



2024 Strategic Plan

Including: Roadmap 2024-2025
Annual Plan

About our school

Roto-o-Rangi School is situated south-west of Cambridge. It is a rural, contributing primary school catering for students in Years 1 to 6 from the Kairangi/Roto-o-Rangi districts as well as students travelling from Leamington. The school is a strong focal point for its local community and, as such, the school stays true to its rural roots and ecologically sustainable future.

The school's positive culture is strongly influenced by high quality teaching and the explicit promotion of values set in consultation with the community. Relationships between teachers and students are respectful and affirming. Parents participate actively in students' learning and assist with many opportunities for education outside the classroom through sports teams, student leadership, music tuition, school camps, Garden to Table and connections to the local environment. A purposeful family-like atmosphere supports learning and achievement.

The school motto of Aim High / Tuumanko Teitei is a driving force of the school and is reflected in the high achievement levels of students across the school. Our school continues to offer methods of instruction based on research and proven results. Where newer teaching practices compliment and improve this approach, they are adopted into the school curriculum.

A PB4L methodology towards behaviour has been adopted over the last couple of year, with a focus on promoting and rewarding expected behaviours. This process has strengthen the systems already in place and supports those children and families with challenging behaviours.

Culturally Responsive practice is central to all teaching, learning and interactions at the school. The school has been working on this process for a number of years which has lead to closer relationships with mana whenua and our Maaori community.

Roto-o-Rangi School is a member of the Te Oko Horoi Kaahui Ako. Our Kaahui Ako achievement challenge is based on three pou: 1. Embracing the curriculum refresh, 2. Uplifting learners and 3. Walking towards te Ao Maaori.. Since 2019, Te Oko Horoi strengthened its agreement with Waikato Tainui by engaging closely with mana whenua, Ngaati Korikii Kahukura and Ngaati Hauaa.

Through Te Oko Horoi we are able to access external consultants to develop capability in culturally responsive practices by engaging with the Niho Taniwha book and ideaolgy. Inquiry groups allow our lead teachers to engage in robust discussions with other leaders from our Kaahui Ako, whilst teaching staff are able to connect with other teachers in the Kaahui Ako to grow their teaching practices.

Cultural Perspective

Roto-o-Rangi School's curriculum will recognise the unique position of Maaori within our community and New Zealand society. It will provide students with experiences and understandings in Tainui tikanga, te reo, local and national histories. We will undertake all reasonable steps to provide instruction in te reo Maaori should a parent request this, including providing information about the nearest bi-lingual/ruumaki classes.

Staff will implement culturally responsive teaching practices that support Maaori students to realise their potential and talents. Then, through assessment information and analysis, the Board of Trustees will understand the achievement of Maaori within the school and the effectiveness of these teaching practices.

The school will provide a welcoming atmosphere and physical environment for all parents and children by reflecting our cultures, but with emphasis on the bicultural nature of Aotearoa. We will also reflect our connection to Ngaati Korikii Kahukura and Ngaati Hauaa iwi, Maungatautari marae, the Tainui iwi and the Kingitanga as we support students to achieve the priorities of the Tainui Education plan.

The school will follow culturally responsive teaching practices and programmes so that Maaori students can learn as Maaori. Our aim is to all the school participating in Maaori Language Learning at Level 4, with half the school at Level 4b (at least 3hrs per week learning te reo and tikanga Maaori)

Values

Roto-o-Rangi School is committed to fostering and developing the following :-

~ Respect/Whakaute: Admire and uplift the good qualities of yourself and all people.

~ Resilience/Manawaroa: Taking on challenges and recover from any setbacks.

Belonging Turangawaewae

STRATEGIC GOAL 1
Growing inclusive relationships

When We Are Successful...
Students and staff feel that they belong – within family, ethnically, socially, emotionally, educationally.

Strategic Initiatives:

Grow Culturally Responsive Practices
Using PB4L, enhance school behaviours & expectations so all feel safe & connected.
Develop a localised curriculum that reflects the school's location and environment.
Grow closer engagement with families.

Innovation Rerekeetanga

STRATEGIC GOAL 2
Building future focussed learners

When We Are Successful...
Students are prepared for their future with the skills to manage their individual path ahead.
Staff are at the fore front of good educational practice, to give the children a quality education

Strategic Initiatives:

Explore and implement new school wide curriculum programmes to improve learning in Literacy and numeracy
Upskill in Learner Agency
Using technology to work collaboratively in curriculum areas and School-wide planning

Collaboration Mahi tahi

STRATEGIC GOAL 3
Growing collaboration to be stronger learners

When We Are Successful...
Students and Staff will work well within a team, and independently, to achieve our goals.
The School work together for the greater good.

