Robertson Road School Strategic Plan 2026-2028



Te Tiriti o Waitangi and Te Ao Māori
The school values its responsibilities under Te Tiriti o Waitangi to the roles of partnership, participation, and protection, and values the relationships with whanau and mana whenua/iwi/hapu. Te Tiriti o Waitangi Education and Training Act Section 9

The Board and staff of Robertson Road School are committed to…
Working to ensure their plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori. Taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori. Achieving equitable outcomes for Māori students Education and Training Act Section 127

Robertson Road School Strategic Plan was formed in consultation with the school community (parents/whanau), staff and students at Robertson Road School and the Robertson Road School Board of Trustees. Feedback was gathered during the Robertson Road School WhanauConnect evenings that provided valuable information that is included in the Strategic Plan.

Summary of Strategic Goals		
Goal	**Initiative**	**Success Indicators**
Tahi: Strategic Goal 1 - High Achieving Students	• Data Analysis • Accelerate learning in Mathematics. • Accelerate Learning in Writing • Accelerate Learning in Reading • Culture Curriculum • Attendance Management Plan	Our tamariki are happy, connected learners who strive for personal excellence. Student achievement continues to rise.
Rua: Strategic Goal 2 – Building Evaluative Practice	• Develop and implement a whole school approach to Teaching as Inquiry. Greater focus on Writing. • Consistent collection and analysis of evidence to generate robust OTJs. • Assessment pathway as part of the '3C's and I'. • Leadership of Learning.	Our staff are empowered and motivated, providing evidence and strength-based teaching and learning approaches/programmes.
Toru: Strategic Goal 3 - Well-Being and Engagement	• The RRS well-being survey shows significant improvement in school culture each year. • Develop and extend Tuakana Teina relationships with students. • Improve punctuality and attendance of students. • Teacher's value and integrate students' cultures language and identifies into learning programs. • Student and staff wellbeing. • Student and whānau engagement • Implement school norms through a developed culture curriculum.	Staff, students, and community have strong relationships that are interconnected for the wellbeing and engagement of our students.
Wha: Strategic Goal 4 – Te Tiriti o Waitangi	• Continue to strengthen understanding and application of Te Reo Māori me ngā tikanga in classroom and school wide practices. • Leaders and teachers actively engage Māori learners in their learning (ako).	Our collaborative relationships provide our community and school whānau with a strong sense of connection, pride and belonging.

	• Leaders and teachers' partnerships with parents and whānau enable success for Māori learners.	

Strategic Goals *These are your priorities for improvement which have been identified through your community consultation, your data and/or your ERO evaluations. You can have as many strategic goals as you need.*	**Which Board Primary Objective does this strategic goal work towards meeting?** These are set out in Section 127 of the Education and Training Act 2020	**Links to Education requirements** This *includes National Education Learning Priorities, education strategies or plans and curriculum statements.*	**What do you expect to see?** *What is the anticipated result of successful completion of your Objectives - at the end of 3 years.* *What evidence will you see of this?* *What shifts and changes to teachers' and leaders' practices, and learner outcomes do you expect to see as a result of the goals set and actions you will take?*	**How will we achieve or make progress towards our strategic goals?** *What high-level tangible steps will you take that will work towards achieving your strategic goals - these will then be broken down into more detail in the annual implementation plans.* *These must be based on the identities, needs and aspirations or your school community.* *Some of these need to show honour to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.*	**How will you measure success?** *You might want to consider: How will you know how well you have achieved your goals? How will you evaluate impact and learn about what worked, why it worked and what to do next? What success indicators/tools/rubrics will you use to measure the shifts in practice and changes to learner outcomes? What sources of evidence will you gather to support your evaluation? Who will be involved in gathering and making sense of the evidence?*
Tahi: Strategic Goal 1 - High Achieving Students ● Data Analysis ● Accelerate learning in Mathematics. ● Accelerate Learning in Writing ● Accelerate Learning in Reading ● Culture curriculum	Every student at the school can attain their highest possible standard in educational achievement. The school is inclusive of, and caters for, students with differing needs. The school honours Te Tiriti o Waitangi, including by: ● working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori,	Education and Training Act Section 9 NZ English Curriculum NZ Maths Curriculum Ka Hikitia Tapasa	Evaluative practices and assessment for learning capabilities effectively raise achievement. Student voice is evident (teacher observations, noticing and responding) within the teaching program. Explicit number knowledge is evident within the maths program.	Data is used proactively as part of teaching and learning planning for acceleration. Year 1-4 teachers are developing their knowledge of how the explicit teaching of syntax (sentences) gives learners the building blocks for writing	Graduate profiles of students who have been at RRS Y0-8 show an academic ascending journey. Students can describe their academic journey at RRS. Percentages of Y8 leavers who are below curriculum expectations is reduced.

