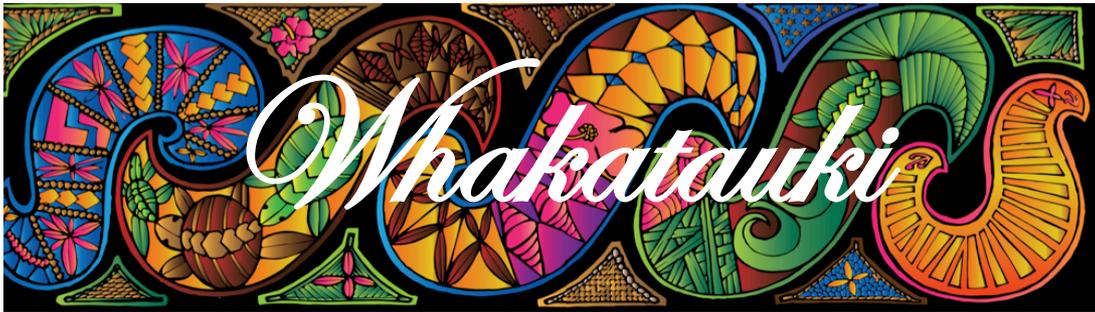




Rongomai School

Empowered to Take Risks; Determined to Succeed

Charter 2020



*Whaia te iti kahurangi, ki te tūohu koe, me he maunga teitei.
Aspire to the greatest heights, should you bow, be it to a lofty mountain.*



*Will have the courage to take risks; will be resilient and determined
to succeed!*



Whakāute ~ Respect

Ngākau Pono ~ Integrity

Mātātōa ~ Courage

Taonga tuku iho ~ Heritage

About Us

Welcome to Rongomai School! At Rongomai School, we have a team of innovative, hardworking, passionate and caring teachers and support staff. We work extremely hard as a team to ensure that we provide the most culturally and academically rich learning experiences for all our tamariki.

Rongomai School has a proud, rich heritage. Our namesake, Rongomai, was a chief on the Mahuhu canoe. His whanau settled in Kaipara around 1225. Legend has it that around 1350 his canoe came to rest near our site on the East Tamaki estuary.

Rongomaitanga

Our school is made up of children from different backgrounds, and it is important to us that we create an environment that supports, enhances, and imbues pride in our students. We do our best to afford proper respect to tikanga Māori (Māori protocols) and tangata whenua

(people of the land) so our students are exposed, even if in a small way, to the beautiful attributes of the Māori culture.

Rongomaitanga is significant to our curriculum design; enabling us to create a curriculum that is localised, authentic and meaningful to our community. Because of these factors, we can acquire the stories of Rongomai School - the korero about our whenua, landmarks and objects unique to Rongomai; the people of Rongomai School (past and present); the struggles and the victories endured and celebrated over time.

Rongomaitanga is an expression of our beliefs and values of what we aspire to live by and be and therefore, determines the culture of our school – The Rongomai Way. The true essence of Rongomaitanga is providing an education that is founded on inclusion, aroha, whanaungatanga, respect, integrity, courage and heritage

Cultural Diversity

Our school shall reflect New Zealand's cultural diversity and all stakeholders will be encouraged to value the differences in each other by:

- *Celebrating cultural days, performances and the arts*
- *Incorporating cultural dimensions into learning and teaching programmes*
- *Providing resources that reflect our school's cultures*
- *Implementing programmes that promote partnerships between school, home and the wider community.*

Māori Culture

The unique place of Māori culture and customs will play an important part in the way Rongomai School operates. A vital element of our school is the success of Māori as Māori, our students' desire for identity – their place in the world, their sense of belonging and connection, their integration, their understanding and their acceptance.

Steps to incorporate Tikanga Māori

Rongomai School will acknowledge tikanga Māori (Māori culture and protocols) into the school's curriculum by:

- *Welcoming visitors, new staff, new students and their families with a powhiri*
- *Celebrating and learning about Māori events*
- *Strengthening students' learning about tikanga Māori*
- *Identifying local and regional history*
- *Including karakia, waiata and other protocols in school routines*
- *Providing opportunities for any interested student to be involved in kapa haka*

The school acknowledges and respects the language, heritage and culture of all members of the school community. Rongomai School promotes and acknowledges Māori as tangata whenua and our obligations under the Treaty of Waitangi, reflecting the unique position of tikanga Māori.

