



RERE SCHOOL
'Flying High'

Rere School (2664)

Our Strategic Plan

JANUARY 2024 - DECEMBER 2025



Rere School (2664)

Strategic Plan 2024 -2025

OUR VISION: TO DEVELOP THE WHOLE CHILD ENABLING PERSONAL EXCELLENCE: E WHAKAPAKARI TE TAMAITI KATOA, KIA EKEA TŌNA WHAIARO HIRANGA.



Teaching

Effective practice for high impact.



Learning

Akonga achievement and progress.



Culture

Localized Curriculum.



Community

Community relationships.



Our journey towards strategic planning at Rere School.

Our Board has been working towards engaging and consulting with our community about what we can do to strengthen and support our children to succeed. (2023-2024)

August/September 2023

Community Consultation Survey:
Gathered feedback, key concerns and school inspirations from the community.

April - July 2024

HERO SMS training - parent afternoon/evenings. (Term one and Term two).

October 2023

Staff and Student Consultation Survey:
Gathered feedback, key concerns and school inspirations. Ideal candidate for the new Permanent Principal added.

April - July 2024 -Mid year interviews -

Strategic Plan key areas and questions. Post it display and key questions to take home.
Term two Ponderings: Feedback and BOT Feedforward to community in newsletter.

February 2024 - April 2024

Meet the Teacher: Strategic Plan key areas and questions. Post it display in public place to add to and key questions to take home.
Return end of term one. Feedback term two.

August/September 2024

-Strategic Plan key areas and questions. Post it display and key questions to take home.
Term three. Ponderings: Feedback and BOT feedforward in news letter.
Community/staff/student survey.

Giving effect to Te Tiriti - 2023-2024

We have been working towards connecting, engaging and collaborating with our mana whenua and mana tangata. 2023-2024 Waahi Tatou our place and partnership with mana whenua. 2025 will start our journey to connect with our settler history - Mana Tiriti.

March - June 2023

Engagement with Kahui ako leads for Marau a Kura - Localized curriculum development for Turanga nui a kiwa and opportunities for our learning.

December 2023 - Student achievement reporting between the inequities between Maori and NZ Europeans. How can we strengthen our responses to close these gaps discussion with staff and BOT.

May - August 2023

Presentation of Ka Hikitia/Te Mataiaho to staff and BOT. The development of Pi ka rere -Cultural responsive practices at our school.

February - July: Our Waharoa - Engagement with mahi toi/mana whenua about our story to develop and construct the Waharoa and entrance to school reflecting mana whenua here at Rere. Community wanaanga about mana whenua. Ongoing

November 2023

Re vision the vision - Flying High to Pi ka Rere - the story of our kai tiaki the Kahu. The link between our Kahu and the attributes of our tamariki

February - December - Senior class project and learning - Tatou waahi - Our place on Fridays linked with Turanga nui a kiwa and Te Tairawhiti museum. Learning our place in Te Tairawhiti.



Rere School - Our Strategic Goals - 2024/2025

Initiatives

Actions

Outcomes

Links to N.E.L.Ps

- Assessment for Learning PLD continues in 2024 with teaching staff.
- Classroom Descriptions an imbedded in teaching practice.
- OTJ/Moderation training during assessment weeks.
- E-Asttle training PLD online.
- HERO SMS training.

- 2024:
- Assessment for Learning modules online as well as 1:1 support/observations and guidance from facilitator visits. 2024
 - All students are close tracked, monitored and provisions made for targeted support (Class descriptions - ongoing)
 - E Asttle training.
- 2024/2025
- Hero SMS training.

- Strong evidence of student agency.
- Class Descriptions part of embedded practice.
- Staff strengthen OTJ capabilities and assessment practices.
- Observed and considered pedagogical skills to meet the expectations of the effective teacher profile.
- Reflective teacher practice that impacts student progress.

Priority 7: Collaborate with industries and employers to ensure learners/akonga have skills, knowledge and pathways to succeed in work.

Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.

Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.

- Targeted Writing support for identified cohort groups Y4/Y6.
- Structured literacy - Junior classes LLLL/The Code and Senior classes The Code/Heggerty's and Guided Writing and Reading.

