
TE TUTOHINGA o
TE WHAREKURA o RAKAUMANGA



2019

DIRECTORY

Auditor	Owen McLeod & Co P O Box 389 HAMILTON
Solicitor	Alex Hope Barrister P O Box 19-342 HAMILTON
Accountants	Hayden Jones Education Services Limited Private Bag 3023 HAMILTON
Bankers	Bank of New Zealand, HAMILTON Westpac Banking Corporation, HUNTLY
Ministry of Education	Missy Lord Senior Advisor Maori 19 Home Straight HAMILTON
Property Management	Sharyn Flintoft Waikato School Property Services P O Box 858 CAMBRIDGE
Registered Office	26 McDiarmid Crescent HUNTLY
Postal Address	26 McDiarmid Crescent HUNTLY
Telephone	+64 7 828 9013
Email	tari@rakaumanga.school.nz

Front Cover Page:**Tumanako, Whakapono, Manawanui:**

The sculpture at the front of the school bears testimony to the many challenges the school has had to overcome in its relatively short existence as a Kura Kaupapa Maori and later a Wharekura. Many of the challenges at the time seemed insurmountable (as depicted by the steel plates), but through inspired leadership by its Runanga, committed endeavour from the school staff and unwavering community support, it has overcome those challenges (as depicted by the waka piercing the steel plates).

The sculpture also stands as a memorial to the many committed people from this community who gave so much to establishing our Kura but who are no longer amongst us to savour the fruits of their labour.

CONTENTS

4	SECTION 1 – INTRODUCTION
4	He Mihi
	Type of School – <i>Educational success as Waikato Tainui</i>
	General Description of School – <i>A tribal initiative</i>
5	School Resourcing – <i>A conducive teaching and learning environment</i>
	Te Wharekura – <i>Our community</i>
6	Mission Statement
7	SECTION 2 – 2019 ANNUAL PLAN & VARIANCE STATEMENTS
7	Our Vision, Purpose, Goals and Strategic Priorities
9	Our People
10	SECTION 3 –NAG2A REPORTING STATEMENTS
10	Kura Teina Whaingā
14	Reo Pakeha in a Kura Kaupapa Setting
16	National Certificate of Educational Achievement (NCEA) Year 9 – Year 13
16	NCEA Level 1
17	NCEA Level 2
18	NCEA Level 3 & University Entrance
19	Notes

HE MIHI

E nga reo, e nga mana, tena tatou katoa. Tena tatou e noho nei i raro i te korowai atawhai o to tatou Matua nui i te Rangi. E inoi atu ana hoki ki a ia kia tau iho ana manaakitanga ki runga ki to tatou Kiingi ki a Tuheitia me tona Whanau, ki te hunga e noho ana i raro i te parekawa o te mate, te hunga e mau ana, hoki noa mai ano kia tatou katoa.

Nga mate kua hinga, kua huri ki tua o arai, moe mai ra.

Ko Taupiri te maunga, ko Waikato te awa, Ko Pootatau te Wherowhero te tangata. Waikato Taniwharau, he piko he taniwha, he piko he taniwha. Koia ko Te Wharekura o Rakaumanga tenei e kokiri nei i te whainga kia tu pakari, kia tu mataara, kia tu maia nga uri whakatupu o Waikato Tainui iaianei, apopo, atahi noa ra.

TYPE OF SCHOOL – Educational Success as Waikato Tainui

‘Me whakatupu ki te hua o te rengarenga, me whakapakari ki te hua o te kawariki’

Te Wharekura o Rakaumanga is a co-educational composite (Year1 - Year13) Tribal Wharekura.

The learning and teaching environment that Te Wharekura o Rakaumanga provides is a Waikato Tainui initiative in support of the Crown's commitment to equitable educational outcomes for Maori. The programme is a genuine schooling option within the stated goals of government policy.

Te Runanga o Te Wharekura o Rakaumanga and Wharekura whanau will ensure that all children are provided with an education which respects their Tino Rangatiratanga (their dignity, rights and uniqueness as Maori); which excites them and challenges them to reach their full potential and achieve their personal standards of excellence. All school activities will be designed to advance these purposes.

GENERAL DESCRIPTION OF THE SCHOOL – A tribal initiative

‘Maaku ano e hanga tooku nei whare’

Te Wharekura o Rakaumanga was established as a native primary school under the Native Schools Act on the 21st September 1896. The school was originally sited where the Huntly Power Station now stands. Historically it provided primary school education for the children of the Ngati Mahuta, Ngati Whawhakia, Ngati Hine and Ngati Kuarangi hapu of Waikato.

Rakaumanga was integrated into the State system under the control of the Hamilton Education Board in 1969 with the abolition of Native Schools.

The continued existence of Rakaumanga as a school was seriously threatened when construction of the Huntly Power station began. Fierce lobbying by the local community prevented this and eventually the school was relocated to its present site at 26 McDiarmid Crescent, Huntly West in 1974.

During the late 1970s, major concerns were being expressed regarding the state of the Maori language in the community and the general quality of education that Maori children were receiving from the school and other state schools. In response to this a Bi-lingual Pre-school was established on the school site in 1979 and te reo Maori was introduced as a subject to be taught throughout the school. In progressive years the programme was extended to include the teaching of Waikato Tainui perspectives across the curriculum and the inclusion of the use of te reo Maori as a medium of instruction.

The school was officially redesignated as a Primary Bi-lingual School in 1984.

Total immersion instruction in te reo Maori across all subjects was initiated in 1986 after disillusionment with the speed at which bi-lingual teaching was assisting with the revival of the language as a language of communication amongst students. Immersion Maori instruction was first introduced to the new entrant class of '86 and as they progressed through the school, further immersion classes were established. By 1992, all classes were taught totally in te reo Maori. In 1993 the school retained its form 3 (Year 9) students and established a secondary unit on the school site. All governance, management and pedagogical practice were aligned to reflect Waikato Tainui tikanga and kawa.