We will regularly consult with our Māori community.

Pacific Islands Cultures

The unique place of Pacific Islands cultures and customs play an important part in the way Rongomai School operates. A vital element of our school is the success of Pacific Islanders as Pacific Islanders, our students' desire for identity – their place in the world, their sense of belonging and connection, their integration, their understanding and their acceptance. We aim to embed as many aspects of Pacific cultures as we can.

Culture Groups

These are times where our children will have the opportunity to learn the cultures of Māori and our people of the Pacific. This will include learning cultural values, basic language, traditions and customs, cultural performances and song.

Maori and Pacific Language Weeks

Every year since 2016, we proudly celebrate our Māori and Pacific Language Weeks. This is not to say that we are restricted to celebrating Māori and Pacific cultures in these weeks alone, as the language weeks are merely an opportunity for our school to highlight and learn in greater detail the facts, history and customs about each culture.

The language weeks give us cause to embrace, celebrate and showcase who we are culturally and more often, brings together our school community in solidarity and pride. We are fortunate to have adopted and normalised the following Maori and Pacific cultural practices: Samoa – Ta o le sa; Cook Islands – No'oanga au and Turou; Niue – Takalo; Tonga – Feiloaki, and Tangata Whenua – Haka powhiri, Karakanga, Tuku pao, Rongomai Haka and waiata – Anei Matou o Rongomai, Anei Nga Uaratanga o Rongomai, Kia kaha Rongomai.

Our School Community

Involvement with the local community is an integral part of Rongomai School. Parents have expectations of the school and are very supportive, assisting with school programmes and trips. Celebrating student success and cultural performances, award ceremonies and other events are well supported by parents and whanau.

External Services Providers: *We are contracted to Southseas Health Services.*

Southseas provides our school with whanau/community workers who screen our students each week for sore throat or skin allergies, and a school nurse who performs basic health checks and follow ups with our whanau and local doctors. In addition, we are partnered up with Te Tai Awa Social Services and have a school social worker who works closely with our SENCO in helping our families in need.

After school care: *An after school SKIDS programme operates from 2.45pm to 6pm on week days and during term breaks, with the flexibility of extending their programme hours to cater for any early school finishing times. Rongomai SKIDS programme is based in our Student Learning Support building.*

Charity Organisations: *We are a Kids Can school and receive fruit and many other healthy food snacks, as well as jackets and shoes for our children. We also receive health products such as hand sanitisers, tissues and band aids. Thanks to Kids Can, we also receive breakfast foods which means we can provide a 'Breakfast in School' programme for our tamariki. Additionally, we receive milk from Anchor, and sandwiches from Sathya Sai Organisation – all for our tamariki.*

We are fortunate enough to be partnered up with "Feed the Need" who provide our school with whanau dinner packs and afterschool snacks. Families in need of kai are identified by our school staff who then place a referral through for whanau to receive kai. We have a robust referral process and all referrals are checked on a daily basis by our office staff. Through our relationship with Feed the Need, we also have a Pātaka which is opened twice a day – 8.30am to 9.15am, and 2.30pm to 3.00pm. All whanau and students are encouraged to take what they need, and give what they can towards our Pātaka Kura.

Because of the generosity of these organisations, we are able to remove hunger as a barrier to our children's learning. Our children are happy, kind, caring and generous and enjoy being in social settings where they can fellowship with others over a breakfast or lunch meal.

Rongomai Preschools: *We have 3 pre-schools on our school site - Rongomai Kohanga Reo (Te reo Māori preschool), Sathya Sai Preschool (English speaking preschool) and Poetiare Punanga Reo (Cook Islands speaking preschool). These pre-schools sit under the Ministry of Education umbrella however, they are run autonomously by their own governing boards and not by Rongomai School.*

He Tāonga Aroha (new building): *In March 2019, we welcomed the official opening and blessing of our new building – He Tāonga Aroha (Our children are our treasure and it is love that keeps us all together); a name gifted to us by our kuia - Nanny Kaa Kereama.*

Mount Richmond Satellite Class: *He Tāonga Aroha houses Mt Richmond School students who occupy the ground floor while the first floor is currently occupied by two of our Rongomai classrooms. We formally welcomed Mount Richmond School's students, staff and whanau via powhiri. We look forward to developing and strengthening our working relationship with the newest addition to our Rongomai community. In saying this, we consider all of the centres onsite to be extensions of our Rongomai family. We are all Rongomaites!*

Our school does not have a tuckshop and families are encouraged to send their child/ren to school with a sandwich at least. If children arrive at school without any lunch, we simply provide them with sandwiches and Kids Can kai.

