



*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:           | 11/12/2024    |
| Submission date to Ministry of Education: | 03/03/2025    |

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| <b>Vision</b>                                  | Preparing our students for the possibilities of tomorrow<br><i>Kei te whakatakataka a matou akonga mo nga ahei a tona wa</i>   |
| <b>Mission Statement</b>                       | 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.  |
| <b>Values</b>                                  | <p>Lake Rerewhakaaitu School students are encouraged to value:</p> <ul style="list-style-type: none"> <li>● <b>excellence</b>, by aiming high and by <b>perseverance, resilience</b> and <b>courage</b>, in the face of difficulties;</li> <li>● <b>innovation, enquiry</b>, and <b>curiosity</b>, by thinking creatively, critically, and reflectively;</li> <li>● <b>diversity</b>, as found in our different cultures, languages and heritages;</li> <li>● <b>respect</b> for themselves, and the rights of others;</li> <li>● <b>equity, fairness</b> and <b>social justice</b>;</li> <li>● <b>whanaungatanga</b> - a sense of community and participation for the common good;</li> <li>● the environment (rural and local environments, Earth and its interrelated ecosystems);</li> <li>● <b>integrity</b>, which involves being <b>honest, responsible, accountable</b> and <b>ethical</b>.</li> </ul> <p>Our <b>community values</b> are highlighted and expressed through the combined values of the New Zealand Curriculum</p> <ul style="list-style-type: none"> <li>● 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.</li> </ul> |
| <b>Principles</b>                              | <p><b>Our purpose is to ensure that:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> </ul>  |
| <b>Māori Dimensions and Cultural Diversity</b> | <p><b><u>New Zealand’s cultural diversity</u></b></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><b><u>The unique position of the Māori culture</u></b></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><b>Inclusive Education</b></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><b>Community consultation</b></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 ( <b>22 Nov, 29 Nov and 6 Dec</b>) 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<br>Achieved by:   | NELP          | Emerging<br>Phase 1 2023   | Engaging<br>Phase 2 2024   | Extending<br>Phase 3 2025   |
|---|---------------|--|--|---|
| Students develop life long learning skills  | 1,7           | <b>Students are</b> introduced to the learning process   | <b>Students are</b> supported through the learning process   | <b>Students are</b> engaged in learning and know the learning process   |
| Develop student voice and agency  | 2,3,4,5,6,7   | <b>Students are</b> encouraged to have a say in why, what and how they learn                                   | <b>Students are</b> supported to have a say in why, what and how they learn  | <b>Students are</b> able to have a say in why, what and how they learn  |
| Developing collaborative teaching /learning practices   | 1,2,3,4       | <b>Teachers are</b> introducing collaborative planning teaching and learning experiences for all student       | <b>Teachers are</b> supporting collaborative teaching and learning experiences for all students  | <b>Teachers are</b> working collaboratively to plan teaching and learning experiences for all students  |
| Enhance future focussed learning through the use of digital technologies  | 2,7           | <b>Students and teachers are</b> introducing DTs to enhance the teaching/learning experiences                  | <b>Students and teachers are</b> supporting the use of DTs to enhance the teaching/learning experiences                                      | <b>Students and teachers are</b> 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 | <b>Teaching and learning experiences are</b> dynamic and engage students in their passions in real life events | <b>Teaching and learning experiences are</b> dynamic and engage students in their interests in real life events (local, national and global) | <b>Teaching and learning experiences are</b> relevant and engage students in their interests in real life experiences that expands their views of local, national and global events |

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

| Sustainable Partnerships<br>Achieved by:  | NELP      | Emerging<br>Phase 1   | Engaging<br>Phase 2   | Extending<br>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 Rangitahi   | 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   | 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 2025 Annual Plan

| Learner Centred<br>Achieved by:            | Extending<br>Phase 3 2025   | Ways to achieve this<br>goal  | Responsibility | End of year review                                  |
|--|---|---|----------------|---|
| Students develop life long learning skills | <b>Students are</b> engaged in learning and know the learning process | <ul style="list-style-type: none"> <li>● Focused on life long learning through the LRS local curriculum doc</li> <li>● Children are learning about the LRS inquiry process.</li> <li>● Continue to Implementing structure Literacy</li> <li>● Continue to Implementing structure Numeracy</li> <li>● Localised Curriculum implementation</li> <li>● Collaborative planning based on charter/annual plan/ LCD</li> <li>● Use of LRS Progression booklets</li> <li>● Develop LRS inquiry process</li> </ul> | <b>Staff</b>   | <ul style="list-style-type: none"> <li>●</li> </ul> |

