



Strategic Plan 2024-2025



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Rototuna Primary School

Strategic Plan 2024–2025

Vision Statement



Our vision is built upon the characteristics of **Koura** – a Ngāti Wairere chieftainess, and the different phases of **Tuna**. Tuna are special to our school as the word tuna sits in our school name. Our school name Rototuna means Lake of Eels. This Ngāti Wairere whenua was abundant with eels – a taonga species for Māori.

Our goal is to weave the characteristics of **Koura** and the growth of **tuna** together, to align with the journey of all children (tamariki) from Year 1 to Year 6 – the start of their school journey with us, to the end of their school journey at Rototuna Primary School.

What We Heard

"Mental and Emotional Wellbeing is a priority for our tamariki"

- Whānau: Health Curriculum Review (2023)

"Learning has to be fun and engaging"

- Staff: Rongohia te Hau Survey Priorities (2023)

"Clear communications make us feel like we matter and belong at Rototuna Primary School"

- Students, Staff, Whānau (Principal Appointment Survey 2023)

Barriers to Learning exist at our school:

- Playground Behaviour (2023)
- Staff Te Reo Survey (2023)
- Data Analysis – Equitable Outcomes for Māori and Pacific not achieved (2023)

"The Puna of Manaaki whole school focus has had a positive impact on our school environment"

Staff, Parents, Students (2023)

"We had an overwhelming response in favour of a school uniform"

Parent Survey (2023)

Decision Making Process

We used a range of relevant feedback that we have gathered as part of our robust internal self review programme.

This feedback was then moderated against the following National Legislative Requirements and Priorities to support us to 'sift and find' what really mattered for us to focus on over the next 2–3 years.

- **Te Mātaioho: the Refreshed NZ Curriculum**
- **Board Primary Objectives** (these are set out in Section 127 of the Education and Training Act 2020).
- **Links to Education Requirements** (This includes National Education Learning Priorities (NELP), education strategies or plans and curriculum statements).

From our 'sift and find' process we landed on two main goals – what we want our school to focus on over the next two years.

Rototuna Primary School

Strategic Plan 2024–2025

Objective 1	<div data-bbox="294 305 835 483"> Culture Education and Training Act 2020, Section 127(1) (a) (b); NELP priority 1, 2, 3, 4, NZC Principle 1, 2, 3 </div> <div data-bbox="846 256 1482 292"> Strategic Goal: Our Kaupapa... Our Mission </div> <div data-bbox="873 302 1911 467"> <ul style="list-style-type: none"> • 1.1 All ākonga have opportunities to thrive and reach their potential • 1.2 Our kura is a happy and safe place to work and learn • 1.3 We are strong of heart • 1.4 Communication for our community will be timely and clear </div>
Objective 2	<div data-bbox="294 675 835 854"> Te Tiriti o Waitangi Education and Training Act 2020, Section 127(1) (c) (d) ; (2) (b); NELP priority 3, 4, 5, 6, 8, NZC Principle 1, 2, 3 </div> <div data-bbox="846 672 1795 708"> Strategic Goal: Our commitment to Te Tiriti o Waitangi is visible </div> <div data-bbox="873 717 1923 971"> <ul style="list-style-type: none"> • 2.1 We will be urgent about progress for Māori and Pacific ākonga in Reading • 2.2 Kia Kaha: Te Reo Māori • 2.3 Māori will have many opportunities to achieve success as Māori • 2.4 Our local curriculum will be developed • 2.5 Te Mātaioho: the Refreshed NZ Curriculum will be implemented </div>

