



# Rere School Annual Plan 2020



**RERE SCHOOL**  
*'Flying High'*

*Rere School will develop the whole child enabling personal excellence.*

## Our Strategic Aims.

1. All ākonga are able to successfully access the New Zealand Curriculum, as evidenced by progress and achievement in relation to the relevant curriculum levels in Literacy and Mathematics.

### What the February Reading data shows: Measure; PROBEs . PM Benchmarks, e-Asttle, PATs

- 20/25 (80%) ākonga are achieving at or above the expected curriculum level for their year, with 4/25 ākonga above, 5/25 not yet at expectation.
- 12/14 (86%) of the boys are achieving at or above the expected curriculum level for their year, with 2/14 ākonga above, 2/14 not yet at expectation.
- 9/11 (82%) of our Māori ākonga are achieving at or above the expected curriculum level for their year, 2/11 above, 2/11 not yet at expectation.

### Our Targets for 2020:

- All ākonga achieving below the expected curriculum level for their year in reading will make accelerated progress and will be at, or will have made significant progress towards being at expectation by the end of 2020.
- All ākonga identified as at risk of being below the expected curriculum level for their year during 2020 will be targeted to make accelerated progress and will be at, or above their expected level by the end of 2020.
- To raise the number of ākonga at or above the expected curriculum level for their year.
  - 12 of the 15 ākonga deemed at risk of being below expectation will make accelerated progress and be at or above by the end of 2020.
  - 2 of the 5 ākonga below at the beginning of the year will make accelerated progress and be at expectation by the end of 2020.

### Strategies:

- Ensure that ākonga in Years 1—4 are reading at the expected level for their year and benchmarks are being met.
- Principal released in 2020 to work with ākonga below curriculum expectation and identified as at risk of being below.
- Early identification of ākonga who may be at risk of not achieving the appropriate level and a programme of support put in place.
- Support classroom programmes with extra 1-1 literacy support with the Teacher aide.
- Seek support from outside agencies such as Resource Teachers of Literature.
- Use effective assessment practices. PROBE, PM Benchmarks, STAR, PAT, e-AsTTle
- Focus on activities that promote higher order thinking.
- Reciprocal reading, peered reading, set independent reading, guided silent reading, sustained silent reading, shared reading, reading to ākonga , to encourage reading as a pleasurable activity.
- Personalised learning plans for ākonga with current level / next steps, how we will get there and how whānau can help at home.
- In and out of school professional development.
- Clear expectations of where ākonga should be at the end of their current year of learning.
- Learning Intentions and success criteria evident in practice.
- Engage the support of whānau. Promote reading at home as a worthwhile and enjoyable activity.
- Whānau workshops aimed at supporting parents to assist their children in the home environment and in their learning journey at Rere School..
- Parents of targeted ākonga are actively engaged in their child's targeted learning programme.

## Our Strategic Aims.

1. All ākongā are able to successfully access the New Zealand Curriculum, as evidenced by progress and achievement in relation to the relevant curriculum level for their year in Literacy and Mathematics.

### What the February Writing data shows: Measure; assessed against the exemplars, e- asTTle indicators.

- 18/25 (72%) ākongā are achieving at or above the expected curriculum level for their year, with 5/25 ākongā above, 7/25 not yet at expectation.
- 10/14 (71%) of the boys are achieving at or above the expected curriculum level for their year, with 4/14 ākongā above, 4/14 not yet at expectation.
- 7/11 (64%) of our Māori ākongā are achieving at or above the expected curriculum level for their year, with 2/11 above, 4/11 are not yet at expectation.