	mātauranga Māori, and te ao Māori; • taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; • achieving equitable outcomes for Māori students.	Pacific Education Plan Poutama Reo Success for All	Students discuss and justify information and data they gather, confidently with others. Students understand their strengths and actively contribute to their own learning goals. Teachers are confident and competent teachers of writing for acceleration. The key elements of a Structured Literacy approach are more evident within explicit teaching: 🎬 Phonology inc. Phonological Awareness 🎬 Sound-Symbol Association for Reading and Spelling 🎬 Syllable Division 🎬 Morphology 🎬 Syntax 🎬 Semantics (Comprehension of language) A structured and systematic and evidence-based	Students are developing their ability to self and peer assess for improvement through Assessment for Learning practices. Teachers are responding to writing effect data indicators to track student achievement and plan for acceleration. Moderation practices are robust identify next steps in teaching and learning. Support and intervention are clear for Tier 2 and Tier 3 learners. Increased use of local context. Strengthen the integration of Te Ao Māori. Aspects of Te Ao Māori is evident in class climate. Aspects of Pasific Culture is evident in class climate.	Year 1-4 the mechanics of writing are automatised (letter formation, pencil grip, posture etc). Year 1-8 thinkSRSD writing instruction is becoming embedded across the curriculum to build learner background knowledge and vocabulary. Students can write across the curriculum and through different media. Students are confidently using literacy skills across a range of texts and media. Learners show a significantly expanding breadth and control of their knowledge of the English alphabetic code (including morphology) and know how this

			approach to the teaching of spelling is clear throughout Y0-8 Teachers think about how they can link both Reading and Writing within their classroom so that learning is linked, systematic and cumulative. Student achievement in Reading and Spelling is accelerated with daily Structured Literacy – Phonological Awareness (The Code) teaching and learning in Years 4-8. Student centred RRS program embedded within the school. Students are actively involved. Home school partnership utilizes community and whanau expertise, knowledge and experience. Students can take increasing responsibility for their own learning by recording and reflecting on their learning.	Teaching and learning using RRS literacy progressions is evident in planning. Students and staff are displaying aspects of the culture curriculum.	knowledge and understanding also aids their comprehension in Reading (inc. spelling and vocabulary). Students can identify how their identity and involvement are strengthened through the student led inquiry process. Percentage of mainstream Pasifika students, Tongan, Samoan and Cook Island Māori at or above curriculum expectations increases.

			School culture curriculum is implemented and supports classroom learning and engagement.		Surveys and data
Rua: Strategic Goal 2 – Building Evaluative Practice • Develop and implement a whole school approach to Teaching as Inquiry. Focus on Writing. • Consistent collection and analysis of evidence to generate robust OTJs. • Leadership of Learning.	Every student at the school is able to attain their highest possible standard in educational achievement. The school is inclusive of, and caters for, students with differing needs.	ERO Evaluative Framework Tapasa Pacific Education Plan Poutama Reo	Teachers use a range of Assessment for learning practices in writing lessons. Moderation practices indicate teachers have a competent understanding of student achievement. Confident and consistent Data analysis is used effectively to improve and accelerate practice across the school. Use the 'Critical Thinking' pathway from Y1-8 is understood by students and utilized in planning. Team Leaders and syndicates are effective in accelerating teaching and learning. *think*SRSD writing is consistent across the year 1-8 classes	Teacher evaluation on practice leads to responsive and adaptive teaching practices in Writing. Discussions are held when analysing assessments to responding effectively to identified student needs. Ongoing assessment is robust, equitable and for all learners/ākonga. It is used in conjunction with moderation to inform practice and ensure all learners can accelerate.	Teachers' individual and collaborative enquiries are effective and contribute to accelerated learning. Moderation accuracy exceeds 90%. Teachers and students can identify and articulate what successful learning looks like.

