



Rongomai School

Empowered to Take Risks; Determined to Succeed



CHARTER 2023

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 – Integrity – Courage – Heritage

Whakaute – Ngakau pono – Matātoa – 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 mainly from Māori and Pasifika 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.
- Embedding tikanga Māori into our daily routines – normalisation.

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 songs.

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, bring 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 who provides our school with a community worker (Ipu Imo) to screen our students each week for sore throat or skin allergies, and a school nurse (Emmanuel Villamil) to perform basic health checks and follow ups with our whanau and local doctors.

In addition, we are partnered up with Te Tai Awa Social Services who provides our school social worker (Carleen Adlington). Carleen works closely with our SENCO to access the support and services for our students and their whanau when needed.

We are fortunate to have RTLB (Resource Teachers of Learning and Behaviour) in our school who provide our teachers with excellent support, advice and guidance to support student learning.

Free Kai for our tamariki

Our school currently receives fruit, muesli bars and scroggin from Kids Can. We also receive shoes and jackets as well as health products such as hand sanitisers, tissues and band aids from Kids Can.

Furthermore, we run a “Breakfast in Schools” programme which is supplied by Kids Can. 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.

One of our school’s goals is to tap into our local businesses and resources to develop our produce garden. We want to provide our tamariki with learning opportunities to grow fruit and veges which will go towards feeding them and their families.

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 2022 school year, Rongomai School had 196 students. At the end of February 2023, we have 171 students on our school roll who are organised into three syndicates:

- Junior Syndicate – Y1-2 mainstream, Y1-2 Māori bilingual, Y1-3 Cook Islands bilingual.

- Middle Syndicate – Y3-4 mainstream, Y3-4 Māori bilingual, Y2 mainstream.
- Senior Syndicate – Y5-6 mainstream, Y5-6 Māori bilingual, Y4-6 Cook Islands bilingual.

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 support student wellbeing and learning.

Our ethnic make-up is currently 34% Maori, 1% Filipino and 65% Pasifika (25% Samoan, 21% Cook Islands, 18% Tongan, 1% Niue)



	NELPs	Pacific Education Plan	Ka Hikitia
Goal 1a	Learners at the Centre Have high aspirations for every learner/akonga, 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.	Work reciprocally with diverse Pacific communities to respond to unmet needs, with an initial focus on needs arising from COVID 19 pandemic.	Education provision responds to learners within the context of their whānau.
Goal 1b	Learners at the Centre Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.	Confront systemic racism and discrimination in education.	Maori are free from racism, discrimination and stigma in education.
Goal 2	Barrier Free Access Reduce barriers to education for all, including for Māori and Pacific learners/akonga, disabled learners/akonga and those with learning support needs.	Work reciprocally with diverse Pacific communities to respond to unmet needs, with an initial focus on needs arising from COVID 19 pandemic.	Education provision responds to learners within the context of their whānau.
Goal 3	Quality Teaching and Leadership Develop staff to strengthen teaching, leadership, and learner support capability across the education workforce.	Enable every teacher, leader and educational professional to take coordinated action to become culturally competent with diverse Pacific learners.	Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences.
Tapa Sā			
	Turu 1: Identities, languages and cultures.	Turu 2: Collaborative and respectful relationships & professional behaviours.	Turu 3: Effective Pacific Pedagogies.



OVERARCHING GOAL

To lift academic achievement in Reading, Writing and Mathematics

In Reading 53% of all students will be achieving AT or ABOVE expectation.

In Writing 45% of all students will be achieving AT or ABOVE expectation.

In Mathematics 75% of all students will be achieving AT or ABOVE expectation

Learners at the Centre		Pacific Education Plan	Ka Hikitia
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.		Work reciprocally with diverse Pacific communities to respond to unmet needs, with an initial focus on needs arising from the COVID 19 pandemic.	Te Whānau: Education provision responds to learners within the context of their whanau.
Tapasā	Turu 1 Identities, languages and cultures	Turu 2 Collaborative and respectful relationships & professional behaviours.	Turu 3 Effective Pacific Pedagogies