The school was redesignated a Kura Kaupapa Maori in 1994 under s155 of the Education Act.

Ministerial approval to redesignate as a Special Character Composite School was received in 1996 officially sanctioning the establishment of a secondary school programme teaching Year 1 - Year 13 students on the one school site. The first cohort of Year 13 students graduated from the Wharekura in 1997.

SCHOOL RESOURCING – A conducive teaching and learning environment*‘Ko ngaa poupou o roto he maahoe he patatee, Ko te taahuuhuu he hiinau’*Physical Resources

The Property and Occupancy agreement with the Ministry of Education was signed on 26th March 1992. The main site located at 26 McDiarmid Crescent is 2.10802 hectares. All teaching, administration, and service facilities are located at this site. The 2nd site located at Harris Street, Huntly West maintains the school’s main sports ground facilities. This site was added to the Property and Occupancy Agreement when the school was redesignated as a Wharekura. This site has also enabled the school to regain closer connectivity with its establishment communities of Waahi, Raakaumangamanga, Kaitumutumu and Te Kauri.

TE WHAREKURA – Our Community

*‘Teeraa anoo ooku nei hoa kei ngaa toopito o te ao,
Ko ngaa huumeke, ko nga kaamura me nga parakimete,
Ahakoa ngaa mano huri atu ki te haamarietanga,
Mahue mai ki au tahi mano e rima rau, rima tekau, tekau maa rua,
Ko ahau kei roto ko te Atua tooku piringa,
Ka puta, ka ora’*

The Wharekura community is best described as those who wish to have their children educated in a school environment which respects their Tino Rangatiratanga (their dignity, rights and uniqueness as Waikato Tainui); which excites them and challenges them to reach their full potential and achieve their personal standards of excellence for personal benefit and tribal gain.

Catchment Area

The school catchment area is therefore philosophically based rather than geographically based. It caters for the educational needs of pupils not only from its traditional areas of Waahi, Raakaumangamanga, Te Kauri and Te Ohaki, but also pupils who wish to be taught through Kaupapa Maori education from other areas of Waikato Tainui and Aotearoa. In particular, from communities which have Kura Kaupapa Maori primary schools with no Wharekura in close proximity for their students to graduate too.

Kiingitanga

The essence of Waikato Tainui identity is Kiingitanga. Since the times of Kiingi Pootatau, Waikato Tainui have been resolute in their role as kaitiaki of the Kiingitanga. As an institution, Kiingitanga provide inspiration, courage, cohesion and vision, for its people.

Kiingi Mahuta endorsed the establishment of Rakaumanga as a Native School. Te Arikinui, Kuini Te Atairangikaahu rededicated the school when it was relocated from its previous site. She also oversaw the redesignation of the school first as a Kura Kaupapa Maori, then as a Wharekura. Te Wharekura o Rakaumanga has adopted a tongi by Kiingi Taawhiao as its Mission Statement.

The tribe remains fiercely loyal to Te Arikinui, Kiingi Tuheitia the current Maori monarch. Te Wharekura o Rakaumanga ensures all of its activities are consistent with the tribes’ aspirations for and obligations to Kiingitanga.

Socio - economic Status

Rakaumanga is an officially designated decile 1 school. This designation is reflective of a community that continues to undergo difficult times. Forty per cent of the schools parents hold permanent jobs, predominantly in the semi-skilled area while sixty per cent are registered as benefit dependent.

Caregivers

The Maori style of Care-giving is quite apparent with one-fifth of our students ‘adopted’ out as whaangai to other members of the whanau. Seventeen per cent of the students come from solo parent families.

Ethnic Composition – Tribal Affiliations

The majority of the school community is Maori, most of who are of Waikato descent. A sizeable percentage comes from other Tainui iwi. A small minority comprise raawaho, those from other tribal areas.

Marae

Marae are the focal point of a lot of community activity. There are six marae in the Huntly area; Waahi, Te Kauri, Kaitumutumu, Te Ohaki, Maurea and Horahora. The Wharekura also has close affinity and association to other marae within Waikato, in particular but not restricted to, Waikare, Taniwha, Matahuru, Taupiri, Hukanui, Turangawaewae and

Te Papa o Rotu. The school endeavours to fulfil its responsibilities and obligations by participating in most hui held on the various marae.

OUR MISSION STATEMENT

MISSION STATEMENT

“E kore teenei whakaoranga e huri ki tua o aaku mokopuna

Maaku anoo e hanga tooku nei whare

Ko ngaa poupu o roto he maahoe he patatee

Ko te taahuuhuu he hiinau

Me whakatupu ki te hua o te rengarenga, me whakapakari ki te hua o te kawariki

Teeraa anoo ooku nei hoa kei ngaa toopito o te ao

Ko ngaa huumeke, ko nga kaamura me nga parakimete

Ahakoia ngaa mano huri atu ki te haamarietanga

Mahue mai ki a au tahi mano e rima rau rima tekau tekau maa rua

Ko ahau kei roto, ko te Atua tooku piringa,

Ka puta, ka ora”

Kiingi Taawhiao

“These things will not continue beyond the time of my descendants

I shall fashion my own house

The ridgepole will be of hiinau; the supporting posts of maahoe and patatee

Those who inhabit that house shall be raised on rengarenga and nurtured on kawariki

My friends will come from all parts of the world

From the working classes of the shoemakers, blacksmiths and carpenters

Regardless of the multitudes who seek salvation elsewhere

Even if I am left with a thousand, five hundred, fifty or twelve

I am secure, for God is my refuge and we shall overcome.”

King Taawhiao

This proclamation of Kiingi Taawhiao was adopted by Te Wharekura o Rakaumanga as its Mission Statement which advocates self-deliverance through self-endeavour and commitment.

Our Mission Statement also takes into consideration Tainui’s role as kaitiaki of the Kiingitanga and Tainui’s commitment to people as their major resource.

