



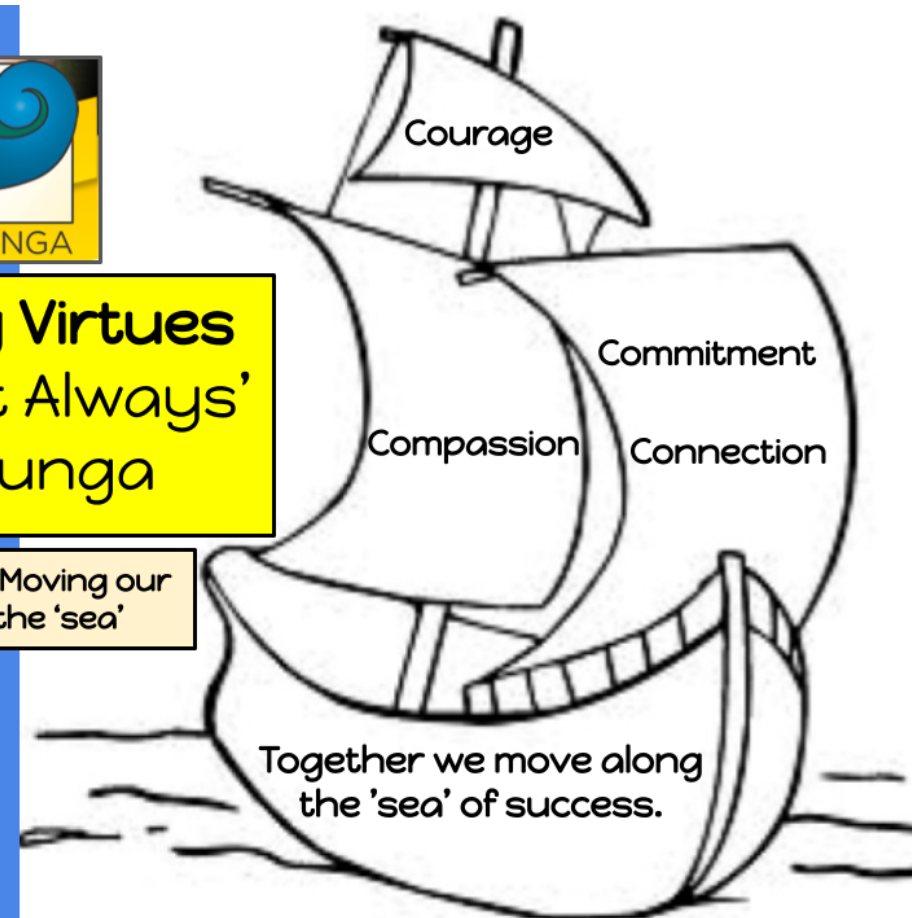
**Bombay School Charter and Annual Plan
Updated 2022
Our Vision:**

To assist our students to be: motivated learners, able to achieve their potential as they engage in lifelong learning. To equip our students to be contributing members of the school and society.



**Bombay Virtues
'Our Best Always'
Ake Runga**

The Four C's - Moving our
ship along the 'sea'



Bombay Virtues

'Our Best Always' Ake Runga

Courage - 'Kaha'

Courage:

Emotional strengths that underpin the will to take risks and overcome challenge.

How will this look at Bombay School and for our children? (*Brainstorm as a staff or ask the children*)

- Taking a risk
- Standing up for our peers
- Doing something new, stepping outside your comfort zone
- Have a go
- Speaking up when you see something is wrong
- Courage to admit when you have done something wrong - truthful
- Being a good leader
-

Bombay Virtues

'Our Best Always' Ake Runga

Compassion - 'ngakau aroha'

Compassion:

Strengths that involve looking out for and supporting others and ourselves.

How will this look at Bombay School and for our children? (*Brainstorm as a staff or ask the children*)

- Helping others
- Empathy
- Kindness
- Looking at it from the other person's point of view
- Tolerance
- Being inclusive
- Accepting differences
- Equity

Bombay Virtues

'Our Best Always' Ake Runga

Commitment - 'manawanui'

Commitment:

Demonstrating a positive 'can do' attitude and display perseverance to all that one does.

How will this look at Bombay School and for our children? (*Brainstorm as a staff or ask the children*)

Example:

- Have an 'I can do it' attitude
- I will try my best
- I will keep working until I reach my goal
- If at first you don't succeed, try again
- I haven't got it yet
- Finish what I start
- Perseverance
- Honor the commitment
- Continue with jobs
- Keep your word

Bombay Virtues Our Best Always / Ake Runga

Connection/ Hononga

Connection - building relationships between people, places and things.

- Families
- School and home relationships
- Connections with Bombay
- Connections to the past
- Connections to culture
- Connections to identity



Bombay Values or Virtues?

'Our Best Always' Ake Runga

Ideas of implementation:

- Visual, displayed around the school - mural, school logo on letters, hats, uniform etc.
Visual in the classrooms, office, newsletter
- School wide - in the classroom and out, assemblies, outside of school e.g. sports, trips etc.
- Making it known in the community
- Virtue cards - a record - when received 10 or 15 cards = certificate, 30 cards = ice-block?, 50 cards = lunch with the principal or mcdonalds or something.
- Circle Time within the Classroom.
- End of day reflection:

Ask your children to think pair share:

- Something they did today that was kind (compassion)
- Something they did that was courageous
- Something they learnt (commitment)

Building Empathy, Resilience and how to Manage Emotions!

Bombay Values

Our Best Always - Ake Runga

School Song: Create a school song about Bombay Kids. Sing Daily and have it attached to our daily notices. (English and Maori Version)

Singing - enhances endorphines/ accelerates learning - triggers emotions and memory.

What makes us Bombay School?

In February 2017 and November 2018, we asked our community what makes Bombay School unique? The Bombay School Community believe the following:

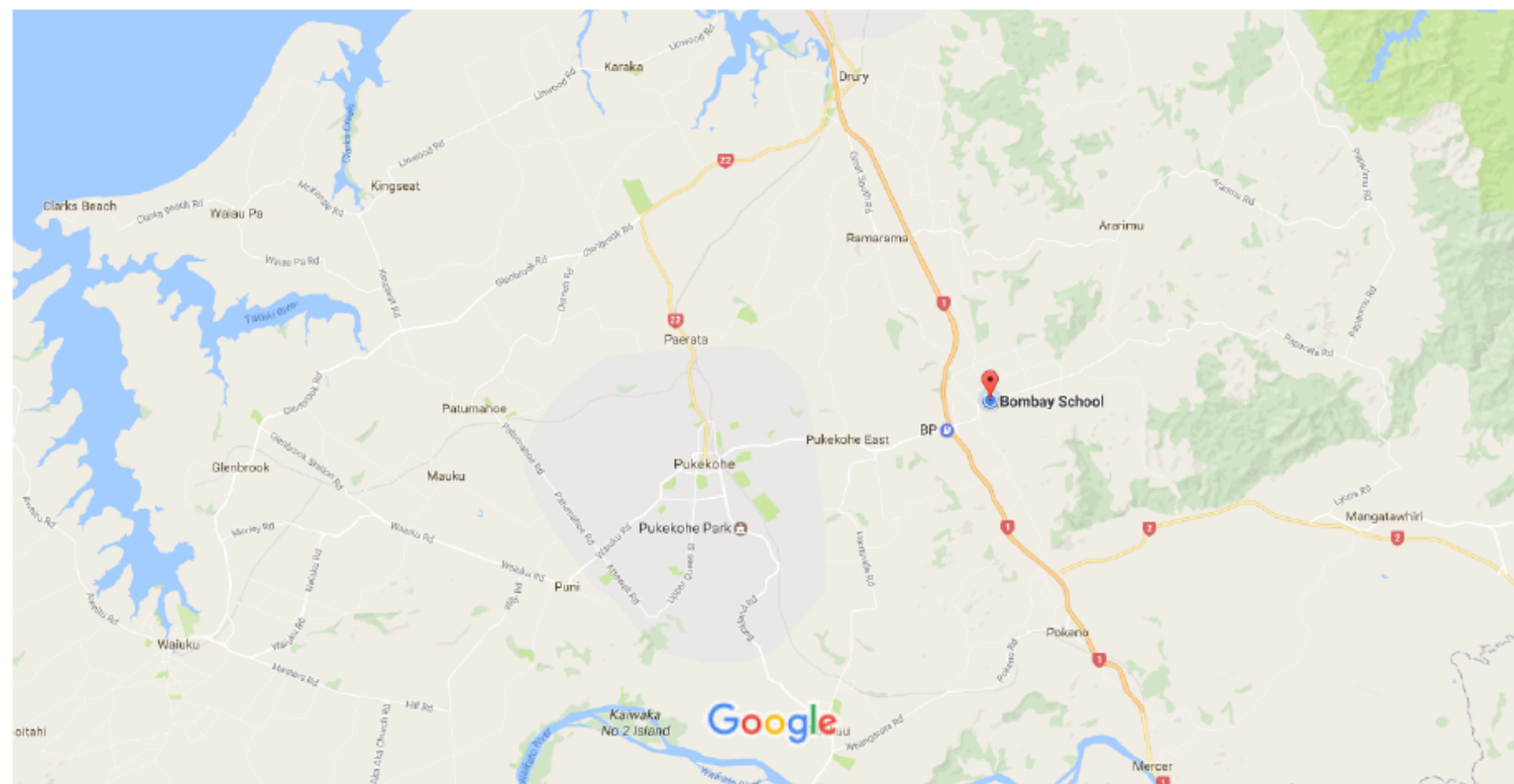
Calf Club	Supportive and Caring Culture.	Amazing Resources	Great facilities and classrooms	Friendly atmosphere
Personalised Learning Drive for excellence	Range of opportunities	Supportive People	Good Communication	
EOTC: Camps Partnerships	Focal Point of Bombay	Innovative	Reputation	

An Introduction to Bombay School?