- 2024:
- Targeted writing support for identified cohort groups Y4/Y6. Principal released four mornings per week.
 - T/A support in the afternoons for Y4 students in the senior classroom.
 - Structured literacy in both classrooms
- 2025
- Beyond the Code PLD for Senior teaching staff.

- Targeted and differentiated learning support structures impacting on student progress.
- In 2023 our Reading results were 75% of our students were at or above expectations. Our target for 2024 80-85%. In 2023 our Writing results were that 63% were at or above expectations. Our target for 2024 in Writing is 68-73%. In 2023 90% of our students were achieving at/above. In 2024 we are expecting 95-100%. In 2025 we expect another 5-10% increase in Writing in particular.

Priority 4: Ensure every learner/akonga gains sound foundation skills including language, literacy and numeracy.

Priority 3: Reduce barriers to education for all, including Maori and Pacific learners/akonga, disabled learners/akonga and those with learning support needs.

- Ko Au te awa, te awa ko au: Knowing who we are and our place in Te Ao. Strengthening our localized curriculum at Rere School.
- Engage and collaborate with Mana Whenua.
- Learning through mahi toi and purakau using a Maturanga Maori lens.
- Settler Herstory of Rere, Turanganui a Kiwa, Aotearoa.

- Locating, accessing and using resouces directly relating to Turanga nui a Kiwa.
- Te Tairawhiti museum trips: Voyaging, Our rivers, Monuments, NZ Wars/Settler Herstory.
- Collaborative Planning - Tatou waahi project.
- Weekly waiata/kapa haka lessons to prepare for Matariki and Kapa Haka Festival.
- Waharoa project.
- Creatives application for 2025. Settler Herstory Tatou waahi project.

- Strengthen our place in Te Ao.
- Strengthen ties and partnerships with Mana Whenua.
- Multiple opportunities for learners to connect with Te Reo me ona Tikanga.
- Visual representation of Mana Whenua present in our community.
- Learning about our Settler Herstory and partnerships with Mana Whenua.

Priority 5: Meaningfully incorporate te reo Maori and tikanga Maori into the everyday life of the place of learning.

Priority 8: Enhance the contribution of research and matauranga Maori in addressing local and global challenges.

- Executive Principals Programme (Growth Culture) and Principal Learning Network (Gisborne). Strengthening Principal capabilities and confidence.
- Governance training opportunities - Growing trustee capabilities.
- Waharoa Project. Celebration of Matariki with the opening of our Waharoa.

- 2024:
- Support Principal development.
 - Support, encourage and engage in governance training.(NZSTA ongoing)
 - Lead the Waharoa project alongside our mahi toi expert. and collaborate with Mana Whenua and our Rere community for our Matariki celebration alongside the opening of our Waharoa.
- 2025:
- Settlers Herstory Project.

- Development of Principalship from beginning to developing.
- Strengthened governance of trustees.
- Visible presence of Mana Whenua and Settler herstory here in Rere.
- Strengthening partnerships in our community and valuing Te Tiriti Partnerships with Mana Whenua and Settler Herstory.

Priority 2: Have high aspirations for every learner/akonga and support these by partnering with their whanau and communities to design and deliver education that responds to their needs and sustains their identities, languages and cultures.

Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.



Teaching

Effective practice for high impact.



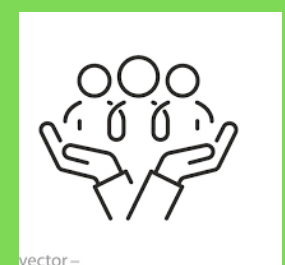
Learning

Akonga achievement and progress.



Culture

Localized Curriculum.



Leading

Community relationships.

Rere School ANNUAL PLAN 2024



Strategic areas

Actions

When

Who

Theory of improvement



Teaching

- Assessment for Learning PLD.
- Classroom Descriptions. All students close tracked, monitored and targeted support allocated appropriately.
- OTJ collaboration and moderation specifically about writing levels.
- E-Astle PLD online.
- HERO SMS training for staff, parents, trustees and students.