SECTION 2 – 2019 ANNUAL PLAN**1.0 OUR VISION, PURPOSE, GOALS and PRIORITIES****1.1 OUR VISION**

Our vision is for Te Wharekura o Rakaumanga to be a Tribal Wharekura that produce 'Ideal Waikato Tainui Graduates' The ideal Waikato-Tainui Graduate is culturally, intellectually, physically, socially and spiritually enriched to successfully enter the global environment

1.2 OUR PURPOSE

Our purpose is to nurture students who are knowledgeable and proud of their Waikato Tainui identity and who are appropriately prepared to contribute and participate as national and global citizens

1.3 OUR GOALS

Our key goals are to maintain Te Wharekura o Rakaumanga as a learning and teaching environment that:

- ❖ Uphold and supports Kiingitanga
- ❖ Ensures all school activities are consistent with the tribe's aspirational goals and objectives
- ❖ Affirms parent, community and tribal custodianship of Te Wharekura o Rakaumanga
- ❖ Provides teaching and learning environments which encourages students to strive for excellence
- ❖ Enable students to acquire the appropriate academic skills and knowledge to succeed in later life experiences.

2.0 OUR STRATEGIC PRIORITIES

We have identified strategic priorities that support the goals outlined above and within other Waikato Tainui strategic documents including *Ko te Mana Matauranga – Waikato Tainui Education Plan 2015 – 2020*. Of particular significance to us are the tribe's objectives:

- ❖ All Waikato Tainui tribal members are fluent in Waikato reo me ona tikanga
- ❖ All Waikato Tainui tribal members transition into meaningful pathways
- ❖ All Waikato Tainui tribal members know their whakapapa and are connected to their marae

The wharekura 2016 – 2020 Strategic Enhancement Objectives as outlined below are consistent with the Tribal Education Plan objectives:

- ❖ The students and parents enjoy speaking Maori
- ❖ Parents and community know what is happening at their kura and are proud of what it is doing
- ❖ Teachers are fully engaged in supporting their students to learn and achieve
- ❖ Students enjoy learning and participating in programmes the kura facilitates
- ❖ The students enjoy and are proud of the learning environment they have at Te Wharekura o Rakaumanga
- ❖ The teachers appreciate the teaching environment at Te Wharekura o Rakaumanga and effectively use the resources available to engage and enrich student learning
- ❖ Staff and student behaviour, attitude and appearance reflect their pride and respect of the wharekura

The following tables summarises our strategic priorities, the work involved, a three year outline of costs and the targets/outcomes envisaged from each identified initiative.

Strategic Priority	Initiative	FY 2019	Target/Outcome
Uphold and supports Kiingitanga		\$9000 \$5000	Kiingitanga hui in the rohe are actively supported; tikanga maori Kiingitanga Charter goals incorporated into wharekura Marautanga; Ra Maumahara, river trip,
Ensure all wharekura activities are consistent with the tribes aspirational goals and objectives a) All Waikato Tainui tribal members are fluent in te reo o Waikato me ona tikanga;	All staff will attend two (2) tribal kura reo Community partners reo Maori collaboration initiative Reo Maori classes for parents	\$5000 \$2500 \$500	Staff are better able to creatively elaborate learning intentions with students. Attendance at Kura Reo, Reo Kakaho, Manu Korero, Reo Ukaipo Student community gathering spaces encourage and celebrate students speaking Maori Wharekura partners actively support and promote the use of te reo Maori-Reo Kakaho & Manu Korero Students and parents enjoy speaking Maori. Rakaumanga students and parents comfortably and competently converse in te reo Maori in

b) All Waikato Tainui tribal members transition into meaningful pathways	Workplace qualifications programme	\$8000	wharekura/Maori domains and non-Maori domains All Y13 graduates achieve minimum NCEA Level 2, learners/restricted drivers licence, 1 st aid certificate, Health & Safety in the Workplace, Hazard identification, IRD number, savings account, current passport.
	Vocational Standards alignment for NCEA L1 & L2	\$25000	All students at L1 & L2 have completed some sector related standards that align to the 6 industries.
	Y13 Careers Internship programme	\$7000	All Y13 students have completed an internship in a tribal/local industry/business that aligns to their career aspiration.
c) All Waikato Tainui tribal members know their whakapapa and are connected to their marae	Y9 and Y10 Noho marae and Kura Reo programme	\$1700	Students use authentic settings to learn marae kawa and tikanga, hapu whakapapa while totally immersed in te reo Maori.
	Amokapua students achievement profiles updated	\$300	Review of Amokapua reanga progressions and performance targets completed.
Affirm parents, community and tribal custodianship of Te Wharekura o Rakaumanga	Wharekura website upgrade and update	\$2000	Parents and community know what is happening at their wharekura and are proud of their achievements.
	Google drive and cloud communication strategy	\$1000	Parents are able to contribute to and participate in their child's learning online.
	Te Kohanga Reo and marae communication strategy	\$300	Te Kohanga Reo whanau and Marae members views and aspirations are evident within the wharekura
	Classic Edge	\$5000	To enable the Wharekura to transition to a more conducive school administration & student management data/information system
Provide teaching and learning environments which assists and encourages students to strive for excellence	Employment of a full-time registered health nurse	\$80000	To give effect, purpose and drive to the kura's Hauora programme
	Greater prevalence of pupil welfare needs to address	\$50000	5 students receive RTLb, SES funding + basic teacher PD received from health professionals
	Upgrade school sports fields	\$300000	Enable improved year-round capability of green spaces
	Commence planning for upgrade of A Block, Tari & covered asphalt	\$4m	Commence concept & preliminary designs. Construction to commence mid 2020
	Commence new build of 4* Roll Growth classrooms as announced by MOE Sept18	\$2m	Construction to commence late 2019. Funded totally from MOE incl setup & infrastructure
	Upgrade EBlk as ILE space	\$200000	Enable learning spaces for Y1-Y2 are conducive for student achievement
	Design fixed roof cover for Awhina artificial turf space	\$120000	Enable outdoor covered breakout space
	Fixed roof cover of Manaaki synthetic turf	\$360000	960m2 space all-weather breakout space
	Upgrade of portable devices for Y5-Y8 programmes	\$3500 @ 3yr lease	Assist classroom programmes to collaborate, plan, research, analyse and communicate with & by students & teachers
	Maintain budget for project based learning programmes	\$3000	Assist students and teachers to collaborate on a wide range of projects.
Students acquire appropriate culture, social and academic skills and knowledge to succeed in	To enable Y4-Y6 and Y7-Y8 Vertical Groupings and Collaborative Teaching Programme	\$1500	Student peer learning collaborations and teacher planning and teaching collaborations effectively promote student achievement.
	Establish a PAFT home/ wharekura literacy and numeracy programme for New Entrants (Y1) and their	\$1200 \$500	Parents use te reo Maori at home to enhance their children's knowledge and skills in literacy and numeracy Parents and Home/Wharekura staff meet