Toru: Strategic Goal 3 - Well-Being and Engagement • The RRS well-being survey shows significant improvement in school culture each year. • Develop and extend Tuakana Teina relationships with students. • Improve punctuality and attendance of students. • Teacher's value and integrate students' cultures language and identifies into learning programs. • Student and staff wellbeing. • Student and Whanau engagement • Culture Curriculum • Student Attendance	Every student at the school is able to attain their highest possible standard in educational achievement. Is a physically and emotionally safe place for all students and staff. Regular school attendance is important for students to achieve academically, socially and emotionally. The Government target is 80% of students will be attending school by 2030.	Attendance - Ministry of Education Hauora - Te Whare Tapa Whaa Tapasa Ka Hikitia WhanauConnect Attendance management plan	Students increasingly use appropriate language and culture. RRS Culture can be articulated by students. Students can discuss and explain Le Va and RRS restorative practices. Students are responsible for the school environment. Students can express themselves in a calm and clear way. Learning outcomes of Ka Hikitia Education strategy (Learners at the Centre, Barrier-Free Access and Quality Teaching and Leadership) are identified through high expectation teaching and learning and Māori access to education. Good Progress made with PEP. Students are settled with high expectations around behaviour.	Students can solve cyber bullying by identifying what it is and find solutions to stop it. Students feel they can seek help from other students or adults when they need to solve a problem. Students' languages, cultures and identities are an integral part of the RRS program. Student and staff solve problems using Le va The way students talk to each other is respectful and empathetic. Community is aware of what is happening with the school and their children because of relevant and frequent communication. School wide cultural group practices are part of the weekly program.	Relationships across year levels are strengthened and student agency shows students solving problems using the school values and norms. Student wellbeing is increased and reflected in attendance. Well-being surveys indicate positive shifts in attitudes. Be S.K.Y. online program reduces online issues raised by staff, students, and community. Student achievement is accelerated. Increased attendance of students from identified families. Improved punctuality and attendance result in accelerated progress and achievement.

			Classroom culture reflects a climate of our school values. Students are actively learning using the knowledge they are explicitly taught. A culture curriculum is developed for years 1-8 which gives every teacher the same roadmap and every student the same opportunity to succeed.	A curriculum will be developed in 2026 and whanau will be included to support this plan at home.	RRS attendance framework is actively used across the school by all staff. Attendance data shows an improvement by 10% in targeted group. Data analysis of attendance reflects positive improvement in attendance. WhānauConnect parent/caregiver domain is operating with 100 families attending workshops. Whanau increased attendance at WhanauConnect programs. Communication between whānau and school is strengthened by the school acting on specific feedback. (Whānau Agentic)
Wha: Strategic Goal 4 - Te Tiriti o Waitangi ● Continue to strengthen understanding and	Every student at the school is able to attain their highest possible standard in educational achievement.	Taataiako Ka Hikitia	Embed Tuakana Teina opportunities. Teachers apply the learning of Te Reo Māori	Māori students show leadership by way of Ako within their learning.	Te reo Māori me ngā tikanga are visible and valued and embedded in