Location :



35 Paparata Road RD1 Bombay 2675 Ph 09 2361012 Email :
admin@bombay.school.nz



Website

www.bombay.school.nz [Facebook](#) [Youtube](#)

Phone

+64 9 2361012

Fax

+64 9 2360458

Email

admin@bombay.school.nz

Maori presence in Puketutu/ **Pukeahau** (Bombay)

Maori used Puketutu as a thoroughfare on their journeys from Te Maketu (Ramarama) to the Waikato.

The area’s eroded 1-million-year-old volcanoes provided high, defensible places to live and clear views over the lowlands to the west (Awhitu) and north (Waitemata). Its rich volcanic soils and warm temperate climate were well suited for growing introduced tropical crops like kumara. Its fast-flowing streams provided fresh clean water. Most importantly, Te Maketu was beside the main trade routes in the region. It overlooked the tracks and roads that ran north and south, from Auckland to Waikato and east to the Hauraki Gulf. It was also at the head of waterways linked to the Manukau Harbour, which could be reached by canoe in winter.

[Read about the history of Maketu here.](#)

[Find more information about Puketutu here.](#)

[Find more information about Maketu here.](#)

History of Bombay School

Bombay derived its name from the ship "Bombay", which arrived in Auckland on March 18th, 1865, from England after an eventful voyage.

There were 400 passengers on board and the journey occupied about four months. When the ship was sailing across the Tasman Sea a terrific storm was encountered off the North coast of New Zealand and the passengers wondered if they would be spared to reach their destination.

During the height of the storm the ship was buffeted fore and aft, and finally the bowsprit carried away, taking the topmast with it and later the mainmast broke off at the deck, taking the mizzen-top with it. A jury mast was rigged, but without a headsail, progress was slow and dangerous. The barque "Constance" (200 tons) of the Circular Saw Line, sighted the old ship and took her in tow and for three days and four nights endeavoured to make progress in calm weather, experienced subsequent to the storm. The towing hawser parted, and the barque decided to return to Auckland to obtain a steamboat. Fortunately H.M.S. "Curacoa", on her way to Australia, sighted the "Bombay" soon after and taking her in tow at 4 p.m. got her to Auckland by 11 a.m. the next day, all passengers being delighted to reach their destination.

Some of the passengers settled at Onehunga, but the majority went to the locality then known as Williamson's Clearing which they later named Bombay after the ship which brought them safely to a new land.

However, the troubles of the new settlers were far from ended. They had to set about carving out homes for their families in the dense forests which clad the slopes of the hill. Obstacles were encountered at every turn, but the spirit to win through prevailed in the end and today posterity is enjoying the results of the labours of famous ancestors.

Extract From Centenary Booklet.

A sense of Community

The school is the hub of the community. It enjoys a very strong community and support. The ties between community and school are immeasurable. Generations of locals were students at the school and many of the current staff have their children enrolled, including the principal. The Home and School Team are a group of committed parents who help to ensure that communication is effective. They plan social events for the school, run the annual calf club and they are the main fundraising arm of the school. Although the school remains grounded in its rural traditions - the community and school are very forward-thinking and tech-savvy. The school communicates via an electronic interactive newsletter, the school App and Facebook.

In 2022, the school will be celebrating its

Treaty Commitment

It can not be assumed that two cultures have shared understandings and ways of working. In practice, many values and behaviours do not transfer directly from one culture to another. When a person grows up in a culture, many cultural values and practices are internalised to the extent that they become ‘taken for granted’.

All students benefit from being in a culturally inclusive classroom. However, many students from non-dominant cultures are not free to be who and what they are when they go to school. Biculturalism implies the existence of two distinct cultural groups, usually of unequal status and power, within a society united by one economic and political structure. Bicultural individuals identify with core elements of their culture of origin as well as the dominant culture. At Bombay School we are on a journey of developing bicultural competence which entails recognising the importance of understanding and accepting the values of two traditions within bicultural Aotearoa New Zealand, which links directly to the partnership agreement of the Treaty of Waitangi. Integrating Kaupapa Maori into a classroom assists to validate the cultural roots and identity of Maori learners. It also fosters an understanding of cultural and national identity for all learners. Integrating kuapapa Maori is a powerful means of learning, through the exploration and transfer of Maori knowledge, processes and practices, while simultaneously encouraging a better understanding of the unique nature of this country and its indigenous people. Where there is intolerance, its twin, ignorance, will inevitably be present, and conversely so. The NZ Curriculum invites us all to address both, to ensure a strong, productive and cohesive national identity is forged for all New Zealanders. We are thus committed to honouring Treaty Principles.

The curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand.

- All students have the opportunity to acquire knowledge of Te Reo Maori me ona Tikanga.” NZC at Bombay School
- During their time in the school all children are involved in programmes that reflect New Zealand’s bicultural heritage;
- The principles of the Treaty of Waitangi are incorporated in-classroom programmes;
- All students learn waiata and karakia
- Students have the option of joining the Kapa Haka group

Curriculum Priorities

The Bombay School Curriculum is based on the guidelines and philosophy of the New Zealand Curriculum and takes into consideration the special nature of Bombay School.

It takes as its starting point a vision of our young people as lifelong learners who are confident and creative, connected, and actively involved. It includes a clear set of principles on which to base curriculum decision making. It sets out values that are to be encouraged, modelled, and explored. It defines five Key Competencies that are critical to sustained learning and effective participation in society and that underline the emphasis on lifelong learning. The Curriculum identifies the principles for all learning and teaching programmes in New Zealand schools. The principles are based on the premise that **the individual student is at the centre of all teaching and learning**. (We refer to this as personalised learning, supported by flexible learning spaces and the use of digital tools.

Balanced Curriculum Coverage

Balanced coverage of The New Zealand Curriculum is achieved through the eight learning areas and principles, values and Key Competencies as outlined in the New Zealand Curriculum, and are based on developing specific learning outcomes taken from the Achievement objectives. Programmes take note of the special character and culture of Bombay School and its community.

Subjects included are: English, Mathematics and Statistics, Science, Social Sciences, the Arts, Digital Technologies, Health and Physical Education, Learning Languages and Technology.

Learning to Learn “The Curriculum encourages all students to reflect on their own learning processes and to learn how to learn.” NZC

At our school

- a range of thinking and learning strategies are specifically taught and implemented in authentic contexts;
- students are involved in setting and evaluating specific goals for their learning;
- teachers and students collaboratively develop learning intentions and success criteria;
- teachers provide specific feedback about learning and identify next learning steps;

High Expectations

“The Curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.” NZC

At Bombay School:

- the whole school publicly acknowledges the successes of individuals, groups and teams with awards and certificates through such devices as assemblies, newsletter & website publications, visits to the Principal, letters to parents, and prize-givings;
- the DP and AP and **Team Leaders** work with staff to ensure that class programmes meet the needs of all levels of learners in the school;
- **Seesaw reporting** focuses on individual success where goals are set for student learning;
- students learn to take responsibility for their learning to complete set tasks and meet deadlines;
- students are involved in setting and evaluating targeted goals;
- learning intentions are shared and able to be verbalised by students;
- students develop a high level of respect for community values and demonstrate a high level of respect in a variety of situations.

Cultural Diversity

The Curriculum reflects New Zealand’s cultural diversity and values the histories and traditions of all its people.” NZC

At Bombay School we:

- understand and respect that different cultures make up New Zealand society;
- promote non-racist attitudes and behaviours;
- recognise that students may need to meet more than one set of cultural expectations;
- consider and respect the traditions and beliefs of cultural groups within the local community.

Inclusion

“The Curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students’ identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.” NZC

At Bombay School:

- gifted and talented students are catered for through curriculum differentiation in classrooms;
- we provide learning support to identified students with learning challenges;
- a range of assessment strategies are used to inform learning and identify next steps for students;
- students are given many opportunities to participate in education outside the classroom

Coherence

Calf Club

Calf club has been running at the school for over 80 years now. It's compulsory school day.

There are three foci :

1. Agricultural focus. We want children to experience animal husbandry.
2. Strengthening Community : Calf club is an annual tradition through which our community can join together and commune in friendship.
3. Fundraising : Calf Club is the biggest annual fundraiser for Bombay School

For more info - visit our website: http://www.bombay.school.nz/26/image_galleries/3-photos-calf-club-2014

Fun Day Friday

“Fun Day Friday” has a junior school focus and it is based on play-based learning.


