



Rongomai School

Empowered to Take Risks; Determined to Succeed



VISION

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.

MISSION

Empowered to take risks. Determined to succeed.

R.I.C.H VALUES

Respect – **I**ntegrity – **C**ourage – **H**eritage
Whakaute – **N**gakau pono – **M**ātātoa – **T**aonga tuku iho

Welcome

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 Heritage

Rongomai School has a proud, rich heritage. Our namesake, Rongomai was a chief on Te-Mahuhu-ki-te-Rangi waka. Legend has it that his waka came to rest near our site on the East Tamaki estuary around 1350. At that time he saw a big flock of seagulls. This was a sign of great wealth and rich soil.

During his time he lived and married into the local iwi. Unfortunately, he drowned when his waka capsized near the Kaipara Harbour. Rongomai was eaten by trevally fish so out of respect for their tupuna, the local iwi have not and still do not eat the trevally.

(As told by Nanny Kaa Kereama, Whaea Marama Faitua and Te Uri o Hau: North Kaipara reading).

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

Te Wheke – A Celebration of Infinite Wisdom

Te Wheke written by Rangimarie Pere, provides a selection of simple ancient teachings of Hawaiki that stretches into the past, present and future. These ancient teachings/concepts are weaved into our long term unit plans and therefore are taught to our tamariki.

Graduate Profiles

Rongomai School's graduate profiles articulates what success looks like for our Rongomai tamariki. It is important for us that our tamariki experience success and achievement as themselves. The graduate profile provides a progression of stages of success for our students according to their ethnicity. Rongomai's definition of success is seeing Māori achieving as Māori, Cook Islanders achieving as Cook Islanders and Niuean as Niuean etc.

Nga Kupu Kapua

Our school has adopted and implemented into our daily programmes Nga Kupu Kapua - developed by Dr Henare King. Our goal is to have at least 60-80% of our school community, carry a basic conversation in Te Reo Māori (1 of the 3 official languages of New Zealand) within the next 2-3 years. We will achieve this through Dr King's Nga Kupu Kapua's 5+ a day programme. Every day, our students and staff will be exposed to five kupu (Māori words) per day, 25 kupu per week which will translate into 2,500 kupu over 100 weeks. Our aim is to expose our tamariki and staff to at least 2,500 kupu over a period of 2 - 3 years at least.

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) by:

- Welcoming visitors, new staff, new students and their families with powhiri or whakatau.
- Celebrating and learning about Māori events
- Strengthening students' learning about tikanga Māori
- Identifying local and regional history
- Embedding karakia, waiata into our daily routines
- Providing opportunities for any interested student to be involved in kapa haka

We are not limited to the above and will continue to grow our knowledge and understanding of Māori tikanga, values and history.

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 members i.e. teachers, kaumatua, kuia, cultural consultants and expert partners from within our Māori community.

Pasifika Culture

The unique place of Pasifika cultures and customs play an important part in the way Rongomai School operates. A vital element of our school is the success of Pasifika as Pasifika, 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 Pasifika 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 Pasifika. This will include learning cultural values, basic language, traditions and customs, cultural performances and song.

Maori and Pasifika Language Weeks

Every year since 2016, we proudly celebrate our Māori and Pasifika Language Weeks. This is not to say that we are restricted to celebrating Māori and Pasifika 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 with pride.

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 Mana Kids Health Services. Mana Kids 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 students and families when in need.

Free Kai for our tamariki

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.

We also run a “Breakfast in Schools” programme where all of our tamariki are welcome, no judgements or questions asked.

Our school is currently on the Free & Healthy Lunch programme which is funded by our government. Every student in our school is provided with a free lunch every day during each school week.

Onsite preschools and Satellite class

We have 2 pre-schools on our school site - Sathya Sai Preschool (English speaking) and Poetiare Punanga Reo (Cook Islands speaking). We also have a Mt Richmond satellite class onsite. All three of these centres are run by their own governing boards and not ours.

School Organisation

At the end of the 2020 school year, Rongomai School had 204 students. In 2021, we currently have 170 students who are organised into three syndicates: Junior School syndicate (Years 1-2, includes a Maori bilingual class and a Cook Islands Maori class), Middle School syndicate (Years 3-4) and a Senior School syndicate (Years 5-6, includes a Maori bilingual class).

Students generally have the same teacher for 2 years. This structure allows a managed transition throughout the school and allows teachers and students the time needed to establish and strengthen positive relationships that supports student wellbeing and increases student achievement outcomes.

