

Rere School Strategic Plan 2023

Our Vision: To develop the whole child enabling personal excellence: Mā Rere School e whakapakari te tamaiti katoa, kia ekea tōna whaiaro hiranga.

Whanau, Community, Learner, Staff Consultation - A strategic plan is a living part of Rere School's Charter. It is the working document that states the long-term aims and objectives of the school. It is to be reviewed each year and amended as the need arises. The strategic plan forms, with the annual development plan, the working strategies of the school. It embodies the values and goals for the school as outlined in the Charter. This document will be reviewed each year to ensure Rere School's vision is shared and on target. Its aim is to provide the basis for outlining how we intend to:

- deliver quality education to the students at Rere School.
- conduct robust self-review programmes and ensure staff are highly valued and competent.
- manage school funds, resources, and property for the maximum benefit of all students.
- ensure Rere School is a healthy and safe environment, as recommended by the NEG, NAG, and NEP.



RERE SCHOOL
'Flying High'



RERE SCHOOL *Flying High'*

Our School - Tō mātou Kura

Rere School is a decile 9 two-teacher full primary school situated 45km west of Gisborne in the beautiful hill country. We are the heart of three geographic areas: Wharekōpae, Tahunga and Rere. Our school is named for the iconic nearby Rere Falls – rere meaning waterfall in te reo Māori.

Our Students - Ō mātou Ākonga

Most of our families and whānau live on hill country sheep and beef stations, spread up to 35km in various directions from the school. Our children travel to school by bus, with two runs serving the school. The buses are proudly supplied by PĀMU Farms of New Zealand.

***Ko Ngātapa te maunga
Ko Wharekōpae te awa
Ko Rere te whenua
Ngātapa is our mountain
Wharekōpae is our river
Rere is our district***

Rere School VALUES - Nga Uara

RERE SCHOOL
'Flying High'

SELF MANAGEMENT
Self Management
Rangatiratanga

CONFIDENCE
Confidence
Māia

RESPECT
Respect
Whakamana

RESILIENT
Resilience
Manawanu

MANAAKITANGA
Hospitality
Manaakitanga

The infographic features four stylized mountain peaks in orange, red, green, and yellow. Each peak is topped with a cartoon character representing a value. The background is light blue with green hills and a sun. The school logo is in the top left corner.

OUR ASPIRATIONS

Our Board of Trustees

- Represent our Community.
- Are focused on achievement and excellence.
- Are consistently putting the needs of our school before their own personal interests.
- Understand the difference between governance and management.
- Plan strategically and oversee a robust budget.

Our Parents & Caregivers

- Feel welcomed and are involved in our school.
- Are informed of their child's achievement and progress and receive feedback.
- Support the Community Curriculum Evenings and Events.
- Follow the appropriate channels of communication for our school.
- Respect our Staff.

Our Teachers

- Are kind, caring and model our School Values.
- Are focused on a pathway for achievement and excellence.
- Are positive role models and available for parents and learners.
- Provide a stimulating, innovative and attractive classroom environment.
- Are willing to grow professionally and take risks in teaching and learning.
- Are committed to Rere School

Our Principal

- Follows a clear and effective development plan and shares it with everyone
- Uses effective communication techniques.
- Manages the school, curriculum and resources effectively.
- Encourages and supports staff to ensure quality learning.
- Fosters school values.
- Is Innovative.
- Model our school values.

Our Learners

- Our learners model our school values in their attitude, words and actions.
- Achieve to their full potential.
- Have a love of learning with a positive attitude and a growth mindset.
- Feel happy, secure and safe coming to school.
- Experience success and learn from mistakes.
- Represent our school and community with Pride.
- Leaves Rere School well equipped for the future.

Our Support Staff

- Have clearly defined responsibilities.
- Are supportive of learners, staff, the school and its direction.
- Care for and enjoy our learners.
- Are welcoming to our community and visitors.
- Are enthusiastic and willing to take part in Professional Development.
- Role model our values.

Other Schools

- Regard Rere School learners, staff and community highly.
- Enhance our programmes.

Government Agencies

- Compliance is dealt with promptly.
- Relationships are managed effectively.
- Give accurate and clear information.

Our Community

- The school is the hub of the community with a high profile.
- Community supports the school and we encourage them to use our facilities and visa-versa.

School Operations, Governance and Management Section

Finance

- Annual Budget
- 10 year property plan
- SUE Reports/Banked Staffing
- Assets Register
- Auditors Reports/ Annual Report
- Finance Policies and associated procedures
- Manage resources effectively.