### Our Targets for 2020:

- All ākongā achieving below the expected curriculum level for their year in writing in 2019 will make accelerated progress and will be at, or will have made significant progress towards being at the expected curriculum level by the end of 2020.
- Māori ākongā below the expected curriculum level for their year in writing in 2019 will make accelerated progress and will be at, or will have made significant progress towards being at the expected curriculum level by the end of 2019.
- To raise the number of ākongā at or above the expected curriculum level for their year;
  - 8 of the 11 ākongā deemed at risk will make accelerated progress and be at or above by the end of 2020.
  - 3 of the 7 ākongā not yet at expectation at the beginning of the year will make significant progress and be at expectation by the end of 2020.

### Strategies:

- Clear expectations for the end of each year level. Teachers, ākongā and parents are aware of these expectations.
- Ensure that by the end of their third year ākongā are writing at Level 1 achieved or higher.
- Early identification of ākongā at risk of not achieving to the expected curriculum level for their year, and specialised programmes/ support people put in place.
- Classroom programmes focused on promoting spelling and vocabulary knowledge.
- Strong oral/listening and vocabulary enrichment programme.
- Data focused conversations between colleagues. Colleague support to reflect on teaching and learning.
- In and out of school professional development.
- Set term goals to achieve. Clear benchmarks for acceleration shared with teachers, ākongā and whānau. Ensure ākongā self assess regularly against these.
- Use effective assessment practices. Opportunities to moderate across schools. Ākongā self assessing against exemplars and progressions.
- Ākongā given models of effective writing to discuss and use in their own writing.
- A clearly set out long term plan for writing that ensures all genre are covered during the year.
- Formative assessment based on the exemplars —clear criteria given for success—personalised learning.
- Classroom teachers use the correct language of writing especially for language features.
- Display exemplars or examples of models so that “next steps” are clear.
- Display ākongā work, changing displayed work on a regular basis.
- Whānau workshops/ resources aimed at supporting parents to assist their children in the home environment and in their learning journey at Rere School.

## Our Strategic Aims.

1. All ākonga are able to successfully access the New Zealand Curriculum, as evidenced by progress and achievement in relation to the relevant curriculum level for their year in Literacy and Mathematics.

### What the February Mathematics data shows: Measure; GLoSS test and Basic Facts test, PATs, E-asTTle,

- 24/25 (96%) of ākonga are achieving at or above the expected curriculum level for their year, with 8/25 ākonga above, 1/25 not yet at expectation.
- 13/14 (93%) of the boys are achieving at or above the expected curriculum level for their year, with 7/14 ākonga above, 1/14 not yet at expectation.
- 10/11 (91%) of our Māori ākonga are achieving at the expected curriculum level for their year, with 2/11 above, 1/11 not yet at expectation.

### Our Targets for 2020:

- All ākonga achieving below the expected curriculum level for their year in mathematics will make accelerated progress and will be at, or will have made significant progress towards being at, their year level by the end of 2020.
- Māori ākonga below the expected curriculum level for their year in mathematics will make accelerated progress towards being at expectation by the end of 2020.
- To raise the number of ākonga at or above the expected curriculum level for their year.
  - 2 of the 3 ākonga deemed at risk will make accelerated progress and be at or above by the end of 2020.

### Strategies:

- Clear expectations for the end of each year level. Teachers, ākonga and parents are aware of these expectations.
- Ensure that by the end of their second year at school ākonga are working in Strategy and Basic Facts stage 4 or better.
- Early identification of ākonga at risk of not achieving to the standard.
- Data focused conversations between colleagues. Collegial support to reflect on teaching and learning.
- Professional development around effective pedagogy, assessment, planning and resources.
- Set term goals for at risk learners to be achieved and these have been shared with whānau.
- Keep current with and use effective assessment practices.
- Whānau workshops aimed at supporting parents to learn an array of fun ways to support their child's basic facts and number knowledge learning at home.
- Daily homework practice of basic facts, ākonga weekly mastery success shared consistently so parents can see how well they are doing.
- Explore mathematics in everyday situations so that ākonga realise the importance of maths learning in their lives.
- Realistic and regular opportunities to problem solve using mathematical explorations.
- To apply the inquiry process to mathematics learning. Include personalised or "high interest" mathematics topics.
- Classroom teachers use the correct language of mathematics and model an enthusiasm for mathematical explorations.
- Teachers model and promote a positive attitude to mathematics.
- To incorporate more aspects of "play", discovery within the mathematics programme.



