



# 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

**R**espect – **I**ntegrity – **C**ourage – **H**eritage  
Whakaute – Ngakau pono – Mātātoa – Taonga 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 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 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 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 implemented into our daily programmes Nga Kupu Kapua - developed by Dr Henare King. Nga Kupu Kapua is a programme that exposes our tamariki and staff to as many kupu (Māori vocabulary) as possible. We will achieve this by using the 5+ a day concept. For example, our students and staff will be exposed to five kupu 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 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.

Our school acknowledges and respects the language, heritage and culture of all our members. 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 internal and external members from the Māori community i.e. teachers, kaumatua, kuia, cultural consultants and expert partners.

## **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 Pacific. This will include learning cultural values, basic language, traditions and customs, cultural performances and song.

## **Maori and Pasifika Language Weeks**

At Rongomai School, we proudly celebrate the 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.

Furthermore, we have the RTLB (Resource Teachers of Learning and Behaviour) service in our school. These teachers work alongside our teachers and tamariki by providing excellent support, advice and guidance

## **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 from Kids Can.

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 is provided with a free lunch every day of the 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. All three of these centres have their own governing boards.

### School Organisation

At the end of the 2021 school year, Rongomai School had 180 students. In 2022, we currently have 165 students who are organised into three syndicates: Junior School (Years 1-2, includes a Māori enrichment class and a Cook Islands Māori enrichment class), Middle School (Years 3-4, includes a Maori enrichment class) and Senior School (Years 5-6, includes a Maori enrichment 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% Maori, 1% NZ European and 69% Pasifika (32% Samoan, 21% Cook Islands, 12% Tongan, 3% Niue, 0.6% Other Pasifika)



<b>LEARNERS AT THE CENTRE</b>		<b>BARRIER-FREE ACCESS</b>	<b>QUALITY TEACHING AND LEADERSHIP</b>
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



## 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	<b><u>LEARNERS AT THE CENTRE</u></b>			
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				
Outcome	Actions to meet outcome	Resources and Timeframe	Personnel	What will we see happening differently?
<b>Whanau Engagement</b> Relationships with whanau are āko based to support student learning (reciprocal, involved, collaborative, valued)	*Parent Teacher conferences  *Parent surveys (strengths, skills, passion, interests, needs)  *Fono/Hui targetting specific needs -build on parent resources and expertise e.g. culture groups, gardening.  *Home-School Partnerships (HSP)	Week 7, T1  Week 7, T1  Week 6, T1 Week 3/4, T4  Week 5, T1, T2, T3	SMT  SMT  Leaders of culture groups  Teachers	<b>Whanau Engagement</b> *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.
<b>Māori</b>	*Contact local marae / iwi /	Week 5, T1	Maraea/Marama	<b>Māori Engagement</b>



<p><b>Engagement</b> Building strong partnerships to support all learners including Māori students</p>	<p>kaumatua and meet frequently</p> <p>*Organising hui at a local marae</p> <p>*Plan a noho marae</p> <p>*Connect with outside agencies to deliver Te Reo Māori lessons</p> <p>*Collaborate with Te Taura Whiri i te Reo Māori in preparation for Māori events e.g. MLW, Matariki</p> <p>*Liaise with Māori advisors to support Reo Rua classes.</p>	<p>Week 3, T2</p> <p>Week 5/6, T2</p> <p>Week 5/6, T1</p> <p>Week 9/10, T2</p> <p>Week 1, T1</p>	<p>Maraea/Marama</p> <p>Maraea/Marama</p> <p>Paeariki/Sarah</p>	<p>*A connection is established with local marae. Frequent contact and communication throughout the year.</p> <p>*An increase in Te Reo Māori being used across the school at varying levels of competency.</p> <p>*An increase in working with external providers.</p> <p>*A higher presence and awareness of Te Reo Māori me ona tikanga across the school.</p>
<p><b>Community Engagement</b> Establish and build relationships to support the learner's needs</p>	<p>*Connect with local sports clubs e.g. ET Tennis Club, ET Rugby.</p> <p>*Connect with community agencies e.g. Otara Health, Southseas, Te Tai Awa, PHN</p> <p>*Connect with local marae – Whaiora Marae.</p> <p>*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</p> <p>Week 5, T1, T3 – ongoing</p> <p>Week 5, T1</p> <p>Week 2, T1</p>	<p>Vae</p> <p>Sarah / SENCO</p> <p>Maraea/Marama</p> <p>Sarah/Lui</p>	<p><b>Community Engagement</b></p> <p>*An increased number of students are involved in community sports outside of school hours.</p> <p>*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.</p> <p>Staff will be better equipped to confidently work effectively with our high needs students.</p>

