



Kei te whakatakataka a matou akonga mo nga ahei a tona wa

Preparing our students for the possibilities of tomorrow.

Strategic and Annual Plan for

Lake Rerewhakaaitu School

2023 -25

Principal's endorsement:	Rick Whalley;
Board of Trustees' endorsement:	20th February 2024
Submission date to Ministry of Education:	26th February 2024

Vision	<p>Preparing our students for the possibilities of tomorrow <i>Kei te whakatakataka a matou akonga mo nga ahei a tona wa</i></p>
Mission Statement	<p>Lake Rerewhakaaitu School will empower students to reach their individual potential and develop the knowledge and skills they will need to make the most of life. They will stand tall in their cultures and as New Zealanders, seize opportunities, overcome obstacles, and make a positive contribution to society.</p>
Values	<p>Lake Rerewhakaaitu School students are encouraged to value:</p> <ul style="list-style-type: none"> ● excellence, by aiming high and by perseverance, resilience and courage, in the face of difficulties; ● innovation, enquiry, and curiosity, by thinking creatively, critically, and reflectively; ● diversity, as found in our different cultures, languages and heritages; ● respect for themselves, and the rights of others; ● equity, fairness and social justice; ● whanaungatanga - a sense of community and participation for the common good; ● the environment (rural and local environments, Earth and its interrelated ecosystems); ● integrity, which involves being honest, responsible, accountable and ethical. <p>Our community values are highlighted and expressed through the combined values of the New Zealand Curriculum</p> <ul style="list-style-type: none"> ● Learners have their identity, culture, language, talents and strengths recognised and affirmed through a curriculum that reflects New Zealand’s bicultural heritage and multicultural society.
Principles	<p>Our purpose is to ensure that:</p> <ul style="list-style-type: none"> ● Students have every opportunity to develop a thirst for learning, a curiosity and passion about the world around them, an ability to relate effectively to others, and have opportunities to engage in hands-on opportunities and a rich range of experiences to explore their interests, develop their strengths and discover new capabilities. ● Students develop life long learning skills through the development of the Key Competencies of . managing self, thinking, relating to others, and participating and contributing.Learner agency is developed. e.g. learners are actively involved in planning learning experiences, evaluating and reporting on the progress and next steps towards their educational goals - online and through regular parent conferences. ● We develop an understanding of our role as kaitiaki (guardian) and the concept of sustainability, not only in regard to the environment but all precious resources.
Māori Dimensions and Cultural Diversity	<p><u>New Zealand’s cultural diversity</u></p> <p>Children, from every culture, deserve the best education possible.</p> <p>We will reflect NZ’s increasingly multicultural society through providing students with a range of opportunities to celebrate their own cultural identity and the diversity of other cultures.</p>

	<p><u>The unique position of the Māori culture</u></p> <p>We understand, value and appreciate the values of Te Tiriti o Waitangi. We aim to uphold the articles of Te Tiriti o Waitangi, Kawanatanga, Rangatiratanga and Oritetanga. Some of the ways we achieve these are through te reo and tikanga being integrated in classrooms and through cultural experiences such as: hangi, Marae visits, participation in the Cluster Kapahaka Festival, to ensure that all children have the opportunity to experience Maori culture, protocol and language both in and out of the class. We aim for te reo Maori to be taught more formally as a language from years 0 to 8.</p>
<p>Inclusive Education</p>	<p>At Lake Rerewhakaaitu School, children with special needs are; participating and engaged in class and out of class with their peers at all times, are learning and achieving success, being challenged, learning within the curriculum and enjoying the things they are interested in.</p> <p>We have high expectations of all learners. We are innovative and flexible and have processes to identify and support the needs and aspirations of all learners.</p>
<p>Community consultation</p>	<p>This strategic plan was initially developed in 2022 through consultation with Community, Staff, Students, Maori whanau (also through Kahui Ako). During 2023 there were three consultation nights (22 Nov, 29 Nov and 6 Dec) held at school to review the strategic plan and curriculum delivery. Through the Reporoa Kahui Ako we work with iwi, hapu and whanau to recognise and action Te Tiriti o Waitangi to support improved outcomes for Māori students.</p>

Strategic Section 2023-25

Preparing the students of today for the possibilities of tomorrow.
Kei te whakatakataka nga tamariki o tenei wa mo nga ahei a tona wa.

