

Rewa Rewa School

Charter & Strategic Plan
2023 - 2025

Our Vision

Learning for Life
Together





REWA REWA SCHOOL STRATEGIC PLAN 2023 – 2025

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
Goal 1 Learners Empower lifelong learners NELP Objective 1 Priority 1 NELP Objective 1 Priority 2 NELP Objective 2 Priority 3 NELP Objective 2 Priority 4	<i>Learners will:</i> <ol style="list-style-type: none"> 1. Confidently apply the Active Learner Skills to support their academic success and engagement as learners. 2. Actively demonstrate their R.I.D.E. values and Key Competencies to develop life- long competencies that enable them to contribute to their community. 3. Build a strong sense of self, belonging and identity to confidently communicate and collaborate with others. 4. Develop lifelong strategies to support positive wellbeing. 	<i>Our learners are able to:</i> Articulate and take responsibility for their own learning. Apply the skills and attitudes of successful Active Learners. Collaborate, reflect and learn from their mistakes. Reflect on 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. Demonstrate G.E.M. skills that will build their wellbeing and resilience.
Goal 2 Personnel Build a collaborative, skilled and innovative teaching team NELP Objective 3 Priority 5 NELP Objective 3 Priority 6 NELP Objective 4 Priority 7	<i>Our teachers will:</i> <ol style="list-style-type: none"> 1. Undertake professional learning to grow our individual and collective capacity to become skilled Active Learners and mentors. 2. Be active role models who teach our R.I.D.E values and Key Competencies and model these within our school and community. 3. Support our diverse groups of learners to achieve to their potential, and have a strong belief in themselves. 4. Develop their teaching capacity through a quality Professional Growth Cycle (2023) programme. 	<i>Our teachers are able to:</i> Promote learning opportunities that support all learners to achieve ongoing success. Teach curriculum initiatives such as Learning through Play, The Resilience Programme, NZC Aotearoa histories, STEAM to build school-wide learner agency and wellbeing skills. Promote a positive, inclusive learning community for our diverse learners. Develop a localised curriculum and our culturally responsive capability. Provide opportunities for our learners to grow in confidence as they build their skills of negotiation communication, leadership and compassion. Undertake regular reflective practice that supports building their own success and talents as well as that of their students.
Goal 3 Community Strengthen genuine partnerships with our whānau and community NELP Objective 1 Priority 1 NELP Objective 1 Priority 2	<i>Together we will:</i> <ol style="list-style-type: none"> 1. Strengthen connections and partnerships with our parents and their whānau. 2. Develop active engagement and commitment from those within our community. 3. Foster a strong 'Sense of Belonging' by enhancing the connections between ourselves and our wider community. 	<i>Our community is able to:</i> Actively engage in home and school partnerships that will support all children to be successful lifelong learners. Promote a supportive, equitable and inclusive sense of belonging for all of our families. Effectively collaborate to support the wellbeing of those within our school and community. Actively participate in understanding and knowing about our local stories.

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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
Goal 4a Finance Effectively manage fiscal responsibilities to maximize resources for the benefit of our learners.	<i>Our board will:</i> <ol style="list-style-type: none"> 1. Set the annual 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 to optimise the promotion of teaching and learning opportunities. 	<i>Our fiscal responsibilities will ensure that:</i> <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. 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 needs of our students.
Goal 4b Property Maintain an attractive, modern school environment that enables effective teaching and learning to be accessed by all learners.	<i>Our board will:</i> <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 designed to improve our school property and environment. 4. Provide an attractive, purpose built school environment. 5. Apply for grants to upgrade and /or enhance the playground and school environment. 	<i>Our property management will be effective in that:</i> <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 effective shade; landscaped gardens; art work and development of the top field.
Goal 5 Health & Safety Provide a physically safe, high quality environment that supports the emotional, social and physical needs of our learners.	<i>Our board will</i> <ol style="list-style-type: none"> 1. Use Schooldocs to manage our Health & Safety policy review cycle and conduct community consultations. 2. Ensure Health & Safety legislative requirements are undertaken including recording /acting upon identified hazards. 3. Ensure that Biennial Health Programmes due to be taught are undertaken i.e. Sexuality and EOTC programmes i.e. 2023. 4. Educational programmes support the health and wellbeing of our students. 	<i>Our Health and Safety practices will include:</i> <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. Use the 2022 community Health Consultation to guide our actions in 2023. 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.



