

**TE KURA KAUPAPA MĀORI O
NGĀTI RANGI
(1617)**



TE TŪTOHINGA

Charter and School Improvement Plan

2021 - 2023

Tumuaki endorsement:	
Board of Trustees endorsement:	
Submission date to Ministry of Education:	

Tō Tātau nei Kitenga

I o mahi katoa mahia, whaia te tika me te pono, kimihia tau ake tikanga, ko tau ake kete whakakia ki te reo me te mita o Ngāti Rangi – Whanganui, me ngā tohutohu o ngā tupuna, I waiho ake mo ngā uri whakatipu.

- Kia whakapūmau to ngākau kia Ihoa, koia nei te timatanga me te whakaotinga o ngā mea katoa, hei oranga wairua, hei oranga tinana
- Kia mau ki ngā taonga o ngā tupuna
- Whaia ko te mātauranga
- Kia mau whakaaro tonu ki te wairua o te Tiriti o Waitangi
- Ko te reo te mauri pupuri I tō Matauranga, kia kore ai koe e ngaro he kakano I ruia mai I Rangiatea.

To provide a positive and secure environment, which encourages the tamariki to strive for excellence.

The special character of our Kura is guided by the teachings of our tupuna, the language and dialect of Ngāti Rangi.

The knowledge and treasures of our Kura provide us with the spiritual foundation. In the practice of our kura we strive to holdfast to the wairua of Te Tiriti o Waitangi.

Wāhanga Whakataki

Te Ahuatanga-a-kura me te Āhuatanga Motuhake

E tū pā tata atu ana Te Kura Kaupapa Māori o Ngāti Rangi ki te pūtake o te maunga Ko Matua te Mana, ki te tāone iti o Ōhākune. Kei roto te kura i tētehi wāhi hapori nui e mau nei i te marae o Maungārongo, Te Kōhanga Reo o Manu Kōrero, me ngā ratonga hauora. He kura Te Aho Matua tēnei e whakarato ana i te mātauranga ki ngā ākonga o ngā tau tahi ki te waru.

Whāia i te pare-i-te-taitonga. Tērā taku ika e muramura ana te ahi kā o Paerangi

Ko te Whare Toka o Paerangi, koia ko Ruapehu maunga e tū nei i te puku o te Ika-a-Māui hei poutokomanawa mō te Ika. Ko ngā āhuatanga o te poutokomanawa e hāngai pū ana ki tōna tūranga i waenga i te Kāhui Maunga, tērā ko Matua te Mana.

Ko tēnei mana i ahu mai i te kōpū tonu o Papatūānuku, ka kūmea ake e Pikimai Rawea, e Ranginui e tū iho nei, hei whenua, a nā wai rā, hei maunga kōrero, hei pātaka iringa mana mō te Ika-a-Māui tatū mai ki a tātau te kaupapa tangata.

Ko Ngāti Rangi ngā uri a Paerangi atua, a Paerangi tipua, a Paerangi tupuna e hono kau ana ki te mana tuku iho o ngā Atua o te pō heke iho ki a Matua te Mana. He hono tāngaengae i whakatōkia ki roto i te ira tangata taka iho ki a mātau nga uri whakatupu o Ngāti Rangi, mai te wā i tapaina tō mātau maunga e Māui Tikitiki-a-Taranga e mea ana: Nāku te ika i hī, nāku anō i whakataū

Nō Matua te Mana te mana motuhake o Ngāti Rangi, te iwi o Paerangi, heke iho ki a mātau e hāpai ana, e pupuru ana i te mana atua, i te mana whenua, i te mana tupuna urunga tomo ki hēnei rangi ki te mana kei te kaupapa tangata. Ko tōna mana, e hono kau ana ki ngā maunga whakahī me ngā wai tuku kiri o te Ika nui. No reira, me pēnei ano, ko te mana motuhake o hāna uri o Ngāti Rangi e tū nei hei tohu, hei whakaatu ki te ao.