Rototuna Primary School: Strategic Plan 2024–2025

Objective 1: Culture Strategic Goal: Our Kaupapa... Our Mission		
Expected Outcomes	Progress Indicators	How will we measure success?
Action 1.1 All ākonga have opportunities to thrive and reach their potential	<ul style="list-style-type: none"> We provide a range of extra opportunities Targeted English Language Learners will accelerate progress in reading 	<ul style="list-style-type: none"> Number of varied opportunities offered each term will be reported on Camp survey: Whānau and staff ELL Achievement Targets and Data
Action 1.2 Our kura is a happy and safe place to work and learn	<ul style="list-style-type: none"> We retain quality teachers We maintain a culture of manaaki Students and teachers use a cultural framework (Mana Potential) to support learners We retain students and maintain our roll 	<ul style="list-style-type: none"> Number of staff leaving and reasons analysed Staff wellbeing survey Exit Interviews Internal accountability assessments (manaaki focus) Behaviour Data Review Number of students leaving and reasons analysed School Roll numbers steady and/or tracking up Out of Zone Enrolments tracked
Action 1.3 We are strong of heart	<ul style="list-style-type: none"> Our shared values are lived by all Our whānau are welcome A sports and school uniform is introduced 	<ul style="list-style-type: none"> Internal accountability assessments (values focused) Stakeholder voice Volunteer parents and coaches will be recognised Events welcoming parents to school tracked Year 1–5 students are wearing a uniform in 2025 We have a new sports uniform in 2024 A school uniform will represent a sense of unity and pride in our kura will be achieved (student survey end 2025)
Action 1.4 Communication for our community will be timely and clear	<ul style="list-style-type: none"> Our community is informed about what is happening at our kura Students and whānau have a sense of pride through the celebration of their successes Whānau are informed about their child's academic progress 	<ul style="list-style-type: none"> Monthly FaceBook Analytic Analysis Tracking the promotion of success and achievement Whānau drop in sessions for Spotlight improve parents engagement and tracking their child's progress

Objective 2: Te Tiriti o Waitangi
Strategic Goal: Our commitment to Te Tiriti o Waitangi is visible

Expected Outcomes	Progress Indicators	How will we measure success?
Action 2.1 We will be Urgent about Progress for Māori and Pacific ākonga in reading	<ul style="list-style-type: none"> Māori and Pacific ākonga will achieve equitable outcomes in reading (within 5% of ALL students) 	<ul style="list-style-type: none"> Achievement Targets and Data Rongohia Te Hau Survey and Class Observations Inquiry Results: Equitable Outcomes Leaders
Action 2.2 Kia Kaha: Te Reo Māori	<ul style="list-style-type: none"> Te Reo Māori is embedded in our everyday language across the kura 	<ul style="list-style-type: none"> Teachers Te Reo Māori proficiency will be analysed using Poutama Reo Survey Rongohia Te Hau Survey and Class Observations
Action 2.3 Māori will have many opportunities to achieve success as Māori	<ul style="list-style-type: none"> Māori ākonga will have varied access to te ao Māori: the Māori world - language, culture, marae and tikanga Māori Achieving Success as Māori policy review recommendations will be discussed and actions Māori whānau hui will be organised to share strategic goals and contribute to our way forward 	<ul style="list-style-type: none"> Rongohia Te Hau Survey and Class Observations Range of Te Aō Māori opportunities tracked Māori Student Voice Māori whānau voice
Action 2. 4 Our Local Curriculum will be implemented	<ul style="list-style-type: none"> Our local curriculum includes our refreshed vision and our unique environmental taonga 	<ul style="list-style-type: none"> Local Curriculum designed EnviroSchools Silver Award
Action 2. 5 Te Mātaioho: the Refreshed NZ Curriculum will be implemented	<ul style="list-style-type: none"> Refreshed English & Maths Curriculum will be understood and embedded 	<ul style="list-style-type: none"> Local Curriculum, Progressions and reporting to parents reflect the refreshed English and Mathematics Curriculum

