

# Rere School Charter 2017 -2020



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

## *Our Vision*

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

# Rere School Charter 2017 -2020

## Rere School and its Community.

Rere School is a small full primary, rural school located 53km west of Gisborne. It is situated at the junction of Taumata and Wharekopae roads. For more than 75 years the area was serviced by a number of schools, the last of these to close was Wharekopae in 1993, leaving only Rere School. Rere School has a roll of 27 at present and caters for year one to year eight pupils, comprising two multilevel classrooms. We currently have a 37% Māori roll.

The school community includes three geographical areas: Wharekopae, Tahunga and Rere. Families are spread up to 35 kms in various directions from the school. The school is situated in a large farming community. All of the families with children at the school area are engaged in rural land based activities. Currently all the children travel to school by bus, with 3 bus runs serving the school.

The school has four main buildings connected by a covered way. Two are classrooms. The third is used as a school library, music, drama and cultural room. The community have built a community hall on the school grounds. There is an administration area, principal's office, and storage room, PE shed and toilet block connected to the main buildings. The School also has a number of other storage sheds. There is a large flat grassed playing field, a swimming pool, shade area, tennis court, senior and junior adventure playgrounds, an obstacle course and a concrete play area adjacent to the classrooms. The school and community are currently developing an adjacent paddock as an outdoor classroom with observation deck, native area, edible forest, medicinal, scent and sound gardens and bike track.

The school is part of the Rural West cluster, which allows for frequent sporting, cultural opportunities, and professional development networks with our neighboring schools.

Rere School is an inclusive school and welcomes all learners in our community. We are committed to their engagement in all school activities and to their achievement. The Board of Trustees, Principal, Staff and Students are continuously striving to improve educational outcomes and to improve the learning environment. This dedication is being realized in both the students learning and the improvements being made to the buildings and resources.

Rere School has been described as our community Marae and it is a focal point for our community. There is a strong parent and community interest and involvement, in the activities and the life of the school. Parents are involved with Board of Trustee duties, classroom programmes, fundraising, pre-school, grounds maintenance, transporting children, camps, trips, pet days and sports. There is regular liaison with the local playgroup that meets at the school one morning a week.

## *Our Vision*

Rere School will develop the whole child  
enabling personal excellence.



## *Our Values*

Respect  
Resilience  
Confidence  
Responsibility  
Self-Management  
Creative Thinkers



## *Our Strategic Aims*

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| 1. All students are able to successfully access the New Zealand Curriculum, as evidenced by progress and achievement in relation to the National Standards of Literacy and Mathematics. | 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. | 3. All parents and whānau are actively encouraged and empowered to support their children to achieve success in their learning through effective engagement and communication. |
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# Current State of Student Achievement 2017

## Mathematics as at February 2017

20/27 children at Rere School are working at or above the national standard for their year level. 13/27 are above with 7/27 working towards the national standard.

10/16 boys are working at and above NS with 6/16 boys achieving above, 6/16 are below NS 6/10 Māori students are achieving at or above the national standard with 3/10 Māori students above. 4/10 Māori students are below the national standard.

9/13 years 4-8 students are working at or above the national standard in mathematics.

11/14 students in years 1-4 are working at or above the national standard in mathematics.

## Literacy as at February 2017

### Reading:

20/27 children at Rere school are achieving at or above the national standard. 15/27 are achieving above the national standard. 7/27 children are working towards the national standard. 12/16 of our boys are achieving at or above the national standard with 8/16 above, 4/16 below. 5/10 of our Māori students are working at or above the national standard with 4/10 achieving above and 5/10 below the national standard.

### Written Language:

22/27 children at Rere school are achieving at or above the national standard. 14/27 of these children are achieving above with 5/27 children working towards the national standard. 11/16 boys are achieving at or above the national standard with 7/16 boys achieving above and 5/16 working towards the national standard. 6/10 Māori students are working at or above the national standard with 4/10 achieving above the national standard. 4/10 Māori students are working towards the relevant national standard.