Outcome	Actions to meet outcome	Resources and Timeframe	Personnel	What will we see happening differently?
Whanau Engagement Relationships with whanau are ako based to support student learning (reciprocal, involved, collaborative,	Parent Teacher Conferences <ul style="list-style-type: none"> Goal setting, student report conferences Home School Partnership (HSP)	Week 4, Term 1 Week 9, Term 2	Teachers Mellissa, Vae,	Whanau Engagement *High engagement and attendance of parents to HSP. *Parents/Whanau will have

valued)	<ul style="list-style-type: none"> • Senior School Camp • Working with p/f/w to review and define graduate profiles <ul style="list-style-type: none"> ◦ Maori & Cook Islands bilingual units • Developing parent, family and whānau capability to support their children's learning: <ul style="list-style-type: none"> ◦ Structured Literacy, Reading ◦ Writing - specific focus on ESOL and oral language strategies 	<p>Week 2, Term 2</p> <p>Week 2, Term 2</p> <p>Week 3, Term 2</p> <p>Week 4, Term 3</p>	<p>Terangi, Christina, Ben, Marama, Carol, Mellissa</p> <p>Jnr Team/Teachers Teachers</p>	<p>a greater understanding of what their child is learning.</p> <p>*Parents/Whanau will be equipped with relevant knowledge and skills to support their child's learning at home.</p>
Maori Engagement Building strong partnerships to support all learners including Maori students	<ul style="list-style-type: none"> • Liaise with Maori advisors to support Reo Rua classes • Create a pathway for tauira to transition from kohanga reo to primary school <ul style="list-style-type: none"> ◦ Develop relationships with local kohanga reo i.e. Ki Tamaki Rawhiti, Whakatapuranga Ki Otara. • Learn our school pepeha <ul style="list-style-type: none"> ◦ Visit the local landmarks in our school's pepeha • Continue to include Nga Kupu Kapua programme and Te reo Māori me ona tikanga across Rongomai School. 	<p>Week 1, Term 2</p> <p>Week 1, Term 2</p> <p>Term 2/3</p> <p>Ongoing</p>	<p>Paeariki/Mellissa</p> <p>Marama/Carol</p> <p>Marama/Carol</p> <p>Teachers</p>	Māori Engagement *An increase in Te reo Maori being used across the school at varying levels of competency. *Te Reo Maori me ona tikanga is active and evidential across the school. *Tamariki and staff are able to recite our school pepeha.
Community Engagement Establish and build relationships to support the learner's needs	<ul style="list-style-type: none"> • Through our partnership with CLM and our assigned Community Connector: <ul style="list-style-type: none"> ◦ Access services and resources from local businesses to develop and maintain our school's produce gardens and compost system. ◦ Create opportunities for students to engage in sports via local sports clubs. ◦ Create opportunities for students to engage in organised after school sports programmes. • Continued relationship with Sistema Aotearoa's Music programme. <ul style="list-style-type: none"> ◦ Weekly in-school sessions for registered Year 2-6 students. 	<p>Term 1 - 4</p> <p>Term 1 - 4</p>	<p>SLT</p> <p>Paeariki</p>	Community Engagement *An increased number of students are involved in community sports outside of school hours *We have a produce garden to serve healthy food options for our tamariki and families. *A compost system provides our students/school with a more environmentally friendly way of discarding our food waste.

Learners at the Centre Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.	Pacific Education Plan Confront systemic racism and discrimination in education.	Ka Hikitia Te Tangata: Maori are free from racism, discrimination and stigma in education.
Tapasā		
Turu 1 Identities, languages and cultures	Turu 2 Collaborative and respectful relationships & professional behaviours.	Turu 3 Effective Pacific Pedagogies

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"> Professional development - Identify various forms of bullying, discrimination and racism. Develop processes to promptly address and resolve any complaints or concerns. Ensure staff are reporting all incidents that occur during morning tea and lunchtime play. Daily update (when necessary) our schoolwide Incident Report Sheet. Check the Incident Report Sheet to identify and make referrals (for support) for students who are consistently involved in altercations with other students. Follow and execute the Rongomai School Behaviour Management process. Keep parents informed of all serious incidents involving their child/ren.. 	Term 3 Ongoing Ongoing Daily Ongoing Ongoing Ongoing	Paeariki/Mellissa Paeariki/Mellissa Paeariki/Mellissa Admin & Teachers Teachers/Mellissa All Staff Teachers/SLT	Shared Understanding *Processes will be in place to follow and therefore address these issues. *Bullying/victimising others is reduced/eliminated. *Incidents are followed up more efficiently. *Parents are informed and updated in a timely manner. *Teachers and parents working closer to support their tamariki. *Tamariki of concern is seen by SLT/Principal after staff have followed the necessary steps of the behaviour management process. *Teachers have a clear understanding of Rongomai's Behaviour Management process.