EOTC

Our school has a rich history of school camps, starting at Year 3. For more information visit our website.

We also go on various excursions throughout the year - depending on what we are studying.

Charter Undertaking:

In accordance with Section 64 of the Education Act, the Bombay School Board of Trustees undertakes to take all reasonable steps to achieve the purpose, aims and objectives of this charter which have been approved by the Board following consultation with the community in terms of Section 61 and 63 of the Education Act and to take full account of the National Education Guidelines and all the statutory obligations. The Board has accepted this charter as its undertaking to the Ministry of Education. This Charter will be submitted to the Ministry in Term 1 2017. This Charter and its annual goals will be reviewed in Dec 2017, or sooner as the need arises.


Principal: 

Date : 23 February 2022

Chairperson : BOT :



Date : 23 February 2022

Principal: 

Date : 14 December 2022

Chairperson : BOT :



Date : 14 December 2022



BOARD OF TRUSTEES: DETAILS - AS OF JANUARY 2022

Name	Phone	Email	Position on the board	Type of member [Note 1]	Start date	Left the board date	Current Term expires
Becky Causebrook	0211710864	bcausebrook@bombay.school.nz	Chair	EL	Elected 2019		Election 2022
Susie Stafford Bush	0212972992	sstafford-bush@bombay.school.nz	Staff Rep	EL	Elected 2019		Election 2022
Michael Pascoe	+64 27 580-5586	mpascoe@bombay.school.nz	Property Rep	EL	Re-elected 2019		Election 2022
Michelle McRobbie	027 588 7550	mmcrobbie@bombay.school.nz	Personnel	EL	Re-elected 2019		Election 2022
Kelly Jones	0276229866	kjones@bombay.school.nz	Secretary/ Treasurer	EL	Elected 2019		Election 2022
Eru Brown	027 6074811	ebrown@bombay.school.nz	Parent Rep	CO	Co-opted 2020		Election 2022
Paul Petersen	0212121433	ppetersen@bombay.school.nz	Principal	Principal	Jan 2014		

UPDATED JANUARY 2023

BOARD OF TRUSTEES: DETAILS - AS OF DECEMBER 2022

Name	Phone	Email	Position on the board	Type of member [Note 1]	Start date	Left the board date	Current Term expires

Kelly Jones	0276229866	kjones@bombay.school.nz	Presiding Member	EL	Elected 2022		Election 2025
Susie Stafford Bush	0212972992	sstafford-bush@bombay.school.nz	Staff Rep	EL	Elected 2022		Election 2025
Stephanie Hooper	02102257500	shooper@bombay.school.nz	Finance	EL	Elected 2022		Election 2025
Eru Brown	0274432465	ebrown@bombay.school.nz	Parent Rep	EL	Elected 2022		Election 2025
Jamie Lyons	027 4412041	jlyons@bombay.school.nz	Parent Rep	Selected	Selected 2022		Election 2025
Darren O Shea	Election 2025	doshea@bombay.school.nz	Parent Rep	Selected	Selected 2022		Election 2025
Erin Pellow	0212669667	epellow@bombay.school.nz	Special Project	Co-opted	Co-opted 2022		Election 2025
Kirsty Mclean	0274528293	kmclean@bombay.school.nz	Special Project	Co-opted	Co-opted 2022		Election 2025
Paul Petersen	0212121433	ppetersen@bombay.school.nz	Principal	Principal			

BOT Copy

PAT Analysis Kahui Ako Comparison - May 2021

Pukekohe Kāhui Ako

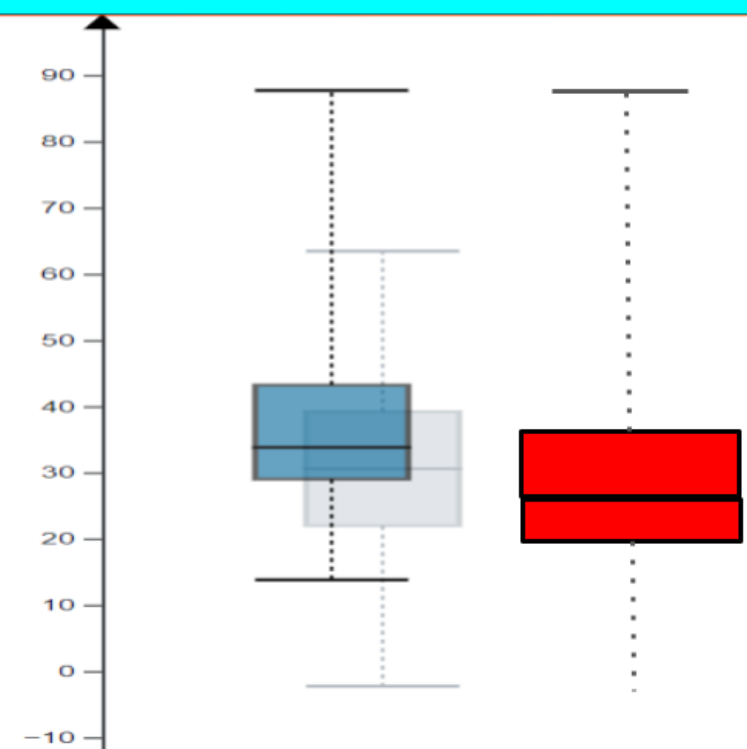


Te Huarahi Ako Kia Ora Tōnu

Learning Pathway for Life

Year Four: Maths Data

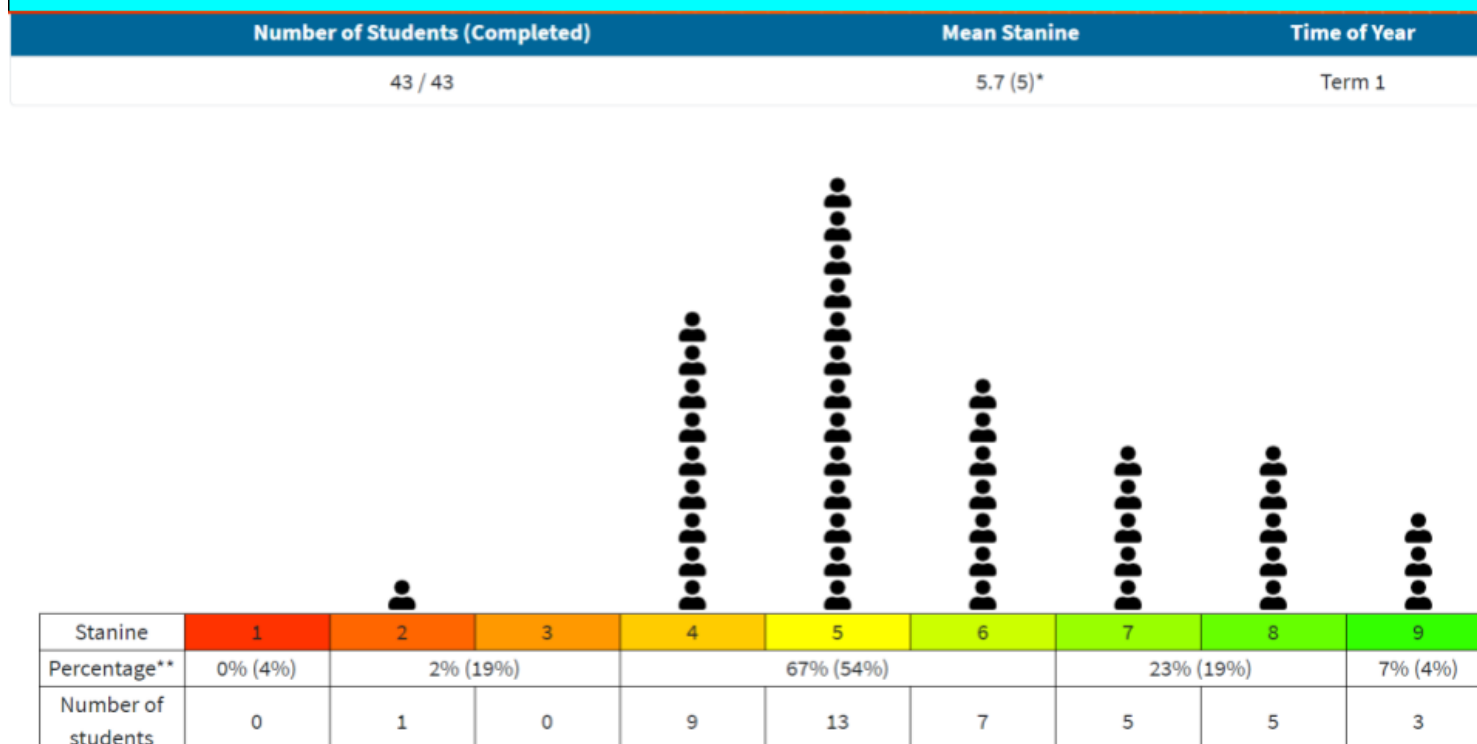
Bombay School Data: Blue
Kahui Ako Data Red
National Data Grey



Bombay data shows that the top score for Bombay School was also that of the Kahui Ako. Most of our students sat in the upper quartile with the median mark being above both National and Kahui Ako scores.