National Education Priorities	Current situation - Policies/Procedures/ Programmes/Documentation	Future Focus
<b>Success for all</b> All year 1-8 students will be given opportunities to gain the knowledge skills, attitudes and values as stated in the New Zealand Curriculum.	Curriculum Policy, Barriers to learning procedures, Curriculum Coverage, Delivery, Implementation, EOTC, ESOL, School Expectations, School Beliefs, Values. Differentiated curriculum - GATE opportunities, neuro-science, ERO best practice whānau engagement.	Fully inclusive. Review school processes, BOT Habits of Mind, Inquiry process. Growth Mindset focus. Technology focus in 2017. Visual Arts focus in 2017. REACH practices for differentiated planning. Collaboration with other schools around innovative practice to improve learning outcomes, particularly for Māori.
<b>A safe learning environment</b> Schools will provide a safe physical and emotional environment for all students.	Health and Safety Policy, Personnel, EOTC, Behaviour Management Plan, Updated Cyber safety agreements and programme, Property & Buildings Hazard Checks, PHRMP, Pool Risk Management Plan, Cooperative learning. Strong focus on the Values at the heart of our learning community. H&S plan	Review needs and action plan for Wellbeing at school using Wellbeing for Success documents Implementation of shared thinking amongst staff and children on dealing with behaviour. To continue focus on values/key competencies.
<b>Improved literacy and numeracy</b> Schools will place priority on improving student achievement in literacy and mathematics.	Professional Development, Implementation Plans, School Expectations, Maintaining targets in Principal reports, Assessment procedures, effective reporting to parents and students on achievement. National Standards relevance. Neuroscience/ understanding learning difficulties	Access to Professional Development. Shared staff vision using formative, inquiry practises. Use of self review tools. Increasing access to e-learning opportunities. Improved access to specialised programmes.
<b>Better use of students achievement information</b> Schools will gather sufficiently comprehensive assessment evidence to evaluate the progress and achievement of their students, and to inform future teaching and learning programme priorities.	Formative Assessment practises, Student, peer and teacher evaluations. Standardised Assessment, NUMPa or GLOSS Interviews, Basic facts testing, Exemplars. Professional development. E-asttle, PAT's STAR, JAM. Consistent and purposeful assessment practises across school in Numeracy and Literacy. Ensuring direct link of student teaching to assessment information. Links to curriculum exemplars	Students actively involved in determining need and goal setting. Student voice E-portfolios home, next steps clear. Evidence of purposeful assessment practises, recording, and use, of all curriculum information for future planning. To develop moderation opportunities across schools.
<b>Improved outcomes for students at risk</b> Schools will improve outcomes for students who are not achieving, or are at risk of not achieving, or have special learning needs.	Identifying groups within assessment information. Monitoring and ensuring learning is scaffolded. Personalised learning plans where necessary. Social and Resource Agencies involved in professional development and programme development. Whānau workshops focused on numeracy, reading and e-learning to support parents in their vital role as their children's first teachers.	Strategies in place with outside agencies. Whānau involvement. Effective co-operative learning strategies in place. Early identification of students at risk of not achieving. Specialized 1-1 programmes for Literacy development. Differentiated planning and teaching evident.
<b>Improved Māori outcomes</b> Schools will work with Māori communities to plan, set targets and achieve better outcomes for Māori students.	Meeting Māori parents as a group or individually. Consulting through newsletters, telephone and the many informal situations offered e.g. Crutching. Having definite outcomes for Māori students and sharing with the community our successes.	Ensuring parents are sharing in decision making. Having definite outcomes for Māori students in collaboration with parents. Cultural competencies, Hautū document, MASAM document- plan in place for improvement. School/BOT
<b>Providing career guidance</b> Schools will provide career education guidance in year 7 and above.	Opportunities within school programme to meet a range of personnel from a range of literacy, numeracy, sporting, political, arts, and science fields. Use all EOTC experiences to promote careers options. Create plan for career guidance in the school.	Use of Internet and Inquiry programmes to determine and extend career goals. Principal release used to take Year 7-8 for targeted programmes. Manual at Campion. Career Services rapuara resources used.
<b>Reporting</b> Schools will report to students and their parents on the achievement of individual students and to the school's community on the achievement of the students as a whole.	Reporting to BOT, Newsletters, "Information evening". Mid and End of year Summary Report, Pupil Portfolios based on the National Standards. Student-led conferences mid and end of year. e - portfolios. Personalised Learning Plans. Reporting of Annual Targets/ Plan, Analysis of Variance. Regular input from whānau, Formative assessment practices used within the school.	E - portfolios. 3 way interviews, written report. Web site. Classroom blogs. Google Docs, weekly newsletters. Promotion of open door policy between school and whānau. Consultation with community about how we could do it better. Report to school community on areas of strength and areas for improvement.



