



Strategic Plan 2024 -2025

Including 2025 annual plan

Presiding Member of Board: Adam Manukau

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.

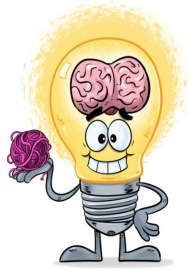
***“From the spring comes the river. From the river comes the sea.
The sea flows as a pathway to the world.”***

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

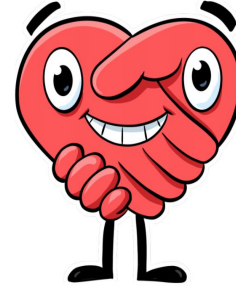
- Wonder and ask questions
- Generate innovative ideas
- Imagine possibilities
- Solve Problems
- Synthesise ideas and information to create something new



"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

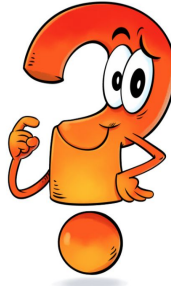
- Care for myself
- Care for others
- Care for the environment



"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 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

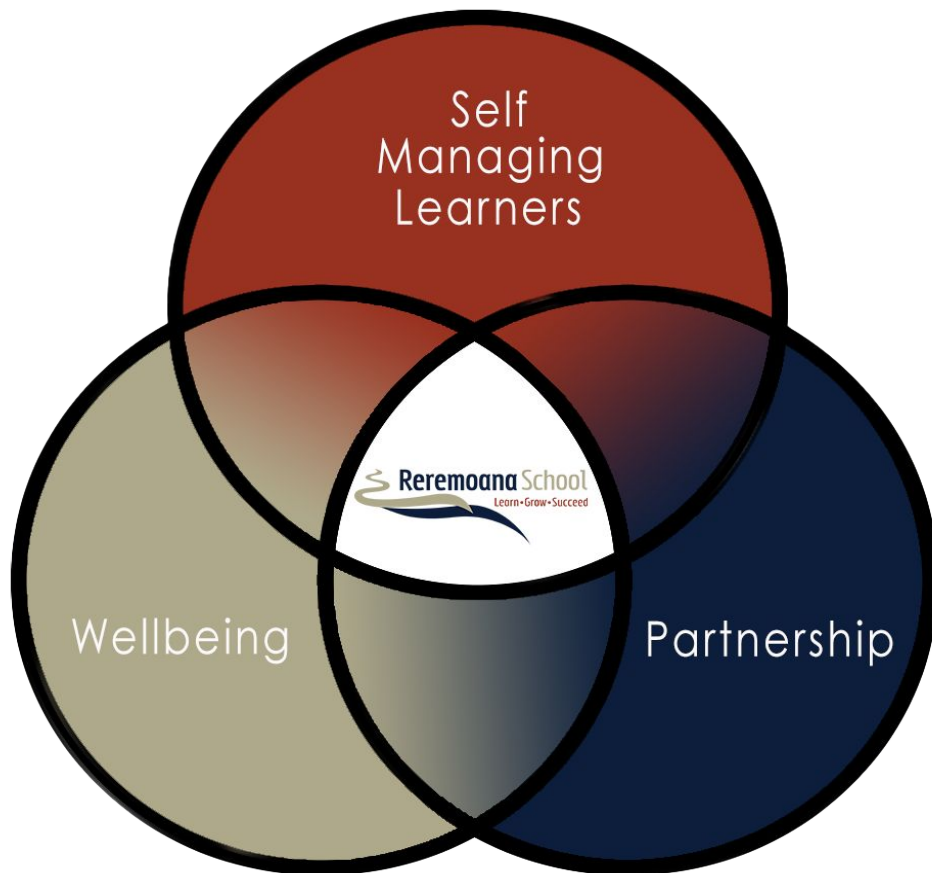
Whiria te tangata underpins the mahi that our kāhui ako does alongside iwi.

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. Ngati 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 Ngati Tamaoho.

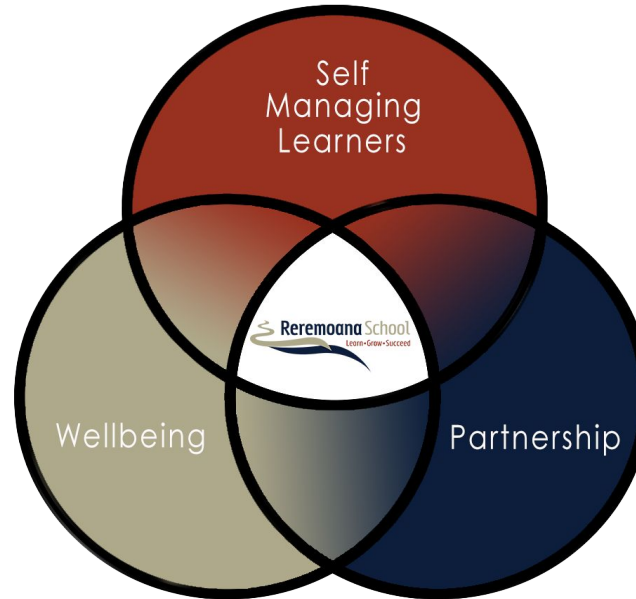
Iwi have indicated two areas they seek to have our Kāhui Ako schools focus on over the next three years.