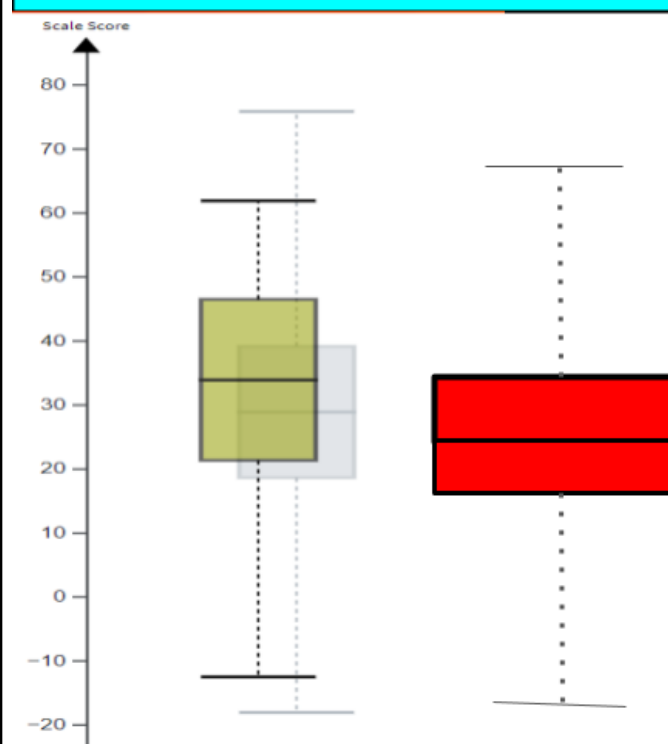
When looking at the Stanine Graph it is obvious that the "bell curve" doesn't quite fit this cohort of students.

Year Four: Maths Data



Year Four: Reading Data

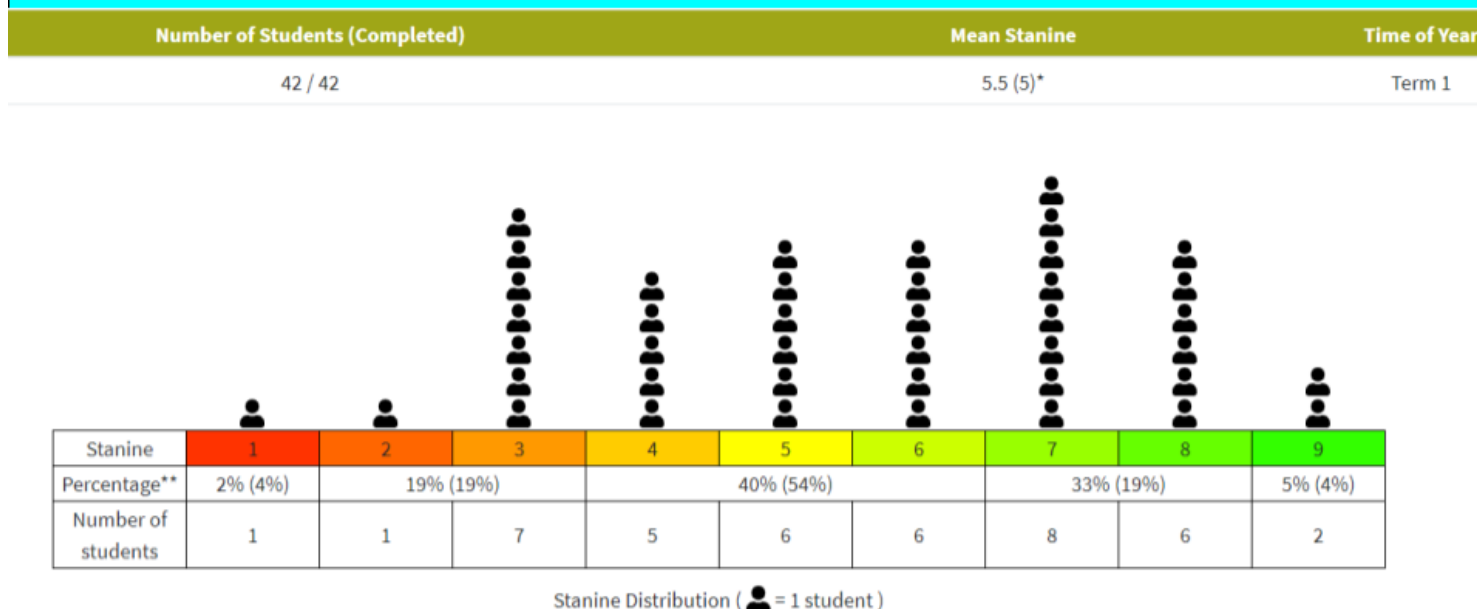
Bombay School Green
Kahui Ako Data Red
National Data Grey



Bombay data shows that Bombay School's median mark was above that of both Kahui Ako and National data. We have a number (twelve) students who are sitting just below the median. These students will require focused, explicit teaching for the remainder of the year.

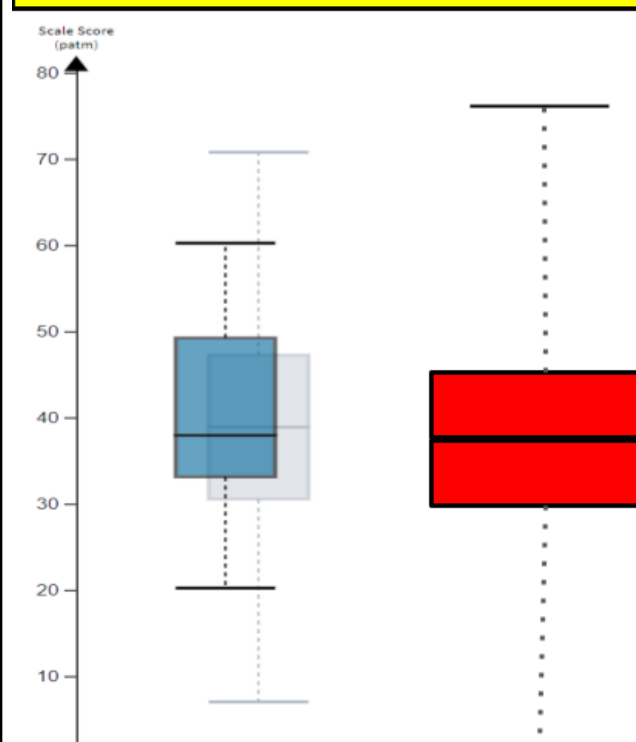
When looking at the Stanine Graph there is a large spread rather than the conventional "bell curve". It is worrying that nearly half of the students are Stanine Five or below. Year Three teachers will also need to look at the data to ensure gaps are filled with Year Three's before the end of the year.

Year Four: Reading Data



Year Five: Maths Data

Bombay School Blue
Kahui Ako Data Red
National Data Grey

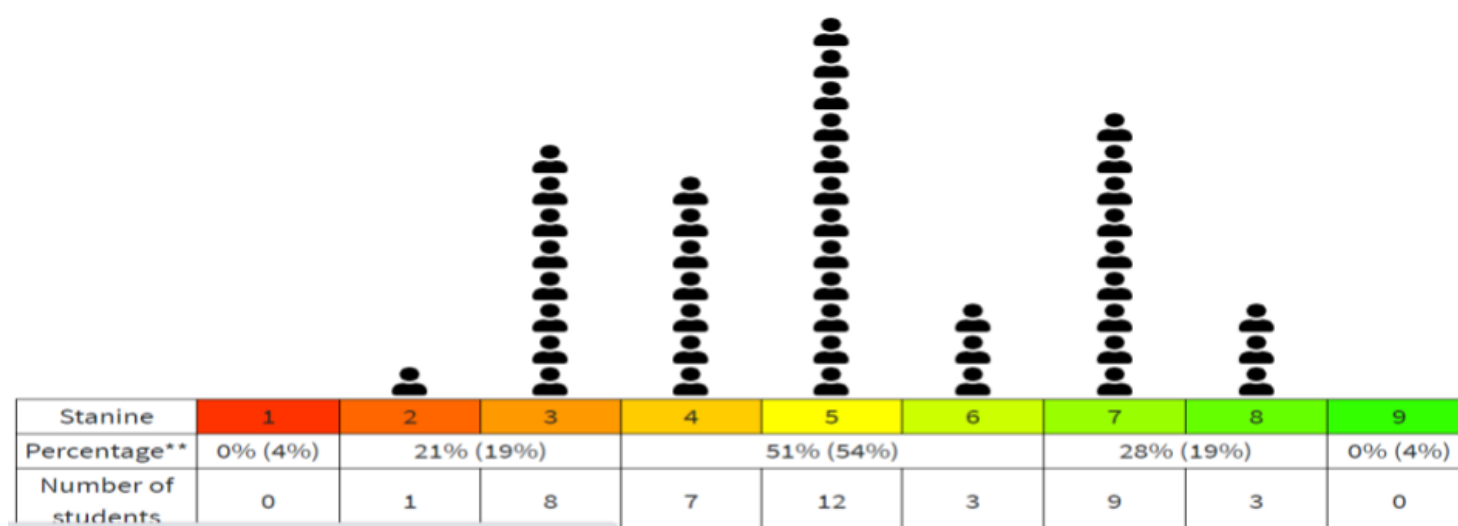


Bombay data shows that Bombay School's median mark slightly below that of both Kahui Ako and National data. We do have a larger number of students when compared with both the National Data and also that of the Kahui Ako who sit in the Upper Quartile.