### **Cultural Diversity**

*The Board takes all reasonable steps to provide instruction in Tikanga Māori (Māori culture) and Te Reo Māori (Māori language). When developing policy and practice for the school, every endeavour is made to reflect New Zealand's Cultural diversity and the unique position of the Māori Culture.*

*The present teaching staff will continue to be encouraged and fully supported with professional development to extend their current abilities in Te Reo and it is expected that Te Reo and Tikanga Māori will be integrated into aspects of the School Curriculum.*

*Our school is a culturally safe place where student based learning is paramount, where their cultures are celebrated and a respect for different cultural perspectives is practised and encouraged.*

During earlier Charter development the following priorities were identified through consultations with Rere School's Māori community:

1. To improve Māori student achievement in Reading, Writing and Maths.
2. That Māori Culture is celebrated through language, history and culture by all within our school.

Each year the Principal will incorporate these priorities into the annual targets and programmes of learning, based on the analysed student achievement data. Consultation with Rere Schools Māori community re the annual targets and progress towards the priorities identified will occur annually.

### **Learning in Te Reo**

*When a parent of a full time student request that their child(ren) be provided with instruction in Te Reo Māori the Principal, on behalf of the Board, will take all reasonable steps and:*

*Refer to our Resource Teacher of Māori for advice and assistance  
Discuss with the parents the ways the school currently involves Te Reo and Tikanga Māori in our life and programmes.  
Discuss the usage of Te Reo in the students own home.  
Seek the assistance of REAP in providing a tutor.  
Seek Correspondence school eligibility.*

# 1. To improve Māori student achievement in Reading, Writing and Maths.



Strategies and Processes	
To identify Māori students that are not achieving.	<p>Early identification of Māori students that are at risk of not achieving to the required National Standard.</p> <p>This information will be reported to Board of Trustees and MOE.</p> <p>Set annual targets and strategies specifically aimed at lifting achievement standards.</p> <p>Monitor and assess if further agencies of intervention are required.</p> <p>Personalised Learning Plans where necessary.</p> <p>Whānau workshops to support home based learning.</p> <p>Teacher inquiry into practice as part of the appraisal process</p>
To include whānau in the action planning.	<p>Ensure that there is interaction between school &amp; students' family.</p> <p>Work with student, family and agencies to ensure that program is being monitored.</p> <p>Whānau will be consulted over achievement and possible action plans that will be used with their children and where possible places and means by which they can help will be identified and placed in the plan.</p>
To take stock of knowledge of the Māori learner.	<p>Māori potential approach -all Māori have cultural advantage by virtue of who they are.</p> <p>To develop an action plan that details next learning outcomes or expected level of progress and identifies possible barriers or opportunities for the learner.</p> <p>Professional development to ensure teacher understandings and judgements are accurate. Linked to registered teacher criteria.</p>
To ensure high expectations are in place for Māori students.	<p>Ensure that staff expectations of students are maintained at a high level.</p> <p>A concept of ako—culture counts and productive partnerships.</p> <p>Invest in strengths, opportunities and potential.</p> <p>Effective evidence-based professional development and accountable leadership</p>
Provide positive role models for students to interact with.	<p>Ensure that within and outside of our community the opportunity is taken to capture male and female Māori role models to assist the students in their learning.</p> <p>These people may be approached for sport involvement, careers and guidance, kapa haka etc.</p>
To reflect a Māori identity in our school curriculum.	<p>To intersperse Māori practises—te reo Māori, tikanga, etc. through the class and school environment.</p> <p>To develop shared learning in planning inquiry.</p> <p>To encourage students to identify cultural opportunities within the planning of the topics of work.</p> <p>The student, their whānau, and iwi are reflected in the teaching content and environment.</p> <p>Contexts for learning reflect Māori cultural identity.</p>
<p>Measure: Identified gaps between Māori and non - Māori learners are closing or have closed.</p> <p>That our Māori students are successfully engaged in all aspects of Numeracy/ Literacy.</p>	

