

Rewa Rewa School

Charter & Strategic Plan
2019 - 2021



REWA REWA SCHOOL STRATEGIC PLAN 2019 – 2021



Our Vision: Learning for Life Together

Our Values: R.I.D.E. Respect Integrity Diversity Empathy

Our Strategic Goals	Our Annual Initiatives	Our 3 Year Success Outcomes
<p>Goal 1 Learners Empower lifelong learners</p>	<p><i>Learners will:</i></p> <ol style="list-style-type: none"> Understand and apply the Active Learner Skills to develop their agency as learners. Confidently demonstrate the Active Learner Competencies that enhance collaborative learning within an Innovative Learning Environment (ILE). Strengthen their engagement in learning by developing the Active Learner Qualities 	<p><i>Our learners are able to:</i></p> <p>Articulate and take responsibility for their own learning. Apply the skills and attitudes of successful Active Learners. Collaborate, reflect and learn from their mistakes. Monitor their own achievement and ongoing success. Be innovative and curious learners. Successfully contribute to the communities in which they belong. Competently demonstrate their citizenship and R.I.D.E. values.</p>
<p>Goal 2 Personnel Build a collaborative and innovative teaching team</p>	<p><i>Our teachers will:</i></p> <ol style="list-style-type: none"> Undertake professional learning to enable the implementation of the Active Learner Skills school-wide. Teach the Active Learner Competencies within a responsive Innovative Learning Environment (ILE) to support learners to achieve to their potential. Strengthen teacher capabilities through inquiry to develop the Active Learner Qualities in learners. Implement innovative initiatives to progress target learners, including Māori and Pasifika. 	<p><i>Our teachers are able to:</i></p> <p>Trial and promote learning opportunities that support our learners to achieve ongoing success within a collaborative Innovative Learning Environment (ILE).</p>
<p>Goal 3 Community Strengthen genuine partnerships with our whānau and community</p>	<p><i>Together we will:</i></p> <ol style="list-style-type: none"> Strengthen connections and relationships with our parents to enable them to more effectively support their children as learners. Develop active engagement and commitment from those within our community, Foster a strong ‘Sense of Belonging’ by enhancing the connections between ourselves and our wider community. 	<p><i>Our community is able to:</i></p> <p>Actively engage in home and school partnerships that support children to be successful learners and that promote active participation to help our school community to thrive.</p>

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Our Strategic Goals	Our Annual Initiatives	Our 3 Year Success Outcomes
<p>Goal 4a Finance Effectively manage fiscal responsibilities to maximize resources for the benefit of our learners.</p>	<p><i>Our board will:</i></p> <ol style="list-style-type: none"> 1. Set the budget to ensure effective allocation and use of funds. 2. Meet all financial reporting requirements. 3. Review policies according to Policy Review Schedule. 4. Actively fundraise to support school property and environmental developments. 5. Resource initiatives and programmes that will optimise teaching and learning opportunities. 	<p><i>Our fiscal responsibilities will ensure that:</i></p> <ol style="list-style-type: none"> 1. Financial expenditure is well managed by the Board and Management to achieve optimum results. 2. Audit reports are completed within timeframes each year with minor recommendations. 3. Financial policies are reviewed using the schooldocs 3 year review schedule in consultation with the community. 4. Ministry financial deadlines are met within timeframes. 5. The school invests in developments that enhance the educational, physical and wellbeing requirements of our students.
<p>Goal 4b Property Create an attractive, modern school environment that enables effective teaching and learning to be accessed by all learners.</p>	<p><i>Our board will:</i></p> <ol style="list-style-type: none"> 1. Identify property upgrades that are required to support social, physical and learning needs. 2. Undertake legislative and 5 YA requirements to keep interior and exterior property well maintained and safe. 3. Support new initiatives that improve our school property and environment. 4. Create an attractive environment for working and playing in. 5. Apply for grants to upgrade and /or enhance the playground and school environment. 6. Upgrade the Assets Register. 	<p><i>Our property management will be effective in that:</i></p> <ol style="list-style-type: none"> 1. All property is well maintained, developed and modernised. 2. 5 YA property plan is robust ensuring that property and the infrastructure to support this, meet all requirements. 3. The budget enables both annual maintenance and long term property developments to be undertaken. 4. Property policies are reviewed using schooldocs annual and 3 year review schedule, in consultation with the community. 5. Successful grant applications fund initiatives such as shade sails, landscaped gardens and Junior playground.
<p>Goal 5 Health & Safety Provide a physically safe, high quality environment that supports the emotional, social and physical needs of our learners.</p>	<p><i>Our board will</i></p> <ol style="list-style-type: none"> 1. Use Schooldocs to manage our Health & Safety policy review cycle and conduct community consultation related to these. 2. Ensure Health & Safety legislative requirements are undertaken including recording /acting upon identified hazards and conducting electrical testing of appliances. 3. Ensure that Biennial Health Programmes due to be taught this year are undertaken i.e. Sexuality and EOTC programmes. 4. Educational programmes support the health and wellbeing of our students. 	<p><i>Our Health and Safety practices will include:</i></p> <ol style="list-style-type: none"> 1. Health & Safety policies annually reviewed by the community using the 3 year review schedule. 2. Legislative requirements are competently undertaken and within reasonable timeframes. 3. Bi-annual programmes are undertaken in consultation with the community. 4. An emotionally secure environment that promotes a sense of wellbeing and citizenship. 5. The wellbeing and health and safety of our students, teachers, board members and community is monitored and supported.



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NAG 1 Our Learners Goal 1 Empower lifelong learners.	3 Year Success Outcome: <i>Our learners will competently demonstrate Active Learner Skills, Competencies and Qualities that will support them to be successful lifelong learners. When they leave our school as year 6 graduates they will be able to:</i> <ol style="list-style-type: none"> 1. Articulate and take responsibility for their own learning. 2. Apply the skills and attitudes of successful learners. 3. Collaborate, reflect and learn from their mistakes. 4. Monitor their own achievement and success at an appropriate level. 5. Successfully contribute to the communities in which they belong. 6. Competently demonstrate their citizenship and R.I.D.E values 				
Initiatives 2019-2021	Annual Plan Key Actions 2019	Responsibility	Timing / Budget	Effective Practice Outcomes	Evidence of Outcomes
1.1 Understand and apply the Active Learner Skills* to develop their agency as learners. *Learning Centred Spaces (LCS) Active Learner Skills: Bronze, Silver and Gold Level (Bek Galloway).	All learners will start developing their personal Active Learner Skills at Bronze* level. These skills include: <ul style="list-style-type: none"> • Making good choices between options • Finding what they need quickly • Settling to a task and limiting distractions • Getting tasks completed within set timeframes • Following class routines *Some learners may be ready for Silver Level during the year.	Bek Galloway (LCS facilitator) Students Teachers Principal Parents	Terms 1 – 4 2019 Budget OPS Curriculum	Active Learner Skills By the end of the year 100% of yr 1 – 6 learners are working at either LCS Bronze or Silver Level. Bronze Level 90% school-wide Silver Level 10% school-wide Gold Level 0% school-wide	Student self management behaviours are evident. Students can articulate their Active Learner Skills . Teacher planning and assessment. School-wide data. Professional Development undertaken.
1.2 Learners will confidently demonstrate the Active Learner Competencies* to enhance collaboration within an Innovative Learning Environment (ILE). *Active Learner Competencies: Critical Thinking & Problem Solving Creativity Collaboration LCS 4 Communication LCS 1,2,3,5	All learners will actively participate in lessons to develop their Active Learner Competencies . Communication – how will I work effectively as an individual within an ILE? LCS 1 Talking Skills (embed) LCS 2 Thinking Skills(embed) LCS 3 Questioning Skills (new learning) Collaboration – how will I work effectively with others within an ILE? LCS 4 Collaborating Skills (embed) LCS 5 Managing Themselves is covered under Active Learner Skills. NB. Learning Centred Spaces (LCS) Bek Galloway.	Students Teachers Principal Parents Bek Galloway (LCS facilitator)	Terms 1 – 4 2018 - 2019 Budget OPS Curriculum	Active Learner Competencies. 70% of learners can confidently demonstrate the communication competencies and describe how these help their learning. LCS 1 Talking Skills Think Crews Think Pair Share First Next Finally LCS 2 Thinking Skills Ida Ideas Benny Sunshine Judge Critical	Students can articulate their Active Learner Competencies . Classroom visuals school-wide. Teacher planning and assessment. School-wide data gathered. Professional Development undertaken.
1.3 Learners will strengthen their engagement in learning by developing their Active Learner Qualities* . *Curiosity Innovation Persistence Adaptability Social & Cultural awareness	Active Learner Qualities (2020 start date) In 2020 the foci quality of <i>Innovation</i> will be introduced to students through: Science, Technology and Digital Curriculum. 2019 trial initiatives such as Active Play Based Learning (yr 0 – 4) and Passion Projects (yr 5 – 6) may also support the introduction of some of the Active Learner Qualities . Learning may be undertaken through class, school and community settings. Measures to capture student voice will need to be developed prior to 2020.	Students Teachers Principal Parents	Terms 2 – 4 2020 Budget OPS Curriculum	Active Learner Qualities <i>In 2020:</i> Data to measure engagement towards learning will be gathered.	Trial classroom programmes in 2019. Professional Development undertaken in preparation for 2020 implementation. Staff meeting minutes.



