

TE RANGI ĀNIWANIWA

WHĀIA TE TINO RANGATIRATANGA
PUKAPUKA PĀNUI
PROSPECTUS



NGĀ WAWATA O TE KURA

Whaia te tino rangatiratanga

E ngā mātua, e ngā whāea, mā tēnei pukapuka koutou e whakamārama atu he aha ngā wawata o Te Rangi Āniwaniwa.

I te tau 1990 i kōrerohia te whānau kia tū ai he Kura Kaupapa hei tautoko i ngā tamariki e puta mai ana i ngā Kohanga Reo, kia haere tonu te reo Māori puta noa i ngā mahi kura katoa.



Nā, ka tūwheratia Te Rangi Āniwaniwa i te tau 1993. Nā te whānau āno i whakaora ai te kura mō ngā tau e rua, tae noa ki te wā i whakamanatia ai e Te Kawanatanga. Ko te whānau o Te Rangi Āniwaniwa nō ngā hapu me nga Iwi maha.

Kia tūtuki pai ai ngā whainga, e tika ana kia whakaaro tahi ngā mātua, kia noho ora ai tēnei kura. Nō reira ngā mihi ki ngā whānau i whakawātea te huarahi mo a tātou tamariki o tēnei wā.

- 1993, kua timata te kura 10 nga tamariki
- 1995, kua manatia te kura e Te Tāhuhu Mātauranga
- 1997, i hanga ngā akomanga hōu
- 2000, kua manatia te wharekura e Tau Henare
- 2003, i tūwhera Te Puna Wai,
- 2004, i timata ai Te Wānanga o Te Rangi Āniwaniwa
- 2010, i tūwhera Te Punawai-Ora he whare hākinakina.
- 2014, i whakakahaere a Tū Ahiahi he kaupapa hauora, hākinakina a muri ngā haora kura e toru ngā rā o te wiki tae noa ki te mutunga o 2015.
- 2016, kua tae te wā hangarau, nō reirā ka hono ngā akonga ki ngā kura – a ipurangi, pēra i a Kura Pounamu me Farnet.
- 2017, ka hāngai ngā ruma o te pūtaiao me te hangarau a, kā tūwhera he rūma hauora mā ngā kaimahi ki roto i Te Puna Ora. Nā reira,

Nau mai, Piki mai, Kake mai, Haere mai

Trudy Brown – Manukura o te Poari o Te Rangi Āniwaniwa

Tari Matua	xtn 201
Tumuaki PA	xtn 206
Kaitiaki Pūtea	xtn 205
Wānanga	xtn 203, 213
Tari - Kura Teina	xtn 216, 207
Property	xtn 217
Te Punawai-Ora	09 4067 063
Kohanga Reo	09 4067 370

TE POARI 2019

BOARD OF TRUSTEES

Trudy Brown

Hone Harawira

Shirley Maika

Conrad Smith

Pene Tawhara

Joe Ballass

Te Iri Rangī Tawhara

Ariana Davis

Chairperson Personnel & legal compliances
Mana Whenua - Ngai Takoto

Deputy Chairman Property Sub Committee,
Whānau representative

Treasurer Whānau Representative

Whānau Representative, Boys Behaviour

Staff Representative

Whānau Representative

Personnel / Curriculum

Board Secretary

TUMUAKI

Te Iri Rangī Tawhara

BA Sports Leisure and Te Reo Māori

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BOARD CHAIRPERSON

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Pepeha O Te Kura

**Ko Te Rangi Āniwaniwa te maunga
Ko Rangaunu te Moana
Taku kopere e āniwaniwa i te rangi,
tawhana kau ana i runga i ngā maramara
a Muriwhenua.**

**Ko Kahukura e āniwaniwa i te rangi,
tūtuki noa ki ngā tai māpunapuna o Rangaunu.**

**Ko Te Rangi Āniwaniwa te Kura nei
hei whakanuia,
whakahua ngā tūhonohonotanga katoa
mai i a Ranginui rāua ko Papatuanuku,
tae noa atu ki a tātou
ngā tangata**

*Te Rangi Āniwaniwa is the mountain
Rangaunu is the ocean
My rainbow is like an arrow that bends across
all the descendants of Muriwhenua.
Kahukura lights the sky and the rippling waters
of Rangaunu with a rainbow.*

*Te Rangi Āniwaniwa
acknowledges all that links us from the
celestial sky father and mother earth,
to us as people.*

Nā Shane Jones





TE RANGI ĀNIWANIWA

NGĀ WHAINGA 2020

Kia ū ki te reo, kia tino rawe ngā kaimahi, kia tūtuki ngā whainga mātauranga, kia mahitahi me te whānau

KAIMAHI	MARAU	NGA RAWA	TAUIRA ME TE WHĀNAU
KURA TEINA Kairiwhi Specialist Learning Teacher	NGĀ TIROHANGA NUI / MAJOR FOCUS NGĀ MĀTAUTAU: EXTERNAL EXAMS Kia tutuki 85% o ngā tauria i ngā mātautau a wahō	HE MAHI NUI MAJOR PROJECT KURA TEINA Staff kitchen Papa taakaro Kura Teina reno	NGA TIKANGA O TE KURA SCHOOL CULTURE Atua Matua Te Reo Māori Te Aho Matua - Ngā hua o te ako Ko te kairangi he āhua o ia rā He kura hauora He kura para kore Tū Ahiahi hākinakina/Kapa haka Ngā tikanga o Muriwhenua Tū rangatira ahakoa ki hea Hui whakauru whānau hōu Kua rāhuihia te tarutaru me te waipiro
WHAREKURA Kaiako Hauora Kaiako Math (Level 1-3) Gateway/Scholarships Science (Jnr Tau 9-10)	NGĀ WHAINGA MĀTAURANGA Kura Teina Ka taea ngā ākonga tau 1-8 te pānui, te tuhi, te kōrero me te Pangarau, ki tōna taumata runga ake noa Kia eke ngā tauria ki ngā taumata marau tika e tika ana mō tōna reanga	WHAREKURA 50 Rīhi Rorohiko Ngā wāhanga rūmaki reo Wharekura reno	WĀNANGA Reo Leadership Huarahi umanga
KAI AKO TOHUNGA SPECIALIST / TUTORS WHAREKURA SENCO Whakairo Mahi Toi Kapa haka	Wharekura Ngā mātautau a te mutunga o ia wāhanga Tau 9 10 ngā whiwhinga ia wāhanga Tau 10 10 ngā whiwhinga ia wāhanga Tau 11 10 ngā whiwhinga ia wāhanga Tau 12 10 ngā whiwhinga ia wāhanga Tau 13 kia mutu ngā whiwhinga mō te urunga ki ngā whare wānanga	TE PUNA WAIORA To be self sustainable NGĀ WAKA / TRANSPORT	WHĀNAU Kia tae mai ngā tauria ia rā Kia kākahu pai ngā tauria Kainga kōrero Kia mahi kainga E2 ngā hui Aho Matua ia tau Kohi pūtea E4 ngā hui ā whānau ia tau
WHAKANGŪNGŪ PROFESSIONAL DEVELOPMENT Mahi tahi me ngā kōhanga reo, Mauri, Te Rito Mahi tahi me ngā KKM o Te Tai Tokerau Tautoko kaiako hōu - Whatukura Te Marau o Te Aho Matua - Ngā hua o te ako Aromihi Te Reo Māori Kaimahi ora—NIWAFIT NZQA - moderation/aromatawai Digital technology Snr Management Specialised subjects/areas	NGA TIROHANGA ITI / MINOR FOCUS Pō Kanikani Rā Hākinakina ā kura Pō Matariki NGĀ HUIHUINGA: EVENTS Tai Tokerau Kapa Haka Nationals - Wharekura Ngā Māhuri Kapa Haka Regionals Manu Aute Wāhanga 3 Ngā Manu Kōrero Regionals & Nationals Pū Kōrero—Wāhine Toko i te Ora	TIAKI NGĀ RAWA MAINTENANCE Tiaki ngā rawa haumaruru katoa NGĀ TURE / COMPLIANCE Te Hauora Te haumarutanga Kaupapa here mō ngā kaimahi	HĀKINAKINA Kauhoe Poitukohu Nētiporo Triathlon Waka ama NASA Sports uniform Ngā taakaro ā kura, ā rohe, ā motu
KIA Ū/TO MAINTAIN Te Reo i ngā wāhi katoa Kaimahi ora—NiwaFit (hei tauria mo ngā ākonga)	NGĀ MAHI KURA: PROMOTIONS Pānui mā runga Puka Mata me te ipurangi KIA HĀNGAI / TO DEVELOP He māhere rautaki reo mo te kura Te Aho Matua ki Te Rangi Āniwaniwa		

MISSION STATEMENT

“Whaia Te Tino Rangatiratanga”

VISION

Mā roto i nga kupu ka whakaatūhia te hohonutanga o te hinengaro, ka taea te whakatairangatia ki ōna taumata.

E whā nga pou mana, hei ārahi i a tātou te Whānau o Te Rangi Āniwaniwa ko: Te Mana Atua, Te Mana Whenua, Te Mana Tangata, Te Mana Tamariki

- Te Mana Atua -** kete karakia, mauri, mana , wehi , ngā kōrero tuku iho, pakiwaitara, mihimihi, waiata.
- Te Mana Whenua -** Muriwhenuatanga, whakanui ngā iwi me ngā hapu kaitiaki taiao, te ahi kā, te noho taone, whenua ora, hāpori noho tahi
- Te Mana Tangata -** oranga tinana, oranga wairua, oranga hinengaro, ngā mahi hākinakina , hauora, ira tāne, ira wahine, ngā tūpuna.
- Te Mana Tamariki -** te angitū o te tamaiti, kohine , te whānau, te pēpi, tamarikitanga, taiohi , tai tamatane, taitamawahine; ngā moemoea.





NGAI TAKOTO - MURIWHENUA

Ahakoia ka tū Te Rangi Āniwaniwa i te rohe o Ngai Takoto Iwi, rātou ko ngā hapu o Ngai Tohianga me Patu Koraha o Ngāti Kahu ka noho te Kura i raro i te manaakitanga o Muriwhenua iwi whānui.

MĀ TE REO O MURIWHENUA

me ngā tikanga o ā tātou mātua tūpuna e whakapakari ai i ngā tamariki kia tū rangatira ai rātou i tenei āo hurihuri.



Lyla-Blue Paparoa
Kahurangi Wāhine
2018

TE AHO MATUA

Me whai haere i ngā whakaponono o Te Aho Matua

- Te Ira Tangata
- Te Reo
- Ngā Iwi
- Te Ao
- Ahuatanga Ako
- Tino Ūaratanga



KO NGĀ TAMARIKI KI MUA

Me noho ngā tamariki ki mua i o tātou whakaaro i ngā wā katoa kia tae ora atu rātou ki ngā taumata teitei o Aotearoa me te āo whānui.

“Ko Te Reo Māori Te Mauri o Te Mana Māori”

NGĀ WHAKAHAERENGA

- Mā ngā whānau, mā te poari, ma te iwi ānō e whakakōtahi ai ngā whakahaerenga o te kura;
- Mā ngā whānau me ngā kaiako e hāngai he marautanga pai mō mua ake;
- Kia whakapiki ake i ngā whainga matauranga o ngā tamariki katoa i roto i tēnei kura;



“Te wairua, te reo, ngā tikanga Māori”

- Kia mau ai ngā āhuatanga wairua me ngā tohutohu o te ao Māori ki roto i ngā tamariki i te mita o te reo, te hitoria me ngā tikanga o ngā iwi o Te Hiku o Te Ika.
- Kōrero Māori i ngā wā katoa.
- Mā te whānau me ngā kaiako e whakatakoto he aha ngā tikanga pai mo te whanonga tamariki.



NGĀ WHĀINGA MĀ IA TAUIRA

Kia Tū Tangata (Student Profile)

- 1 Kia tupu ai te tangatatanga, te whakapakaritanga, te tika o tōna tūranga, kia mana ai ano ia ki roto i tōna Māoritanga.
- 2 Oranga tinana, oranga hinengaro, oranga wairua.
- 3 Kia tū tangata ai a tātou tamariki ki mua o te aroaro a ngā kaumatua, kuia, whānau, me te iwi.



- 4 Kia matatau ai ngā tamariki ki te reo a ngā mātua tūpuna; kia mau, kia rongo ai te mita o te reo e kōrerotia ana.
- 5 Kia puawai ngā kaitiaki o te taiao, kia tuia tahi ai o rātou whakaaro mo ngā āo a te Rangi me o rātou tikanga, ki to tātou whaea a Papatuanuku, puta noa ki ngā tāngata katoa o te āo nei.
- 6 Kia mōhio ai rātou ki te whanaungatanga, ki te whakawhitiwhiti whakaaro tētahi ki tētahi, ki roto i te whānau me te iwi whānui tonu puta noa.
- 7 Kia tino hopu ia ki ngā akaaka ākonga tātai.
- 8 Kia mōhio, kia kite ai ngā tai moana, ngā ngāhere, me ngā maunga o ia rohe. Koia nei hoki ngā tūrangawaewae a ngā mātua tūpuna.
- 9 Kia tū maia, tū rangatira ai ki roto i tēnei ao hurihuri, hei raukura mo tōna iwi, hapu whanau
- 10 Kia tū kaha ki tēnei ao hangarau hei kaiarahi rorohiko mō te pōrihanga (digital citizenship)
- 11 Kia toa, kia whai angitū ai ki roto i ngā marautanga
- 12 Kia whiwhi ngā NCEA 1,2,3 me te UE

(Mai te Hui Whanau 1992/ Hui Whanau ERO 2012)

NGĀ WHAINGA MĀTAURANGA O TE RANGI ĀNIWANIWA 2019-2021

EDUCATION ACHIEVEMENT Goals

Whainga		Kia Tūtuki
1	TE REO MĀORI Kia ora ai te reo Māori o Muriwhenua	<ul style="list-style-type: none"> • Ka rūmaki te reo Māori i te kura Teina. • Ka rūmaki te reo Māori 60% i nga akoranga wharekura. • 90% te reo o papa takaaro- he reo Māori. • Tokorima nga tauira ka tū i nga whakatatae manu korero; • Kia 2 ngā wānanga reo mo nga kaiako me nga tauira ia tau. • Ka tū he pō Matariki ia tau • Ka rewa he kōpae pūoro reo Māori ia toru tau
2	TE AHO MATUA Kua tau te wairua o ngā kaiako me nga tauira e pa ana ki Te Aho Matua.	<ul style="list-style-type: none"> • Ka hāpai nga matapono o Te Aho Matua e nga kaiako me nga tauira i nga mahi katoa o te kura. • Mā nga matapono o Te Aho Matua e whakatika i ngā hē. • Ka wānanga Aho Matua ngā mātua kotahi wā o te tau.
3	WHAINGA MATAURANGA E6 Kia tūtuki ngā whainga matauranga e 6	<ul style="list-style-type: none"> • Ka whai kaiako pai mō nga tūranga wātea; • Ka piki te pānui, te tuhituhi me te reo kōrero me te pangarau ki ngā tau tika o ia tauira.
4	WHĀNAU /HAPŪ/ IWI Kia mōhio ai ngā tamariki nga hononga ki ngā whānau, hapu me ngā iwi o Muriwhenua me nga iwi o Aotearoa.	<ul style="list-style-type: none"> • Ka haere ngā tamariki ki ngā hui ā Whānau, ā Iwi hoki e rua mō te tau. • Ka mōhio ngā tamariki ko wai ngā maunga, ngā awa, ngā moana, ngā marae, me ngā whakapapa matua o Muriwhenua. • Ka tae ngā mātua ki nga hui Whānau e toru o te tau.
5	KIA TŪ RANGATIRA nga tamariki ahakoa ki hea	<ul style="list-style-type: none"> • Ka tae ngā tauira ki ngā whakatatae ā kura, ā takiwā, ā motu i te Manu Kōrero, kapa haka, hākinakina, taiao, pō Matariki, me ngā whakatatae tautohetohe, me ngā huihuinga a whānau, a hapu, a Iwi.
6	WHAIA TE TINO RANGATIRATANGA Kia tae atu nga nga tamariki ki nga taumata teitei .	<ul style="list-style-type: none"> • Ka haere ngā tuakana ki ngā wāhi takiura me ngā wānanga ia tau kia kite i ngā huarahi mahi. • Ka tū ngā hui ira tane, ira wahine ia wāhanga o te tau
7	NGA TURE Kia ea nga mahi kia taka mai te pūtea ia tau hei whakahaere i te kura	<ul style="list-style-type: none"> • Ka tūtuki nga Kaupapa ture, katoa o ia tau. • Ka aromatawai i nga kaupapa here ia tau. • Ka tūtuki 90% o te paeroa a tau. • Ka aromatawai te paeroa nga tau e rima.

STUDENT ACHIEVEMENT GOALS 2019-2021

Nga Hua			
1	Goal 1 Tau 1-4	E 90 ōrau a nga ākonga katoa e taea te pānui, tuhituhi me te mahi pangarau ki tōna taumata runga ake noa. 90% of all students are able to read, write and complete arithmetic to their age levels and further.	Āku Mahi Rangatira Kaiako for tau 1-4 to focus on Literacy and numeracy only. Get the basics right first. Clear benchmarks.
2	Goal 2 Tau 5-13	E 90 ōrau a nga ākonga katoa e taea te pānui, tuhituhi me te mahi pangarau ki tōna taumata runga ake noa. 90% of all students are able to read, write and complete arithmetic to their age levels and further.	Āku Mahi Rangatira Pūrongo Smart teacher team strategies to enhance literacy and numeracy.
3	Goal 3 Tau 1-13	Kia 90 ōrau te reo Māori hei whakaatū i te papa tākaaro 90% Te Reo Māori be spoken in the playground	Mā nga tuakana e ārahi. Kia tū e toru ngā kura reo ia tau hei pakari i te reo.
4	Goal 4 Tau 1-13	Kia tū Rangatira te Kura i nga kapa haka a motu, nga haerenga ki tāwāhi, ngā tākaaro a motu, ngā tūhinga Māori, me ngā hui Māori. Kura to perform with confidence at National Kapa Haka, overseas trips, sports, essay writing and Māori gatherings	Kia tu hei tauira mo Muriwhenua. Students to earn the right to represent the kura from attendance, behaviour, practice & work effort.
5	Goal 5 Tau 9-13	Kia 10-15 whiwhinga mō ia wāhanga mā ia tauira That each wharekura student gains set NZQA credits per term. Y9 48 credits @ level 1 Y10 80 credits, 60 @ level 1 Y11 80 credits , 60 @ level 2 Y12 80 credits, 60 @ level 2-3 Y13 complete requirements for 3 university approved subjects/ x 14 credits	Mā nga pūrongo e whakamārama ki nga mātua Kura Teina & Wharekura four term reports. Hui Whānau once a term
6	Goal 6 Tau 12-13	Kia whakakī i ngā kete a nga tauira e wehe atu ana ki ngā whare wānanga ngā kura takiura raini Year 12 to complete NCEA 3 Year 13 to gain university entrance	Te Wānanga o Rangi Aniwaniwa will broker extra courses for y12-13 students to enhance learning and to ensure students have tertiary entry requirements via Gateway and Star program
7	Goal 7 Tau 1-13	Kia tūtuki ngā akonga katoa ngā āhuatanga me ngā matapono o Te Aho Matua	Kia kite i ngā hua o Te Aho Matua ia rā.