Curriculum

- Collaborative planning.
- School Assessment and Reporting Schedule
- Exciting and well resourced lessons..
- A Staff Handbook that is continually updated.
- Student Management System report including at Risk learners
- Close tracking of student progress, interventions.
- Localized curriculum.
- Structured Literacy

Property

- 10 year property plan
- 5 year property Schedule
- Maintenance Schedule
- Hazards Register
- Evacuation Procedures
- Insurance
- Property policies

Health and Safety

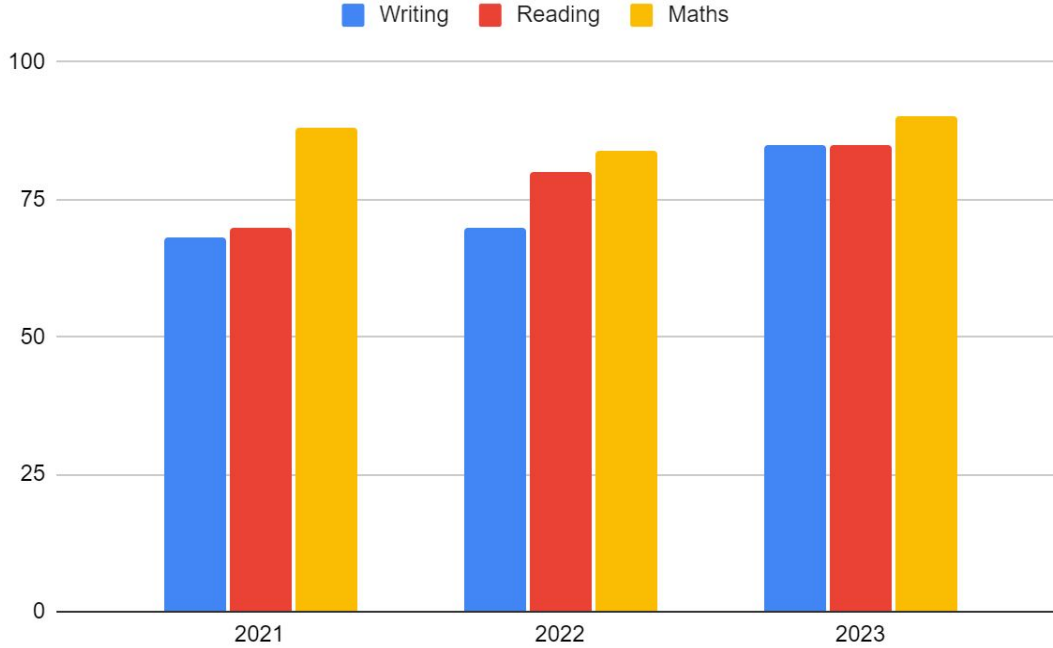
- Hazards Register
- Maintenance Schedule
- Evacuation Procedures
- Health and Safety
- Policies and associated Procedures

Human Resources

Key school documents that inform the Rere School Charter relating to Human Resources include:

- Job Descriptions
- Staff Handbook
- Staff Appraisals (professional growth cycle)
- Staff Professional Development
- Accidents and Medical Register

Target Setting Whole School



Year	Reading	Writing	Math
2021	68%	70%	88%
2022	70%	80%	84%
2023	85%	85%	90%
2024			

Based on end of year data 2022

Strategic Goals/Aims Section 2021-2024 He mānū hou - (A new fledgling)

<p>Tahi</p> <p>Effective Practice for High Impact</p> <p>To have high performing personnel; Board of Trustees, Staff, and Principal, who have the knowledge and skills needed to provide a high quality education.</p>	<p>Rua</p> <p>Akonga Achievement and Progress.</p> <p>All Akonga 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.</p>	<p>Toru</p> <p>School Culture and relationships.</p> <p>Te Reo me ona tikanga and localized curriculum are embedded are part of teacher planning and application. Learning opportunities are created for akonga to learn with a Mātauranga Māori lens.</p>	<p>Wha</p> <p>Community</p> <p>To further develop strong relationships with the Rere School Community by having clear and effective Governance and Management of Rere School.</p>
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Long Term Strategic Plan 2023-2025 - He pi ka rere (Taking flight)