LRS Strategic Aims



1. **L**earner Centered
2. **R**esponsive Culture
3. **S**ustainable Relationships

STRATEGIC AIM 1: LEARNER CENTRED

Achieved by:

1. Students develop life long learning skills
2. Develop student voice and agency
3. Developing collaborative teaching /learning practices
4. Enhance future focussed learning through the use of digital technologies
5. Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them

STRATEGIC AIM 2: RESPONSIVE CULTURE

Achieved by:

1. Maintain a positive school culture
2. Celebrate our cultural diversity
3. Increase attendance and engagement
4. Provide targeted, monitored programmes
5. Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways

STRATEGIC AIM 3: SUSTAINABLE PARTNERSHIPS

Achieved by:

1. Strengthen collaborative partnerships between school, whanau/family, iwi, and the wider community
2. Implement a localised curriculum through strengthening whanau engagement in learning and goal setting
3. Strengthen iwi connections through the iwi education plan
4. Shared responsibility and reciprocal process between school and other agencies and organisations
5. Continue to network with Te Kahui ako o Reporoa and other schools in the Rotorua / Murupara areas

3 Year Strategic Plan

Learner Centred Achieved by:	NELP	Emerging Phase 1 2023	Engaging Phase 2 2024	Extending Phase 3 2025
Students develop life long learning skills	1,7	Students are introduced to the learning process	Students are supported through the learning process	Students are engaged in learning and know the learning process
Develop student voice and agency	2,3,4,5,6,7	Students are encouraged to have a say in why, what and how they learn	Students are supported to have a say in why, what and how they learn	Students are able to have a say in why, what and how they learn
Developing collaborative teaching /learning practices	1,2,3,4	Teachers are introducing collaborative planning teaching and learning experiences for all student	Teachers are supporting collaborative teaching and learning experiences for all students	Teachers are working collaboratively to plan teaching and learning experiences for all students
Enhance future focussed learning through the use of digital technologies	2,7	Students and teachers are introducing DTs to enhance the teaching/learning experiences	Students and teachers are supporting the use of DTs to enhance the teaching/learning experiences	Students and teachers are using DTs to create and enhance the teaching/learning experiences
Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them	1,2,3,4,5,6,7	Teaching and learning experiences are dynamic and engage students in their passions in real life events	Teaching and learning experiences are dynamic and engage students in their interests in real life events (local, national and global)	Teaching and learning experiences are relevant and engage students in their interests in real life experiences that expands their views of local, national and global events

Responsive Culture Achieved by:	NELP	Emerging Phase 1	Engaging Phase 2	Extending Phase 3
Maintain a positive school culture	1,2,3,5	School develops an environment where ākonga, kaiako and whānau belong	School implements an environment where ākonga, kaiako and whānau belong	School provides an environment where ākonga, kaiako and whānau belong and thrive
Celebrate our cultural diversity	1,2,3,4,5	Students will recognise and explore theirs and others cultures in a positive environment	Students will develop an awareness and appreciation of theirs and others cultures in a positive environment	Students will be immersed in theirs and others cultures in a positive environment
Increase attendance and engagement	1,2,3,4,5,6,7	Students, whanau, staff and the community are investigating ways to form positive partnerships to ensure that students are present, participating and progressing	Developing and fostering a positive partnership between students, staff, whanau and the community to ensure that students are present, participating and progressing	Students are present, participating and progressing in all school activities
Provide targeted, monitored programmes	2,3,6,7	Identify, develop and implement systems and processes that support accelerated learning	Identify, develop and implement systems and processes that support accelerated learning	Identify, develop and implement systems and processes that support accelerated learning
Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways	1,2,3,4,5,6,7	Students develop a sense of who they are and are beginning to build confidence in themselves	Students know who they are and build confidence ready to take on opportunities	Students know who they are and are confident to take on a wider range of opportunities