Barrier Free Access Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/akonga and those with learning support needs	Pacific Education Plan Work reciprocally with diverse Pacific communities to respond to unmet needs, with an initial focus on needs arising from COVID 19 pandemic.	Ka Hikitia Te Whanau: Education provision responds to learners within the context of their whānau.
Tapasā		
Turu 1 Identities, languages and cultures	Turu 2 Collaborative and respectful relationships & professional behaviours.	Turu 3 Effective Pacific Pedagogies

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	<ul style="list-style-type: none"> All staff are familiar with the referral process for referring students with learning, behavioural, social and health needs. Students with special needs are identified quickly and referred to our SENCO for follow-up and support. Regular meetings between Principal and SENCO to ascertain the specific needs of students and the agencies/resources/ICS that will provide them with the support and care needed. Teachers use teaching as inquiry to adjust their approach to generate accelerated progress. Team-based, specialist-informed case management of learners with additional needs. Analyse and interpret student achievement data. Use this to inform teaching and learning programmes that cater to our priority groups of learners - Maori, Pasifika and Special Needs students. 	Ongoing Ongoing Weekly Ongoing Term 1 - 4 Whole school data - End of Term 1-4	Mellissa Teachers/Mellissa Paeariki/Mellissa Teachers Mellissa & SL Teachers	*The special needs of our tamariki will remain at the forefront and their needs catered for. *A stronger collaboration between SMT, SENCO, external providers, parents and classroom teachers is evident. *Achievement data is being used to inform classroom programmes and ICS.
PLD: PLD addresses and supports the needs of all diverse learners	<ul style="list-style-type: none"> Relationships First PLD - Grow educators: <ul style="list-style-type: none"> To develop culturally responsive practices that accelerate and sustain the achievement outcomes of indigenous and marginalised students, and also maximises the achievement of all learners. 	Term 1 - 4	Teachers	PLD *Happy learners who feel socially and culturally connected to their learning process and environment.

	<ul style="list-style-type: none"> ○ To grow Relationships-based Leaders of Learning; leaders who know how to build a culture of success and promote effective learning. ○ To enquire into what works best for indigenous and minoritized students, looking at the factors necessary to transform their schooling experience from one of failure, to one of success. Refer to Rongomai's Graduate Profiles for what success looks like for Maori succeeding as Maori, Cooks Islanders succeeding as Cook Islanders ... ● Structured Literacy/Little Learners Love Literacy (LLLL) <ul style="list-style-type: none"> ○ With structured literacy, teachers introduce new concepts and skills in a logical order. They teach in an explicit way that fully explains concepts and skills. ○ LLLL planning sessions with the RTLB team. ○ Parent Information Evening ○ 1 to 1 coaching assigned to Year 1-2 classroom teachers, includes in class modelling and coaching at least 3-4 days per week, every term. 	<p>Term 1 - 4</p> <p>Week 1, Term 1 Week 2, Term 2</p> <p>Term 1 - 4</p>	<p>Marama, Christina, Sani</p>	<p>*Learners who feel validated and accepted.</p> <p>*An increase in student achievement in Reading for Years 1-2 compared to previous years. *Teachers feel better informed/supported and engaged and passionate about teaching literacy in their Junior classrooms.</p>
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<p>Quality Teaching and Leadership</p> <p>Develop staff to strengthen teaching, leadership, and learner support capability across the education workforce</p>	<p>Pacific Education Plan</p> <p>Enable every teacher, leader and educational professional to take coordinated action to become culturally competent with diverse Pacific learners</p>	<p>Ka Hikitia</p> <p>Te Kanorautanga: Maori are diverse and need to be understood in the context of their diverse aspirations and lived experiences.</p>
<p>Tapasā</p>		
<p>Turu 1</p> <p>Identities, languages and cultures</p>	<p>Turu 2</p> <p>Collaborative and respectful relationships & professional behaviours.</p>	<p>Turu 3</p> <p>Effective Pacific Pedagogies</p>

