



**Te Kura
o Pātiki**
Rosebank School
Haere Whakamua

Strategic Plan 2026



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These are our school's aspirations and directions, thoughtfully designed to align and focus our efforts to raise the outcomes for our students.

Our Vision

Kia wawata
Kia whakapono
Kia tutuki

Dream. Believe. Succeed

Our Whakataukī

Haere whakamua

Continually moving forward

Our Values

Manaaki Mai
Manaaki Atu
Manaaki i te Taiao

Respect for self
Respect for others
Respect for the environment

Our Strategic Directions

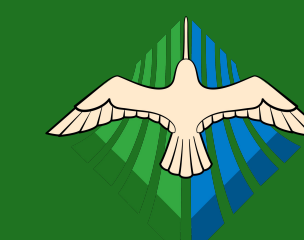
- ◆ Mātauranga Māori, Te Ao Māori values and way of being- underpinned by tikanga guides all we do at Te Kura o Pātiki- Rosebank
- ◆ High calibre staff to promote success in our kura
- ◆ All ākonga at Te Kura o Pātiki- Rosebank are set up for success



Introduction

This document outlines our aspirations and directions and articulates the plans, targets and actions we will take to achieve these. It was prepared in consultation with parents, students, staff and the community and is designed to align and focus our efforts in raising the outcomes for the students at Rosebank School.

There are specific measurable targets and specific responsibilities for personnel. It is therefore very important that this document is used as a working, living document throughout the year.



Our Strategic Directions



- ◆ Mātauranga Māori, Te Ao Māori values and way of being- underpinned by tikanga guides all we do at Te Kura o Pātiki- Rosebank
- ◆ High Calibre staff promote success in our kura
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What makes us unique and how do we embrace this?

Te Kura o Pātiki - Rosebank School is a well-resourced, multicultural primary school (Years 0-6) that provides high quality education for all students.

We dream, we believe, we succeed!

Our teachers hold a powerful and critical position in the lives of our students. They have high expectations of all students. They are positive role models, they believe in them unconditionally and have the highest expectations believing that they can and will achieve. They are a cheerleader for their achievements and the facilitator for their learning, always feeding forward and expanding their knowledge and horizons.

Our Unique Features

The family atmosphere within Rosebank School ensures a safe and warm environment where everyone is respected and encouraged to be the best they can possibly be.

- An adjoining high quality early childhood education centre
- SKIDS after school and holiday programmes
- A large hall and outdoor turf areas
- High quality Māori, Samoan and Niuean bilingual classes
- Tongan Enrichment class
- Two satellite High Support Needs classrooms





Māori Dimensions

We give Māori culture its rightful and unique place by:

- ◆ Ensuring all reasonable steps are taken if parents require instruction in te reo
- ◆ Employing competent Māori teachers/ support staff to teach and value culture and tikanga
- ◆ Ensuring a Te Reo Māori programme is instituted in every classroom including mainstream. Minimum time requirements and learning progressions instituted across the school
- ◆ Enhancing the importance of Māoritanga through consistently run kapa haka and other kaupapa with expert kaiārahi
- ◆ Upskilling Board, Senior management, staff, students on the obligations of Te Tiriti o Waitangi

Cultural Diversity

We want children at Rosebank School to take pride in their culture and identity and we want them to reflect our school values:

- **Manaaki Mai**
Respect self
- **Manaaki Atu**
Respect others
- **Manaaki I te taiao**
Respect the Environment

Our students are culturally diverse, therefore curriculum design incorporates and validates the languages, world views and identities of all students.





We value the knowledge and experiences that students bring to school and recognise that each child is part of a family and community whose input is crucial for their learning and development.