Strategic Themes	Narrative	Strategic Goals	Potential Actions
<p>Tahi -(1) Effective Practice for high impact.</p>	<p>It appears from the 2022 AoVs there was a increase in student achievement levels. Writing 80% achieving/above expectations and Math 85% achieving/above expectations. Reading results saw a slight increase from 66% to 70% of students achieving at or above expectations. Using these statistics accelerating Reading Achievement across the school will be a target in 2023. Digging deeper however it appears that the curriculum levels of senior class students from OTJs were based on one set of PATs/STAR /asttle Writing assessments. There was no significant data accumulated with a width and breadth of standardized testing or student reflective conversations and observations.. OTJs lacked robust and accurate levelling (in particularly in the senior class) and this needs immediate self review and action so that akonga achievement data is moderated and targets re verified.</p>	<p>(1a) The Principal will collaboratively work along staff to streamline school wide assessments practices and strengthen OTJ processes when levelling students.</p>	<p>Immediate Senior class baseline data collection. Standardized testing includes but not limited to-Running records/Probe, Schonell, Asttle, Gloss, Kirk & McCarthy, Burt.. Star and PATs will be conducted as per Assessment Schedule in June and November.</p> <p>Short term Robust collaborative Assessment Schedule and OTJ redesign with teaching staff developed..(Term one call back day). Opportunities for teaching staff to share understanding of the use of standardized assessments, unpack 3 way OTJ processes, aligning NZ curriculum levels and unpacking strategies that accelerate achievement in next steps for learning.. PLD - OTJs/PACT/Analyzing data . Moderation of Writing - Rural schools cluster collaboration and support dates set.</p> <p>Long term Facilitation to align LLL levels with reading levels and NZ curriculum levels. Kahui Ako participation to access PLD and collaboration opportunities. All staff and trustees are have strong understanding of Assessment and share this knowledge with our whanau and community. Trusted and robust OTJ levelling for strategic planning across groups/cohorts and school.</p>

Annual Improvement Plan - Flying high - (Rere teitei)

Effective Practice with High Impact Tahī (1)	Teaching and Learning - Rua (2)	School culture and relationships Toru (3)	Community- Whā (4)
<p>Planned Action</p> <ul style="list-style-type: none"> a) Collect baseline data. (Possible change to percentage for reading achievement target) a) Standardized assessment schedule in place for 2023. b) Assessment/OTJs, Classroom Descriptions - call back day T1 holidays with teaching staff. c) PLD application for PACT Assessment. (Rosina Shandley). d) Information sharing with BOT. e) Rural schools moderation collaboration in asttle writing. f) Kahui ako participation and collaboration. g) Information sharing with school community. 		<p>When</p> <ul style="list-style-type: none"> • Week 6/7 Term one. • Term one break Call back day. Monday 17 April. <p>Assessments/OTJs/Tracking/Individual Learning Plans</p> <ul style="list-style-type: none"> • Term two PLD application for PACT complete. • Term two. Individual Learning Plans completed and shared with whanau. • June Assessments/OTJs complete. • Term three BO/Whanau information sharing - (mid year reporting), • November Assessments. End of year reporting to BOT/Whanau. Individual Learning Plans reviewed. 	<p>Theory for Improvement: Supporting improving teacher capabilities in formulating OTJs using models of best practice. Student tracking of progression is robust and informs teacher planning. Conditions and practices for accelerating progress are collaboratively tracked and reviewed. This becomes embedded teacher pedagogy.</p> <p>Aspirations: All akonga needs are identified and strategies in place to support progress.</p> <p>Annual Goal: Increased understanding of Effective Practice for High Impact: To have high performing personnel; Board of Trustees, Staff, and Principal, who have the knowledge and skills needed to provide a high quality education.</p> <p>Annual Targets. OTJs of students are accurate and robust and student achievement aligns with NZ curriculum levels. All children make accelerated progress at Rere School.</p>
<p>Responsibility</p> <ul style="list-style-type: none"> a) Principal b) PLD provider - PACT c) Teaching Staff 		<p>Indicators of Progress</p> <ul style="list-style-type: none"> • Student tracking shows progression. • Staff using OTJ best practice is evident. • Individual learning plans in place and akonga/teachers/whanau are able to track progression and understand next steps for learning. • Trustees increased understanding of how students make progression. 	