Challenges/ Issues	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.	<ul style="list-style-type: none"> • Assessment - use illustrations (standards, learning progressions) and a variety of evidence to make informed overall teacher judgments on student achievement. • Teachers revisit, review and familiarise themselves with the Rongomai School assessment practices for Reading, Writing and Maths in their syndicates and as a whole staff. 	Term 1 - 4	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.	<ul style="list-style-type: none"> • 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 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. • Te Tai Tokerau Haerenga - Whole staff <ul style="list-style-type: none"> ○ Make connections of cultures of the Pacific Oceans and Aotearoa. The haerenga will develop a relationship with 	Ongoing Term 2 - 3 Term 1 - 4 Term 2	Paeariki / Teachers Vae/Lui Syndicate Leaders (SL) Paeariki	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. *Teachers feel supported to use the DMIC model to teach Mathematics

	<p>all cultures and investigate the voyage of Kupe from Hawaiiiki to Aotearoa and therefore help us to gain more insight to the NZ Histories Curriculum.</p> <ul style="list-style-type: none"> Community Leisure Management (CLM) PLD <ul style="list-style-type: none"> Create an environment that supports and promotes quality play, sport, and physical activity. Teachers will be confident and capable in their delivery of the Health and Physical Education and Hauora Curriculum. 	Term 1 - 4		<p>in their classrooms.</p> <p>*Te Tai Tokerau - our staff will have a deeper appreciation for each other and our connections to Pasifika and Maori history in Aotearoa.</p> <p>*Teachers feel more confident to deliver Health and Phys Ed lessons.</p>
<p>Pedagogy</p> <p>All staff to understand and deliver an effective Rongomai pedagogy consistently to support all learners.</p>	<ul style="list-style-type: none"> Review, update and complete Rongomai School Graduate Profiles. Continue to include Te Wheke concepts and our Rongomaitanga in all planning. 	<p>Term 2 & 3</p> <p>Ongoing</p>	<p>Teachers</p> <p>Teachers</p>	<p>Pedagogy</p> <p>Rongomai's graduate profile is being used/referred to consistently and regularly.</p>
<p>Leadership</p>	<ul style="list-style-type: none"> Tautai o le Moana <ul style="list-style-type: none"> PLD for principals with a large student roll of Pasifika students. Navigating the educational landscape to create and/or improve educational conditions that supports success for all. SLT - PGC - Develop goals and action plan. SLT hui's will to be based on meeting the needs/PGC enquiries and goals. Pasifika Bilingual/Immersion Education (PBIE) aka Reo Moana <ul style="list-style-type: none"> Our Cook Islands bilingual classroom teachers will develop their leadership and pedagogy to teach bilingual education. CLM / HALO PDs <ul style="list-style-type: none"> Lead/Coordinate staff PDs between the external providers and SMT.. Attend HALO days and report information back to SMT and teachers. 	<p>Term 1 - 4</p> <p>Term 2 - 4</p> <p>Term 2 - 4</p> <p>Term 1 - 4</p>	<p>Paeariki</p> <p>SLT</p> <p>Terangi, Christina</p> <p>SLT & SMT</p>	<p>*A decolonised education system. A system that caters to our 98% Maori and Pasifika student roll.. What works for Maori (and Pasifika) works for all).</p> <p>*Distributive leadership and the development of new leaders will emerge.</p> <p>*Our Cook Islands teachers lead the charge for Cook Island bilingual education.</p> <p>*SLT leadership capacity is extended and leadership capability developed further.</p>

Analysis of Variance – READING (2022)

Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?
<p>Promoted Home-Reading programme</p> <p>The Summer Reading programme supported Year 3-5 students during the Summer school break.</p> <p>Utilised our Learning Assistants to work with struggling readers 1 to 1 and in small groups.</p> <p>The Junior syndicate introduced the Ready to Read Phonics Plus programme in Term 1 only.</p>	<p>Analysis of school-wide reading data in December 2022 identified:</p> <ul style="list-style-type: none"> 52% (75) of all students are reading <i>at or above</i> the Expectation <p>The breakdown for <i>below</i> and <i>well below</i> is:</p> <p>All Year 6 students:</p> <ul style="list-style-type: none"> 23% (7) are achieving <i>below</i> and 0 are achieving <i>well below</i> the Expectation for Reading at the end of year 6. <p>All Year 5 students:</p> <ul style="list-style-type: none"> 17% (5) are achieving <i>below</i> and 21% (6) are achieving <i>well below</i> the Expectation for Reading at the end of year 5. <p>All Year 4 students:</p> <ul style="list-style-type: none"> 0 are achieving <i>below</i> and 33% (9) are achieving <i>well below</i> the Expectation for Reading at the end of year 4. <p>All students after three years at school:</p> <ul style="list-style-type: none"> 4% (1) are achieving <i>below</i> and 77% (20) are achieving <i>well below</i> the Expectation for Reading after three years at school. <p>All students after two years at school:</p> <ul style="list-style-type: none"> 8% (1) are achieving <i>below</i> and 67% (8) are achieving <i>well below</i> the Expectation for Reading after two years at school. 	<p>Needed professional development and more opportunities to share expert teacher knowledge and practice.</p> <p>Lack of in-class observations and feedback for teachers to inform classroom Reading programmes.</p> <p>Process of Teaching as Inquiry needs to be common, everyday practice.</p> <p>A need to strengthen teachers' pedagogical knowledge and understanding about Reading behaviours, assessment information and how to use this knowledge and information to inform and develop an effective Reading programme.</p> <p>Intermittent disruptions caused by COVID cases.</p> <p>Portion of students/families with severe attendance issues</p> <p>Readers going home may not be consistent across the school.</p> <p>There may have been a greater focus placed on Year 2 in term 4 (for transitioning) than there was on Year 1s, this could have caused the increase.</p>	<p>Junior syndicate will replace their usual guided reading programme with Structured Literacy (SL). Utilise the RTLB service to coach and mentor the Junior syndicate teachers.</p> <p>Introduce and explain SL to parents.</p> <p>Team leaders and SMT to conduct in-class observations and provide constructive feedback.</p> <p>Modelling and observations of Reading Programmes across the school.</p> <p>Tamariki will take a reader home daily.</p> <p>Open the school library during breaks for children to access books to read.</p> <p>Implement a Buddy reading programme.</p> <p>Utilise LAs to deliver Pause. Prompt, Praise programme to students who struggle with reading.</p>

	<p>All students after one year at school:</p> <ul style="list-style-type: none"> 16% (3) are achieving <i>below</i> and 79% (15) are achieving <i>well below</i> the Expectation for Reading. <p>All Māori students:</p> <ul style="list-style-type: none"> 9% (4) are achieving <i>below</i> and 49% (21) are achieving <i>well below</i> the Expectation for Reading. <p>All Pasifika students:</p> <ul style="list-style-type: none"> 12% (12) are achieving <i>below</i> and 38% (37) are achieving <i>well below</i> the Expectation for Reading. 	<p>Increase in Year 2 reading levels due to the PPP programme.</p> <p>A new Reading approach was introduced in the Junior syndicate.</p> <p>Low student attendance especially in the Year 1 & 2 Team.</p> <p>Low staff attendance due to low wellbeing.</p>	<p>Continue with the Summer Reading Programme.</p> <p>Teachers use observation notes, assessment info to design programmes to support students' learning needs in Reading.</p>
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Planning for next year (2023):

Professional Development

- Little Learners Love Literacy (LLLL) ongoing PD, coaching and mentoring for Junior syndicate teachers.
- Structured Literacy PD
- Pause Prompt Praise (PPP)
- Running Records, PROBE PD
- Analyse and interpret student achievement data to inform classroom programmes
- More opportunities to observe Reading programmes in other classrooms
- Teachers to register for professional development workshops/courses focused on Literacy
- Consistently send readers home daily