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"> Articulate and take responsibility for their own learning. Apply the skills and attitudes of successful learners. Collaborate, reflect and learn from their mistakes. Monitor their own achievement and success at an appropriate level. Successfully contribute to the communities in which they belong. Competently demonstrate their Active Learner skills and R.I.D.E values 				
Initiatives 2023-2025 <i>All learners will:</i>	Annual Plan Key Actions 2023	Responsibility	Timing / Budget	Effective Practice Outcomes	Evidence of Outcomes
1.1 Confidently apply our Active Learner Skills and RIDE values to support their academic success and engagement as learners.	<p>Each year all students will build their kete of Active Learner Skills (see separate doc) to support them to be successful learners. 10 of the 20 Active Learner skills will be actively taught and promoted each year. The Active Learner skills teach students to:</p> <ul style="list-style-type: none"> Take responsibility for using these skills to support their learning Reflect on themselves as learners Confidently articulate and engage when working with others <p><i>All students will actively demonstrate their understanding, and successful application of our R.I.D.E. values in everyday life (see visuals).</i></p> <p>Ongoing reflective practice and application of these values in everyday life, are a key element to this learning.</p>	<p>Teachers Students</p> <p>Staff Students Community</p>	<p>Tm 1 – 4</p> <p>Budget OPS Curriculum</p>	<p>Active Learner Skills (ALS) 80%* of yr 1 – 6 students can: Articulate why it is important to be an Active Learner. Identify their next steps as an ALS. Individual progress will be shared with parents each year. *New students to the school may need more time to achieve this measure. ALS are inclusive especially for Māori and Pasifika learners.</p>	<p>Students can confidently articulate what an Active Learner looks like. Students can actively apply their Active Learner Skills. Students regularly apply the four R.I.D.E. values to guide their actions as a role model within our school community. Student leaders (Peer Mediators and Student Leaders) will actively model our R.I.D.E. values.</p>
1.2 Build a strong sense of self, belonging and identity. Apply new learning with confidence and the curiosity to learn more.	<p>In 2023 students will explore own identity, diversity and develop a sense of belonging. Opportunities that support learning using the refreshed curriculum UKD model will include:</p> <ul style="list-style-type: none"> Understanding and knowing our local stories i.e. NZC Aotearoa Histories Applying our creative & critical thinking skills through innovative programmes i.e. Learning through Play (yr 1 – 3), STEAM / Enterprise (yr 4 – 6) programmes Developing our Te ao Māori language and tikanga in everyday practice 	<p>Students Teachers Principal Learning through Play STEAM / Enterprise NZC Histories Cultural Capability Kura Ahurea PLD</p>	<p>Tm 1 – 4</p> <p>Budget OPS Curriculum PLD</p>	<p>More than 80% of students can confidently share knowledge and understanding of our local stories such as through The Arts, writing or oral language. More than 80% of students are actively engaged in their learning during LTP / STEAM sessions. All students participate in class and school-wide tikanga to build their knowledge, understanding and sense of belonging.</p>	<p>Classroom programmes in 2023 will include exciting opportunities for learning through a range of contexts including: NZC Local Histories – Cultural Responsiveness Play Based Learning STEAM / Enterprise Te ao Māori and tikanga – Kapa Haka and through everyday practices.</p>
1.3 Develop lifelong strategies to support positive wellbeing.	<p>In 2023 we will implement the 2nd year of The Resilience Programme (TRP). This includes developing the attributes of Gratitude, Empathy, Mindfulness and Emotional Literacy</p> <p><i>All students will:</i> Participate in lessons to develop their knowledge and understanding about their own wellbeing. Develop effective strategies to support their response to everyday challenges that may impact positively / negatively on their wellbeing. Record and reflect on their learning progress in a wellbeing journal.</p>	<p>Students Teachers TRP leaders</p> <p>University of NSW – student data analysis</p>	<p>Tm 1 – 4</p> <p>Budget OPS Curriculum</p>	<p>80% of yr 1 – 6 students can talk about how they can use gratitude, empathy and mindfulness to support their wellbeing.</p> <p>Progress made from 2023 University of Melbourne data will be compared to 2022 data and shared with our community.</p>	<p>Weekly TRP class lessons and discussions / activities.</p> <p>Student Journals record ideas that enhance wellbeing..</p> <p>TRP student survey data is used to inform decisions about the choice of wellbeing lessons / current wellbeing status of our students.</p>