TE RANGI ĀNIWANIWA 2021

He Māhere Rautaki 2016-2021

Year	Curriculum	Self-Review	Personnel	Finances	Property	Health & Safety	Legislation	Events / Whānau
2016	Reo: Lift literacy, Numeracy & Kōrero Te Aho Matua Curriculum NZQA Audit	Review 2016 Set goals 2017 Annual Variance Report	Code of conduct 16 1 new fully registered kaiaako Appraisals Kaiaako-Maths & Science Police Vett all staff VCA	Audit Remain in budget Fundraising for Kapa Haka Funding for Punawai	Airport Parking for big hui Funding applications SYA—cyclical maintenance	Dental truck visit Network with NDHB, Te Hiku Hauora & Broadway Health, Imoko, Health Promoting Schools Kids Can	Annual Variance Prospectus Review OAM 1.22, personnel; 1.2.4 student support BOT elections	Te Aho Matua Te Runanga Nui AGM N Age achievements Kapa Haka nationals—wharekura FB—whānau page
2017	Reo: Lift literacy, Numeracy & Kōrero Ngā Hua o Te Aho— Assessment Tool Financial literacy External Moderation Tikanga Taiao Trade Courses	Review 2017 Annual Variance Report Set goals 2018 Community Trust for Punawai-Ora	Code conduct 17 Staffing as per needs Support new teachers Tumuaki Study leave roster Police Vett all staff VCA	Audit Remain in 2017 budget Funding for community use of Punawai Fundraising for Kapa Haka Remain in budget	Active Board—KTaina Renovate Punawai & pumps Upgrade 2 vans Update lease laptops & ebooks Upgrade KTaina staffroom He Whareiti SYA Cyclical maintenance Reconfigure road	Dental truck visit Network with NDHB, Te Hiku Hauora & Broadway Health, Imoko, Health Promoting Schools Kids Can, Breakfast in Schools Social Worker in Kura 3 days Healthy Relationships	Annual Variance Prospectus Review OAM 1.0, Te kaupapa, 1.2.5 Review delivery 1.2.6 moderation; 1.2.7	Te Aho Matua Hui 2x a year; 1 & 2 Te Runanga Nui AGM Northland Age achievements Kapa Haka nationals—kura teina Haerenga ki Tāwhi—tākana FB—whānau page Whānau Ora—Tamariki Ora Magazine
2018	Reo: Lift literacy, Numeracy & Kōrero Tikanga Taiao 25 th birthday	Review 2018 Annual Variance Report Set goals 2019	Code conduct 18 Staffing as per needs Support new teachers Study leave roster Police Vett all staff VCA	Audit Remain in 2018 budget Funding for school projects— Fundraising for Kapa Haka Community use of Punawai self funded	Cyclical maintenance Wharekura renovation plan New bus Reset SYA Cyclical maintenance plan	Dental truck visit Network with NDHB, Te Hiku Hauora & Broadway Health, Imoko, Health Promoting Schools Kids Can, Breakfast in Schools Social Worker in Kura 3 days Health & safety policies	Annual Variance Review OAM 1.2, management; 1.2.1; Health & safety policies ERO visit	Te Aho Matua 2x a year 3 & 4 Te Runanga Nui AGM Northland Age achievements Kapa Haka nationals—wharekura Whānau Ora—Tamariki Ora Magazine
2019	Reo: Lift literacy, Numeracy & Kōrero NZQA Audit External Moderation Tikanga Taiao	Review 2019 Annual Variance Report Set goals 2020	Staffing as per needs Code conduct 19 Support new teachers Study leave roster Police Vett all staff VCA	Audit Remain in 2019 budget Funding for school projects— Fundraising for Kapa Haka Community use of Punawai self funded	Upgrade chromebook leases Wharekura renovation completed Cyclical maintenance	Dental truck visit Network with NDHB, Te Hiku Hauora & Broadway Health, Imoko, Health Promoting Schools Kids Can, Breakfast in Schools Social Worker in Kura 3 days	Annual Variance Review OAM 1.22, personnel; 1.2.4 student support, moderation 1.2.7 BOT elections	Te Aho Matua 2x a year 5 & 6 Te Runanga Nui AGM Northland Age achievements Kapa Haka nationals—kura teina Haerenga ki Tāwhi—tākana Whānau Ora—Tamariki Ora Magazine
2020	Reo: Lift literacy, Numeracy & Kōrero Tikanga Taiao	Review 2020 goals Set goals 2021	Staffing as per needs Code conduct 20 Support new teachers Study leave roster Police Vett all staff VCA	Audit Remain in 2020 budget Funding for school projects Community use of Punawai self funded	Upgrade laptop leases Upgrade 2 vans Reset SYA Cyclical maintenance plan	Dental truck visit Network with NDHB, Te Hiku Hauora & Broadway Health, Imoko, Health Promoting Schools Kids Can, Breakfast in Schools Social Worker in Kura 3 days	Annual Variance Prospectus Review OAM	Te Aho Matua 2x a year 1 & 2 Te Runanga Nui AGM Northland Age achievements Kapa Haka nationals—wharekura Whānau Ora—Tamariki Ora Magazine
2021	Reo: Lift literacy, Numeracy & Kōrero External Moderation Tikanga Taiao	Review 2021 goals Set goals 2022	Staffing as per needs Code conduct 21 Support new teachers Study leave roster Police Vett all staff VCA	Audit Remain in 2021 budget Funding for school projects Community use of Punawai self funded	Cyclical maintenance	Dental truck visit Network with NDHB, Te Hiku Hauora & Broadway Health, Imoko, Health Promoting Schools Kids Can, Breakfast in Schools Social Worker in Kura 3 days	Annual Variance Prospectus Review OAM Review Health & safety policies	Te Aho Matua 2x a year 3 & 4 Te Runanga Nui AGM Northland Age achievements Kapa Haka nationals—kura teina Haerenga ki Tāwhi—tākana Whānau Ora—Tamariki Ora Magazine

1. ENROLMENT POLICY & Procedures

Te Tukanga Whakawhiti ki te Kura

Pae Tuatahi

Me uiui te whānau me te Tumuaki.

Interview with Tumuaki.

Pae Tuarua

Me tūtaki i ngā Pouārahi.

Meet syndicate managers.

Pae Tuatoru

Mā te Tumuaki e whakamōhio atu ki te whānau mena e whakaae ana kia hau mai te tamaiti.

The Principal will inform whānau whether the child is eligible to enrol.



Pae Tuawhā

Mena ka whakaae kia hau mai te tamaiti, mā te tari matua e whakamōhio atu ki te whānau i ngā rā tīmata ai te whakawhiti.

- ♦ Kia 4 wiki tū atu i te huritau tuarima o te tamaiti.
- ♦ Rātu, Rāapa, Rāpare 8.45 - 12.30 ngā rā whakawhiti.
- ♦ Me noho tētahi mātua ki te taha o te tamaiti.

If eligible, admin will inform whānau of transition dates and times.

- ♦ New entrants are encouraged to begin transition 4 weeks prior to 5th birthday.
- ♦ Transition days are 8.45am - 12.30pm Tuesday, Wednesday, Thursday.
- ♦ An adult or person over 16yrs must be present during the transition process.

Pae Tuarima

Mena e whakaae ana te whānau, te Tumuaki me ngā Pouārahi kia noho pūmau te tamaiti ki tēnei kura, ka pōhiri mai i te tamaiti me tōna whānau i te Rāhina a muri i te huritau tuarima, a muri rānei i te whakawhitinga ki te kura.

Mā te whānau te tamaiti e ārahi ki te pōhiri. Whai muri i te whakatau, ka harirū, kātahi ka noho anō te whānau. Mā te tamaiti, tētahi kaikōrero reo rānei e whakamārama mai ko wai ia, nō tēhea kōhanga, puna reo rānei ia, tōna pepeha me tōna ingoa.

Ka mutu, ka waiata, ka haka pōhiri i te tamaiti kia tau mai ki waenganui i ngā tauria o Kura Teina. Ka haere te tauria ki te akomanga, ka kapu tī te whānau.

If the whānau, the Tumuaki and Pouārahi approve for the child to begin kura full time, a whakatau or pōhiri will take place to welcome our new student. The pōhiri will generally take place on a Monday morning at 9am.

Whānau to escort tauria to kura assembly. After the whakatau, the whānau will shake hands and sit down again. The child, or whānau reo speaker will introduce their child's whakapapa, pepeha, Kohanga or Puna Reo and the child's name.

Peers from Āniwaniwa will escort waiata the child to the kura side. Once the child goes to class, whānau to have a cup of tea.



Te Rangi Aniwanuiwa | 332 Quarry Road, Kaitaia 0482 | (09) 4067677 | tari@aniwanuiwa.school.nz

ENROLMENT POLICY

Student Entry To Kura Kaupapa

HE KŌRERO TĪMATATANGA

- The paramount purpose of Te Rangi Āniwaniwa is to educate Māori children in Te Reo according to Te Aho Matua.
To provide a seamless Māori medium education for those Kōhanga Reo graduates who have already gained two years minimum of introductory level - Te Reo Māori.

A RIGHT OR PRIVILEGE

Attending Te Rangi Āniwaniwa is not a right; it is a privilege, approved to those children and their whānau, who are prepared to meet the commitments to the Kura and to Te Reo Māori. Priority will be given to:

- Those whānau who have demonstrated a commitment to the Kura charter and Te Reo Māori;

Those Kohanga Reo from within Te Hiku o Te Ika.

Te Rangi Āniwaniwa does not cater for children without grounding in Te Reo Māori.

He Tohutohu

Students and their whānau who support our goals of retaining and enhancing Te Reo Maori and Muriwhenua Tikanga may gain entry to Te Rangi Aniwaniwa based on the following criteria:

KURA TEINA Tau 0 - 8

Graduates of Kohanga Reo with a minimum 2 years attendance
A letter of tautoko from the kohanga reo;
Nga teina o nga tuakana;
Students transferring from a distant Kura Kaupapa or Māori immersion unit;
Students with a high Maori fluency;
Whānau with one parent committed to learning Maori and/or attending wānanga reo.
Whānau supportive of school charter and special kaupapa of the Kura.
Whānau have signed agreement for payment of fees.
Living in the catchment areas of Te Rangi Aniwaniwa. (Kaitaia, Awanui, Kareponia, Waimanoni).

WHAREKURA Tau 9 - 13

Graduates of Te Kura Kaupapa Māori o Te Rangi Āniwaniwa with a 90% attendance record;
Students transferring from another Kura Kaupapa or Māori immersion unit;
New applicants who pass a pre- entry written Maori exam;
Applicants with a good behaviour history;
Whānau with one parent committed to learning Maori and/or attending wānanga reo.
Whānau supportive of school charter and special kaupapa of the Kura.
Whānau have signed agreement for payment of fees.

ENROLMENT PROCEDURES

- 1.1.1 **Enrolment Enquiries** are to be directed through the main office at the Wharekura.
- 1.1.2 **Whānau requesting admission** for their children will be sent /given the **School Prospectus** and **Enrolment Pack** to read, to complete, and to return to the Kura office.
- 1.1.3 All prospective students and whānau must meet with the Pouārahi and be interviewed by the Principal from as early as 4 ½, to:
assess the eligibility of the student and readiness to begin kura;
ascertain the whānau commitment to the kaupapa of the kura;
view personal references and records of the student;
- 1.1.4 The Principal will inform the whānau whether the child is eligible to enrol.
- 1.1.5 Enrolment details may only be confirmed once the above procedures have been completed. Enrolment preferences are for whānau who live in the Awanui, Kareponia area and younger siblings of enrolled children.
- 1.1.6 Younger siblings must meet all requirements for te reo.
- 1.1.7 Entry for children with special needs is dependent on availability of resource people and funding.



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1.1.8 TRANSITION PERIOD

- 1.1.9 Whānau will be given a month to consider whether or not they wish to make the commitment being asked of them, and whether or not they are willing to accept the expectations outlined in the Enrolment Policy, the Kura charter and Te Aho Matua.
- 1.1.10 One month after the first interview, Whānau will be invited to a second meeting with the board or the Principal, where you will be asked to sign a form, accepting the conditions for entry to Te Rangi Āniwaniwa.
- 1.1.11 If the Whānau accepts the conditions set by the Kura, and the child meets the proper targets, entry into the Kura will take place on the child's 5th birthday, or the first school day thereafter.
- 1.1.12 The Whānau may withdraw from Kura at any time during the transition period.
- 1.1.13 The Kura, if unsatisfied with the whānau progress or commitment, has the right to either defer the entry date, or decline the child's enrolment.
- 1.1.14 Student numbers will also determine enrolment. The teacher student ratio in Primary is 1:18 at Te Rangi Āniwaniwa.
- 1.1.15 **Parents are to supply:**
a copy of the child's birth certificate;
the child's health immunisation record;
a Kura entry checklist completed by the Kohanga reo tutor.
Signed kura authorisation forms ;
Evidence to support parent's learning/fluency in te reo Māori.
Custodial papers when necessary



1.1.16 Whānau are asked to affirm a commitment to the Kaupapa of the Kura:

That commitment will include amongst other things:

- A) a commitment to the language.** Whānau must demonstrate their fluency, or agree to attend ongoing Maori Language Courses and make a commitment to speak Māori at home.
- B) a commitment to the Kura.** We ask all Whānau to be available to help out with fundraising, supervising, or generally helping with Kura activities. Your name goes on a roster, and you will be called upon twice a year to help.
- C) a commitment to the Kura Whānau.** A whānau member must attend 3 of four whānau meetings a year. Whānau who miss 2 meetings are asked to withdraw from Kura.
- D) Kainga Tautoko** The whānau can support educational success and emotional wellbeing of the child by providing:
Kia kaha ki te kōrero Māori i te kainga;
Stability in the home
Daily routines – regular times for eating, sleeping, completing chores, returning home, completing homework;
Daily attendance in school- please ring or write to the kura if absent;
Wear clean and named school uniform;
Children to bring a healthy lunch.
Team sports involvement – join a club;
Whānau values – hygiene, respect for others, care for property, attending hapu events; helping others etc.
A quiet homework space for reading and completing homework
Books – encourage children to read books in both languages.
Return all Kura library books for others to enjoy.

SPECIAL ENROLMENT

Whānau may request an enrolment pack from the Office. Seek an appointment with the Principal via the Office. Whānau will be required to submit evidence about child's fluency in te reo. Child's fluency must be equivalent to the class level of entry e.g. year 5 student must have reo competency for year 5 class. Transfers from another kura Kaupapa must show good behaviour records. Whānau must agree to the same terms for whānau commitment.

TRANSIENCE

The Kura is not obliged to accept transient students who have been formerly enrolled in the kura.



Te Rangi Āniwaniwa

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1.2 STUDENT ENTRY REQUISITES TO WHAREKURA

He Kōrero Tīmatatanga

The Board is responsible for providing a safe and healthy learning environment for its students to ensure the special nature of the Kura is preserved.

HE TOHUTOHU

- 1 Wharekura is a recognised transition from Kura Teina to senior schooling.
- 2 Wharekura is open to students who have completed successful schooling in Kura Kaupapa Māori, Kura Rūmaki Reo, Kura Kainga Reo Māori or a minimum of one year Wānanga Reo.
- 3 Students transferring from other Kura will need to pass a Māori fluency test before entry.
- 4 Students are required to sign: a Kirimana Whanonga, an Internet Access Agreement Form, Waiver for Use of Gym Equipment and other required agreements each year at the beginning of each year.
- 5 Students are required to re-enrol each year to renew commitment to the kaupapa of the Kura:Te Aho Matua, Kura Reo , Kapa Haka and study requirements.
- 6 Whānau are expected to assist staff in planning the curriculum choices and career pathways for senior students and to support students in their home learning and exam studies.
- 7 Students who have a negative record in other schools (i.e. drug use, bullying and refusal to co-operate with staff) may be denied entry.
- 8 Students are encouraged to work at their level of ability. The desired entry level is year 9 as students commence foundation studies and some NCEA 1 mahi where appropriate.



1.3 GENERAL INFORMATION FOR WHANAU

1.4 Enrolment Day Information

Whānau Enrolment Day are set each year in early December and before school starts in January of each year.

Re- enrolment & recommitment to wharekura is required each year.

1.5 Misleading Information

If it is found that a student has been accepted at Te Rangi Āniwaniwa because of misleading or incomplete information, the Board reserves the right to ask the whānau to withdraw their child from school.

1.6 Home School Students

Students who have been home schooled in the year prior to enrolment will need to:

- supply recent samples of work;
- gain 70% pass in a pre-entry exam written in Māori;
- Prove that the student's behaviour (based on former school reports) will not jeopardise the safety of other students.

1.7 Stationery Supplies

Stationery list are available from the office and the kura facebook page. Stationery and uniform purchases are the responsibility of the whānau.

1.8 Medication

On enrolment parents should include any special health problems and if medication needs to be administered to children. Parents will have to negotiate with office staff about who will administer the medicine.

Staff are entitled to refuse administering drugs to students e.g. ritolin, use of hypodermic needles etc.

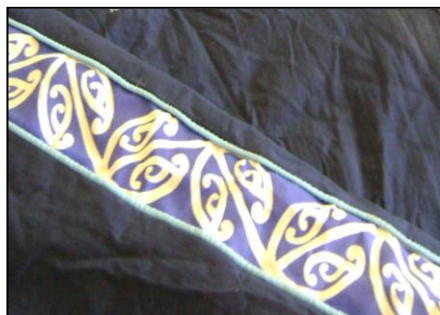
1.9 School Uniform

In 1997, Te Rangi Āniwaniwa introduced school uniforms because:

- they are inexpensive;
- they can be worn throughout the year;
- they promote school pride;
- they remove the distinction between designer label and less expensive clothes;
- These can be purchased at The Warehouse.



