



# Strategic Plan 2024 -2026

Including 2026 annual plan

Presiding Member of Board: Emma Saxon

Principal: Julie Cowan

# Vision & Mission statement

Learn, Grow, Succeed

*E ako, E tipu, E tū!*

*At Reremoana School we:*

- Learn to learn and learn together*
- Nurture wellbeing and growth*
- Aspire to succeed and make a difference*



***“Na te puna ko te awa. Na te awa ko te moana. Ka rere te moana, he ara ki te ao.”***

***Reremoana Kura.***

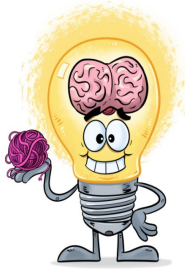
***“From the spring comes the river. From the river comes the sea.  
The sea flows as a pathway to the world.”***

***Reremoana School.***

# Language of Learning

The Language of Learning forms the heart of our local curriculum and our values are woven through it. Each element is broken into the skills to teach and learn and the attitudes and values to encourage





"Curious Exploration"

## Be Creative

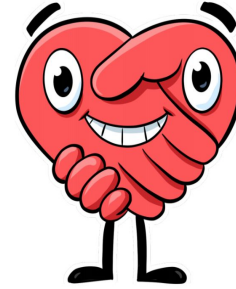
- Wonder and ask questions
- Generate innovative ideas
- Imagine possibilities
- Solve Problems
- Synthesise ideas and information to create something new



"Bounce Back"

## Be Resilient

- Take responsibility for managing myself
- Set goals and make plans
- Use my initiative and motivation to get things done
- Accept and learn from mistakes
- Have a 'Can Do' attitude to challenge and change



"Consider my Choices"

## Be Respectful

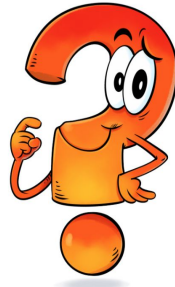
- Care for myself
- Care for others
- Care for the environment



"Do Good Because Good is Good to Do"

## Be a Contributor

- Find ways to contribute and take action
- Participate positively
- Understand the rights and responsibilities of cyberspace



"Thoughtfully Critical"

## Be a Thinker

- Make Connections
- Investigate and Analyse
- Decide, Argue and Form Opinions
- Reflect
- Think about my thinking



"Team Work makes the Dream Work"

## Be Collaborative

- Take an active role in a team
- Accept diversity and difference
- Show leadership
- Negotiate and compromise when needed
- Deal with conflict situations appropriately

# Consultation

## Community Consultation

Our current strategic goals were developed in 2021 after community consultation throughout 2020. Through online surveys, face to face meetings, whānau hui, staff meetings and student voice collection. Our data helped us identify 3 themes - self managing learners, wellbeing/hauora and partnership. We did a further community survey in 2023 to seek feedback on our goals and progress. our progress so far. This helped identify our next steps and spaces we needed to prioritize (or communicate better to our community). While a wide and diverse number of views and thoughts were collected in all our consultation (reflecting our diverse community) common themes were able to be identified and have been used to write this plan.

## Consultation with Iwi

*Whiria te tangata* underpins the mahi that our kāhui ako does alongside iwi.

