

# RONGOTEA SCHOOL STRATEGIC PLAN 2024-2025

**We want our students to be confident self-motivated learners who care and contribute for the common good.**  
 We want our students to become confident self-motivated learners, therefore, we have a commitment to help our students to become better learners - not just in school but in real life as well.

**We want our students to.....**  
*Understand themselves as learners, Enjoy learning every day, Seek out learning opportunities, Know how to go about their learning*


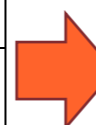

We define Values as deeply held beliefs about what is important or desirable.  
 We want our students to develop a strong foundation of values that influence them when they are making decisions and give positive direction to their daily life at school, at home and in the wider community. A set of school values should go beyond the students and the classroom.

To develop them, we must immerse our children in them by demonstrating them in all our interactions and behaviour as staff and whānau. Our school values form our Rongotea Kid.







### A Rongotea Kid

*Is Honest - He pono, Is Respectful - He whakaute, Is Resilient - He pakari, Shows Kindness - whakaatu atawhai, Is Helpful - He awihina,  
 Is Community Minded - He whakaaro hapori, Strives for excellence - e tohe ana ki te hiranga*

We used a variety of voice to help create this plan. Our voice came from students, staff, whānau and community. We engaged in consultation through a survey, face to face conversations, paper questionnaires and general korero of where the school is placed and the direction, we would all like the school to head. We used the common themes from our community engagement, voice from key stakeholders, school achievement data and current legislation to form our goals and aspirations for Rongotea School. A lot of the current findings were not new to us or to everyone involved. We are looking to embed what we are currently doing and continue the great progress and journey we are on.

Strategic Goals	Board Primary Objective	Links to Education requirements		What do you expect to see?		How will we achieve or make progress towards our strategic goals?		How will you measure success?
<b>To ensure that our students continue to make progress and achieve chronological success. Through quality teaching and learning all needs of all students will be met.</b>	All of sections 127 (1) applies	<ul style="list-style-type: none"> <li>NELP Priorities 1 to 6</li> <li>Te Mātaiaho implementation</li> <li>The Literacy, Communication, and Maths Strategy</li> <li>The Common Practice model</li> </ul>		School curriculum, planning and documents will reflect the refreshed curriculum.		Staff will work on planning and implementing the refreshed curriculum with a major focus on the U, K, D (Understand, Know, Do).		<ul style="list-style-type: none"> <li>Through planning – collaborative planning</li> <li>Classroom environment that reflects the refreshed curriculum</li> <li>TIP charts visible within classrooms</li> <li>Reporting that reflects the refreshed curriculum</li> <li>Reporting to whānau and BoT that reflects current assessment pedagogy</li> </ul>
				TIP charts will be visible. This will help with the understanding the vocabulary associated with each enquiry.		Staff will work on implementing TIP for most areas of their teaching and learning. This will help with vocabulary and understanding.		
				Assessment practices will align with the refreshed curriculum.		Staff assessment will align with the refreshed curriculum expectations. Reporting to Board of Trustees will also reflect this.		
				Empower of achievement. At times is not marked against a benchmark. While maintaining chronological progress.		Student progress will be captured through a range of assessment and reporting. This progress will be shared with all key stakeholders.		

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<p><b>Staff will work towards meeting all requirements to have the refreshed implemented on time. Systems will be reviewed to align with the new requirements.</b></p>	<p>All of sections 127 (1) applies</p>	<ul style="list-style-type: none"> <li>NELP Priorities 1 to 6</li> <li>Te Mātaiaho implementation</li> <li>The Literacy, Communication, and Maths Strategy</li> <li>The Common Practice model</li> </ul>		<p>Teachers will plan collaboratively either in Teams or whole school. Planning will change to align with the refreshed curriculum and Common Practice Model.</p> <p>Teachers will strengthen their inquiry learning processes as they integrate the refreshed curriculum. Inquiry learning will enable mixed ability groupings.</p> <p>There will be progression across the school.</p> <p>A school wide Long-Term Plan will be established as we unpack an inquiry each term.</p> <p>Staff, ākonga and community will strengthen and review Rongotea School current Localised Curriculum.</p>		<p>Staff will work on planning as a team, with the emphasis of planning and unpacking planning templates collaboratively.</p> <p>Staff will unpack and implement the Common Practice Model.</p> <p>Staff PLD and refresher around inquiry learning.</p> <p>Progression of inquiry big idea will be established each term.</p> <p>Staff will work on a Long-Term plan; this will be fully complete at the end of year 3.</p> <p>Rongotea School will have a localised curriculum. This will reflective our key stake holders.</p>		<ul style="list-style-type: none"> <li>Classroom programmes will reflect the refreshed curriculum.</li> <li>Teachers will have strong understanding of Understand, Know, Do.</li> <li>Planning will be thorough, and the refreshed curriculum will be reflected within the planning.</li> <li>Enquiry based learning will be school wide.</li> <li>Students will have strong relationship/links with the community.</li> <li>Through our Localised Curriculum and enquiry-based teaching and learning there will be equity.</li> </ul>
<p><b>Staff will ensure that Te Reo Māori is evident at Rongotea School through embedding and building on our current practice.</b></p>	<p>All of sections 127 (1) applies</p>	<ul style="list-style-type: none"> <li>NELP Priorities 1 to 6</li> <li>Te Mātaiaho implementation</li> </ul>		<p>Teachers will engage in the teaching of Te Ao Māori through the direction/support of Te Puna Reo Māori.</p> <p>School wide Karakia, karakia kai, Kapa Haka, waiata. Establishment of a School Haka. An introduction of Haka Powhiri and Whakatau for manuhiri.</p> <p>Specific targeted planning for Te Ao Māori</p> <p>Te Reo Māori vocab for the current teaching and learning. Maybe using a TIP Chart.</p>		<p>Weekly teaching of Te Reo Māori, woven through everyday teaching and learning.</p> <p>Staff and students participating in Karakia, karakia kai, Kapa Haka, waiata. Establishment of a School Haka. An introduction of Haka Powhiri and Whakatau for manuhiri.</p> <p>Staff planning will reflect and have explicit links to Te Reo Māori.</p> <p>TIP charts visible to help with understanding of Māori words that are being used in teaching and learning.</p>		<ul style="list-style-type: none"> <li>Teachers/ students will be confident in using Te Reo Māori</li> <li>Teachers can describe their shifts in pedagogy.</li> <li>Explicit, deliberate acts of teaching.</li> <li>Specific teaching of Te Reo Māori.</li> </ul>