## 2. To ensure that Māori Culture is reflected and valued within our school.



Strategies and Processes	
To encourage participation on a regular basis into the regions Kapahaka festival.	Local tutors and in school talent is used to teach waiata. Local tikanga and waiata are sung and learnt fore mostly. Whole school learning of waiata in school assembly. A developmental attitude is taken when moving towards performance arts—kapa haka. Whole school kapa haka performance focus every second year.
To learn karakia, hīmene and basic Māori protocol for Marae and school contexts.	Incorporate marae visits into Language and Inquiry programmes. That children are aware of the protocols associated with karakia. Ensure that students are aware of the translations and their pronunciation is correct. Ensure that students experience appropriate pōwhiri protocol. Marae visit to practise learning every three years.
To develop and implement Māori Language programmes within classes.	30 minute te reo lessons once a week, then integration in class programmes during that week. Develop a graduated sentence structure and vocabulary programme for the entire school from Level 1-4. (Resources on hand) Ensure that time is allocated and assessment is made. Ensure that all teaching staff are using correct pronunciation. Professional development for staff to ensure they are able to plan programmes with an emphasis on inquiry and communicative teaching approaches. Apply the concepts of Ako.
Usage of Local Kiwaha	Identify kiwaha (phrases) that are specific to the Rere area. Use these local kiwaha to build up a good feeling within the school and also strengthen the ties to local iwi.
Usage of Local Stories	Ensure that local stories are identified and included within learning programmes within our School. Find local stories pertaining to our area of Rere. Identify and utilise the Kaumātua of this area to elaborate on and enhance the meanings within local stories and or language.

## **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 National Standards of Literacy and Mathematics.

We will achieve this by ensuring:

- Teaching and learning is based on best evidence, assessment and up to date resources.
- On-going professional development for Board and Staff.
- A culture of inquiry and continuous improvement

Strategies	Processes	Measure
All teaching will be based on effective assessment practices.	Teachers will find out what a child knows and what they need to know to achieve to the relevant standard by the end of the year and teach to those needs. Overall Teacher Judgement will be triangulated with a range of assessments where possible. Differentiated learning happening across the school. Professional development to ensure innovative practices to improve learning outcomes. A continuous cycle of inquiry into teacher practice will be undertaken as part of the appraisal process.	Teacher's planning for learning will be based on assessment. Learning is appropriately scaffolded. Children's specific learning needs in Mathematics and Literacy are being met. Children are achieving success in relation to the relevant National Standard. Children have a positive attitude towards their learning success. Groups will be variable, based on need for each learning experience. Accelerated progress for priority learners
Children below, well below and at risk of not achieving to the relevant National Standard will be identified early and programmes put in place.	Regular appraisal of achievement. Collegial discussions based on progress towards the targets. Support sought from a range of providers or programmes when necessary. Parents are made well aware of concerns and how they can support their child/ren.	Identified children make more than one year's learning in relation to the relevant standard. Progressively less children in the Senior area of the school not achieving to the National Standard. All learners are engaged and achieve against the key competencies and learning areas of the NZC
Classrooms will reflect learning goals and have supporting materials that enhance, celebrate and consolidate that classroom's learning.	Teachers provide attractive displays that reinforce or reflect the learning in that class on a daily basis. Classrooms will have relevant material relating to the topic of learning. Learning Intentions, Success Criteria, Rubrics, Matrixes are displayed and used effectively to promote learning.	Children able to independently discuss and reflect on learning goals and future steps for success. Learning intentions and success criteria are clearly displayed in teaching or learning books.
Staff with teaching strengths in Literacy and Mathematics	On- going Professional Development as identified by the Principal and staff. Support for teaching and learning from outside professionals e.g. RTLit. Moderation practices enhanced across schools especially in writing.	Observations /through annual appraisals. Student successes and achievements.
Learners with special education needs are supported to come to school, engage in all activities and achieve against the key competencies and learning areas of the NZC.	Special needs register—who, what and actions. Personal learning plans—regular review with whānau Process in place to identify new entrants with low oral language skills and develop programmes to raise their skill level. TALES Identify specific learning needs- plan differentiated programmes.	Parents, whānau and teachers are clear about the learners needs and can use this knowledge confidently to help the child progress. Learners with special education needs are achieving against the key competencies and the NZC. All learners on the special education register will have up to date documentation showing how their learning needs are being meet.
Whānau with the confidence and skill to support their children's learning at home.	Workshops held at school on a regular basis. Open invitation to come and observe teaching and learning as appropriate.	More parents being involved in learning within our school context. Parental involvement at workshops Homework completed daily.