- 2024:
- Assessment for Learning PLD Terms one and two of 2024.
 - Classroom Description completed beginning of Term one and updated at the end of every term. Ongoing.
 - HERO module training for staff (2 tasks every week which is ongoing). Training throughout 2024/2025.

- Principal and admin training for HERO, ongoing.
- Teaching staff training for HERO has weekly tasks to follow.
- Teaching staff responsible for Classroom Descriptions completed termly. Linked to reflective practices and PGCs. These are set in term one.
- Principal is enrolled in E-Astle PLD online.

Observed and consistent pedagogical skills to meet the expectations of an effective teacher practitioner.

Evidenced commitment from teachers to reflect on their practice and how they can accelerate student progress. Strengthened OTJ/assessment and moderation practices.



Learning

- Targeted writing support for identified cohort groups Y4/Y5/6.
- Structured literacy - Junior classes LLLL/The Code and Senior classes The Code and Guided Writing and Reading.
- HERO SMS student achievement and progress accessed by parents in real time and ongoing. school notices and communication accessed on HERO by parents/staff.

- 2024:
- Principal will teach cohort group Y4 between 9-10 am Monday to Thursday and cohort group Y5/6 between 10-11 am Monday to Thursday.
 - T/A support for Y4 with the Code 1.30 - 2.00 and Y6/7 targeted students.
- 2024/2025:
- HERO training and student profiles of learning.

- Senior class - targeted students supported by Principal and T/A
- Junior class - targeted students supported by class teacher and other children supported by T/A
- Ongoing weekly planning by teaching staff.
- Principal termly reviews of Rere school needs register and cohort group progress.
- Parents access HERO end of Term one.

Accelerated student progress, specifically in Writing.

Increased confidence from parents that they have more access and understanding of their children's learning through student agency and HERO ongoing reporting and access to their child's progress.



Culture

- Ko Au te awa, te awa ko au: Knowing who we are and our place in Te Ao. Collect, collate and use teaching resources about Te Tairawhiti.
- Te Tairawhiti museum trips/noho marae.
- Collaborative Planning - Tatou waahi project.
- Weekly waiata/kapa haka/Te Reo lessons.
- Waharoa project and learning about Mana Whenua Herstory.
- Settler project - Rere, Te Tairawhiti and Aotearoa.

- 2024:
- T1 Tairawhiti Museum: Voyaging, Our rivers, Monuments walk. Local purakau.
 - T2 Matariki
 - T3 Settlers/NZ Wars
 - T4 The future of Te Tairawhiti.
 - Waharoa opening during Matariki.
 - Students perform at Te Tairawhiti Kapa Haka Festival.
 - 2025: Settler Herstory Project begins.

- Senior class teacher leading Turanga nui a kiwa resource gathering.
- Senior class teacher leading waiata/kapa haka.
- Principal leading waharoa project and community engagement for Matariki (alongside BOT).
- Accessing TROTAK resourcing and Kahui Ako localized curriculum staff. Principal/Staff
- PLD application for localized curriculum. Principal.

Ko au te awa ko awa ko au. Strengthening our connection to Te tatou waahi (our place).

Revitalize the presence of Mana Whenua in our school.

Increase knowledge about Mana Whenua and Settler Herstory through Waiata, Purakau, Mahi Toi and experts.



Leading

- Growth culture programme and Principal Learning Network. Strengthening Principal capabilities and confidence.
- Governance training opportunities - Growing trustee capabilities.
- Waharoa Project. Celebration of Matariki with the opening of our Waharoa involving our Community.

- 2024:
- Principal- Executive Principals Programme.
 - PLN two group meetings and two face to face meetings with mentor each term.
 - Governance training one to two modules per term.
 - Waharoa project - Engaging and funding applications term one.
- 2025: Creatives and Settler Project.

- Principal - Management/Governance PLD.
- Presiding member and trustees/Governance PLD.
- Waharoa/Matariki Project to involve our Community, Mana Whenua and Mahi Toi experts. Principal/BOT/Staff.

Increased professional development of school Management and Governance.

Ko au te awa ko awa ko au. Strengthening our connections to Te tatou waahi (our place) here in our school, community and Te Ao.