The Board commissioned Theresa Reihana to design the kōwhaiwhai pattern and selected Richard Murray's design from a whānau competition for the school logo.



Rules:

- 1 The school uniform is the only clothing worn at school and on school visits.
- 2 Children not in school uniform will be sent home.
- 3 Whanau are responsible for ensuring uniforms are clean, tidy and clearly named.
- 4 Students are not to wear the day uniform for any sports activities;
- 5 The uniform is to be worn only by bona fide school students;
- 6 Good personal hygiene and grooming is expected at all times.
- 7 A child who is not in full uniform:
 - will not be allowed to represent the school;
 - will not be permitted to travel on any school trips;
 - will be sent home.



**Ngā Kahurangi o Te Rangi Āniwaniwa 2018
Julius Reihana Moore rāua ko Lyla-Blue Paparoa**

KURA TEINA		WHAREKURA	
Summer Uniform		Summer Uniform	
Boys Navy blue shorts Kura Logo broad rim sun hat Royal blue polo shirt with kura logo Flat black or brown sandals	Girls Navy blue shorts or skorts Kura Logo broad rim sun hat Royal blue polo shirt with kura logo Flat black or brown sandals	Boys Navy blue Shorts Sky blue polo shirt with kura logo Flat black sandals Kura navy blue hats	Girls Navy blue Skirt (no more than 1 inch above the knee) Sky blue polo shirt with kura logo Flat black sandals Kura navy blue hats
Winter Uniform		Winter Uniform	
Boys Navy blue track pants or shorts Royal blue polo shirt with kura logo Navy blue tunic sweatshirt with kura logo Flat black shoes	Girls Navy blue shorts or skorts Royal blue polo shirt with kura logo Navy blue tunic sweatshirt with kura logo Flat black shoes Black socks/stockings	Boys Navy blue dress pants or shorts Sky blue polo shirt with kura logo Navy blue Fleece jacket with kura logo Navy blue jumper (Taiki E) Flat black shoes Black socks Kura approved jacket Kura Jersey	Girls Navy blue skirt Sky blue polo shirt with kura logo Navy blue Fleece jacket with kura logo Navy blue jumper (Taiki E) Flat black shoes Black socks or stockings Kura approved jacket Kura Jersey
Caps & sunglasses		Dress Uniform: Number One	
Plain navy blue (no logos, no memorabilia) caps are only to be worn during the summer months outside.		School blazers, trousers, skirts and ties are the property of the Kura. Whānau are encouraged to buy a personal set.	
Sunglasses should be inexpensive with high uv filters for outside wear only.		Boys School blazer, dress trousers, dress shirt, black dress shoes, black socks	Girls School blazer, navy skirt, dress shirt, tie, black dress shoes, black socks.
Kākahu hākinakina Kura Teina & Wharekura			
Training at school / PE. School uniform must not be worn for phys-ed or sports, please ensure to bring daily: Appropriate shirt/ singlet, shorts and correct footwear for in the gym (sneakers/runners etc)			
School Sports Trips School sports uniform provided and to be returned for future use.			
Swimming It is compulsory to wear correct swimming gear, ie bathing suits, togs, goggles and swimming cap. No board shorts and t/shirts are permitted.			

Whānau can purchase Kura uniforms at The Warehouse. If the required sizes are not available in store, the assistants will place an order for you. Kura jerseys from kura.

PART TWO - ACADEMIC INFORMATION

2.0 Student Education Achievement Goals

2.1 COURSE OF STUDY KURA TEINA

KURA TEINA consists of an enthusiastic and innovative team of kaiako, who all believe that tamariki are paramount. Kaiako strive to deliver quality programmes to develop *Taha Hinengaro, Taha Wairua, Taha Tinana & Taha Whānau*. Kura Teina will provide students with a positive, safe and secure learning environment that caters for the needs of every child, to ensure all students are given opportunities to achieve and succeed.

KURA TEINA	
Ngā Kākano	Tau 1
Pounamu	Tau 2
Muriwai	Tau 3 - 4
Te Wai Onepū	Tau 5
	Tau 6
Ngā Māhuri	Tau 7
Ranginui	Tau 8



Our goal is for all students to be achieving at, or above the level for their chronological age, as per graph below.

All students are able to articulate an understanding of Te Reo Māori me ngā Tikanga o Muriwhenua through the following:

Te Whare Tapawhā Me Ngā Hua o Te Ako

Taha Hinengaro:	Taha Hauora:
<ul style="list-style-type: none"> - Pānui - Tuhituhi - Korero - Pāngarau - Tikanga-ā-iwi - Putaiao - Hāngarau - Muriwhenuatanga - Ngā Atua Māori - Kapa Haka 	<ul style="list-style-type: none"> - Kauhoe - Pūkenga Paoro - Poitarawhiti - Oma Roa - Kaiaka - Poitukohu - Ki-o-Rahi - Tāhae Ripene - Waka Ama
Taha Wairua:	Taha Whānau
<p>Ngā mataapono o Te Aho Matua</p> <ul style="list-style-type: none"> - Te Ira Tāngata - Ngā Reo - Te Ao - Ngā Iwi - Ngā Āhuatanga Ako - Tino Ūārātanga 	<ul style="list-style-type: none"> - Aku Mahi Rangatira - Ngā Kaupapa o te Kura - Hui whānau - Gala - Matariki Festival - Rā Tuku Taonga

Our major curriculum focii are literacy and numeracy, believing these are the core areas for learning. These key curriculum areas are integrated and comprise aspects of all other curriculum areas.

Kapa Haka – is compulsory to all students of Kura Teina. All students will learn selected waiata and perform at Kura cultural events. Year 1-4 students will participate in ngāhau items only.

Kapa Haka Competition: A selected group of Year 4-8 students will be chosen to represent Te Rangi Āniwaniwa at the biannual Maranga Mai Regional Kapa Haka event.

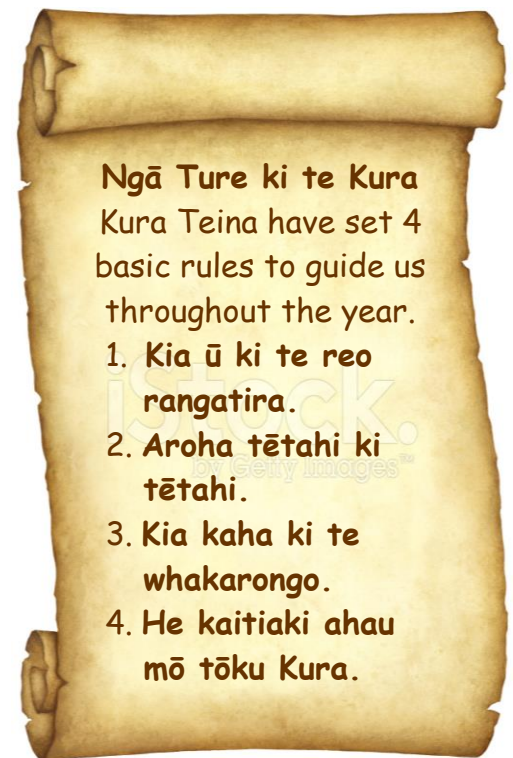
A selected qualifying group of year 6-8 students will then proceed to represent Te Rangi Āniwaniwa at the biannual Te Mana Kuratahi National Kapa Haka event.

Children at Year 1 –4 will concentrate on learning the foundation skills of literacy and numeracy, with integrated components of Tikanga-ā-Iwi, Putaiao and Hākinakina.

- Te Reo ā Waha
- Pānui
- Kōrero / Whakarongo
- Te Reo ā Tā
- Manu Tuhituhi
- Pāngarau

Children at Year Y5- 8 will solidify foundations set in Year 1-4 and further develop teachings in all curriculum areas:

- Te Reo ā Waha
- Pānui
- Kōrero / Whakarongo
- Te Reo ā Tā
- Manu Tuhituhi
- Pāngarau
- Putaiao
- Tikanga-ā-iwi
- Ngā Toi
- Hauora
- Hāngarau –
*Year 7&8 Kaitia Intermediate School
(9am-12pm once every fortnight)*
- Te Reo Pākeha – Year 7&8
(Kip McGrath, 45 minute lesson once a week)



Kura Teina Achievement Goals				
Time in Immersion	PĀNUI	TUHITUHI	KŌRERO	PĀNGARAU
6 months	Harakeke A/E	Ka Oho	He pīpī	1a –Kaupae 1
1 year	Harakeke E/I		He Kaha Ake	1a -Kaupae 2
1 year 6 mths	Kiekie A / E	Ka Oho / Ka Whai huruhuru	He Pakari	1e - Kaupae 3
2 years	Kiekie E / I	Ka Whai huruhuru	He Pakari 2	1e -Kaupae 4
2 years 6 mths	Kiekie I	Ka Whai huruhuru/ Ka Marewa	Taumata 2	2a -Kaupae 5
3 years	Pingao A		Taumata 2 - 3	2e-Kaupae 5
4 years	Pingao E	Ka Marewa	Taumata 3	3a -Kaupae 6
5 years	Pingao I		Taumata 3 - 4	3e -Kaupae 6
6 years	Pingao O	Ka Marewa / Ka rere	Taumata 4	4a - Kaupae 7
7 years	Miro		Taumata 4-5	4e -Kaupae 7
8 years	Miro +		Taumata 5	5a -Kaupae 8

WHAREKURA & WĀNANGA PROGRAM - see curriculum 4.3



Ko te akonga he toa whakaihu waka ki ngā kaupapa whānui o tōna ao Māori, he maia hoki nōna ki te torotoro ki ngā mātauranga o te ao tūroa kia noho tangaengae ia ki ngā mātāpono o Te Aho Matua. A tōna wā ka puta hei raukura mō tōna whānau, tōna hapū, me tōna iwi. Hei tāpiri ki te ao marau, he ruku nōna ki ngā wai hohonu o ako, o mōhio, o māramatanga hei hāpai ake i ngā āhuatanga o tōna āhua ake, me tōna tino rangatiratanga.

Wharekura consists of passionate kaiako that are committed to providing our taura with a holistic approach to learning and a range of core curricular subjects, options, short courses and extra curricular activities. We pride ourselves on upholding our reo and tikanga, our Muriwhenuatanga and continue to strive for excellence in Te Ao Māori, education and sport. Below is a table that outlines an overview of the Wharekura program, and a brief overview of the targets for NZQA and the curriculum subjects, options and short courses offered throughout the year.

TE RANGI ĀNIWANIWA - Wharekura Uenuku Planning Framework

Ngā Tae/Key areas	Kaupapa	Ngā Mahi
Te Ao Māori	Te Reo Māori	Fluent kaiako 4/7 Part-fluent 1/7 Reo learner kaiako 2/7
	Kura Reo	- Muriwhenuatanga
Ngā uara	Te Aho Matua	- Te Ira Tāngata - Ngā Reo - Te Ao - Ngā Iwi - Ngā Āhuatanga Ako - Tino Ūārātanga
Whānau	Communication	Re/Enrolment process

	Strengths Support	Whānau hui - whānau to attend 3 of 4 hui Parent teacher interviews Term student reports Pō Matariki Gala Te Rā Tuku Taonga Camps, Kura Reo
Hauora	Tinana	Waka ama Basketball Kapa Haka Kiorahi Volleyball League Fitness NASA Kura tuarua - Kapa Haka Kura tuarua - Waka ama Fitness, MOKO, Kai/wai hauora
	Hinengaro	Mentoring Ngāti Kahu Youth mentors Counselling Nurse
	Whānau	Whānau hui per term Regular ongoing discussions (in/formal) Kaupapa-ā-kura, ā-motu
	Wairua	Mātauranga Māori Papa kainga Karakia, waiata, reo, tikanga Kura reo
Marautanga	Foundation Studies NCEA Level 1 NCEA Level 2 NCEA Level 3 University entrance Subject Endorsement Course Endorsement	Integrated planning Tau 9-13 Integrated project-based learning - Foundation (Eng, Sci, PE) Integrated assessment - Level 1 (Te Reo Māori, TAI, Hauora) Extra support; Kip McGrath English literacy
Rangatiratanga	Kahurangi forum Student council Mentoring program Peer support	Tuakana/Teina Coaching Kaitiakitanga Self Responsibility
Hangarau	2020 - Digital examinations Digital school	Tau 9-13 use of laptop for learning Work available digital/hard copy E-student portfolios Use of Apps (google) within the classroom

WHAREKURA TERM TARGETS

Term Targets (Circle one)		Tau 9 10 credits / term	Tau 10 10 credits / term	Tau 11 15 credits / term		Tau 12 10 credits / term	Tau 13 10 credits / term
29. NZQA		Tohua mai he (✓) hei whakamārama mai kua tutuki kē koe.					
Credits @ L1	80	NCEA L1		Literacy Achieved (10)		Numeracy Achieved (10)	
Credits @ L2	60	NCEA L2		Literacy Achieved (10)		Numeracy Achieved (10)	
Credits @ L3	60	NCEA L3		UE Literacy Achieved (10)		UE Numeracy Achieved (10)	
UE Entrance (5-6 approved subjects)		Subject 1 Te Reo Māori	Subject 2 Te Reo Rangatira	Subject 3 Physical Education	Subject 4 English	Subject 5 Option	

2.2 STUDENTS WITH SPECIAL NEEDS

The number of Special Needs Students that we can help in any one any year depends on the level of resources available, the needs of the students, and the support available from other sources. The first allocation of resources is to returning students requiring ongoing support. Whānau support for students with special needs is important to ensure we can lobby for external agency assistance and to continue programs at home.

The kura has Kapohia program in the kura teina and Kip McGrath School English program visits once a week and has an intake of 9 students a term.

2.3 CLASS GROUPINGS Wharekura

Wharekura	
Mataora	Year 9
Te Rangi Tāmaku	Year 10
Titimatanginui	Year 11
Hui E	Year 12
Taiki E	Year 13

2.4 OTHER KURA ACTIVITIES

TIKANGA MĀORI

Kura Reo
Manu Kōrero
Kapa Haka & Māori
Performing Arts
Noho Marae
Leadership courses for
senior students

TAKAARO

Tū Ahiahi- after school
sports hauora programme
specified days 3-4.30 pm

Basketball
Netball
Swimming
Rugby League
Waka Ama
Athletics
Inter-School / Regional
Sports

OTHER

First Aid Courses
Driver License Course
After school homework
Star Gateway courses
Pool Lifeguard



2.5 BELL TIMES – NGĀ TANGI A TE PERE

Kura Teina

Rāhina 8:45 – 9:20 – Hui-ā-Kura

9:00 – 9:45	Wāhanga 1
9:45 – 10:30	Wāhanga 2
10:30 – 11:00	Kai Iti
11:00 – 11:45	Wāhanga 3
11:45 – 12:30	Wāhanga 4
12:30 – 1:10	Kai Nui
1:10 – 2:00	Wāhanga 5
2:00 – 2:45	Wāhanga 6
2:45 – 3:00	Kua Mutu

Wharekura

Rāhina 8:45 – 9:20 – Hui-ā-Kura

Period 1 will begin as soon as Hui-a-Kura is finished.

(40 minute periods on Monday period 1 & 2)

8:50 – 9:00	Papa Kāinga
9:05 – 9:50	Wāhanga 1
9:55 – 10:40	Wāhanga 2
10:40 – 11:00	Kai Iti
11:05 – 11:50	Wāhanga 3
11:55 – 12:40	Wāhanga 4
12:40 – 1:10	Kai Nui
1:15 – 2:00	Wāhanga 5
2:05 – 2:50	Wāhanga 6
2:55 – 3:00	Hui-ā-Wharekura
3:00	Kua Mutu

2.6 FEES

WHĀNAU ANNUAL FEES	\$100.00
Administration Fee	30.00
Local travel (Mangamuka north) per whānau	70.00

Sports fees and class trips – whānau will be notified in advance so that whānau have time to save/fundraise	As required
NZQA Fees – see section 4- community card discounts	\$76.50 - \$100
Laptop Bond \$100 each \$200 whānau (refunded at end of year)	\$100 each

Bank Account - Te Rangi Aniwanīwa
Kaitaia ASB 12 3096 0227034 00

2.7 STUDENT GUIDANCE Year 7-13

All students need specific and accurate career and educational guidance to help them make informed decisions in the programmes they select.

Te Rangi Āniwanīwa will access career expositions hosted in Tai Tokerau and will invite industry speakers to visit the Kura. Taiki E will engage in a 2 day career tour of wānanga, polytechnics and training providers.

2.8 PASTORAL CARE

- 1) **Teacher Observation Sometimes** teachers will observe odd behavior in a child: sadness, sleepiness, and stress patterns. Discuss with your pouārahi. Act quickly.
- 2) **Kura Support Workers:** - Self-referrals, whānau referrals and Kaiako referrals to see a counsellor can be organised through the Senco in kura teina and via reception wharekura.
- 3) **Public Health Nurse:** The Public Health Nurse visits our school once a week for half a day. She is able to meet with students individually about health concerns. Appointments can be made with the Kura Receptionist. The nurse will meet students individually at Kura Teina and Wharekura.
- 4) **Whānau Tautoko/ External Support** In some areas school staff are not equipped to deal with student concerns. We like to work with whānau to seek solutions however the Tumuaki will seek external agency assistance if required.
- 5) **Emergency Intervention –** must be conferred urgently with Tumuaki Hāpai and Tumuaki.
- 6) **MOKO Programme** Is a health service for all students to check or prevent rheumatic fever and skin infections
 - The MOKO team will visit kura three times a week.
 - Tamariki who self-identify as having a sore throat will be swabbed and given an information sheet to take home.
 - Results received confirming a positive Strep A infection, MOKO team will contact whanau, generate a prescription for antibiotics and provide education to the whānau
 - Tamariki identified with skin infections, will be assessed and appropriate treatment identified; MOKO team will contact whanau, prescription generated, and provide education.