Our ethnic make-up is currently 28.8% Maori, 1.2% NZ European and 70.1% Pasifika (27.1% Samoan, 15.3% Cook Islands, 24.7% Tongan, 2.4% Niue, 0.6% Other Pasifika).



<u>LEARNERS AT THE CENTRE</u>		<u>BARRIER-FREE ACCESS</u>	<u>QUALITY TEACHING AND LEADERSHIP</u>
Have high aspirations for every learner/ ākonga, and support them by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.	Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	Reduce barriers to education for all, including for Māori and Pasifika learners/ ākonga, disabled learners / akonga and those with learning support needs.	Develop staff to strengthen teaching, leadership, and learner support capability across the education workforce



ANNUAL PLAN

OVERARCHING GOAL

To lift academic achievement in Reading, Writing and Mathematics.
 In Reading 80% of all students will be achieving AT or ABOVE expectation.
 In Writing 52% of all students will be achieving AT or ABOVE expectation.
 In Mathematics 52% of all students will be achieving AT or ABOVE expectation

Objective 1a	<u>LEARNERS AT THE CENTRE</u> Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.
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Outcome	Actions to meet outcome	Resources and Timeframe	Personnel	What will we see happening differently?
Whanau Engagement Relationships with whanau are also based to support student learning (reciprocal, involved, collaborative, valued)	<ul style="list-style-type: none"> *Parent Teacher Conferences *Parent Surveys (strengths, skills, passion, interests, needs) *Fono/Hui targeting specific needs - (build on parent resources and expertise e.g. culture groups) *Home School Partnership (HSP) 	<ul style="list-style-type: none"> Week 7, T1 Week 7, T1 Week 6, T1, Week 3/4, T4 Week 5, T1, T2, T3 	<ul style="list-style-type: none"> SMT SMT Culture group leaders Teachers 	Whanau Engagement <ul style="list-style-type: none"> *Feedback from whanau will guide our next steps. *Parents/Whanau are more involved in their child's learning *Parents/Whanau being more involved in their child's learning and having the confidence and skills to support their child's learning at home.

<p>Maori Engagement Building strong partnerships to support all learners including Maori students</p>	<p>*Contacting local marae / iwi / kaumatua and meet frequently *Organising hui at a local marae *Plan a noho at a marae *Connect with outside agencies to deliver Te Reo Maori lessons *Collaborate with Te Taura Whiri i te Reo Maori in preparation of Maori events e.g. MLW, Matariki *Liaise with Maori advisors to support Reo Rua classes</p>	<p>Week 5, T1 Week 3, T2 Week 5/6, T2 Week 5/6 T1 Week 9/10, T2 Week 1, T1</p>	<p>Maraea/Marama Maraea/Marama Maraea/Marama Paeariki/Sarah</p>	<p>Māori Engagement *A connection is established with local marae. Frequent contact and communication throughout the year. *An increase in Te reo Maori being used across the school at varying levels of competency. *An increase in working with external providers *A higher presence and awareness of Te reo Māori me ona tikanga across the school</p>
<p>Community Engagement Establish and build relationships to support the learner's needs</p>	<p>*Connect with local sports clubs e.g. ET Tennis Club, ET Rugby *Connect with community agencies e.g. Otago Health, Southseas, Te Tai Awa, PHN *Connect with local Marae - Whaiora Marae *Connect with Mt Richmond Satellite Class, local punanga reo and ECE - i.e. Poetiare Punanga Reo, Sathya Sai Preschool, local kohanga reo.</p>	<p>Week 5, T1 Week 5, T1, T3 (ongoing) Week 5, T1 Week 2, T1, T2, T3, T4</p>	<p>Vae Sarah / SENCO Maraea/Marama Sarah / Lui</p>	<p>Community Engagement *An increased number of students are involved in community sports outside of school hours *Utilise the expertise of Mt Richmond staff to facilitate professional learning around special needs and how to approach or cater for students with high needs. Staff will be better equipped to confidently work effectively with our high needs students.</p>