Sustainable Partnerships Achieved by:	NELP	Emerging Phase 1	Engaging Phase 2	Extending Phase 3
Strengthen collaborative partnerships between school, whanau/family, iwi, and the wider community	2,3	Re-establish parents/whanau and the wider community involvement and engagement at Lake Rerewhakaaitu School	Provide multiple opportunities for parents /whanau and the wider community to feel welcome, involved and engaged at Lake Rerewhakaaitu School	Parents /whanau and the wider community feel welcome, involved and engaged at Lake Rerewhakaaitu School
Implement a localised curriculum through strengthening whanau engagement in learning and goal setting	1, 2, 3	Local curriculum document implemented and being used	Review Local curriculum document	Local curriculum document implemented and being used
Strengthen iwi connections through the iwi education plan	1,2,3,4,5	Developing relationships and links with Ngati Rangitihī	Building on strong links and relationship with Ngati Rangitihī	Sustain strong links and relationship with Ngati Rangitihī
Shared responsibility and reciprocal process between school and other agencies and organisations	1,3,6	Agencies used based on relevant assessment of student needs	Agencies used based on relevant assessment of student needs	Agencies used based on relevant assessment of student needs
Continue to network with Te Kahui ako o Reporoa and other schools in the Rotorua / Murupara areas	2, 6	Build professional relationships and resources across school	Build professional relationships and resources across school	Build professional relationships and resources across school

LRS 2024 Annual Plan

Learner Centred Achieved by:	Emerging Phase 1	Ways to achieve this goal	Responsibility	End of year review
Students develop life long learning skills	Students are supported through the learning process	<ul style="list-style-type: none"> ● Focused on life long learning through the LRS local curriculum doc ● Children are learning about the LRS inquiry process. ● Localised Curriculum implementation ● Collaborative planning based on charter/annual plan/ LCD ● Use of LRS Progression booklets ● Develop LRS inquiry process 	Staff	<ul style="list-style-type: none"> ●

Develop student voice and agency	Students are supported to have a say in why, what and how they learn	<ul style="list-style-type: none"> • Children choose topics through the localised curriculum, why, what and how to learn • Students using Progress Booklets to determine where they are at and next steps to learning 	Staff	•
Developing collaborative teaching /learning practices	Teachers are supporting collaborative teaching and learning experiences for all students	<ul style="list-style-type: none"> • PLD through Kahui Ako • Senior and Junior Teacher planning together • TA working in and across classes • Localised curriculum planning as teams 	Staff	•
Enhance future focussed learning through the use of digital technologies	Students and teachers are supporting the use of DTs to enhance the teaching/learning experiences	<ul style="list-style-type: none"> • Students learning through the VLN Primary School • Google classroom, Seesaw used in classes 	Staff	•

Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them	Teaching and learning experiences are dynamic and engage students in their interests in real life events (local, national and global)	<ul style="list-style-type: none"> • A range of activities are utilised in teaching and learning experiences • Getting children out of the classroom and/or getting people into school for added experiences 	Staff	•
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Responsive Culture Achieved by:	Emerging Phase 1	Ways to achieve this goal	Responsibility	End of year review
Maintain a positive school culture	School implements an environment where ākonga, kaiako and whānau belong	<ul style="list-style-type: none"> • Open Days • Target attendance and engagement 	Board Staff Whanau	•
Celebrate our cultural diversity	Students will develop an awareness and appreciation of theirs and others cultures in a positive environment	<ul style="list-style-type: none"> • Cultures focus • Cultural Festival 	Board Staff Whanau	•
Increase attendance and engagement	Developing and fostering a positive partnership between students, staff, whanau and the community to ensure that students are present, participating and progressing	<ul style="list-style-type: none"> • Student agency in developing localised curriculum studies and activities. • Activity days 	Board Staff Whanau	•

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Provide targeted, monitored programmes	Identify, develop and implement systems and processes that support accelerated learning	<ul style="list-style-type: none"> • Staff meetings to discuss target students needs and programmes • Teacher Aides to work with target students • RTLB referrals • LSC working as SENCO • Teachers and Teacher Aides 	Board Staff Agencies	•
Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways	Students know who they are and build confidence ready to take on opportunities	<ul style="list-style-type: none"> • Term 4 - Cultures focus for Local Curriculum studies • Term 3 - Our Place focus for Local Curriculum studies 	Board Staff	•