Long Term Strategic Plan 2023-2025 - He pi ka rere (Taking flight)

Strategic Themes	Narrative	Strategic Goals	Potential Actions
<p>Rua - Akonga Achievement and Progress</p>	<p>Overall student achievement goal to raise Reading from 70% to 80%, Writing from 80% to 85% and Math from 85% to 90%. (Using data from the previous Principal).</p> <p>Reading becomes a targeted area. The introduction of Structured Literacy with particular focus on LLLL was introduced in the last few years to the Junior classes.</p> <p>Y3 and Y4 transition from LLLL to Senior class Structured Literacy Programme is where our focus for extra teacher support will be placed so that we can build a more structured and streamlined approach to transitioning our akonga from the Junior to Senior classes.</p> <p>Y5/6/7 Structured Literacy approach based on Sheena Cameron and Louise Dempsey = Reading Book, Writing Book and Oral language Programme .</p>	<p>Targeted students 2a) Through the analysis of good quality assessment information*, identify students and groups of students: i. who are not progressing and/or achieving; ii. who are at risk of not progressing and/or achieving; iii. who have special needs (including gifted and talented students); and iv. aspects of the curriculum which require particular attention In Reading, Writing and Math.</p> <p>2b) Cohort group of Y3 and Y4 akonga are focus group for SALI - Student Achievement Learning Inquiry. To track and accelerate progression in Reading.</p>	<p>Immediate - Analyze information Collaborative discussions about the assessments. School wide identification of the tracking of students who are at/above and those who are at risk. Make connections with appropriate service providers - RTLB, RTLI, SE, Aurora, REAP etc. Who are our local specialist support teams for children at risk and for gifted and talented. Assess Y3 and Y4 Students using LLLL as well as Running Records/Burt/Schonell. Purchase Senior School Structured Literacy resources. Advertisement for teaching staff.</p> <p>Short term Class description with referrals Classroom descriptions identify students who are tracking above/at expectations and students who are not progressing or at risk. Identify potential acceleration strategies and approaches to support identified student and/or make appropriate referrals for more specialist support. Structured Literacy planning using LLLL/Haggerty for Year 3 and Year 4 akonga.</p> <p>Long term Robust referral process based on specific identified needs. Individualized learning plans that show where akonga are sitting and specific stepping stones for their next steps for learning. Students are supported to take steps in increasing student agency by having student speak goals and success criteria that they understand and begin to take ownership of. They are able to speak to these in three way interviews with parents. Self review the tracking and effectiveness of LLLL in relation to student achievement and progression targets. Alignment of LLLL stages with Standardized testing. Increase student achievement levels with particular focus on Reading.</p>

Annual Improvement Plan - Flying high - (Rere teitei)

Effective Practice for High Impact - Tahī (1)	Teaching and Learning - Rua (2)	School culture and relationships Toru (3)	Community - Whā (4)
Planned Action <ul style="list-style-type: none"> a) Collect baseline data. (Possible change to percentage for reading achievement target). Year 3 and 4 cohort group identified and assessed. b) Assessment /OTJ/Classroom descriptions call back day T1 holidays with teaching staff. c) Akonga identified and tracked in school wide and classroom descriptions d) Target akonga identified in Planning of Literacy and Numeracy with three cohort groups. Y1/2 and Y3/4 and Y5/6. 		When <ul style="list-style-type: none"> • Week 6/7 Term one. • Term one break call back day. Monday 17t April. • Term two - Teaching staff appointed for Principal release 2.5 and 2.5 Fixed term.. • Term two - Staff hui focus on planning for Literacy/Numeracy in three cohort groups - Y1/2 and Y3/4 and Y5/6/7 begins. • Term three - Review and tracking of targeted akonga. • Term four Community information sharing along side reporting. 	Theory for Improvement: Improving teacher capabilities in tracking akonga progressions and next steps in their learning. Aspirations: Strengthening teacher, learner, whānau, trustees knowledge of how akonga are tracked and strategies/approaches to make progression. Annual Goal: Close tracking of akonga progressions, targeted actions and teacher collaboration. Annual Targets. Reading achievement across the school will rise from 70% to 80% of students achieving at or above expectations.
Responsibility <ul style="list-style-type: none"> a) Principal b) Teaching Staff. 		Indicators of Progress <ul style="list-style-type: none"> • Recorded staff discussions around the planning and tracking of akonga with particular focus on Structured Literacy. • SALI part of teacher practice and collaborative practice. Increased professional conversations regarding akonga progression and achievement. 	
Resourcing <ul style="list-style-type: none"> a) Re- ordering of standardized test kits \$200. b) PLD applications to MoE - PACT c) Board funded - Fixed term teacher position (2.5) added to Principal release position. (approximately 8k per term). 		Outcomes <ul style="list-style-type: none"> • Improvement of teacher pedagogy and practice. • School wide student achievement data is accurate. • All akonga are closely tracked to make progression with Individual Learning Plans. 	

