# APPLICATION TO ESTABLISH

TE KŌPUKU HIGH

# AS A DESIGNATED CHARACTER SCHOOL

# UNDER SECTIONS 156 AND 156AA OF THE EDUCATION ACT 1989

1 May 2018

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## CONTENTS

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**EXECUTIVE SUMMARY** 3
**APPLICATION TO ESTABLISH AS A DESIGNATED CHARACTER** 4
**PART A** 5
**SECTION 1 – DETAILS ABOUT THE APPLICANT GROUP** 5
**SECTION 2 – DETAILS OF STUDENTS ATTENDING TE KŌUKU HIGH** 6
**SECTION 3 – CONSULTATION** 10
Formal Consultation 10
**SECTION 4 – COMPOSITION OF PROPOSED SCHOOL** 11
Year Levels at Te Kōpuku High 11
Likely Rolls at Each Level in Te Kōpuku High 11
Maximum Roll 11
**PART B**
**SECTION 5 – DESIGNATED CHARACTER OF TE KŌPUKU HIGH** 12
Te Nīkau 12
**PURPOSES AND GOALS** 12
Our Vision 12
New Schooling Option for Year 7 to 13 Māori Students in Hamilton City 13
Māori-medium Options in Hamilton City 13
**Blended Curriculum Framework** 13
**Demographics** 16
Iwi Data For Māori and Waikato/Tainui Language, Culture and Identity 16
Schooling Population for Waikato-Tainui Area 17
Schooling Population for Hamilton City 17
**Achievement and Engagement Data for Hamilton City** 17
Achievement Data for Māori in Hamilton City Using NCEA 2 18
Māori Stand Down, Suspension and Exclusion rates 18
Māori School Leavers for Hamilton City 19
Māori Student Appetite for Te Reo Māori Instruction in Hamilton Secondary Schools 19
**SECTION 6 – CURRICULUM MANAGEMENT** 21
Language Codes Approach to Learning 21
Instructional Programmes 22
Discourse for Literacy 22
Māori Literacy and Literacy for Māori 22
Approach to Literacy Teaching and Learning 22
Language Code Framework 23
Delivery of the Curriculum Across the Year Levels 24
Māori Language Proficiency 24

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| | |
|---|---|
| Project – Inquiry Based Approach | 25 |
| Assessment of Student Achievement and Evaluation of Student Progressions | 25 |
| Development of a Range of Rubrics | 26 |
| Relationships and Teaching Methods | 27 |
| Tailored Teaching and Learning Programmes | 28 |
| Integrated Assessment | 28 |
| Qualifications of Te Kōpuku High | 29 |
| Improving Student Engagement | 29 |
| Te Kōpuku High's Performance Objectives and Measures | 30 |
| Promoting High Levels of Attendance | 31 |
| Use of External Providers | 33 |
| Reporting on School Performance | 35 |
| Evaluating the Effectiveness of School Learning Programmes | 35 |
| Reporting on Student Progress | 35 |
| Identifying Barriers to Learning | 36 |
| Provision of Guidance and Counselling | 36 |
| Providing for the Physical and Emotional Safety of Students | 36 |
| Outcomes for Students | 36 |
| **SECTION 7 – PROPERTY PROVISION** | **37** |
| **TE KŌPUKU HIGH SCHOOL AREA ENTITLEMENT** | **37** |
| Location of Te Kōpuku High | 37 |
| **SECTION 8 GOVERNANCE AND MANAGEMENT** | **38** |
| Governance | 38 |
| Qualifications and Experience of Current Board | 38 |
| Whānau – School Partnerships | 39 |
| Personnel Management | 39 |
| Staffing Entitlement | 40 |
| Desirable Qualities and Experience of Staff | 40 |
| Staff Quality | 41 |
| Teacher Assessment and Appraisal | 41 |
| **Financial Management** | **43** |
| Operational Funding | 43 |
| Financial Policies and Systems | 43 |
| **APPENDICES** | **44** |


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# EXECUTIVE SUMMARY

## Te Kōpuku High's Characteristics

- A unique student-centric localised curriculum framework.
- Introduction of a late immersion bilingual programme into the English-medium pipeline as a new schooling option for Hamilton City.
- Only school in Hamilton catering specifically for year 7- 13 Māori learners
- Language Codes Framework™ as a unique approach to enabling students to readily access all areas of the NZC and Te Marautanga o Aotearoa with an emphasis on STEM subjects.
- Digital technology fully integrated into the teaching and learning programme
- Active consultation with students and incorporation of their ideas into the original proposal including input into managing student behaviour, the school calendar and timetable.
- Educational and industry partnerships initiated with key organisations that can co-deliver curriculum content.