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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 2023-2025 <i>All teachers will:</i>	Annual Plan Key Actions 2023	Responsibility	Timing / Budget	Effective Practice Outcomes	Evidence of Outcomes
2.1 Undertake professional learning to grow our collective capacity to become skilled Active Learner and RIDE values role models and mentors.	20 Active Learner skills (ALS) will be taught and reported on using a two year cycle. Over 6 years, this cycle will be repeated 3 times, with higher expectation levels as students move to their next year level. Teachers will: <ul style="list-style-type: none"> Introduce 10 / 20 Active Learner Skills to all students in 2023. All students will learn how to monitor their own progress/ identify next steps as part of this process. Build parent knowledge of the Active Learner Skills e.g. investigate trialling how learners could apply these skills in a different context i.e. at home. Review mid / end of year to plan for 2024 actions. Actively teach the R.I.D.E values & Key Competencies each term to all students. 	Lead Teacher Teachers Principal Parents	Tm 1 – 4 implementation Budget OPS PD & Curriculum	All* students will receive mid- year and end of year reporting showing progress against the Active Learner Skills. Where possible, student voice will be included. *Students with special learning needs will receive a modified report. RIDE values celebrations and acknowledgements e.g. assembly certificates	Students actively demonstrate their Active Learner Skills achievements. Student voice. Teacher planning. In-house Professional Development undertaken. Reporting to the board. Reporting to parents. Parent engagement. Teachers and adults actively role model the R.I.D.E values.
2.2 Support our diverse groups of learners to achieve to their potential, and have a strong belief in themselves. Strengthen teacher capabilities through inquiry to develop Active Learner Qualities in our learners. Curiosity Persistence Innovation Adaptability Social and Cultural awareness	Teachers will attend 2023 Professional Development (PD) to upskill practice and improve student outcomes. New teachers will be upskilled in key initiatives either using in-house / external facilitators. <i>Key PLD 2023 initiatives:</i> Learning through Play yr 1 – 3 (in-house – 3 yrs PLD undertaken)) STEAM / Enterprise yr 4 – 6 (1 st yr of development) Curriculum Refresh – maths (1 st yr of development) The Resilience Project (Wellbeing) (2 nd year of implementation) Localised NZC Aotearoa Histories* (1 st yr using UKD model) Māori tikanga and language (review our approach) Structured Literacy (introductory understanding year only) Assessment – PACT reading and writing (put into practice) *External PLD will support the introduction of the new curriculum refresh UKD model into planning.	Lead facilitators: Principal DPs RTLB facilitator TRProject MOE PLD - Kura Ahurea Curric Refresh: Rob Proffit-Whiite(Maths) In-house experts PACT LTP STEAM	Tm 1 – 4 Budget OPS PD & Curriculum MOE PLD funding*	Planning and teaching indicates new initiatives are integrated into classroom practice. Active involvement in collaborative discussions. Minutes from on-going staff / team / PD workshops. As part of their Professional Growth and Development each teacher will participate in coaching and collaborative reflective discussions. Data gathered to measure student WB (TRP online survey via partnership with Melbourne University)	Planning and teaching indicates new pedagogical practice is supporting all learners especially ESOL, Māori (10ths Trust PLD) and Pasifika students. Teachers actively participate in professional discussions and decisions that support inclusive and cultural practice. Minutes from meetings. Reflective practice. Lead teachers undertake in-house PD with colleagues. Assessment and Reporting to parents ongoing review.



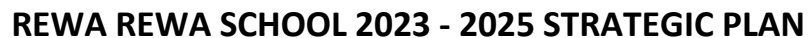
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Initiatives 2023-2025 <i>All teachers will:</i>	Annual Plan Key Actions 2023	Responsibility	Timing / Budget	Effective Practice Outcomes	Evidence of Outcomes
2.3 Develop their teaching capacity through a quality Professional Growth Cycle programme.	<p>All teachers will participate in a cycle of inquiry for their Performance Management cycle to grow their own professional practice and make a positive impact on student outcomes.</p> <p>As part of this professional growth teachers will reflect on their journey as a practitioner both individually and collaboratively so that effective outcomes can influence the practice of others.</p>	Principal Teachers Outside experts, workshops	Tm 1- 4 In-house PLD	Through regular reflection and collaborative, professional discussion teachers will grow in confidence as they explore the ongoing development and outcomes of their collective new practice.	<p>Regular dialogue – individual / group.</p> <p>Meeting minutes.</p> <p>Story hui used to share individual stories with others.</p> <p>Individual reflective blog of actions and outcomes.</p> <p>Confidence shown by teachers as they examine their practice and make changes.</p>