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NAG 3 Personnel Goal 2 Build a collaborative and innovative teaching team.	3 Year Success Outcome: Through an inquiry approach teachers trial and promote learning opportunities that support our learners to achieve ongoing success within a collaborative Innovative Learning Environment (ILE).				
Initiatives 2019-2021	Annual Plan Key Actions 2019	Responsibility	Timing / Budget	Effective Practice Outcomes	Evidence of Outcomes
2.1 Teachers will undertake professional learning to enable the implementation of the Active Learner Skills * school-wide. * Learning Centred Spaces (LCS) Bek Galloway.	Professional Development undertaken with Bek Galloway (January 2019) to increase teacher knowledge of Bronze (Stage 1), Silver (Stage 2), Gold (Stage 3) levels of student agency (Change Management). Develop Active Learner Skills rubrics school-wide. Introduce Bronze Level Active Learner Skills to learners. Trial and monitor student progress and achievement / parent voice and adjust delivery as required. Review each term and in term 4 plan 2020 actions.	<i>Facilitator:</i> Bek Galloway Teachers Principal	January 2019 Terms 1 – 4 2019 Budget OPS PD & Curriculum	Bronze Level rubrics for each year level are developed by teachers and introduced to student learners.	Students can demonstrate and articulate their Active Learner Skills achievements. Student progress records. Teacher planning and assessment gathered. Professional Development undertaken. PD budget. Reporting to the board.
2.2 Teach the Active Learner Competencies * within a responsive Innovative Learning Environment (ILE) to support learners to achieve their potential. *Active Learner Competencies: Critical Thinking & Problem Solving LCS 6,8,9 Creativity LCS 7 Collaboration LCS 4 Communication LCS 1,2,3,5	Undertake Stage 2 Professional Development to upskill teacher knowledge in Active Learner Competencies (Change Management). Design implementation plan for the Active Learner Competencies and success criteria to measure progress and achievement. Actively teach the Active Learner Competencies each term. Communication – how will we work effectively as individuals within an ILE? LCS 1 Talking Skills (embed) LCS 2 Thinking Skills (embed) LCS 3 Questioning Skills (new learning 2019) Collaboration – how will we work effectively with others within an ILE? LCS 4 Collaborating skills(embed) Monitor progress every 3 weeks at staff meetings / reset achievement milestones. <i>End of each term:</i> Set the goals for the next term including the next LCS steps: LCS 5 to be introduced as part of Active Learner Skills .	<i>Support facilitator:</i> Bek Galloway Principal Teachers	January 2019 Across Tm 1 – 4 2019 Implement Monitor Review Budget OPS PD & Curriculum	All teachers have implemented LCS 1,2 & 4 Active Learner Competencies into their class programmes 2018 - 2019. All teachers have introduced LCS 3 into their 2019 class programmes. LCS 1- 4 are evident in teaching plans with classroom visuals to support these. Staff / team meeting minutes record collaborative LCS discussions and next steps. Evidence gathered through teacher observations and student voice from target student groups using cohort year levels 2,4 and 6. N.B.Tm 3, 2018 first year baseline data of our Active Learner Competencies gathered from teacher appraisal observations and student voice yr 1 - 6.	Students can demonstrate and articulate their Active Learner Competencies with growing confidence. Teacher planning, teaching and assessment. Professional Development undertaken. PD budget. School-wide data gathered on progress. Reporting to the board.

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Initiatives 2019-2021	Annual Plan Key Actions 2019	Responsibility	Timing / Budget	Effective Practice Outcomes	Evidence of Outcomes
<p>2.3 Strengthen teacher capabilities through inquiry to develop Active Learner Qualities* in our learners.</p> <p>*Curiosity Persistence Innovation Adaptability Social and Cultural awareness</p>	<p>All teachers will actively seek new learning through participation in 2019 Professional Development. This will include developing innovative classroom practice that underpin Active Learner Qualities through: LSC Active Learners (January + during the year) Digital Curriculum (all teachers) (Jan Hols – tm 2) Working in a collaborative ILE (January workshop) – develop a teaching ILE Code of Practice for teachers. SHINE yr 1 – 4 teachers (all year)</p> <p>All teaching staff will participate in our collaborative school wide initiative to develop Active Learners Skills, Competencies and Qualities in our learners.</p> <p>Professional Development to develop Innovation into classroom programmes may include some teachers undertaking trials in classroom and / or school-wide programmes: Play Based Learning Project Learning STE(A)M Concept Curriculum Mindfulness Matanga Project SHINE Digital Curriculum</p>	<p>Lead facilitators: Bek Gallacher Lynne Silcock Mark Sweeney Joy Allcock</p> <p>Principal Deputy Principal Teachers</p> <p>Lead Teachers Teachers External providers</p>	<p>Tm 1 – 4(embed) Tm 1 - 2 (new) Tm 1 (new) 2019</p> <p>Tm 1 - 4 2019 (develop)</p> <p>Tm 1 2019-Tm 2 2020</p> <p>Budget OPS PD & Curriculum Community Grants – SHINE MOE PLD fund</p>	<p>Planning and teaching indicates new initiatives being integrated in classroom practice. Active involvement in collaborative discussions.</p> <p>Minutes from on-going staff / team / PD workshops record key inquiries undertaken.</p> <p>Each teacher will undertake their own learning inquiries and share their findings with the team. Lead teachers report on new initiatives to inform decisions about future teaching initiatives for 2020 and 2021.</p>	<p>Planning and teaching indicates new pedagogical practice being undertaken. Teachers can articulate what the Active Learner Qualities look like in practice.</p> <p>Minutes from meetings. Professional development undertaken.</p> <p>Personal inquiries and trials documented and shared with the team.</p>
<p>2.4 Implement innovative initiatives to progress target learners, including Māori and Pasifika.</p>	<p>Teachers will implement the following initiatives designed to support the progress of target students such as: ALiM yr 3 – 6 (Mathematics) SHINE yr 1 – 3 (Literacy) Ongoing inquiry into effective school assessment trials. All teachers will be further upskilled to use our new SMS system i.e. BEAGLE and develop their data analysis skills including using size effect data (Hattie) which can ascertain the effect of their teaching strategies on student outcomes leading, to improved teacher practice.</p>	<p><i>Lead teachers:</i> ALiM SHINE BEAGLE</p> <p>Teachers Principal</p>	<p>Term 1 – 4 2019</p> <p>Budget OPS PD Community Grants- SHINE Curriculum & SMS budgets</p>	<p><i>All teachers / curriculum leaders can use BEAGLE effectively i.e. Plan / implement programmes. Load/access data on BEAGLE. Track/report on progress using student profile information. Share BEAGLE student profiles with some parents. Discuss how they are using size effect data to inform and develop their practice.</i></p>	<p>School-wide data is loaded onto SMS BEAGLE.</p> <p>Teachers can view, analyse and discuss how they use data to support teaching and learning.</p>