Objective 1b	<u>LEARNERS AT THE CENTRE</u> Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
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Outcome	Actions to meet outcome	Resources and Timeframe	Personnel	What will we see happening differently?
Develop a shared understanding of bullying across the school community - students, staff and whanau.	Professional development - Identify various forms of bullying, discrimination and racism.	Week 3, T2	Sarah/SENCO	Shared Understanding *Processes will be in place to follow and therefore address these issues.
	Provide opportunities to work with whanau to develop a shared understanding about the various forms of bullying, racism and discrimination through Home School Partnership.	Week 3, T2	Teachers	
	Develop a racism, discrimination and bullying prevention plan. Develop processes to promptly address and resolve any complaints or concerns	Week 3, T2	Whole staff	
Explore a range of ways to create a safe and inclusive culture e.g. Mana Box, Kia Kaha box	*Implement Kia kaha/Mana box - A box that allows students to voice any discriminatory or racist behaviour made against them.	Week 1, T2	Teachers	Creating a Safe and inclusive environment *Fewer to zero incidents of bullying and discrimination exists at school. *Students will have the language and confidence to speak up against bullying *Students and staff will have zero tolerance for discrimination and bullying.
	*Collate data/evidence and analyse.	Week 9, T2-4		
	*Co-construct a safe learning environment with students.	Week 2, T2		
	*Celebrate student achievements and successes.	Weekly – syndicate/school assemblies		
	*Model learning for the learner by being one.	Ongoing		
*Build a judgement-free zone in the classroom.	Term 2			

Objective 2	<u>BARRIER-FREE ACCESS</u> Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.
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Outcome	Actions to meet outcome	Resources and Timeframe	Personnel	What will we see happening differently?
Systems: Systems consistently and effectively meet the need to support progress of all diverse learners	<p>*Students in need of special support are highlighted via UPS (Unlimited Potential Student) in syndicate meetings and then further support is discussed at SLT level for SENCO to follow up and action where needed.</p> <p>*Establish Individual Education Plans (IEP) for identified students in collaboration with whanau, RTLB, MoE support services. Review and update IEPs regularly</p>	<p>Week 1, T2</p> <p>As of Week 1, T2</p>	Sarah / SENCO	<p>Systems</p> <p>*IEPs are consistently being followed and reviewed.</p> <p>*All relevant members involved in the education plan for high needs students are in the know of the action plan and understand exactly what their role is and what they need to do.</p>
Relationships: Students form relationships that are inclusive, reciprocal and unbiased.	<p>*Establish Tuakana/Teina relationships between Mt Richmond Students and Rongomaites i.e interval breaks.</p> <p>*Share PE gear borrowing system with Mt Richmond students. Support them and teach them the process of returning equipment.</p>	<p>Week 2, T2, T3, T4</p> <p>T2, T3, T4</p>	<p>Sarah / SENCO</p> <p>Sarah / Vae</p>	<p>Relationships</p> <p>*Positive interactions between Rongomai and Mt Richmond students.</p> <p>*Students will have / develop empathy for others.</p>
PLD: PLD addresses and supports the needs of all diverse learners	<p>*Provide in school workshops with SMT catering to the needs of the teacher learners i.e. Literacy - Reading, Writing; Behaviour Management, Classroom set-up, Organisation and Systems.</p> <p>*Professional Development Online - Te Reo me Ona Tikanga with Henare King</p> <p>*Work alongside and utilise expert students and teachers of their culture to enrich and support those who are still learning.</p>	<p>Weekly, T2, T3, T4</p> <p>T2, T3, T4</p> <p>T2, T3, T4</p>	<p>SMT</p> <p>Teachers</p> <p>All Staff</p>	<p>PLD</p> <p>*Classroom teachers are confident in teaching the curriculum.</p> <p>*An increase of te reo being spoken.</p> <p>*Students will develop confidence to teach others</p>

Objective 3	QUALITY TEACHING AND LEADERSHIP Develop staff to strengthen teaching, leadership, and learner support capability across the education workforce			
Outcome	Actions to meet outcome	Resources and Timeframe	Personnel	What will we see happening differently?
Assessment and Moderation All staff to recognise, understand and analyse assessment systems, tools and student data to consistently inform the next learning steps.	*Assessment - use illustrations (standards, learning progressions) and a variety of evidence to make informed overall teacher judgments. *Teachers to revisit, review and familiarise selves with the Rongomai School assessment practices in syndicates and as a whole staff across the curriculum	Week 3, T2 Staff/Syndicate Meetings - Wk 2 T2, T3, T4	Teachers Teachers	Assessment and Moderation *OTJs are more accurate and consistent across the team *All teachers use various sources of evidence to support their OTJs and can justify why they've placed their student/s at a particular level.
Curriculum and Content All staff to inquire and understand curriculum and content to support effective teaching and student learning.	*Provide professional learning opportunities (within school workshops/external PD) for teachers to become familiar with curriculum content knowledge and expectations at each level of the curriculum. *Provide in-school workshops to learn how to develop appropriate and relevant learning intentions *Provide in-school D.M.I.C workshops/coaching and lesson studies to improve teacher pedagogy. *Teachers learn how to use assessment information to develop classroom programmes that will meet the needs of their learners.	Weekly through Staff meetings - T2, T3, T4	Sarah / Teachers DMIC coaches / mentors	Curriculum and Content *Specific PDs to support staff needs through staff and syndicate meetings. *Teachers have a better understanding of where their students are at in learning, which will guide their class programmes to meet specific needs of their students.
Pedagogy All staff to understand and deliver an effective Rongomai pedagogy consistently to support all learners.	*Review, update and complete Rongomai School Graduate Profiles *Teachers will regularly refer to the Rongomai Graduate profiles to then inform what they need to teach and how to teach it.	Week 1, T2 Weekly, T2, T3, T4	Teachers Teachers	Pedagogy *Rongomai's graduate profile is being used/referred to consistently and regularly.