When looking at the Stanine Graph it shows a number of students (15) who are sitting directly below the mean. These will need to have explicit teaching. The Year Four teachers have looked at the areas of weakness from these children so they ensure they are covering them before students get to Year Five.

Year Five: Maths Data

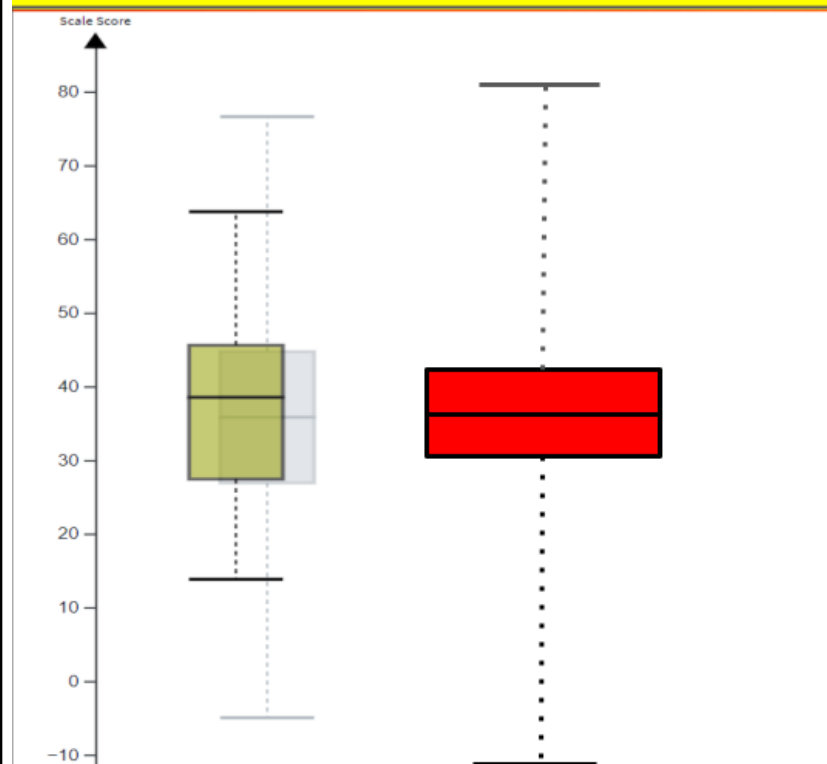
Number of Students (Completed)	Mean Stanine	Time of Year
43 / 43	5.1 (5)*	Term 1



assist.org.nz/reports/aggregated?startDate=2021-02-01&...

Year Five Reading Data

Bombay School Green
Kahui Ako Data Red
National Data Grey

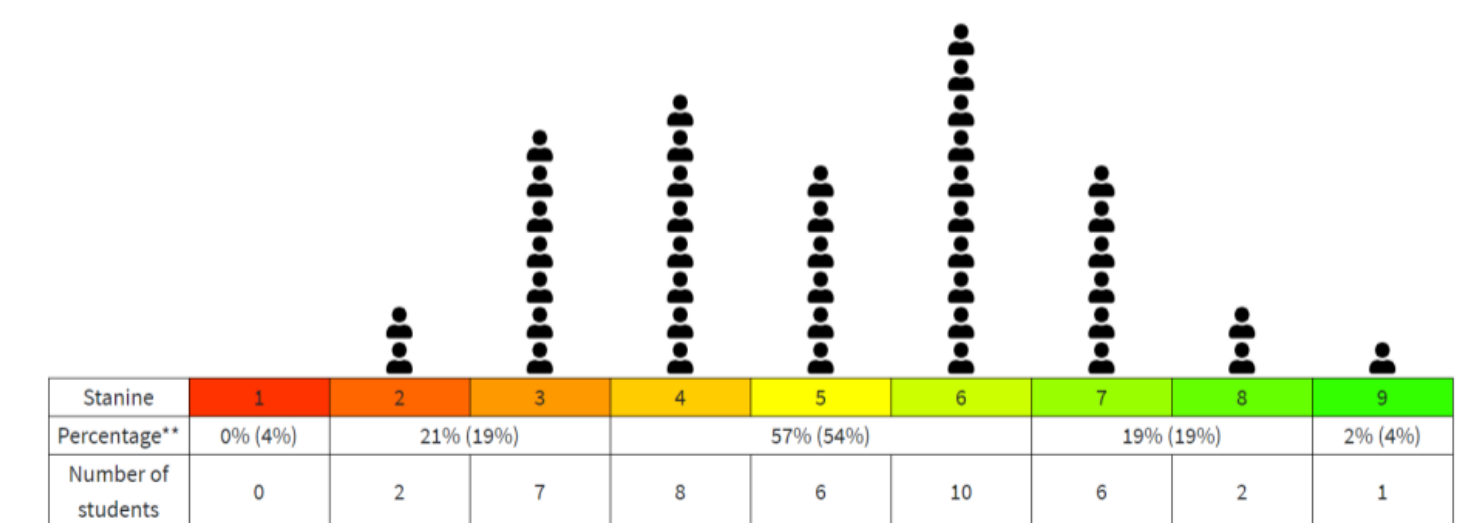


Bombay data shows that Bombay School's median mark is above that of both Kahui Ako and National data. Sadly we have a large number of students who sit in the Lower Quartile. Our outliers are not as great as either that of National or Kahui Ako data.

When looking at the Stanine Graph it again shows a number of students (15) who are sitting directly below the mean. These will need to have explicit teaching to help raise their achievement. The Year Four teachers have looked at the areas of weakness from these children so they ensure they are covering them before students get to Year Five.

Year Five: Reading Data

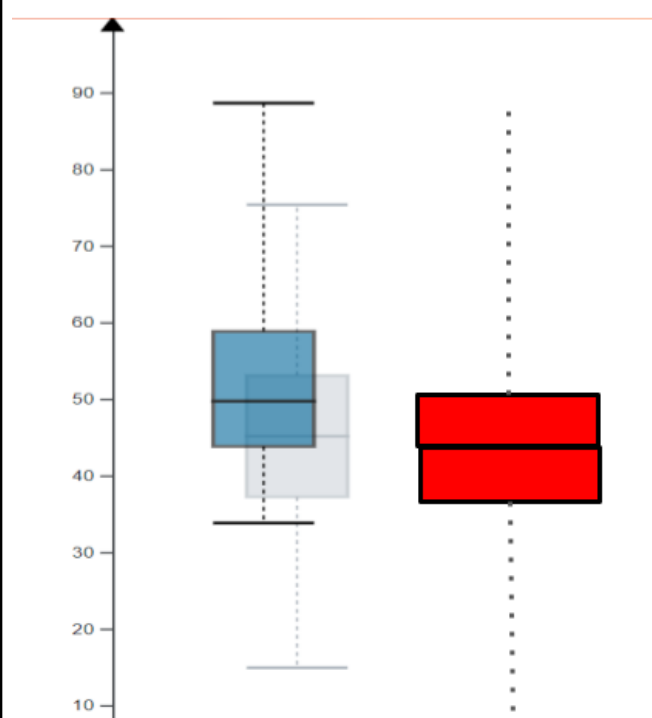
Number of Students (Completed)	Mean Stanine	Time of Year
42 / 42	5.1 (5)*	Term 1



Stanine Distribution (= 1 student)