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Initiatives 2019-2021	Annual Plan Key Actions 2019	Responsibility	Timing / Budget	Effective Practice Outcomes	Evidence of Outcomes
<p>3.1 Strengthen connections and relationships with our parents and whānau to enable them to more effectively support their children as learners.</p>	<p>Review current connections and relationship protocols that support our children as learners from our 3 key stakeholder groups – parents, learners and teachers:</p> <ul style="list-style-type: none"> • Identify how the school currently supports parents/learners to support their children as learners? • What do our parents / learners need? Together, what could we do better? Compare this information to that of the teaching team. Where are the similarities / outliers? How can we improve? • Use this information to update current protocols to better support our stakeholders – share these with stakeholder groups. <p>Building Learning Partnerships</p> <ul style="list-style-type: none"> • Teachers upskilled - read 'Building Genuine Learning Partnerships with parents' (ERO National Report, 2018) to identify how we can work more successfully with parents to support their children as learners. • Develop a Learning Partnership framework which takes into consideration: <ul style="list-style-type: none"> More frequent parent / teacher meetings Building strategies for parents to support learners Sharing children's progress just-in-time More opportunities for parent input and knowledge to be shared Inviting parents to see learning in action Sharing timely assessment including SMS data, teacher observations Valuing and including input from the student as a learner. 	<p>Principal Deputy Principal Teachers Parents Learners' voice Ethnic groups' voice Māori/Pasifika voice BoT</p> <p>Principal Deputy Principal Teachers</p> <p>DP (Lead Teacher) Principal Lead Teacher Teachers Parents Students</p>	<p>Tm 1 - 2 2019</p> <p>Tm 3 – 4 2019</p> <p>Tm 3 – 4 2019</p> <p>OPS Budget Curriculum incl. Community Initiatives</p>	<p>Stakeholder voice used to inform future support initiatives that will enable parents to better support their children as learners.</p> <p>N.B. Information gathered must clearly capture the voice of Māori, Pasifika and other ethnic groups.</p> <p>'Learning Partnership' draft framework developed by Lead Teacher using community feedback, ready for implementation in 2020.</p>	<p>Phone calls / emails Home visits Parent Surveys Meetings minutes Student voice</p> <p>Lead Teacher 'Learning Partnerships' Action Plan Panui #3 Building Genuine Partnerships Draft Framework developed with support from consultation groups.</p>

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Initiatives 2019-2021	Annual Plan Key Actions 2019	Responsibility	Timing / Budget	Effective Practice Outcomes	Evidence of Outcomes				
3.2 Develop active engagement and commitment within our school community.	<p>Develop Māori community engagement and commitment within our school whānau and community</p> <ul style="list-style-type: none"> Develop teaching team / lead Māori kaiako relationships through the joint review of current kaupapa protocols (2018) and their development: <ul style="list-style-type: none"> What do we do well? What could we drop? What we need to develop? How will we achieve this? <p><i>Include:</i> Powhiri protocols, school waiata, and karakia, investigate our school's name - Rewa Rewa or Rewarewa, translate our vision statement "Learning for Life Together" into Māori for key school documents and other visuals, assist with further development of mihi for principal, teachers and students.</p>	<p>Deputy Principal Māori kaiako Principal Teachers Students Key stakeholders Local iwi</p>	<p>Tm 4 2018 – Tm 4 2019</p>	<p>Rewa Rewa School kaupapa protocols reviewed and updated with key stakeholders.</p>	<p>Minutes of meetings. Discussion groups. Surveys. Māori Kaiako support is strongly evident.</p>				
	<p>Community consultation</p> <ul style="list-style-type: none"> What support is needed from our Māori families to be more engaged? Use a range of ways to gather this information including direct conversations, hui and online surveys. 					<p>Deputy Principal Māori kaiako Principal BoT</p>	<p>Tm 2 2019</p>	<p>Powhiri protocols to welcome visitors to our school are embedded in our school culture.</p>	<p>Powhiri protocols developed and embedded. School name and visuals include correct Māori wording. All students and teachers can confidently recite their mihi.</p>
	<p>Future Developments</p> <ul style="list-style-type: none"> To support wider iwi connections and a sense of identity, explore ideas suggested by our kaiako to develop marae connections in 2020. 					<p>Deputy Principal Māori kaiako Principal Interested stakeholders</p>	<p>Tm 3 2019</p> <p>OPS Budget Curriculum Advertising & Marketing Fundraising Koha fund</p>	<p>Baseline data gathered to measure current levels of engagement.</p>	<p>Meetings held. Data gathered to inform future developments.</p>
				<p>Key stakeholders will create a noho marae proposal for the community to consider.</p>	<p>Meetings held with key stakeholders. Draft plan formulated for community feedback.</p>				



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Initiatives 2019-2021	Annual Plan Key Actions 2019	Responsibility	Timing / Budget	Effective Practice Outcomes	Evidence of Outcomes
3.3 Foster a strong 'Sense of Belonging' by enhancing the connections between ourselves and our wider community.	<p>Develop 'Sense of Belonging' within our school community</p> <ul style="list-style-type: none"> Review what we currently do as a community to encourage a 'Sense of Belonging' (Whanaungatanga) in our community. Investigate our hunch - how many of our families are actively involved in our school community and feel that they belong? Monkey Survey / Well Being survey for Learners. Use this information to develop initiatives designed to grow our community's 'Sense of Belonging' 2019 - 2020. <p>Strengthen our 'Sense of Belonging' within our school:</p> <ul style="list-style-type: none"> Every class will undertake a community service action to make a positive difference within our school environment. <p>Develop connections with those outside our school community:</p> <ul style="list-style-type: none"> Strengthen partnerships with sporting, business and education groups within our local community i.e. Easyswim; local ECC and schools; Rotary programmes; WCC citizenship programme; sporting groups such as touch rugby and cricket; local Community Centre. Review and update 'Transition to School' protocols for New Entrants. Develop new Enrolment Scheme documentation and protocols. 	<p>Principal Deputy Principal Teachers Parents Learners.</p> <p>Key stakeholders' group Principal Deputy Principal</p> <p>Teachers Students Parent helpers</p> <p>Principal Teachers Board Community groups Local paper</p> <p>Junior lead teacher ECC staff Principal Office Manager BoT</p>	<p>Tm 4 2018</p> <p>Tm 2 2019</p> <p>Tm 3 - 4 2019</p> <p>Tm 3 2019</p> <p>Tm 1 – 4 2019</p> <p>Tm 2 – 3 2019</p> <p>Tm 4 2018- Tm 1 2019</p> <p>OPS Budget Curriculum</p>	<p>Baseline data gathered to measure our learners' 'Sense of Belonging'.</p> <p>Baseline data gathered to measure our community's 'Sense of Belonging' through participation in events.</p> <p>Initiatives developed ready for 2020 implementation.</p> <p>Class initiatives undertaken within the school.</p> <p>Partnerships database established and updated during the year.</p> <p>Transition to School' protocols updated ready for 2020 implementation.</p> <p>Enrolment Scheme information developed and shared in key publications.</p>	<p>Survey designed - data gathered and analysed.</p> <p>Draft document developed ready for community consultation.</p> <p>Initiatives shared with our community.</p> <p>Connections actively built and strengthened.</p> <p>Draft document developed. Board minutes.</p> <p>Board minutes. Local newspaper adverts for ballots.</p>

REWA REWA SCHOOL 2019 – 2021 3 YEAR MEASURES



STRATEGIC GOAL 1: Empower lifelong learners.