Long Term Strategic Plan 2023-2025 - He pi ka rere (Taking flight)

Strategic Themes	Narrative	Strategic Goals	Potential Actions
Culture	<p>In the 2019 ERO review recommendations were made to review the school's documented curriculum to ensure it is current, localized and reflects the bicultural aspect of Aotearoa New Zealand. Movement has been made alongside. For the past year progress has been made to make contact with local iwi to Rere - Te Whanau a Kai. PLD was initiated with Rosina Shandley from Learning Leaders Limited. Children were part of Turanganui Kapa Haka Festival tutored by Timata Tipara. Building onto this momentum we will be building onto Te Reo me ona tikanga programmes in the Junior and Senior classrooms and creating authentic learning experiences around Maramataka and Te Taiao.</p>	<p>3a) The school is working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and is taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori.</p>	<p>Immediate: Review and renew PLD contract opportunities with Learning Leaders Limited. Karakia timatanga, kai, whakamutunga are part of everyday practise. Waiata Monday am and Friday afternoon assemblies.</p> <p>Short term. Collaborative school wide planning for Mataariki with a special focus on Te Taiao and Maramataka. Whanau celebrations planned with haakari and whakangahau during Mataariki. Principal will lead Te Reo classes for three cohort groups during the week.</p> <p>Long term. Principal leads Ka Hikitia training for the BOT. Planned whakakotahitanga noho marae at Torere marae for the end of the year.</p>

Annual Improvement Plan - Flying high - (Rere teitei)

Effective Practice for High Impact - Tahi (1)	Teaching and Learning - Rua (2)	School culture and relationships Toru (3)	Community- Wha (4)
<p>Planned Action</p> <p>a) PLD opportunities are booked for localized curriculum collaboration with Te Whanau a Kai.</p> <p>b) Collaborative planning with three cohort group teachers with a thematic plan about Matariki.</p>	<p>When</p> <ul style="list-style-type: none"> • Karakia and mihi at the beginning and end of every day as well as waa tina/waa kai. • By the end of Term one Rosina is contacted to book dates. • Term two - Collaborative planning using "Big Thinking" template with a focus on Matariki. • Term two -weekly Te Reo lessons in three cohort groups lead by Principal. • Term two Matariki community celebration held at the school. • Term three - BOT Ka Hikitia Training begins (one session every second meeting). • Term four - Kapa Haka - Turanganui Cultural Festival participation. • Whakakotahitanga noho marae. 	<p>Theory for Improvement: Build akonga and whanau confidence in speaking te reo Maori and participating in learning with a Maturanga Maori lens.</p> <p>Aspirations: Rere whanau learn the significance and importance of Mana whenua for Te Whanau a Kai and the whanau that live and work on the land as kaitiakitanga. Te Reo me ona tikanga are a part of the everyday life at Rere School.</p> <p>Annual Goal: Te Reo and tikanga are a part of the weekly timetable. Ongoing opportunities focused on Maturanga Maori are part of learning opportunities.</p> <p>Annual Targets. There is a greater depth and understanding of Te Reo me ona tikanga. Collaborative planning with a localized curriculum lens is practised.</p>	
<p>Responsibility</p> <p>a) Principal</p> <p>b) Teaching Staff.</p> <p>c) BOT</p> <p>d) Akonga,</p> <p>e) Haapori.</p>	<p>Indicators of Progress</p> <ul style="list-style-type: none"> • Teachers work collaboratively to teach localised curriculum to our three cohort groups. Akonga respond positively and participate in Haka, Waiata, Karakia and Noho Marae. All seniors are able to stand confidently to say their pepeha. 		
<p>Resourcing</p> <p>a) Re- ordering of standardized test kits \$200.</p> <p>b) PLD applications to MoE - PACT</p> <p>c) Board funded - Fixed term teacher position (2.5) added to Principal release position. (approximately 8k per term).</p>	<p>Outcomes</p> <ul style="list-style-type: none"> • Te Reo me ona tikanga is part of everyday life at Rere School. 		