## Our Strategic Goals

- 2. To have high performing personnel; Board of Trustees, Staff, and Principal, who have the knowledge and understanding needed to provide a high quality education.**

### Our Strategies for 2020:

- Board will clarify roles and responsibilities and expectations of all roles.
- Board will review their structure to ensure it meets the current needs.
- Meetings develop more of a strategic focus on student achievement and high performance
- Board will continue to develop their knowledge
- PLD opportunities are provided for all staff to enable them to reach their potential
- PLD opportunities result in improved practise
- All staff have a robust appraisal that provides them with regular feedback on their areas of strength and areas for development.

### Actions:

- Board to review the roles of all Job Descriptions and delegations
- BOT will undertake professional reading and a PLD on structures in order to inform a review of the Rere School BOT structure.
- BOT to review agenda format and reporting to the board formats and expectations
- PLD in self review, structures, Principal Appraisal and targeted PLD as identified is needed
- Targeted individual PLD plan for all staff approved by board
- New learning and knowledge is reflected on, applied to benefit the students needs and reported to the BOT.
- Staff receive regular feedback and feed forward.
- Appraisal progress and outcomes are reported to the board.



## Our Strategic Goals.

### 3. Strengthen internal evaluation processes and practices at every level of the school to inform decision making

#### Our Strategies for 2020:

- Gather a range of data and information and use it at every level of the school to inform decision making.
- Develop more meaningful use of the internal review information.
- Start to use the ERO indicators as part of all review processes at every level of the school.

#### Actions:

- Review the annual meeting plan and document what information in particular will be required by the board, who is responsible for reporting and when.
- Boards Annual Review to link more directly to strategic goals and the annual plans.
- Review the reporting to board templates, contents and use to inform decision making .
- Introduce reporting on all strategic goals at every Board meeting.
- Refer to the indicators at the start of a review process & use these to guide and target the boards gathering of data and information.



## Our Strategic Goals.

### 4. In consultation with the school community review the school's documented curriculum.

#### Our Strategies for 2020:

- PLD funding application for professional support to complete the process
- Develop an implementation plan for Board approval that details board involvement, community involvement, timeframes, delegations etc.
- Work through the implementation plan .

#### Actions:

- Principal to submit a PLD application that results in funding being allocated for the process.
- Principal to work with the PLD advisor to develop an implementation plan for the Board to approve.
- Board will support the Principal to work through the implementation plan.

## Our Strategic Goals.

### 5. To improve relationships with the Rere School whanau/community

#### Our Strategies for 2020:

##### Board:

Regular communication between Board and community occurs

Strengthen stakeholder relationships between the BOT and Friends of Rere, Bus Group, Playgroup

Board have a good understanding of the school communities level of satisfaction with the BOT and Rere School's performance

Positive promotion of the school's activities.

The schools concerns and complaints process is confidently used by all stakeholders.

##### Principal & Staff:

Regular opportunities for the whanau and community to engage with the school are planned

#### Actions:

- BOT summary following every board meeting published.
- Delegate from the Board attends every meeting of the FOR & bus committee.
- Regular communication occurs with the playgroup - minimum quarterly interaction.
- BOT to survey the school community to establish the level of satisfaction with Rere School.
- Develop key messaging that the BOT want to promote and how to do this.
- Review the use of the community of the concerns and complaints process to establish any changes needed.
- A minimum of 1 event per term that the community is invited to attend and provide assistance at.



