

A decorative border surrounds the central text, consisting of a repeating pattern of circular icons. Each icon depicts a stylized tropical scene with a palm tree, a wave, and a bird in flight.

Rere School Annual Plan 2018

A large circular logo is centered behind the text. It features a stylized wave on the left, a palm tree on the right, and a bird in flight at the top.

RERE SCHOOL
'Flying High'

Rere School will develop the whole child enabling personal excellence.

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 learners can competently access the New Zealand Curriculum.

We will:

- Ensure that the achievement of learners is assessed using expectations from the NZC, from learning progressions in literacy and mathematics, and from the standards as reference points.
- Ensure that differentiated targets that reflect high expectations for groups of learners are set with a particular focus on Māori students 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 learners 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 learners.



How will we achieve our Vision?;



Students as “Strategic” Learners

Learners 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 learners set realistic achievement goals.
- Ensure learners know what is expected in any task and ask for help if required.
- Teach appropriate strategies and skills for all learning tasks.
- Ensure learners are aware of the criteria for tasks and encourage students to assess their own work and set their own improvement goals.
- Encourage learners to reflect on what they have done and to consider what they might do next time.
- Encourage learners 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 learners thinking.
- Ensure learners can devise questions, plan and present a study of their own choice.

How will we achieve our Vision?;



Teacher's as "Coaches"

Learners need adults to help them set goals and develop appropriate strategies and skills. The coaches role is a diagnostic one helping each student 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 learners' skill and confidence.
- Help learners gain success by breaking tasks down to understandable steps until learning is in place.
- Plan tasks to accommodate learners' needs or teach skills before hand. Any help must be personalised.
- Encourage learners to take ownership of their choices.
- Negotiate activities, tasks, assessment and class behaviour with learners so as to encourage ownership.
- Make use of 'focused teaching'. Having one goal and ensure it is explicit to the learners.
- Recognise the positive behaviour of any learners.

How will we achieve our Vision?;

Powerful Learning Experiences;

In order to inspire students to learn, to help them uncover their talents and to challenge them to strive for excellence, students 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 students are equipped with the skills they need to be successful citizens in the twenty-first—twenty-second century.
- Make use of agreed planning formats to simplify planning and enhance learning.
- Involve the learners 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 learners .
- Assist learners to construct their own knowledge, making use of learners' questions and prior ideas and then to challenge them to elaborate their views.
- Integrate information and communication technology 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 learners, which leads to improved learner engagement, and achievement.
- Ensure student voice is contributing to school improvement practices.



How will we achieve our Vision?;

Expect "Personal Best" from all.

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

We will:

- Ensure teachers have high expectations of success and potential for all learners.
- Ensure learners understand the need for quality over quantity.
- Encourage learners not to rush their work but to work carefully with effort so they can gain feelings of pride and success.
- Ensure learners persevere in a task through to completion, remaining focused throughout.
- Ensure learners are aware of the procedures involved in any learning task.
- Give temporary help until procedures are in place.
- Encourage learners to set and self assess their own goals and be able to indicate areas for improvement.
- Ensure learners are aware of how to present their work by teaching explicit visual presentation skills.
- Ensure learners 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 learners take the risks necessary for their growth. Effective classroom management allows learners to learn independently and for teachers to teach.

We will:

- Develop clear expectations with learners of the daily programme.
- Make use of whiteboard / activ-board or task boards to ensure all learners 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 learners 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 learners 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.

Our Strategic Aims.

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

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

- 20/23 (87%) learners are achieving at or above the expected curriculum level for their year, with 6/23 learners above, 3/23 below expectation.
- 14/16 (88%) of the boys are achieving at or above the expected curriculum level for their year, with 4/16 learners above, 2/16 below expectation.
- 7/9 (78%) of our Māori learners are achieving at or above the expected curriculum level for their year, 3/9 above, 2/9 are below expectation

Our Targets for 2018;

- All learners 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 2018.
- Māori learners below the expected curriculum level for their year in reading in 2017 will make accelerated progress and will be at, or will have made significant progress towards being at, expectation by the end of 2018.
- To raise the number of learners at or above the expected curriculum level for their year;
 - 87% are @/> with 26% working above - target is to raise the number > to at least 35%
 - 87% of males are @/> expectation with 25% of males above - the target is to raise the number of boys > to at least 35%
 - 78% of Māori are @/> with 33% above -the target is to maintain the current data

Strategies;

- Ensure that learners in Years 1—4 are reading at the expected level for their year and benchmarks are being met to ensure learners are at Green by the end of their first year at school.
- Early identification of learners 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 learners, to encourage reading as a pleasurable activity.
- Personalise learning for child's level / specific learning needs.
- Data focused conversations between colleagues that promote reflection, and set term goals to achieve.
- In and out of school professional development.
- Clear expectations of where learners should be at the end of the year.
- 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.

Our Strategic Aims.

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

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

- 18/23 (78%) of learners are achieving at or above the expected curriculum level for their year, with 6/23 learners above, 5/23 below expectation.
- 12/16 (75%) of the boys are achieving at or above the expected curriculum level for their year, with 3/16 learners above, 4/16 below expectation.
- 5/9 (55%) of our Māori learners are achieving at or above the expected curriculum level for their year, with 3/9 above, 4/9 are below expectation.
- 4/5 of the learners below the expected curriculum level for their year in writing are Māori males.