later life experiences	parents		regularly to discuss and share strategies, activities and resources
	Project based learning incorporated into programmes from Y4-Y8	\$1000	Use of projects to integrate learning areas have improved teacher collaboration student enthusiasm, involvement & achievement
	STEM Investigation – Digital technology & Hangarau Matihiko		Inclusion of new Digital Technologies-Hangarau Matihiko curricula into all Y1-Y10 programmes of Learning
	Y9-Y10 programmes	\$1500	Realignment of Y9-Y10 areas of learning to reflect Inquiry & Project Based intentions
	Student specific Assessment rubrics produced for units of study	\$500	Students are actively engaged in self-monitoring their progress and achievement
	NCEA L1: Literacy and Numeracy	\$2000	Refer Section 3-Reporting Statements for 2018
	NCEA L2: Alignment of Vocational Standards	\$2000	Refer Section 3-Reporting Statements for 2018
	Y12-Y13 Transition Education	\$3000	To design a course of learning at Y12-Y13 which would enhance & support student acquisition of Vocational Pathway Endorsed credits as well as NCEA L2 & L3

3.0 OUR PEOPLE

Key to ensuring the success of Te Wharekura o Rakaumanga is our Runanga. Our Runanga membership is representative of the key stakeholders of the wharekura; Parents, Caregivers, marae, Kohanga Reo, single parents, kaumatua and ex-students.

3.1 OUR TRUSTEES

Our trustees are:

Taitimu Maipi	Chairman
Huirama Matatahi	Deputy Chairman
Tukaroto Mahuta	Deputy Chairman, Chairman Curriculum/Programmes
Alex Hope	Chairman Audit & Risk
Nancy Hughes	Chairman Personnel
Rawiri Thompson	Chairman Property
Debbie Maipi-Edwards	Chairman Pupil Welfare
Loretta Rutene	Chairman Putea
Baz Bristow-Havili	Trustee
Donelle Hughes	Trustee
Joann Hughes	Trustee
Kerry Kitto	Trustee
Potaka Maipi	Trustee
Wheeti Maipi	Trustee
Tutata Hetet-Matatahi	Trustee
Te Winika Nikau	Trustee
Kuini Brooks	Staff Representative
John Heremia	Principal

3.2 OUR STAFF

Our Runanga is supported by a management team and staff responsible for the day to day operations of the wharekura including achieving the work programme outlined in this plan.

The Wharekura total Teacher Staffing Entitlement for 2019 is 38.92 FTTE's.

This entitlement generates 49 Management Units and 13 Middle Management Allowances.

24 additional staff are employed through the Operations Grant for administration, property care and maintenance, programme support, pupil welfare and specialist subject purposes.

A newly created position in 2018 recognises the ongoing commitment of the Board to student health and welfare with the appointment of a full time registered nurse.

SECTION 3 – REPORTING STATEMENTS

National Standards NAG2A (b) Reporting

For schools with students in Years 1 to 8 that use *The New Zealand Curriculum* and/or *Te Marautanga o Aotearoa* to set teaching and learning programmes.

NAG2A(b)

Schools are required to report school-level data on Nga Whanaketanga Rumaki Maori and/or National Standards under four headings:

1. School strengths and identified areas for improvement
2. The basis for identifying areas for improvement
3. Planned actions for lifting achievement
4. How students are progressing in relation to Nga Whanaketanga Rumaki Maori and/or National Standards.

NGA WHANAKETANGA RUMAKI MAORI

No data provided due to the change in government policy.