Analysis of Variance – Writing (2022)

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Focused on implementing Spelling into the Writing programme.</p> <p>Team and staff-wide moderation in terms 1 & 3 to ensure consistency across the school in administration and marking samples of students' work.</p> <p>Introduced Fastwrite to increase writing mileage and vocabulary.</p>	<p>Analysis of school-wide writing data in December 2022 identified: 41% (59) of all students are writing <i>at or above</i> the Expectation.</p> <p>The breakdown for <i>below</i> and <i>well below</i> is: All Year 6 students:</p> <ul style="list-style-type: none"> 42% (13) are achieving <i>below</i> and 3% (1) are achieving <i>well below</i> the Expectation for Writing at the end of year 6. <p>All Year 5 students:</p> <ul style="list-style-type: none"> 79% (23) are achieving <i>below</i> and 7% (2) are achieving <i>well below</i> the Expectation for Writing at the end of year 5. <p>All Year 4 students:</p> <ul style="list-style-type: none"> 33% (9) are achieving <i>below</i> and 0 are achieving <i>well below</i> the Expectation for Writing at the end of year 4. <p>All students after three years at school:</p> <ul style="list-style-type: none"> 65% (17) are achieving <i>below</i> and 0 are achieving <i>well below</i> the Expectation for Writing after three years at school. <p>All students after two years at school:</p> <ul style="list-style-type: none"> 8% (5) are achieving <i>below</i> and 8% (1) are achieving <i>well below</i> the Expectation for Writing after two years at school. <p>All students after one year at school:</p> <ul style="list-style-type: none"> 74% (14) are achieving <i>below</i> and 0 are achieving <i>well below</i> the Expectation for Writing. <p>All Māori students:</p>	<p>Few opportunities to write daily especially in Term 4.</p> <p>Low student and staff attendance - causing inconsistent programme delivery. Staff absences due to health and wellbeing.</p> <p>Very limited access to experienced teacher support and guidance.</p> <p>Few opportunities to observe <i>Best Practice</i> across the school</p> <p>Limited pedagogical knowledge and understanding about Writing behaviours and assessment information.</p> <p>Intermittent interruptions to school caused by COVID cases.</p> <p>A variance of Writing programmes across the school.</p> <p>Transitions from Year 2 to Year 3 and Year 4 to Year 5. It takes these tamariki time to settle in and become familiar with their new classroom environment and routines as well as getting to know their new teacher and his/her expectations.</p> <p>Consistent increase in the Year 5 & 6 syndicate from Terms 1-3, but then a drop in Term 4. Possibly due to a reduction in daily writing in Term 4</p>	<p>Team leaders to conduct observations of classroom Writing programmes.</p> <p>Class timetables will show that Writing has been scheduled at least 4-5 times a week.</p> <p>Provide opportunities for students to share their ideas in pairs, small groups and the whole class.</p> <p>Inquiry - Syndicates to analyse their classroom data and brainstorm what they can do to improve student writing as well as identify their needs to deliver an effective and quality programme.</p> <p>At risk learners should be referred through SENCO for extra support.</p> <p>Teachers use their CRT days to observe writing programmes in other classrooms.</p> <p>Teachers to register for Literacy PDs.</p> <p>Conduct Home School Partnership event with a focus on Writing.</p>

	<ul style="list-style-type: none"> 60% (26) are achieving <i>below</i> and 0 are achieving <i>well below</i> the Expectation for Writing. <p>All Pacific Islands students:</p> <ul style="list-style-type: none"> 57% (54) are achieving <i>below</i> and 4% (4) are achieving <i>well below</i> the Expectation for Writing. 	<p>caused by several schoolwide events i.e. Year 6 grad, prize-giving, EOTC, Rongomai Fest.</p> <p>In class support from the RTLBs and Learning Assistants.</p>	
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Planning for next year (2022):

Professional Development (most PD sessions can be covered in weekly staff meetings):

- Senior Management Team (SMT) and Team Leaders (TL) to conduct regular observations of teacher practice and their Writing programmes. Provide constructive feedback.
- Check trackers to identify “at risk” learners that need to be referred for extra support.
- ESOL strategies PD