Our Targets for 2018;

- All learners achieving below the expected curriculum level for their year in writing in 2017 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 2018.
- Māori students below the expected curriculum level for their year in writing in 2017 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 2018.
- To raise the number of students at or above the expected curriculum level for their year;
 - 78% are @/> with 26% above- the target is to have at least 85% @/>
 - 75% of our boys are working @/> with 19% above- target is to raise the number of boys @/> to at least 80%
 - 55% of our Māori students are working @/> with 33% above- the target is to raise the number of children @ and above to at least 67%

Strategies;

- Clear expectations for the end of each year level. Teachers, learners and parents are aware of these expectations.
- Ensure that by the end of their third year learners are writing at Level 1 achieved or higher.
- Early identification of learners 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. Ensure students self assess regularly against the exemplars.
- Use effective assessment practices. Opportunities to moderate across schools.
- Learners 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 learners' work, changing displayed work on a regular basis.

Our Strategic Aims.

1. All students are able to successfully access the New Zealand Curriculum, as evidenced by progress and achievement in relation to the expected 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,

- 20/23 (87%) of learners are achieving at or above the expected curriculum level for their year, with 7/23 learners above, 3/23 below expectation.
- 14/16 (88%) of the boys are achieving at or above the expected curriculum level for their year, with 4/16 learners above, 2/16 below expectation.
- 6/9 (67%) of our Māori learners are achieving at the expected curriculum level for their year, with 0/9 above, 3/9 below expectation.

Our Targets for 2018;

- All learners 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 2018.
- Māori learners 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 expectation by the end of 2018.
- To raise the number of learners at or above the expected curriculum level for their year,
 - 30% above- target is to raise this to at least 44%
 - 88% of males are @/> with 25% above- target is to raise this to 45% above
 - 67% of Māori are @ with 0 above- target is to raise the number of learners above to 22%

Strategies;

- Clear expectations for the end of each year level. Teachers, learners and parents are aware of these expectations.
- Ensure that by the end of their second year at school learners are working in Strategy and Basic Facts stage 4 or better.
- Early identification of learners 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 to achieve.
- 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, learners' weekly mastery success shared consistently so parents can see how well they are doing.
- Explore mathematics in everyday situations so that the learners 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 Aims.

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.

What the February data shows; Observation of the learning environment.

- Action plans in place for Teaching, Principal, and BOT to review and inquire into practice to ensure improvement.
- Hautū document—Māori Cultural Responsiveness Self Review tool for Boards of Trustees to be reviewed.
- Need to focus on priority learners and how best to accelerate achievement within the appraisal process.

Our Targets for 2018;

- All BOT members will undertake learning opportunities offered by NZSTA.
- Action plan from review of Hautū document in place to tailor actions to the needs of our school and community. Regularly reviewed for improvement.
- Develop, refine and engage in a performance review/appraisal system that fosters learning; BOT, Principal, Teachers and their students.
- Collaborative in school professional development opportunities for teaching staff focused on inquiry into teaching practice to ensure acceleration of priority learners.
 - use inquiry frameworks to strengthen working relationships with learners' parents and whānau
 - use observation to inquire into teaching practice – link to learners using observation for inquiry and evaluation
 - Strengthen our understanding and practices in professional inquiry and put into practice
 - Evidence of self review tools used at Board meetings and use the evidence to discuss next steps

Strategies;

- BOT to manage the review of relevant documents, locate current practice, set goals for development, and engage in professional learning that leads to a step up in performance at the governance level.
- Principal to oversee the mentoring and induction programme for the beginning teacher.
- Ensure all staff and BOT are registered with MOE training services.
- Active promotion of up coming learning opportunities.
- That a synopsis of the relevant PD is bought back to those who were unable to attend and ideas shared.
- That there is evidence in the school environment reflecting the new learning.
- Contact made with providers and requests made for individualized learning opportunities that meet our specific needs if necessary.
- As part of the appraisal process in school all staff will be asked what they think their next steps in learning are and what PD they need to be successful.
- BOT will determine whole board or individual development based on identified need, the review cycle, and current issues to be addressed.

Our Strategic Aims.

3. All parents and whānau are actively encouraged and empowered to support their learners to achieve success in their learning through effective engagement and communication.

What the February data shows; Observation of the learning environment.

- We have a number of parents and whānau who actively support their learners to achieve success and are fully engaged with the school.
- Discussions with parents/whānau suggest they are happy with the levels of engagement and communication.
- Parents/whānau of our priority learners rarely come to workshops that would support home learning.
- Consultation with Rere Schools Māori community re the annual targets and progress towards the priorities undertaken. Feed back given to whānau and BOT. Feed forward incorporated into classroom programmes.

Our Targets for 2018;

- Continue to review how best to engage and empower whānau using ERO best practice indicators.
- Whānau are attending workshops and are actively involved in their child's learning.
- Undertake consultation specifically with Rere School's whānau—students, parents, teachers, BOT, re Health and Wellbeing.

Strategies;

- Both formal and informal interactions between all parties.
- Parent/whānau meeting early in year to determine a process for consultation and engagement.
- Teachers/leader explore better ways to involve parents and whānau in designing and implementing their response to potential student underachievement.
- Connections involve two-way collaborative working relationships that reflect the concept of mahi tahi.
- Use inquiry frameworks to support teachers to strengthen their working relationships with learners' parents and whānau.
- Teachers/leader remove any separation between home and classroom learning experiences.
- Teachers/leader value students' wellbeing and are genuinely interested in them and their families.
- Expect parents to be involved. School's role is to help parents with this involvement.
- Regularly review our working relationship with all parents.
- Persist in finding ways to involve all parents of students we are focusing on, and ways for students to succeed.