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NAG 3 Personnel Goal 3 Strengthen genuine partnerships with our whānau and community.	3 Year Success Outcome: Whānau will actively engage in ‘Home and School’ partnerships that support children to be successful learners and that promote active participation to help our school community thrive. Our shared R.I.D.E values will strengthen the concepts of manaakitanga (kindness), whanaungatanga (sense of family), ako (learning) and mahi tahi (welfare) to enhance these relationships and connections.				
Initiatives 2023-2025	Annual Plan Key Actions 2023	Responsibility	Timing / Budget	Effective Practice Outcomes	Evidence of Outcomes
3.1 Strengthen connections and partnerships with our parents and their whānau.	Teachers to work alongside parents and their children to support them to successfully access the curriculum. This should include: <ul style="list-style-type: none">Just-in-time whānau meetings to share children’s progress and next steps with parentsHelping to build the strategies that will enable parents to support their childrenOpportunities for parents to see learning in action and discuss what this looks likeShared, timely assessment including SMS data, teacher observations and student voiceValue and include input from the student as a learner. Understand the importance that engagement and enjoyment play towards success as learners, especially for Māori and Pasifika students.	Principal Deputy Principals Teachers Parents Learners’ voice Ethnic groups’ voice Māori/Pasifika voice Board	Tm 1 – 4	Use Meet the Teacher data to keep us informed about connections that have been made / those which need to be built.	Minutes from meetings List of 2023 Māori and Pasifika students and iwi/whanau to be shared with Lead Kaiako and teachers.
	Upskill parents through workshops and newsletters in the innovative educational practices that we are using to localise our curriculum:	<i>Involvement:</i> Principal Teachers Parents Students Outside facilitators: Kura Ahurea 2023 Cultural Capability facilitator + 10ths Trust Lead Teachers TRP (Wellbeing) Rob Proffit-White (Maths)	Tm 1 – 4	Stakeholder voice used to inform future support initiatives that will enable parents to better support their children as learners. N.B. Information gathered must clearly capture the voice of Māori, Pasifika and other ethnic groups.	Lead Kaiako to work with principal + our kaumatua to develop and strengthen connections with our whanau.
	Active Learner Skills				



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Initiatives 2023-2025	Annual Plan Key Actions 2023	Responsibility	Timing / Budget	Effective Practice Outcomes	Evidence of Outcomes	
3.2 Develop active engagement and commitment from those within our community.	Continue to strengthen Māori community engagement and commitment within our school whānau and community <ul style="list-style-type: none">New Lead kaiako in 2023 to assist with the review and development of Te Ao Māori @ Rewa Rewa school. Students, teacher, board and community voice to be gathered.Review our current kaupapa protocols and plan ongoing development. <i>Include:</i> Powhiri protocols, school waiata, and karakia and mihi for teachers, BOT and studentsContinued review of:<ul style="list-style-type: none">What we do wellWhat we could stopWhat we need to developHow to achieve thisTranslate our vision statement “Learning for Life Together” and other key documents such as our RIDE values, into Māori for key school documents and posters.Whole school immersion in Kura Ahurea PLD.	Lead Māori kaiako Kaumatua Principal Staff Students Key stakeholders Local iwi Local schools’ cluster	Tm 1- 4	New permanent appointment of a Lead kaiako for Te Ao Māori. Fixed term unit to support the mahi required by this role. A review of Te ao Māori (tikanga and protocols) will be undertaken throughout the year with key stakeholders. Whanau invited to hui during the year to help further develop the tikanga and protocols for our school. This will include our TOD in tm 2 where we further develop our Localised Curriculum.	Minutes of meetings. Discussion groups. Surveys. Lead teacher Māori kaiako development. New local stories mural installed on our hall – gifted from our kaumatua. TOD @ 10 th Trust, Petone – unpack UKD and NZC Histories - local stories upskilling for teachers. Share with our community.	
		Lead Māori kaiako Kura Ahurea facilitator/s			Tikanga protocols developed and embedded.	
		Māori kaiako Principal Board Staff / students Community		Tm 1- 4	Powhiri / mihi whakatau protocols to welcome visitors to our school are reviewed and embedded into our school culture.	By the end of the year most students and teachers are using te reo level 1 with confidence.
		Community consultation <ul style="list-style-type: none">Use our knowledge of what is needed from our Māori families to develop engagement and relationships to implement a range of ways to put ideas into action e.g. 1:1 conversations, hui / food, activities such as sports events and celebrations (Matariki), Board to continue to be upskilled and use correct tikanga at their meetings.Introduce and invite Māori voice within our new localised programme.	Māori kaiako Local iwi Principal Interested stakeholders Lead Māori kaiako Kaumatuta	OPS Budget Curriculum Advertising & Marketing Fundraising Koha funding	Baseline data gathered to measure current levels of engagement of Māori students.	Board members continue to upskill in basic Māori protocols for their meetings. School logo is translated into Māori and starting to appear on documentation. Stakeholder and community hui are held. Data gathered to inform future developments.



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NAG 3 Personnel Goal 3

Strengthen genuine partnerships with our whānau and community.

3 Year Success Outcome:

Whānau will actively engage in 'Home and School' partnerships that support children to be successful learners and that promote active participation to help our school community thrive. Our shared R.I.D.E values will strengthen the concepts of manaakitanga (kindness), whanaungatanga (sense of family), ako (learning) and mahi tahi (welfare) to enhance these relationships and connections.