Board of Trustees

Rongomai's Board show an active interest in staff wellbeing and professional development by providing a budget that will enable staff to engage in more professional development, team building and wellbeing events.

The Board takes a greater interest in the student achievement levels, culture and wellbeing, and therefore continue to enquire about what contributes to student outcomes at Rongomai.

List of Trustees

BoT Parent Rep (Chairperson) – Karl Tusini-Rex

BoT Parent Rep – Memory Andrew-Fariu

BoT Parent Rep – Lieni Iosua

BoT Parent Rep – Josh Muraahi

BoT Parent Rep – Daisy Tiatia

Principal – Paeariki Johnson

Staff Rep – Sarah Faifua

Secretary – Petrina Mataroa

School Organisation

At the end of the 2019 school year, Rongomai School had 215 students. In 2020, we currently have 201 students who are organised into three syndicates: Year 1-3 syndicate, Years 4-6 syndicate and a mixed syndicate that consists of a Year 1-3 Maori bilingual class, a Year 3-4 class, and a Reception class. Students generally have the same teacher for 2 to 3 years. This structure allows a managed transition throughout the school and allows teachers and students the time needed to establish and strengthen positive relationships

conducive to positive student wellbeing and positive outcomes for students' academic, social and physical needs in each group.

Our ethnic make-up is currently 25.9% Maori, 1% NZ European and 73.2% Pasifika (25.9% Samoan, 19.4% Cook Islands, 25.4% Tongan, 2.5% Niue).

Our Staff

Support Staff

Learning Assistants

Claudia Vrsaljko
Lei Papali'i
Naomi Singh
Ngatere Fa'anunu
Sonia Paul
Theresa Afemata
Mane Tupuola
Daniqua Ashby

Office Staff

Trina Mataroa – Office & Finance Manager,
Principal's PA
Rachel Langdon – Office Assistant

Caretaker

Tracey Gedye

Classroom Teachers

Senior School Syndicate

(Years 4-6 Classrooms)

Room 7 Teacher – Mellissa Draffind
Room 8 Teacher – Maraea Henare
Room 4 Teacher – Vae Falaniko
Room 3 Teacher – Lui Fauolo

Junior School Syndicate

(Years 1-3 Classrooms)

Room 10 Teacher – Erica Tumutoa
Room 9 Teacher – Alleena Steward
Room 1 Teacher – Ben Tamarua

Mixed Syndicate

(Year 0/1, Year 1-3 Maori bilingual, Year 3-4)

Room 5 Teacher – Carol Vaha'akolo
Room 6 Teacher – Sarah Faifua
Room 2 Teacher – Christina Tuara

Senior Leadership

Principal – Paeariki Johnson
Associate Principal – Sarah Faifua
Erica Tumutoa – Syndicate Leader
Vae Falaniko – Syndicate Leader
Carol Vaha'akolo – Syndicate Leader

Senior Management

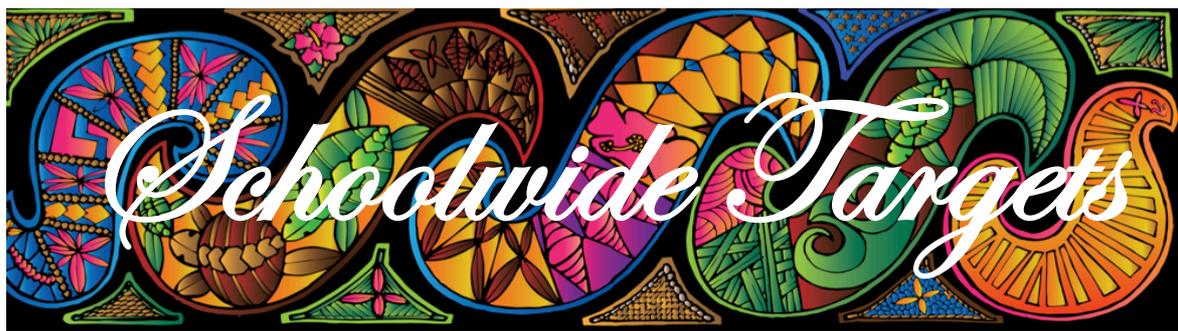
Associate Principal – Sarah Faifua
Principal – Paeariki Johnson