*Ngāti Rangi te iwi, te whenua
Muramura te ahi kā o Paerangi, muramura hoki ko au
Te whare toka o Paerangi
i puta mai a Rangitūhia, Rangitauira me Uenuku-manawa-wiri
nā hēnei tūpuna te toi o tōku Raukōtahitanga, toku mana Whanganui-nui-tonu, toku mana-a-waka, toku mana-a-iwi, toku tūranga ake i ao-
whānui-tonu nei*

Te Rautaki

Whakatauki

Whaia te iti kahurangi me tuohu koe me he maunga teitei, ko Matua te Mana.

Te Paerangi - Ka haere matau ki whea

Ko te Pae tawhiti whāia kia tata, ko te Pae tata, whakamaua kia tina.

Te Kōrero Whakatakato - To matau kaupapa

Ako Tahi, Mahi Tahi, Paetahi - Paetae Kohi.

He Uaratanga

Pae Whānau; Pae Manaaki; Pae Tiaki; Pae Ako; Pae Wānanga; Pae Pakirehua; Pae Mātau; Pae Tika; Pae Rawe;

Wawata-a-whānau - Te Tino Uaratanga - Te Āhuatanga o te Akonga

Te tino uaratanga – Te ira tangata – Te reo – Ngā iwi – Te Ao – Āhuatanga ako

A Translation

School Description and Special Character

Te Kura Kaupapa Māori o Ngāti Rangī is located a short distance from Te Maunga o Ruapehu, in the small town of Ōhakune.

The kura is part of a larger community complex that includes Maungārongo marae, Te Kōhanga Reo o Manu Kōrero, and health services.

The Kura is a Te Aho Matua kura that provides education for students from Years 1-8.

Whāia i te pare-i-te-taitonga, Tērā taku ika e muramura ana te ahi kā o Paerangi

Pursue that which wards off the southern winds (Paretaitonga). There you will find my land where the fires of occupation of Paerangi kindle

Mount Ruapehu, the house of Stone of Paerangi, stands in the middle of the North Island as the centre pillar of the Great Fish of Maui. The centre pillar metaphor complements his role as the central figure of the Mountain Clan, the Absolute of Authority.

His mana has its origins in the depths of Papatuānuku, drawn by Maui's Fishing Hook, Pikimai Rawea, it was drawn forth by Sky Father and turned the fish to land and into a mountain and this mana was then bestowed upon us as a people.

Ngāti Rangī are the descendants of Paerangi the God of the Milky Way, of the demi-god and ancestor and connect directly to the mana of the pantheon of Gods and of the mountain, Ruapehu. This metaphysical connection comes from the beginning of time and flows in the veins of the descendants of Ngāti Rangī since the time that Māui Tikiti-a-Taranga named and recorded its name in the following proverb: It was I that fished up and calmed the Great Fish.

The mana motuhake of Ngāti Rangī, the descendants of Paerangi, emanates from Ruapehu (Matua te Mana) and this responsibility has been carried from our origins as a people through to the present. Our mana motuhake connects to our mountains, land and waterways. This responsibility that continues to be exercised stands as a testament to Ngāti Rangī as a tribal nation.

*I am the eternal flame of the House of Stone (Mount Ruapehu) of Paerangi
from whence sprung the ancestors Rangitūhia, Rangiteauria and Uenuku-manawa-wiri.
through these ancestors derive the true origins of my multiple-being, my belonging to Whanganui-nui-tonu (a conglomerate of tribes),
my canoe-culture identity, my multiple tribal identities and my own standing place within the wider world in which I live.*

Special Character and Strategic Intent

- **Motto:** Pursue excellence, should you stumble let it be to a lofty mountain, Ko Matua Te Mana