Strategic Initiatives:

Upskill in collaboration skills
Change teaching practices to a Collaborative Learning curriculum.



OUR VALUES

- ★ Respect
- ★ Resilience
- ★ Responsibility

Strategic Plan – Road Map

Strategic Goals	Year 1 - 2024				Year 2 - 2025				Outcome	Measures
	T1	T2	T3	T4	T1	T2	T3	T4		
Growing Inclusive Relationships	Reach Level 4b Te Reo in at least 3 classes (equivalent to 3 hrs/week learning of or in te reo and tikanga Maaori)								Students and Staff using te Reo and understand Tikanga so they can walk in the Paakehaa and Maaori worlds.	Over 50% of the school teaching at Level 4B
	Grow Kapahaka and lift students' wider involvement i.e. participate in Te Ohu Kaiaarahi o te Kapua Iti and use that to lead te reo learning to classes								Maaori students have a greater sense of Belonging and engagement. Enhance pathway through CMS and CHS	Kapahaka roopu performing at Cambridge Kapahaka Festival annually. Te Ohu tauira leading learning regularly
	Develop and implement a localised Curriculum – what we prioritise to teach at Roto-o-Rangi School and how we teach it. Source parents' feedback, source iwi feedback, source National data about priorities/skills each group want children to learn, know.								Curriculum created specific to our community which leads to increase engagement.	A curriculum document outlines teaching practices and expectations. 90% fo students engaging.
	Improve students' relationships and behaviours so all children are happy, feel they belong and enjoy the learning through PB4L								Improved behaviour, improved engagement, improved achievement.	Reduced recorded behaviour incidences to only 20% of 2022 levels
Building Future Focussed Learners	Improve Literacy and Numeracy achievement through staff PLD and new teaching approaches i.e. Liz Kane reading and spelling; Writer's Toolbox; Maths .								Improved literacy and Numeracy results through a more systematic and research based approach.	90+% of students achieving At or Above expected levels in Literacy and Numeracy
	Develop Learner Agency – knowing own learning, controlling own learning and supporting others in their learning								Students more engaged and in control of their learning. Students influencing their learning path.	90% Snr students Stage 3 of Learner Agency Student matrix and state they are engaged on the Wellbeing Survey.
					Exploring STEM inclusion in school programmes – systems like Maker/Breaker, coding, STEM Inquiry.				More Science and Technology being taught	90% of students At or Above in their Science and Technology skills/Knowledge
Grow Collaboration to become	Explore Collaborative learning approaches.				Trial Collaborative learning approach		Implement Collaborative learning approach		Students working together more effectively to improve their learning achievement.	All Yr 4-6 students feeling they are supported by other students (data via NZCER survey)
	Trial use of devices to support agency and learning				Implement use of devices to support agency and learning across the school and include in Localised Curriculum				Students using devices effectively in their learning to improve agency and achievement	All students are using Agency in their learning and feel they are incontrol. (data via NZCER survey)

ANNUAL PLAN 2024

STRATEGIC GOAL: Grow inclusive relationships					
INITIATIVE	ACTIONS	ACCOUNTABLE /RESPONSIBLE	TIME & COST	MEASURES	OUTCOME
Improve student relationships and behaviours	PB4L programme - signage completed, expectations completed, instructional time in classes regarding expectations.	Liezel + staff	\$8000 (MOE funded) \$600 NZCER Wellbeing@School	Sampling of students NZCER Survey to compare against 2022 data	All students feel safe in the school and proactively support each other.
	Termly House competitions: 1 sport (T1 – Swim; T2 - Skipping; T3 - X Country; T4 – Aths) 1 academic (T1 –NZ Quiz; T2 – Maths; T3 – Speech; T4 – Read)	Wayne	2 x 2hrs/term	Pride in supporting their House to do the activities	Improved relationships between students
	Weekly organised lunchtime sports House Buddies Learning Buddies – Learning buddy in same House House gardens. Playground Mentors	Emma/Wayne	1hr / week	Large numbers of students engaged in the activity. NZCER Wellbeing in School survey. Students seek out students for support	Improved relationships between students
Attain Level 4b Te Reo	by using te reo phrases and local stories in paepae time and class time Increased integration of te reo and tikanga in classes outside of paepae time	Wayne Teachers	1hr/4 days a week	Planning and assessments reflect increased use of te reo. NZCER te reo test Yr 4-6 annually in November	Authentic te reo and tikanga growth
Grow Kapahaka	Kapahaka – tutor paid to run the group weekly. Leading to performances at Kapahaka Festival, Prizegiving assembly and marae visits.	Wayne	1.5hr/wk \$4,000	Kapahaka confidently perform at public events (Festival and assembly)	Students are proud to be in kapahaka and their self confidence grows
Design local curriculum	Engage with mana whenua around the local curriculum; what is important for our tamariki to know and reflects local location & history.	SLT	1 day then 1hr/week Term 2, 3 and 4 \$200 koha	Curriculum plan that includes hapu and local input.	A curriculum which is relevant to our area and our students
	Revise current school curriculum in combination with culturally responsive practice via Niho Taniwha resource to design a curriculum which, strategic goals and values.	Wayne	3 days	A new curriculum plan. Students more engaged with the learning	New curriculum for Roto-o-Rangi School that is relevant and engaging more students with enthusiasm.
	Engage with Whaanau hui re: new curriculum	Wayne	2 x 3hrs each 6 months \$500 catering	Whaanau add to the curriculum	Increased whaanau and student engagement
	Explore Histories curriculum and how local stories fits into it. Include main componets in our Local Curriculum	Emma Teachers	5hrs through Kahui Ako	Local curriculum developed with strong links to local stories	All staff and students know local and national stories.
Closer engagement with	Term activities inviting all whaanau into school	All	4 x 6hrs \$500 towards refreshments	At least 50% of parents involved in activities.	Families feeling more involved in the school