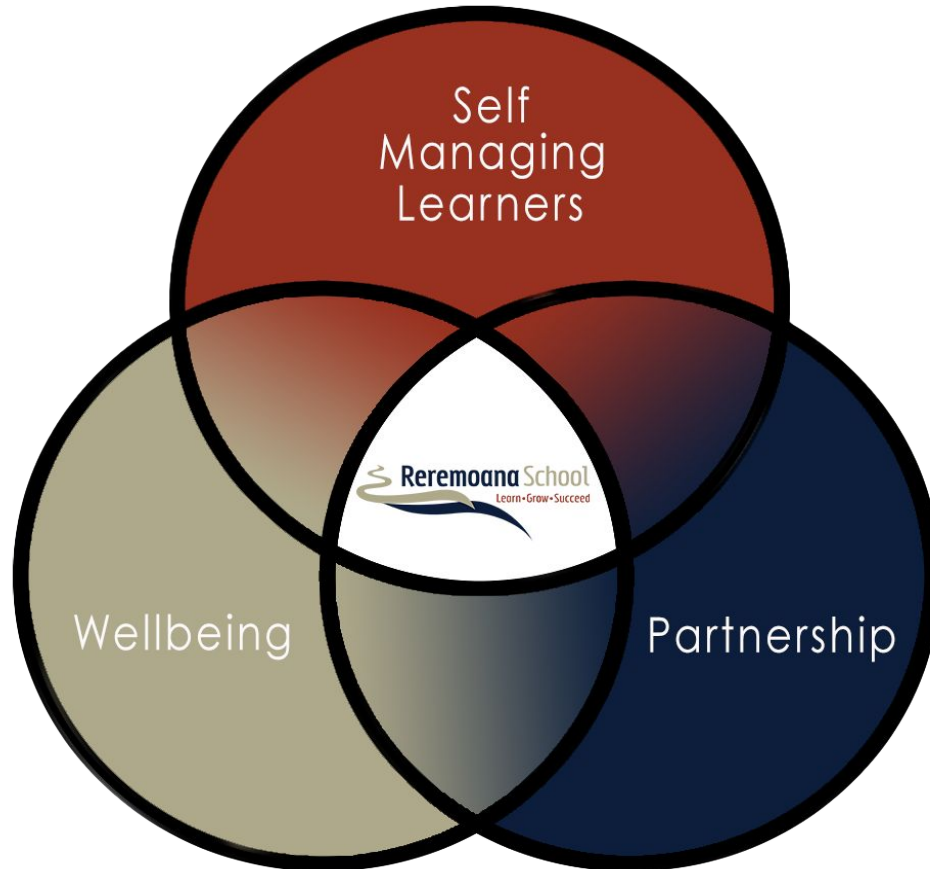
Alfriston Kāhui Ako has established a relationship with local iwi (Ngāti te Ata & Ngāti Tamaoho) based on reciprocity. The building of this relationship has taken time and it is important for our kāhui to offer service to our iwi. Consultation with iwi takes place at the kāhui level through our Ngā Manu Taiko network. It is through this relationship that we are gaining an understanding of how they view the relationship between our Kāhui Ako kura and iwi specifically relating to their aspirations for ākonga. Ngāti Tamaoho also came to Reremoana School and presented their Education Strategic plan to teachers and board members. Board and leadership then discussed areas of alignment and how the school strategic plan supports the aims of Ngāti Tamaoho.

Iwi have indicated two areas they seek to have our Kāhui Ako schools focus on over the next three years.

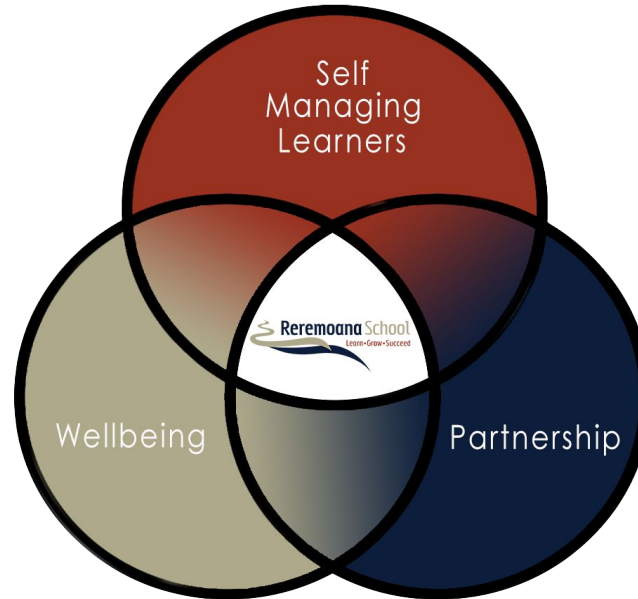
1. Accurate and authentic teaching of local iwi kōrero and purakau.
2. Highlight success for our ākonga Māori that is broader than just academic success. Eg: kaitiakitanga

**Further community consultation** - whanau and staff was conducted in **2025** in preparation for new strategic plan which is now been delayed by MoE to give new boards more time. The 2025 consultation was used to set annual goals for 2026 and will feed into 2026 strategic plan

# Themes for direction 2021-2026



Strategic goal: To develop learning focused environments that grow engaged, confident and self managing learners



Strategic goal: To build the knowledge and skills to support the cornerstones for wellbeing/hauora for all akonga

Strategic goal: To work in partnership with our community to improve learning outcomes for all akonga

# Self managing learners

**Strategic goal: To develop learning focused environments that grow engaged, confident and self managing learners**

- *Akonga\* know where they are in their learning, what they are learning and how it connects to their lives and how they can contribute to their learning pathway*
- *Learning environments support students to take risks in their learning and to feel both challenged and supported*
- *Students are specifically taught how to learn and supported to become more self-directed in their learning*

**NELP priorities: 2, 3, 4, 6**

*Developing self-regulation has a positive impact on student achievement: self-regulating students enjoy higher “academic achievement than non-self-regulating students, even when students are disadvantaged” (de Corte, 2010, p.51).’*

