



Rongomai School

Empowered to Take Risks; Determined to Succeed



Rongomai School Annual Strategic Plan 2025

Vision

Whaia te iti kahurangi ki te tuohu 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 - Nga Uaratanga

Respect - *Whakaaute*

Integrity - *Ngakau Pono*

Courage - *Matatoa*

Heritage - *Nga taonga tuku iho*

OVERALL GOALS

To lift academic achievement in Reading, Writing and Mathematics

	Target for each goal	Action to meet the goal	Allocation of resources	Measure & evidence to evaluate progress	Info on teaching meeting needs	How does this support Te tiriti
Goal 1	Literacy	Implementation plan - 1 hour per day	\$5,000	End of term Data Results	GEP - Group Education Plans	Raises student achievement and their aspirations
Goal 2	Numeracy	Implementation plan - 1 hour per day	\$500	End of term Data Results	GEP - Group Education Plans	Raises student achievement and their aspirations
Goal 3	Cultural Groups	15 minutes minimum per day	\$2,000	Annual cultural festival performance	Weekly planning of performance items	Builds student confidence, inclusive and raises achievement levels
Goal 4	Ka Hikitia	Implementation plan	\$5,000	Teacher end of term report	Data Analysis IEP (if needed) Whanau hui	Raises student achievement and their aspirations
Goal 5	Tapasa	Implementation plan	\$5,000	Teacher end of term report	Data Analysis IEP (if needed) Whanau hui	Raises student achievement and their aspirations
Goal 6	Neuro Diverse/ Disabled Learners	Develop quality IEP plans	MoE & SENCO funding	Teacher Reports & LA anecdotes	IEP Goals and reporting	Builds student confidence, inclusive and raises achievement levels
Goal 7 Reading	75%	Implementation plan	As per literacy budget	End of term Data Results	GEP - Group Education Plans	Raises student achievement and their aspirations
Goal 8 Writing	75%	Implementation plan	As per literacy budget	End of term Data Results	GEP - Group Education Plans	Raises student achievement and their aspirations
Goal 9 Math	95% above	Implementation plan	As per numeracy budget	End of term Data Results	GEP - Group Education Plans	Raises student achievement and their aspirations

STRUCTURED LITERACY - MY READING PROGRAMME - 1 hour per day

Starting Time: 11.00am

- **Expectation of Standard:** “everything must be completed before you go to the next break’.
- A quick problem solving activity before you start the book is a good way to achieve success before you start the lesson


5 mins	Read to - shared book to the whole class				
Whole lesson filler (not to be marked)	Draw a picture and write about your picture - use this as a time filler -draw a picture from the story you just heard -write about the picture				
Graphic Organiser		Teacher Guided Reading	Rotation 1 Vocab Knowledge	Rotation 2 Activity / Games	Rotation 3 Use the right word
	11.10am	Group 1	Group 2	Group 3	Group 4
	11.20am	Group 4	Group 1	Group 2	Group 3
	11.35am	Group 3	Group 4	Group 1	Group 2
	11.50am	Group 2	Group 3	Group 4	Group 1
GUIDED READING PROGRAMME					
Group 1 Well Below	Activity to meet their specific needs				
Group 2 Below	Activity to meet their specific needs				
Group 3 At	Activity to meet their specific needs				
Group 4 Above	Activity to meet their specific needs				
Expository Text Comprehension Strategy	Web Sheets - physical characteristics, diet, habitat, one other interesting fact				

worksheet	
Narrative Text Comprehension Strategy worksheet	Sequential Sheet - 6 boxes to complete 6 main ideas Episodes Sheet - Problem. reaction, action taken, outcome
Group 3 and 4	PROJECT WORK - develop a fortnightly project integrated with a topic study for the term. The learner can create a model and write about their project and present it to the class or school assembly. e.g the water cycle, the effects of AI on education, topic over-archer for the term etc.
Goal Books 5 mins before the lesson is completed	Ensure everyone's goals are up to date and they know what they are working towards. (Reading Rockets Page) You need to keep the parents in the loop with their progress. Send home a note - make up a 'reading note' that you can print out or write up quickly. Ensure you date all comments and goal targets in this book
CHECK BEFORE END OF LESSON	<ol style="list-style-type: none"> 1. All work is completed, if not send it home for homework 2. Mark whatever work you can mark before everyone packs up 3. Keep your eyes on groups 1 and 2 at all times - stay on task 4. Stickers and certificates galore - reward systems - praise your students for the great work they have done today 5. GOAL BOOKS - check to see everyone is tracking with their goals and which parents you need to contact 6. Ensure you date everything you mark

STRUCTURED LITERACY PROGRAMME - MY WRITING PROGRAMME - 1 hour per day

Starting Time: 10.00am

- **Expectation of Standard:** “everything must be completed before you go to the next break’.