KURA TEINA – YEAR 4 5 6; PANGARAU WHAINGA**Wahanga 1, 2019 Taumata 1-2**

Whainga Paetae	Tauira Mahi	Whainga Paetae	Tauira Mahi
Te Tau 1. Ka whakaoti rapanga e whai wāhi mai ana te tauoti me te hautau, ka whakamārama hoki i te: <ul style="list-style-type: none"> • rautaki tatau; • rautaki whakarōpū; • rautaki tohatoha ōrite; • rautaki wāwāhi tau, tāpiripiri māmā. 	Kupu Matua: Rautaki, tauoti, hautau, tohatoha, wāwāhi, rapanga Kēmu pāngarau <ul style="list-style-type: none"> • Kaboom • Multiplication connect 4 • Make 100 • Number Bingo • Math playground (ipapa) • Te aka paangarau (ipapa) Kaupapa Tūmahi <ul style="list-style-type: none"> • Whakaoti rapanga e pā ana ki te tāpiri me te tango • Ngā momo rautaki mō te tāpiri me te tango • Te hanga 10 • Te tatau māwhiti... • Ngā tikanga o te wāwahi tau/tohatoha ōrite • eg, $6=2+2+2$ $6=3+3$ 	Te Ine me te Hanga 1. Ka tautuhi, ka whakamārama i ngā āhua ahu-2 me ngā āhua ahu-3 e kitea mai ana i te taiao, i te hanga o ngā whare me ngā taonga o ia rā. 2. Ka whakaoti rapanga whaitake e whai wāhi mai ana: <ul style="list-style-type: none"> • te roa; • te horahanga; • te rōrahi (kītanga); • te taumaha (papatipu); • te koki; • te paemahana; • te wā; • te utu 	Kupu Matua: Rōrahi, taumaha, horahanga, paenga, ahu-2, ahu-3, waeine, ine, koki, Pukapuka mahi: Te Roa, Te Horahanga me te Rōrahi. Whārangi 2-12 <ul style="list-style-type: none"> • Te ako ki te tuhi i ngā tirohanga (perspectives) o tētehi āhua 3D, me te hanga i te tētehi āhua 3D mā te whai hoahoa (tirohanga) • Te ako me te tā i ngā momo āhua 2D, 3D hoki • Te ako ki te ine i te paenga o tētehi āhua 2D
Aromatawai - GLOSS (week 5-6)		Aromatawai Ka tāea e te ākonga te whakaoti i tētehi rapanga whaitake e hāngai ana ki te ine, te hanga rānei i tētehi āhua 2D me tētehi āhua 3D (tirohia te pukapuka Ngā Whanaketanga, Te Hanga rānei hei tauira)	

Wahanga 1, 2019 Taumata 2-3

Whāinga Paetae	Tauira Mahi	Whāinga Paetae	Tauira Mahi
Te Tau Ka mōhio ki ngā tau 0 – 1 000 000: ngā meka matua mō te tāpiri, te tango, me te whakarea; te whakaawhiwhi tauoti, tau ā-ira hoki ki te 1, te 10, te 100 rānei e pātata ana; ngā tikanga uara tū o ngā tauoti me ngā tau ā-ira (kia toru ngā mati ā-ira):	Kupu Matua: Meka matua, whakaawhiwhi, tau-ā-ira, mati, Kēmu pāngarau Kaboom Multiplication connect 4 Make 100 Number Bingo Math playground (ipapa) Te aka paangarau (ipapa) Kaupapa Tūmahi Whakaoti rapanga e pā ana ki te tāpiri, te tango me te whakarea Ngā momo rautaki mō te tāpiri, te tango me te whakarea Te hanga 10 Ngā whakarea Ngā tikanga o te wāwahi tau/tohatoha ōrite eg, $6 = 2+2+2$; $6 = 3+3$ Ngā tikanga o te uara tū eg, E whia ngā 10 kei roto i te 1,000? Ngā tikanga o te tau ā-ira Ngā tikanga o te whakaawhiwhi tau	Te Ine me te Hanga Ka whiriwhiri i te horahanga o ngā tapawhā hāngai kua hangaia ki te tukutuku tapawhā rite. Ka whiriwhiri i te rōrahi o ngā poro tapawhā hāngai kua hangaia ki te mataono rite.	Kupu Matua: Tapawhā hāngai, mataono, poro, horahanga, rōrahi, tukutuku Pukapuka mahi: Te Roa, Te Horahanga me te Rōrahi. Whārangi 8-54 Te ako ki te tuhi i ngā tirohanga (perspectives) o tētehi āhua 3D, me te hanga i te tētehi āhua 3D mā te whai hoahoa (tirohanga) Te ako me te tā i ngā momo āhua 2D, 3D hoki Te ako ki te ine i te paenga o tētehi āhua 2D Te ako ki te ine i te horahanga o tētehi āhua 3D
Aromatawai - GLOS (week 5-6)		Aromatawai Ka tāea e te ākonga te whakaoti i tētehi rapanga whaitake e hāngai ana ki te ine, te hanga rānei i tētehi āhua 2D me tētehi āhua 3D (tirohia te pukapuka Ngā Whanaketanga, Te Hanga rānei hei tauira	

Wahanga 1, 2019 Taumata 3-4

Whāinga Paetae	Tauira Mahi	Whāinga Paetae	Tauira Mahi
Te Tau Ka mōhio ki: ngā meka whakawehe matua; te whakaawhiwhi tauoti, tau ā-ira hoki. Ka mōhio ki ngā tikanga o: te tau tōraro me te tau tōruna; te tau toitū; te ōwehenga; te uara tū o ngā tau ā-ira; Ka mōhio ki te kimi mai i ngā taurea me ngā tauwehe o tētahi tau.	Kupu Matua: Tau tōruna, tau tōraro, tau toitū, ōwehenga, kēmu pāngarau Kaboom Hanga 3 Rockets Math playground (ipapa) Te aka paangarau (ipapa) Kaupapa Tūmahi Whakaoti rapanga e pā ana ki te ōwehenga me te tau-ā-ira Ngā momo rautaki mō te whakarea me te whakawehe Ngā taurea me ngā	Te Ine me te Hanga Ka tūhono i te āhua ahu-3 me tōna hoahoa ahu-2. Ka tuhi raumata hei hanga matarau.	Kupu Matua: Raumata, matarau, hoahoa Pukapuka mahi: Te Roa, Te Horahanga me te Rōrahi. Whārangi 8-54 Pukapuka Mahi: He Āhua Ahu-2 me te Ahunga Pukapuka Mahi: He Āhua Ahu-3 me te Ahunga Te ako ki te tuhi i ngā tirohanga (perspectives) o tētehi āhua 3D, me te hanga i te tētehi āhua 3D mā te whai hoahoa (tirohanga) Te ako me te tā i ngā momo āhua 2D, 3D hoki Te ako ki te ine i te paenga me

TE TUTOHINGA O TE WHAREKURA O RAKAUMANGA

Aromatawai GLOS (week 5-6)	tauwehe; Te tāpiri me te tango tau tōpū	Aromatawai Ka tāea e te ākongā te whakaoti i tētahi rapanga whaitake e hāngai ana ki te ine, te hanga rānei i tētahi āhua 2D me tētahi āhua 3D (tirohia te pukapuka Ngā Whanaketanga, Te Hanga rānei hei tauira)	te rōrahi o tētahi āhua 2D/3D Te ako ki te tuhi raumata, me te tuhi raumata hei hanga i tētahi āhua 3D
---	---	--	---