Long Term Strategic Plan 2023-2025 - He pi ka rere (Taking flight)

Strategic Themes	Narrative	Strategic Goals	Potential Actions
<p>Community</p>	<p>n 2021 a new beginning Principal was appointed who was to be working alongside a newly qualified teacher as his Principal release and a relatively new permanent teacher appointed to the junior school. The exit of the previous experienced teaching Principal who worked at Rere School for 14 years and associated teaching staff was acrimonious and unsettling. This has continued with the recent resignation of the beginning Principal after 18 months leading the school. Some parents expressed they were concerned about the management and manner in which the Principal(s) resolved parental concerns/disputes, their approach to maintaining relationships, and school management. Unfortunately before these matters were able to be resolved with the Principal(s), they resigned. Another newly appointed Principal release teacher was employed at the beginning of 2023 alongside an Acting Principal for 2023. This will have a significant impact on the culture of the school, staff morale, teaching consistency and community confidence.</p> <p>A more balanced and healthy approach to the roles of Governance and Management needs to be strengthened at Rere School so the school can reset and settle the learners, staff, whanau and community.</p>	<p>4a) Principals role is clearly understood, defined and respected by all trustees: The school's Principal is the board's chief executive in relation to the school. The principal must comply with the board's general policy directions, but otherwise has complete discretion to manage the day-to-day administration of the school as he or she sees fit, subject to delegations.</p> <p>4b) Trustee roles are clearly understood, defined and respected by the Principal. T The board is elected by members of the school community to ensure that the school community has a voice in how its school operates.</p> <p>The board must also ensure it is a good employer to all the staff in the school or kura.</p>	<p>Immediate: 28/3/2023 - Understand and approve Charter and Strategic Goals for 2023. Agenda does not deviate from Rere School BOT Governance Plan and we keep to BOT meetings in a methodical and timely way. Both Chair and Principal have memorandum of understanding regarding roles and responsibilities and build positive relationships that develop into mutual respect.</p> <p>Short term Trustees have a clear understanding of what is Governance and What is Management. Agreed BOT priorities relate to Strategic Goals and Governance framework in BOT meetings. Principal informed prior to BOT meeting any issues outside of the BOT Governance Plan and visa versa with Chairperson, before information is distributed to trustees. Trustees speak positively about staff and school in our community. All concerns about staff, learners or whanau are firstly directed to the Principal, who manages the day to day running of the school. If concerns are directly about the Principal they are directed to the Chairperson.</p> <p>Long term NZSTA training is undertaken regarding the changes to Reporting in 2023. Principal leads Ka Hikitia training with the BOT. Meetings are well run, keep to task and finished in a timely manner. All trustees are well informed and able to speak confidently about our Strategic Goals, Planned Actions and how we as a BOT measure success.</p>

Annual Improvement Plan - Flying high - (Rere teitei)

Effective Practice for High Impact - Tahī (1)	Teaching and Learning - Rua (2)	School culture and relationships Toru (3)	Community - Whā (4)
<p>Planned Action</p> <ul style="list-style-type: none"> a) Know the difference between Governance and Management. b) The BOT are well prepared and competent in their roles and responsibilities. c) All information is distributed and available in digital and hard copy for trustees. d) Meetings are well run, well attended and kept on task. e) All trustees are well informed and keep the school in high regard in our Community. 		<p>When</p> <ul style="list-style-type: none"> • Week 8 - Pre trustee hui. Discuss set Charter and Strategic Goals and meet to discuss prior to information to be sent to trustees. • - Term two - Memorandum of Understanding set between the Chair and Principal. Open dialogue is encouraged during pre BOT meetings between the Chair and Principal. • Professional Principal appraiser is confirmed in term one. • Term two - BOT training in new Reporting format is undertaken. • Term four - Principal appraisal completed. End of year reporting completed. 	<p>Theory for Improvement: Improving confidence in learning roles, responsibilities and the differences between the Management of the school and the Governance of the school.</p> <p>Aspirations: Rere school has a strong, cohesive, high ;y functioning BOT. It builds the reputation in the district as a nurturing ground for growing competent and highly regarded Beginning Principals in our Community.</p> <p>Annual Goal: To further develop strong relationships with the Rere School Community.</p>
<p>Responsibility</p> <ul style="list-style-type: none"> a) Principal b) BOT Chair c) Trustees. 		<p>Indicators of Progress</p> <ul style="list-style-type: none"> • Positive relationships. • Meetings are run in a clear, concise and timely manner. • Strategic goals are met. • Settled community. • Positive reputation. 	<p>Annual Targets. The BOT has worked hard to meet the Strategic goals set in the 2023 Charter and the school is calm and settled. Learners feel safe and secure, staff are settled and feel appreciated, trustees see progression and positive movement of our learners. The Principal and Chair have a relationship of mutual respect and work together to lead Rere School.</p>

Rere School Strategic Plan 2023



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