families and whaanau	e.g. Whole school camp Term 1, Movie night – Term 2, Matariki hangi in Term 3, Sports evening – Term 4			Non PTA parents involved in organising events.	
	Termly whaanau hui – venues to be varied and changed	Wayne/WST	2hrs / term \$160 - kai	50%+ of whaanau attending meetings	Whaanau more involved in and contributing to school

STRATEGIC GOAL: building future focussed learners

INITIATIVE	ACTIONS	ACCOUNTABLE / RESPONSIBLE	TIME & COST	MEASURES	OUTCOME
Curriculum PLD	Learning about and adopting Liz Kane programme across the whole school Embedding The Writer's Toolbox for sentence structure in writing	All staff Tessa and Emma L1 Liesel and Mandy L2	MOE PLD PLD coach 2 x through Kahui 3 x ½ day release	Liz Kane Literacy Learning format used daily in classroom Improving achievement in the Sentence structure section of writing matrix. Improved Reading and Writing data	Improved achievement results compared to last 10yrs Higher levels of achievement in writing.
	Neurodiversity in Primary Schools course attended by staff	Wayne	1hr/wk x 12 weeks	Completion of course via Education Hub	Improved relationships between staff and neurodiverse students leading to improved achievement
	Maths pedagogy	Emma	1 TOD with Rhian 2 x staff meetings	Enhanced maths pedagogy/ teaching practices across all classes	Improved maths knowledge of all students
Learner Agency	Learner Agency Skills matrix re-visited	Emma	5-6 staff meetings 10-15hrs reading	LA Matrix	Teachers increasing their LA skills
	New staff PLD in LA (<i>tied in with CRP work</i>). <i>Internal staff meetings</i>	Emma	5hrs	Using Success Criteria, curriculum matrices, feedback in lessons	St. understand their learning and engage
	Class programmes utilising Learning Intentions, Success Criteria, self assessment and feedback	ALL	Daily	Observation of students using in class.	Students understand their learning and engage more.
	Using responsive practices – based around Learner Agency practices	Wayne	1/2 TOD + regular staff meetings (40hrs PLD MOE)	Rongohia Te hau survey shows Maaori students equally engaged as non-Maaori	Improved engagement of Maaori students, with a sense of belonging -

STRATEGIC GOAL: Growing collaboration to be stronger learners					
INITIATIVE	ACTIONS	ACCOUNTABLE / RESPONSIBLE	TIME & COST	MEASURES	OUTCOME
Using technology to work collaboratively	Develop a Self evaluation form on Google Apps capabilities	Wayne	1hr	Completed the self evaluation form	Data to develop PLD plan for Google Apps
	Plan online based Google Apps internal PLD	Wayne	10 hrs	Plan developed for individual teachers.	Each teacher improves Google Apps knowledge
	Implement online based PLD for Google Apps	Wayne	0.5hrs/wk	Self evaluation forms show improvement in knowledge of google apps from initial completion of questionnaire	Teachers are regularly using Google apps in teaching and students in their learning
Collaborative Curriculum	Explore Collaborative Curriculum approach to see if it fits with current curriculum approaches	Wayne / Emma	6 hrs		Evaluation of the approach and adopted to achieve Mahi Tahi goal