**Strategic goal 2: To have high performing personnel; Board of Trustees, staff, and Principal, who have the knowledge and skill needed to provide a high quality education.**

Strategy	Actions	Who	By When	Costs	Progress
Board will clarify roles and responsibilities and expectations of all roles.	Board to review the roles of all Job Descriptions and delegations.	BOT	Mid 2020	Nil	
Board will review their structure to ensure it meets the current needs.	BOT will undertake professional reading and a PLD on structures in order to inform a review of the Rere School BOT structure.	BOT	Feb/March	Nil	
Meetings develop more of a strategic focus on student achievement and high performance.	BOT to review agenda format and re- porting to the board formats and ex- pectations.	BOT	2020 March	Nil	
Board will continue to develop their knowledge.	PLD in self- review, structures, Principal Appraisal and targeted PLD as identified as needed.	BOT	On-going	Nil	
PLD opportunities are provided for all staff to enable them to reach their potential.	Targeted individual PLD plan for all staff approved by Board.	Principal	March	PLD costs	
PLD opportunities result in improved practice.	New learning and knowledge is reflected on, applied to benefit the student's needs and reported to the BOT.	Principal	Ongoing	Nil	
All staff have a robust appraisal that provides them with regular feedback on their areas of strength and areas for development.	Staff receive regular feedback and feed forward.	Principal	On-going	Nil	
	Appraisal progress and outcomes are reported to the Board.	Principal	December	Nil	

**Strategic goal 3: Strengthen internal evaluation processes and practices at every level of the school to inform decision making.**

Strategy	Actions	Who	By When	Costs	Progress
Gather a range of data and information and use it at every level of the school to inform decision making.	Review the annual meeting plan and document what information in particular will be required by the Board, who is responsible for reporting and when.	BOT & Principal	Feb 2020	Nil	
	Boards Annual Review to link more directly to strategic goals and the annual plans	BOT	Feb 2020	Nil	
	Review the reporting to Board templates, contents and use to inform decision making.	BOT & Principal	March 2020	Nil	
Develop more meaningful use of the internal review information.	Introduce reporting on all strategic goals at every Board meeting.			Nil	
	Refer to the indicators at the start of a review process & use these to guide and target the Boards gathering of data and information.	BOT & Principal & staff	Ongoing	Nil	
Start to use the ERO indicators as part of all review processes at every level of the school.					

**Strategic goal 4: In consultation with the school community review the school's documented curriculum.**

Strategy	Actions	Who	By When	Costs	Progress
<p>PLD funding application for professional support to complete the process.</p> <p>Develop an implementation plan for Board approval that details Board involvement, community involvement, timeframes, delegations etc.</p> <p>Work through the implementation plan,</p>	Principal to submit a PLD application that results in funding being allocated for the process.	Principal	Dec 2019	Nil	
	Principal to work with the PLD advisor to develop an implementation plan for the Board to approve.	Principal	March 2020	Nil	
	Board will support the Principal to work through the implementation plan.	BOT & Principal	2020	?	

**Strategic goal 5: To improve relationships with the Rere School whānau/community.**

Strategy	Actions	Who	By When	Costs	Progress
<p><b>Board:</b></p> <p>Regular communication between Board and community occurs.</p> <p>Strengthen stakeholder relationships between the BOT and Friends of Rere, Bus Group, Playgroup.</p> <p>Board have a good understanding of the school communities level of satisfaction with the BOT and Rere School's performance.</p> <p>Positive promotion of the school's activities.</p> <p>The schools concerns and complaints process is confidently used by all stakeholders.</p>	BOT summary following every board meeting published.	BOT	Ongoing	Nil	
	Delegate from the Board attends every meeting of the FOR & bus committee.	BOT	As needed	Nil	
	Regular communication occurs with the playgroup - minimum quarterly interaction.	BOT & Principal	Quarterly	Nil	
	BOT to survey the school community to establish the level of satisfaction with Rere School.	BOT	March 2020	Nil	
	Develop key messaging that the BOT want to promote and how to do this.	BOT	Feb 2020	Nil	
	Review the use of the concerns and complaints process to establish any changes needed.	BOT	April 2020	Nil	
	A minimum of 1 event per term that the community is invited to attend and provide assistance at.	Principal & staff	Quarterly	Nil	
<p><b>Principal &amp; staff:</b></p> <p>Regular opportunities for the whānau and community to engage with the school are planned.</p>					

# How will we achieve our Vision?



## Ākonga as “Strategic” Ākonga

Ākonga need to be taught a range of strategies in any learning situation to enable them to make the ‘right choices’ and to set goals and be able to achieve them.