INITIATIVES 2019-2021	2019 MEASURES	2020 MEASURES	2021 MEASURES	3 YEAR MEASURE
<p>1.1 Learners will understand and apply the Active Learner Skills* to develop their agency as learners</p> <p>*Bek Galloway – Learning Centred Spaces (LCS)</p> <p>Active Learner skills: Bronze Level Silver Level Gold Level</p>	<p>Active Learner Skills By the end of the year 100% of yr 1 – 6 learners are working at either LCS Bronze or Silver Level. Baseline data collected. Expected levels: Bronze Level 90% school-wide Silver Level 10% school-wide Gold Level 0% school-wide</p>	<p>Active Learner Skills By the end of the year yr 1 – 6 learners will be able to describe the Active Learner level they are working at and can demonstrate the skills that they have mastered: Bronze Level 70% school-wide Silver Level 20% school-wide Gold Level 10% school-wide</p>	<p>Active Learner Skills By the end of the year yr 1 – 6 learners will be able to describe the Active Learner level they are working at and can demonstrate the skills that they have mastered: Bronze Level 50% school-wide Silver Level 30% school-wide Gold Level 20% school-wide</p>	<p>All learners are able to successfully demonstrate Active Learner Skills appropriate to their learning level* i.e. Bronze Silver Gold *Refer to LCS Levels for a more detailed description of each level.</p> <p>Each year 10 - 15% of our students will always be new to our school, therefore at the start of their journey as an Active Learner.</p>
<p>1.2 Learners will confidently demonstrate the Active Learner Competencies* to enhance collaboration within an Innovative Learning Environment (ILE).</p> <p>*Critical Thinking & Problem Solving LCS 6,8,9 Creativity LCS 7 Collaboration LCS 4 Communication LCS 1,2,3,5</p>	<p>Active Learner Competencies. 70% of learners can confidently demonstrate the Communication and Collaboration competencies and describe how these assist their learning. Baseline data collected. LCS 1 Talking Skills Think Crews Think Pair Share First Next Finally</p> <p>LCS 2 Thinking Skills Ida Ideas Benny Sunshine Judge Critical</p> <p>LCS 4 Collaborating Skills</p> <p>N.B. LCS 5 incorporated within Active Learner Skills.</p>	<p>Active Learner Competencies 80% of learners can confidently demonstrate the Communication and Collaboration competencies and describe how these assist their learning. LCS 1 Talking Skills Think Crews Think Pair Share First Next Finally</p> <p>LCS 2 Thinking Skills Ida Ideas Judge Critical Benny Sunshine Keri Caring</p> <p>LCS 3 Questioning Skills</p> <p>LCS 4 Collaborating Skills</p>	<p>Active Learner Competencies 90% of learners can confidently demonstrate the Communication and Collaboration competencies and describe how these assist their learning. LCS 1 Talking Skills Think Crews Think Pair Share First Next Finally</p> <p>LCS 2 Thinking Skills Ida Ideas Judge Critical Benny Sunshine Keri Caring</p> <p>LCS 3 Questioning Skills</p> <p>LCS 4 Collaborating Skills</p>	<p>90% of learners can confidently demonstrate the Active Learner Competencies* 1 – 4 appropriate to their year level and describe how using these assists them as a learner.</p> <p>*Refer to LCS 'The Road to an LCS Culture' for a more detailed description of each Active Learner Competency.</p>
<p>1.3 Learners will strengthen their engagement in learning by developing their Active Learner Qualities*. Curiosity Persistence Innovation Adaptability Social and Cultural awareness</p>	<p>Not measured this year as teachers learn how to successfully introduce innovative strategies to their programmes and develop ways in which learner engagement can be measured.</p>	<p>Baseline data to measure levels of engagement when Innovative programmes are introduced will be gathered and reviewed using a target cohort group of students.</p>	<p>Growth in engagement and attitude towards innovative learning opportunities will be tracked and compared to 2021 data using the 2020 target cohort group of students.</p>	<p>Up to 30% of improved growth in engagement towards learning can be seen between 2020 and 2021.</p>



STRATEGIC GOAL 2: Build a collaborative and innovative teaching team.

INITIATIVES 2019-2021	2019 MEASURES	2020 MEASURES	2021 MEASURES	3 YEAR MEASURE
<p>2.1 Teachers will undertake professional development to enable the implementation of the Active Learner Skills*school-wide.</p> <p>* Learning Centred Spaces (LCS) Bek Galloway.</p>	<p>Active Learner Skills By the end of the year the Bronze Level rubrics have been developed and introduced to all year 1 – 6 student learners.</p> <p>Some learners in yr 4 - 6 may be able to progress to Silver Level.</p>	<p>Active Learner Skills By the end of the year either Bronze, Silver or Gold rubrics have been introduced to our learners at the appropriate year level. Expected levels for each cohort group: Yr 0 - 3 100% working at Bronze Level Yr 4 - 6 80 % working at Bronze Level 20 % working at Silver Level Some learners in yr 5 - 6 may be ready to progress to Gold Level.</p>	<p>Active Learner Skills By the end of the year either Bronze, Silver or Gold rubrics will have been introduced to our learners at the appropriate year level. Expected levels for each cohort group: Yr 0 - 3 100% working at Bronze Level Yr 4 - 6 70 % working at Bronze Level 20 % working at Silver Level 10% working at Gold level</p>	<p>All teachers regularly offer opportunities for the Active Learner Skills (appropriate to the year level that they teach).to be demonstrated by their students,</p> <p>Note: Each year new arrivals will always begin at entry Bronze Level.</p>
<p>2.2 Teach the Active Learner Competencies* within a responsive Innovative Learning Environment (ILE) to support learners to achieve their potential.</p> <p>*Problem Solving LCS 6,8,9 Creativity LCS 7 Collaboration LCS 4 Communication LCS 1,2,3,5</p>	<p>Active Learner Competencies All teachers are using LCS 1 & 2 Active Learner Competencies in their classroom programmes. All teachers have introduced LCS 3 & 4 into their classroom programmes.</p> <p>Baseline evidence gathered through teaching observations and student voice i,e target students from cohort year levels 2,4 and 6:</p>	<p>Active Learner Competencies LCS 1-4 are evident in teaching plans with classroom materials supporting this.</p> <p>Evidence gathered through teaching observations and student voice indicates that 80% of students are able to confidently articulate and demonstrate LCS 1-4 appropriate to their year level expectations.</p>	<p>Active Learner Competencies LCS 1-4 are evident in teaching plans with classroom materials supporting this.</p> <p>Evidence gathered through teaching observations and student voice indicates that 90% of students are able to confidently articulate and demonstrate LCS 1-4 appropriate to their year level expectations.</p>	<p>All teachers teach the Active Learner Competencies to their learners using the LCS 1-4 appropriate to year level expectations.</p> <p>Note: Each year new arrivals will always begin at entry level and may not have mastered LCS 1-4.</p>
<p>2.3 Strengthen teacher capabilities through inquiry to develop Active Learner Qualities* in our learners. Curiosity Persistence Innovation Adaptability Social and Cultural awareness</p>	<p>Teachers use research / readings / PD to support trialling innovative initiatives in their classrooms. The information shared between the team will be used to inform decisions when developing the 2020 innovative teaching initiatives to engage learners through innovation.</p>	<p>Teachers will develop a baseline with which to measure learner engagement and motivation through Active Learner Qualities initiatives. Decisions and direction adjustments made for 2021.</p>	<p>30% growth measured in learner engagement and motivation from the previous year. Decisions and direction adjustments made for 2022.</p>	<p>Growth of at least 30% in student engagement and motivation for learning can be attributed to Active Learning Qualities initiatives.</p>
<p>2.4 Implement innovative initiatives to progress target learners, including Māori and Pasifika.</p>	<p>All teachers are able to use BEAGLE to inform and develop their evaluation practice with target students. Decisions and direction adjustments made for 2020.</p>	<p>All teachers are able to use size effect data to inform and develop teaching strategies designed to progress student learning. Decisions and direction adjustments made for 2021.</p>	<p>All teachers are using a researched initiative such as SHINE, ALiM, Play Based Learning aimed to progress student learning. Decisions and direction adjustments made for 2022.</p>	<p>All teachers confidently share evidence of how new pedagogical learning is enhancing their learning and teaching.</p>

REWA REWA SCHOOL 2019 – 2021 3 YEAR MEASURES



STRATEGIC GOAL 3: Strengthen genuine partnerships with our whānau and community.