application of Te Reo Māori me ngā tikanga in classroom and school wide practices. • Leaders and teachers actively engage Māori learners in their learning (ako). • Leaders and teachers' partnerships with parents and whanau enable success for Māori learners. • Ka Hikitia Education strategies	The school honours Te Tiriti o Waitangi, including by: • working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; • taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; • achieving equitable outcomes for Māori students.	Attendance and Engagement Strategy WhanauConnect Attendance Management Plan	and Tikanga Māori into their practice. Te reo Māori me ngā tikanga is strengthened within the school and is visible within the classrooms. Students use Te Reo Māori in their everyday greetings. Māori students are active partners in their learning. Teachers can identify aspects of Ako within their pedagogy and planning. Māori learners are recognised for their identity, language and culture. Quality teaching and learning builds whānau culture in classrooms.	Build a relationship with our whanau community. Whānau are comfortable coming into school to participate/ experience the teaching and learning within the class. Ka Hikitia strategies are used regularly in teaching and learning. Kapa Haka practices are strong through weekly meetings.	classrooms and across the school. Simple conversational Te Reo Māori is spoken across the school by staff and students. Signage schoolwide in both Te Reo Māori and English Aotearoa NZ History Curriculum is embedded in Reading and Writing practices. Kapa Haka attendance at Cultural Festivals is increased. Māori whānau are supported and involved within school initiatives. Parental attendance at WhānauConnect sessions is increased. Regular feedback from whanau is gathered and actioned.

Key Outcomes by 2026-2028	
Strategic Goals and initiatives	**End of 2028 Outcomes**
Tahi: Strategic Goal 1 - High Achieving Students	
• Review and implement our local curriculum, to guide teaching, learning and community engagement	Staff have increased understanding of explicit teaching and a knowledge rich curriculum through structured literacy, structured Maths and *thinkSRSD*. Strong assessment for learning practices across all classrooms.
Rua: Strategic Goal 2 – Building Evaluative Practice	
• Grow teacher capacity through the development of pedagogical content knowledge.	Increased student progress and achievement. Teachers have an increased understanding of how to cater for a wide range of diverse students in a structured approach. Teachers are able to utilise gathered data to identify and plan for acceleration.
Toru: Strategic Goal 3 - Well-Being and Engagement	
• Implement effective wellbeing practices to support the whole learner.	Teu Le Va is re-established as a schoolwide approach to wellbeing. Staff morale is maintained and increased. Be S.K.Y. program is active throughout the whole school. A culture curriculum is developed and adhered to across the school.
Wha: Strategic Goal 4 - Te Tiriti o Waitangi	

• Prioritise a sense of identity and belonging for all tamariki, staff and whanau.	The different cultures of students are valued and celebrated. Whanau are visible and engaged within the school. Our Māori students have a sense of belong to the school and the Mangere Community.

Annual Implementation Plan 2026-2028

Summary of the plan

Robertson Road School plan is developed in consultation of all students and staff, as well as the community. It reflects what is important for our tamariki. These being high achieving students, teachers with high levels of evaluative practice, well-being of staff, students, and our community, and reflects the school's commitment to Te Tiriti o Waitangi. The school believes that if all 4 goals are working together then the future of the community is positive. Raising achievement comes from more than assessments it is wellbeing from a respectful community working together. Our plan reflects and is committed to all 4 areas.

Where we are currently at:

Goal 1 – High Achieving students

2025 has seen a continued implementation and staff PLD on the Robertson Road School's commitment to Structured approach to learning. This structured literacy approach was introduced to the staff in 2019. Since then, the school has continued to develop staff's capability in teaching within this approach. The school implemented structured scope and sequence for Maths in 2023, and structured writing via *think*SRSD as a writing approach from years 0-8 in 2024.

PLD will focus around the continue development of a school wide Maths scope and sequence continued development of structured writing using *think*SRSD approach. Understanding the Progress Steps and utilising the new curriculum to develop programs that track and raise achievement.

Team Leaders and teachers have commenced a journey of using the assessment data gathered to raise achievement. This professional learning has been intense to ensure that what is assessed is used to raise achievement. This learning will continue throughout 2026-2028 with observations, mentoring and critical discussions.

Goal 2 – Evaluative Practice

2025 focus was to collect evidence in the form of assessments, observations, noticing and responding then moderation of that information to ensure that practices are robust and consistent across the school.

This continues to be a focus for 2026-2028. Teachers are on a learning how to gather and assess writing samples, then moderate the samples within a curriculum level of each other. We have seen the gap between marked assessments closing and will continue to work on this professional development. Everything our teachers should be doing will have a purpose and they will understand and articulate how the teaching and learning links to evidence gathered.