Objective 1b	<b>LEARNERS AT THE CENTRE</b> Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying			
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	<ul style="list-style-type: none"> <li>*Professional development – identify various forms of bullying, discrimination and racism.</li> <li>*Provide opportunities to work with whanau to develop a shared understanding about the various forms of bullying, racism and discrimination through Home-School Partnership.</li> <li>*Develop a racism, discrimination and bullying prevention plan.</li> <li>*Develop processes to promptly address and resolve any complaints or concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Week 3, T2</li> <li>Week 3, T2</li> <li>Week 3, T2</li> </ul>	<ul style="list-style-type: none"> <li>Sarah / SENCO</li> <li>Teachers</li> <li>Whole staff</li> </ul>	
Explore a range of ways to create a safe and inclusive culture e.g. Mana Box, Kia Kaha box	<ul style="list-style-type: none"> <li>*Implement Kia Kaha/Mana Box – a box that allows students to voice any discriminatory or racist behaviour made against them.</li> <li>*Collate data/evidence and analyse.</li> <li>*Co-construct a safe learning environment with students.</li> <li>*Celebrate student achievements and successes.</li> <li>*Model learning for the learner by being one.</li> <li>*Build a judgement-free zone in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Week 1, T2</li> <li>Week 9, T2-4</li> <li>Week 2, T2</li> <li>Weekly – syndicate/school assemblies</li> <li>Ongoing</li> <li>Term 2</li> </ul>	Teachers	<p><b>Creating a Safe and inclusive environment</b></p> <ul style="list-style-type: none"> <li>*Fewer to zero incidents of bullying and discrimination exists at school.</li> <li>*Students will have the language and confidence to speak up against bullying.</li> <li>*Students and staff will have zero tolerance for discrimination and bullying.</li> </ul>



Objective 2	<b>BARRIER-FREE ACCESS</b> Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.			
Outcome	Actions to meet outcome	Resources and Timeframe	Personnel	What will we see happening differently?
<b>Systems</b> 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>	<p>Sarah /SENCO</p>	<b>Systems</b> <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>
<b>Relationships</b> 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>	<b>Relationships</b> <p>*Positive interactions between Rongomai and Mt Richmond students.</p> <p>*Students will have / develope empathy for others.</p>
<b>PLD</b> 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>	<b>PLD</b> <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?
<b>Assessment and Moderation</b> All staff to recognise, understand and analyse assessment systems, tools and student data to consistently inform the next learning steps.	*Assessment – use illustrations (standardas, learning progressions) and a variety of evidence to make informed overall teacher judgements.  *Teachers to revisit, review and familiarise selves with the Rongomaites 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	<b>Assessment and Moderation</b> *OTJs are more successful and consistant 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.
<b>Curriculum and Content</b> All staff to inquire and understand curriculum 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 DMIC 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, T2, T4.	Sarah / Teachers   DMIC coaches / mentors	<b>Curriculum and Content</b> *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.
<b>Pedagogy</b> 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 Rongomai Graduate profiles to then inform what they need to teach and how to teach it.	Week 1, T2   Weekly, T2, T3, T4	Teacheers   Teachers	<b>Pedagogy</b> *Rongomai's Graduate profiles are being used/referred to consistently and regularly.

## HEALTH, SAFETY, AND WELFARE

Reviews are open to the whole school community: board, staff, parents/caregivers/whānau. We have indicated the topics boards should focus on (see shaded rows).

### HEALTH AND SAFETY MANAGEMENT (board)

- Risk Management
- Health and Safety Induction
- Visitors

### EMERGENCY, DISASTER, AND CRISIS MANAGEMENT (board)

- School Closure
- Emergency Management (see subtopics)
- Disaster Management
- Crisis Management

## BOARD ASSURANCES

At a monthly board meeting, assure the board that the school complies with these policies/procedures, that they are up to date, and that the appropriate actions have been taken. The shaded rows below are assurances that are repeated during the year.

TOPIC(S)	ACTIONS
School Planning and Reporting	Forward your charter and analysis of variance to the Ministry of Education by 1 March. Email your updated charter to SchoolDocs. Prepare the annual report for the auditor by 31 March.
Equal Employment Opportunities (EEO)	Include a statement on EEO in your annual report (including any issues from the previous year).
Medicines, Illness, Managing Minor/Moderate Injury, Reporting and Recording Accidents and Incidents	Complete an internal audit of procedures, and assure the board that staff have been briefed and are implementing the procedures correctly. See the Healthcare section.
Police Vetting for Non-Teachers	Assure the board that all non-teaching staff have current police vets on file.
Risk Management	At each board meeting, assure the board that identified hazards are being monitored and/or controlled, and that measures are being re-evaluated to check their adequacy. Check that the board is satisfied with compliance.