- Home language – greeting signs/ signs on walls representing the different cultures of the classroom
- Use students' prior cultural knowledge and world views at every opportunity
- Tuakana/ Teina – choosing the language of learning – working with others who speak your home language and English
- Vocabulary – multiple words for concept development including student's home languages
- Learn songs in different languages
- Stories in Pasifika languages are available and regularly changed in classrooms
- Celebration of cultural language weeks when they arise throughout the year and cultural performance night (whole school)



Strategic Direction 1

**Mātauranga Māori, Te Ao Māori values and way of being-
underpinned by tikanga guides all we do at Te Kura o Pātiki-
Rosebank**

- ▶ Embed a critically conscious Learner Profile that guides the Teaching and Learning Programme at Te Kura o Pātiki-Rosebank
- ▶ Staff are on an active journey to increase their cultural capital and Mātauranga Māori

Strategic Direction 1

Mātauranga Māori, Te Ao Māori values and way of being- underpinned by tikanga guides all we do at Te Kura o Pātiki- Rosebank

Initiative	When	Who	Budget	Key Performance Tasks (KPT)	Key Performance Indicators (KPI)
1.1 Embed a critically conscious Learner Profile that guides the Teaching and Learning Programme at Te Kura o Pātiki- Rosebank					
Integrate the Learner Profile into planning & teaching	Throughout 2026	Kaiako	None	- All kaiako actively reference the Learner Profile in planning and teaching - Evidence of Learner Profile integration is visible in classroom practice and planning	- All kaiako can evidence the Learner Profile use in their planning
Integrate the Learner Profile into reporting	Mid and End of Year (reports)	Kaiako	None	- Embed the Learner Profile language into reporting	- Evidence from reporting shows the Learner Profile is being used to assess and reflect on student learning
Set up feedback mechanisms	Term 2 and Term 4	SLT	None	- 1-4 scale set up to measure Student agency and engagement - Check in points planned throughout the year	- All teachers have evidence of student engagement that increases throughout the year as per the survey results
1.2 Staff are on an active journey to increase their cultural capital and Mātauranga Māori					
Karakia tuwhera, kai, and mutunga are conducted daily, with the paepae reo consistently occurring daily.	Ongoing throughout 2026	All staff/students	None	- Karakia tuwhera, kai and mutunga happening daily - Paepae reo consistently happening daily	- Tamariki are confident to recite all karakia - Tamariki can perform school repertoire of waiata/himene - Tamariki know the reason for doing these actions



Strategic Direction 2

Develop high-calibre staff to promote success in our kura

- Develop and complete the ‘High Calibre Staff Member’ Profile for each area in the school
- Consistent use of the Te Kura o Pātiki- Rosebank Toolkit
- Use the Professional Growth Cycle to uphold the ‘High Calibre Staff Profile’ and TKOP Toolkit

Strategic Direction 2

Develop high-calibre staff to promote success in our kura

Initiative	When	Who	Budget	Key Performance Tasks (KPT)	Key Performance Indicators (KPI)
2.1 Develop and complete the ‘High Calibre Staff Member’ Profile for each area in the school					
All staff understand and demonstrate the attributes of a High Calibre staff member in their roles.	Term 1 2026	All Staff	Design and printing costs if needed	- Draft a job description/ agreed definition for each staff member based on role profiles - Collate feedback from all parties - Gain consensus and finalise	- Input was noted from all parties - An agreed job description/ definition that are signed by individual staff members
Job descriptions and agreed definitions for each staff member based on role profiles.	Term 2 2026	All Staff	Design and printing costs if needed	- An agreed definition is printed and signed	- Input was noted from all parties
2.2 Consistent use of the Te Kura o Pātiki- Rosebank Toolkit					
A TKOP-Rosebank Toolkit is gathered for use by all Kaiako	Throughout 2026	SLT	Time	- Expectations for using the toolkit are clarified - Guidance for new staff	- There is evidence of the toolkit being used in all planning and execution during the year - Check ins are planned for regular intervals during the year