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

Themes for direction 2021-2025



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

2025 Annual Goals (and some key actions) - DRAFT

Annual goals that link to Self Managing Learners, Hauora and Partnership:

- Refine leadership structure
 - Leading by Learning PLD for all leaders and practice

Self Managing Learners specific annual goals:

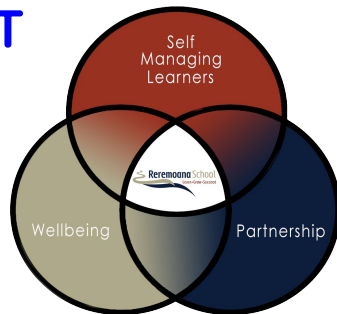
- Strengthen sustainability model for developing akonga agency (including AFL strategies)
 - Link to science of learning
- Build curriculum familiarisation and teacher understanding of English and Mathematics curriculum areas
 - Implement structured literacy in Year 4-6 (University of Canterbury trial is an action under this, include Y 7/8)
 - Maths curriculum (PLD, resources) - making sure the resource doesn't become the programme etc)
 - Teams will set targets to improve engagement and achievement in literacy or maths

Hauora specific annual goals:

- Introduce the Mitey approach to mental health education school wide
 - Integration with PB4L systems

Partnership specific annual goals:

- Continue to develop connections with iwi (Ngāti Tamaoho, Ngāti Te Ata, Te Akitai Waioahua)
 - Kahui Ako workstream
 - Relationship with Reremoana descendants
- Extend partnership with parent community
 - whanau engagement across cultures/ethnic groups
 - Curriculum information for community - reporting and familiarization
- Implement refreshed curriculum in a way that demonstrates our commitment to honour Te Tiriti
 - Build upon Niho Taniwha PLD



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?)
Refine leadership structure -Leading by Learning PLD for all leaders -Provide time for practicing conversations in leadership meeting -Reflect on and monitor balance between hauora & ako -Consider an externally facilitated LBL refresher for all staff	SLT	Funding for PLD and release time	-Voice is collected and acted on/responded to (around balance) -LBL language is commonly used -Time is allocated to LBL conversations in team meetings -Leaders feel confident having conversations using LBL strategies -Issues are dealt with promptly and with a curious mindset		
End of Year Summary			Next Steps		

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

2024 Annual goals:

- Strengthen sustainability model for developing akonga agency (including AFL strategies)
- Implement Curriculum Refresh documents and support materials as finalised
- Teams will set targets to improve engagement and achievement in literacy or maths

By the end of 2024 we expect to see: (evidence, data - links to strategic goal success criteria)

- Consistent AFL practice across the school and progress on Teacher Capability Matrix
- Draft model of akonga-directed learning constructed and used (with iterative review)
- Teachers have further unpacked of Curriculum Refresh documentation through staff meetings and Teacher Only Days
- Teams have accelerated learning to achieve targets

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>Strengthen sustainability model for developing akonga agency (including AFL strategies)</p> <p>-Link to science of learning (explicit teaching, identity with subject)</p> <p>-Explore a framework with consistent language that supports students self assessment and self-reporting</p>	SLT & Ako TLs	Time for PLD	<p>Collect & analyse asttle relationship with maths data</p> <p>Teacher voice around confidence of understanding of science of learning informs professional development and support</p> <p>Draft framework for self assessment and self-reporting drafting</p>		
<p>Build curriculum familiarisation and teacher understanding of English and Mathematics curriculum areas</p> <p>-Implement structured literacy in Year 4-8</p> <p>-Year 0-3 teachers upskill and strengthen BSLA practice</p> <p>-Maths curriculum (PLD, Oxford resources) - making sure the resource doesn't become the programme etc)</p> <p>-Teams will set targets to improve engagement and achievement in literacy or math</p> <p>-Implement tier 2 structured literacy programme</p>	SLT, Ako TLs, All teachers	PLD Funding	<p>Gather teacher feedback after curriculum PLD in order to support further (based on MoE curriculum development survey)</p> <p>Teachers have completed structured literacy micro-credential</p> <p>Teachers have attended MoE curriculum days,</p> <p>Maths leaders have attended Oxford and TLF PLD and shared back with rest of teaching team</p> <p>Targets have been set, worked towards and data analysed against targets</p>		
End of Year Summary			Next Steps		

