: none"> - Leadership time - PD budget for AI -
Staff Meetings	<ul style="list-style-type: none"> - Staff meeting series to robustly discuss our learning about Christian Education and Behaviour Development and Management, and have collaboratively developed belief circles from where all actions come from. 	<ul style="list-style-type: none"> - Polu and Liz to develop staff meeting series for Terms 1 - 3. 12 meetings in total. - Everyone to take active part in the staff meetings - Polu and Liz to pull work together as a result of the staff meetings 	
Teacher Only Days 2 x MOE Curriculum Days 1 x Connected to Christian Schools 3 x School TODs (4x Call back days)	<ul style="list-style-type: none"> - The new maths curriculum has been embedded - One TOD focussed on one area of working together - Strengthen our EOTC prodecures 	<ul style="list-style-type: none"> - 2 x TODs at the start of the year with the MOE Maths PLD Providers - 1/2 x TOD at the start of the year focussed on EOTC, particularly on SOPs. - Christian Schools TOD - Collaboration and Staff Culture TOD - Either one more Maths TOD or a TOD where staff can work in hubs or curriculum groups or combo. 	
Curriculum Groups Maths, PB4L, Literacy, Biblical Integration.	<p>Biblical Integration</p> <ul style="list-style-type: none"> - Pedagogy has been explored that means our LIGHTS process is integrated with biblical understandings to guide children in their developing world view <p>PB4L</p> <ul style="list-style-type: none"> - PB4L Curriculum group working through the PB4L 'Cogs' and working in cohesion with the full staff meetings. <p>Literacy</p> <ul style="list-style-type: none"> - The new writing curriculum has been implemented 	<ul style="list-style-type: none"> - Curriculum Groups meet one term and then combined staff meetings in the following term. With Curriculum groups sharing on alternate meetings. 	

	<ul style="list-style-type: none"> - The new reading curriculum has been embedded Curriculum groups develop understanding and tools for formative, ongoing assessment <p>Maths</p> <ul style="list-style-type: none"> - The new maths curriculum has been embedded - Curriculum groups develop understanding and tools for formative, ongoing assessment 		
Within Hubs	<ul style="list-style-type: none"> - The new writing curriculum (Years 1-6) has been implemented - The new reading curriculum (Years 1-6) has been embedded - The new maths curriculum has been embedded - Staff have engaged in yearly strengths coaching as individuals and as teams. - CPS continues to be developed, and at least two more teachers are formally trained in the CPS approach 	<ul style="list-style-type: none"> - All unit plans link to the new curriculum for reading, writing and maths - Take part in Strengths Coaching - Make time for CPS conversations regularly - continue to upskill through experience, reflection and if needed continued knowledge building through books and the website. 	<ul style="list-style-type: none"> - Money for Strengths Coaching - CRT time - Money for 2x staff members to attend Ross Greene training*** - Release to support CPS conversations***