Goal 3 – Wellbeing and Engagement

2025 – the school has seen an improvement in the respect that is shown between everyone at school, students, staff and whanau/community. This has been a focus for the last few years as an expectation for the culture of the school. 2026-2028 will focus on development of a culture curriculum. Continual support from the pastoral care team. Connections between school and home to raise achievement and understanding of the home circumstances. The continuation of our school WhanauConnect program that brings whanau into school to learn about their tamariki as well as upskilling parents on health and wellbeing, along with skills for employment. The school has employed 3 educational psychologists, 2 speech and language therapist and 1 full time counsellor for the students.

Goal 4 – Te Tiriti o Waitangi

2026-2028 will hope that connections between tanga te whenua will strengthen between Robertson Road School to ensure that our tamariki are supported as Māori. There will continue to be a focus of Te Reo Māori in the classroom and school wide practices. Partnerships will continue to strengthen with our Māori community in regard to attendance as this is an ongoing concern for our school. PLD is also planned to use the book 'Culturally Responsive Teaching & The Brain' by Zaretta Hammond.

How will our targets and actions will honour Te Tiriti o Waitangi:

Robertson Road School targets give honour to Te Tiriti o Waitangi as they are focused on ensuring all reasonable steps are made for Māori students to access a curriculum that connects with their culture, identity, and language. The school's local curriculum reflects the needs of the students to ensure they can access the curriculum successfully so when students leave year 8,

they are able to achieve at a high level. The school has a strong leader in Tikanga Māori and the kapa haka group is growing each year. Relationships between school and our Māori community is deepening and we are seeing more of whanau attending school events and contributing to, and giving feedback on, what is important for them as Māori. The school will continue to develop those relationships to ensure Te Tiriti o Waitangi is evident and alive in the school. Education and Training Act Section 9

Annual Implementation Plan 2026

Goal 1 – High Achieving Students

Annual Target/Goal:
To accelerate the achievement levels for all students across the curriculum through effective teaching practice using inquiry, culturally responsive practice, and digital pedagogy as the keys to transformation.

What do we expect to see by the end of the year?
The expectation is to have our students working at an accelerated pace of achievement, this would mean identifying the starting point of each student and tracking each students' achievement using progress steps. Evidence would be used to ensure that early intervention, if needed, is established early in the academic year. By the end of the year all students should have movement within Reading, Writing and Maths.

Actions	Who is responsible?	Timeframe	Resourcing	Ongoing Evidence & Evaluation/ Measures of success	Reflect and Review
Data Analysis Classroom data is collected and tracked on tracking sheets. Interventions are put in place based on identified needs.	Team Leaders, teachers, SLT	Term 1, 2, 3, 4 Refer to Internal review schedule per term	Nil	Teachers are tracking students and actively monitoring interventions and strategies. Regular monitoring from SLT.	
Team Leader identifies patterns in syndicate data results and lead learning conversations to identify needs and develop action plans.	Team Leaders, teachers, SLT	Term 1, 2, 3, 4 Refer to Internal review schedule per term--syndicate	Nil	Syndicate meetings identify interventions and resources based on data results.	
The Team Leaders are involved in PD each term with a focus on understanding and the use of data to raise achievement.	Team Leaders	Term 1, 2, 3, 4	PLD Budget	Syndicate meetings focus on data to raise achievement. Data is an agenda item that is worked through termly.	