### **We will:**

- Help ākonga set realistic achievement goals.
- Ensure ākonga know what is expected in any task and ask for help if required.
- Teach appropriate strategies and skills for all learning tasks.
- Ensure ākonga are aware of the criteria for tasks and encourage ākonga to assess their own work and set their own improvement goals.
- Encourage ākonga to reflect on what they have done and to consider what they might do next time.
- Encourage ākonga to take risks, to have a go, and to see mistakes as learning opportunities.
- Use a range of thinking models—Bloom’s taxonomy, De Bono’s Thinking Hats, Habits of Mind, Multiple Intelligences, Growth Mindset .
- Make use of a range of Graphic Organisers (scaffolds) to assist ākonga thinking.
- Ensure ākonga can devise questions, plan and present a study of their own choice.
- Ensure ākonga are regularly assessing their progress against their Personal Learning Plan.

# How will we achieve our Vision?

## Powerful Learning Experiences;

In order to inspire ākonga to learn, to help them uncover their talents and to challenge them to strive for excellence, ākonga need powerful rich and memorable learning experiences.

### **We will:**

- Plan collaboratively, using the New Zealand Curriculum framework, a range of themes for study to ensure all ākonga are equipped with the skills they need to be successful citizens in the twenty-first—twenty-second century.
- Involve the ākonga in planning activities, setting task goals, developing criteria and self assessing their efforts when appropriate.
- Integrate learning areas as seeing connections between areas is where true creativity occurs.
- Use Multiple Intelligences as a way of recognising and valuing the talents of all ākonga.
- Assist ākonga to construct their own knowledge, making use of ākonga questions and prior ideas and then to challenge them to elaborate their views.
- Integrate digital technologies into all areas of learning.
- Ensure learning opportunities are tailored to meet the unique needs of each learner.
- Ensure teachers are engaged in professional development that enables them to establish effective teaching and learning relationships with specific groups of ākonga, which leads to improved learner engagement, and achievement.
- Ensure student voice is contributing to school improvement practices.
- Enrich learning by strategically designing rich, authentic opportunities for ākonga to use and develop the capabilities that their community sees as critical.



# How will we achieve our Vision?

## Foundation skills in place

We see mathematics and literacy as our first priority. These skills need to be in place so that ākonga can competently access the New Zealand Curriculum.

### **We will:**

- Ensure that the achievement of ākonga is assessed using expectations from the NZC, from learning progressions and from the standards as reference points.
- Ensure that differentiated targets that reflect high expectations for groups of ākonga are set with a particular focus on Māori ākonga and on those at risk of not meeting the targets.
- Ensure through BOT planning and reporting that literacy and mathematics are the main focus of achievement.
- Identify ākonga at risk early and ensure they receive the support needed to progress in relation to the New Zealand Curriculum expectations.
- Put in place agreed literacy and mathematics programmes.
- Adapt teaching and learning to meet special education needs.
- Whānau have the support, programmes, information and tools they need to contribute to their children's' learning.
- Put into place agreed presentation expectations.
- Develop and maintain a partnership with parents to keep them fully informed.
- Ensure teachers participate in professional learning to build their knowledge, skills and confidence to better meet the individual needs of all ākonga.