<p>Introduction</p>	<p>Put a quirky or interesting picture of a character -cartoons are good</p> 
<p>Observation</p>	<p>Students get to look at the picture and think critically about what they see Think of some words to describe what you see</p>
<p>Recording</p>	<p>Students should come up with interesting words - write these down. Adjectives He has a long mouth, funny crooked teeth, funny ears, big nose</p>
<p>Questions</p>	<p>Get students to expand their thinking for example Funny ears - they could say he has flappy ears, very long sharp teeth</p>
<p>Sentence Structure</p>	<p>Start to formulate two sentences</p> <p>The character has bushy eyebrows with big round blue eyes. His ears are very flappy and flop out to the sides of his head.</p>

Independent Writing	Provide them with the hand-out and go back to their desks and continue writing
Guided Writing	Those who require help stay with you and continue to form sentences. Once you have completed a paragraph give them the hand-out to copy their writing onto.
Edit	Sit with each student and discuss how their sentences are made up and whether they can find another interesting or complex word to make their writing more interesting
Final Draft	Provide another hand-out and record the final draft onto this new page and paste into your writing book -you can use a device to complete this if you wish
Showcase END OF LESSON	Get a couple of students to share at the end - use a mix of writing abilities to do this
WALL OF FAME	You can display everyone's final copy on the wall if you wish highlighting the LI's
GOAL BOOK	Ensure everyone's goals book is up to date and you have dated the LI's where achieved or yet to be achieved
Principal or Management Support	Send your new achievers to either the Principal or SLT team to provide comments and stickers (praise)
Assembly Presentation	Students are able to present their work at assembly if you feel they have achieved some outstanding standards. This really helps other students to strive and thrive
Rewards	Ensure you provide stickers, certificates or a reward for their efforts - share this around

How to implement the Oral Language Development Programme

One hour lesson

"If they can speak it they can write it"

5 mins	Roll Call - allow children to respond in their language 'Yes I am here today whaea/matua' 'Ae kei konei au e whaea/e matua'
5 mins	Pose the Oral Language Scenario This includes a picture, presentation or video clip of the scenario E.g: Yesterday we had our sports day - play a video clip of the events that happened with your class. The children will start to share their 'feelings' and 'emotions' about what they are seeing on the video
5 mins	Ask each child to share what they liked about the sports day? <i>For those who were absent they can listen to what others have to say</i> Allow the students to talk in small groups about what happened yesterday at the sports
15mins	Release each group to a table with an A3 sheet of paper and get them write down their highlight and find words to express how they felt about their experience. Students can also use symbols to express their feelings and emotions
10mins	Back to the mat - each group to present their poster 1. Speak clearly and loudly - teacher to model this first 2. Each child to share their highlight and how they felt about it 3. They are to reference their writing or symbols on the poster when they speak As the class is presenting their ideas - the teacher is to write a caption for the class capturing everything they have said. Use your laptop and present this on your TV. <i>E.g: Yesterday was our sports day. We participated in all the events. Some of the highlights for our class were the track and field events which included the following - 50m and 100m sprints, the long and high jump and the frog races. We really enjoyed the egg and three legged races too. We also enjoyed watching the teachers race the</i>

	<p><i>100m sprint. We were excited and energetic and had lots of fun participating. Overall, we had a great day and wished all the winners good luck who will represent our school at the next regional competition.</i></p> <p>The caption must be grammatically correct and punctuation must be evident. Use more complex words as you develop the caption.</p>
5 mins	<p>The children will read the caption two times as a whole class. You can get them to repeat each sentence after you say it. Don't forget to point to the words as you</p>
5 mins	<p>Sing a waiata with your class - you can choose any language and encourage those students of that particular ethnicity to help sing along. Ensure the words are visible for the other students to follow</p>

What can I do with this poster?

Print off the caption and pin it to the wall. You can print off some photos from the sports day and pin those around the caption. This will become a writing reference point for your students as they continue to write throughout the week.

Future Development of the Oral Lesson

You start your lesson as per the above, however, as you continue to do this on a daily basis, the students start to implement this process into their own learning for writing. This is how you improve students' writing by developing their oral language - but you have to be vigilant and consistent. You will learn to modify your lesson as time progresses throughout the year.

STRUCTURED NUMERACY IMPLEMENTATION PLAN

You must teach the 10 steps within the first 3 years of the child commencing school. They cannot move onto any other mathematical strands until they achieve this knowledge

Step 1	<p>Identify numbers 0 - 10, 11 - 20, 21 - 30, 31 - 40, 41 - 50, 51 - 60, 61 - 70, 71 - 80, 81 - 90, 91 - 100</p> <ul style="list-style-type: none"> - Up to 1000 - Up to 10,000 - Up to 100,000 - Up to 1,000,000
Step 2	<p>Place Value 1's, 10's, 100's, 1000's, 10,000's, 100,000's, 1,000,000's</p>
Step 3	<p>Function 1 - addition $1 + 1 = 2$</p>
Step 4	<p>Function 2 - subtraction $2 - 1 = 1$</p>
Step 5	<p>Function 3 - multiplication (times tables) 1x, 2x, 3x, 4x, 5x, 6x, 7x, 8x, 9x 10x, 11x, 12x</p>
Step 6	<p>Function 4 - division - teach this step once the child knows all of the times tables $5 \times 2 = 10$, therefore $10 \text{ divided } 2 = 5$</p>
Step 7	<p>$\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$ or Fractions - - teach this step once the child knows all of the times tables</p> <p>$1/1 = \text{whole}$, $1/2 = \text{half}$, $1/4 = \text{quarter}$</p>
Step 8	<p>% or Percentages - teach this step once the child knows all of the times tables</p> <p>1 whole = 100% $\frac{1}{2} = 50\%$ $\frac{1}{4} = 25\%$</p>
Step 9	<p>1.2, 1.3 or Decimals and integers - teach this step once the child knows all of the times tables</p> <p>Decimals 1.0 to 100.0 1.01, 1.02, 1.03 to 99.99</p>