Assessments are fully analysed, and results are used to inform teaching and learning to accelerate achievement.	Teachers	Ongoing throughout the year	Nil	Assessments are used for teaching and learning planning	
Teachers and team leaders evaluate their teaching and learning daily and adjust their program based on observations and outcomes.	Team Leaders, teachers, SLT	Daily ongoing practice	Nil	Plans are evaluated and written on to inform the next steps in teaching and learning. TL meetings with SLT support accelerated outcomes.	
Mainstream Pasifika students, Tongan, Samoan and Cook Island Māori are tracked closely within the classroom to identify progress. Cultural events for these students are celebrated and acknowledge through planned activities	Teachers, team leaders	Ongoing throughout the year	Social Science budget Language Week budget	Student cultures are evident in the classroom through displays and events.	
Teachers will actively leverage culturally responsive practices to build trusting relationships and enhance students' cognitive capacity for rigorous, independent learning.	Teachers, Team Leaders	Ongoing throughout the year	*Culturally Teaching & The Brain* (Z. Hammond) *Teaching to North East* (R. Bishop)	Staff meetings focused on chapter work. Google Classroom set up as follow up of applied practice.	
Math **2025 Summary: 81*% of students met or exceeded the expected curriculum level. (Target was 78%)*** **2026 Target for Maths is 80%**					
Student voice is collected via observations and noticing. Teachers are responsive and make changes to programs based on student voice.	Teachers	Ongoing throughout the year	Nil	Evidence is collected via discussions with AP/DP/ Team leaders. Programs are responsive to feedback.	
Number knowledge is explicitly taught daily and supports successful strategies.	Teachers	Ongoing throughout the year	Maths Budget	Students use knowledge to support strategies. Maths data accelerates.	
Teachers are involved in Maths Curriculum PLD to utilise progress steps and how to assess for acceleration.	Teachers, Jo Knox, DP	Ongoing throughout the year	PLD Budget	Math programs reflect the PLD given during the year.	

Writing **2025 Summary: 73% *of All Students met or exceeded the expected curriculum level. (Target was 70%)*** **2026 Target for Writing is 75%**					
Teachers commence quality assessment for learning feedback and feedforward through their writing process.	Teaching and Learning teams, team leaders, teachers, SLT	Ongoing throughout the year	PLD Budget	Evidence on PGC and sharing in team meetings.	
Spelling is taught via daily Structured Literacy teaching and learning.	Teachers, Literacy leader, Teaching and Learning teams	Daily	Literacy	Spelling results improve	
*Think*SRSD PLD modules and TOD PLD	Teachers	Daily	Literacy PD Budget	Writing indicators are used to accelerate outcomes.	
Writing Moderation happens termly with an aim of 90% accuracy and above for moderation outcomes	Teachers, TL and SLT	Termly	-	Writing moderation is robust	
Digital literacy is integrated into daily teaching and learning	Teachers, Students, AP, Teaching and Learning teams	Daily	Literacy	Devices are part of teaching and learning and used daily across the school by students and teachers. Access to school intranet is proactively used by teachers, Termly report by AP.	
Teachers plan for students to use their literacy skills across a range of texts and media daily	Teachers, SLT, Lit leader	Terms 1, 2, 3, 4	PLD Budget	SMART/PAT writing rubrics are used to raise achievement in writing. Identified learning areas are planned for	
Reading **2025 Summary: 80% *of All Students met or exceeded the expected curriculum level. (Target was 80%)*** **2026 Target for Reading is 85%**					
Teachers build on student prior knowledge and select texts that challenge and extend them.	SLT, Literacy leader, teachers, Teaching and Learning teams	Ongoing	Literacy	Reading texts are carefully chosen to extend students' knowledge about the world around them.	

Literacy progress steps are used to identify next learning areas that will accelerate learning.	SLT, Literacy leader, teachers	Ongoing	Literacy	Progress steps, together with the local curriculum are used to track progress and identify next steps.	
Structured Literacy approach is planned and explicitly used throughout years 0-8 daily.	Literacy leader, SLT, Teachers, Teaching and Learning teams	Ongoing	Literacy Budget	All literacy planning for years 0-3 is structured literacy. Years 4-8 becomes more of a spelling, morphology approach.	
WhānauConnect is planned throughout the year and parents and contribute to learning through the RRS Curriculum.	SLT, teachers, team leaders	Terms 1, 2, 3, 4	WhanauConnect Budget	Planned activities happen throughout the year. Termly focus will be planned.	
Students plan and contribute through the student led inquiry process.	Teachers, students	Ongoing throughout the year	Nil	Students are active in their inquiry learning.	
Reading is enhanced through *think*SRSD choral reading of exemplars.	Teachers, Students	Daily	Literacy	Students can articulate new learning derived from exemplar reading.	