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

|   |   |  |              |  |
|---|---|--|--------------|--|
|   |   | <ul style="list-style-type: none"> <li>Students enrolled in Kotui Ako VLNP classes</li> </ul>  |              |  |
| Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them | <b>Teaching and learning experiences are</b> relevant and engage students in their interests in real life experiences that expands their views of local, national and global events | <ul style="list-style-type: none"> <li>A range of activities are utilised in teaching and learning experiences</li> <li>Getting children out of the classroom and/or getting people into school for added experiences</li> </ul> | <b>Staff</b> | <ul style="list-style-type: none"> <li></li> </ul> |

| <b>Responsive Culture</b><br>Achieved by: | <b>Extending</b><br>Phase 3  | <b>Ways to achieve this goal</b>   | <b>Responsibility</b>                         | <b>End of year review</b>                          |
|---|--|--|---|--|
| Maintain a positive school culture        | <b>School provides</b> an environment where ākongā, kaiako and whānau belong and thrive  | <ul style="list-style-type: none"> <li>Open Days</li> <li>Target attendance and engagement</li> <li>Supporting PTA driven events</li> </ul>        | <b>Board</b><br><b>Staff</b><br><b>Whanau</b> | <ul style="list-style-type: none"> <li></li> </ul> |
| Celebrate our cultural diversity          | <b>Students will be</b> immersed in theirs and others cultures in a positive environment | <ul style="list-style-type: none"> <li>Cultures focus</li> <li>Cultural Festival</li> </ul>  | <b>Board</b><br><b>Staff</b><br><b>Whanau</b> | <ul style="list-style-type: none"> <li></li> </ul> |
| Increase attendance and engagement        | <b>Students are</b> present, participating and progressing in all school activities      | <ul style="list-style-type: none"> <li>Student agency in developing localised curriculum studies and activities.</li> <li>Activity days</li> </ul> | <b>Board</b><br><b>Staff</b><br><b>Whanau</b> | <ul style="list-style-type: none"> <li></li> </ul> |

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|--|--|--|-----------------------------|---|
| Provide targeted, monitored programmes   | <b>Identify, develop and implement</b> systems and processes that support accelerated learning | <ul style="list-style-type: none"> <li>• Staff meetings to discuss target students needs and programmes</li> <li>• Teacher Aides to work with target students</li> <li>• RTLB referrals</li> <li>• LSC working as SENCO</li> <li>• Teachers and Teacher Aides</li> </ul> | <b>Board Staff Agencies</b> | • |
| Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways | <b>Students know</b> who they are and are confident to take on a wider range of opportunities  | <ul style="list-style-type: none"> <li>• Term 4 -</li> <li>• Term 3 -</li> <li>• Term 2-</li> <li>• Term 1-</li> </ul>   | <b>Board Staff</b>          | • |

| <b>Sustainable Partnerships</b><br>Achieved by:   | <b>Extending</b><br>Phase 3   | <b>Ways to achieve this goal</b>   | <b>Responsibility</b>               | <b>End of year review</b> |
|---|---|--|-------------------------------------|---------------------------|
| Strengthen collaborative partnerships between school, whanau/family, Iwi, and the wider community | Parents /whanau and the wider community feel welcome, involved and engaged at Lake Rerewhakaaitu School | <ul style="list-style-type: none"> <li>• Holding Open Days</li> <li>• Working with local iwi and clubs</li> <li>• Pet Day</li> <li>• PTA organised events</li> </ul> | <b>Board Staff Whanau Community</b> | •                         |

|   |  |   |   |   |
|---|--|---|---|---|
| Implement a localised curriculum through strengthening whanau engagement in learning and goal setting | Local curriculum document implemented and being used         | <ul style="list-style-type: none"> <li>● See Curriculum Report</li> <li>● See Schoolwide Curriculum Document</li> </ul>   | <b>Board<br/>Staff<br/>Whanau<br/>Community</b> | ● |
| Strengthen iwi connections through the iwi education plan   | Sustain strong links and relationship with Ngati Rangitahi   | <ul style="list-style-type: none"> <li>● Sustain relationships with local hapu: school lunches, environmental projects</li> </ul>   | <b>Board<br/>Staff<br/>Whanau<br/>Community</b> | ● |
| 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"> <li>● Use outside agencies through the LSC and RTLB services to support students and teachers</li> <li>● Pest control in gully in partnership with Onuku, DOC and LRS students</li> <li>● Continue Lunches with Waimangu cafe</li> </ul> | <b>Board<br/>Staff<br/>Whanau<br/>Community</b> | ● |
| 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"> <li>● Attending KA meetings and keeping up with relevant documents</li> <li>● Teacher only days</li> <li>● PLD- Assessment for Learning</li> </ul>   | <b>Board<br/>Staff<br/>School<br/>Community</b> | ● |

## 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 2025

### 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 2025

### 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.<br><a href="https://assets.education.govt.nz/public/Education-and-Training-Act-2020/AttendanceMatters-updated-legislation.pdf">https://assets.education.govt.nz/public/Education-and-Training-Act-2020/AttendanceMatters-updated-legislation.pdf</a> |            |
| 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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