



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

2026 -27

Principal's endorsement:	Rick Whalley;
Board of Trustees' endorsement:	03 December 2025
Submission date to Ministry of Education:	31 March 2026

Vision	Preparing our students for the possibilities of tomorrow <i>Kei te whakatakataka a matou akonga mo nga ahei a tona wa</i>
Mission Statement	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.
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. 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 202 through consultation with Community, Staff, Students, Maori whanau). During 2025 there were an independent consultant was tasked to get feedback from the community, board members and staff</p>

Strategic Section 2026-27

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

1.

2 Year Strategic Plan 2026-2027

Learner Centred Achieved by:	NELP	Engaging Phase 1 2026	Extending Phase 2 2027
Students develop life long learning skills	1,7	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 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 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 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 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	Engaging Phase 1	Extending Phase 1
Maintain a positive school culture	1,2,3,5	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 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	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
Developing a stronger sense of each individual's identity in meaningful and culturally appropriate ways	1,2,3,4,5,6,7	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	Engaging Phase 2	Extending Phase 3
Strengthen collaborative partnerships between school, whanau/family, iwi, and the wider community to improve attendance and engagement.	2,3	Provide multiple opportunities for parents /whanau and the wider community to feel welcome, involved and engaged at Lake Rerewhakaaitu School. Use the whanau relationships and engagement to improve student attendance and engagement. Target of 75% of students attending 90% of the time	Parents /whanau and the wider community feel welcome, involved and engaged at Lake Rerewhakaaitu School. Increase attendance goals 1- 80% of students attending 90% of the time
Implement a localised curriculum through strengthening whanau engagement in learning and goal setting	1, 2, 3	Review Local curriculum document	Local curriculum document implemented and being used
Strengthen iwi connections through the iwi education plan	1,2,3,4,5	Building on strong links and relationship with Ngati Rangitahi	Sustain strong links and relationship with Ngati Rangitahi
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
Continue to network with Reporoa Valley Cluster schools and beyond	2, 6	Build professional relationships and resources across school	Build professional relationships and resources across school

LRS 2026 Annual Plan

Learner Centred Achieved by:	ENGAGING 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:	ENGAGING Phase 2	Ways to achieve this goal	Responsibility	End of year review
Maintain a positive school culture	School implements an environment where ākongā, 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	•

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:	ENGAGING Phase 2	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 Rangitahi	<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
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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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Consultation

Here are 10 key features the Rerewhakaaitu School community would like the school to consider as they plan for the next five years, based on feedback gathered from parents and the Board, with a focus on what the school should prioritize: 10 Key Features for Future Planning & Focus Areas:

1. Maintain and Enhance the "Family Feel" and Welcoming Culture: The community highly values the "small family feel," "warm and open," "welcoming" atmosphere where "staff nurture all the children" and "all the children mix in with each other, age is no issue." This inclusive and friendly culture, led by Rick, should be a core focus to preserve.
2. Academic Growth and High Achievement: There's a strong desire for a "focus on academic growth" and for the school to be known for "high achieving" results. The community hopes for a reputation that the school, as a rural entity, is "achieving our targets and beyond," and that children are "well prepared" for their next educational phase.
3. Increased Roll Growth and Retention of Year 7 & 8 Students: A recurring aspiration is for a "lift in our roll" and to "find a way to retain our Years 7 and 8" students. The community wants more families to choose to keep their children at the local school through these intermediate years.
4. Expanded Sporting Opportunities: The community notes a "lack of sport" and would like to see "avenues to succeed in sport," with a greater focus on PE, such as "running every day." They desire "more out of the class experiences" and broader extra-curricular sporting opportunities beyond just football.
5. Greater Integration of Te Ao Māori and Environmental Education: There's a clear desire to "do more with Te Reo and more involvement with diversity with the lake, e.g. pest control and why, looking at bird life and understanding environmental impact." This includes a hope for "a greater focus on the Te Ao Maori space," "a whole day on Tikanga," and keeping Kapa Haka going.
6. Development of Practical Skills and Facilities: Suggestions include plans for a "kitchen and garden for the kids" and a desire for "more practical stuff and development in that space as that may be valuable for Intermediate year groups."
Currently we have passion projects every Friday. These have involved: Carving, bone carving, cooking, gardening,
7. Continued Strong Community Connection: The community wants to "keep the community connection" and for the school to remain a "welcoming cornerstone of the community." Working bees are highlighted as important for bringing parents together.
8. Stable and High-Caliber Teaching Staff: While acknowledging the difficulty, there's a hope for "greater stability" and a "stable staff team," as constant staff changes are seen as challenging. They also hope the school "still attracts with high calibre teachers." Professional Growth Cycle Ricky Whalley, Principal, Rerewhakaaitu School Community Feedback Summary July 2025 2
9. Maintenance of Core Values and Consistency: The community wants the school to "keep our current values consistently, not jumping onto fads." They appreciate the school's focus on "good behaviour" and the "nurturing" aspect.
10. Enhanced Communication regarding Student Progress and Sporting Events: While general communication is praised, there's a specific request for "more consistent information regularly" about children's behavior and academic progress, and for early notification and coordination of "upcoming school sports events" for parents to plan.

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