Celebrating the opening of our Waharoa and new build with our Community.



RERE SCHOOL
'Flying High'

Rere School (2664) Analysis of Variance

2023





Rere School - Analysis of Variance 2023

Effective Practice for high impact (TEACHING) -

Strategic Goal - To have high performing personnel BOT, Staff and Principal who have the knowledge and skills needed to provide a high quality education.

Annual Goal - Understanding of effective practices that increase student achievement.

Annual Target - OTJs are accurate and robust. Student achievement aligns with NZ Curriculum levels. ALL children are tracked and make accelerated progress.

Actions

Baseline data collected in Senior class.

Assessment schedule in place alongside standardized testing.

OTJ processes discussed in professional conversations.

Classroom Descriptions implemented. ALL children aligned to attainment level expectations in Reading, Writing, Math. Targeted students supported with additional support from teacher aides/teaching staff. This is reviewed and monitored termly by teaching staff.

Register of needs established and implemented for behaviour and learning. Targeted students identified and external referral processes in place.

Pi ka rere - Rere School Positive Behaviour Plan established.

Outcomes

Robust close tracking and monitoring of student progress.

Target students identified with accelerated progression strategies and support in place.

Streamlining of school wide assessment practices and strengthening of OTJs.

Variance

Student achievement data in 2021/2022 was not collated in the Senior class, Baseline data had to be taken at the end of March which set new targets for student achievement.

Standardized testing had to be used to formulate an immediate OTJ.

Evidence

2023 Class room descriptions.

School wide assesement schedule.

Pi ka rere behaviour plan.

Rere school register of needs.

PGC documentation.

Akongga achievement and progress reports.

Next steps

Continue AfL PLD.

Classroom descriptions are ongoing and become part of embedded classroom practice.

Strengthen OTJ pedagogy.

E-Asttle PLD.

HERO SMS reporting to parents.



Rere School - Analysis of Variance 2023

Akongga achievement and progress (LEARNING) -

Strategic Goal - All akonga are able to successfully access the NZ Curriculum, as evidenced by progress and achievement in relation to the relevant curriculum levels in Literacy and Mathematics.

Annual Goal - Close tracking of akonga progressions, targeted actions and teacher collaboration.

Annual Target - Reading achievement will rise from 70% to 80%.

Actions

Data from 2022 student achievement in Reading was a targeted area. The previous Principal set a target that students at/above expectations will increase from 70% to 80%.

The Senior class incorporated Structured Literacy and adopted The Code as part of its reading programme. This aligned with the Junior class using Little Learners Love Literacy.

Targeted support for Year 3/4 students from experienced teacher aide with The Code.

Classroom descriptions introduced and used by teachers to identify students at risk, align support and teaching strategies and refer to specialist services if needed. Targeted students identified and close tracking of progress reviewed termly.

Rere register of needs introduced and engagement with specialist services to support students.

Outcomes

Whole school tracking and monitoring of ALL students academic progress and achievement.

At risk students, targeted students and gifted and talented students identified. Specific supports with programmes and people given to specific students.

Referral systems in place and relationships with support services established.

Aligned Structured Literacy Programme between the Junior and Senior class.

Variance

Student achievement in Reading was recalibrated after baseline testing was completed in the senior classrooms mid Term one. From this data 65% of students were at/above attainment levels. At the end of the year 70% of students were at/ or above with a slight increase in progression.

Evidence

End of year student achievement and progress report presented to the BOT.

Classroom descriptions in Junior and Senior rooms.

Rere school needs register. Individual Education Plans.

School calendar of visits.

Student reports to whanau.

Classroom planning.

Next steps

End of the year data identified that 63% of students were at/above expectations in Writing. Of these students 41% were Maori and 76% NZ/European.

Targeted student support for Y2/3 cohort group will be shared between the Junior classroom teacher and teacher aide. This is in the form of The Code - spelling strategies and shared writing tasks in small target groups. Four one hour sessions Monday to Thursday,

Targeted student support for Y5/6 cohort group will be the Principal. This is for one hour sessions Monday to Thursday. The session will be broken into spelling strategies and shared writing.