## Our Strategic Aims

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.

We will achieve this by ensuring:

- On-going professional development for Board and Staff.
- A culture of inquiry and continuous improvement.
- A realistic budget to ensure access to professional learning for all personnel.



Strategies	Processes	Measure
Promote the use of e-learning opportunities.	PD with Principal on how to use the online development resources that are available. Ensure all staff and BOT are registered with MOE training services. Active promotion of up coming e- learning opportunities. School review using e-learning framework	Staff and BOT members are using the online learning opportunities on a regular basis.
A successful mentoring programme is in place that meets the needs of individual staff.	Regular meetings and discussions held to determine need and celebrate successes. Regular and timely release days. Opportunities to moderate with others as the need arises. Developmental goals relate to school focus and annual plan. Collaborative and Inquiry in nature.	Teachers have the knowledge and skills necessary to provide a high quality education. Teachers understand and have the tools to accelerate those learners not achieving to the national standards. High quality teaching. Positive appraisals.
Work with PD providers to ensure the learning is based on our needs.	Contact made with providers and requests made for individualized learning opportunities that meet our specific needs. Invite personnel from other schools to offset costs if applicable. All advertised PD opportunities will be shared with the relevant school personnel for their consideration.	All personnel state that the learning opportunities provided were relevant to their needs and that they feel better informed to achieve their relevant job descriptions.
Staff and BOT members are consulted on a annual basis as to need and that this is clearly identified in the professional development plan.	The future focus of the school will be clearly identified prior to the end of the year so personnel can have time to reflect on their learning needs. 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.	That all personnel either individually or as a group are able to state their professional learning needs by the end of each year for the following year. The BOT have utilized the self review tool to determine need and strengths.

## Our Strategic Aims

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

We will achieve this by ensuring:

- A culture of inquiry and continuous improvement
- Whānau are consulted about how best to achieve this aim based on best practice indicators from ERO documents.



Strategies	Processes	Measure
Consult with the school community about how best to engage.	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.	School community are responding to consultation opportunities. Whānau indicate during appraisal process that they are satisfied with the level of consultation.
Teachers and leader have a two-way learning relationship with parents and whānau where they share solutions and listen to each other's perspectives.	Use inquiry frameworks to support teachers to strengthen their working relationships with learners' parents and whānau. Teachers know about, value, and build from one learning experience to the next. Teachers/leader remove the separation between home and classroom learning experiences. Teachers/leader value students' wellbeing and are genuinely interested in them and their families.	Have developed a shared language about learning and achievement with students and their parents and whānau There is deliberate two-way collaborative relationship focused on providing the learner with extended learning opportunities thereby increasing their education success. Parents/caregivers/whānau value and normalize discussions that focus on learning.
Learning at home is actively promoted by giving students relevant learning opportunities and support.	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.	Parents and children report during consultation that they feel successful in supporting their child's learning at home. Parents/whānau of children not achieving are actively involved in supporting their child's learning success.

### **Procedural Information**

The planning year for the board will be from 1 January to 31 December.

The annual report along with the updated charter will be lodged with the Ministry of Education by 1st March each year.

### **Supporting Documentation**

The Charter and Annual Plans are supported by documentation found in the Principal's Policies and Procedures Manual, including:

- School Curriculum Implementation Plans
- Library Plan
- E—learning Plan
- National Standards for Mathematics and Literacy
- Professional Development Plan
- Performance Management Programme (including Principal and Staff Appraisal processes)
- EEO Plan
- Rere Framework Inclusive Education Plan
- Rere School Māori Achieving Success As Māori Plan (MASAM)
- Governance plan of review
- Assessment schedule
- Annual budget
- 10 year Property Plan & 5 year property programme
- Health and Safety Management Policies and Procedures
- Special Needs Programme
- GATE policies

Management policies and procedures including:

- Education Act
- Complaints procedures
- Vulnerable Children Act
- EOTC
- Rere School Public Health Risk Management Plan
- Health & Safety at Work Act
- Crimes Act /Compulsory Police vetting
- Privacy Act
- Appropriate Ministry circulars, Gazette notices, NZSTA
- Administrative Advices