Rongomai Strategic Goals

Developing Leadership	Teaching and Learning	Families and Communities
<i>We rise by lifting others!</i>	<i>How can I be the best teacher for my students?</i>	<i>Families and school working together to ensure our tamariki succeed!</i>
<ul style="list-style-type: none"> • Utilise opportunities to upgrade areas of practice to lead. • Distribute and delegate leadership capability across the staff. • Lead, and empower others to lead others. • Develop a skilled, collaborative team of leaders. 	<ul style="list-style-type: none"> • Develop a curriculum that acknowledges, values and promotes student diversity. • Enhance teachers' capability and confidence to teach effectively. • Embrace inclusive teaching practices that recognise and respond to the needs of every student. • Develop teaching practices that promote effective learning to accelerate student progress, achievement and knowledge. 	<ul style="list-style-type: none"> • Foster and strengthen positive relationships between all members of our learning community. • Embrace and flaunt our culture and cultural identity. • Develop effective ways of communicating and sharing information with parents and the wider community. • Develop opportunities for parents to have greater understanding and engagement with their child's learning.

Identity, language and culture underpins everything we do!



Schoolwide Targets

Reading	Writing	Mathematics
58%  63%	53%  58%	69%  74%



Strategic Plan

	2017	2018	2019	2020
Developing Leadership	<i>How to develop annual, long term, weekly plans.</i>	<i>Make links from annual to long term, to weekly planning.</i>	<i>Produce fully integrated plans that identify specific achievement tasks.</i>	<i>Integrate and link Rongomaitanga, Te Wheke, Rongomai school values and Key Competencies into long term plans.</i>
Teaching and Learning	<i>Strengthen teaching practice and review.</i>	<i>Review and develop further.</i>	<i>Implement and embed.</i>	<i>Continue to strengthen and review teaching practices.</i>
Families and Communities	<i>Strengthen communication pathways.</i>	<i>Broaden opportunities for two way interactions.</i>	<i>Identify successes and areas of improvement.</i>	<i>Strengthen partnerships with the different communities connected to Rongomai – parents, families and whanau, preschools, Mt Richmond.</i>



School Context

	2015		2016		2017		2018		2019	
	At/Above	%								
Reading	92	55%	84	48%	60	36.8%	52	30.4%	101	57.8%
Writing	62	37%	74	42%	89	54.6%	67	39.2%	92	52.9%
Mathematics	59	35%	65	37%	67	41.1%	74	43.3%	120	69%

Whole School Term 1 Overview

	Junior Syndicate (Years 1-3)	Mixed (Years 1-6)	Senior Syndicate (Years 4-6)
Uaratanga - Values	Heritage		
Nga Tikanga Cultural Connection	Journey of the Rongomai Waka ~ Waka journey ~ Karakia/ Himene ~ Rangatira/ Tohunga (people of significance) ~		
Rongomaitanga	Story behind the journey of the Rongomai Waka The Rongomai Journey: Rongomai School has a proud, rich heritage. Our namesake, Rongomai, was a chief on the Mahuhu canoe. His whanau settled in Kaipara around 1225. Legend has it that around 1350 his canoe came to rest near our site on the East Tamaki estuary.		
Te Wheke	Mana		
Key Comps	Relating to others		
Listening, Reading and Viewing	Reading Rockets		
Speaking, Writing and Presenting	Descriptive Writing	Descriptive Writing	Narrative Writing Descriptive Writing
Mathematics (DMIC)	Statistics	Measurement - Length/Distance	Measurement - Distance/Time
Health & P.E	Healthy Relationships Cricket & Touch Rugby	Personal Health and Physical Development - Anatomy Cricket & Touch Rugby	Personal Health and Physical Development - Puberty (Body Changes) Cricket & Touch Rugby
Social Science	n/a	Te Ao Maori o Nehera by Tamsin Hanly - Te Orokohanga (Maori Creations)	Te Ao Maori o Nehera by Tamsin Hanly - Te Orokohanga (Maori Creations)
Science	Te Ao Maori o Nehera by Tamsin Hanly - Nga Atua	n/a	The Big Bang
Learning Languages	Kupu Kapua 5+ Day in Te Reo Maori: Students learn 5 new words each week - Nga Kete - Baskets of Knowledge.		