## TERM 2

### HEALTHCARE

- Medicines
- Managing Minor/Moderate Injury
- Managing Serious Injury and Illness
- Reporting and Recording Accidents and Incidents (board)
- Infectious Diseases

### BEHAVIOUR MANAGEMENT (board)

- Bullying and Online Bullying
- Surrender and Retention of Property and Searches

Digital Technology and Cybersafety	Assure the board that the policies are being implemented and the school holds copies of signed digital use agreements for all staff and students, as required.
Computer Security and Cybersecurity	Assure the board that the school's computer security/cybersecurity is reviewed and current.
Student Attendance	Assure the board that student absences are correctly recorded, monitored, and followed up. Report on any annual targets for student attendance.
Health Education	Assure the board that the school has completed its 2-yearly consultation with the school community about how the health curriculum is implemented. The board must adopt a statement about the delivery of the health curriculum.
Abuse Recognition and Reporting	Ensure staff are engaged with the abuse reporting procedure and indicators of abuse, and assure the board that this has been done.
Emergency Evacuation / Emergency Kit	Assure the board that staff and students have completed trial evacuations each term, that emergency planning and procedures are up to date and in hard copy, and that emergency kits have been checked and contain all necessary items (with current dates).
Staff Usage and Expenditure (SUE) Reports (in Expenditure)	Ensure a board member has checked the processes and authorisations used to make payments to staff members, the principal, and others responsible for the school payroll.
Monitoring and Auditing School Bus	Complete an audit of the school's bus transport compliance.
Risk Management	At each board meeting, assure the board that identified hazards are being monitored and/or controlled, and that measures are being re-evaluated to check their adequacy. Check that the board is satisfied with compliance.

## TERM 3

- Child Protection (board)
- Abuse Recognition and Reporting
- Care and Management of Students
- Supporting Student Wellbeing
- Food and Nutrition
- Sun Protection (board)
- Staff Wellbeing
- Harassment (board)

Appraisal of the Principal	Take steps to ensure that this process is completed and reported on to the board by end of year.
School Swimming Pool	Ensure that a full risk management and safety assessment of the pool compound is completed as part of the annual health and safety review. See the Ministry of Education's <a href="#">Swimming pools at schools</a> information. Report to the board.
Safety Management System	Report to the board on the internal audit conducted by the health and safety committee/delegated person of the school's health and safety compliance and practices. Check against the Performance Measurement section of this topic.
International Learners	Conduct a self-review of how the school is meeting Code of Practice requirements and report to the board. The self-review should be documented for the school's records, as well as possible external review.
Surrender and Retention of Property and Searches	Assure the board that all procedures relating to search, surrender, and retention have been followed. Confirm that all authorised staff have confirmed their status in writing, and that a written record has been kept of all instances of search, surrender, or retention of property.
Physical Restraint	Assure the board that all procedures relating to physical restraint have been followed, and that all requirements to notify, monitor, and report have been met. Confirm that, as relevant, any non-teaching staff have been authorised in writing. Assure the board of the relevant training and support of staff authorised to apply restraint.
Risk Management	At each board meeting, assure the board that identified hazards are being monitored and/or controlled, and that measures are being re-evaluated to check their adequacy. Check that the board is satisfied with compliance.

## TERM 4

- HEALTH, SAFETY, AND WELFARE POLICY (board)  
Review the main board-level policy in term 4
- Alcohol/Drugs and Other Harmful Substances (board)
- Digital Technology and Cybersafety
- School Bus Transport \*
- School Swimming Pool / Swimming Off Site \* (board)

Emergency Evacuation / Emergency Kit	Assure the board that staff and students have completed trial evacuations each term, that emergency planning and procedures are up to date and in hard copy, and that emergency kits have been checked and contain all necessary items (with current dates).
Staff Usage and Expenditure (SUE) Reports (in Expenditure)	Ensure a board member has checked the processes and authorisations used to make payments to staff members, the principal, and others responsible for the school payroll.
Monitoring and Auditing School Bus	Complete an audit of the school's bus transport compliance.
Provisionally Certificated Teachers	Report to the board on the induction programme of provisionally certificated teachers.
Teacher Registration, Certification, and Police Vetting	Assure the board that all teaching staff are certificated, and therefore vetted.
Appointment Procedure	Assure the board that the appointment procedure, including appointment committee delegations and referee and background checks, is being carried out as stated.
Length of School Year	Assure the board that the school has been open for the statutory number of half-days and hours per day in the current year. Inform the board of the dates and number of half-days for instruction.
Reading Recovery / Literacy Support	Report to the board from the Reading Recovery teacher on the implementation of the Reading Recovery programme.
International Learners	Assure the board that the Code of Practice self-review attestation will be submitted by the due date - 1 December each year.
Risk Management	At each board meeting, assure the board that identified hazards are being monitored and/or controlled, and that measures are being re-evaluated to check their adequacy. Check that the board is satisfied with compliance.

\* Some topics/sections are optional, such as School Bus Transport. If you don't have an optional topic, you don't need to review it.