Rototuna Primary School

Annual Implementation Plan 2024–2025

Objective 1: Culture

Strategic Goal: Our Kaupapa... Our Mission

Action 1.1 All ākonga have opportunities to thrive and reach their potential				
Expected Outcome	Where are we now?	What will we do differently?	Who is Responsible? Timeline & Resourcing	How will we measure success?
We provide a range of extra opportunities	In 2023: We offered the following experiences for ākonga: 14 cultural experiences, 15 sporting experiences, 5 music experiences, 2 team learning experiences, 4 Arts experiences, 4 EOTC annual/bi-annual experiences + class trips, 1 enviro experience, 15 extra curriculum experiences, 2 student leadership experiences, 9 student leadership positions, 4 GATE experiences	<ul style="list-style-type: none"> • Provide an increased number of extra opportunities for ākonga • Survey whānau and staff on camps • Explore self reporting or acknowledgement of the extra opportunities students are involved in 	<ul style="list-style-type: none"> • Teachers • Unit Holders • Principal 	<ul style="list-style-type: none"> • Number of opportunities offered each term will be analysed and reported on • Camp programme will be reviewed and revised to reflect our stakeholder views
Targeted English Language Learners will accelerate progress in reading	In 2023: English Language Funded Learners cohort size was 128 at the end of 2023 school year. <ul style="list-style-type: none"> • 73/128 (57%) met their year level expectation in reading. • 55/128 (43%) of ELL funded students require extra support in reading. 	<ul style="list-style-type: none"> • Learning Village ELL programme inquiry for a group of targeted ELL learners is implemented and progress of learners tracked 	<ul style="list-style-type: none"> • ELL Leader • ELL Learning Assistant 	<ul style="list-style-type: none"> • ELL Achievement Targets and Data in reading

Action 1.2

Our kura is a happy and safe place to work and learn

Expected Outcome	Where are we now?	What will we do differently?	Who is Responsible? Timeline & Resourcing	How will we measure success?
We retain quality teachers	<p>In 2023: Over half of our staff (74) have been here 5 years or more: 30% (23) 10+ years service, 28% (21) 5-9 years service, 9% (7) 3-4 years service, 20% (15) 1-2 years service, 11% (8) new to school this year</p> <p>Whole School Wellbeing Rituals: Family Friendly Week each term, Flexible working arrangements, Flexible leaving time at the end of the day, No emails after 5.30pm or in the weekend (unless urgent), Special Gratitude Morning Teas, LWOP for whānau special events, LWP for whānau graduation ceremonies, Choice for teacher year level placements, Needs based whole staff meetings per term (maximum 4)</p>	<ul style="list-style-type: none"> Explore an annual celebration of long service leave Exit interviews Wellbeing Survey Grow our school wide wellbeing rituals 	<ul style="list-style-type: none"> Board of Trustees SLT 	<ul style="list-style-type: none"> Number of staff leaving and reasons analysed Staff wellbeing will be monitored and actively supported Wellbeing ritual survey
We maintain a culture of manaaki	<p>In 2023: We introduced the puna of manaaki in Term 2 and staff, parents and student voice told us: <i>"The Puna of Manaaki whole school focus has had a positive impact on our school environment."</i></p> <p>In 2023: We received 50 MOE PLD hours to participate in Mana Potential professional learning. This equates to 8 days. 3 days have been used in 2023. 5 days remain until September 2024.</p>	<ul style="list-style-type: none"> Develop manaaki we are/we can statements for staff Introduce Internal accountability Positively promote a culture of manaaki as a whole school through daily bing bongs Celebrate manaaki stars (young and old) Embed Mana Potential Framework and School-based Values Framework 	<ul style="list-style-type: none"> TOD, Term 1; \$1500 SLT / Team Leaders All teachers <ul style="list-style-type: none"> Angeline McDonald 5 days Term 1, 2, 3 All teachers 	<ul style="list-style-type: none"> Internal accountability measures Behaviour Data Review <ul style="list-style-type: none"> Internal accountability assessments Behaviour Data Review
We retain students and grow our roll	<p>At the end of 2023: 24 students are leaving our kura: 9 are moving to Australia 6 are moving districts within Hamilton 4 are moving to a different city 3 are moving to Southwell 2 are moving to other local schools</p> <p>At the end of 2023: we have a roll of 815, slightly above our predicted roll of 799</p>	<ul style="list-style-type: none"> Offer Out of Zone Enrolments Track reasons for students leaving 	<ul style="list-style-type: none"> Enrolment Officer 	<ul style="list-style-type: none"> Number of students leaving and reasons is analysed School Roll numbers steady, and/or tracking up Out of Zone Enrolments monitored