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)

2024 annual goals

- Review and refine our social curriculum (including PB4L and relevant parts of Language of Learning)
- Conduct biannual health community consultation and review our health curriculum

By the end of 2024 we expect to see: (evidence, data - links to strategic goal success criteria)

- Updated PB4L framework documents eg behaviour definitions
- Hero data shows consistent application of PB4L processes
- Classroom environments, teacher planning and sharing of learning demonstrate consistency of teaching social curriculum learning
- Community consultation completed and health curriculum statement written

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>Introduce the Mitey approach to mental health education school wide</p> <p>-Work with facilitator to implement our Mitey action plan</p> <p>-Integration with Language of Learning once Mitey is established</p> <p>-Integration with PB4L systems once Mitey is established</p>	<p>SLT, hauora TLs</p> <p>All teachers</p>	<p>Release time, time in staff meetings</p> <p>Ensure teaching resources required are available</p>	<p>Tamariki and kaiako using the language and strategies of Mitey</p> <p>-Mitey and LoL and PB4L integrated systems for our school</p> <p>Goals on action plan are met</p>		
			Next Steps		

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

2024 annual goals

- Embed learning from school wide Niho Taniwha PLD
- Develop connections with iwi (Ngāti Tamaoho, Ngāti Te Ata, Te Akitai Waiohau)
- Extend whanau engagement across cultures/ethnic groups
- Begin the roll out of real time reporting in Te Puna via HERO

By the end of 2024 we expect to see: (evidence, data - links to strategic goal success criteria)

- Teachers demonstrated continued progress using Arotake Whaiaro
- Connections and relationships are initiated by Reremoana School with iwi
- Hui for different ethnic group whanau have been held
- Events/learning across a range of ethnic groups have involved whanau
- Draft schedule for real time reporting developed and implement in Te Puna
- Feedback gathered around real time reporting from whānau

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?)
Continue to develop connections with iwi (Ngāti Tamaoho, Ngāti Te Ata, Te Akitai Waioahua) -Kahui Ako workstream -Relationship with Reremoana descendants	Nikki SLT Ash Niho Taniwha team	Koha	Nikki is an active participant of Ngā Manu Taiko and this work is shared across our school Opportunities to partner with iwi are sought and embraced Communication and relationship with Reremoana descendants continues to go and be fostered and valued.		
Extend partnership with parent community -whanau engagement across cultures/ethnic groups -Curriculum information for community - reporting and familiarization	SLT Nikki TLs		Communicated curriculum developments to all our main ethnic groups		
Implement refreshed curriculum in a way that demonstrates our commitment to give effect to Te Tiriti -Build upon Niho Taniwha PLD -Align Curriculum 'Teaching Guidance' with Niho Taniwha framework -Critically scan Curriculum PLD and development to ensure it gives effect to Te Tiriti	Nikko Niho Taniwha team		Curriculum programmes are in line with refreshed curriculum and also give effect to Te Tiriti Niho Taniwha is strengthened across the school and continued to be embedded Akonga Māori are continuing to make accelerated progress Akotake Whaiaro and NZ Curriculum are explicitly aligned		
Attendance target	Marama Office staff		Greater communication with whanau of attendance Promotion of using HERO around attendance in communication channels		
End of Year Summary					

Team Targets 2025 (include rationale)

NB - accelerate means progress greater than expected in 1 year

Te Puna: 75% of students will meet the expected progress steps after 40 weeks of teaching

Te Awa: Move 50% of the Year 6 students below expectations in Reading to achieving expectations. Move 50% of the Year 4 students below expectations in Reading to achieving expectations.

Te Moana: Through training and implementation of BSLA identify and support learners who sit below to make 2 steps progress

Attendance target: Aim is that fewer whanau are contacted by the school for information on their child's absence because they have advised us. In 2024 we contacted whanau x number of times (in addition to the initial text message). This was often the same children/whanau. We want to see a reduction in this number by 30% in 2025

OBJECTIVE 1**LEARNERS AT THE CENTRE**

Learners with their whānau are at the centre of education

OBJECTIVE 2**BARRIER FREE ACCESS**

Great education opportunities and outcomes are within reach for every learner

OBJECTIVE 3**QUALITY TEACHING AND LEADERSHIP**

Quality teaching and leadership make the difference for learners and their whānau

OBJECTIVE 4**FUTURE OF LEARNING AND WORK**

Learning that is relevant to the lives of New Zealanders today and throughout their lives

1

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

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

3

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

4

Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy

* oral language encompasses any method of communication the learner/ākonga uses as a first language, including NZ Sign Language.