Initiatives 2023-2025	Annual Plan Key Actions 2023	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 own school community through acts of manaakitanga, whanaungatanga, ako and mahi tahi. This will include:</p> <ul style="list-style-type: none"> Calendar of events / hui for our community such as Meet the Teacher, Matariki, Bike Project fundraisers Developing ways to support our whanau such as wellbeing / hauora group actions i.e. donating time / goods / financial assistance for families in crisis Assisting families to have equitable access to support their learning e.g. school stationery; school trips, sunhats New entrant pre visit parent meetings with principal / Junior team leader + school transition visits. Opportunities for our community to learn about the past and present knowledge of our local iwi and marae as well as Māori stories that pertain to the Newlands area. <p>Develop our Community Engagement by developing connections outside our school community:</p> <ul style="list-style-type: none"> New Board to attend local cluster NZSTA PD (end of 2022 -Te Tiriti o Waitangi - undertaken) Staff to attend tm 1 powhiri @ local marae to welcome new members to Newlands (undertaken) Principal and Kaumatua to attend yr 6 leavers powhiri @ NIS in tm 1 (undertaken) Inter-schools Sports Day within the Newlands cluster Participate in Refresh Maths PLD for Newlands Principals; cluster group – termly meetings LSC, RTL, SLT, Spec Ed connections developed Strengthen partnerships with sporting, business and education groups within our local community i.e. Easyswim; local ECC centres and schools; Rotary programmes; WCC citizenship & Enviro programmes; sporting groups; local Community Centre; enviro groups e.g. Waste Warriors; 10ths Trust & Kura Ahurea PLD facilitators & their links, epor8, EOTC groups, Mathswell, Otago Maths and University of Melbourne (TRP). Junior team leader to continue to oversee local ECC / primary school cluster meetings throughout the year. 	<p>Principal Deputy Principals Teachers Parents Learners</p> <p>Key stakeholders' group Principal Deputy Principals Kura Ahurea LSC facilitators ORS teacher</p> <p>Teachers Students Parent helpers Key lead parents</p> <p>Principal Teachers Board Community groups Local paper</p> <p>Deputy Principals ECE staff Principal Office Manager Parents Board</p>	<p>Tm 1 – 4</p> <p>OPS Budget Curriculum PD MOE PLD Donations & gifts</p> <p>Tm 1 – 4</p>	<p>Baseline data gathered to measure our community's 'Sense of Belonging' through participation in events.</p> <p>Initiatives implemented into 2023 diary e.g. Tm 1 Meet the Teacher and hui gatherings.</p> <p>Initiatives undertaken within the school e.g. mural opening, trip to our local marae Nga Hau e Wha o Papararangi</p> <p>Open communication between home and school to encourage dialogue / support needs as they occur</p> <p>Partnerships established and updated during the year.</p> <p>Junior DP to facilitate Transition to School' network meetings.</p> <p>Senior DP to facilitate NIS transitions to school in tm 4</p> <p>New enrolments welcomed to our school and supported on arrival. Pre-start meetings encouraged.</p>	<p>Community consultation and support undertaken using a range of methods e.g. Hauora group / gift packages Covid support if required Transport to / from school etc.</p> <p>Surveys designed to gain data about our community and then net steps undertaken e.g. camp 2023.</p> <p>Actively plan 2023 regular hui for groups such as Māori, Pasifika and ESOL</p> <p>Initiatives developed with community support e.g. working bees, PTP.</p> <p>Connections actively built and strengthened between key stakeholders.</p> <p>Meeting minutes.</p> <p>Enrolment packs contain updated transition information from Junior DP.</p>



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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 2023-2025	Annual Plan Key Actions 2023	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 Board meetings. Include expenditure such as koha for cultural events such as powhiri and professional development. Ongoing monitoring of the impact of RTL on onsite on our financial income and expenditure. Consider new impacts on our budget: Covid funding in 2023 Under-resourcing of staff new collectives such as TA, support staff and librarian.	Principal Board Principal Board 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 Board. Prior to each Board meeting the principal / acct.will meet. Regular financial meetings between the office manager / principal. Regular checks on key OPS / curriculum balances provided to the principal by the office manager and acct. Prepare all documentation in a timely manner for the auditors – November and May reviews.	Board acceptance of 2023 budget at first meeting in February. Board 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 early February. 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 Board policies.	Principal Board Acct Auditor	Terms 1 - 4 Budget n/a	Assure and Review policies as per our policy review schedules for schooldocs and Board.	Board minutes. Review documentation. Schooldocs & Board Policy Review schedules.
4.3 Actively fundraise to develop the school environment.	Board and committees will submit grant applications for priority areas e.g. shade, environment beautification, top d=field development etc.	Principal Outside experts Board H & S fundraising committee	Terms 1 – 4 Fundraising Community Grants Board budget	A priority wish-list for property and equipment enhancements will guide Board + H & S grant applications. Grant applications to be overseen by Board Grants co-ordinator.	Board minutes. H & S / other committees' meetings. Grant applications. Purchase of equipment / resources. New shade installations'. Fundraise for top field development.
4.4 Support financial equity in education.	Board actively supports equity in education and where financial hardship is a concern, assistance will be considered e.g. Covid costs, school stationery, lunches.	Board Principal	Terms 1 – 4 Board budget Community Donations	Students who would not have been able to afford access to educational programmes / resources are supported by our board and community.	Fundraising undertaken by parents. Donations recorded. Recipients assisted. Board minutes. Active advertising for 'friends of the school' to make financial donations