Year Six Maths Data

Bombay School Blue
Kahui Ako Data Red
National Data Grey

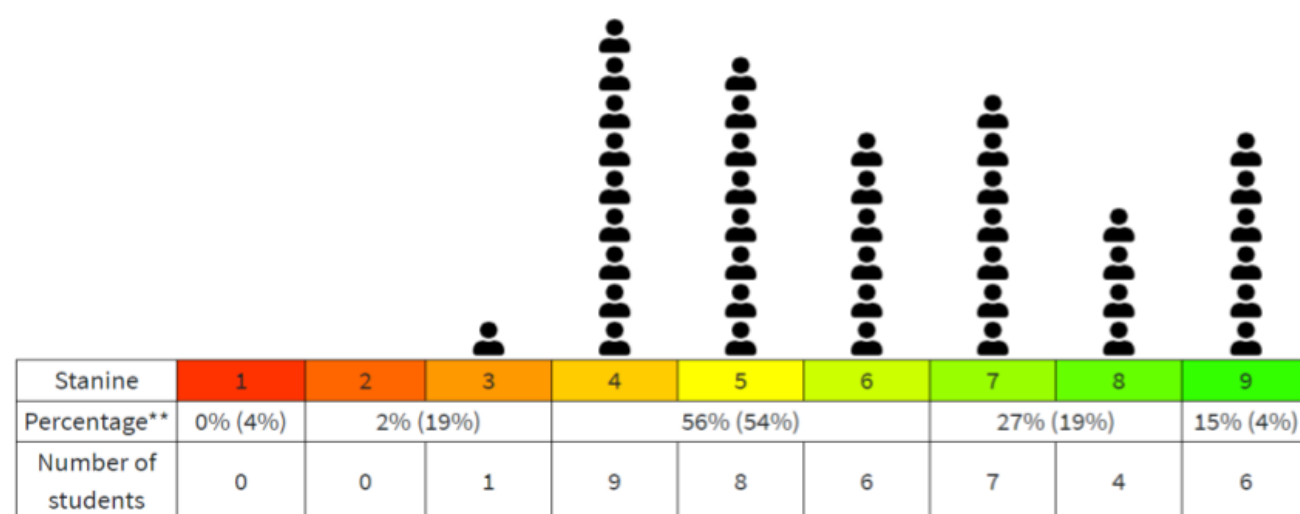


Bombay data shows that Bombay School's median mark is above that of both Kahui Ako and National data. A student at Bombay School scored the highest mark in both the Kahui Ako and in National data. Many of our students scored in the Upper Quartile.. These students all undertook the test for Year Sevens,. Our outliers are not as great as either that of National or Kahui Ako data.

When looking at the Stanine Graph there are a number who are close to Stanine Five (9). This has skewed the "bell curve". These will need to have explicit teaching to help raise their achievement.

Year Six Maths Data

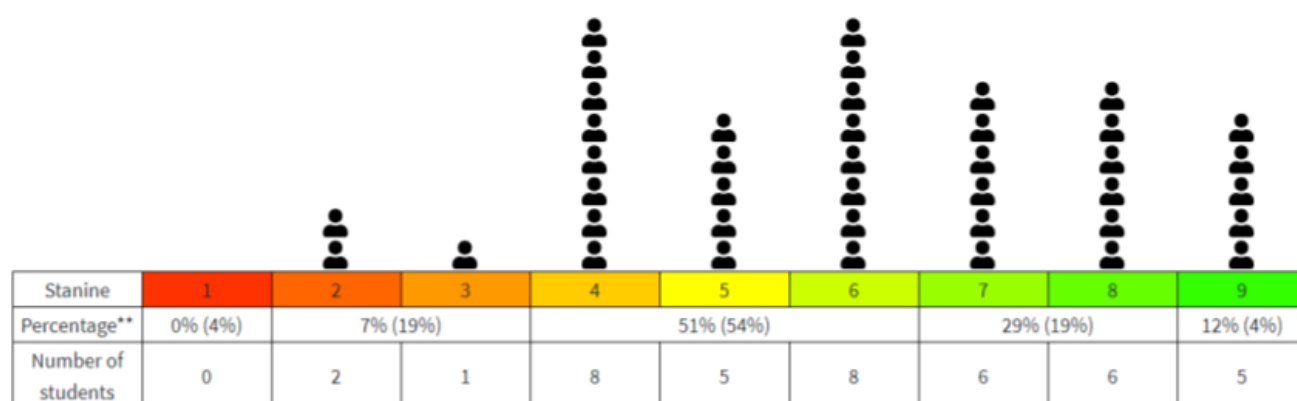
Number of Students (Completed)	Mean Stanine	Time of Year
41 / 41	6.1 (5)*	Term 1



Stanine Distribution (● = 1 student)

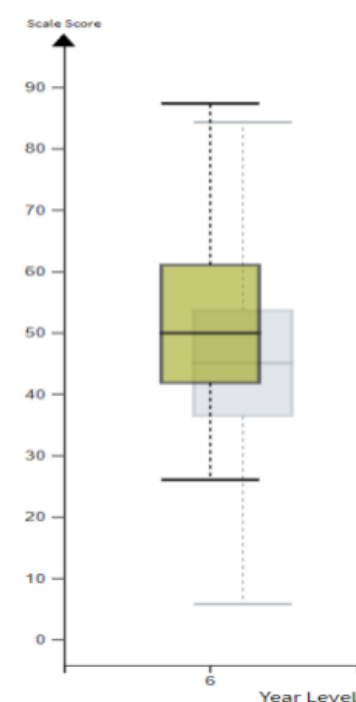
Year Six: Reading Data

Number of Students (Completed)	Mean Stanine	Time of Year
41 / 41	6.0 (5)*	Term 1



Stanine Distribution (● = 1 student)

Year Six: Reading Data



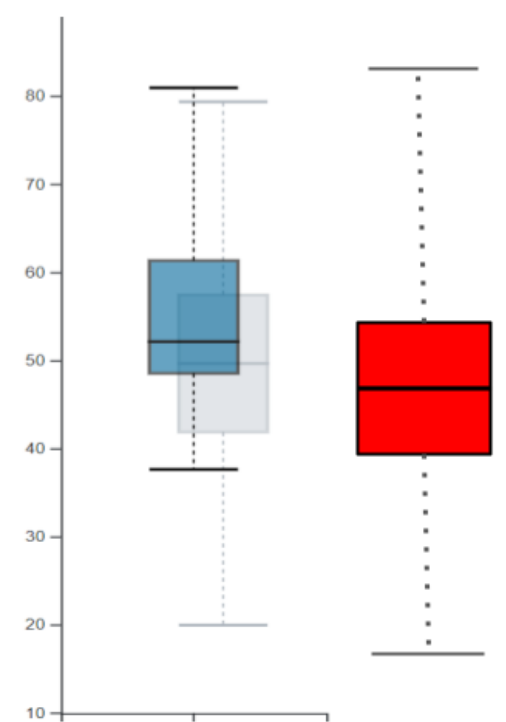
Bombay School Green
Kahui Ako Data Red
National Data Grey

Bombay data shows that Bombay School's median mark is above that of both Kahui Ako and National data. A student at Bombay School scored the highest mark in both the Kahui Ako and in National data. Many of our students scored in the Upper Quartile. These students all undertook the test for Year Sevens. Our outliers are not as great as either that of National or Kahui Ako data.

When looking at the Stanine Graph there are a number who are close to Stanine Five (8). This has skewed the "bell curve". These will need to have explicit teaching to help raise their achievement.

Year Seven: Maths Data

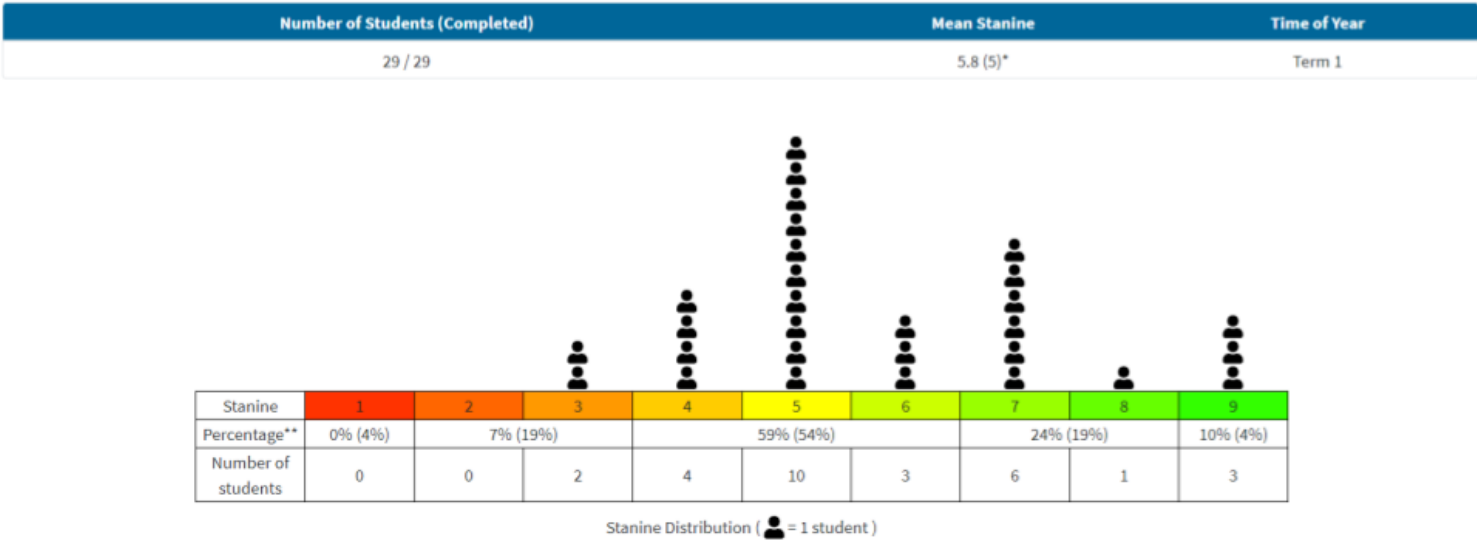
Bombay School Blue
Kahui Ako Data Red
National Data Grey



Bombay data shows that Bombay School's median mark is above that of both Kahui Ako and National data. Many of our students scored in the Upper Quartile. Our lowest scorer was well above both that of the Kahui Ako and also National Data.