INITIATIVES 2019-2021	2019 MEASURES	2020 MEASURES	2021 MEASURES	3 YEAR MEASURE
<p>3.1 Strengthen connections and relationships with our parents and whānau to enable them to more effectively support their children as learners.</p>	<p>Current connections and relationship practices in our school have been reviewed with key community groups to provide a baseline from which to measure future growth against.</p> <p>New Learning Partnership framework developed.</p>	<p>Feedback gathered from the community on initiatives undertaken during the year and used to form a baseline from which to measure progress.</p> <p>New Learning Partnership initiative trialled with some parents of target students in yr 1 - 6. Feedback used to support 2021 direction.</p>	<p>Parent feedback shows 30% growth in parent support between 2020 and 2021 for our partnership initiatives.</p> <p>Target student Learning Partnership initiative to increase the number of parents and yr 1 – 6 students on the programme. Review at the end of year. Decisions and direction adjustments made for 2022.</p>	<p>30 % growth in parent engagement to demonstrate more effective connections and relationships.</p> <p>Learning Partnership framework developed to strengthen support for parents and their children as learners.</p>
<p>3.2 Build active engagement and commitment from those within our school community.</p>	<p>Baseline data gathered to measure Māori parents' engagement within our school community.</p>	<p>Data gathered shows 30% growth in our Māori parent engagement within our school community.</p> <p>Baseline data gathered to measure ESOL parents' engagement within our school community.</p>	<p>Data gathered shows 50% growth in how engaged our Māori parents feel within our school community.</p> <p>Data gathered shows 30% growth in ESOL parents' engagement within our school community.</p>	<p>Evidence shows that there is growth parents' engagement within our school community.</p>
<p>3.3 Foster a strong 'Sense of Belonging' by enhancing the connections between ourselves and our wider community.</p>	<p>Community 'Sense of Belonging' data is gathered from key stakeholders to form a baseline to measure future growth in the key areas of.</p> <ol style="list-style-type: none"> 1. Participation in school events. 2. Class community initiatives <p>'Transition to School' procedures updated ready for 2020 implementation.</p>	<p>Data gathered from key stakeholders shows that participation from our school community has grown in support by 30% for:</p> <ol style="list-style-type: none"> 1.School events and initiatives. 2.Class and local community initiatives. <p>'Transition to School' procedures are introduced.</p>	<p>Data gathered from key stakeholders shows that participation from our school community has grown in support by 50% for:</p> <ol style="list-style-type: none"> 1.School events and initiatives. 2.Class and local community initiatives. <p>'Transition to School' procedures are embedded.</p>	<p>Evidence supports that most families within our school believe they have developed their connections with the school and local community as a result of key initiatives undertaken over the last 3 years.</p> <p>'Transition to School' procedures are updated in 2019 ready to be introduced in 2020.</p>

REWA REWA SCHOOL 2019 - 2021 STRATEGIC PLAN



NAG 4 Finance Goal 4a Effectively manage fiscal responsibilities to maximize resources for the benefit of our learners.		3 Year Success Outcome Financial expenditure is well managed each year by the Board and Management to achieve optimum results.			
Initiatives 2019-2021	Annual Plan Key Actions 2019	Responsibility	Timing / Budget	Effective Practice Outcomes	Evidence of Outcomes
4.1 Every Year Set budgets to ensure effective allocation and use of funds. Monitor and evaluate expenditure. Meet all financial reporting requirements.	Set the budget Review budget spending at regular BOT meetings. Ensure office procedures are in place to meet all financial reporting requirements in a timely way. Include recommendations for new expenditure such as koha for Kapa Haka tutors, cultural events such as powhiri and innovations such as Play Based learning and ILE furniture. Monitor impact of RTLB onsite on our financial income and expenditure.	Principal BOT Principal BOT Accountant Office Manager School Auditors	Terms 1- 4 Budget 5 YA / 10 YR plan Acct fees Auditor fees	By November each year the principal will present the board with the draft budget for the following year. Monthly reports by the principal to the BOT. Pre each BOT meeting the principal / acct.will meet. Weekly financial meetings between the office manager / principal. Regular checks on key OPS / curriculum balances provided to the principal by the office manager. Prepare all documentation in a timely manner for the auditors – November and May reviews.	BOT acceptance of the budget before End of Year. BOT minutes /minutes of meetings between stakeholders. Financial documentation incl monthly P &L, bank balances and statements, financial reports, bank balances. Accountant to load the new budget in January. Auditor’s documentation. Acct and office manager meetings.
4.2 Review policies according to Policy Review Schedule.	Undertake Assurance and Review of policies as determined by schooldocs, and ASC schedules.	Principal BOT Acct Auditor	Terms 1 - 4 Budget n/a	Assure and Review policies as required	BOT minutes. Review documentation. Schooldocs & ASC Policy Review schedules.
4.3 Actively fundraise to develop the school environment.	H & S will submit grant applications for priority areas e.g. shading, playground, fencing, new uniforms etc.	Principal Lead IT teacher Norrcom IT provider Outside experts BOT H & S fundraising committee	Terms 1 – 4 Fundraising Grants OPS IT grant BOT budget	A priority wish-list for property and equipment enhancements will guide H & S grant applications. Grant applications to be overseen by BOT Grants sub committee.	BOT minutes. H & S meetings. Grant applications. Purchase of equipment / resources.
4.4 Support financial equity in education.	BOT will find ways to actively support equity in education caused by financial hardship e.g. camp fees sponsorship.	BOT Principal	Terms 1 – 4 BOT budget Community Donations	Students who would not have been able to afford access to educational programmes / resources are supported by our board and community.	Donations recorded. Recipients assisted. BOT minutes.

REWA REWA SCHOOL 2019 - 2021 STRATEGIC PLAN



NAG 4 Finance		3 Year Success Outcome			
Goal 4a Effectively manage fiscal responsibilities to maximize resources for the benefit of our learners.		Financial expenditure is well managed each year by the Board and Management to achieve optimum results.			
Initiatives 2019-2021	Annual Plan Key Actions 2019	Responsibility	Timing / Budget	Effective Practice Outcomes	Evidence of Outcomes
4,5 Operate and develop the swimming pool as a financially independent and sustainable business that can operate throughout the school year.	The BOT Pool Committee will continue to meet each term to progress agreed upon actions. Complete WCC end of year pool usage report. Investigate cost and viability of installing cover between changing rooms and pool hall. Develop community use of the pool complex.	Pool subcommittee (Caretaker, Board Chair and Principal) BOT Ashbys WCC	Terms 1 – 4 Grants Sponsorship Easyswim pool rental Fundraising OPS – pool property budget	The BOT and Easyswim will work in partnership to continue to develop the pool as a financially viable and actively used facility by our school, Easyswim and the local community. Solar power savings will be monitored. Dental clinic property development by Easyswim.	Pool committee mtg minutes. Easyswim partnership. Pool financial accounts. Caretaker log book. Work undertaken on the pool complex. Sponsorship / grants applications. Reporting to WCC documentation. Community events. Easyswim development of the dental clinic. Fundraising ventures e.g. triathlon. Solar Power output.
4.6 Ongoing review of financial systems and processes by the accountant / principal / office manager.	The principal and accountant will work together to effectively manage the school's finances, systems and processes.	Principal Accountant Office Manager BOT Auditor	Accountant and Principal meet prior to each BOT meeting with additional meetings as required OPS Grant	The principal and accountant will hold regular financial meetings. The BOT will receive accurate and full financial reports at each meeting.	Financial documentation such as P & L, Balance sheet, financial report. BOT minutes. Discussions and meetings. Bank statements and balances. Budget.
4.7 Development of our ILE environment.	Regularly monitor our OPS Grant to ensure that any expenses attributed to the Wgtn RTLB are as per our host school agreement. Principal and RTLB manager to undertake regular termly meetings to discuss all obligations, especially financial, as per our host school contract. Upgrade classroom furniture and fittings to support ILE programme and learning. RTLB property upgrade completed.	Principal Board MOE property advisors Capital Works advisor Architects Contractors RTLB MOE Resource Team	Terms 1 – 4 OPS Resourcing budget RTLB upgrade – MOE budget School 5YA budget	Closely monitor the impact on our budget and resources as a RTLB host school. Finding additional funding for school furniture and fixtures / fittings may impact on the school's finances due to this initiative. All additional costs attributed to the RTLB will be brought to the attention of RTLB / MOE Resourcing as required. Re-establishment of library in woodwork room and ASC venue as well as Whero block, junior toilets, technicraft room and top field carpark for 21 cars to be developed by MOE for RTLB use. Develop hall kitchen and storage facilitated for ASC use when current facilities are decommissioned.	Property minutes and discussions with all stakeholders. BOT minutes. Community newsletters / discussions / meetings / Open Day / Powhiri. Property plans. Accounts and invoices especially for electricity, heating and water. OPS Grant. BOT minutes. MOE Resourcing and Capital Works correspondence .