	Year 4 2 working toward 1 above towards 1 at 1 below 1 above Year 5 3 working toward 2 at 3 working toward 2 at 2 below 2 at Year 6 1 above 1 working toward 1 above 1 working toward 1 at 1 working toward Year 7 n/a n/a n/a Year 8 3 at 2 above 1 at 1 at 1 above 1 below 1 working toward
Student Engagement and Achievement	Attendance: Our target for student attendance is above 95% for all students. Regular attendance and punctuality are key to achieving the best outcomes for our tamariki. We follow up on lateness and non-attendance to ensure that our whānau and tamariki are supported to be at the kura on time and at all times it is open for instruction. Marau-a-kura: We are embarking on a journey to develop a curriculum relevant to our rohe, our iwi, our hapū and our whānau. We will consult all our stakeholders on our journey. Student Achievement: We are committed to our graduates leaving the kura fully prepared for life at secondary school and for their lives as tangata whenua in Aotearoa. We aim for them to be proficient at Level 1 Te Reo Māori.
School Organisation and Structures	Te Kura Kaupapa Māori o Ngāti Rangi was established under section 155 of the Education Act, in 1997. Today, after 24 years, Te Kura Kaupapa Māori o Ngāti Rangi is a Year 1-8, L1 Māori-Medium Immersion Kura Kaupapa Māori with a roll of 28 tamariki. Whānau and students have a strong affiliation to Paerangi te Atua, Paerangi, te Tipua, Paerangi te Tūpuna; Matua te Mana and Te Iwi o Ngāti Rangi. Students are taught in a Te Aho Matua environment. The Kura, whānau, community, hapū, and iwi work collaboratively to support students to strive towards their potential and the highest possible achievement levels. The Board of Trustees comprises five members who govern the kura. There are three elected members, one co-opted member, the staff trustee and the tumuaki.

	In 2021, our Acting Tummuaki is leading the kura while our Tummuaki is on study leave. We are supported by a second classroom teacher, a tummuaki release teacher, our Resource Teacher Māori and teacher aides as needed. We are also supported by our office administrator/tummuaki personal assistant and our caretaker/cleaner. We operate two classrooms for teina and tuakana.
Review of Charter and Consultation	The Board of Trustees consults with our community on a three-year cycle of review.

This Charter is supported by the following documents:

- The SYA and 10YPP
- The budget and financial plan
- The NEGs, NAGs and NELPs
- The Kura's Policies and Procedures
- Te Aho Matua
- Te Marau-ā-Kura (in development)
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Whāinga Rautaki – Strategic Section

Te Aho Matua o Ngā Kura Kaupapa Māori

- Ngā Iwi
- Ngā Āhuatanga a Ako
- Te Reo
- Te Ao
- Te Ira Tangata

Strategic Goals		Core Strategies for Achieving Goals 2021 - 2023
Te Taha Hinengaro Student Achievement	All tamariki experience educational success in a kura kaupapa environment	• Undertake Board training to deepen the Board's understanding of student achievement • Rigorously interrogate the Tumuaiki's reports to the Board on student progress and achievement • Review the kura's educational and human resources with the Tumuaiki to ensure best outcomes for students • Resource the kura in consultation with the Tumuaiki
Te Taha Whānau Effective Governance	The Board of Trustees are knowledgeable and effective in governance and are committed to the kura and its growth	• Access and undertake Board training in all governance roles and responsibilities • Develop a Triennial Board Work Plan • Develop and Induction Plan for Board members • Develop a succession plan for the Board and other staff, as required

		• Ensure that all ERO recommendations 2020 are addressed before the next review, including strengthening the Board's self-review and internal evaluation processes • Unpack Ka Hikitia and the National Education and Learning Priorities at Board level
Te Taha Kaiako Effective Teaching	Kaiako are fluent in Te Reo Māori and capable of delivering the marau in the Te Aho Matua context	• Review the kura's educational and human resources with the Tumuaki to ensure best outcomes for students • Resource the kura in consultation with the Tumuaki • Support the kaiako with relevant professional learning and development • Support the Tumuaki in work with the Kāhui Ako
Te Taha Wairua Local Curriculum	The marau-ā-Te Kura Kaupapa Māori o Ngāti Rangī will reflect a curriculum designed in collaboration with whānau, iwi and hapū.	• Monitor the development of the marau-ā-kura and set a deadline for achieving a curriculum framework – end 2021 • Interrogate termly reports on progress from the Tumuaki
Te Taha Taonga Property and Assets	The kura is a safe environment for staff, students and whānau. The facilities are maintained to a high standard and a modern context for learning	• Liaise with the Ministry of Education on the repair of the sprinkler system to ensure that the kura is compliant • Liaise with Education Services and the Ministry of Education on the School Improvement Package: the marau, to be completed end 2021 • Review the kura's vehicle use and attendant running costs
Te Taha Pūtea Finances	Finances are managed effectively for the good of the kura and benefit of the students	• Ensure that the Board has clear oversight of finances and actively supports the Tumuaki in setting and reviewing the budget