2.9 SCHOLARSHIPS

Hohepa Delamere Te Reo Māori Scholarship

Papa Hohepa Delamere was the first volunteer Kaiako who started this Kura in its earliest inception in 1993. His passion and love of Te Reo me ōna tikanga was so much so, that he was involved in any kaupapa Maori which promoted Te Reo Māori. Not only a kaiako, but radio announcer with Te Reo Irirangi o Te Hiku o te Ika, a member of the Ngā Taumata to assess Tohu Whakapakari for Kohanga Reo and many other iwi, hapu and community Te Reo Māori initiatives. He lived and breathed the philosophies of Te Aho Matua until his passing in 2006. In dedication of his memory and to his valuable contribution and commitment to the retention and survival of

Te Reo Maori - our Board of Trustees makes available this Hohepa Delamere Te Reo Maori Scholarship.



This scholarship of \$200 is available each year as an incentive for students who kōrero Māori, show leadership under Te Aho Matua and have a strong work effort and 95% attendance at kura.

The scholarships are provided by the accounts clerk as money credits for:

- **School fees, NZQA fees & stationery.**
- **Uniforms**
- **Kura trips**
- **All goods will be purchased by the Accounts Clerk and will appear on monthly accounts.**

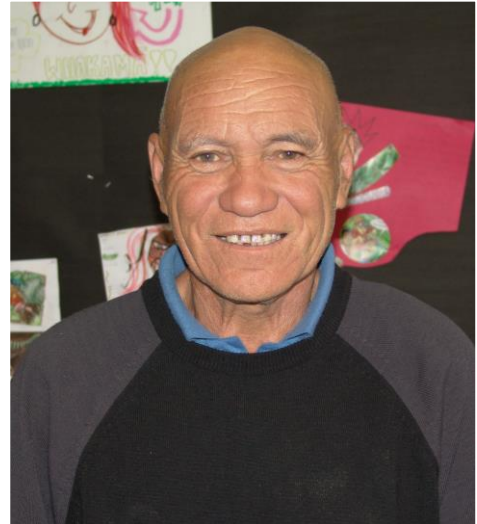
Criteria

- 1 Parents combined income is less than \$60,000 per annum.**
- 2 Students are role models of Te Reo Māori, attendance, leadership and work ethic.**
- 3 Students have been enrolled at Te Rangi Āniwaniwa for at least two years.**
- 4 Scholarship form is filled out by closing date on 21st March, 2017.**
- 5 The Board will make the final decision based on recommendations of the Pouārahi/ Tumuaki.**

Meinata Wiki - Pūtaiao Scholarship

*Papa Koro Meinata Wiki was one of the foundation Tumuaki of our Kura since its humble beginnings until his retirement in 2011. His teaching service extended over 40 years in the profession. He had a passion for Science and Environmental Education which he shared as the Kaiako Pūtaiao in the Wharekura. In recognition of his service and dedication to our Kura the Board of Trustees make available this **Meinata Pūtaiao Scholarship**.*

This scholarship is offered to ensure that our students who demonstrate excellence, passion and commitment in the field of Science / Pūtaiao / Environmental Education have an opportunity to attend a Science programme, in order to further support and encourage them to consider pursuing a career in science.



This scholarship is provided by the Kura as direct payments to a tertiary provider for the registration costs to attend a Science programme/workshop not exceeding \$200.00

Criteria

- 1 **Student must write an essay (max 500 words) based on what areas of science you are interested in and why? As a person of Māori descent how would you benefit from participating in a science programme.**
- 2 **Have a support letter from their Kaiako Pūtaiao / Taiao**
- 3 **Students are role models, have good attendance and work effort.**
- 4 **Students must be currently enrolled and attending Te Rangi Āniwaniwa for a minimum of at least one year.**
- 5 **Scholarship form is filled out by closing date in March 21st of each year.**
- 6 **The Board will make the final decision based on recommendations of the Pouārahi/ Tumuaki.**



TONO KARAHIPi

Mā te te tauira me te whānau e whakakī

Ingoa Tauira		Mā Te Tumuaki
Ingoa o Nga Mātua		
Wāhi Kainga		
Wāea		
Ēmara		Waiaro
Akomanga		% Tae mai ki t e kura
Tūhia mai he kōrero me pēhea tenei karahipi koe e awhina?		Te kaha o te mahi kura me te mahi kainga?
Ki ou whakāro me pēhea te reo o Muriwhenua e whakapakari i nga ra kei te haere mai?		Te Aho Matua
Ki te mutu koe i te kura he aha ōu wawata mōu ano?		Nga whānonga
He kōrero tautoko o nga mātua		Whānau Tautoko?

Waitoh

u Mātua _____

Waitohu Tauira _____ Ra _____

PART THREE - ORGANISATIONAL DETAILS

A

ATTENDANCE

The Kura and Wharekura are legally required to meet 380 half days of instruction. Attendance below 90% is a concern to us.

Children are expected to attend kura every day except when sick or if there are special home circumstances. The staff develops term programs to promote learning. Children learn when they attend school. Children's self-esteem suffers when attendance is erratic.

If students are late to Kura, they must sign in at the main office with a note explaining their lateness. It is imperative for students to sign in at the office for safety reasons. The office will issue the student a note for their teacher.

ABSENCES

- **High absenteeism** on average there are 100 half days per term. When a child's absence falls below 90% per term, it becomes a great concern to the staff. The Kura will contact the whānau to find out why the student is frequently absent. If continued absence is not addressed Truancy officers will be contacted.
- **Release from Swimming or Physical Education.**
If a pupil wishes to be excused from sporting or strenuous activity, parents need to send a note.
- **Ill health /contagious infections.** Please keep your children at home for serious ill health: ie fever, school sores, kutu. Should your child become ill during school hours you will be contacted to take your child home. Staff cannot leave their own class unattended to mind a sick child.
- **Phone call**
Please advise the office by phone, note or text why your child is absent. If no explanation your child is marked as "Truant". A text will be sent to confirm absence.
- **Removal from the school roll** After 20 consecutive days of unexplained absence, a student is removed from the school roll. If the child returns he/she will have to formally re enrol if there is a vacant position.

APPOINTMENTS WITH CLASS TEACHER OR PRINCIPAL.

Ring the office 4067 677 to make an appointment to see the school teacher or Principal. Staff are unable to have meetings or take phone calls during teaching hours. A meeting can be scheduled if a kaiāwhina/reliever is able to mind the class.

ASSEMBLY

A whole Kura assembly is held each Monday at 8.50am. The purpose of the hui is announce weekly pānui, welcome new students, acknowledge special efforts by students, to promote kotahitanga, to recognise academic performance and school values. Whānau are welcome to attend.

New students who are not present at Monday assembly will be welcomed by their respective class.

AUAHI KORE

He wahi auahi kore te kura nei. Our school is SMOKE FREE, ALCOHOL FREE AND DRUG FREE.

B

BEHAVIOUR

A good student:

- speaks Māori for the duration of school, the only exception is in English class;
- is polite and courteous to staff and other students;
- listens to the instructions of the teacher;
- works quietly in class without disturbing others;
- thinks and acts for the wellbeing of others;
- respects Papatuanuku;
- takes care of their personal property;
- finishes their homework;
- has a good attitude to school.

For serious misbehaviour, an incident form will be filled out and parents will be contacted. Students will lose sports, kapa haka and trip privileges for a given period.

For gross misbehaviour, students will be stood down according to Ministry of Education guidelines.

See BEHAVIOUR MANAGEMENT PROCEDURES at the back of the Prospectus

BOARD OF TRUSTEES

The Board of Trustees is a representative body of the whānau elected by parents to govern the school. They are responsible for the financial management of the school, the employment of staff, the maintenance of school buildings and grounds and also the development of the school charter in consultation with the Principal, Staff and Whānau.

Elections are held every three years, the next due in May 2019. **Board Meetings** are held every last Monday of the month at 5.30pm at the school. If you wish to know more about the role of the Board, you may read the Quality Assurance Manual held in the office. **Whānau Meetings** are held once a term in week 5 of the school term at 5.30pm. Summaries of the Board meetings will be published on the kura website.

To raise issues with the Board. Send a letter to the Board Secretary, 332 Quarry Road, Awanui, to formally raise an issue within the Board meeting.

BULLYING- Te Tāwai Tangata

Bullying is the wilful, conscious desire to hurt another and put him/her under stress." Anybody who wants to hurt somebody continuously - and knows it - is then, by definition, a bully.

The "injury or discomfort" may be delivered or induced directly by a blow, an insult or offensive gesture or indirectly through spreading rumours, social manipulation or exclusion. Any concerns re bullying can be addressed immediately to the pouārahi or Tumuaki.

At Te Rangi Āniwaniwa we wish to build better relationships for interaction with each other as staff, whānau and students. We aim to create an environment and culture where:

- a) Te Aho Matua is practiced;
- b) strong personalities listen to and help others; quiet personalities talk up;
- c) aroha tētahi ki tētahi a, kia mahi tahi.
- d) a clear understanding of learning and behaviour expectations are understood from staff and students;
- e) staff and students learn better social skills of expression;
- f) put downs in class, hamu kai , copying work and thumping others is instantly discouraged by staff.
- g) Patterns of bullying and solutions can be discussed in staff and student meetings
- h) Students understand principles of restorative justice

BUS PUPILS - See Transport Policy

The kura charts 4 buses to pick up children in the Kaitaia, Whatuwhiwhi, Taipa, Karepōnia, Waimanoni and Awanui areas. Only students in school uniform are eligible to travel on the bus / vans.

Misbehaviour while on the bus may result in the removal of the privilege for one week. We have a set of bus/van rules. Pupils are reminded of them. They are:

- Assemble in an orderly fashion in a safe area;
- Line up, small children to the front;
- Do not push or run to get on the bus ;
- Kōrero Māori,
- Do not eat, swear, damage vehicles, intimidate or speak abusively to others,
- Children are expected to remain seated while on the bus, and not do anything that could distract the driver and so endanger safety;
- Wait till the bus stops before getting on or off;
- On leaving the bus, pupils must step back two paces and wait on the side of the road until the bus / van has moved off;
- When they have a clear view of the road they may cross;
- Do what the bus driver and bus monitor instruct and listen carefully;
- It is the parent's responsibility to drop off or pick up the child at the bus stop.
- Pupils who travel to school by bus must not return by other means without first providing a note of permission from parents. Parents must then take responsibility for the child's transport.
- The kura is not a taxi service and is unable to drop children off at different destinations with or without a letter.

C

CANTEEN- NON PROFIT

The kura canteen is run once a week and is self funded, so it must pay for its costs. Kai hauora and Wai Māori only to be sold. Correct change is to be handed in, no IOUs. Food will be picked up by class reps before LUNCH.

CELL PHONES ,IPODs & OTHER DEVICES

Cellphones, and OTHER digital devices are allowable for approved assessment purposes. Any cell phones in private use during class will be removed and kept in the school office for a caregiver to collect. A kura phone is available for student use at the front office.

Provision will be made for students to have cell phones' on school excursions within a suitable timeframe, where students can keep in contact with their caregivers.

The Kura will not be responsible for damages, theft nor loss due to confiscation. Teachers will confiscate these items when they interfere with learning time (see confiscation).

CHANGE OF ADDRESS AND PHONE NUMBERS

Please let the office know if your particulars change, for cases of emergency, confidential letters and school reports. Phone 4067 677, ext 1 or email tari@aniwaniwa.school.nz. If you would like your Kura pānui emailed weekly please ensure that our office has the correct email.

CLASS SIZE

The Board aims to have 1 teacher per 18 children in primary; 1:14 in Wharekura.

CLASS TRIPS AND VISITS

We are often invited to community events, sporting events and we also host our own wānanga. Notice of such trips is usually given 2 weeks in advance and costs are kept to a minimum. For continuity in learning, we will alternate small representative groups to outings.

Safety requirements require us to provide 1 adult supervisor per 5 students. By water, 1 adult per 4 students is required. We hope to involve parents as much as possible in these class trips, both in a supervisory role and also, that they may share with us some of the pleasures associated with giving children the opportunity to learn outside the classroom. If there is insufficient supervision, class trips will not proceed. The Principal will approve or decline trips based on organisation, availability of transport and general behaviour of the class.

COMPLAINTS/ CONCERNS

If you have a concern about anything at school, please contact the Principal first. This way, the concern can be dealt with directly. If you are still not satisfied, put your concern in writing to the Board of Trustees with a proposed solution. (See Grievance Policy). Students are also entitled to make written complaints. Angry parents are not allowed to speak with students or teachers directly. All concerns must be directed to the Principal. tumuaki@aniwaniwa.school.nz

COMPUTERS

Students may bring their laptops to school as an educational tool. The Kura will take no responsibility for lost or damaged laptops. Students must know how to look after their laptops and not leave these around the school. Only DVDs with an educational focus can be watched at Kura and only then, it must be approved by a staff member.

Te Rangi Āniwaniwa have computers available for educational purposes. A student is issued with a password for the computer. It is the responsibility of the student to know their password and not give it out to others who may take liberties with the student's emails. Any material of offense can automatically be traced back to the user of the computer at the time. If this occurs, then students will lose privileges for a period of time. All students must sign an internet access agreement at the start of each year. Due to inappropriate material, access is limited and students must have Kaiako permission before accessing social media sites. 2017, wharekura students are asked to provide \$100 bond to cover damage of laptops.

CONFISCATED PROPERTY

Staff reserves the right to remove from children's possession, items dangerous to children either physically, socially, educationally or emotionally. Items that cause minor disruption will be **returned at the end of the week to a parent**.

A search of children's desks, bags or pockets by a teacher of the same gender may be necessary in order to retrieve items. Likely items for confiscation will be large sums of money, expensive equipment, English music, non-regulation uniforms, unhealthy food, stolen items or weapons.

CONTACT Details

Please update your personal cellphone, email contact and home addresses for our school system. Senior management are able to send multiple text reminders re important trips, hui, ill health, power cuts and behaviour issues. Email : tari@aniwaniwa.school.nz

CUSTODIAL ARRANGEMENTS

If at any time there are any changes to the custodial arrangements for your child/children to those given at enrolment time, please notify the office in writing. Staff are unable to stop parents from taking children if there is no written legal proof on site clearly stating custodial arrangements.

D

DAMAGE TO SCHOOL PROPERTY

In the case of willful damage to school property by a student, parents will be asked to replace the item. The student will not be able to attend school trips until the item is replaced. Graffiti does not enhance the kura and culprits will pay a fine.

In the event of normal wear and tear, the Principal will decide whether to replace the item or not.

DENTAL CARE

Once every 18 months, the Mobile Health Service visits our school. By urging healthy food at kura, we dramatically reduce teeth decay and diabetes.

F

FACEBOOK –Kura Whānau

The kura facebook page is for whānau notices relating to school events, attendance, issues. The administrator has to gain clearance for non kura pānui to be posted.

FEES-activity fees

Kura fees are \$100 per annum per whānau to be paid before March 30th or in quarterly payments. Each year wharekura students pay NZQA fees which allows NZQA to log student qualifications onto the student's individual NZQA Record of Learning.

FUNDRAISING

All fundraising activities must be approved by the Principal. All letters to potential sponsors must be signed on official stationery by the Principal.

No individual has the right to use the Kura name to seek funding or prizes. A written proposal must be submitted to the Principal 2 weeks in advance. In the past we have had situations where adults purporting to represent the school have not awarded prizes to winners; nor handed in collected money for specific projects. All funds raised shall be held in a kura approved bank account.

G

GROOMING AND HAIR

Each student must maintain a grooming standard throughout the year. Body hygiene and clean uniforms are expected. Extreme hairstyles, multi-coloured and dyed hair, mohawks and dreadlocks are not permitted. (A single natural color only is permitted). Hair should be tidy, clean, tied back and not drooping over the eyes. Boys hair length shall not exceed below the collar and facial hair is not permitted. Students are permitted to wear clear nail polish. Nose and body piercings are not permitted for health & safety reasons.

H

HEALTH CARE

Our Public Health Nurse visits the school weekly. Please let Reception know if you have any queries or seek advice from the Nurse.

HEALTHY KAI

- The kura promotes healthy foods. Breakfast is a good start to the day. A simple breakfast will be available for students from time of arrival until 9am. Students are expected to wash their own plates and leave kai area tidy.
- Whānau are expected to send enough packed lunch to last for morning tea and lunch.

Good kai: sandwiches, filled rolls, muesli/nut bars, raw vegetables and fruit.

Banned kai: chewing gum, lollies, twisties, and fizzy drinks. All these foods will be taken from children and except chewing gum which causes damage to school property, returned to them at the end of the day.

I

ILL - HEALTH

Please do not send children to school if they are sick. ie have a fever, school sores, kutu. Should your child become ill during school hours you will be contacted to take your child home. Staff cannot leave their own class unattended to mind a sick child.

INTERNET ACCESS AGREEMENT & Laptop bond

Students have access to computers and internet for research purposes. Each parent must co-sign a student's internet access agreement at the beginning of each year. Students will either lose computer rights or will be suspended for any improper use of information technology for a week or longer. Our computers are monitored and misuse can be tracked instantly.

Wharekura students are required to pay \$100 bond for the use of their personal laptop to cover damages. Laptops must remain on the premises. Laptops removed from the kura will be treated as theft.

J

JEWELLERY & TAONGA

One pair of plain sleepers or plain studs worn in the lower ear lobe, and taonga Māori worn around the neck are acceptable. The student will take responsibility for removing taonga during sports. Other jewellery or adornments will be confiscated (bracelets, bangles) etc. The kura takes no responsibility for damage or theft of jewellery and taonga.

K

KAHURANGI KAUNIHERA

The School Council will meet twice a term to discuss student issues and responsibilities, house competitions and events.

KANGAKANGA / KORERO WHAKAHAWEA

Hei aha enei momo reo i te kura. Kia kaha te kōrero Māori

KAPA HAKA - compulsory core subject.

Kapa haka is an integral part of the school curriculum. **Attendance at kapa haka sessions is compulsory.** Tau1-4 tauira will participate in ngāhau items. Practice for regional and national events will mainly be after school. Rosters will be set up to ensure there is shared whānau tautoko. Board members will visit Whānau whose children dodge kapa haka and ask them to find another kura.

KIRIMANA TAUIRA

Each year all wharekura students are required to sign a personal kirimana with a Board representative before they start school. We will hold this on file.

KURA REO

Kura Reo is compulsory every term for wharekura students. Exemption is given to whanau for tangihanga and illness.

L

LIBRARY

Parents are asked to return books regularly and to ensure children respect the books that they borrow. If a library book is lost, families will be asked to cover the cost of replacing the book. We cannot afford to replace books so please return all text and readers to the kura.