5

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

6

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

7

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

WHAT GOOD LOOKS LIKE:

Places of learning embrace diversity and provide for good wellbeing, physical health and mental health for all learners/ākonga, teachers/kaiaiko and staff

Places of learning have robust policies, plans and support to address racism, sexism, bias and low expectations

All learners/ākonga and staff, including disabled people, those with learning support needs or are neurodiverse, and those who identify as LGBTQIA+¹ are welcomed, supported, valued and listened to

WHAT GOOD LOOKS LIKE:

Learners/ākonga experience inclusive cultures that value, affirm and reflect their identities

High aspirations for all learners/ākonga are the new assumption. Old biases, and low expectations are challenged and eliminated

Whānau and communities are actively included and valued in the design and delivery of education, and in the learning environment

Education and training pathways are available for and deliver equitably for all learners/ākonga

Māori enjoy and achieve educational success as Māori, whānau, iwi, Pacific families, and education supports Māori rangatiratanga

WHAT GOOD LOOKS LIKE:

The learning environment is inclusive and responsive to learner/ākonga needs, and all learners/ākonga can participate in social and learning opportunities

Learners/ākonga face no unnecessary physical, access, support or financial barriers to education

Additional support is available for disabled learners/ākonga and those with additional needs to stay engaged and succeed in education

Learners/ākonga are supported to successfully transition between education and employment

Specialist knowledge and support is available for learners/ākonga, whānau, iwi, Pacific families, and educators, when it is needed

Learners/ākonga have access to the appropriate digital technologies they need to participate in all learning experiences

WHAT GOOD LOOKS LIKE:

Learners/ākonga are equipped with language, literacy, numeracy and digital literacy skills that enable future learning and development

All learners/ākonga build key competencies and capabilities including communication, problem solving, critical thinking, resilience, and interpersonal skills

Learners/ākonga who have not developed key foundation skills sufficiently are identified and able to access additional specialist support

Where appropriate, learners/ākonga have a variety of learning opportunities to develop digital literacy and are able to make sense of the digital information they are engaging with

WHAT GOOD LOOKS LIKE:

Tikanga Māori is embedded in values, practices and organisational culture, based on advice from and engagement with Māori

Leaders, teachers/kaiaiko and staff are supported to develop their te reo Māori and tikanga Māori skills and competencies

Learners/ākonga have opportunities to learn, and learn in, te reo Māori

A commitment to Te Tiriti | the Treaty is embedded in all policy and practices including strategy, behaviours, actions, services, and resourcing

Māori identity, language and culture are incorporated into teaching, learning and pastoral care

WHAT GOOD LOOKS LIKE:

Places of learning identify and respond to gaps in capability and invest in their staff to strengthen teaching, leadership, learning support, and skills to support online and distance learning

Teachers/kaiaiko and staff, including educators, teacher aides, support staff, leaders and specialists, have ongoing support and opportunities to upskill throughout their career

Teachers/kaiaiko and educators are confident and competent in educating diverse learners/ākonga

Places of learning grow, value and retain highly competent, diverse educators, including those with Māori or Pacific heritage, or are disabled

WHAT GOOD LOOKS LIKE:

Teaching and learning focuses and responds more closely to workplace needs

Learners/ākonga are supported and encouraged to pursue education and career pathways that appeal to them, and are not restricted by stereotypes and biases that may narrow their choices

A more active careers service supports clearer learning and employment pathways

People can upskill and retrain throughout their lives and gain skills that are relevant for employment

Learners/ākonga can easily access flexible and adaptable programmes and education models that reflect their needs and the needs of employers

¹ Includes people who identify as lesbian, gay, bisexual, transgender, queer or questioning, intersex, asexual, or other sex, gender, or sexuality diverse identities.

OBJECTIVE 1

LEARNERS AT THE CENTRE

Learners with their whānau are at the centre of education

OBJECTIVE 2

BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

OBJECTIVE 3

QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau

OBJECTIVE 4

FUTURE OF LEARNING AND WORK

Learning that is relevant to the lives of New Zealanders today and throughout their lives

1

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

Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours

Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying

Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong

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

Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations

Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau

Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations

Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori

Collaborate with Māori communities to invest in, develop and deliver Māori-medium learning

3

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

Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them

Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective

Where possible, reduce non-fee costs, including costs associated with BYOD² policies, and take advantage of policies to reduce financial dependence on families and whānau

4

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

Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills

Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists

Value the heritage languages spoken by Pacific learners/ākonga, and provide opportunities to use and to build on them

5

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

Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture

Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori

Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement

6

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

Identify gaps in teaching capability and invest in opportunities for teachers/kaiako and staff to strengthen teaching, leadership and learning support

Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches

Expect and support teachers/kaiako to build their understanding of learners/ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching

7

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

Support learners/ākonga to see the connection between what they're learning and the world of work

Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women

Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners/ākonga to succeed in education

² Bring your own device.