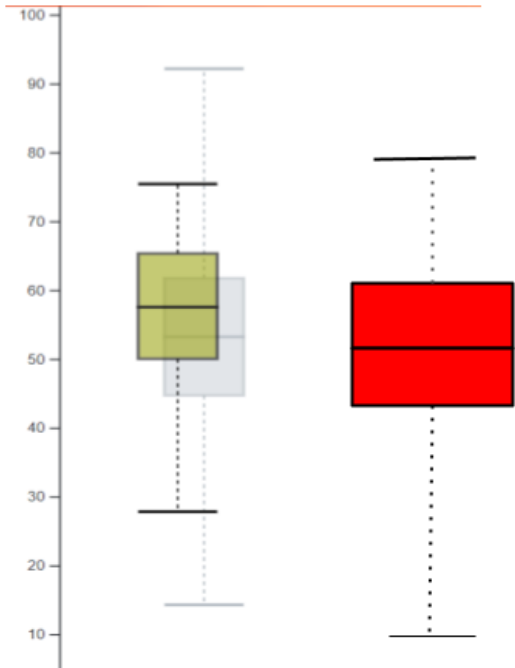
When looking at the Stanine Graph there are a small number who are close to Stanine Five (4). Year Six teachers have looked at the data to discover any weaknesses for those students moving into Year Seven.

Year Seven: Maths Data



Year Seven: Reading Data

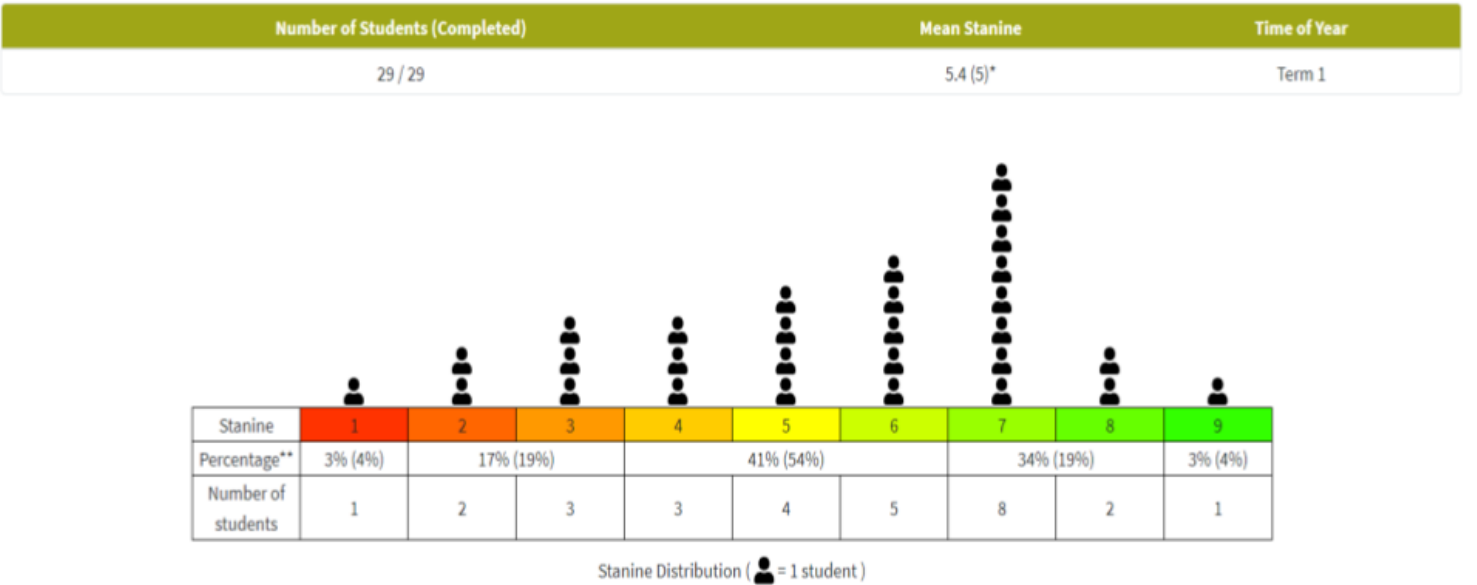
Bombay School Green
Kahui Ako Data Red
National Data Grey



Bombay data shows that Bombay School's median mark is above that of both Kahui Ako and National data. Many of our students scored in the Upper Quartile. Students were more evenly spread. Outliers however indicate that we have a long tail of lower scoring students. This is a concern but is not unexpected with this cohort of students. Seven of these students are boys and have all had a number of interventions during their time at school.

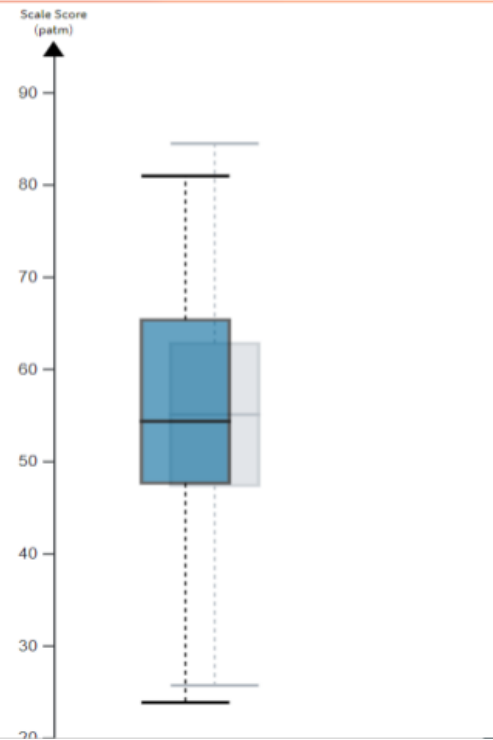
When looking at the Stanine Graph it shows clearly the students who are sitting below Stanine Five. These students are Targets and will need continued support with their reading. Year Six teachers have looked at the data to discover any weaknesses for those students moving into Year Seven. It also shows that the "Bell Curve" is skewed so that the upper point is above the mean.

Year Seven: Reading Data



Year Eight: Maths Data

Bombay School Blue
National Data Grey
Kahui Ako Data - None



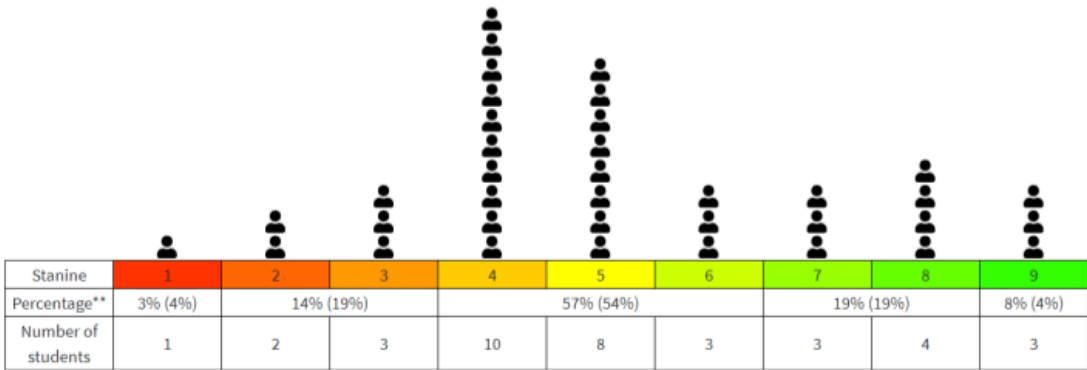
Unfortunately Pukekohe Intermediate would not supply their Year Eight data so there was no Kahui Ako data for this cohort.

Bombay data shows that Bombay School's median mark is slightly below that of the National data. Many of our students scored in the Upper Quartile, more so than that of National data. It also indicates that our students did not score as well as National data and were also some of the lowest scoring - indicated through outliers. This is a concern but is not unexpected with this cohort of students.

When looking at the Stanine Graph our "Bell Curve" is weighed at the lower end of the mean. We also tend to have a longer stretch through the upper levels.