REWA REWA SCHOOL 2019 - 2021 STRATEGIC PLAN

NAG 4 Finance		3 Year Success Outcome			
Goal 4a Effectively manage fiscal responsibilities to maximize resources for the benefit of our learners.		Financial expenditure is well managed each year by the Board and Management to achieve optimum results.			
Initiatives 2019-2021	Annual Plan Key Actions 2019	Responsibility	Timing / Budget	Effective Practice Outcomes	Evidence of Outcomes
4.8 Resource IT development to support teaching and learning.	The principal and lead IT teacher will apply for IT grants designed to assist with developing hardware / software / infrastructure.	Principal Lead IT teacher Norrcom IT provider Outside experts BOT	Terms 1 – 4 Fundraising Grants OPS IT grant BOT budget	The IT strategic action plan will be updated for 2019 so that learning intentions are supported by our infrastructure and software.	2019 elearning action plan IT BOT reports Norrcom technical support BOT and H & S meetings Purchase of IT equipment / resources
4.9 Follow 5YA Capital Improvements and 10YR Property Plan	Exterior buildings repainted in 2019. *Existing 5YA funds have been used by the ministry for the RTLB upgrade. No funds available until 2020.	Principal BOT MOE Ashbys Contractors	Jan hols - Term 1 5 YA Plan 10 YR Plan MOE Capital Works funding	The principal, board chair and Ashbys will meet mid year to review the 5 YA / 10 YR property plan in preparation for 2020 funding.	Exterior of school painted BOT minutes / budget Caretaker minutes 5 YA and 10 YA plans

REWA REWA SCHOOL 2019 - 2021 STRATEGIC PLAN



NAG 4 Property Goal 4b Create an attractive, modern school environment that enables effective teaching and learning to be accessed by all learners.		3 Year Success Outcome To have an attractive, highly functioning school environment that supports effective teaching and learning.			
Initiatives 2019-2021	Annual Plan Key Actions 2019	Responsibility	Timing / Budget	Effective Practice Outcomes	Evidence of Outcomes
4.10 Upkeep of the banks and grounds. Develop playground painted markings. Upgrade the fence boundaries.	The school grounds will be cleared of gorse / dead wood within the immediate school grounds. Applications made for MOE fencing modification due to Health and Safety hazards. Develop playground mks.	BOT Principal Caretaker Contractors	Term 1, January holidays OPS Repairs and Maintenance budget Grants / fundraising MOE property	The caretaker, principal and BOT will take all reasonable steps to continue to keep the key areas within the school property clear of gorse and dead wood.	BOT minutes. Budget. Caretaker minutes. Quotes. Discussions. Environment looks attractive.
4.11 Upgrade the Adventure Playground and shade options Develop Junior Adv playground to support Play Based Learning programme.	Upgrade / extend the Adventure Playground. Plans for Junior Adventure Playground to be undertaken so that development work can begin.	Principal BOT Caretaker H & S parent fundraising committee Playground Creations Contractors	January hols – Term 4 Fundraising Grants Repairs and Maintenance	The H & S committee will actively seek grants and fundraise to improve and / or extend our existing Adventure Playground facilities.	Discussions. Adventure Playgrounds. Student and community voice. Grant applications. Meetings / minutes.
4.12 Initiate process of managing the playground concrete hazard as identified by ERO.	The BOT to continue to investigate how to finance playground concrete hazards as identified by ERO.	Principal BOT	Terms 1 – 4 Fundraising Sponsorship Property maintenance	The BOT along with Ashbys' Property Managers will continue to investigate possible solutions to this property issue.	BOT minutes. Quotes. Caretaker meeting minutes. Hazards removed. Grants.
4.13 Exterior Painting of school Enhance exterior of buildings artwork	Exterior of buildings to be repainted. Pre prep work undertaken. Window hinges replaced and rot removed. Artwork to continue.	Principal BOT Painting contractor /Ashbys MOE Capital Works Caretaker	January holidays -Tm 1 hol. Budgeted annually 5 YA plan MOE Capital Works (leaky bldg. budget)	The exterior of the school will be prepped and painted. MOE to undertake responsibility for rotten cladding in Admin Block.	BOT minutes. Exterior painting completed. Budgets / repair purchases.
4.14 Student toilet upgrades to be undertaken once the RTLB development has been completed.	New ventilation New cistern / hot water Install junior toilets Decommission Kowhai toilet block*Re-lino all toilets 2020	Principal BOT Caretaker Contractors	Terms 1 – 2 Investment and Repairs and Maintenance accounts 5 YA plan	Ex senior toilet block to be recommissioned for juniors. Kowhai toilet block to be used for office files storage.	BOT minutes. Toilets / windows/vents upgraded. Budgets.
4.15 Top field carpark developed for RTLB use. Lower carpark re-assigned for Rewa Rewa teachers / RTLB drop off zone.	Monitor parking once the carpark is open and RTLB are onsite – may need to install barrier arms. Lower carpark to be repainted.	Principal BOT MOE Capital Works team Newlands Childcare Centre RTLB	January – Term 2 MOE capital works budget	RTLB, staff and NCC carparks will be used to keep local street parking free for the community to use. Lighting installed for night use.	BOT minutes. Carparks – Upper and Lower are functional. Community complaints records.

REWA REWA SCHOOL 2019 - 2021 STRATEGIC PLAN



NAG 4 Property Goal 4b Create an attractive, modern school environment that enables effective teaching and learning to be accessed by all learners.		3 Year Success Outcome To have an attractive, highly functioning school environment that supports effective teaching and learning.			
Initiatives 2019-2021	Annual Plan Key Actions 2019	Responsibility	Timing / Budget	Effective Practice Outcomes	Evidence of Outcomes
4.16 Set up new library areas: Junior yr 0 – 4 collection Senior yr 5 – 6 collection Librarian’s workroom	Woodwork room stripped, services recommissioned ready for Junior library. Fit out with autex, shelving, repaint walls and install wifi capability. Investigate installing new lino or carpet. Set up book collections. Upgrade library Access It system and re-establish librarian’s workroom.	Principal BOT Caretaker Librarian IT support Contractors	January – Term 4 Library Budget Librarian additional hours for set up Repairs and Maintenance budget School investments account	New library will be re-established. Student collection to be stored so that it can be rotated during the year in the 2 library zones.	BOT minutes. Caretaker minutes. Librarian minutes. Budgets. New library areas fully functional. Excess book collection stored for easy access / rotation.
4.17 Redevelop Staffroom Resource room Teacher/librarian room Cooking Technicraft room	Re-establish staffroom, Teacher room, resources and cooking room. Purchase items such as oven, cooking utensils, furniture.	Principal BOT Caretaker Teachers Contractors	Terms 1 – 4 Furniture Budget Library Budget IT Budget Curriculum Budget	New locations redeveloped and fully operational.	BOT minutes Caretaker minutes Budget New areas developed and fully operational.
4.18 Assets Register kept updated.	Major update of register urgently required as a result of RTLB upgrade. Locate and update records for all assets in term 1 ready for auditor.	Principal Caretaker Office Manager Accountant Auditor	Terms 1 – 4 Budget for labelling device	Asset Register updated and accurate. All items labelled. All decommissioned items (2018 RTLB upgrade) removed from the register.	Asset Register updated Assets located and labelled Communications between accountant, office manager and auditor. Meeting minutes with caretaker.
4.19 Garden and Environment development.	Continue to develop our gardens/ shade areas through Garden Club and community work parties. Investigate bike track for top field. Purchase new outside bins. Paint outdoor seating. Paint marker line on tree near field steps. Purchase a shed/container for storage of resources such as musical inst.	Principal Caretaker BOT Volunteers Contractors	Terms 1 – 4 Property and Repairs & Maintenance Budgets. Investment accounts. Community Grants. Fundraising.	Charitable grant applications successfully made. Exterior art, playground and shade areas developed and maintained.	Grants paperwork. Fundraising. Budget. BOT minutes. H & S minutes. Principal / Grants co-ordinator minutes.