LOST PROPERTY

A lost property box is held at the school. We try to return missing articles and clothing as they are found, which is difficult and time consuming if property is unnamed. Please inquire or visit

immediately if anything is lost. All unclaimed mufti clothing will be sent to the Salvation Army or similar agency at the end of each month.

If something is brought home by mistake please return it to the school immediately. Do not allow your child to bring incorrect clothing to school. No responsibility will be taken by the school for any items that are broken or lost. **(Please remember to name your child's clothing and personal belongings)**

M

MAGAZINE

The kura endeavours to produce a school magazine every year or 2 years. Each whānau receives one copy if their school fees are paid. If there are 2 caregivers, the main caregiver will receive the free copy. Other copies will incur a cost. (when available)

MEDICATION

On enrolment parents should include any special health problems and if medication needs to be administered to children. Parents will have to negotiate with class teachers and other staff members about who will administer the medicine.

Staff are entitled to refuse administering drugs to students eg ritalin, use of hypodermic needles etc.

MESSAGES

The Kura will convey messages, reminders to whānau via text or Facebook. Whānau are welcome to reply.

MUSIC- Waiata Māori

Māori music is encouraged in break times. Music in English will be confiscated unless it is a legitimate part of the English lesson.

N

NEWSLETTER- PĀNUI

The school sends out weekly newsletters on Mondays to update whānau about school happenings and any changes in policy. Please check your child's bag for notices.

The pānui is also sent out by mail, please update your email address with the office tari@aniwaniwa.school.nz

If parents wish to advertise an event, please fax all details to the kura 09 4067 629 or email to the office tari@aniwaniwa.school.nz

P

PARENT HELPERS

There are many occasions when parents are able to help with school activities, and teachers are very grateful for the support they receive at these times. If you would like to help within the classroom, contact the Principal or class teacher. Parents who do not wish to work in classroom can often help with other projects, such as making equipment out of class or at home. If you feel you are able to help in any way we would like to hear from you.

The school does have an adult supervision policy which outlines expectations of adult supervisors- ie not smoking around student, swearing or inappropriate behavior that may endanger students etc.

PARENT CONCERNS

The Kura staff take your concerns seriously and are required to follow up on any queries. Please give us a working day to respond as generally teachers have to finish teaching for the day before they can respond or fill in an incident report. Generally whanau are responding via the kura facebook page. Please ring the office 09 4067 677 and or relay your concerns to tari@aniwaniwa.school.nz or tumuakipa@aniwaniwa.school.nz

Please do not abuse staff. If an error has occurred, we will endeavor to make it right. If any staff are threatened or intimidated, the parent may be trespassed from Te Rangi Āniwaniwa.

POLICIES

Since 1992 the Whanau has developed and reviewed the school charter after much consultation. Following this, the Board and the Whanau have developed policies which reflect the aims of the school. Policies cover most aspects of school life including finance, the curriculum instructional area, and grounds and property. These are available for viewing at any time at the school office. Whānau are invited to make constructive changes to policy.

R

RE ENROLMENT

Wharekura students are to re-enrol each year before the start of kura. Acceptance is based on attendance, attitude, effort and whānau support for the kaupapa.

REPORTING TO PARENTS

Twice a year we hold parent - teacher interviews and reports are presented at the end of each term to all parents. Parents can make an appointment to meet the Tumu Hāpai, Pouārahi and teaching staff.

ROLL SIZES

The Board has set a limit of 108 children from new entrants to year 8. The class size is 1 teacher per 18 students. Names of all new prospective students will be placed on a waiting list. Younger siblings and kohanga reo graduates living in Awanui, Kareponia and Rangaunu are accepted at Te Rangi Āniwaniwa.

The Kura fully support the establishment of a third kura kaupapa in Muriwhenua. We encourage whānau living in the Kaitaia area to enrol their students in Pukemiro.

S

SCHOOL COUNCIL – Go to K

SKATEBOARDING

Skateboarding is not permitted on school grounds at all times. Students will have skateboards confiscated if they are brought to kura during school time.

SPORTING PROGRAMME

The school is able to provide a sports programme where children are encouraged to learn the basic physical skills of throwing, catching, hitting, running, and jumping.

We do combine with the other schools in our district for swimming, cross country, athletics and a variety of tournaments.

However, we would encourage parents to enroll their children in sports clubs in the area to further their skills. Parents are also invited to coach teams for various tournaments. Students are encouraged to participate in all sports with a good attitude.

Tū Ahiahi – After school sports/hauora programme is now voluntary from 3pm, Monday to Wednesdays to uplift participation and fitness in a varied sports program.

STATIONERY

Whānau are responsible for the purchase of student's stationery. The stationery list is available at the reception or on Kura Whānau Facebook.

STAFF-Teachers

The Board endeavours to seek and employ quality staff who exhibit enthusiasm, professionalism and high teaching standards. Teachers plan, teach and assess student learning. They are also encouraged to foster whānau support and engagement for class activities and fundraising.

SUSPENSIONS & STAND DOWNS

The Principal will suspend those who threaten the safety and wellbeing of themselves and others. See school and MOE policies.

SWIMMING POOL –TE PUNA WAI

Students are expected to maximize swim time before and during school time free of charge. Students and staff may train in the pool from 7am-3pm. Togs, goggles and caps are to be worn. All users are required to keep the Puna Wai clean.

The pool is hired out to private & public use after school. Public use time is \$3 per session or \$100 per person annual fee. Public swimming is 5:30am- 9:00am Monday-Friday.

T

TAKING CHILDREN FROM SCHOOL

If you need to take your child from school during the day, please ensure that the child's teacher or one of the staff members is informed, especially if it is during a break. Before leaving the school grounds students must report to the office to sign out. This is particularly important, because if nobody saw the child depart, it may take some time to establish her or his whereabouts.

If a member or a friend of the family is to collect a pupil, it is vital that they tell a staff member before they leave. The Principal should be advised in writing of any court orders involving legal guardianship or access limitations. Children will not be released from the kura to anyone other than those people's names who are submitted by the legal caregiver.

TAKING RIDES

Students are not permitted to accept rides in private vehicles without the permission of parents or Administration. Students are not able to ride in vehicles with underage drivers, or drivers without a full license.

Students who have their own vehicles are to park opposite Te Puna Wai. Other students are not permitted to enter or ride in these vehicles.

TEXT MESSAGES

The Kura will convey messages, reminders to whānau via text or Facebook. Whānau are welcome to reply. Please keep whānau addresses and emails up to date for regular information.

TE PUNA WAI-ORA

Te Puna Ora was opened Aug 2, 2010 with stage 2 completed in 2011. The Board hopes to form a joint venture management program with another community organization to be self sustainable.

TE REO RANGATIRA- TE REO MĀORI

It is more supportive for the child and the kura if their whānau speak Māori at home. The child may become whakamā or deny speaking Māori outside the school, if no other adult reinforces that reo Māori is natural and meaningful in today's world.

U

UNIFORMS

Students are expected to travel to and from kura and attend kura daily in clean Kura uniform. Parents are responsible for clearly naming clothes.

Students will be sent home for arriving in incorrect uniform, including incorrect or no footwear. Gumboots and jandals are strictly prohibited.

Uniforms are to be worn only by kura students and are not to be worn after school at sports practice. Parents will be notified if children attend in sloppy or torn uniform.

All sports uniforms are to be returned to the office for the next trip.

Number one uniforms are the property of the school. Ex students are required to hand them in, so our students are properly outfitted at school functions.

V

VEHICLES

Students with vehicles-

- Students must have parental permission to bring their car to school.
- Cars are to be parked in the carpark opposite the wharekura office.
- Restricted drivers are not permitted to transport other students around town.
- Cars are not to be used as hang outs for students.
- Students may not leave during the day to run errands for other teachers or friends.
- Any abuses of the above will result in a student being banned from bringing the car to school.-failure by the student/whānau to listen; the matter will be reported to the police.

W

WHĀNAU COMMITMENT

Teachers are required to teach students during the hours of 8:45am-2:45pm. Sports trips and extra curricular activities can happen if parents give time or personally follow-up their children.

Teachers who give up their time after hours do so voluntarily, and can set fair standards for student involvement. However, a trip organizer is entitled to select only well behaved students. Staff must not allow themselves to be in situations of compromise or put themselves at risk with misbehaving students. Whānau are asked to help by coaching, managing or fundraising.

KURA WĀNANGA

Parents and their child(ren) will be given 2 weeks notice and will require parental permission to attend Kura Wananga for the purpose of completing course work.

WĀNANGA REO / KURA REO

Kura reo are held each term to uplift spoken Māori in the kura. Ko te tino hiahia kia whitiwhiti korero Māori i runga i te papa takaaro.

WEBSITE- www.terangianiwaniwa.org **Facebook Te Rangi Āniwaniwa**

For information on school trips and events please refer to website or Facebook

WHAKAHOAHOA

The Kura does not encourage student relationships at school. We are primarily a school and expect students to interrelate with each other as friends only. If a student relationship becomes immodest and demanding then parents will be notified.

WHĀNAU HUI

These hui are held once a term at 5 pm. We would like whānau to attend 3/4 hui whānau. We will also call urgent hui if the need arises.

WHĀNAU SUPPORT FOR YOUR CHILD

There are thousands of theories about what are good parents. What was considered good ten years ago, may be considered inappropriate today. Since the school opened, teachers and parents have noted that certain practices at home can help a child to learn at school:

- **Korero Māori i te kainga ;**
- breakfast;
- a healthy lunch, made up of 3-4 snacks or fruit and cut sandwiches to suffice for two meals;
- clean, named school uniform;
- regular sleep routines and home schedules;
- a distraction free homework space for 20 minutes to an hour each day, that little siblings cannot reach: pens, paper, reading books, a Maori dictionary, an atlas and coloured pencils are useful.
- limited television viewing (2 hours per day), monitoring and vetting the videos that children watch;
- someone taking an interest in their child or mokopuna and asking, “how was your day?”;
- positive korero, being firm, fair and consistent about misbehaviour at home or school;
- daily chores;
- assistance to the bus/van pick ups;
- attendance at whānau meetings each term – making 3/4 hui whānau is great.
- positive relationships with teachers.

WHĀNAU REVIEW

Whānau are invited to give bring forward ideas and kura improvements at whānau hui.

Periodically written surveys will be conducted pending funding. The responses are collated and publicised in the school magazine for the whānau.



***He marangai,
tū ana i te pāhukahuka,
he iti Pioke, nō Rangaunu,
he au tōna...***

***Small although the Pioke (dogfish shark)
may be, great is its wake,
as it traverses the might of the Rangaunu
harbour, (The characteristics of the
NgaiTakoto people who reside on the shores
of the Rangaunu Harbour are likened to
those of the Pioke).***

4.3 WHAREKURA CURRICULUM

Te Rangi Āniwaniwa

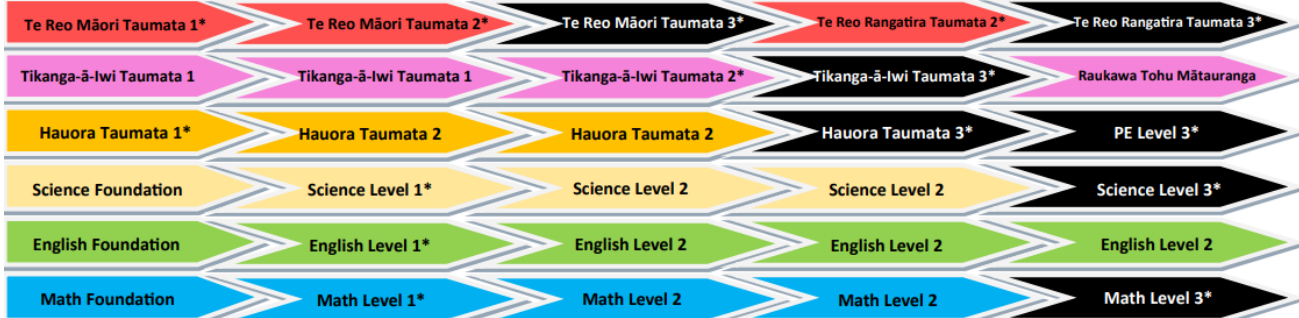
CURRICULUM SUBJECTS/OPTIONS/SHORT COURSES

Curriculum subjects (compulsory)		Options *Delivered via Farnet OR Correspondence School		Short Courses
Tau 9	Tau 10	Tau 11	Tau 12	Tau 13
48 credits @ L1	80 credits @ L1	80 credits 60 @ L2	80 credits @ 60 L 3	45 credits @ L3 for 3-4 approved subjects
Te Reo Maori	Te Reo Maori	Te Reo Maori	Te Reo Maori Te Reo Rangatira	Te Reo Rangatira
Physical Education Hauora	Physical Education Hauora	Physical Education	Physical Education	Physical Education
English	English	English	English	English
Foundation Mathematics	Mathematics	Mathematics 1	Mathematics 2	Calculus 3 Statistics
Science	Science	Science	Biology Chemistry Physics	Biology Chemistry Physics
Tikanga-a-iwi	Tikanga-a-iwi	Tikanga-a-iwi	Tikanga-a-iwi	Raukawa
Kapa Haka	Kapa Haka	Kapa Haka	Kapa Haka	Kapa Haka
Digital Tech	Digital Tech	Digital Tech	Digital Tech	Digital Tech
Hospitality	Hospitality	*Accounting	Moana Restoration	
MPA Mahi Toi Whakairo Mau rakau Budgeting Youth Enterprise			MPA Drivers licence First Aide Work Experience Treaty Studies Lifeguard Tourism	
In Tau 13, they must have 3 UE approved subjects 14 credits per subject or above to be eligible for University entry. Students must make the right choices in Tau 11/ 12 to carry onto Tau 13 subjects.				



NGĀ MARAU MATUA O TE WHAREKURA

*Subject Endorsement (14 credits achieved at Merit or Excellence)
Course Endorsement Level 2 (50 credits achieved at Merit or Excellence)
Course Endorsement Level 3 (50 credits achieved at Merit or Excellence)

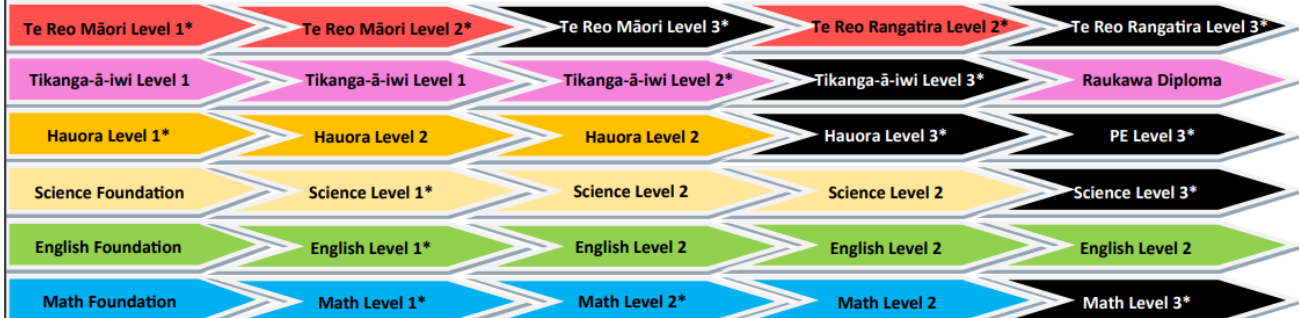


Ngā Mahi Tuapapa	Whainga: 40 whiwhinga @ Taumata 1	Whainga: 20 whiwhinga @ Taumata 2	Whainga: 20 whiwhinga @ Taumata 2	Goal target: 40 credits @ Level 2-3
Whainga: 40 whiwhinga @ Taumata 1	Whainga: 20 whiwhinga @ Taumata 2	Whainga: 20 whiwhinga @ Taumata 3	Whainga: 20 whiwhinga @ Taumata 3	UE 14 credits 3+ approved subjects
Tau 9	Tau 10	Tau 11	Tau 12	Tau 13
14 whiwhinga Wāhanga 1-3	20 whiwhinga Wāhanga 1-3	12 whiwhinga Wāhanga 1-3	14 whiwhinga Wāhanga 1-3	14 whiwhinga Wāhanga 1-3
			NCEA Level 3 (60 credits) Te Tohu o te Kairangitanga (kia oti 50 ngā whiwhinga i te kaiaka me te kairangi)	
			NCEA Taumata 2 (60 whiwhinga) Te Tohu o te Kairangitanga (kia oti 50 ngā whiwhinga i te kaiaka me te kairangi)	
Ngā Mahi Tuapapa NCEA Taumata 1 (80 whiwhinga)			University Entrance/Karahipi/Te Ara Umanga (kia oti 14 ngā whiwhinga ki ngā marau 3+)	



WHAREKURA CORE CURRICULUM SUBJECTS

*Subject Endorsement (14 credits achieved at Merit or Excellence)
Course Endorsement Level 2 (50 credits achieved at Merit or Excellence)
Course Endorsement Level 3 (50 credits achieved at Merit or Excellence)



Build Foundation Skills	Goal target: 40 credits @ Level 1	Goal target: 20 credits @ Level 2	Goal target: 20 credits @ Level 2	Goal target: 40 credits @ Level 2-3
Goal target: 40 credits @ Level 1	Goal target: 20 credits @ Level 2	Goal target: 20 credits @ Level 3	Goal target: 20 credits @ Level 3	UE 14 credits 3+ approved subjects
Tau 9	Tau 10	Tau 11	Tau 12	Tau 13
14 credits Term 1-3	20 credits Term 1-3	12 credits Term 1-3	14 credits Term 1-3	14 credits Term 1-3
			NCEA Level 3 (60 credits) Course Endorsement available (50 credits achieved at Merit or Excellence)	
			NCEA Level 2 (60 credits) Course Endorsement available (50 credits achieved at Merit or Excellence)	
Foundation NCEA Level 1 (80 credits)			University Entrance/Scholarship (kia oti 14 ngā whiwhinga ki ngā marau 3+) Gateway/STAR/Trade	

4.4 NEW ZEALAND QUALIFICATIONS AUTHORITY NZQA

NATIONAL CERTIFICATE IN EDUCATIONAL ACHIEVEMENT

In 2017, Wharekura students will work towards the National Certificate of Educational Achievement (NCEA) at Level 1, Level 2 and Level 3

For a student to be awarded NCEA Level 1 they must achieve 80 credits. Of these, ten credits must be in literacy standards and ten credits in numeracy standards.