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# APPLICATION TO ESTABLISH AS A DESIGNATED CHARACTER

## Name of School

Te Kōpuku High is applying to establish as a designated character school under sections 156 and 156 AA of the Education Act 1989.

## Date of Application

1 May 2018

## Declaration

I hereby declare that all information provided in this application is true and accurate.

Signed on behalf of applicants by

..... (Print name)

..... (Signature)

Chairperson of the Sponsor Group, Kia Ata Mai Educational Trust

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# PART A

## SECTION 1 – DETAILS ABOUT THE APPLICANT GROUP

**Name of Applicant Group:** Te Kōpuku High

**Contact person:** Cath Rau

**Position:** Chairperson, Kia Ata Mai Educational Trust

Address: [redacted]

**Mobile number** [redacted] S9(2)(a) OIA

**Email address:** cath@kiaatamai.org

**Key Members or Office Holders**

**Name:** Robyn Hata-Gage

**Position**: Trustee, Kia Ata Mai Educational Trust

**Address:** [redacted]

**Phone No:** [redacted] S9(2)(a) OIA

**Name:** Sharyn Harawira

**Position:** Trustee, Kia Ata Mai Educational Trust

**Address:** [redacted]

**Phone No:** [redacted] S9(2)(a) OIA

Four following pages of student names and details deleted under S9(2)(a) OIA

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| YR | First Name | Last Name | D.O.B | Parents/ Caregivers | Address |
|---|---|---|---|---|---|
| [redacted] | | | | | |

S9(2)(a) OIA

## SECTION 3 – CONSULTATION

### Formal Consultation

Te Kōpuku High has not formally consulted with Hamilton schools whose rolls may be affected by the establishment of our school as a s.156 designated character school noting that:

- The school has already been in operation since the start of the 2017 school year
- The lead up time available to organise consultation hui with affected schools has been limited

The table below shows the Hamilton suburbs and Waikato towns where students, who attend Te Kōpuku High, reside. In 2018, the school enrolled students from 36 contributing schools. See Table 2.

Table 2. Hamilton suburbs and Waikato towns where students reside

| Hamilton Suburbs | Waikato North | Waikato South | Waikato West | Waikato East |
|---|---|---|---|---|
| • Chartwell<br>• Claudelands<br>• Deanwell<br>• Dinsdale<br>• Enderley<br>• Fairfield<br>• Fairview Downs<br>• Forest Lake<br>• Frankton<br>• Glenview<br>• Grandview Heights<br>• Hamilton East<br>• Hillcrest<br>• Maeroa<br>• Melville<br>• Nawton<br>• Pukete<br>• Rotokauri<br>• Rototuna<br>• St Andrews<br>• Templeview | • Gordonton<br>• Horotiu<br>• Huntly<br>• Ngaruawahia<br>• Taupiri | • Cambridge<br>• Ohaupo<br>• Otorohanga<br>• Te Awamutu | • Raglan<br>• Te Kowhai<br>• Whatawhata | • Morrinsville<br>• Newstead |

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# SECTION 4 – COMPOSITION OF PROPOSED SCHOOL

## (a) Year levels at Te Kōpuku High

In 2018, Te Kōpuku High enrolled a total of 162 learners.

- 40 - Year 7
- 48 – Year 8
- 37 – Year 9
- 37 – Year 10

## (b) Likely rolls at each level in Te Kōpuku High

Te Kōpuku High is planning to expand by 50 learners each year and we expect to meet our maximum roll by 2021. The school will cater for Year 7 to 13 students. The current waiting list for 2018 is 50 students and we expect similar in 2019. See Table 3 to 6.