Year Eight: Maths Data

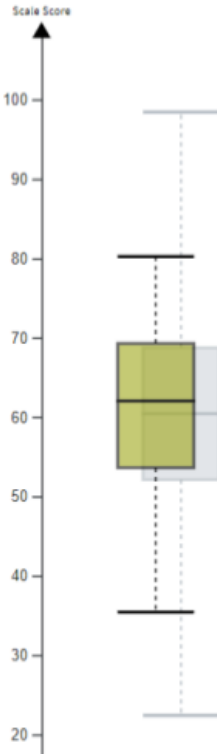
Number of Students (Completed)	Mean Stanine	Time of Year
37 / 37	5.2 (5)*	Term 1



Stanine Distribution (= 1 student)

Year Eight: Reading Data

Bombay School Green
National Data Grey
Kahui Ako Data - None



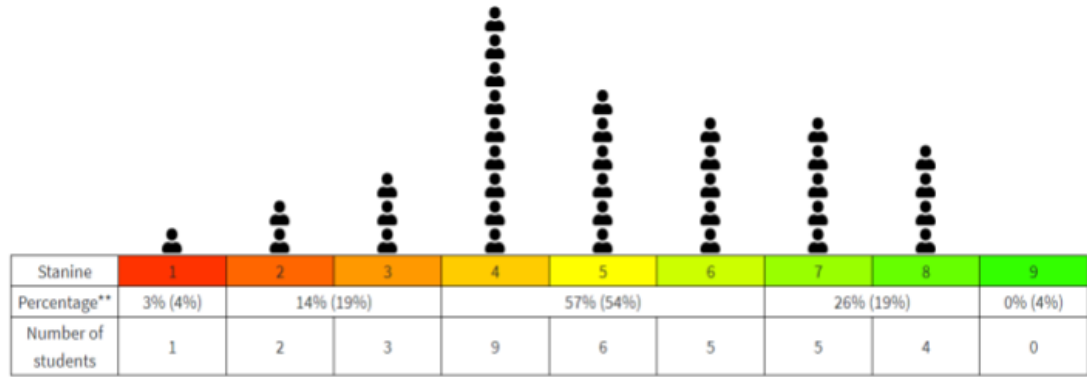
Unfortunately Pukekohe Intermediate would not supply their Year Eight data so there was no Kahui Ako data for this cohort.

Bombay data shows that Bombay School's median mark is slightly above that of the National data. It indicates that we were more heavily weighted in the lower quartile with a longer outlier in this this direction. It also indicates that our students did not score as well as National data. This is a concern but is not unexpected with this cohort of students. Teachers have looked through the data to find weaknesses and are addressing these in class.

When looking at the Stanine Graph our "Bell Curve" is weighed at the lower end of the mean. We also tend to have a longer stretch through the upper levels.

Year Eight: Reading Data

Number of Students (Completed)	Mean Stanine	Time of Year
35 / 35	5.1 (5)*	Term 1



Stanine Distribution (= 1 student)



[STRATEGIC SECTION 2021-2023](#)

STRATEGIC GOAL ONE: ALL STUDENTS TO READ AT AGE-APPROPRIATE LEVELS AFTER 3 YEARS OF ATTENDANCE AT BOMBAY SCHOOL.

2022 Reading Goal:

We aim to target the following groups of students for accelerated progress in 2022, as follows:

1. By the end of 2022, we will aim to have 100% of year one students reading, responding to and thinking critically about fiction and non-fiction texts at PM Level 12. We are targeting 28 students who are below/ well below pm level 12.

Result and Analysis of Variance. December 2022

3/28 students did not meet the required level 12. We suspect developmental delays and are working with those families.

5/28 reached level 11. They are one level below expectation.

1/28 has been diagnosed with ADHD. An RTLB is working with this student.

1/28 has high levels of absenteeism. Mr Petersen is working with the family.

18/28 students achieved at or above the set target of level 12.

2. We are targeting 9 Year 2 students. We would like them to be at PM level 17

Result and Analysis of Variance. December 2022

1/9 Diagnosed with global developmental delay and ADHD - will be medicated in 2023

1/9 New to Bombay School. High levels of absenteeism. Mr Petersen is working with the family.

1/9 Diagnosed with global developmental delay. Whanau'd to current family.

1/9 Reached level 15

3/9 went through reading recovery and exited at or above level 17.

2/9 Did not reach PM Level 17. They remain a focus and will go onto reading recovery in 2023

3. We are targeting 8 Year 3 students. We would like them to be @ PM 21

Result and Analysis of Variance. December 2022

1/ 8 is ESOL. We are confident that she will close the gaps. More time is needed.



STRATEGIC GOAL FIVE: COMMITMENT TO THE TREATY			
Our goal is to continue our learning journey in tikanga Maori and Te Reo Maori. We would like to ensure schoolwide commitment and school-wide consistency in delivery of agreed programmes and approaches.			
2022	2023	2024	Where to next
<div>1. Refer to the 2021 Action Plan (68 pages - too long to incorporate here.)</div> <div>2. Review class environments.</div> <div>3. Reviewed Kapa Haka Programme</div> <div>4. Build a relationship with COL Schools</div> <div>5. 4 Staff have completed Te Reo Maori Level1. We will encourage more to do so in 2021.</div> <div>6. Review Achievement Data</div> <div>7. Review Maori Student voice</div> <div>8. Review Maori parent/ whanau voice</div> <div>9. Promote school Wiata</div> <div>10. Promote school Haka</div> <div>11. Promote school waiata</div> <div>12. Participate in cultural festival</div> <div>13. Integrate Maori Reo in official school documents - start with daily notices and newsletter</div> <div>14. Appointed Kapa Haka Tutor</div> <div>15. Build a relationship with a new Kaumatua</div> <div>16. Foster Kahui Ako approaches & PD on cultural responsiveness</div> <div>17. All children to learn the waiata.</div> <div>18. Staff confidence and capability in using Te Reo - will need to be built up.</div> <div>19. Improved signage and artwork on buildings and in gardens that reflect tangata whenua</div> <div>20. Use EEO lense when employing more staff.</div>			

The journey thus far 2014-2021

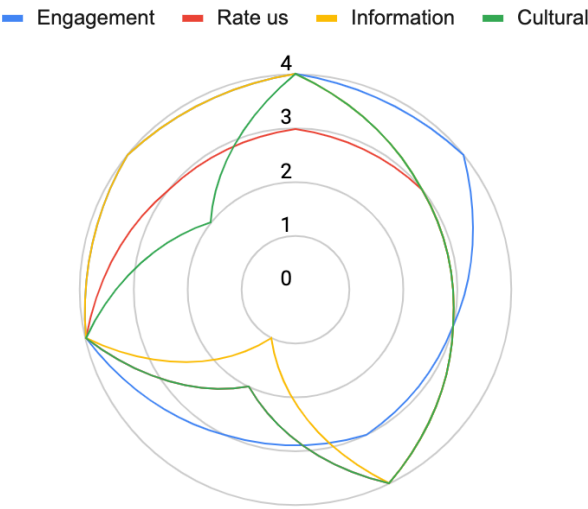
Summary

- Maori Student Engagement is high - See Bombay and Me survey Data
- The school remains a committed member of the Te Haurahi Cluster.
- BOT Self Review Tool for Maori cultural responsiveness. We are going to work through this tool for the September Meeting. Meanwhile, you can access the tool : [Click Here](#)
- We are committed to Te Haurahi Cluster : A cluster of Franklin schools focussed on Maori student engagement and achievement.
- Bombay Lions : The lions have close ties to the school (many of their grandchildren attend the school. They are involved with a wide range of school events e.g. Fun Run, Calf Club & Christmas Party)
- [School Kapa Haka Group](#) is open to all students to participate in. This aligns with our Te Haurahi goals. Kapa Haka is popular at our school.
- School Inquiry Learning Foci e.g. [Pasifika Unit](#) [Another example](#)
- Promoting student voice - through [kete](#) and [student surveys](#)
- Surveys parents [e.g. [Parent Tech Survey](#); [Parents Verbatim Comments - LwDT Survey](#)]
- PD on Maori Responsiveness (Paul & Jane attended Te Hautu)
- [Our charter goal aims to promote Maori enjoying and achieving education success](#) as [Maori](#)
- At Bombay School Maori whanau are engaged through surveys, huis and through invites to school events. We had the highest turnout of whanau to our Nga Pukerau concert in 2014. Our students visited the Marae in 2014 and have twice (2014 & 2015) performed for our local ECE - [VISIT TO LITTLE PIONEERS](#)
- Survey data, and anecdotal data from Maori whanau are presented to the board - where it is responded to. [Maori Parents](#)
- The board is aware of its duty to be representative and diverse. In 2016, closer to the triennial elections, the board will hold a hui, fono and general meeting in order to explain trusteeship to parents and to encourage them to stand for election.
- We have the following [evidence do we have that Maori](#) are enjoying and achieving educational success as Maori. }
- [The expectation of Maori success as Maori is written into job descriptions : Expectations 3.22 4.3 4.8 4.10](#)
- Maori achievement is focussed on in [charter](#) and [annual plan](#)
- School transitions for Maori students is part of a focus of this years BOT Self Review
- Funds are allocated for Productive partnerships with Maori (Te Haurahi).
- 14/09/15 - Powhiri Video uploaded to the website and App. All parents notified.
- Following our ERO review : We will implement a sequential Te Reo programme.

Developments to Dec 2020

- We surveyed Maori parents in 2018. Data from that survey indicated that Maori parents were satisfied with the school’s journey but that more could be done to reflect Maori culture in the day to day operation of the school.
- We resurveyed Maori parents in 2020 and we asked them the following questions:-
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Maori Responses



Key : 1 = Poor ; 2 =Adequate ; 3 = Good ; 4 = Excellent
 Blue : How engaged are your children at Bombay School?
 Red : Rate how well we are doing.
 Yellow : Rate how well the school is keeping you informed

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