Action 1.3

We are strong of heart

Expected Outcome	Where are we now?	What will we do differently?	Who is Responsible? Timeline & Resourcing	How will we measure success?
Our shared values are lived by all	In 2023: 20 years after Rototuna Primary was established, we have undertaken an extensive consultation and collaboration process of revising and refreshing the vision and values for our kura.	<ul style="list-style-type: none">Define the important cultural elements of our organisation and embed these in the way we do things at our kura: Histories, Stories, Values and Beliefs, Heroic Figures, Rituals and CelebrationsReview Reporting to Parents and Update Spotlight to align with valuesExplore a Graduate Profile	<ul style="list-style-type: none">Dr Mark Osborne, SLT, Team Leaders, StoryTeller Unit Holder: One full day PLD in Term 1, 2, 3, 4, \$10,000KylieTeam LeadersStudent Leaders	<ul style="list-style-type: none">Internal accountability assessmentsSchoolwide Values analysisA graduate profile is drafted
Our whānau are welcome	In 2023: We introduced team celebrations which were strongly supported by whānau attending. We had the support of many parents during our cultural week.	<ul style="list-style-type: none">Welcoming Office Staff and SpaceWhānau will be invited to team celebrations once a termWhānau will be invited to participate in cultural weekParent volunteers will be recognised	<ul style="list-style-type: none">Office StaffTina: Office ManagerTeam LeadersAll teachersTeachers	<ul style="list-style-type: none">Stakeholder voiceRongohia Te HauInternal accountability assessments (manaaki focus for office staff)
A sports and school uniform is introduced	In 2023: We surveyed parents asking if they would like to introduce a school uniform. An overwhelming response in favour of a school uniform was received.	<ul style="list-style-type: none">Engage with uniform supplierShare uniform and consult with parent community in Term 1New sports uniform available in Term 2	Kylie Morris (Principal) Dee-Anne Leith (Board Member)	<ul style="list-style-type: none">Year 1-5 students are wearing a uniform in 2025We have a new sports uniform in 2024

Action 1.4 We positively promote our kura				
Expected Outcome	Where are we now?	What will we do differently?	Who is Responsible? Timeline & Resourcing	How will we measure success?
Our community will be informed about what is happening at our kura	<p>In 2023: We changed our newsletter communication which was positively received. We actively promoted successes on our school Facebook Page. At the end of the year, we transitioned to an online newsletter.</p> <p>Facebook Analytics – End of October 2023: 1800 followers Posts reached 4000 people 1700 interactions (up 72% on previous month) made up of: 36.3% followers 63.7% non followers</p>	<ul style="list-style-type: none"> Website Refresh Online Newsletter to continue Facebook Post Monitoring 	<ul style="list-style-type: none"> Principal Deputy Principal (Tina Anderson) 	<ul style="list-style-type: none"> Monthly FaceBook Analytic Analysis Parent survey re newsletter
Students and whānau have a sense of pride through the celebration of their successes	<p>In 2023: We carried out a review of our no-rewards approach. From this review 88.5% of teachers wanted to introduce reward systems in their classrooms.</p>	<ul style="list-style-type: none"> Introduce Manaaki Star Certificates Introduce values awards Introduce School House Competition Reintroduce Cultural Celebration Provide a range of competitions for students to participate in and celebrate successes 	<ul style="list-style-type: none"> SLT / All teachers SLT / All teachers Celebrating Success Unit Holder Celebrating Success Unit Holder Celebrating Success Unit Holder 	<ul style="list-style-type: none"> Tracking the promotion of success and achievement Tracking the range of competitions students participate in
Whānau are informed about their child's academic progress	<p>In 2023: We had over 500 parent interviews in Term 1 and Term 3. Whānau attended Whakawhanaungatanga hui.</p>	<ul style="list-style-type: none"> Whakawhanaungatanga Hui Parent-Teacher Interviews Parent Spotlight workshops Review Reporting to Parents 	<ul style="list-style-type: none"> All teachers All teachers Equitable Outcomes Leaders SLT / Team Leaders 	<ul style="list-style-type: none"> Teacher Comments on Spotlight Parent Comments on Spotlight Analysis of parent engagement at school interviews Reporting to Parents will be updated