Initiative	When	Who	Budget	Key Performance Tasks (KPT)	Key Performance Indicators (KPI)
Apply the New Teacher induction Programme	Term 1 2026 & when new staff begin (other than beginning of year)	SLT/New kaiako	Time	- Teacher induction programme is followed for new staff - New kaiako gain an understanding of the school's systems, processes, learner profile and strategic direction	- New Kaiako can talk about, systems, processes, learning profile and strategic direction of the school - Show commitment to these ideals in their mahi during 1-1s with SLT
2.3 Use the Professional Growth Cycle to uphold the 'High Calibre Staff Profile' and TKOP Toolkit					
Targeted coaching to identify one area of growth from the 'High Calibre Staff Profile'	2026	All Staff	Time Cost of PLD	- All TLs to have had Growth Coaching PLD - Coaches meet at regular intervals during the year for coaching sessions - Coaches follow the Professional Growth Cycle with their coachee	- Staff are showing High Calibre attributes in their work - Evidence is shown of growth and reflection in their Professional Growth Cycle documentation
Targeted coaching to identify one area of growth from the TKOP Toolkit	2026	Kaiako	Time	- Coaches follow the Professional Growth Cycle with their coachee for observations and regular coaching sessions	- Evidence is sighted (in observations and check ins)of using the toolkit in their work - Evidence is shown of growth and reflection in their Professional Growth Cycle documentation



Strategic Direction 3

All ākonga at Te Kura o Pātiki are set up for success

- ▶ Remove Barriers to success for all Te Kura o Pātiki learners- Attendance Management Plan
- ▶ Remove Barriers to success for all Te Kura o Pātiki learners- Curriculum, Data Tracking and Analysis
- ▶ Teachers, Ākonga and Whānau understand what success looks like for our learners
- ▶ Increase Support for learning & behaviour programmes within Te Kura o Pātiki- Rosebank

Strategic Direction 3

All ākonga at Te Kura o Pātiki are set up for success

Initiative	When	Who	Budget	Key Performance Tasks (KPT)	Key Performance Indicators (KPI)
3.1 Remove Barriers to success for all Te Kura o Pātiki learners- Lift attendance					
Strengthen the role of the DP for Attendance	Ongoing	Principal	Salary	- Ensure the DP for attendance is actively implementing strategies to improve attendance - Strengthen communication with whānau to support improved attendance	- Improved attendance of ākonga across the school especially in the junior school where attendance is the lowest and has the biggest impact on learning
3.2 Remove Barriers to success for all Te Kura o Pātiki learners- Curriculum, Data Tracking and Analysis					
Identify areas of strength and weakness across the school through closely monitoring data & building curriculum capabilities	2026	SLT	Possible PLD	- Identify areas that are possible barriers to ākonga success - Implement Targeted Professional Development in Structured Literacy & Mathematics - Monitor and Analyse Data Regularly	- Patterns of strength and areas of required growth are identified, mapped and analysed - Strategies in place to improve in areas of need
3.3 Teachers, Ākonga and Whānau understand what success looks like for our learners					
Identify what success looks like for Individuals and Whānau	Throughout the year, each term	Kaiako, SLT, whānau	Nil	- Meet with each parent and whānau, talk through strengths and aspirations for each child - Identify areas for growth using Learning Profile- plan accordingly - Make a timeline for checking in on each identified target learner	- Improved whānau attendance at hui - Improved achievement data for identified children

Initiative	When	Who	Budget	Key Performance Tasks (KPT)	Key Performance Indicators (KPI)
3.4 Increase Support for learning & behaviour programmes within Te Kura o Pātiki- Rosebank					
Create a set of expectations for classroom environments	Term 1, beginning of Term 2	Kaiako, students, SLT	Classroom budget	- Hold a series of staff meetings to identify key expectations for classroom - space/attractiveness - behaviour - learning aides -sharing good practice	- Attractive and inviting classroom environments are evidenced through feedback from staff, tamariki and whānau - Increased attendance - Improved academic outcomes - Improved ākonga behaviour - Improved ākonga engagement
Build a team of well trained kaiāwhina requisite to the number and needs of our Special Needs Tamariki	Term 1 and ongoing	SLT	Salary PLD Release	- Hire a requisite number of Kaiāwhina across the school ensuring all needs are being catered to - Provide training matched to the needs of our tamariki to the Kaiāwhina regularly as required - Create a timetable that reflects support needs of students and teachers	- Improved educational outcomes for tamariki with special needs - Improved Well Being markers for teachers - Kaiāwhina showing confidence in managing behaviour and learning of our Special Needs ākonga