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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 2023-2025	Annual Plan Key Actions 2023	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.	Regular meetings with Easyswim to determine ongoing maintenance and upgrade of the pool facilities in 2023.	Pool subcommittee (Caretaker and Principal – board member as required) Board Property Manager	Terms 1 – 4 Grants Sponsorship Easyswim pool rental Fundraising OPS – pool property budget	The Board and Easyswim will continue to work in partnership to continue to develop the pool as a financially viable asset to be used by our school, Easyswim and the local community. Solar power savings will support this property asset. Joint pool complex developments by Easyswim / Rewa Rewa school.	Pool committee mtg minutes. Easyswim partnership. Pool financial accounts. Caretaker log book. Work undertaken on the pool complex. Sponsorship / grants applications. Community events. Fundraising ventures e.g. community swimming events. 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 Board 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 Board will receive accurate and full financial reports at each meeting.	Financial documentation such as P & L, Balance sheet, financial report. Board minutes. Discussions and meetings. Bank statements and balances. Budget.
4.7 Monitor new RTLB Host school obligations. (new Lead school contracted at end of 2022)	Regularly monitor our OPS Grant to ensure that expenses attributed to RTLB are as per our host school agreement. Principal and RTLB manager to undertake regular termly meetings to discuss ongoing obligations.	Principal Board RTLB manager Caretaker	Terms 1 – 4 OPS Resourcing budget RTLB upgrade – MOE budget School 5YA budget	Monitor the impact on our budget and resources as a RTLB host school. Additional costs attributed to the RTLB will be brought to the attention of RTLB / MOE-resourcing as required.	Ongoing partnership with RTLB manager. RTLB / school meeting minutes. Accounts and invoices especially for OPS electricity, heating and water – claim back overspend in 2022 expenses for electricity/water/gas. Board minutes.
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 Board	Terms 1 – 4 Fundraising Grants OPS IT grant Board budget	The IT strategic action plan will be updated for 2023 so that learning intentions are supported by our infrastructure and software.	2023 elearning action plan. IT Board reports. Outside technical support. Board minutes. Grant applications to Hutt Mana Trust. Purchase IT equipment / resources.
4.9 Implement new 5YA Capital Improvements and 10YR Property Plan	Implement 5 YA and 10 YR property developments to continue i.e. field steps, drainage, gutters, classroom 5 extension.	Principal Board MOE property advisor IR Group property manager Contractors	5 YA & 10 YR Plan NB Funding increased from the last 5YA funding due to RTLB legitimate use of space + 1 off MOE grant.	The principal, board chair, MOE property advisor have meet to assign the 5 YA / 10 YR property tasks for 2022.	Student toilets upgrade due 2023. Drainage lower field / gutters upgrade/bank steps due 2023. Outside shade areas developed. Steps to top field upgrade due 2023. Top field development continuing.