For a student to be awarded NCEA Level 2 they must achieve 80 credits, of which a minimum of 60 credits is at level 2 or above, from anywhere on the National Qualifications Framework (NQF). Literacy and numeracy credits from level 2 are requirements for university entrance.

For a student to be awarded NCEA Level 3 they must achieve 80 credits, of which a minimum of 60 credits is at level 3 or above. Literacy and numeracy credits from level 3 are requirements for university entrance.

NATIONAL CERTIFICATES

Our students work towards seven National Certificates concurrently from Y9 onwards

- National Certificate in Educational Achievement Level 1/ Level 2/ Level 3
- National Certificate in Computing Level 2/ Level 3
- National Certificate in Te Reo Maori Level 1-4
- National Certificate in Te Waharoa Level 2

UNIVERSITY ENTRANCE STANDARDS

60 credits @ Level 3

Students will be qualified for entrance to a university in New Zealand if you have obtained:

University entrance (UE) will continue to be the minimum requirement to go to a New Zealand university. To be awarded UE you will need:

- **NCEA Level 3**
- Three subjects at Level 3 or above, made up of:
 - 14 credits each, in three approved subjects
- Literacy – **10 credits at Level 2 or above** made up of
 - 5 credits in reading
 - 5 credits in writing
- Numeracy – **10 credits at Level 1 or above**, made up of:
 - achievement standards – specified achievement standards available through a range of subjects, or
 - unit standards – package of three numeracy unit standards (26623, 26626, 26627 – **all three required**).

Most teachers offer unit standards to provide students with the opportunity to work towards gaining additional qualifications recognised by trade, industry, and the tertiary sector.

Due to the small numbers, where possible the Wharekura will look to wānanga and other private training establishments for the provision of some courses or nationally recognised courses.

**Achievement and unit standards credits work towards NCEA Level 1, Level 2 and Level 3*

4.5 STUDENT ENTRY TO QUALIFICATION COURSES

All courses offered in the Wharekura Programme have pre-entry requirements for different levels.

- 1 Students may pursue a programme within the same subject area to a higher level providing they have reached the requisite standard of a given level before undertaking a programme at the level immediately above.
- 2 **Recognition of Prior Learning** Learners transferring from another accredited provider will not be expected to undertake any course / unit for which credit has already been gained. The student must provide the NZQA Record of Learning.
- 3 Some courses have fee requirements which must be made before the course starts.

4.6 COURSE APPROVAL

All course changes require prior written approval from the Tumuaki Hāpai and Tumuaki.

Permission to begin Level 2 classes is based on the following criteria:

- The student has passed course of study with 80 credits at Level One.

Permission to begin Level 3 courses is based on the following criteria:

- 14 credits at Level 2 will give a student automatic entry into that subject at level 3.

Entrance to external exams will be based on internal performance. Only those students who have successfully completed all course requirements will be permitted to sit the external exams.

4.7 CORRESPONDENCE SCHOOL COURSE

Kura Pounamu- Digital Lessons

Wharekura students are enrolled Correspondence School in a subject either not provided by the kura or at an advanced national Level. Correspondence School is now delivering lessons online. Students are expected to complete 1 booklet of work per fortnight. In school supervision will be allocated during school hours, to assist your child. Students will be enrolled if they show they have the commitment and ability to engage in the subject.

4.8 NZQA ACADEMIC FEES -

NZQA annual fee to record credits \$76.60 per student

NZQA National Certificates achieved by students cost \$15.50 per certificate.

****Financial assistance** – please contact the kura or WINZ to pick up an application form by the end of Term 3.

4.9 FINANCIAL ASSISTANCE FOR NZQA ACADEMIC FEES

The Government has provided funding for financial assistance for students enrolled in New Zealand secondary schools who are entering national qualifications.

Who can apply for financial assistance?

Financial assistance is available to assist with the payment of entry fees to National Secondary Schools Qualifications. To be eligible to apply you must be the fee payer and meet at least one of the following criteria:

- Be receiving a Work and Income or Study Link benefit.
- Have a joint family* income below the threshold for receipt of a Community Services Card or Gold Card.
- Have more than one child in the family undertaking these qualifications in the same year, irrespective of income. The Financial Assistance form must be filled out and returned to school by 28 August 2015.

4.10 ASSESSMENT

Each learning program will provide at the start of each year :

- a course outline for the year;
- assignment values;
- a guide for achieving marks;
- an assessment timetable;
- internal and external moderation procedures;
- provision for re-submission of work.

4.11 ABSENCE FROM ASSESSMENT

Students who are absent from school will contact their teacher as soon as possible to discuss a reassessment opportunity. Students with valid reasons for absence eg doctors certificate will be given another assessment opportunity.

4.12 REPORTING STUDENT ACHIEVEMENT

All internal mark results will be returned to the student within ten school days.

Whānau of Wharekura students will receive a written progress report at the end of each term.

4.13 STUDENT EXAMS

The Kura prefers that students work steadily throughout the year. All internal work should be completed by the end of term 3.

Students who meet course requirements will be notified in writing by the end of term 2 if they are to sit external exams.

Withdrawal from External Exams

Students who fail to provide 90 % of their work for assessment will not be eligible to sit end of year exams.

4.14 COPYING, CHEATING, PLAGIARISM

Students are expected to craft their own ideas and thoughts in their writing.

Students caught cheating; plagiarising or copying the work of others will have their marks nullified. Parents will be notified. Correspondence School and other external providers will penalise the writer and the person who copied. A report will be attached to the students school records.

4.15 STUDENT APPEALS

- 1 A student has a right to appeal an internally assessed grade within two weeks of the release of assessment results to the student.
- 2 A “Student Appeal Assessment Form” needs to be filled out and delivered to the Principal or Board Secretary.
- 3 On receipt of an appeal fee of \$20, the process will start. If the appeal is upheld the money will be returned to the claimant.
- 4 The student must outline the reasons for appeal and show evidence to substantiate their claim.
- 5 Grounds for appeal are:
 - poor course preparation and delivery;
 - dialect differences;
 - student has met all course requirements;
 - student results are considered flawed.
- 6 The Principal will call on another staff member or external moderator to assess the work of the claimant.
- 7 The results of the moderator will be final.
- 8 A student will not be questioned or intimidated by staff for lodging an appeal.

Te Aho Matua

1. TE IRA TANGATA

Ahakoia iti. He iti māpihi pounamu. He kākano i ruia mai i Rangiātea. E kore ia e ngaro
Kia marama rawa te hunga whakaako ki te āhua o te tangata, kātahi ano ka taea te hanga kaupapa whakaako mō te hunga tamariki.

- 1.1 Nō ngā Rangi Tūhāha te wairua o te tangata. I tōna whakairatanga ka hono te wairua me te tinana o te tangata. I tēra wa tonu ka tau tōna mauri, tōna tapu, tōna wehi, tōna iho matua, tōna mana, tōna ihi, tōna whatumanawa, tōna hinengaro, tōna auahatanga, tōna ngākau, tōna pūmanawa. Na ka tupu ngātahi te wairua me te tinana i roto i te kōpu o te whaea, whānau noa.
- 1.2 Tino motuhake enei āhuatanga katoa. Ko tenei hoki te kakano i ruia mai i Rangiatea. E kore ia e ngaro. Engari, ko ta ngā matua, ko ta te whānau, ko ta te kura hoki, he mea awhi, he mea whangai, he mea whakaako i te tamaiti kia tupu ora ai tona katoa i roto, i te tika me te maungarongo.
- 1.3 Kia pakeke te tangata, kei a ia ano ana tikanga, mana ano e whakatau ko tewhea te huarahi e hiahia ana ia ki te whai, otira e tika ana mona. Heoi ano, ahakoia iti ahakoia rahi kei a ia tenei. Engari, mehemea i tipu ora tona katoa, e kore ia e paheke ki te he.
- 1.4 Ko te ngakau te mata me te kuaha o te wairua. Otira, ko te whiu o te kupu, ko te wero, ko te riri, ko te aroha, ko te humarire, me enei āhuatanga katoa he mea kuhu ki te ngakau titi tonu ki te wairua. Koia nei te timatanga o te korero 'kia ngakau mahaki'. Ma tenei hoki ka tika te korero 'He oranga ngakau he pikinga waiora'.
- 1.5 He tapu te tangata ahakoia ko wai. Kohungahunga mai, tamariki mai, taipakeke mai, kaumatua mai, he tapu katoa. Kia kaua te hunga o ngā Kura Kaupapa Māori e tukino, e whakaiti, e whaka-parahako i te tangata, e mahi puhaehae ranei ki etahi atu. Kia ngakau mahaki ratou ki a ratou, ki te iwi whanui, ki a Tauwiwi hoki.
- 1.6 He tapu to te wahine he tapu ano to te tane. Kia kaua tetahi e whakaiti i tetahi. Engari kia whakanui tetahi i tetahi i runga i te mohio ma te mahi ngatahi a te wahine me te tane e tupu ora ai ngā tamariki me te iwi hoki.
Kotiro, he mokopuna koe na Hinetitama
Waiwai ana ngā karu te tirohanga atu.
- 1.7 He tapu te tinana o te tangata. No reira he mahi nui tera, ko te whakaako i te tamaiti ki ngā āhuatanga whakapakari i tona tinana, kia tupu ai tona hauora. Kia mohio te hunga tamariki ki ngā kai pai, ki ngā kai kino. Kia mohio hoki ki te painga o te korikori tinana, o te mirimiri tinana, o ngā rongoa a Tane Whakapiripiri. Kia kaua ia e tukino i tona tinana i te tinana hoki o tetahi atu.

2. Te Reo

Toku reo, toku ohooho

Toku reo, toku mapihi maurea

Toku reo, toku whakakai marihi

- 2.1 He tapu ngā reo katoa. No reira. me whai koha te hunga o ngā Kura Kaupapa Māori ki ngā reo katoa.
- 2.2 Mo ngā tamariki, kia rua ngā reo. Ko te reo o ngā matua tupuna tuatahi, ko te reo o tauwiwi tuarua. Kia orite te pakari o ia reo, kia tu tangata ai ngā tamariki i roto i te ao Māori, i roto hoki i te ao o Tauwiwi.
- 2.3 He taonga te reo Māori i roto i te Tiriti o Waitangi, he reo tuturu hoki i roto i te Ture mo te Reo. Engari kahore he painga o te Tiriti, o te Ture ranei, mehemea kahore te reo i roto i te whatumanawa, i roto i te ngakau, i roto hoki i te mangai o te iwi Māori.
- 2.4 I runga i tenei whakaaro, kia tere pakari ai te reo o ngā tamariki, me whakahaere ngā mahi katoa o te kura i roto i te reo Māori. Tae atu ki te hunga kuhu mai ki roto i te kura, me korero Māori katoa, i ngā wa katoa.
- 2.5 Ano te wa e tika ana mo te whakauru i te reo o Tauwiwi ki roto i ngā mahi a ngā tamariki.

Waiho tenei ma ia whānau e whakatau. Ko te mea nui ke kia noho wehe ngā reo e rua. He wahi ke mo te whakaako, he tangata ke hei whangai i te reo o Tauīwi ki ngā tamariki. Ano, ko te mea nui, kia noho rumaki te i co, kia kaua e korero mawhitiwhiti mai i tetahi reo ki tetahi reo.

- 2.6 E tika ana, ma te hunga tino mohio ki te reo Māori, ki te ao Māori hoki, e arahi ngā tamariki i roto i a ratou mahi. Engari kia tika ano te ngakau me te wairua o tenei hunga, me whakapono hoki ki te kaupapa whanui o ngā Kura Kaupapa Māori. Heoi ano, me whai aroha tonu te hunga o te kura ki a ratou kaore ano kia tino pakari te reo. Mehemea he tangata tautoko i te kaupapa, awhinatia. Mehemea e tino ngakau nui ana ki te reo, a tona wa ka mau.

3. NGĀ IWI

Te piko o te mahuri. Tera te tupu o te rakau.

- 3.1 Mo te nuinga o ngā tamariki, tokomaha ngā iwi. Tera pea mo etahi, kotahi te iwi. Ko te mea nui kia mohio ngā tamariki ki o ratou ake iwi, hapu, whānau hoki. Tua atu o tera kia mohio hoki ki te katoa o ngā iwi tae noa ki a Tauīwi.
- 3.2 No reira, he mahi nui tera te whai haere i ngā whakapapa hei here i ngā tamariki ki o ratou ake whānau, hapu, iwi, matua tupuna hoki. Tua atu o tenei ko te mohio ki ngā tuhonohono ki ētahi atu o ngā iwi.
- 3.3 E tika ana kia tu whakahihi te tamaiti i roto i tona ake iwi, engari kia whai koha ano ki ngā iwi katoa.
- 3.4 Kia mohio ngā tamariki ki ngā rohe, ki ngā waka, ki ngā korero nehera, ki ngā purakau, ki ngā pakiwaitara, ki ngā tikanga, ki ngā waiata, ki ngā āhukatanga katoa o tona ake iwi. Kia mohio ano ki ngā āhukatanga katoa e pa ana ki era atu o ngā iwi tae noa ki etahi o ngā iwi o tawahi.
- 3.5 Me whai haere ano hoki ngā tamariki i ngā āhukatanga whanui e pa ana ki o ratou iwi tae noa ki enei ra.
- 3.6 Ma te rongo a te tamaiti ki te awhi, ki te arataki, ki te tautoko, ki ngā tohutohu a te Whanau me tona aroha hoki, e mau ai tona piripono ki te Whanau. He mea hopu te nuinga o enei tuahua. No reira, e tika ana kia piri tonu te Whanau ki ngā tamariki i roto o te kura, i roto i a ratou mahi hoki.
- 3.7 Kia rongo te tamaiti ki te rekareka o te Whanau mo ana mahi pai, ki te papouri hoki o te Whanau mo ana mahi he. Ko tenei te timatanga o te pupuri i te tamaiti ki te huarahi tika, me tona tu pakari i roto i tona iwi.
- 3.8 Kia kite ngā tamariki ko te Whanau tonu e whakahaere ana i te kura, ko te Whanau hoki e mahi ngatahi ana me ngā pouako, ka tupu ia me te mohio ko te wairua me te mana Māori motuhake e kakahu ana i a ia me tona kura.
- 3.9 Ehara i te mea mo ngā tamariki anake te kura. He mātauranga ano kei te kura mo ngā taipakeke, mo te katoa o te Whanau hoki mehemea ka hiahia whakatu wananga ratou mo ratou.
- 3.10 Mo te whakaako pouako hou, ko te kura ano te wahi tika hei timatanga ma ratou, kia riro ano ma te Whanau ratou e arataki i roto i te mahi whakatupu, whakaako tamariki.

4. TE AO *Ka pu te ruha, Ka hao te rangatahi*

- 4.1 Ko tona ake kainga te ao tuatahi me te kura timatanga o te tamaiti. Tua atu o tenei ko te ao Māori. Ma te Kura Kaupapa Māori ia e arahi i roto i enei nekeneke tae noa ki tona kura whaka-mutungā, ara, ki te ao whanui me ona āhukatanga katoa.
- 4.2 Kia kaua te tamaiti e herea ki te ao kohatu. Kia watea hoki ia ki te kapo mai i ngā painga, i ngā maramatanga katoa o te ao whanui.
- 4.3 Haunga tera, ko te timatanga tika mona, ko te whai haere tonu i ngā korero tuku iho a ngā matua tupuna e pa ana ki te timatanga o te taiao.
- 4.4 Kia whai koha ngā tamariki ki a Papatuanuku raua ko Ranginui me a raua tamariki e tiaki nei i te ha o ngā moana, o te whenua, o te rangi me o ratau āhukatanga katoa.
- 4.5 Kia tupu te miharo o ngā tamariki ki ngā mea ora, ki ngā mea tupu katoa. Kia kaua e tukinotia.
- 4.6 Kia tupu ngā tamariki hei kaitiaki i ngā painga huhua o te whenua, o te moana, o ngā ngahere. Kia mau hoki ki ngā ture tuku iho a ngā matua tupuna, e pa ana ki te moana, ki

te whenua, ki ngā ngahere.

- 4.7 Kia whaia ano e ngā tamariki ngā ture o te ao, otira ngā putaiao e pa ana ki te moana, ki te whenua, ki te rangi, ki ngā mahi tataitai hoki.

5. AHUATANGA AKO

Tamariki wawahi taha. Aratakina ki te matapuna

O te mohio, o te ora, o te maungarongo

Whaia te iti kahurangi. Te tuohu koe

Me he maunga teitei

- 5.1 Ko ngā āhuetanga ako katoa he mea mahi i roto i te koanga ngakau, me te whakaihiihi hinengaro.
- 5.2 Ko te tino painga o te karakia he mea whakatau i te wairua, whakawatea i te whatumanawa me te hinengaro, whakarata i te ngakau, whakataka i ngā raru, kia ngawari ai te whakauru atu ki te mahi kua whakaritea hei mahi.
- 5.3 He mea whakaihiihi i te tamaiti te noho o te pakeke ki tona taha hei toko mona i roto i ana mahi. Heoi ano, ko te awhi ko te tautoko i a ia. Engari kia kaua e riro ma te pakeke e mahi te mahi a te tamaiti.
- 5.4 He mea nui te noho wahangu me te whakarongo mo ngā tamariki. Ma te mau o tenei tuahua e rongoi ai ngā tamariki ki te hohonutanga o te korero.
- 5.5 He mea tapiri atu ki te whakarongo, ko te titiro, ko te raweke, ko te makamaka patai, ko te whitiwhiti korero, ko te ata whakaaro, hei whakauru i te matau me te aroa.
- 5.6 Ko ngā kaumatua ngā kaipupuri o ngā tikanga Māori, ko ratou hoki ngā pukorero. He mea nui tera kia piri mai ratou ki te kura, ki ngā tamariki hoki hei kaiako, hei kaiarahi.
- 5.7 He mea nui tera te manaaki tangata. Kia kite ngā tamariki i te ahua o te manaaki, i tona kainga, i te kura, i te marae. A tona wa kia tu ratou ki te awhina i ngā mahi manaaki.
- 5.8 Ko roto i tona ake hunuku te timatanga o te whanaungatanga o te tamaiti, ara, ki ona tungane/ tuahine, tuakana/teina. Ano, kei roto i tona hunuku tona rongoi ki ngā tikanga tika e pa ana ki ngā pakeke me ngā kohungahunga. Me haere ano hoki enei tuahua i roto i te kura. Kia mohio ai ngā tamariki taipakeke ki te tiaki i ngā kohungahunga, kia whakarongo hoki ngā kohungahunga ki ngā tamariki taipakeke.
- 5.9 Na tenei tuahua e tika ai te korero, kia kaua e taikaha ngā mahi wehe i ngā kotiro me ngā tamatane, i ngā taipakeke me ngā kohungahunga hoki. Ano te wa e tika ana mo te mahi wehe i runga i te pakeke o ngā tamariki. Ano te wa e tika ana kia mahi whānau ratou. Otira, kia riro ma ngā tamariki pakeke e arataki ngā tamariki kohungahunga.
- 5.10 He mea tino nui te wahi ako hei whakaohoo o te wairua o te tamaiti ki ana mahi whakaako. No reira, kia kikii tonu te kura i ngā mea whakaihiihi i a ia, i ngā mea pupuri hoki i te ha o te ao Māori. Me whakawhanui hoki tona wahi ako ki ngā marae, ki ngā ngahere, ki waenga parae, ki te taha moana, ki ngā wharepukapuka, whare taonga me era atu whare whangai i te puna o te mohio.