Analysis of Variance – Mathematics (2022)

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Mathematics</p> <p>Developed launch problems using contexts which our Maori and Pasifika students are familiar with.</p> <p>Classroom math lessons were taught in mixed ability groups.</p> <p>Used DMIC planning sheets and activities to support our delivery of DMIC.</p> <p>Planned DMIC unit plans collaboratively in syndicates.</p> <p>Individual staff attended online DMIC workshops that were relevant to their needs.</p>	<p>Analysis of school-wide mathematics data in December 2022 identified:</p> <ul style="list-style-type: none"> 67% (97) of all students are achieving <i>at or above</i> the Expectation for Mathematics. <p>The breakdown for <i>below</i> and <i>well below</i> is:</p> <p>All Year 6 students:</p> <ul style="list-style-type: none"> 13% (4) are achieving <i>below</i> and 0% are achieving <i>well below</i> the Expectation for Mathematics at the end of year 6. <p>All Year 5 students:</p> <ul style="list-style-type: none"> 59% (17) are achieving <i>below</i> and 0 are achieving <i>well below</i> the Expectation for Mathematics at the end of year 5. <p>All Year 4 students:</p> <ul style="list-style-type: none"> 19% (5) are achieving <i>below</i> and 15% (4) are achieving <i>well below</i> the Expectation for Mathematics at the end of year 4. <p>All students after three years at school:</p> <ul style="list-style-type: none"> 19% (5) are achieving <i>below</i> and 4% (1) are achieving <i>well below</i> the Expectation for Mathematics after three years at school. <p>All students after two years at school:</p> <ul style="list-style-type: none"> 42% (5) are achieving <i>below</i> and 8% (1) are achieving <i>well below</i> the Expectation for Mathematics after two years at school. <p>All students after one year at school:</p> <ul style="list-style-type: none"> 27% (5) are achieving <i>below</i> and 0 are achieving <i>well below</i> the Expectation for Mathematics. 	<p>At least 50% of our teaching staff are in their 4th and 5th year of delivering DMIC and therefore have more confidence and a greater understanding of teaching Maths.</p> <p>Students are learning to share their thinking out loud with each other and by doing so, they are teaching others during the process.</p> <p>Teachers are planning more collaboratively in syndicates and sometimes as a whole staff – sharing of planning and best practice across the teaching staff.</p> <p>Developing launch problems using contexts which our Maori and Pacific Islands students are familiar with.</p> <p>Classroom math lessons are taught in mixed ability groups.</p> <p>Many of our tamariki have gaps in Number Knowledge.</p>	<p>Continue to create launch problems that our Maori and Pasifika tamariki can easily relate to.</p> <p>Teachers to continue and strengthen collaborative planning.</p> <p>Teachers in need of further support, to use their CRT to observe more experienced teachers of DMIC.</p> <p>Make use of the SWIVL tool for teachers to observe and evaluate their own teaching.</p> <p>Continue to use tracking sheets to monitor student progress, and identify target students/students needing to be referred for extra support from Learning Assistants, RTLB etc.</p> <p>Utilize expert teachers on staff to lead planning and staff PD for DMIC</p>

	<p>All Māori students:</p> <ul style="list-style-type: none"> 37% (16) are achieving <i>below</i> and 7% (3) are achieving <i>well below</i> the Expectation for Mathematics. <p>All Pacific Islands students:</p> <ul style="list-style-type: none"> 26% (25) are achieving <i>below</i> and 3% (3) are achieving <i>well below</i> the Expectation for Mathematics. 		
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Planning for next year (2023):

- Teachers to continue planning collaboratively in syndicates and whole staff
- Review and refine our math lessons to ensure we use relevant contexts in our launch problems.
- Continue to focus on teaching strands and draw out the number strategies and knowledge from these math problems.
- Continue to use tracking sheets to monitor student progress. Identify target students/students needing to be referred for extra support.
- Teachers deliver DMIC lessons 4-5 days a week.
- Teachers can self-evaluate regularly and observe themselves teaching using the school's SWIVL device.

2023 Policies and Board Assurance Review Schedule

<https://rongomai.schooldocs.co.nz/Yearly%20Board%20Assurances.pdf>