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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 2023-2025	Annual Plan Key Actions 2023	Responsibility	Timing / Budget	Effective Practice Outcomes	Evidence of Outcomes
4.10 Upkeep the banks and grounds.	Gorse / dead wood clearance throughout the year within the immediate school grounds to continue.	Board Principal Caretaker Contractors	Holiday periods to avoid spraying / cutting when students are in the grounds. OPS Repairs and Maintenance budget Grants / fundraising MOE property	The caretaker, principal and Board will take all reasonable steps to continue to keep the key areas within the school property clear of gorse and dead wood.	Board minutes. Budget. Caretaker minutes. Quotes. Environment looks attractive.
4.11 Continue to develop outdoor play areas and provide shade options.	Shade areas developed. Outside seating improved.	Principal Board grants co-ordinator Caretaker H & S fundraising External Contractors	Fundraising Grants tm 1 - 4 Repairs and Maintenance	The H & S committee will actively seek grants and fundraise to improve shading around the school.	Grant applications and funding. Meetings / minutes. Shade areas developed.
4.12 Reduce playground surface hazards.	5 YA development of new gutter covers to be completed 2023.	Principal Board MOE Property Managers	Terms 1 - 4	The BOT and Property Manager work together to complete this property task. The funding for this project has been approved.	Board minutes. Caretaker meeting minutes. Project Manager minutes. Hazards will be removed. MOE funds allocated to this work.
4.13 Artwork in our environment	Exterior artwork plan to be developed and instigated.	Principal Board Caretaker	Throughout the year OPS grant - property Community grants Koha budget	The school exterior artwork will be kept up to a good standard throughout the year. New artwork installed-hall mural.	Board minutes. New artworks will be installed e.g. hall mural (local story). Budgets / repair purchases.
4.14 Assets Register kept updated.	Keep Asset Register updated with new purchases/ removals and labelled assets stored in assigned rooms. RTLB undertake their own register.	Principal Caretaker Office Manager Accountant Auditor	Terms 1 – 4 Budget for labelling device	Asset Register updated and accurate throughout the year. All items labelled. Decommissioned items removed from the register.	Asset Register updated annually Assets located and labelled Communications between accountant, office manager and auditor. Meeting minutes caretaker/Office.
4.15 Gardens and Outdoor Environment.	Continue to develop our gardens. Stage 1 top field Bike track to be completed. Stages 2 & 3 fundraising.	Principal Caretaker Board Volunteers Contractors	Terms 1 – 4 Property Budgets Investment accounts Community Grants Fundraising	Charitable grant applications successfully made. Exterior garden and shade areas developed and maintained. Top field development undertaken. Outside seating to be developed.	Top field sub-committee minutes. Community / contractors. Budget. Board minutes. Grants/fundraising documentation.



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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 2023-2025	Annual Plan Key Actions 2023	Responsibility	Timing / Budget	Effective Practice Outcomes	Evidence of Outcomes
4.16 Classroom furniture upgraded to support teaching and learning.	Upgrade classroom and office furniture to support ILE and work requirements. Develop long term purchasing plan.	Principal Board Caretaker Teachers / students Furniture manufacturers	Terms 1 – 4 OPS Furniture Budget	Classroom and office furniture will be replaced and upgraded to support teaching and learning requirements as required.	Board minutes. Budget. Classroom furniture purchases undertaken for yr 4 – 5 (6 tables), 55 chairs. Old furniture disposed of.
4.17 Maintain and upgrade pool facilities as funding becomes available.	Pump room upgrade / chemical storage upgrade to be maintained.	Principal Board Caretaker Easyswim Contractors	Terms 1 – 4 Pool Budget Grants Easyswim financial input	Pool repainting to be completed as required. Solar energy output monitored. Community usage of the pool increased.	Pool sub-committee minutes. Easyswim documentation including hazards register. Swimming Programme. Community open days.



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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 2023-2025	Annual Plan Key Actions 2023	Responsibility	Timing / Budget	Effective Practice Outcomes	Evidence of Outcomes
5,1 Every year undertake surveys to evaluate school community health and wellbeing.	Use 2023 The Resilience Project (TRP) Wellbeing online survey results for yr 4 – 6 / hardcopy survey yr 1 - 3 to improve areas that indicate actions required for 2023.	Principal Board Teachers Students Parent community	Term 1 yr 1 - 6 No budget required for survey but TRP programme/journals costs are attributed to our budget costs.	Undertake TRP student yr 4 – 6. Wellbeing survey (in association with University of Melbourne). Continue to gather community voice throughout the year to determine current Health & Safety areas of concern as well as positive ratings.	TRP wellbeing online survey. Staff meetings. Board minutes. Community participation in reviews and policy submissions. Online / paper survey results. Online Covid Lockdown information
5.2 Electrical testing	Electrical testing to be undertaken during the year.	Caretaker Principal Board	Term 1 holidays and then as required OPS Grant – hire of testing machine + caretaker hours.	The caretaker will undertake annual testing of all electrical appliances and report back to the principal. Last undertaken January 2022 holidays.	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 parent communication and school evacuation drill. Regular evacuations / drills undertake – lockdown, fire and earthquake.	<p>No whole-school emergency evacuation practice is planned for schools in Newlands 2023.</p> <p>Check emergency posters are on display. Lockdown inst to be kept out of community view.</p> <p>Conduct termly emergency drills for fire, EQ and lockdown (as per MOE guidelines).</p> <p>Keep Covid systems / documentation updated ready to action if required.</p>	<p>Principal Office Manager Teachers</p> <p>Principal Office Manager Teachers ASC supervisor & assistants Easyswim team</p> <p>Principal ASC supervisor</p>	<p>No budget required</p> <p>Terms 1 - 4 No budget required</p> <p>Terms 1 – 4 No budget required</p> <p>Terms 1 – 4 No budget required</p>	<p>The principal and ASC The Y prog. will undertake regular emergency drills at different times of the day / week in each term.</p> <p>The principal, office manager and adult personnel will all take responsibility for keeping their students safe in an emergency. Individual emergency food kits not gathered. Class kits updated. Hazards identified and actions recorded on Hazard's register with steps taken to eliminate these within a reasonable timeframe.</p>	<p>Emergency drill records. Board minutes. New emergency drills wall displays throughout the school. Staff induction – Lockdown / Fire system. Class emergency kits updated. Wall displays in place. Emergency plans printed off / held in key areas for easy access. Newsletter, Facebook and website Emergency documentation and policies. HHN / allergy kits to be supplied from home and updated. Hazards Register maintained.</p>