		Review current job descriptions and support staff expenditure
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Other 2021 Key Improvement Strategies to Achieve Strategic Vision			
Property/Assets	Short Report	Finance	Short Report
Summarise 5YA; 10YPP			
- Sprinkler system operational and compliant - SIP (Mahau) completed - Vehicles use and costs fit for purpose		- Review processes and procedures, including role of Board portfolio lead in Finances - Review spend on vehicles	
Personnel	Short Report	Community Engagement	Short Report
- Staffing review and succession plan - Board succession plan		- Whānau hui held - Review of kura kaupapa status with whānau, iwi and hapū	

		Reporting student achievement to whānau	
Curriculum		Board's Performance	
Development of marau-ā-TKKM o Ngāti Rangī on track for 2021		- Board training undertaken - Self-review and internal evaluation capability strengthened	

Whāinga Rautaki – Annual Section

Annual Improvement Plan – Development of the Marau-ā-kura			
Strategic Goal	Annual Aim		
- The marau-ā-Te Kura Kaupapa Māori o Ngāti Rangī will reflect a curriculum designed in collaboration with whānau, iwi and hapū. - All tamariki experience educational success in a kura kaupapa environment	We will have a marau-ā-kura framework created in collaboration with whānau, iwi and hapū		
Baseline Information	Target 2021		

• The Acting Tumunaki has begun to develop the marau based on a framework of the seasons, kura events and linked to the pedagogy	• By the end of 2021, we will have the framework of a marau-ā-kura on which to further build our local curriculum		
Key Improvement Strategies <i>BE SPECIFIC. What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing</i> • Engage with Ministry of Education Curriculum lead in Māori Medium • Create a visual of how the marau will look • Present the curriculum vision to whānau, iwi and hapū, and request their help • Create a resourcing plan for the marau			
When	What	Who	Indicators of Progress <i>What will we see that has changed in learner/teacher/leader behaviours? When?</i>
May - November 2021 Contact Curriculum Lead in Māori Medium	To gauge an understanding of place based learning, identity, and language philosophy and how that can support the board to fulfill the aspirations of the whānau.	The Board of Trustees and The Acting Principal	By the end of November we will see: Happy tamariki and whānau Staff focused on own professional learning journey An inviting and warm environment for all learners.
May – November 2021	Engage with our lead Communicator to create a web page	The Acting Principal / T. M Productions	TM production begins Website. Provides a data show to the whanau of where the marau is and what it can become

May – November 2021	Call whanau hui to discuss review of current Marau and get feedback from them of how that would look like and positive input into the marau.	The Acting Principal / The board	Calendar dates to be passed through whanau hui and recorded x 3.
May – November 2021	Principal to seek funding for resourcing a plan with a provider to assist in the building and strengthening the existing marau.	The Acting Principal / The Board and Ministry of Education Resourcing/ Leader of Curriculum.	Review and development of the existing marau supported by the lead Curriculum Leader
Monitoring <i>How are we going?</i> <i>Where are the gaps?</i> <i>What needs to change? Review and alter the plan <u>term-by-term</u></i>			
Resourcing <i>How much money and time is needed? Who will help us (Ministry? Whānau? Kaumatua?)</i>			

Annual Improvement Plan - Pānui				
Strategic Learning Goal		Annual Learning Target		
All tamariki experience educational success in a kura kaupapa environment		Where do we want to be at the end of 2020?		
Baseline data (Teina Team) (Tuakana Team) <i>What data is relevant to our team that will contribute to the school raising achievement?</i> Teina: Tuakana:		Target data (Teina Team) (Tuakana Team) <i>What specific and measurable outcome does this kura want to achieve at the end of 2021?</i> Teina: Tuakana:		
Key Improvement Strategies <i>BE SPECIFIC What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing</i>				
When	What	Who	Indicators of Progress <i>What will we see that has changed in learner/teacher/leader behaviours? When?</i>	
May - July 2021	All tamariki assessed are reading below their chronological age. Assessments to be done on all	Acting Principal / Teacher	Progress report midterm to parents. Weekly monitoring of tamariki progress/ and set IEP plan in place to support learning.	