## How will we achieve our Vision?



### Teacher's as "Coaches"

Ākonga need adults to help them set goals and develop appropriate strategies and skills. The coaches role is a diagnostic one helping each ākonga to become an independent learner. This requires focused teaching, help, immediate feedback and feed forward.

### **We will:**

- Interpret the teacher's role as that of a diagnostic coach with the aim on extending ākonga skill and confidence.
- Help ākonga gain success by breaking tasks down to understandable steps until learning is in place.
- Plan tasks to accommodate ākonga needs or teach skills before hand. Any help must be personalised.
- Encourage ākonga to take ownership of their choices.
- Negotiate activities, tasks, assessment and class behaviour with ākonga so as to encourage ownership.
- Make use of 'focused teaching'. Having one goal and ensure it is explicit to the ākonga.
- Recognise the positive behaviour of any ākonga.



## How will we achieve our Vision?

Expect "Personal Best" from all.

We must do everything to help ākonga develop, through achievement, a sense of pride. We must hold the highest expectations of all ākonga to 'do their best work'.

### **We will:**

- Ensure teachers have high expectations of success and potential for all ākonga.
- Ensure ākonga understand the need for quality over quantity.
- Encourage ākonga not to rush their work but to work carefully with effort so they can gain feelings of pride and success.
- Ensure ākonga persevere in a task through to completion, remaining focused throughout.
- Ensure ākonga are aware of the procedures involved in any learning task.
- Give temporary help until procedures are in place.
- Encourage ākonga to set and self assess their own goals and be able to indicate areas for improvement.
- Ensure ākonga are aware of how to present their work by teaching explicit visual presentation skills.
- Ensure ākonga have a positive attitude to new learning by attempting to give things a go.



# How will we achieve our Vision?



## Clear Class Management and Exciting Room Environments.

Sensible routines provide a sense of security and predictability and will provide an environment where ākonga take the risks necessary for their growth. Effective classroom management allows ākonga to learn independently and for teachers to teach.

### **We will:**

- Develop clear expectations with ākonga of the daily programme.
- Make use of big books, whiteboard / activ-board or task boards to ensure all ākonga know what is expected of them so they can be encouraged to work independently either as individuals or in groups.
- Begin each day outlining the days activities and end with a reflective period to ensure ākonga leave with 'learning' on the mind.
- Ensure Literacy, Mathematics and Topic/Inquiry blocks follow agreed expectations.
- Ensure room environment reflects important messages the school is focusing on—values, key competencies, Habits of Mind, goal setting, explicit criteria for tasks and processes.
- Display a range of ākonga work - their questions, ideas, quality work, evaluations of learning.
- Each day as a "new " day.
- Classroom and School behaviour expectations and consequences are agreed upon and understood by all.

# How will we achieve our Vision?

## Involve school whānau and the wider community in the Learning Journey.

All parents, whānau and the wider community are actively encouraged and empowered to support their children to achieve success in their learning through effective engagement and communication.

### **We will:**

- Plan regular opportunities for whānau and community to engage with the school.
- Collaborate with the playgroup to ensure a successful transition to school for both parents and tamariki.
- Build parent capability to support their tamariki's learning journey especially for ākongā deemed at risk.
- Whānau are active participants in addressing underachievement.
- Consult with whānau to determine what workshops or information they need to feel confident in supporting their children at home.
- Ensure that whānau are determining what information, resources they need to enable them to support their children's learning at home based on learning successes and next steps.
- Enable all parents to be actively involved in decisions effecting their child, and respond to parents' concerns and questions promptly.
- Work in partnership with parents, providing opportunities for them to learn about and share in their child's learning and achievement.
- Ensure that parent and community expertise is valued and contributes to programmes and activities in the school. School is involved in community activities and events.
- Communicate with parents in ways that are timely, useful and easily understood. Opportunities for exchange of information are both formal and informal and appropriate for those involved. Barriers to effective communication are actively identified and overcome.
- Empower stakeholders to actively participate in the local curriculum consultation process.