Supports all aspects of Language of Learning

\*Akonga (noun) student, pupil, learner

**2026 annual goal**

Implement, assess and report against new English and Mathematics curricula (published October 2025)

Goals and Key Actions	Who	Resources required	Success measurements (How will we know we have been successful? What data will be collected? What will the data tell us?)	Outcomes (what have we achieved? What does the data say?)	Analysis/Evaluation (how well did it work? did it make enough difference?)
Teams set improvement targets in writing (based on easttle writing 2026 beginning of year data)	Teams	Dependant on target and identified needs	Assessment data specifically e-asttle, show improvements towards targets - this should be reflected OTJ against curriculum Teaching as inquiry approach taken		
Engage in PLD (BSLA, The Learner First, MoE maths day 3 & 4) and unpack curriculum areas - developing teaching knowledge and understanding	New staff, all staff, Maths Lead teachers	Relievers, PLD costs, ToDs	All new staff will take part in BSLA PLD, Maths team will attend TLF and share back via staff meetings All teachers take part in maths PLD Day 3 & 4 Gather teacher voice re development of understandings and confidence		
Literacy and maths leaders provide expertise, support and resources	Maths Lead & Literacy Lead teachers	Maths and literacy budgets	Literacy & Maths team action plans worked through Literacy Action plan <a href="#">Maths Action plan</a>		
Reinforce Assessment for learning strategies as align with science of learning approach	SLT & team leaders (ako)	Observation data	AFL strategies are evident in classroom practice - seen via observations Students can talk about their learning Learning focused environments are evident		
Continue to have a focus on the Language of Learning competencies alongside academic curriculum teaching	Leadership team	Time	Language of Learning is evident Language of Learning review continues (in line with curriculum changes)		
Investigate SMART assessment tool and decide on assessment tool for 2027	SLT Leadership team	SMART Tool PLD	PLD & research on SMART tool is completed Informed and evidence based decision on what tool to use for 2027 is made and clearly justified.		

# Wellbeing/Hauora

Strategic goal: To build the knowledge and skills to support the cornerstones for wellbeing/hauora for all akonga

- *Te Whare Tapa Wha\* used as a foundation for a wellbeing/hauora plan for Reremoana School*
- *Focused teaching of wellbeing and resilience strategies and skills*
- *Akonga develop self awareness and regulation, a strong sense of identity and belonging.*

NELP Priorities: 1, 2, 3, 5, 6

Language of Learning links: Be respectful and Be resilient

(\* Mason Durie's model of wellbeing/hauora)

## **2026 annual goals**

Ensure consistency and clarity within our PB4L and Hauora systems for all stakeholders

Goals and Key Actions	Who	Resources required	Success measurements (How will we know we have been successful? What data will be collected? What will the data tell us?)	Outcomes (what have we achieved? What does the data say?)	Analysis/Evaluation (how well did it work? did it make enough difference?)
<p>Develop and implement a whole school tier 1 response system</p> <p>Review key PB4L documents to ensure clarity and consistency within staff</p> <p>Strengthen and systemize Hauora team processes</p>	Lynn and Hauora TL LDR team, teachers Hauora Team		<p>System is established, trialled, tweaked and maintained</p> <p>“What it is and What it isn't” developed for key elements</p> <p>Hero fields reflect current areas and are consistently completed by staff</p> <p>Consistent Team tracking Docs</p> <p>Systemised reviews of HERO data within teams</p>		
<p>Develop Tier 2 IEP framework and processes to meet the needs of student achieving outside of their Year level curriculum (above and below)</p>	Sarah Marama		<p>Tier 2 students identified</p> <p>Template developed and trialled</p> <p>Parents have clarity about where there child is at and what the plan is</p>		
<p>Engage Mapu Maia (through Kia Ora Ake) to support /work with identified students in the wellbeing space</p> <p>Integrate Mitey teaching and learning</p>	Lynn  Hauora Tls Sarah		<p>Student Voice</p> <p>Teacher feedback</p> <p>Mitey is visibly integrated in weekly planning, not just a "one-off."</p> <p>Mitey LOs aligned with Reremoana LOLs</p>		
<p>Explore PLD opportunities in the neurodiversity space for both staff and community</p>	SLT,	Michelle Barthakur Graeme RTLB	<p>Pre and Post staff Brain Science survey</p> <p>Greater empathy and understanding within staff and community</p>		



# Partnership

**Strategic goal: To work in partnership with our community to improve learning outcomes for all akonga**

- *Be active participants within our community contributing to and making use of wider community resources*
- *Celebrate that we are a multicultural society within a bicultural nation - Hold Te Ao Maori as fundamental, while celebrating and reflecting our cultural diversity within our local curriculum*
- *Identify and implement ways to increase connection and partnership and strengthen communication - including use of technology*

**NELP priorities: 2, 3, 5, 6, 7**

Language of Learning links: Be collaborative

## **2026 goals**

Increase whanau engagement/participation in curriculum and extracurricular activities

Strengthening communication with whānau around attendance expectations, absences, and support pathways.