KURA TEINA – YEAR 4 5 6; TE REO MATATINI WHAINGA

Wahanga 1, 2019

<u>Tuhi</u> Te Raupapatanga o te Tuhinga Taki	<u>Panui</u> Tautohu Whakaaro Matua	<u>Korero</u> Tuu ki te mihi
<u>Whainga Paetae</u>		
Taumata 2 - Aaheinga Reo 2. Ka tautohu, ka tā i ngā āhuatanga ake o ētahi momo reo tuhi me ngā reo ataata. 3. Ka aro atu ki te pūtake o te	Taumata 3 - Rautaki Reo 6. Ka whakamahi rautaki whānui ki te āta whakapūmau i te māramatanga o ngā tuhinga me ngā reo ataata maha.	Taumata 2 - Puna Reo 3. Ka māia, ka tika anō tana whakamahi i ētahi kupu honohono, kupu mahi, kupu āhua, rerenga kōrero hoki e kawea ana i ngā kare ā-roto.
<u>Putanga Ako</u>		
1. Maarama kehokeho te akonga i te tukanga tuhituhi.	Ka wetewetekina kia 4- 5 ngā tuhinga kia tautohutia te whakaaro matua o ia kowae.	1. Ka mohio ki ngā kupu whakarite e 2-3 2. Ka tika te whakatakoto o te kiiwaha motuhake noo Waikato (2-3), ka haangai tootika ki te horopaki.
<u>Aromatawai</u>		
Aa toona waa puta mai ai teetehi Tuhinga Taki me toona whakaraupapatanga tika, ka mutu, kua piki te kounga i te kupu aahua, kiiwaha, kupu whakarite hoki.	Paanui Haere.	Te tuku i te mihi.
<u>Ngohe/Rauemi</u>		
Ko Wai Ahau? Tooku Ira Atua. He Rotarota Tuakiritanga He Mahere Tuakiritanga Tuhi Reta, Kupu Waiwai Ara Reta Tuhinga Karapetapeta Tuhi Whakaahua He Kura Tuhituhi - Tuhinga Taki Rerenga Nanu	Paanui Wahanguu Pānui Arahanga Paanui 1-1 Ngohe Aroaa Matapaki Sheena Cameron Reading Comprehension Book Activities	Te Whakaatu Mahi Whakaniko Pepeha Rerenga Hou Tuuru wera

TE TUTOHINGA O TE WHAREKURA O RAKAUMANGA

	Raahina	Raatu	Raapaa	Raapare	Raamere
<u>Week 2</u>	Paanui Wahanguu Te Reo Haaro Te Reo Tauihi	Paanui Wahanguu Te Reo Haaro Te Reo Tauihi Weekly Rotation	Paanui Wahanguu	Paanui Wahanguu	Paanui Wahanguu Ko Wai Ahau?
<u>Week 3</u>	Weekly Rotation		He Rotarota Tuakiritanga Bio Poem	He Rotarota Tuakiritanga	He Rotarota Tuakiritanga
<u>Week 4</u>	Weekly Rotation		He Mahere Tuakiritanga	He Mahere Tuakiritanga	He Mahere Tuakiritanga
<u>Week 5</u>	Aromatawai Paanui Running Records		Daily 3 Paanui Aroaa Paanui Takirua Tuhi Auaha, Tuhi Reta		
<u>Week 6</u>	Aromatawai Paanui		Daily 3	Tuhinga Taki He aha toona tikanga? He aha toonga aronga?	
<u>Week 7</u>	Weekly Rotation		Daily 3	Tuhinga Taki Te whakamahi i te mahere hei kahi whakaaro.	
<u>Week 8</u>	Weekly Rotation		Daily 3	Tuhinga Taki Tuhituhi	
<u>Week 9</u>	Weekly Rotation		Daily 3	Tuhinga Taki Aata paanui, whakatikatika.	
<u>Week 10</u>				Plan, Write, Edit & Publish A Tuhinga Taki	

Ngaa Ngohe, Ngaa Tuumahi

<u>Paanui</u>	<u>Te Reo Koorero</u>	<u>Tuhituhi</u>	<u>Ngaa Rauemi</u>
<p>Pānui Arahanga</p> <ul style="list-style-type: none"> • Te tuku matapae • Te tāutu i te ngako o tētehi tuhinga • Ngā rautaki mō te pānui ā waha • Ngā rautaki aronga pānui • Te pānui ia rā 			<p>Waikato Kiiwaha 'Pouri atu!' 'Kia hukere te hoe!' Kupu Whakarite Ngaakau mahaki Te hau taahengihengi Te whakaaio whenua He tangata marae Kua huripookia te waka taua</p>
<p><u>Aromatawai</u> Running Records</p>		<p><u>Aromatawai</u> Tuhinga Taki: He Kaupapa Tuhinga Moo, Rongomaraeroa</p>	<p>Prep Reo folder for shared resources</p>

<u>Te Reo Haaro, Te Reo Tauhi</u>	<u>Te Reo Hoorapa</u>
Monday & Tuesday rotation between teachers where students will be exposed to language activities like how to self correct their writing, kiwaha, kupu whakarite, and sentence structures. The goal is to raise the competency of our students writing by adding to their repertoire each term.	Students are required to complete 3 language activities in the time afforded to them. They have a choice of location and how they wish to complete these tasks.