Table 3. 2018 - First year of operation (Years 7 – 10) - Total roll: 162

| Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13+ |
|---|---|---|---|---|---|---|
| 40 | 48 | 37 | 37 | | | |

Table 4. 2019 - Second year of operation (Years 7 – 11) - Total roll: 212

| Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13+ |
|---|---|---|---|---|---|---|
| 50 | 40 | 48 | 37 | 37 | | |

Table 5. 2020 - Third year of operation (Years 7 – 12) - Total roll: 262

| Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13+ |
|---|---|---|---|---|---|---|
| 50 | 50 | 40 | 48 | 37 | 37 | |

Table 6. 2021 - Fourth year of operation (Years 7 – 13) - Total roll: 312

| Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13+ |
|---|---|---|---|---|---|---|
| 50 | 50 | 50 | 40 | 48 | 37 | 37 |

## (c) Maximum Roll

Under Section 156(8) the Secretary for Education must specify a maximum roll for your school. Once agreed on, this number may not be exceeded, though the Ministry would consider an application for an increase.

Te Kōpuku High believes that an appropriate maximum roll for our school is 312.

# PART B

This part is to be completed by providing written information and attaching it to the application form. The material you provide in this section is a commitment and a standard of reference against which your school's performance can be assessed once the school is in operation. The Ministry will provide this information to the Education Review Office in order to provide a clear focus for future reviews.

Please refer to Appendix 1, the ERO readiness review completed in March 2017. The final readiness review is scheduled for the week beginning 21 May 2018.

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# SECTION 5 – DESIGNATED CHARACTER OF TE KŌPUKU HIGH

## Te Nikau

Te Nīkau™ provides the foundation for our unique localised curriculum approach that aligns with the New Zealand Curriculum and Te Marautanga o Aotearoa. It is an important reference point for articulating curriculum content and delivery of our teaching and learning programme, approaches to student achievement and engagement, relationships and interactions, policies and governance and management (operational) structures.

Te Nīkau™ is the inspiration for the name of the school - Te Kōpuku (the crown-shaft) represents the community of care and a culture of the highest expectations for success that will envelop the student while under our care.

Te Nīkau™ is a metaphor for the student and provides the rationale for our student-centric approach to schooling that seeks to cater for priority Māori learners in Years 7 to 13.

# PURPOSES AND GOALS

## Our Vision

To develop a generation of Māori students with the self-belief that as Māori, they are capable of designing innovative, sustainable futures for themselves, their communities and the world.
*Kia rite ki te hua o te nīkau*

Our mission is to support students to realise their greatness
*He uri koe nō te hunga Atua, nōu te ao*

Disproportionate numbers of Māori students currently enrolled in English-medium programmes in Hamilton City are not experiencing the success that they are both capable of and entitled to. This is reflected in:

- Poor academic achievement on national measures
- High rates of expulsion and stand downs
- High rates of truancy

## New Schooling Option for Year 7 to 13 Māori Students in Hamilton City

Te Kōpuku High is seeking to establish as a Designated Character school in Hamilton City that targets Māori learners in English-medium education who are not achieving their 'greatness'.

Te Kōpuku High seeks to offer a level 2, late immersion-bilingual kaupapa Māori programme for Māori year 7 to 13+ students, with an emphasis on literacy/te reo matatini contextualised through Science Technology Engineering the Arts and Mathematics (STEAM) using a projects-based approach.

### Māori-medium Options in Hamilton City

The Hamilton City education system comprises 44 state schools, 9 integrated schools, 3 private schools and 2 special schools catering for year 1 to 13+ students.

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Nine of the 44 state schools offer either level 1 and or level 2 immersion in Māori programmes. These options are currently not available in the fourteen remaining schools classified as either integrated, private or special schools. Te Kōpuku High is currently the only Partnership School in the city, and upon successful application as a Designated Character School, would bring the total number of state schools to 45.