		2021 REVIEW SCHEDULE				
		WHO TO CONSULT?	TERM 1	TERM 2	TERM 3	TERM 4
NAG 1: CURRICULUM AND STUDENT ACHIEVEMENT	Curriculum and Student Achievement Policy	Board / staff				
	Education Outside the Classroom	Board / staff / parents				
	Health Education/Curriculum consultation	Board / staff / parents		Consult		
	Home Learning	Board / staff / parents	REVIEW			
	Māori Educational Success	Board / staff / parents				REVIEW
	Learning Support	Board / staff / parents				
	Reading Recovery/Literacy Support	Board / staff / parents				Assurance
	Recognition of Cultural Diversity	Board / staff / parents				
NAG 2: DOCUMENTATION AND SELF-REVIEW	Religious Instruction/Religious Education	Board / staff / parents				REVIEW
	Documentation and Self-Review Policy	Board				
	Reporting to Parents	Board / staff / parents		REVIEW		
NAG 3: EMPLOYER RESPONSIBILITY	School Planning and Reporting		Submit			
	Appointment Procedure	Board				Assurance
	Appraisal of Staff / Professional Growth Cycle					Assurance
	Appraisal of the Principal				Assurance	
	Attestation					Assurance
	Classroom Release Time/Timetable	Board / staff				
	Concerns and Complaints	Board / staff / parents			REVIEW	
	Equal Employment Opportunities (EEO)		Assurance			
	Employer Responsibility Policy	Board / staff				
	Performance Management	Board / staff				
	Police Vetting for Non-Teachers		Assurance			
	Protected Disclosure	Board / staff		REVIEW		
	Provisionally Certificated Teachers (PCTs)					Assurance
	Salary Units/Management Allowances	Board / staff				
Staff Leave	Board / staff					
NAG 4: FINANCE AND PROPERTY MANAGEMENT	Teacher Registration, Certification, and Police Vetting					Assurance
	10 Year Property Plan (10 YPP)		Assurance			
	Computer Security and Cybersafety			Assurance		
	Finance and Property Management Policy	Board	REVIEW	Assurance		
NAG 5: HEALTH, SAFETY, AND WELFARE	SUE (Staff Usage and Expenditure) Reports			Assurance		Assurance
	Abuse Recognition and Reporting			Assurance		
	Alcohol, Drugs, and Other Harmful Substances	Board / staff / parents				
	Behaviour Management	Board / staff / parents			REVIEW	
	Child Protection	Board / staff				
	Digital Technology and Cybersafety, Cyberbullying			Assurance		
	Emergency Planning and Procedures	Board / staff				
	Emergency Evacuation/Emergency Kit			Assurance		Assurance
	Harassment	Board / staff				REVIEW
	Health, Safety, and Welfare Policy	Board / staff				
	Monitoring and Auditing School Bus			Assurance		Assurance
	Physical Restraint				Assurance	
	Reporting and Recording Accidents, Medicines, Managing Minor/Moderate Injury, Illness		Assurance			
	Risk Management		Assurance	Assurance	Assurance	Assurance
	Safety Management System				Assurance	
	Separated Parents, Day-to-Day Care, & Guardianship	Board / staff				
	Sun Protection	Board / staff / parents				
Surrender & Retention of Property and Searches				Assurance		
Swimming Pool	Board / staff / parents			Assurance		
Visitors	Board / staff		REVIEW			
NAG 6: LEGISLATION AND ADMINISTRATION	International Students			Assurance	Attestation	
	Legislation and Administration Policy	Board / staff				
	Length of School Year				Assurance	
	Privacy	Board / staff				
	Student Attendance			Assurance		

REVIEW

 Review the policy / procedure and share with relevant stakeholders so they can also provide feedback.

Assurance

 Assure the board that proper steps/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 your annual report for auditors.

Attestation

 Submit Code of Practice self-review attestation to NZQA by the due date.

No actions required this year. Check the 3-year schedule.