REO PAKEHA IN A KURA KAUPAPA SETTING: YEAR 4 – YEAR 8

Focus: To be a tribal Wharekura that produce Amokapua – the Ideal Waikato Tainui Graduate.			
Strategic Aim: Graduates nurtured within a learning and teaching environment underpinned by the unifying principles of Kiingitanga.			
Annual Aim: To enable students to acquire appropriate academic skills & knowledge to succeed in later life experiences (Reo Paakehaa programme in a Kura Kaupapa setting).			
Targets for Kura Teina Reo Pakeha 2019:			
Reading – for every student to improve in their reading levels by progressing at least one level higher.			
Writing – for every student to demonstrate their ability to write for a range of purposes by progressing at least one level.			
Baseline data:			
Term 1 2019 assessment results for reading and writing and overall teacher judgements.			
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
1. Attend PD to enable staff to teach to individual student needs.	Autism, Speech Therapy, Dyslexia, Incredible Years, Sheena Cameron	NIL	Continue to attend PD that will enable us to teach to individual student needs.
2. Continue with all current individual reading and writing assessments.	Completed	NIL	Continue with all current individual reading and writing assessments.
3. Develop a modified reading and writing programme for those students who are in the red zone.	Individual students went to Whaea Ally for one on one reading. Whaea Tarn worked on phonics with small groups of students who were reading at the Emergent levels.	Our focus was on the reading and this took priority over writing, with the targeted group.	Continue to develop modified reading and writing programmes for those students who are emergent readers and writers.
4. Align in class practices and activities to reflect the uara promoted by Kura Teina.	We made a concerted effort to provide a range of uara activities throughout the year.	Due to time constraints there were occasions when our Uara activities became less of a focus.	Our recommendation is to continue next year and incorporate uara certificates in next year's prize giving pending further discussion with Kura Teina colleagues.
5. Implement short workshop rotations with all three teachers using mixed ability groups. These workshops will be utilised particularly in the beginning of a term to introduce reading and writing strategies.	Workshops were a success. We implemented a range of workshops for reading and writing. More Guided Reading was implemented this year. Workshops provided opportunities for explicit teaching, all teachers worked with all students. Students had a variety of learning experiences that	Some were ability grouped as well as mixed abilities. The ability groups worked well for reading as it provided opportunities for the teachers to plan and teach to meet the learning needs of that group. Ability group workshops enabled us to plan and meet the specific learning needs of those in each group. For example alphabet knowledge, phonemic	Our recommendation is to continue planning for and teaching via workshops next year. This will include ability grouping for writing.

	reinforced the desired acquired knowledge.	awareness and blends were identified as gaps that we needed to target. As teachers we also were able to extend the more capable learners with extension workshop activities.	
Planning for 2019: <ul style="list-style-type: none"> • Review and improve the use of our technology. (E.g. Investigate the use of managed apple IDs) • Create closer links between our Curriculum Plan, Weekly Breakdown and Student Goals. • Implement a variety of strategies that are pitched to help emergent readers and writers. • Use the four Cs (Communication, Creativity, Collaboration, Critical Thinking) more explicitly in planning, and teaching. 			

NATIONAL CERTIFICATE of EDUCATIONAL ACHIEVEMENT: YEAR 9 – YEAR 13**NCEA Level 1:**

Focus: To be a tribal Wharekura that produce Amokapua – the Ideal Waikato Tainui Graduate			
Strategic Aim: Graduates nurtured within a learning and teaching environment underpinned by the unifying principles of Kiingitanga			
Annual Aim: to enable students to acquire appropriate academic skills & knowledge to succeed in later life experiences			
2018 Target: Continue to ensure vocational standards are aligned in Learning Programmes Teachers to maintain relationships with students and parents Teachers to be fully engaged in supporting students to learn and achieve Maintain communication with external support subject colleagues Continue to design projects to suit students – Project Based Learning Programmes.			
2018 Baseline data: To develop new innovative approaches that engage and encourage students in their learning Maintain and develop new relationships formed in teaching strategies -ie networking, mentoring and courses Continue to develop profiles that monitors students' academic progress and vocational pathway Maintain but allow for further development on: <ul style="list-style-type: none"> • Conferencing with students on vocational pathway and subjects : Kaiako reanga – Kaiako marau • Monitoring academic progress, attendance and behaviour – Kaiako reanga • Relationships with parents and whaanau whaanui Specifically outline projects for personal gains for the students – Project based learning			
2018 NCEA Level 1 Results: 64.5% (20/31) Year 11 students attained NCEA Level 1; 48.3% (15) at Achieved level, 9.6% (3) endorsed with Merit; 6.4% (2) endorsed with Excellence. 35.4% (11) did not achieve.			
Literacy & Numeracy: Of the 11 students, five students were unable to attain more than 10 numeracy credits and one student of those five did not meet the literacy requirement. The other six students were short of overall credits across all their subjects. NOTE: Only compulsory subjects offered credits for Year 11. Once again the disappointment was that not all students attained NCEA Level 1.			
Gender results for NCEA Level 1 – Male: 83.3%, Female: 92.8%			
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
Set individual goals within each reanga so that students clearly see how successful their growth is Conferenced weekly with students detailing their progress. Intervention programme formed to tackle students falling behind Ensure that subjects chosen aligned with vocational pathway. Continue to prepare the junior classes for the skills needed for NCEA Level 1	Intervention programme worked for students who were falling behind. Conferenced, analysed and made decisions of subjects based on vocational pathways. Set individual goals to further develop student whether academic, attendance and/or behaviour needed. Find strategies for managing time	Results and understanding of marau still needs improvement. Planning to suit student learning still being developed but is improving. Kaiako reanga still monitoring students ensuring that they are entered into the correct subject that will support their vocational pathway.	Reanga Kaiako will continue to support & monitor student progress. <u>Staff to up-skill themselves to understand & teach their subjects of expertise.</u>
Planning for 2019: Continue to ensure vocational standards are aligned in Learning Programmes Teachers to maintain relationships with students and parents Teachers to be fully engaged in supporting students to learn and achieve Maintain communication with external support subject colleagues Continue to design projects to suit students – Project Based Learning Programmes. Reo Maori Level 3 introduced at Year 11 – Return of subject Assessments Year 11			