	tamariki. The assessments will inform kaiako of the next steps of learning.		
Monitoring <i>How are we going?</i> <i>Where are the gaps?</i> <i>What needs to change? Review and alter the plan <u>term-by-term</u> to respond to changes.</i>			
Resourcing <i>How much money and time is needed? Who will help us (Ministry? RTLB? Whānau? Kaumatua? Board? Etc)</i> <i>\$11,000. Approximate for 5 day a week Teacher-aide</i>			

Annual Improvement Plan - Tuhituhi			
Strategic Learning Goal		Annual Learning Target	
All tamariki experience educational success in a kura kaupapa environment		Where do we want to be at the end of 2020?	
Baseline data (Teina Team) (Tuakana Team) <i>What data is relevant to our team that will contribute to the school raising achievement?</i> Teina: Tuakana:		Target data (Teina Team) (Tuakana Team) <i>What specific and measurable outcome does this kura want to achieve at the end of 2021?</i> Teina: Tuakana:	
Key Improvement Strategies <i>BE SPECIFIC What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing</i>			
When	What	Who	Indicators of Progress <i>What will we see that has changed in learner/teacher/leader behaviours? When?</i>

Annual Improvement Plan - Kōrero				
Strategic Learning Goal		Annual Learning Target		
All tamariki experience educational success in a kura kaupapa environment		Where do we want to be at the end of 2020?		
Baseline data (Teina Team) (Tuakana Team) <i>What data is relevant to our team that will contribute to the school raising achievement?</i> Teina: Tuakana:		Target data (Teina Team) (Tuakana Team) <i>What <u>specific and measurable</u> outcome does this kura want to achieve at the end of 2021?</i> Teina: Tuakana:		
Key Improvement Strategies <i>BE SPECIFIC What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing</i>				
When	What	Who	Indicators of Progress <i>What will we see that has changed in learner/teacher/leader behaviours? When?</i>	

May – November 2021			
Monitoring <i>How are we going?</i> <i>Where are the gaps?</i> <i>What needs to change? Review and alter the plan <u>term-by-term</u> to respond to changes.</i>			
Resourcing <i>How much money and time is needed? Who will help us (Ministry? RTLB? Whānau? Kaumatua? Board? Etc)</i>			

Annual Improvement Plan - Pāngarau				
Strategic Learning Goal		Annual Learning Target		
All tamariki experience educational success in a kura kaupapa environment		Where do we want to be at the end of 2020?		
Baseline data (Teina Team) (Tuakana Team) <i>What data is relevant to our team that will contribute to the school raising achievement?</i> Teina: Tuakana:		Target data (Teina Team) (Tuakana Team) <i>What <u>specific and measurable</u> outcome does this kura want to achieve at the end of 2021</i> Teina: Tuakana:		
Key Improvement Strategies				
BE SPECIFIC What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing				
When	What	Who	Indicators of Progress <i>What will we see that has changed in learner/teacher/leader behaviours? When?</i>	

May – July 2021	Poutama tau Assessment Assessment uploaded to Te Waharoa Ararau.	Acting Principal	Mid term reporting to parents.
May – November 2021	PLD plan in Pangarau developed. PLD in Pangarau sought.	Acting Principal / Scale A Teacher	PLD plan implemented & completed by end of Term 4
May – November 2021	'Pangarau' is timetabled for 5 days/week for 30min.s/day = Years 1-6; 60min.s/day = Years 7-10	Acting Principal / Scale A Teacher	Timetable for Pangarau is operating within timeframes.
May – November 2021	Ensure all identified ākonga who require tailored support, receive that support PLD = Improving the knowledge and skill of Tumuaki, Kaiako & Kaiiriwhi in Pangarau, as a means to improve the achievement rates of our students. Tumuaki knowledgeable in the concepts to be taught.	Acting Principal / Scale A Teacher	Priority learners achievements improved. Improved Pangarau student achievement rates
Monitoring <i>How are we going?</i> <i>Where are the gaps?</i> <i>What needs to change?</i> Review and alter the plan <u>term-by-term</u> to respond to changes.			
Resourcing <i>How much money and time is needed?</i> <i>Who will help us (Ministry? RTLB? Whānau? Kaumatua? Board? Etc)</i>			