Targeted student support will also be given to Y4 students new to the Senior class with the Code and Guided Reading by the Principal.

Rere School - Analysis of Variance 2023



School culture and relationships (CULTURE) -

Strategic Goal - Te Reo me ona tikanga and localized curriculum are embedded and part of teacher planning and application. Learning opportunities are created for akonga to learn through a Matuaranga Maori lens.

Annual Goal - Te Reo and tikanga are part of the weekly timetable.

Annual Target - Collaborative planning with a localized lens is a practice.

Actions

Karakia and mihi are part of everyday practices.

BOT/Staff PLD Culturally responsive practices alongside Ka Hikitia/Te Mataiaho presentation lead by the Principal.

Contact with Turanga nui a kiwa runanga, kaumatua, mana whenua.

Maori whanau hui established.

Outcomes

Te Reo and tikanga are part of school practices.

Culturally responsive practices are discussed, identified and understood as models of practice that can strengthen our responsiveness to our students and whanau.

Our community has strongly indicated they would like to know more about mana whenua herstory at Rere.

Variance

Considerable time and effort must be made and maintained by the school to find and build relationships with mana whenua. With special focus with Te Whanau a Kai.

In term four we have had a hui with local kaumatua and mahi toi expert(s) who have come to school to bless our buildings and to start our journey with erecting a Waharoa as part of our new build.

It is the hioe that with will open the door for authentic lasting relationships with mana whenua.

Evidence

PLD presentations - Te Mataiaho, Pi ka rere - Culturally responsive practices.

Whole school and community gatherings/assemblies.

Waharoa planning and draft drawings/quotes and community funding applications.

Community survey's.

Classroom planning.

Next steps

Ko au te awa te awa ko au: Knowing who we are and our place in Te Ao will be a focus in our learning and personal growth at Rere.

Connecting and maintaining authentic relationships with Mana Whenua.

Normalizing Te Reo being spoken in our school and our tamariki feeling confident to speak Te Reo.

Finding Purakau unique to Te Tairawhit and Rere.

Engaging in the commissioning of a Waharoa and mahi toi experts. Creatives applications.

Weekly waiata/te reo/kapa haka sessions.

Community celebration with the opening of our Waharoa.

Rere School - Analysis of Variance 2023



Community -

Strategic Goal - To further develop strong relationships with the Rere School Community by having clear and effective Governance and Management of Rere School.

Annual Goal - To further develop strong relationships with the Rere School Community,

Annual Target - BOT work hard to meet strategic goals. The school is calm and settled. Learners feel safe and secure. The Principal and Chari have a relationship of mutual respect and work together to lead Rere School.

Actions

Principal has worked hard to make sure that the staff are listened to, valued and feel safe and secure.

Listening ear and open door policy to our staff and community.

Welcoming parents to school events - Karakia/mihi,

Spending time celebrating our success - morning teas/assemblies/sports days.

BOT are given information and guidance that is relevant useful and progressive in meeting strategic goals.

Networking with other schools/community groups and agencies.

Having and maintaining a beautiful enviroment.

Outcomes

Mutual respect between the Principal/ Staff/BOT/Community/Parents.

Everyone feels listened to and valued.

The school is a welcoming place for everyone in our Community.

FB posts/newsletters are positive and shows how well we are doing here at Rere.

Increased confidence in the Management and Governance of our school in the community.

A more relaxed, friendly and open environment.

BOT gains a greater understanding of student achievement and progression.

Strategic planning and driving our school direction.

Variance

Ehara taku toa i te toa takitahi, engari taku toa he toa takitini. At our school success is a collective effort and with this whakatauki in mind our variance will depend of those who lead our school. This is in both Management and Governance.

Evidence

Parent and staff/student surveys.

Principal appraisal.

Completion of new build.

Working bees.

Newsletters.

FB posts.

Community gatherings.

Next steps

Principal maintains support from PLN and mentor/appraiser.

Principal enrolled in Executive Principals Programme - Growth culture.

BOT training booked for 2024.

Termly open community events.

Waharoa opening and Matariki celebrated.