

Rolleston Christian School 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%

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

	reduction of negative behaviours over three years	
Things we currently do that support this strategic area, and need to be maintained		
<p style="text-align: center;">Connected Parent Community</p> <ul style="list-style-type: none"> - Learning Conferences - Fortnightly hub newsletters - Fortnightly school newsletters - Mihi Whakatau - New family dinners - PCG events (and staff attendance at these) - New family interviews and visits to preschools - Active PCG - Families talking to each other after school - Social media promotion of what we are doing - News Club - Spotlight descriptions with uploads - TK Connect - Mana Ake - parenting support. - Welcome packs for the start of the year - Shorter news club sessions to promote what's coming up 	<p style="text-align: center;">Engaged Student Community</p> <ul style="list-style-type: none"> - PD, teacher education, partnership with RTLB, MoE, Waitaha... - Review of duty / active supervision - LIGHTS - integrated through other learning areas - Whānau Days twice a term - Cultural and sporting opportunities and events - Engagement with community events - winter sport... - Tech opportunities for Year 7/8 - Zone sport teams - Learning through play for TK / TW (decrease in behaviour issues) - IEPs / LSC role (Anna's work), Lynda's SENCO role - Learning Assistant positions to support children in need - Authentic performing arts opportunities - Connecting the right support people with the right learner - Lunchtime clubs and opportunities for diverse interests: sport, enviro, tech, library - World Vision and other opportunities for serving and contributing to the wider world - Student-driven projects - Upskilling teachers in how to teach inclusively (neurodiverse students) through the children who come into class - RTLB and MOE support 	<p style="text-align: center;">Joyful and flourishing teaching community</p> <ul style="list-style-type: none"> - Staff prayer and devotions - Strong, positive teams - low staff turnover - Celebration meetings - Curriculum Groups - Leadership Development opportunities - Strong learning culture - Ample PD opportunities
What needs to be pruned to make space for new initiatives or is getting in the way of achieving above goals		
<p style="text-align: center;">Connected Parent Community</p> <ul style="list-style-type: none"> ● Connect times for older hubs ● No pressure to do blog posts on spotlight 	<p style="text-align: center;">Engaged Student Community</p> <ul style="list-style-type: none"> ● Teaching the old curriculum ● ALL and ALiM PD ● The Learner First PD 	<p style="text-align: center;">Joyful and flourishing teaching community</p> <ul style="list-style-type: none"> ● Stop listening to the news

Projects and Initiatives to achieve the goals

	Key Progress Indicators	Resources Needed
<p>Influencing the narrative Connected Parent Community Joyful and flourishing teaching community We want to develop systems for portraying deep thinking</p>	<ul style="list-style-type: none"> ● Deep understanding and evidence is developed in areas that are important to us as a school ● Theological understanding is built in areas that are important to us as a school 	<ul style="list-style-type: none"> - Senior Leadership time - Professional development money for courses and books - Potential gear for recording if videos or audio are used

<p>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"> • Innovative communication methods are sought and implemented to reach as many of our parent community as possible • Strong messages are portrayed in short and long form for parents who want to engage at different levels 	
<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"> • Mid year information session and transition meeting in Term 4 for parents whose children are moving will occur. • Our job / your job discussion (here's what we do, here's what you can do at home brainstorm) will take place through school wide connect opportunities • Formal reports are re-developed to meet the expectations of the new curriculum • New Parent induction/orientation sessions are occurring twice yearly 	<ul style="list-style-type: none"> - Senior Leadership time - Teaching Staff time - Money to support the re-development of the reports
<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"> • The PB4L 'Cogs' are all fully implemented in the school in a way that fits with our vision and values • Living Christianly, Circle time, and PB4L teaching and learning all connects and feeds into the type of people we hope to grow • Staff have robustly discussed our learning about Christian Education and Behaviour Development and Management, and have collaboratively developed belief circles from where all actions come from • Ross Greene's CPS is fully implemented in the school with increasing numbers of teachers being trained formally • Strong pedagogical approaches are being used to teach Living Christianly and Circle time • Digital citizenship circletime updated to include aspect of AI 	<ul style="list-style-type: none"> - Staff meeting time - Full leadership meeting time - Professional Development money - Resources to support pedagogical approaches
<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 an immersive worldview comes through in every aspect of our day • Pedagogy has been explored that enhances opportunities for deeper, richer reflective processes for our children • Pedagogy has been explored that means our LIGHTS process is integrated with biblical understandings to guide children in their developing world view • Pedagogy has been explored to link learning and personal formation and transformation • Pedagogy has been explored to continue developing the competency rubric skills • More staff have engaged in the Theology in Education course at Laidlaw 	<ul style="list-style-type: none"> - Staff meeting time - Professional Development money for courses and/or books
<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</p>	<ul style="list-style-type: none"> • Drawing on the developing pedagogical knowledge the new curriculum has been implemented and embedded with intentionality in connection with our vision and values. • Develop and embedded assessment strategies and 	<ul style="list-style-type: none"> - Teaching Staff CRT time - Student time

<p>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>	<p>schedules that meet the needs of the new curriculum</p> <ul style="list-style-type: none"> ● The new writing curriculum has been implemented and embedded ● The new reading curriculum has been embedded ● The new maths curriculum has been embedded ● Resources developed that allow teachers to work from a starting point that is solid but relieves some planning pressures ● Staff will experiment with new learning sequences in relation to the social sciences and science curriculum and how this links with the LIGHTS process 	
<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 ● Professional development has occurred to explore collaborative practices, and the skills and knowledge to use these effectively. ● Professional development has occurred for staff in rumbling and difficult conversations. ● Abiding and energised ● Professional Development has occurred, maybe 7 habits of highly effective people, to allow staff to set good boundaries, shut out the noise, focus on what they can influence etc. ● Practices have been developed and embedded to celebrate successes and encourage one another. ● Staff have been offered opportunities for growth in Christian spaces, such as Emotionally Healthy Spirituality. 	<ul style="list-style-type: none"> - Staff Meeting time - Professional Development money - Coaching money
<p>AI exploration Joyful and flourishing teaching community</p>	<ul style="list-style-type: none"> ● A number of senior staff have engaged in PD related to AI ● Senior staff have engaged in conversations about AI and theology, and developed a philosophical framework related to this 	<ul style="list-style-type: none"> - Full leadership time - Professional Development money
<p>Bits and bobs Engaged Student Community Connected Parent Community Joyful and flourishing teaching community</p>	<ul style="list-style-type: none"> ● The school library has resources in it that support parents in their role, and the library is open before or after school to allow parents to access the school library with their children ● Communication system between the PCG and the school staff is developed and embedded that ensures that PCG events are well supported by school staff ● The Whakatipu Kaihautu programme is developed further so that parents are able to support students at home and students are able to take up opportunities ● Engaging outdoor spaces are developed around the big block to provide spaces for connection and learning for older students ● The Beginning Teacher mentoring programme has been 	<ul style="list-style-type: none"> - Leadership time - Time for Te Māhuri staff - Time for mentor teachers - School property money

	developed to include vital element of who we are a Christian School	
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