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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 2023-2025	Annual Plan Key Actions 2023	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 Board will use the schooldocs review schedule, governance to regularly Assure and Review all policies.	Board Principal Staff Community	Terms 1 – 4 Schooldocs budget	All policies will be regularly assured / reviewed within a 3 year cycle.	Schooldocs. Board minutes. Community consultation. Staff minutes.
5.5 Biennial Health Programme Community Consultation (N.B. Differs from schooldocs Schedule.	Next due 2024, Term 2 where our Curriculum Health Programme will be reviewed by the community.	Principal Board	Term 2, 2023	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 in 2024. Health Statement updated (2024). Wellbeing student survey yr 2- 6. Board minutes. Staff minutes. Planning. Professional Development.
5.6 EOTC programme 2023	School camp and EOTC week for yr 1 – 4 are to be held in 2023	Principal Deputy Principal	Throughout 2023 Fundraising events	Yr 6 camp decision to be made in term 1. EOTC week for all yr 1 – 5 students to be held in 2023 in alignment with camp week.	Consult with yr 6 teacher / community about camp in tm 4, 2023. Camp site would need to be booked / fundraising required. Yr 1 – 5 EOTC planning / budget.
5.7 Biennial Sexuality Education programme 2023	Year 5 – 6 students. Investigate MOE Sexuality programme for yr 1 – 6 programme.	Deputy Principal Principal	Next due: 2023	Programme successfully undertaken.	Next due 2023. PE & Health unit holder to develop programme.
5.9 Organise local community pool events.	Work with Easyswim to organise pool events for our community	Easyswim	Terms 1 + 4	Health and Safety procedures put into place. All actions minuted. Clear communication channels.	Meeting minutes. Advertising. Open Days.

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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 2023-2025	Annual Plan Key Actions 2023	Responsibility	Timing / Budget	Effective Practice Outcomes	Evidence of Outcomes
6.0 Length of School Year	Assurance	Principal Board	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 Board	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 External support such as Truancy Office intervention

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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.

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NAG 2: Governance Goal Assurances and Reviews for all governance policies in 2022 will be undertaken.		3 Year Success Outcome: Governance policies will be assured and / or reviewed within each 3 year policy cycle.			
Governance Policies 2023-2025	Annual Plan Key Actions 2023	Responsibility	Timeframe/ Budget	Effective Practice Outcomes	Evidence of Outcomes
6.1 Board Roles & Responsibilities	Assurance Term 1 Review	Board	On election Term 1 Budget n/a	Assured annually Reviewed prior to each election	Board minutes Board elections next due Sept 2025-prepare community engagement in this process tm 1 – 3
6.2 Trustee's Code of Behaviour	Assurance Term 1 Review	Board	On election Term 1 Budget n/a	Assured annually Signed by each BOT member Review prior to elections	Board minutes
6.3 Staff Trustee Role Description	Assurance Term 1 Review	Board	On election Term 1 Budget n/a	Assured annually Review prior to elections	Board minutes
6.5 Presiding Member's Role	Assurance Term 1 Review	Board	On election Term 1 Budget n/a	Assured annually Review prior to elections	Board presiding member to be elected tm 1 Board minutes
6.6 Relationship between Board and Principal	Assurance Term 1 Review	Board	On election Term 1 Budget n/a	Assured annually Signed by principal and board presiding member Review prior to elections	Board minutes
2.1 Self Review and Documentation	Assurance Reviews Develop review schedules	Board Principal Staff Community	Budget n/a	Policy reviewed by school community Review prior to elections	Board minutes Schooldocs review comments from the school and community Updates on policies
2.2 Reporting to Parents	Assurance Term 1 On-going –review of how we report to parents in 2023.	Board	Term 2 Board	Policy reviewed by school community	Board 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 to be undertaken in 2023.	Board Principal Staff	Term 1 Board	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 2023 – 2025 annual and 3 yearly schooldocs policy schedules for all other policies. Governance Policies supported by Rewa Rewa School Governance handbook.