REWA REWA SCHOOL 2019 - 2021 STRATEGIC PLAN

NAG 4 Property Goal 4b Create an attractive, modern school environment that enables effective teaching and learning to be accessed by all learners.		3 Year Success Outcome To have an attractive, highly functioning school environment that supports effective teaching and learning.			
Initiatives 2019-2021	Annual Plan Key Actions 2019	Responsibility	Timing / Budget	Effective Practice Outcomes	Evidence of Outcomes
4.20 Classroom furniture upgraded to support teaching and learning.	Upgrade classroom furniture to support ILE and Play Based Learning programme – begin in junior area. Develop long term purchasing plan.	Principal BOT Caretaker Teachers / students Furniture providers	Terms 1 – 4 OPS Furniture Budget including MOE 5 YA remaining allowance.	Classroom furniture will be replaced and upgraded to support teaching and learning requirements.	BOT minutes. Budget. Classroom furniture upgraded.
4.21 Fire & Alarm systems. IT hardware / software upgraded.	New Server installed. Transfer files to cloud based including office drive. Datamaster upgrade of fibre cabling completed. Refresh website information. Seesaw & Hapara to support student online learning. SMS Beagle data development. Continue to implement new devices purchasing plan. IT recharging cabinets developed for all classrooms. New data projector installed. Set up new alarms and bell systems.	Principal BOT Ashbys ReDesign DataMaster Alliance Fire Systems MOE Capital Works & Property Advisor	Terms 1 – 4 MOE Capital Works budget School IT budget Parent Activity fees	New IT installations will be completed. Server, googledrive, cloudbased and wifi connections will be reliable and functioning. Student learning will be captured and shared with parents online. New server will provide greater security for school files / banking against online hacking. New fire and alarm system will support lockdowns, emergency communication.	BOT minutes. Emergency drills and records. Hazard Register updated and reported on to BOT. Caretaker minutes. Property Budget. Community communication.
4.22 Maintain and upgrade pool facilities i.e. solar energy, walkways and signage as funding becomes available.	Investigate lean-to between pool and changing rooms. Rot to be replaced on D.Clinic steps. Easyswim to develop internal areas. Pump room upgrade / chemical storage upgrade.	Principal BOT Caretaker Easyswim Contractors WCC (grant requirements)	Terms 1 – 4 Pool Budget Grants	Pool repainted. Exterior buildings repainted. Solar energy output monitored. Community usage of the pool.	Pool sub-committee minutes. Easyswim documentation including hazards register. Swimming Programme.



REWA REWA SCHOOL 2019 - 2021 STRATEGIC PLAN

NAG 5 Health & Safety Goal 5 Provide a physically safe, high quality environment that supports the emotional, social and physical needs of our children.		3 Year Success Outcome The health and wellbeing of our students and those within our community is nurtured and developed within a safe environment.			
Initiatives 2019-2021	Annual Plan Key Actions 2019	Responsibility	Timing / Budget	Effective Practice Outcomes	Evidence of Outcomes
5,1 Every year undertake surveys to evaluate school community health and wellbeing.	Use 2018 teacher and student NZCER Wellbeing survey results to improve areas that indicated actions required. Undertake mid and end of year surveys to ascertain progress and new areas of concern.	Principal BOT Teachers Students Parent community	Term 1 Terms 1 – 4 Terms 1 and 3 No Budget required	Undertake NZCER teacher and student Wellbeing surveys and gather community voice throughout the year to determine current Health & Safety areas of concern as well as positive results.	Student and Teacher NZCER online. Wellbeing surveys. Staff meetings. BOT minutes. Community participation in reviews and policy submissions. Online / paper survey results.
5.2 Electrical testing	Due to RTLB upgrade all electrical testing / labelling will need to be updated by the caretaker.	Caretaker Principal BOT	Terms 1 – 4 OPS Grant	The caretaker will undertake annual testing of all electrical appliances and report back to the principal.	All devices labelled/dated. All electrical devices tested – non compliant devices either repaired or disposed of from the Assets Register. BOT minutes / Caretaker minutes
5.3 Continue to implement Health & Safety legislative requirements including reporting /acting on identified hazards. Emergency preparedness initiatives undertaken such as food kits, parent communication and school evacuation drill. Regular evacuations / drills undertake – lockdown, fire and earthquake.	Undertake a whole-school emergency evacuation to test our new systems and procedures. Train staff to use new lockdown alarm system for emergency drills. Update emergency documents to support these changes. Update Easyswim on emergency procedures. Conduct regular emergency drills for fire, EQ and lockdown.	Principal Office Manager Teachers Principal Office Manager Teachers ASC supervisor & assistants Easyswim team Principal ASC supervisor	Term 3 No budget required Terms 1 – 4 No budget required Terms 1 – 4 No budget required	The principal and ASC supervisor will undertake regular emergency drills at different times of the day / week in each term. The principal, office manager and adult personnel will all take responsibility for keeping their students safe in an emergency. Individual emergency kits not gathered yet. Class kits updated. Hazards identified and actions recorded on Hazard's register with steps taken to eliminate these within a reasonable timeframe.	Emergency drill records. BOT minutes. New emergency drills wall displays throughout the school. Staff induction – new alarm system. Class emergency kits updated. Wall displays in place. Emergency plans printed off / held in key areas for easy access. Student emergency kits*. Newsletter, Facebook and website Emergency documentation and policies. Civil Defence supplies checked. *To be reviewed by BOT in 2019 as to whether this is still appropriate.

REWA REWA SCHOOL 2019 - 2021 STRATEGIC PLAN



NAG 5 Health & Safety		3 Year Success Outcome			
Goal 5 Provide a physically safe, high quality environment that supports the emotional, social and physical needs of our children.		The health and wellbeing of our students and those within our community is nurtured and developed within a safe environment.			
Initiatives 2019-2021	Annual Plan Key Actions 2019	Responsibility	Timing / Budget	Effective Practice Outcomes	Evidence of Outcomes
5.4 Use Schooldocs to manage our policy review schedules and community consultation related to these policies.	The BOT will use the schooldocs review schedule, governance & ASC schedules to regularly Assure and Review all policies.	BOT Principal Staff Community	Terms 1 – 4 Schooldocs budget	All policies will be regularly assured / reviewed within a 3 year cycle	Schooldocs. BOT minutes. Community consultation. Staff minutes.
5.5 Biennial Health Programme Community Consultation (N.B. Differs from schooldocs schedule)	Next due 2020, Term 2. Our Curriculum Health Programme will be reviewed this year by the community. This year we will be putting actions in place as a result of our 2018 Wellbeing survey information.	Principal BOT	Term 2, 2020	A Monkey Survey will be sent to all families as part of our consultation on the health programmes that we offer. Results will be published and teachers will incorporate the recommendations into their programmes.	Community consultation. Health Statement (2018). Wellbeing Student survey yr 3- 6. BOT minutes. Staff minutes. Planning.
5.6 EOTC programme 2019	4 day camp at Forest Lakes for all yr 5 & 6 students. EOTC week for yr 1 – 4.	Principal Deputy Principal Teachers BOT EOTC providers	Term 1, 2019 Family charge BOT & private donations PE Curriculum budget	All students will have the opportunity to participate in an EOTC programme. Legislative and Health & Safety requirements undertaken.	Camp programme for Forest Lakes. EOTC planning for yr 1 – 4 programme at school. BOT minutes. Community communication.
5.7 Biennial Sexuality Education programme 2019	Year 5 – 6 students.	Deputy Principal Principal	Term 3, 2019	Most students will participate in the Sexuality Education programme.	Community consultation Parent consent forms Programme planning
5.9 Organise local community triathlon.	Work with Easyswim to organise 2019 triathlon.	Easyswim Triathlon committee	Term 3 or 4 (dependent on current property developments)	Health and Safety procedures put into place. Online banking for entrant fees. All actions minuted. Clear communication channels.	Local authorities and organisations notified. Meeting minutes. Course planning. Advertising and entrants' lists.