Sustainable Partnerships Achieved by:	Emerging Phase 1	Ways to achieve this goal	Responsibility	End of year review
Strengthen collaborative partnerships between school, whanau/family, Iwi, and the wider community	Provide multiple opportunities for parents /whanau and the wider community to feel welcome, involved and engaged at Lake Rerewhakaaitu School	<ul style="list-style-type: none"> • Holding Open Days • Working with local iwi and clubs • Pet Day • PTA organised events 	Board Staff Whanau Community	•

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Implement a localised curriculum through strengthening whanau engagement in learning and goal setting	Review Local curriculum document	<ul style="list-style-type: none"> • See Curriculum Report • See Schoolwide Curriculum Document 	Board Staff Whanau Community	•
Strengthen iwi connections through the iwi education plan	Building on strong links and relationship with Ngati Rangitihia	<ul style="list-style-type: none"> • Develop relationships with local hapu: school lunches, environmental projects 	Board Staff Whanau Community	•
Shared responsibility and reciprocal process between school and other agencies and organisations	Agencies used based on relevant assessment of student needs	<ul style="list-style-type: none"> • Use outside agencies through the LSC and RTLB services to support students and teachers • Pest control in gully in partnership with Onuku, DOC and LRS students 	Board Staff Whanau Community	•
Continue to network with Te Kahui ako o Reporoa and other schools in the Rotorua / Murupara areas.	Build professional relationships and resources across school	<ul style="list-style-type: none"> • Attending KA meetings and keeping up with relevant documents • Teacher only days • PLD- Assessment for Learning 	Board Staff School Community	•

Investigating and understanding NELPs

OBJECTIVE 1: LEARNERS AT THE CENTRE

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

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

OBJECTIVE 2: BARRIER-FREE ACCESS

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

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

OBJECTIVE 3: QUALITY TEACHING AND LEADERSHIP

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

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

OBJECTIVE 4: FUTURE OF LEARNING AND WORK

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

OBJECTIVE 5: WORLD-CLASS INCLUSIVE PUBLIC EDUCATION

Priority 8: Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES only)

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Priority Learners

Students who have been identified as achieving more than one year below expected curriculum level.

Targets 2024

Target 1

All priority learners who are achieving more than one year below expected curriculum levels at the start of the year will demonstrate accelerated progress by the end of 2024

Target 2

To improve attendance and engagement to 75% of students attending 90% or higher.

Approached to Accelerating Learning at LRS

Approach	Evaluation
Identify Priority Learners and their specific learning needs	
Individualise teaching and learning plans are developed for each priority learner	
Students progress is monitored and tracked at regular and ongoing intervals throughout the year	
Schoolwide protocols are developed, reflecting expected practice for teaching and learning in reading, writing and maths	
Teaching and learning is underpinned growth mindset practices	
Teacher professional development to ensure learner agency is develop and implemented consistently across the school	
Students receive specific, frequent and positive feedback	

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Teacher inquire into their own practice and share their learning	
Parents/whanau/caregivers are informed and reported to regularly about their child's progress and achievement	
Parents/whanau/caregivers engage in supporting their child's learning at home	
External support (eg; RTLB, MOE, LSC) is accessed and utilised as required	
Leadership team to monitor progress of learners schoolwide: providing support, professional learning and ongoing mentoring of teachers as necessary	
Board decisions focus on improving students outcomes and monitoring progress towards achieving the strategic goals of the school	

Approach to Engagement and Attendance

Approach	Evaluation
Identify students who have less than 95% attendance	
Focus in LRS aims Responsive culture	
Liaise with MOE, LSC, RTLB and truancy officer. https://assets.education.govt.nz/public/Education-and-Training-Act-2020/AttendanceMatters-updated-legislation.pdf	
Strengthen collaborative partnerships between school, whanau/family, iwi, and the wider community	
PLD with Te Kahui ako o Reporoa in attendance and engagement	
Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them	
Multiple ways of engaging whanau/family, iwi, and the wider community in school activities	

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