Rototuna Primary School

Annual Implementation Plan 2024–2025

Objective 2: Te Tiriti o Waitangi

Strategic Goal: Our commitment to Te Tiriti o Waitangi is visible

Action 2.1 Urgent about Progress for Māori and Pacific ākonga in reading				
Expected Outcome	Where are we now?	What will we do differently?	Who is Responsible? Timeline & Resourcing	How will we measure success?
Māori and Pacific ākonga will achieve equitable outcomes in reading (within 5% of ALL students)	<p>2023: End of Year data shows: At or above expectation in reading All students: 78% (627/799) All Māori: 66% (73/111) <input checked="" type="checkbox"/> Not within 5% of All students in the at or above category (-12% variance)</p> <p>At expectation in reading All students: 56% (451/799) at in reading All Māori: 55% (61/111) at in reading • <input checked="" type="checkbox"/> Within 5% of All students in the at category (-1% variance)</p> <p>Maori students who have started school at RPS: 78% (54/69) • <input checked="" type="checkbox"/> Exceeded achievement rate of All students in the at or above category (1%+ variance) • <input checked="" type="checkbox"/> Exceeded achievement rate of All students in the at category (10%+ variance)</p> <p>All Pacific: 68% (17/25) at or above in reading: • <input checked="" type="checkbox"/> Not within 5% of All students in the at or above category (-10% variance) • <input checked="" type="checkbox"/> Exceeded the achievement of All students in the at category (4%+ variance)</p>	<ul style="list-style-type: none"> • Team Inquiry Māori and Pacific Priority Learners in Reading • Teacher Inquiry Māori and Pacific priority learners in reading • SLT observations and reflection session with SLT • Urgent about Progress support for teachers • Tier 2 Small Group Literacy • Ako Whakatere: Reading focus • Whānau Hui • Rongohia Te Hau: Culturally Responsive Pedagogy in Reading 	<ul style="list-style-type: none"> • Team Leaders /Teachers • Equitable Outcomes Unit Holders: Literacy and Maths • Teachers • Tina Anderson • Equitable Outcome Unit Holders Inquiry • 0.5 Tier 2 Literacy Teacher • Ngahuia • Ngahuia, Sherrin, Kylie • Pounamu Pounamu: • COL Funded • Sherrin 	<ul style="list-style-type: none"> • Achievement Targets and Data • Rongohia Te Hau Survey and Class Observations • Inquiry Results: Equitable Outcomes Leaders – Tracking of progress • Tier 2 Literacy – Tracking of progress