REWA REWA SCHOOL 2019 - 2021 STRATEGIC PLAN

NAG 6: Legislation (Legislation and Administration) Goal 6 Undertake legislative requirements each year to ensure that the school year and student attendance meet ministry requirements.		Year Success Criteria: Legislative assurances for the length of the school year and student attendance will be effectively administered each year.			
Initiatives 2019-2021	Annual Plan Key Actions 2019	Responsibility	Timing / Budget	Effective Practice Outcomes	Evidence of Outcomes
6.0 Length of School Year	Assurance	Principal BOT	Terms 1 & 4 No budget n/a	Board accepts principal's assurance that the length of the school year meets ministry legislative requirements	School year is published and reported to the community.
6.0 Student Attendance	Assurance	Principal BOT	End of each term No budget n/a	The principal reviews attendance at the end of each term and informs the board of trends / matters for attention and intended steps to be undertaken as required.	etap and MOE reports

POLICY REVIEWS AND AUDITS 2019 - 2021

REVIEW	Assurance	Consult	Submit	Update
Review the policy / procedure and advertise it to relevant stakeholders so they can also provide their feedback	Assure the board that proper steps and actions have been taken regarding the policy/procedure and that they are up to date.	Consult with the school community and adopt a statement about the consultation process / results.	Update your charter and forward to the Ministry. Prepare annual report for auditor.	No actions required this year – check 3 year schedule for when action is due.

REWA REWA SCHOOL 2019 – 2021 STRATEGIC PLAN



Governance Policies 2019-2021		Annual Plan Key Actions 2019	Responsibility	Timeframe/ Budget	Effective Practice Outcomes	Evidence of Outcomes
NAG 2: Governance Goal Assurances and Reviews for all governance policies in 2019 will be undertaken.		3 Year Success Outcome: Governance policies will be assured and / or reviewed within each 3 year policy cycle.				
6.1 BOT Roles & Responsibilities	Assurance Review Term 1	BOT	On election Term 1 Budget n/a	Assured annually Reviewed prior to each election	BOT minutes Board elections next due in 2019	
6.2 Trustee's Code of Behaviour	Assurance Review Term 1	BOT	On election Term 1 Budget n/a	Assured annually Signed by each BOT member Review prior to elections	BOT minutes	
6.3 Staff Trustee Role Description	Assurance Review Term 1	BOT	On election Term 1 Budget n/a	Assured annually Review prior to elections	BOT minutes	
6.5 Chairperson's Role	Assurance Review Term 1	BOT	On election Term 1 Budget n/a	Assured annually Review prior to elections	BOT minutes	
6.6 Relationship between BOT and Principal	Assurance Review Term 1	BOT	On election Term 1 Budget n/a	Assured annually Signed by principal and board chair Review prior to elections	BOT minutes	
2.1 Self Review and Documentation	Assurance Review date 2020	BOT Principal Staff Community	Budget n/a	Policy reviewed by school community Review prior to elections	BOT minutes Schooldocs review comments from the school and community Updates on policies	
2.2 Reporting to Parents	Assurance Review date 2021	BOT	Term 2BOT	Policy reviewed by school community	BOT minutes Schooldocs review comments from the school and community Updates on policies Reports to Parents	
2.3 School Planning & Reporting	Submit updated Charter and Strategic Goals. Community consultation undertaken in 2018.	BOT Principal Staff	Term 1BOT	Charter, Strategic Goals and Annual Report revised and updated annually	Charter and Strategic goals submitted to the MOE by 1 March and for July audit.	

See attached 2019 – 2021 annual and 3 yearly schooldocs policy schedules for all other policies. Governance Policies supported by Rewa Rewa School Governance handbook.

REWA REWA SCHOOL 2019 – 2021 STRATEGIC PLAN



NAG 2: Governance After School Care Policies Goal Assurances and reviews for all governance policies due in 2019 will be undertaken.		3 Year Success Outcome: After School policies will be assured and / or reviewed within each 3 year policy review cycle.			
After School Care Policies 2019-2021	Annual Plan Key Actions 2019	Responsibility	Timeframe/ Budget	Effective Practice Outcomes	Evidence of Outcomes
1.1-1.8 Operations Policies	Ministry of Social Welfare REVIEW Term 1 2019	BOT / community	Term 2 2020 BOT budget	Policies reviewed by the school community tri-annually.	BOT minutes ASC policy folders Community consultation
2.1-2.2 Staffing Policies	Ministry of Social Welfare REVIEW Term 1 2019	BOT / community	Term 1 2019 BOT budget	Policies reviewed by the school community tri-annually.	BOT minutes ASC policy folders Community consultation
3.1-3.3 Programme Policies	Ministry of Social Welfare REVIEW Term 1 2019	BOT / community	Term 3 2021 BOT budget	Policies reviewed by the school community tri-annually.	BOT minutes ASC policy folders Community consultation
4.1-4.11 Health & Safety Policies	Ministry of Social Welfare REVIEW Term 1 2019	BOT / community	Term 2-3 2019 BOT budget	Policies reviewed by the school community tri-annually.	BOT minutes ASC policy folders Community consultation
5.1-5.2 Financial Management Policies	Ministry of Social Welfare REVIEW Term 1 2019	BOT / community	Term 2 2021 BOT budget	Policies reviewed by the school community tri-annually.	BOT minutes ASC policy folders Community consultation
See attached After School Policy Review schedule for annual and 3 yearly reviews.					

Policies and Procedures Cycle of Review Schedule 2019

After School Care & Holiday Programme

ASC & Holiday Programme Policies	Review	Last Review Date	2018				2019				2020				2021			
			T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
1. Operation Policies																		
1.1 Enrolment Policy	Triennially	June 2017										*						
1.2 Limitation to Numbers Policy	Triennially	June 2017										*						
1.3 Children with Special Needs & Disabilities Policy	Triennially	June 2017										*						
1.4 Responding to Cultural Issues Policy	Triennially	March 2016					*											
1.5 Collection & Access to Children Policy	Triennially	March 2016					*											
1.6 Behaviour Management Policy	Triennially	May 2016					*											
1.7 Complaints Policy	Triennially	March 2016					*											
1.8 Confidentiality Policy	Triennially	May 2016					*											
2. Staffing Policies																		
2.1 Staffing Policy	Triennially	April 2018	*												*			
2.1a Staff Code of Behaviour (Appendix)	Triennially	April 2018	*												*			
2.2 Staff Appraisal Policy	Triennially	Sept 2016					*											
3. Programme Policies																		
3.1 Programme & Activities Policy	Triennially	Aug 2018			*												*	
3.2 Dual Use of School Facilities Policy	Triennially	Sept 2018			*												*	
3.3 Supervision Policy	Triennially	July 2018			*												*	
4. Health & Safety Policies																		
4.1 Missing Child Procedure	Triennially	July 2018		*												*		
4.2 Accident Procedures	Triennially	July 2018		*												*		
4.3 Emergency & Disaster Procedures	Triennially	July 2018		*												*		
4.4 Prevention of Child Abuse Policy	Triennially	June 2016						*										
4.5 Sun Safe Policy	Triennially	June 2016						*										
4.6 Animals on Grounds Policy	Triennially	June 2016						*										
4.7 Medical Conditions & Unwell Child Policy	Triennially	Sept 2016							*									
4.8 Hazardous Substances Policy	Triennially	Sept 2016							*									
4.9 Smoke Free Policy	Triennially	June 2016						*										
4.10 Food Safety Policy	Triennially	Sept 2016							*									
4.11 Trips Outside School Policy	Triennially	Sept 2016							*									
5. Financial Management Policies																		
5.1 Financial Management Policy	Triennially	Sept 2016		*												*		
5.2 Fees Policy	Triennially	Sept 2016		*												*		