Goal 2 – Building Evaluative Practice

Annual Target/Goal:
To accelerate progress and achievement levels for all students across the curriculum by building teachers' capacity to implement sustained evaluative practice.

What do we expect to see by the end of the year?
All teachers are using assessments and collected data to reflect on the effectiveness of their teaching and learning programs.

Actions	Who is responsible?	Timeframes	Resourcing	Ongoing Evidence & Evaluation/ Measure of success	Reflect and Review
Teaching as Inquiry/ Growth Cycle Provide PLD in providing target feedback and feedforward for student acceleration through Leaders.	Teachers, students, in school leaders,	Term 1, 2, 3, 4	Release time for AFL Leaders	Feedback and feedforward in books and student conference.	
Teachers use a range of Assessment for Learning practices in writing lessons.	Teachers, SLT, TLs and Seme (COLs)	Ongoing throughout the year	Nil	Planning and teaching	
PD on Growth Cycle process will be structured to enable teachers to be responsive to student interest/ engagement and progress.	SLT, Teachers	Ongoing throughout the year	Nil	PGC google document used by teachers.	
Writing moderation is held every term and used to identify next steps	SLT, Teachers	Term 1, 2, 3, 4	PLD Budget	Acceleration in writing achievement Moderation accuracy rate 90% plus.	
Consistent collection and analysis of evidence to generate robust OCJs Develop and model the use of exemplars with teachers to develop common and robust assessment practices.	SLT, Teachers, students, Education Group.	Ongoing throughout the year	PD Budget	Exemplars are used to moderate student work.	

Team leaders attend external PD initiate open to Learning conversations around the data analysis. Samoan bilingual team work with an external PD.	Team Leaders Evaluation Associates	Ongoing throughout the year. Two terms	PD Budget M.O.E provider	Team data analysis and discussions are held every syndicate meeting. Moderate Samoan assessment data---robust and consistent	
Students to reflect learning process and progress digitally.	Digital team, AP	Term 1, 2 and 3		Completed on a regular basis.	
Leadership Learning Team leaders apply their learning to lead data analysis conversations that have action plans to accelerate learning.	Team leaders, SLT	Ongoing throughout the year.	PD budget	Learning is tracked and acceleration of achievement is evident.	
Team leaders participate in PD around building team collective efficacy.	Team Leaders	Ongoing throughout the year	PD Budget	Teams identify what it is to be a high performing team.	

Goal 3 – Wellbeing and Engagement

Annual Target/Goal:
To have a school climate, which promotes, facilitates, and safeguards the physical and emotional well-being of students. Students can promote and practice RRS school values – (Respect, Relationship and Service) within and outside school.

What do we expect to see by the end of the year?
There will be a school culture of respect for the teachers, students, and the environment. Students and teachers are proactively modeling and displaying communication (verbal and non-verbal) traits that reflect well-being.

Actions	Who is responsible?	Timeframe	Resourcing	Ongoing Evidence & Evaluation/Measure of success	Reflect and Review
Well-being/Culture Develop growth mindset process across year 0-8 and implemented.	Teachers	Ongoing throughout the year.	Nil	NZCER (Y4-8) Wellbeing survey shows significant improvement in school culture each year.	
Embed Tuakana Teina relationships with students through the buddy system.	Teachers, SLT	Ongoing throughout the year		Students are visibly working constructively with other year groups across the school. Student voice	
Develop the Culture Curriculum, schoolwide.	Teachers, SLT and Ed. Psys.	Ongoing throughout the year	Nil	Incidents of student behaviours are reduced throughout the year, based on etap data gathered throughout the year and surveys.	
RRS values of Respect, Relationships and Service, Norms and the cultural framework of Teu le va, Tausi le va, Soli le va are used as a format for behaviour practices within RRS. Practice BE SKY and the behaviour curriculum.	SLT, SwiS, Teachers	Ongoing throughout the year	NIL	Positive behaviours of our school values and norms are displayed daily. Incidents of inappropriate use of Social Media is reduced through restorative practices and HSP.	
Cultural Group Thursdays enables students to develop their knowledge of their culture through the Arts	Teachers, SLT	Ongoing throughout the year	The Arts	Students are able to perform dances and articulate aspects of their cultures with confidence.	