**Māori medium options for Year 1 to 6 students**[1]

- One mainstream school (Forest Lake) offers a level 1 immersion programme
- One mainstream school (Knighton Normal) offers a level 2 immersion programme
- One mainstream school (Nawton Primary School) offers level 1 and 2 immersion programmes

**Māori medium options for Year 1 to 8 students**

- Three kura (Te KKM o Te Ara Rima, Te KKM o Tōku Māpihi Maurea and te Amorangi o Whakawātea) offer level 1 total immersion in Māori programmes for year 1 - 8 students

**Māori medium options for Year 7 to 8 students**

- Two mainstream schools (Peachgrove Intermediate and Maeroa Intermediate) offer level 2 immersion programmes

**Māori medium options for Year 9 to 13+ students**

- One Māori medium secondary school (Tai Wānanga), offers a level 2 immersion programme
- One secondary school (Ngā Taiātea), offers a level 1 immersion programme

According to the Ministry of Education there is growing demand for more Māori medium options and that the majority of schools in Hamilton offering level 1 or 2 immersion programmes are already at capacity[2].

## Blended Curriculum Framework

Our learning programme will be delivered bilingually in English and Māori, so we are proposing a based Te Nīkau curriculum framework™ which is a blend or re-expression of both NZC and Te Marautanga o Aotearoa..

In Te Nīkau™, the parts and characteristics of the nīkau are a symbolic representation of the student. They also provide the reference point for rationalising our particular student-centric approach to programme design and delivery. Te Nīkau™ has been used to map the five key competencies in NZC and the five Mātāpono Whānui (Overarching Principles) in TMoA in Figure 1 below:

Figure 1: Te Nīkau™ characteristics and applications to the student, the programme and the national curricula

| **Te Kākano nō Rangiātea**<br>The nīkau is the only palm indigenous to Aotearoa | | |
|---|---|---|
| This speaks to the uniqueness, distinctiveness and indigeneity of the student. It also represents the importance of language, culture, and identity | | |
| **Application to the curriculum and instructional programme** | **Rationale** | **Link to key competencies (NZC) and Ngā Mātāpono Whānui (TMoA)** |
| A strong and unwavering sense of hapū/iwi identity will be developed as required and maintained with and for each student as both a prerequisite and corequisite to their engagement in a formal 'learning/ academic' programme | Students' wellbeing is strongly influenced by a clear sense of identity and access and exposure to their own language and culture. Students do better in education when what and how they learn reflects and positively reinforces where they come from, what they | *Ko te ākonga te pūtake o te ao*<br><br>Participating and contributing |

[1] Retrieved 1 May 2018 from Education Counts http://www.educationcounts.govt.nz/find-school/schools?district=16&region=3
[2] Ministry of Education (Hamilton Office) Private Communication 12 April 2018



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| | | |
|---|---|---|
| | value and what they already know. (Ministry of Education. 2013) | |
| Primacy will be given to ensuring high levels of literacy/language /te reo matatini achievement through the Language Codes Framework™ This in turn will better ensure students have the capability (resources) to engage critically with mathematical, technological, scientific, and environmentally conscious thinking behaviour and problem solving | Using language, symbols, and texts is about working with and making meaning of the codes in which knowledge is expressed. Languages and symbols are systems for representing and communicating information, experiences, and ideas. People use languages and symbols to produce texts of all kinds: written, oral/aural, and visual; informative and imaginative; informal and formal; mathematical, scientific, and technological. Students who are competent users of language, symbols, and texts can interpret and use words, number, images, movement, metaphor, and technologies in a range of contexts (NZC. p.12)<br><br>*Ko te reo Māori te kākahu o te whakaaro, te huarahi i te ao tūroa (Tā Hemi Henare, 1984.)*<br><br>*Kia mārama anō ia [te ākonga] i ahu mai te mātauranga i ngā kōrero ā waha, ā tuhi, ā ipurangi hoki (TMoA. p.13)* | Using language, symbols and text<br><br>Thinking<br>*Kia eke te ākonga ki tōna taumata* |