NATIONAL CERTIFICATE of EDUCATIONAL ACHIEVEMENT: YEAR 9 – YEAR 13**NCEA Level 2:**

Focus: To be a tribal Wharekura that produce Amokapua – the Ideal Waikato Tainui Graduate			
Strategic Aim: Graduates nurtured within a learning and teaching environment underpinned by the unifying principles of Kīngitanga			
Annual Aim: to enable students to acquire appropriate academic skills & knowledge to succeed in later life experiences			
2018 Target: Cater for the individual needs of each student Continue to monitor and set individual goals that lead to success Maintain solid relationships with students and family Ensure that vocational standards aligned in Learning Programmes Teachers be fully engaged in supporting their students to learn and achieve high Kura Numeracy and Literacy initiative maintained Continue to develop student achievement Monitor academic, attendance progress and behaviour Design projects to suit students - Project Based Learning programmes Confirm and maintain communication with external support subject colleague.			
2018 Baseline data: Continue to maintain kura numeracy and literacy initiative with Year 12 students Ensure subject choices align with vocational pathway in order for students to be fully prepared for internship Further develop and expand in innovative styles and approaches that best suit learners Maintain monitoring of students' academic progress that aligns to their vocational pathway Continue to develop and explore new teaching strategies that increase teachers' understanding and knowledge of subject. 2018 NCEA Level 2 Results: 95.2% (20/21 – 10 out of 11 males – 10 females) students attained NCEA Level 2; 52.3% (11- 5 females, - 6 males) at achieved level, 23.8% (5 – 3 females – 2 males) endorsed with Merit and 19% (4 – 2 males – 2 females) endorsed with Excellence. Gender results for NCEA Level 2 – Female 100% - Male 90.9% Literacy & Numeracy - Failure only of the one male student – Literacy (1credit) Unfortunately, irregular attendance for the one student contributed to his failure of achieving NCEA 1 and 2.			
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
Designed individual programmes to suit learners Implemented an intervention programme to support students to achieve. Managed and monitored students' academic progress Set individual goals to ensure students aligned to their vocational pathway and see their progress in achieving . Built relationships with parents and students	Attended PD's on individual subjects to increase, improve knowledge and understanding of student learning and subject. Continued to learn new innovative strategies and approaches to improve teaching. Student response improved but higher achievement still needed.	A continued need to increase student knowledge, understanding and learning at a higher level. Teacher expertise still needed to ensure they have understanding and knowledge on their subjects.	Continue to: Plan more innovative activities and strategies in learning to improve results internally and externally Set students up for success by setting goals for them to achieve at merit or excellence.
Planning for 2019: Cater for the individual needs of each student and ensure vocational standards aligned in Learning Programme Continue to monitor and set individual goals that lead to success Maintain solid relationships with students and family - Design projects to suit students Project Based Learning programmes - Teachers be fully engaged in supporting their students to learn and achieve high Confirm and maintain communication with external support subject colleague and parents.			

NATIONAL CERTIFICATE of EDUCATIONAL ACHIEVEMENT: YEAR 9 – YEAR 13**NCEA Level 3 and University Entrance:**

Focus: To be a tribal Wharekura that produce Amokapua – the Ideal Waikato Tainui Graduate			
Strategic Aim: Graduates nurtured within a learning and teaching environment underpinned by the unifying principles of Kiingitanga			
Annual Aim: to enable students to acquire appropriate academic skills & knowledge to succeed in later life experiences			
2018 Target: Monitor and set individual goals (IEP) to allow students to become independent learners & prepare for life Ensure vocational standards aligned in Learning Programmes Continue to develop new and innovative approaches that support and motivate students to achieve high Build and form solid relationships with student and parents Teachers be fully engaged in supporting their students to learn and achieve high Design projects to suit students – Project Based Learning Confirm and maintain communication with external support subject colleagues.			
2018 Baseline data: Continue to develop new innovative styles and approaches to best suit the learners Expand and learn new teaching strategies – networking, cluster groups marau courses. Maintain profiles that monitors students' academic progress that aligns to their vocational pathway –all kaiako reanga Increase achievement levels in externals and internals Schedule more study time for students Continue to develop and improve students' ability to become independent learners Develop students understanding of information 2018 NCEA Level 3 Results: 92.8% (26/28 Class of 12 females and 16 males) Year 13 students attained NCEA Level 3; 35.7% (10 - 2 females – 8 males), Achieved – 21.4% (6 – 5 females – 1 male) endorsed with Merit, 35.7% (10- 5 females and 5 males) endorsed with Excellence. <u>Literacy and Numeracy:</u> component – 100% <u>Gender Results:</u> Females 100%, Male 87.5% <u>University Entrance:</u> 50% - (9 females and 5 males) achieved university entrance			
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
Re-designed teaching strategies and approaches to best suit student learning. Conferenced individually to ensure students are fully prepared and understand their requirements to achieve. Organised and prepared students for internships	Implemented marau wananga as extra tuition to support students in achieving. Analysed purpose and goals set individually with students' achievement. Need to monitor student engagement whilst on internships.	To ensure students are successful and initially track weaknesses and strengths of assessments available.	Continue focus on education plans that aligns with vocational pathway set by students and management. Improve and continue to develop knowledge and understanding of subject/s for students. Plan to suit the students as individuals rather than class level.
Planning for 2019: Monitor and set individual goals (IEP) to allow students to become independent learners & prepare for life Ensure vocational standards aligned in Learning Programmes Continue to develop new and innovative approaches that support and motivate students to achieve high Build and form solid relationships with student and parents Teachers be fully engaged in supporting their students to learn and achieve high Design projects to suit students – Project Based Learning Confirm and maintain communication with external support subject colleagues Parents and community know what is happening at their kura and are proud of what it is doing. Focus is on Internships to allow students to gain personal experience on their vocational pathway.			

NOTES