Develop and extend Tuakana Teina relationships with students Buddy classes continue to strengthen across the school using the Tuakana Teina model.	Teachers	Ongoing throughout the year	NIL	A culture of 'our' students and our school is evident.	
Improve punctuality and attendance of students Whānau are encouraged to come into school and participate in classroom and school wide activities.	Teachers, SLT	Ongoing throughout the year	HSP Budget	Attendance and engagement improves.	
Attendance Management Plan is implemented via our RRS Attendance Case Manager	SLT, Attendance Case Manager	Ongoing throughout the year	MOE Budget	Attendance processes are followed, and attendance percentages improve.	
Unit planning incorporates 3 Turu of Tapasa and Learning outcomes of Ka Hikitia Education Strategy	SLT, TLs	Ongoing throughout the year	PD Budget	Tapasa practices – Turu 1, 2 and 3 are evident in classroom practice.	
Student Well Being The culture curriculum is taught, reflected on and clarified in the classroom setting in Term 1	Teachers, SLT and students	Term 1	NIL	Student conflict is reduced. Improved norms and routines observed schoolwide.	
Students unpack what Respect, Relationship and Service means to students of RRS	Teachers	Term 1	NIL	Students resolve disagreements themselves.	
Student and Whanau Engagement Student identity, language and culture activities are planned for and reflected in the classroom environment	Teacher	Ongoing throughout the year	NIL	Displays show cultural diversity. Class portals display cultural diversity practices.	
WhanauConnect is delivered and used by parents to upskill via workshops	AP	Ongoing throughout the year	MOE budget	35 families are actively engaged	
Engagement observations are completed throughout the year	SLT, Teacher, Students	Ongoing throughout the year	NIL	Percentage of students who are disengaged reduces.	

Bilingual classes plan for parent PTA meetings to gather feedback on planning	POM Teachers	Ongoing throughout the year	NIL	Regular meetings and minutes of meetings.	

Goal 4 – Te Tiriti o Waitangi

Annual Target/Goal:
As Robertson Road School we will ensure Māori students enjoy and achieve education success as Māori.

What do we expect to see by the end of the year?
Robertson Road School has a thriving Kapa Haka, with Māori students continuing to achieve culturally and academically.

Actions	Who is responsible?	Timeframe	Resourcing	Ongoing Evidence & Evaluation/Measure of success	Reflect and Review
Continue to strengthen understanding and application of Te Reo Māori me ngā tikanga in classrooms and school wide practices. Te Reo Māori me ngā tikanga is strengthened within the school, is planned for and visible within the classrooms.	Curriculum leaders, teachers, students	Ongoing throughout the year.	Nil	Students and teachers use Te Reo knowledge daily.	
Kapa Haka is attended by all NZ Māori each week (Fully release for 1 block).	Curriculum Teacher	Ongoing throughout the year.	Release	Kapa Haka performances are planned throughout the year.	
Te Reo Māori is valued as an official language and signage is evident around the school.	Staff, SLT	Term 1	Operating Budget	Signage is installed. Te Reo Māori is used frequently by staff, orally.	
Leaders and teachers actively engage Māori learners in their learning Teachers plan for activities that support Ako and Ka Hikitia Education strategies.	Teachers	Ongoing throughout the year	Māori Curriculum Budget	Planned activities are run by classroom teachers.	
Leaders and teachers' partnerships with parents and whanau enable success for Māori Learners. Whānau are encouraged to partner with school and attend school learning exhibitions and school initiatives.	HSP, Teachers	Ongoing throughout the year	Māori budget	Attendance of Māori students increases.	

<u>Culturally Responsive Teaching and the Brain</u> Teachers put into practice CRTB framework	Teachers, SLT	Termly TOD days	PLD Budget	In long- and short-term planning.	