6. TE TINO UARATANGA

- 6.1 Kia mau, kia noho whakaaraara, noho koi te hinengaro o te tamaiti ki ngā matau katoa hei arahi i a ia i roto i te ao hou.
- 6.2 Kia toa ia ki te whakarongo, ki te whakaaro, ki te korero, ki te panui, ki te tuhi i roto i te reo Māori i roto i te reo o Tauwiwi hoki.
- 6.3 Kia tupu ngā āhuetanga tuku iho o tona pumanawa ki ngā tihi teitei o te taumata.
- 6.4 Kia noho ohoo o tona auahatanga i roto i ngā mahi waihanga o tona ao.
- 6.5 Kia noho tuwhera tona ngakau ki te hari, ki te koa, ki te aroha, ara, kia ngakau nui, kia ngakau mahaki.
- 6.6 Kia mau ki tona whatumanawa ngā hohonutanga o te ako o te mohio.
- 6.7 Kia rangona tona ihi, tona wehi, tona tapu.
- 6.8 Kia tupu tona mana me tona rangatiratanga.
- 6.9 Kia ita tona mauri.
- 6.10 Kia puawai tona waiora me tona hauora i roto i te hono tangaengae o tona wairua me tona tinana.
- 6.11 Kia mau tuhonohono te here o tona ihomatua ki ona matua tupuna, piki ake i ngā Rangi

English Interpretation of Te Aho Matua

Presented in the Māori language, Te Aho Matua has been written by the pioneers of Kura Kaupapa Māori as a foundation document for their kura.

As such, the document lays down the principles by which Kura Kaupapa Māori identify themselves as a unified group committed to a unique schooling system which they regard as being vital to the education of their children.

Te Aho Matua, therefore, provides a philosophical base for the teaching and learning of children and provides policy guidelines for parents, teachers and Boards of Trustees in their respective roles and responsibilities.

Te Aho Matua is intended for inclusion in the charters of Kura Kaupapa Māori as the means by which their special nature can be clearly identified from mainstream kura.

Te Aho Matua also provides a basis from which curriculum planning and design can evolve, allowing for diversity while maintaining an integral unity.

Te Aho Matua has been written in a typically elliptical Māori style which implies meaning and requires interpretation rather than translation.

Te Aho Matua is presented in six parts, each part having a special focus on what, from a Māori point of view, is crucial in the education of children for the future.

Part 1 – Te Ira Tangata

This part of the document focuses on the nature of humankind, and more particularly on the nature of the child. The Māori, perception of the child is encapsulated in two well known *whakatauki*, or proverbs.

The first, which says, *Ahakoia he iti, he mapihi pounamu* refers to the singular beauty and immense value of even the tiniest piece of fine greenstone.

There are two related interpretations of the second proverb which says, *He kakano i ruia mai i Rangiatea. E kore ia e ngaro*. The first interpretation refers to the child as the seed which was dispersed from *Rangiatea*, the island in the Society Group from which the ancestors of the Māori migrated. The second interpretation refers to the child as the seed which was dispersed from the marae, also named *Rangiatea*, of the supreme deity, Io-matua.

The last line in this proverb affirms that the seed will never be lost. This statement implies a strong physical orientation for life, like that of the ancestors who faced the unknown on the high seas in search of a new home. It also implies the certainty of spiritual life since humankind emanated from the marae of Io.

When both proverbs are applied to the child, the nurture and education of that child takes on a significance which is fundamental to Kura Kaupapa Māori philosophy.

The statement which follows the proverbs suggests that the teaching fraternity ought to have full knowledge of the makeup of humankind before an effective system of teaching and learning for children can be devised.

What follows is a statement which presents a Māori perspective as to the origin and nature of the human spirit. It was felt that herein lay one of the answers for recovery from the malaise induced by loss of land, power and sovereignty which has been, and still is for many, the experience of Māori people.

The statement says that the spirits of human beings derive from the Rangi Tuhaha, the twelve dimensions of enlightenment in which spirit entities dwell until physical life is desired and to which spirit entity return after physical death. The inference is that at the moment of conception the physical and spiritual potential of the human being becomes an individual entity endowed with the spirit qualities of *mauri*, *tapu*, *wehi*, *mana*, and *ihi*; the spirit receptor–transmitters of *whatumanawa*, *hinengaro*, *auaha*, *ngakau* and *pumanawa* and the *iho matua*, which is the umbilical cord of spirit energy which links that single entity through

his ancestral lines to the primal energy source which is Io.

The spirit qualities referred to here can best be described as emanations of energy, the strength or weakness of which is determined by the condition of the receptor–transmitters where feelings, emotions, intelligence, consciousness, conscience and all other non-physical characteristics of human personality dwell.

Most often referred to as *taha wairua* these aspects of the human spirit are considered as important as physical attributes, not to be dismissed as the domain and responsibility of church or religion, but regarded as an integral part of human personality and, therefore, is responsive to and affected by teaching and learning.

In summary, then, *Te Ira Tangata* focuses on the physical and spiritual endowment of children and the importance of nurturing both in their education. Kura Kaupapa Māori therefore:

- challenge parents, teachers and trustees to work together in establishing a harmonious, child-centred learning environment in which care, consideration and co-operation are acknowledged as necessary elements for the successful operation of the *kura* for the greatest benefit of its children.
- propose that the role of the *kura* is all round development of its children rather than career orientation.
- assert that the nurturing of body and soul in a caring environment is the greatest guarantee that children will pursue positive roles in life.
- affirm that affectionate nurturing breeds happy hearts and lithesome spirits and thereby, warm and caring people.
- honour all people regardless of age, creed, colour, gender or persuasion and will not therefore, belittle, resent, hurt or show prejudice toward anyone else.
- honour gender differences and attributes in full understanding that it is in the combined and co-operative efforts of men and women that the well-being of children and community is assured.
- respect the physical body and encourage children to pursue habits which guarantee personal health and well-being.
- respect the physical and spiritual uniqueness of the individual and are therefore mindful of not perpetrating physical or psychological harm against oneself or others.
- affirm that the needs of the spirit are well served through the creative arts of music and song, dance and drama, drawing and painting, prose and poetry and all the activities which give full sway to colour and imagining.

Part 2 – Te Reo

Having established the nature of the child this part of the document focuses on language policy and how Kura Kaupapa Māori can best advance the language learning of their children.

As a natural and logical progression for graduates of Kohanga Reo, a primary focus of Kura Kaupapa Māori is the continuing development of the Māori language of their children. At the same time there exists a particular concern among some parents that the English language skills of their children should also be addressed. The primary language issue for Kura Kaupapa Māori became one of determining how the optimum result could be achieved in the development of both languages.

Indeed, the issue called for considerable research including a review of the literature which described the experiences of other language communities, especially those whose language, like that of the Māori, was experiencing serious decline. The language policies and teaching practices of other nation states, where bilingualism was a valued attribute for citizenship and the learning of a second language in educational institutions was encouraged, provided a rich panorama of experience from which the first Kura Kaupapa Māori could base its language policy.

The principle of total immersion featured in much of the literature, and the published research experiments of Lambert and his associates in the French & English Quebec

experience legitimised total immersion as being particularly effective in advancing the French language competence of English speaking children.

So did the research studies of Dr Lily Wong-Fillmore, Professor of Education, University of California, Berkley, USA, in which a range of second language learning methodologies, being used to teach elementary school children English were compared. Of these, total immersion proved to be significantly more effective.

The Ataarangi and Kohanga Reo initiatives which had preceded Kura Kaupapa Māori by 5 years had already established the effectiveness of total immersion. This then became firm policy for Kura Kaupapa Māori.

In summary, then, *Te Reo* focuses on bilingual competence and sets principles by which this competence will be achieved. Kura Kaupapa Māori therefore:

- respect all languages.
- expect full competency in Māori and English for the children of their kura.
- insist that legislation for the Māori language is worthless without a total commitment to everyday usage of Māori.
- affirm that total immersion most rapidly develops language competence and assert that the language of kura be, for the most part, exclusively Māori.
- accept that there is an appropriate time for the introduction of English at which time there shall be a separate English language teacher and a separate language learning facility.
- agree that the appropriate time for the introduction of English is a matter for the kura whānau to decide as a general rule, when children are reading and writing competently in Māori, and children indicate an interest in English.
- assert that along with total immersion, bilingual competence is rapidly advanced through discretely separating the two languages and therefore reject the mixing or code switching of the two languages.
- insist that competence in Māori language and culture along with a commitment to the Aho Matua be the hallmark of Kura Kaupapa Māori teachers and parents but that there be accommodation for those who are still in the learning phase.
- believe that where there is a commitment to the language mastery will follow.

Part 3 – Ngā Iwi

Having established the nature of children with respect to their physical, mental, emotional and spiritual needs, and determining the most effective approach to language learning, this part of the document focuses on the social agencies which influence the development of children, in short, all those people with whom they interact as they make sense of their world and find their rightful place within it.

In traditional society whānau was the socialising agency of children and the fragmentation of this fundamental social structure in the urban drift of Māori away from their tribal centres is one of the variables which has contributed to the 'lost generations' of Māoridom.

It seemed immensely desirable that the whānau, which in this context, are all those people associated with the kura and its children, should be established as a fully functioning socialising agency, where each member of the whānau contribute to the education of all of the children. This communal responsibility for all children has to be one of the most positive moves of accommodating single-parent and dysfunctional families whose children are most at risk, while at the same time providing a haven where such families and their children can recover both stability and dignity in their lives.

All people derive from a unique culture which shapes their perception of self as belonging to, participating in, and contributing to the continuum of life. The uniqueness of Māori social structures must therefore be reflected in the entirety of the kura, allowing the children to consolidate their place amongst their own people as the safe ground from which they can begin, with expanding consciousness, to explore the life ways of other people.

Given that these two important factors contribute to the special nature of Kura Kaupapa

Māori and are particularly relevant to curriculum, to the functioning of Boards of Trustees, and to the interaction of the kura with its whānau, it follows that teacher training should also be a major consideration for kura.

It cannot be assumed that the graduates of main-stream teacher training will meet the requirements of kura. In fact kura may need to target potential teachers from within the kura whānau, and to seek a suitable training package which allows such people to qualify as teachers for their kura.

As a further consideration, experience has shown that school size is a significant factor. A small school allows greater whānau participation with all the children. This same participation tends to dissipate as kura get larger. Kura may need, therefore, to set the parameters as to what their ideal population should be in order to fulfil the promise of success for all their children.

In summary then, Ngā Iwi focuses on the principles which are important in the socialisation of children. Kura Kaupapa Māori therefore:

- emphasise the importance of genealogy in establishing links within whānau, hapu, and iwi including iwi Pakeha.
- emphasise the importance for children to know their own ancestral links and to explore their links with other iwi.
- emphasise that children be secure in their knowledge about their own people but learn about and acknowledge other people and their societies.
- emphasise that children study the historical, cultural, political, social, religious and economic events and issues which are an integral part of their Māori heritage.
- emphasise that whānau ties are fundamental in the socialisation of children and is established and reinforced in a caring, supportive environment where aroha is evident.
- assert that such learning is caught rather than taught and is the primary reason for the kura whānau to be close to and involved in the activities of the children.
- emphasise that the association and interaction of the whānau with the children, where whānau approval or disapproval is felt by the children, is also where their sense of appropriate and acceptable behaviour begins.
- value the participation of whānau as administrators, ancillary staff and teacher support as a means of reinforcing the cohesion of whānau and kura.
- affirm that the kura belongs to the whānau and is available for the learning activities of all the whānau members.
- assert that teacher training is a legitimate function of the kura and that aspiring teachers have extended experience in the kura before and during formal training.
- submit that the size of the kura is a factor in facilitating or mitigating against the participation of whānau.

Part 4 – Te Ao

Having established the nature of children, their language learning and the people who influence their socialisation, this part of the document focuses on the world which surround children and about which there are fundamental truths which effect their lives.

Young children are naturally fascinated by every aspect of the natural world which enter their expanding field of experience. The task for the kura whānau is maintaining this fascination and optimising those experiences which contribute to their understanding and appreciation of the natural environment and the interconnectedness of everything within it. Further to this, children need also to understand that the activities of people, including themselves, can have a detrimental effect on the environment and its resources.

In summary then, Te Ao encompasses those aspects of the world itself which impact on the learning of children. Kura Kaupapa Māori therefore:

- recognise that the learning of children encompasses what enters their field of experience at home, in the Māori world, and in the world at large.
- legitimise Māori knowledge of nature and the universe as an important and integral

part of learning.

- encourage children to marvel at and value all life forms, and the balance of nature which gives each of those life forms their right of existence.
- develop in children an understanding that they are caretakers of the environment and are true to the laws of conservation passed down by their Māori forebears, as well as those practices which are environmentally friendly.
- inspire children to explore the natural and cosmic laws of the universe through the sciences and whatever means enhances understanding.

Part 5 – Ahuatanga Ako

Taken altogether, the perception of children being central in an ever expanding world of experience which is accessed through the people with whom they associate and language, the implications for curriculum become evident. This model provides for every aspect of learning which the whānau feel is important for their children as well as the requirements of the national curriculum.

A further and final consideration is how best to achieve this in practice.

Ahuatanga Ako lists the principles of teaching practice which are considered of vital importance in the education of children. Kura Kaupapa Māori, therefore:

- assert that teaching and learning be a happy and stimulating experience for children.
- practise karakia as a means of settling the spirit, clearing the mind, and releasing tension so that concentration on the task at hand is facilitated.
- value the presence of supportive adults as important participants in the teaching/ learning process.
- emphasise the particular value of concentrated listening as a skill to be thoroughly learned by children.
- encourage the use of body, mind and all the senses in learning; listening; thinking and quiet concentration; visualisation and observation; touching; feeling and handling; questioning and discussing; analysing and synthesising; testing hypotheses; creative exploration.
- adopt teaching practices and principles which accommodate different styles of learning and motivate optimal learning.
- honour kaumatua as the repositories of Māori knowledge and invite their participation as advisors and fellow teachers.
- expose children to the protocols of hospitality in the home, at school and on the marae, and require their participation at cultural functions in roles appropriate to their ages and levels of maturation.
- accept that healthy relationships between brothers and sisters, younger and older siblings, children, parents and elders are the joint responsibility of the kura whānau.
- encourage older children to care for the young ones and to occasionally assist in their learning activities, and younger children to accept the guidance of their older peers.
- emphasise the importance of creating a learning environment which is interesting, stimulating and reflects the Māori world.
- expand the learning environment to include marae, the wide-open spaces of bush, sea and sky, libraries and museums, and all other places which contribute to learning.
- welcome innovative ways of stimulating the learning of children but encourage self motivation.
- provide for the special interests that individual children may have in the development of self-directed learning.
- encourage shared and co-operative ways of learning.

Part 6 – Te Tino Uaratanga

Having encapsulated in the foregoing statements the major areas to be considered in the education of children in Kura Kaupapa Māori, a final consideration focuses on what the outcome might be for children who graduate from Kura Kaupapa Māori.

Kura Kaupapa Māori will have in place appropriate measures for assessing and evaluating the achievement of their children at all levels of the national curriculum as well as whatever else the kura decides are valuable areas of knowledge for their children.

This part of the document focuses, however, on the whole person in terms of a fully functioning human being whose personal attributes are recognised, nurtured and brought to fruition.