Action 2.2 Teachers increase their Te Reo Māori competency				
Expected Outcome	Where are we now?	What will we do differently?	Who is Responsible? Timeline & Resourcing	How will we measure success?
Te Reo Māori is embedded in our everyday language across the kura	<p>2023: We revised our tikanga and te reo Māori progressions. We included these on Spotlight. Staff completed a Poutama Reo self assessment survey:</p> <p>Unsteady: Level 1 (12) Stepping Up: Level 2 (19) Ascending: Level 3 (4) Transformation: Level 4 (0)</p> <p>As part of the self assessment, teachers indicated they would like support in the following areas:</p> <p>Te Reo Language – Growing Oneself (24) Tikanga (21) Planning (23) Assessment (14)</p>	<ul style="list-style-type: none"> Te Reo Support for teachers and teams Te Rōpu Whai Mana Tee Rōpu Karanga Maha Lunchtime Pop Up Te Reo Māori workshops for teachers Report on Te Reo Māori using Spotlight pathways 	<ul style="list-style-type: none"> Ngahuia Ngahuia Ngahuia Ngahuia / Sherrin Teachers 	<ul style="list-style-type: none"> Poutama Reo Survey Rongohia Te Hau Survey and Class Observations

Action 2.3 Māori achieving success as Māori				
Expected Outcome	Where are we now?	What will we do differently?	Who is Responsible? Timeline & Resourcing	How will we measure success?
Māori ākonga will have varied access to te ao Māori: the Māori world – language, culture, marae and tikanga	<p>2023: We have provided the following opportunities:</p> <p>Te Rōpu Whai Mana, Te Rōpu Karanga Maha, Ako Whakatere, Junior Kapahaka, Senior Kapahaka, Overnight Marae Trip, Whakawhanaungatanga, Whānau Hui, Whakatau / Powhiri, Valuing Koura, Waiata, Whakatauki, Karakia, Puna of Manaaki, Vision Refresh, Te Reo Programme, Te Reo Within School Leader, Review of Maori Educational Success Policy</p>	<ul style="list-style-type: none"> Opportunities: Te Reo in Classrooms, Te Rōpu Whai Mana, Kapa Haka Performances: Senior and Junior Māori Achieving Success as Māori policy review recommendations will be discussed and actions Māori whānau hui will be organised to share strategic goals and contribute to our way forward 	<ul style="list-style-type: none"> Te Āo Māori and Māori Leadership Partners SLT / Te Āo Māori and Māori Leadership Partners SLT / Te Āo Māori and Māori Leadership Partners 	<ul style="list-style-type: none"> Rongohia Te Hau Survey and Class Observations Range of Te Aō Māori opportunities tracked Māori Student Voice Māori whānau voice

Action 2.4 Develop our Local Curriculum				
Expected Outcome	Where are we now?	What will we do differently?	Who is Responsible? Timeline & Resourcing	How will we measure success?
Our Local Curriculum includes our refreshed curriculum and unique environmental taonga	2023: Teachers engaged in three staff meetings focused on Te Mātaioho facilitated by MOE Curriculum Lead Local curriculum hui Vision Refresh Conceptual Curriculum	<ul style="list-style-type: none"> Design our local curriculum Our environment is nurtured and is an important part of our local curriculum 	<ul style="list-style-type: none"> SLT / Team Leaders Enviro Leader Enviro Student Leaders Siobhan Nuri: Whānau Michael: Mangaiti Trust Aimee: HCC Anna: Enviro Schools 	<ul style="list-style-type: none"> Local Curriculum designed and implemented Enviro School Silver Award

Action 2.5 Implement Te Mātaioho: the Refreshed NZ Curriculum				
Expected Outcome	Where are we now?	What will we do differently?	Who is Responsible? Timeline & Resourcing	How will we measure success?
The NZ English and Mathematics Refreshed Curriculum will be implemented	2023: Teachers engaged in three staff meetings focused on Te Mātaioho facilitated by MOE Curriculum Lead	<ul style="list-style-type: none"> Unpack English and Maths phases against our own progressions Update Spotlight to align with refreshed vision Review reporting to parents to align with the NZ refreshed curriculum, school vision and values 	<ul style="list-style-type: none"> MOE TOD: Term 2 and Term 3: \$3000 MOE Advisor: Tish Principal / Etap \$1500 Principal / Etap \$1500 	<ul style="list-style-type: none"> Spotlight progressions updated Reporting to Parents review completed