Reducing persistent lateness, particularly in the mornings, to ensure students access full learning programmes.

Goals and Key Actions	Who	Resources required	Success measurements (How will we know we have been successful? What data will be collected? What will the data tell us?)	Outcomes (what have we achieved? What does the data say?)	Analysis/Evaluation (how well did it work? did it make enough difference?)
<p>Use Mitey community engagement through mana model to guide improvement</p> <p>Develop a formal communication strategy</p> <p>Provide parent education to support understanding and increase transparency - eg curriculum evening, target group workshops, ethnic groups</p> <p>Attendance improvement plan: -Strengthening communication with whānau around attendance expectations, absences, and support pathways. -Reducing persistent lateness, particularly in the mornings, to ensure students access full learning programmes. -Attendance target set</p>	<p>Julie, Lynn &amp; Emma (board)</p> <p>Leadership &amp; teachers</p> <p>Sarah, Marama, Office staff</p>	<p>Time</p> <p>Time</p> <p>MoE funding Staff time</p>	<p><a href="https://docs.google.com/document/d/1evcnFPcIEfPyhVvEdObapnnGJR7-Sub/edit">https://docs.google.com/document/d/1evcnFPcIEfPyhVvEdObapnnGJR7-Sub/edit</a> Identified ways to strengthen what we are already doing Prioritise key areas for planning next steps - quick wins, longer term projects, and what and how to communicate to community</p> <p>Communication strategy developed and rolled out to provide greater clarity and stronger communication to community</p> <p>Parents are informed around curriculum Parents can understand reporting and curriculum Parents are supported to support their children with their learning Connection and belong within the school community is reported Larger numbers attend meetings and events such as conferences Parent voice from hui/fono/workshops is acted on</p> <p>Reporting to MoE around attendance grant funds Attendance plan in place and followed</p> <p><a href="https://docs.google.com/document/d/1F4ht-v1qLjBz0Z70IsopzO7C75tFv2HINPOIVMIGkU/edit?tab=t.0">https://docs.google.com/document/d/1F4ht-v1qLjBz0Z70IsopzO7C75tFv2HINPOIVMIGkU/edit?tab=t.0</a></p>		
<b>End of Year Summary</b>			<b>Next Steps</b>		

# Team Targets 2026 (include rationale)

Te Puna: 93 out of 158 students across Years 1–3 did not achieve At expectation in the e-asTTle Writing assessment. Analysis of writing samples shows this is largely due to low performance in vocabulary, punctuation, and sentence structure. While students have strong ideas, many are not yet able to control how they express these in writing. Our focus will be on improving sentence construction and punctuation through the use of Bek's Blocks, alongside increasing vocabulary and oral language through rich language experiences. We have identified our Year 3 cohort as the priority group, where the need is greatest.

We aim to see our Year 3 mid-year ITJs (Informed Teacher Judgements) at 45% of students at "progressing" or "end", increasing to 65% by the end of the year.

Te Awa: 144 out of 155 students across the team did not achieve At expectation (R4 or above) in the Structure and Language section when assessed using the e-asTTle Writing assessment tool. Of this group, 87 (56%) scored Below expectation (R3), and 54 (35%) Well Below expectation (R2 or less). When assessing the student's writing, we noticed many of them were unable to independently show us they understood how to correctly structure their writing, as well as use appropriate language features such as emotive language and connectives to show time sequencing. We aim to see 70% of our students who are currently R3 improve by at least one R level. We have chosen these students as they are just below expectation.

Te Moana: 34 out of 79 students across the hub failed to achieve At, using the E-asTTle Vocabulary assessment tool. Of these, 21 scored *at below* (R3), whilst 13 achieved *well below* (R2 or less). These results correlated with low achievement in Morphological Awareness as established using BSLA testing tools, outcomes which suggest limited vocabulary and word knowledge. We aim to see 80% of the akonga in these target groups move up at least one R level ie. 80% of the *below* students to *at*, and 80% of the *well below* to *below*. We aim to see similar improvements in Morphological Awareness.

Attendance: Over 70% of students attending regularly (90%+) by the end of 2026 (term 4)

*NB - accelerate means progress greater than expected in 1 year*