In summary then, Te Tino Uaratanga defines the characteristics which Kura Kaupapa Māori aim to develop in their children, that they:

- develop free, open and inquiring minds alert to every area of knowledge which they choose to pursue in their lives.
 - become competent thinkers, listeners, speakers, readers and writers in both Māori and English.
 - advance their individual talents to the highest levels of achievement.
 - delight in using their creative talents in all feats of endeavour.
 - are receptive to and have a great capacity for aroha, for joy and for laughter.
 - are true and faithful to their own sense of personal integrity while being caring, considerate, and co-operative with others.
 - assimilate the fruits of learning into the deeper recesses of consciousness where knowing refreshes the spirit.
 - manifest self esteem, self confidence, self discipline and well developed qualities of leadership.
 - value their independence and self determination in setting personal goals and achieving them.
 - radiate the joy of living.
 - manifest physical and spiritual wellbeing through the harmonious alignment of body, mind and spirit.
 - are secure in the knowledge of their ancestral links to the divine source of all humanity.
 - are high achievers who exemplify the hopes and aspirations of their people.
-

HE KAUPAPA AKŌ MĀTAURANGA HE KIRIMANA TAUIRA O TE RANGI ĀNIWANIWA

Mā nga Tauira

E whakaae ana ahau a _____ ki ēnei mea;

- **Te Reo Māori – he reo atāhua, he reo rangatira**
 - Kia Kōrero Māori i ngā wāhi katoa o te Kura, (ko nga ruma reo Pakeha ko ngā tari me te Rūma Reo Ingarihi);
 - Kia pā atu te reo ngāwari ki ngā kaiako me ki ngā tauira ; (me rāhuingia te reo kangakanga, me te kōrero hāwea);
- **Te Aho Matua - Kia ū tonu ki ngā tikanga o Te Aho Matua**
 1. Me aroha tetahi ki tetahi; kia whakanui te mana o tena, o tena.
 2. Kia manaaki pai nga teina
 3. Kia kawē pai te mana o te Kura, i nga haerenga katoa;
- **Te Mahi Ako - ka nui te hiahia te ako**
 1. Kia haria mai aku pene, aku pukapuka ki te kura ia ra;
 2. Kia oti pai āku mahi kura me nga mahi kainga kia tae atu ahau ki nga taumata teitei o te Matauranga ;
 3. Kia atāhua te tuhinga me te whakatakoto mahi;
 4. Kia tiaki pai oku nei taonga, me nga taputapu o te kura;
 5. Kia kai nga kai hauora mo te tinana;
 6. Kia mahi mārika ngā hākinakina, omaoma haere, kia pakari te tinana.
- **Ngā Kākahu - Kia pai taku āhua i te kura ia rā me ngā haerenga kura**
 1. Kia kakahūngia nga kākahū tika o te kura i nga wā kura, i nga haerenga kura;
 2. kāhore au e mau mai ngā kākahu rerekē ki te kura;
- **Te Whanonga – He rangatira au me āku mahi**
 1. Kia mau tonu ki nga whakaritenga o te kura.
 2. Kia rāhuingia te kaihi kareti, te inu waipiro, te kai tarutaru me ēra momo mea kino i a koe e kura ana;
 3. Kia ū tonu ki nga kaupapahere o te ipurangi;
 4. Kia waiho te whakahoahoa tae noa kia mutu pai te kura.
 5. Kia kaua au e teka me tahae nga kākahū, taputapu o tetahi atu

Mā Te Poari

E whakahaere ngā tikanga me ngā ture o te Kura me te Wharekura;

E tiaki te oranga o nga pūtea , ngā kaimahi, ngā tauira me ngā taputapu o te kura;

Waitohu Tauira: _____ **Waitohu Matua:** _____

Waitohu Mema o Te Poari: _____ **Te Rā:** _____

TE RANGI ĀNIWANIWA

INTERNET ACCESS – ACCEPTABLE USE AGREEMENT

PARENT/ CAREGIVER/ STUDENT

1 The Internet was developed as a research tool.

- It has the potential to be a tremendous resource for students, teachers and whānau at all levels.
- You are encouraged to explore and spend time on the Internet to learn what is available and to increase your Internet skills from student and school friendly sites;
- Internet Access is provided to you as an educational/business tool, just like the telephone.

2 Responsible Citizen

- **Your access via the school's account is a privilege and not a right.**
- You have a responsibility to use the Internet in a responsible and informed manner. The Privacy Act and our Network Etiquette governs your conduct on the Internet, which requires all school users to do the following:
 - Do not share your password with anyone.
 - Log off all personal work at the end of each session;
 - Research information and rewrite in your own words- do not copy from the internet and plagiarize work;
 - All internet access is logged and can be tracked.

3 You may not use Internet Access for:

- commercial gain and personal business use;
- illegal or malicious purposes;
- using objectionable or abusive language in e-mail messages to criticise or malign anyone;
- creating and downloading information which is objectionable or in poor taste;
- downloading large amounts of information during Kura or Wharekura hours;
- misrepresenting the Kura or Wharekura;
- doing or saying anything which brings the Kura or Wharekura into disrepute.

4 Do not abuse the privilege of Internet Access given to you by the Kura.

- Teachers will provide set Facebook and You Tube sites for educational use.
- Downloading and sharing of music and videos is banned.
- Should an objectionable site surface on your computer please report immediately to your teacher so that he/she can remove the virus or programme before it spreads.

PARENT / CAREGIVER / STUDENT

- 1 As the parent or caregiver of this student, I have read the **Internet Access - Acceptable Use Agreement** and have read and explained this agreement to my child.
- 2 I understand that this access is designed for educational purposes.
- 3 I also recognise that although all possible precautions will be taken, it is impossible for the Kura and the Wharekura to completely eliminate the possibility of my child's access to controversial materials.
- 4 However, the Kura and the Wharekura will run security software to enable filtering of undesirable material and all Internet access will be fully supervised.
- 5 Therefore I will not hold the Kura or the Wharekura (or any of its personnel) responsible for any controversial materials acquired on the Network.
- 6 I hereby give permission to allow my child to be part of Internet Access for the 2017 school year.

Student Name

Parent/Caregiver (Signature).....

Kaiako signature Date...../...../.....

TE RANGI ĀNIWANIWA

WEIGHT ROOM WAIVER

I would like to use the weight room at Te Rangi Āniwaniwa.

I am aware of the dangers of working out with exercise and weight lifting equipment, which may include: serious neck and spinal injuries, complete or partial paralysis, brain damage, serious injury to internal organs, bones, joints, ligaments, muscles, tendons, and aspects of the muscular system, serious injury or impairment to other aspects of my body, general health and wellbeing, serious impairment of my future abilities to earn a living, engage in other business, social and recreational activities, and generally enjoy life, and even death.

Because of that:

1. I agree to complete all training required before using the Weight Room;
2. I accept the importance of following instructions regarding proper use of the equipment, training and other rules, and agree to obey such instructions;
3. I agree to the following Weight Room rules.
 - a. Appropriate clothing for physical activity must be worn. Closed toe shoes are required, no jewellery or loose hanging objects.
 - b. Must follow weight room hours.
 - c. NO food or drink in the weight room, bottled water only.
 - d. Music volume is to be kept at a moderate level in consideration of those around me. Music must also adhere to the TRA Code of Conduct (no profanity).
 - e. All equipment must be returned to its proper place. Do not leave weights on bars and always sanitize equipment after use with disinfectant wipes.
 - f. Report all equipment misuse/issues or damage to a weight room representative immediately.
 - g. No horseplay in the weight room.
 - h. Always work with a spotter. Minimum of 2 people in the weight room at a time.
 - i. Always use weight clips on bars and keep hands off cables.
 - j. Do not lean weights or your body up against mirrors.
 - k. Do not throw or drop the weights, if you cannot control it do not pick it up.
 - l. Use safety bars when using squat machine.
 - m. Failure to comply with these rules may lead to suspension from the weight room.

I voluntarily agree to waive, hold harmless and indemnify the agents, officers and employees, including teachers, leaders, staff, and any other related persons of Te Rangi Āniwaniwa from any and all claims, demands, damages and causes of action arising out of ordinary negligence which I may have against them for my use of the equipment in the Weight Room.

I understand the content of this document, and I execute this INFORMED CONSENT AND WAIVER OF CLAIM FORM on my own free will and accord. I and my parents or guardian will be financially responsible for the treatment, hospitalization and other medical care rendered to me in the event of my illness, injury or other emergent circumstance(s) in connection with the utilization of Te Rangi Āniwaniwa Weight Room.

Student: _____ Signature: _____

Parent/Guardian: _____ Signature: _____

Te Rangi Āniwaniwa Rep: _____ Signature: _____

Date: _____

TE RANGI ĀNIWANIWA

WHANAU CONSENT / AGREEMENT

Te Reo ki te Kainga As part of the kaupapa of our kura, parents OR caregivers who do not speak Te Reo are asked to make a commitment to speaking/learning Te Reo Maori. There are several types of courses that help whanau beginning to learn Te Reo Maori

The course that I will attend to uplift Te Reo Māori is : _____

First Aid - If the kura is unable to contact me, this form enables the principal or staff member in charge to administer first aid, or to seek further medical assistance (e.g. doctor or hospital care) and inform me or the emergency contact as soon as possible.

School excursions - I understand that in the course of the year, there will be times when the kura will go out on day trips. In signing this form I grant permission for my child to take part in any off-site travel on Kura vehicles to and from local outings, i.e community events, sporting activities, class day trips. I expect that all due care and attention will be paid to ensuring that the children's safety and well-being is given the highest priority during such activities. (The school will seek written permission for any overnight school trips and late return from day trips.)

Permission for Media recording: I give / do not give (**please cross out one**) permission for my child's image to be used by Te Rangi Āniwaniwa in print, video and digital media. I agree that these images may be used by Te Rangi Āniwaniwa for a variety of purposes that include, but may not be limited to, printed materials such as brochures and Kura panui, videos, and digital media, including our Te Rangi Āniwaniwa website www.terangianiwaniwa.school.nz and Facebook page.

I/we agree to the following:

- to attend whanau meetings held each term and x1 hui Te Aho Matua per year.
- to make all payments for school fees of \$100 per whanau per year.
- to ensure my child attends kura and in correct uniform. I understand he/she could be refused onto the school buses if not in kura uniform.
- to ensure my child completes homework as required.
- to help at least once a term in the any of the following areas - please circle

Make Resources

Food Preparation/Cooking/baking

Fundraising

Any other ways you could contribute: _____

Supervising at sports/wananga/trips

Sports Coach/Manager/Assist

Drive van to school events

I/we understand that Te Rangi Aniwaniwa is a Kura Hauora, is Auahi Kore, para kore, kua rahuitia te tarutaru me te waipiro.

Ingoa Whanau _____

Signed: _____ Date : _____

TE RANGI ĀNIWANIWA

Whānau Commitment

Staff ask for whānau commitment and support towards kaupapa during the year.

- Commitment to attend parent interviews, whanau hui per term
- Attend 2 x Te Aho Matua hui per year
- Organise a payment plan for school trips
- Assist and support upcoming events

Please highlight/circle where you can assist

1	National Waka Ama (January)	Driver, Cooking, Supervisor, Washing Uniforms, Attend trainings, make resources, fundraising, organising activities
2	Waka Ama Secondary Nats (23-27 th March)	Driver, Cooking, Supervisor, Washing Uniforms, Attend trainings, make resources, fundraising, organising activities
3	Tai Tokerau Festival (March 31 st – 2 nd April)	Driver, Cooking, Supervisor, Washing Uniforms, Attend trainings, make resources, fundraising, organising activities
4	Kura Reo for Students (First 3 days of each School Term)	Driver, Cooking, Supervisor, Washing Uniforms, Attend trainings, make resources, fundraising, organising activities
5	Tai Tokerau Kapa Haka Regionals	Driver, Cooking, Supervisor, Washing Uniforms, Attend trainings, make resources, fundraising, organising activities
6	Series of Kapa Haka Wānanga	Driver, Cooking, Supervisor, Washing Uniforms, Attend trainings, make resources, fundraising, organising activities
7	School Camps	Driver, Cooking, Supervisor, Washing Uniforms, Attend trainings, make resources, fundraising, organising activities
8	Ngā Manu Kōrero	Driver, Cooking, Supervisor, Washing Uniforms, Attend trainings, make resources, fundraising, organising activities
9	Tū Ahiahi Programmes (After-school)	Driver, Cooking, Supervisor, Washing Uniforms, Attend trainings, make resources, fundraising, organising activities
10	Po Matariki (Term 2)	Driver, Cooking, Supervisor, Washing Uniforms, Attend trainings, make resources, fundraising, organising activities
11	NASA (Term 2-3)	Driver, Cooking, Supervisor, Washing Uniforms, Attend trainings, make resources, fundraising, organising activities
12	Adam Blair Trophy (Feb-March)	Driver, Cooking, Supervisor, Washing Uniforms, Attend trainings, make resources, fundraising, organising activities
13	Lightning league (Aug-Sep)	Driver, Cooking, Supervisor, Washing Uniforms, Attend trainings, make resources, fundraising, organising activities
14	Sport coaches	Basketball, Waka ama, League, Rugby, Touch, Kiorahi, Kauhoe, Volleyball, Badminton, Netball

BEHAVIOUR MANAGEMENT PROCEDURES

Te Wharekura

HE KORERO TĪMATATANGA –

Tamariki wāwāhi tahā, Aratakina ki te mātāpuna o te mōhio, o te ora, O te maungarongo

Te Aho Matua : Te Ira Tangata, Ngā Iwi.

1.4 Ngākau Māhaki Ko te ngākau te mata me te kuaha o te wairua. Otirā ko te whiu o te kupu, ko te wero, ko te riri, ko te aroha, ko te humarie, me ēnei āhuatanga katoa he mea kuhu ki te ngākau titi tonu ki te wairua.

1.5 He tapu te tangata ahakoa ko wai . Kohungahunga mai, tamariki mai, taipakeke mai, kaumātua mai, he tapu katoa. Kia kaua te hunga o ngā Kura Kaupapa Māori e tūkinu , e whakaiti, e whaka-parako i te tangata, e mahi pūhaehae raini ki ētahi atu.

3.7 Kia rongo te tamaiti te rekareka o te whānau mō āna mahi pai, ki te pā pouri hoki o te whānau mō āna mahi hē. Ko tēnei te timatatanga o te pupuri i te tamaiti ki te huarahi tika, me tōna tū pakari i tōna Iwi.

RAUTAKI WHANONGĀ - BEHAVIOUR Procedures

LEVEL OF BEHAVIOUR	DEFINITION	EXAMPLES But not limited
PAE TAHI MINOR	<ul style="list-style-type: none"> This behavior does not impact on teaching and learning. The behavior can be resolved by redirecting. 	<ul style="list-style-type: none"> Swinging on chairs Off task Throwing away food Fidgeting Swearing under breath Volume when speaking Late to class Off task No pens or books Not listening to kaiako Hamu Kai No homework
DISCIPLINARY ACTION PROCEDURES		
ACTION	SUMMARY	
Classroom teacher behaviour management plan or strategies	A verbal warning is given and student/s redirected to task.	
	The student/s need to be removed and seated in another area of the classroom. Student is to remain seated there to complete set task/s quietly.	
Continued misconduct	<ul style="list-style-type: none"> An incident report is to be filled out by the classroom teacher / reliever and sent with the student to a buddy class. The incident slip is to be given to the buddy class teacher and returned at the end to the issuing teacher. It must be signed and state the time the student returned back to class. The student is to take the task they are working on to the buddy class. They will spend 15 minutes in another class seated separately to complete their work quietly. The incident slip must be entered on to MUSAC by the issuing teacher or reliever. Any contact that is made is to be recorded into MUSAC. 	

LEVEL OF BEHAVIOUR	DEFINITION	EXAMPLES But not limited
PAE RUA MODERATE	<ul style="list-style-type: none">• This behavior impacts on teaching and learning.• There is no danger or threat to others.	<ul style="list-style-type: none">• Spitting on the floor• Hiding/lying• Cheating• Back chatting• Swearing at peers• Breaking minor resources• Defiant• Continued disobedience• Class disruption• Offensive to others• Theft
STEPS	MODERATE BEHAVIOUR PROCEDURE	
1	Incident report written by the teacher and given to the: <ul style="list-style-type: none">• Senior Manager / Pouarahi (first)• Principal (If senior manager / pouarahi not present)• The issuing teacher to record details of the incident on MUSAC.	
MODERATE DISCIPLINARY ACTION PROCEDURES		
OFFENCE	ACTION	SUMMARY
1st / 2nd / 3rd	<ul style="list-style-type: none">• Teacher redirection and warning given about behavior.• Incident report to Pouārahi.• Complete restorative action plan.• Buddy Class if you feel this will benefit the situation..• Report card & loss of privileges 1 - 5 days• 2nd instance loss of privileges 2 weeks and hui with parents.• 3rd instance whānau hui with Board and loss of privileges for 4 weeks.	<ul style="list-style-type: none">• Daily report card. The student will identify 2 goals to focus on whilst on daily report.• Loss of school privileges includes any activity relating to school. E.g school/class trips, sporting event or trip, school function.• Any contact that is made is to be recorded into MUSAC / pastoral care.• Whānau liable for any damages to property, school or individuals.

LEVEL OF BEHAVIOUR	DEFINITION	EXAMPLES But not limited
PAE TORU MAJOR	<ul style="list-style-type: none">This behavior impacts on the physical and mental well-being of staff and students.A severe impact on teaching and learning.	<ul style="list-style-type: none">Damaging resources and propertyThreatsBullying/Cyber/TextPhysical assaultProvoking assaultRefusal to exit classStealingSwearing with intent at staff or studentThrowing furnitureSexual misconductSmokingWeapon misconductSale of school property
		<ul style="list-style-type: none">Zero Tolerance – see policyDrug and alcohol misconduct- withdrawal
MAJOR DISCIPLINARY ACTION PROCEDURES		
OFFENCE	ACTION	SUMMARY
1st / 2nd	<ul style="list-style-type: none">3 day suspension.Loss of school privileges for 2-4 weeks.An ISP (individual support plan) to be completed.A letter of apology to be written.Formal warning letter of possible expulsion.Whānau liable for any damages to property, school or individuals <p>There should not be a second occasion of stand down.</p>	<ul style="list-style-type: none">Loss of school privileges include any activity relating to school. E.g. School/class trips, sporting event or trip, school function.Letter of apology to those involved.ISP (individual support plan). An ISP is to be completed by the parents/guardians and the principal.It is a requirement that the student attend one or two of the following programmes during their 2 week loss of privileges:- a mentoring program - a counselling sessionThe programme must relate to the nature of the incident. In the event that the parents/guardians decide to find an alternative support program, the principal must be notified within the 3 days.The principal will follow up if no contact has been made.Any contact that is made is to be recorded into MUSAC / pastoral care.
3rd	Expulsion subject to Principal review of behavior profile and nature of recorded incidents.	The student's behavior profile will be reviewed. Whanau support and student management will be considered when making this decision.
OTHER	Drug and alcohol misconduct Student is to be withdrawn from kura immediately	<ul style="list-style-type: none">See Zero Tolerance Policy & Procedures-
	Bullying/Cyber/Text	<ul style="list-style-type: none">See Internet Agreement Policy
	Bus Incidents	<ul style="list-style-type: none">See Transport policy.
	Angry parent who may threaten a student or staff member on site or in the community	<ul style="list-style-type: none">Ring PoliceTrespass Notice or Non-Molestation Order

**Acknowledgement to all the organisations and volunteers
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*Te Runanga o Ngai Takoto,
Te Runanga to Te Rarawa,
ANT Trust, Open The Curtains
Muriwhenua Collective*

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Sports Northland

Tū Ake

Health Promoting Schools

Sure Shot Basketball Academy

Rangaunu Sports Club

Ngā Hoe Horo



MOKO

Manawa Ora, Korokoro Ora
NAVILLUSO MEDICAL LIMITED



**TE HIKU
HAUORA**



NGATI KAHU
SOCIAL AND HEALTH SERVICES



"KIA TŪ TE ĀO MĀORI"
Te Wānanga o
Te Rangi Āniwaniwa



Te Rangi Āniwaniwa

*"Excellence in Māori Education,
Sports and Cultural Achievement"*

He iti marangai
Tū ana te pāhukahuka
He iti pioke nō Rangaunu
He au tōna



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