	Integers 00.01, 00.02, 00.03 etc
Step 10	Negative numbers - teach this step once the child knows all of the times tables -1 to -100, -10,000, -100,000, -1,000,000

OTHER MATHEMATICAL STRANDS

Measurement	measurement is a process of determining how large or small a physical quantity is as compared to a basic reference quantity of the same kind.
Geometry	Geometry is the branch of mathematics that deals with shapes, angles, dimensions and sizes of a variety of things we see in everyday life.
Algebra	Algebra is the branch of mathematics in which abstract symbols, rather than numbers, are manipulated or operated with arithmetic. For example, $x + y = z$ or $b - 2 = 5$ are algebraic equations, but $2 + 3 = 5$ and $73 * 46 = 3,358$ are not.
Statistics	Statistics is the study and manipulation of data, including ways to gather, review, analyze, and draw conclusions from data. The two major areas of statistics are descriptive and inferential statistics.

KA HIKITIA - IMPLEMENTATION PLAN (Guiding principles)

- Excellent outcomes: We will support Māori learners and their whānau to achieve excellent education outcomes through our individual reading, writing, oral and mathematics curriculum implementation plans.
- Belonging: We will ensure Māori learners and their whānau have a strong sense of belonging across our education system through the use of te reo Māori and tikanga practices being observed on a daily basis. We will continue with our Kapa Haka cultural group.
- Strengths-based: We will recognise and build on the strengths of Māori learners and their whānau meeting with them on a regular basis (twice per annum) to discuss their aspirations and learning goals for their tamariki.
- Productive partnerships: We will support strong relationships between learners and whānau, hapū, iwi, educators and others to support excellent outcomes by being involved with our local marae (Ngati Otara) and attending iwi and hapu annual events such as Koroneihana, Poukai, Kapa Haka Festivals.
- Te Tiriti o Waitangi: We will give practical effect to Te Tiriti o Waitangi in the education system by building confident learners through the use of te reo Māori me ona tikanga .

These guiding principles set out how we will work across the education system to support the Ka Hikitia vision.

They have been adapted from Ka Hikitia 2013 and reflect enduring themes in Māori education.

The education system has underperformed for Māori learners and their whānau over an extended period. As a result, Māori learners collectively experience worse education outcomes than other New Zealand learners and are less engaged in our education system. Here at Rongomai School, we will raise the confidence of our learners and help our whānau, hapū and iwi to be involved in our decision making by being Board members on our school Board and building relationships with local Māori organisations (strengthening our external stakeholdership)

This has a significant impact on our social, cultural, health and economic status for our whānau, hapū Māori of Rongomai School and will help develop and strengthen our relationships with local Māori stakeholders.

Tapasā Implementation Plan

Malo Ni, Kia Orana, Talofa Lava, Malo e lelei, Fakaalofa lahi atu

Tapasā is a tool that can be used to increase the capability of all teachers of Pacific learners. It was developed by the Ministry of Education through consultation with Pacific teachers, academics, experts, families and communities as part of the Pasifika Education Plan's intention to realise the full potential of Pacific learners. The Teaching Council led the implementation of *Tapasā* and created resources for teachers' professional learning, including webinars and videos.

Important amendment to *Tapasā*: reference to Pacific learners' learning style has been removed. *Tapasā* is a Samoan term that can be loosely translated as a navigation compass. It can also be referred to as a guide on a journey. It serves a dual purpose - as a guide for teachers to navigate their own journey of becoming more culturally competent and as a symbol of the learning pathway that Pacific learners can undertake. Three *туру*, or competencies, form the basis of the framework.

Turu 1: Identities, languages and cultures

Rongomai School Practitioners will demonstrate awareness of the diverse and ethnic-specific identities, languages and cultures of Pacific learners through

Turu 2: Collaborative and respectful relationships and professional behaviours

Rongomai School Practitioners will establish and maintain collaborative and respectful relationships and professional behaviours that enhance learning and wellbeing for Pacific learners through the use of their language in and outside of the classroom through 15 minutes minimum of teaching cultural dance and practices..

Turu 3: Effective pedagogies for Pacific learners

Rongomai School Practitioners will Implement pedagogical approaches that are effective for Pacific learners through the use of cultural narratives from their respective home lands (island).