The Arts	Visual - Portraits, Class Treaty Music - Waiata (Te Kore)	Drama - Role play Music - Waiata-a-ringa Visual Arts - Mixed media art pieces	Music - Waiata Drama - Creation Story Role Play / Māori gods
Technology	n/a	Integrated with the Arts - <i>students can construct a Pa/marae using natural resources</i>	n/a
E.O.T.C	Whole school trip - Parnell Baths Kelly Tarltons	Polyfest, Marae visit (tbc) Rongomai Reserve	Polyfest / Noho Marae / Tupaia Exhibition at Auckland Museum



2020 REVIEW SCHEDULE

See Implementation Audits and Reports and Policy Reviews on your SchoolDocs site for more information.

		WHO TO CONSULT?	TERM 1	TERM 2	TERM 3	TERM 4
NAG 1: CURRICULUM	Curriculum and Student Achievement Policy	Board / staff				
	Education Outside the Classroom	Board / staff / parents				
	Health Education/Curriculum consultation	Board / staff / parents				
	Home Learning	Board / staff / parents				
	Improving Educational Outcomes for Māori	Board / staff / parents				
	Learning Support	Board / staff / parents			REVIEW	
	Reading Recovery/Literacy Support					Assurance
	Recognition of Cultural Diversity	Board / staff / parents	REVIEW			
NAG 2: DOCUMENTATION AND SELF-REVIEW	Documentation and Self-Review Policy	Board		REVIEW		
	Reporting to Parents	Board / staff / parents				
NAG 3: EMPLOYER RESPONSIBILITY	School Planning and Reporting		Submit			
	Appointment Procedure	Board			REVIEW	Assurance
	Appraisal of Staff	Text				Assurance
	Appraisal of the Principal				Assurance	
	Attestation					Assurance
	Classroom Release Time/Timetable	Board / staff				REVIEW
	Concerns and Complaints	Board / staff / parents				
	Equal Employment Opportunities		Assurance			
	Employer Responsibility Policy	Board / staff		REVIEW		
	Performance Management	Board / staff				
	Police Vetting for Non-Teachers		Assurance			
	Protected Disclosure	Board / staff				
	Provisionally Certificated Teachers (PCTs)					Assurance
	Salary Units/Management Allowances	Board / staff				REVIEW
NAG 4: FINANCE AND PROPERTY MANAGEMENT	Staff Leave	Board / staff	REVIEW			
	Teacher Registration, Certification, and Police Vetting					Assurance
	10 Year Property Plan (10 YPP)		Assurance			
NAG 5: HEALTH, SAFETY, AND WELFARE	Finance and Property Management Policy	Board				
	SUE (Staff Usage and Expenditure)			Assurance		Assurance
	Abuse Recognition and Reporting			Assurance		
	Alcohol, Drugs, and Other Harmful Substances	Board / staff / parents				
	Behaviour Management	Board / staff / parents				
	Child Protection	Board / staff			REVIEW	
	Digital Technology and Cybersafety			Assurance		
	Emergency Planning and Procedures	Board / staff				
	Evacuation Procedure/Emergency Kit			Assurance		Assurance
	Harassment	Board / staff				
	Health, Safety, and Welfare Policy	Board / staff				
	Medicines, Minor/Moderate Injury or Illness		Assurance			
	Physical Restraint				Assurance	
	Risk Management		Assurance	Assurance	Assurance	Assurance
	Safety Management System				Assurance	
	Separated Parents, Day-to-Day Care, & Guardianship	Board / staff	REVIEW			
	Sun Protection	Board / staff / parents				
NAG 6: LEGISLATION AND ADMINISTRATION	Surrender & Retention of Property and Searches				Assurance	
	Swimming Pool	Board / staff / parents			Assurance	
	Visitors	Board / staff				
	International Students				Assurance	Attestation
	Legislation and Administration Policy	Board / staff				
	Length of School Year		Assurance			Assurance
	Privacy	Board				REVIEW
	Student Attendance			Assurance		

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