**Ngā Rawa**
The nīkau traditionally was a rich source of food, shelter, materials and provided remedies for ailments.

This reminds us of the wealth of resources in the student's environment, (natural resources) and community, (human resources)

| Application to the curriculum and instructional programme | Rationale | Link to key competencies (NZC) and Ngā Mātāpono Whānui (TMoA) |
|---|---|---|
| Judicious selections and choices will be made to ensure students access the right resources at the right time for richer student centric learning. A strong emphasis will be placed on minimising the negative impact of resource consumption on the environment.<br>We will form strategic partnerships locally, nationally and internationally to broaden learning/life experiences. | Values to be encouraged, modelled and explored include encouraging students to value ecological sustainability, which includes care for the environment (NZC. p. 10).<br><br>*Māku anō e hanga tōku nei whare. Ko te tāhuhu he hīnau ko ngā poupou he māhoe, patatē. Me whakatupu ki te hua o te rengarenga, me whakapakari ki te hua o te kawariki.' Kiingi Taawhiao)* | *Ko te oranga taiao, he oranga tangata*<br><br>Participating and contributing |

**Te Urupuia**
Often found growing in groves

This reflects the desire of the ākonga to be part of a caring community and represents the responsibility of the community to 'nurture and care' for the ākonga as a joint responsibility

| Application to the curriculum and instructional programme | Rationale | Link to key competencies (NZC) and Ngā Mātāpono Whānui (TMoA) |
|---|---|---|
| Whanaungatanga (healthy relationships and interaction of whānau, students and teachers, is a necessary condition for the school and is expressed via the principles of aroha (love and respect), manaaki (caring), kotahitanga (unified sense of purpose) and mahitahi (working collaboratively) | Strong engagement and contribution from parents, families and whānau, hapū, iwi, Māori organisations, communities and businesses are a critical element of Māori realising their inherent potential. (Ministry of Education. 2013. p. 11).<br><br>*Me whakawhānui ngā wāhi ako ki ngā marae, ki ngā taiao rerekē o te rohe, o te rohe whānui. (TMoA. p. 14)* | Participating and contributing<br><br>*Me mahi tahi te kura, te whānau, te hapū, te iwi me te hāpori*<br><br>*Kia pūmau te ākonga ki a ia anō* |

**Te Kāhiwi**

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The trunk, and the bands or scars on the trunk left as the nīkau grows and sheds leaves

The bands represent whakapapa, acknowledging that students have inherited gifts, talent, characteristics and qualities. The bands also represent the developmental phases of the ākonga as well as their past experiences and how these have contributed to and shaped the student. The connection to Papatūānuku represents conditions or resources necessary for growth and development as well as tūrangawaewae (belonging).

| Application to the curriculum and instructional programme | Rationale | Link to key competencies (NZC) and Ngā Mātāpono Whānui (TMoA) |
|---|---|---|
| Emphasis will be placed on supporting the student to understand 'their place in the world' - and the positive contributions the individual can make locally, nationally and globally for collective wellbeing for a sustainable future | Traditional Māori knowledge includes elaborate genealogies about the world… These interlink to form a grand fabric, in which all things are interrelated, and all are descended from the children of Ranginui and Papatuānuku… Whakapapa allows people to locate themselves in the world, both figuratively and in relation to their human ancestors (The Crown, 2010. p. 47) | *Kia pūmau te ākonga ki a ia anō*<br><br>*Kia eke te ākonga ki tōna taumata*<br><br>Relating to others<br>Thinking |

## Te Kōpuku

The crown shaft - the bulbous form from which the leaves emerge

The crown shaft is a representation of significant people, groups, organisations (kaiako, friends, etc. with whānau, hapū/iwi at the core as the constant) who shape the learning and life experiences of the ākonga. Some of these 'individuals and groups have a temporary influence on the ākonga and move out of the ākonga's sphere of influence over time, much like the outer leaves as they separate and drop off the palm.

| Application to the curriculum and instructional programme | Rationale | Link to key competencies (NZC) and Ngā Mātāpono Whānui (TMoA) |
|---|---|---|
| There is a wealth of expertise in the local and wider community that we would expose students to and our 'agile' curriculum will accommodate this<br><br>The preference is for Te Kōpuku High to be located in an area with easy access to natural resources that will enable curriculum themes such as whenua (land), food (kai) and (wai) water to be utilised for STEM based projects<br><br>It would also be an advantage if the school is in or near an industrial/business site and build strategic relationships that may lead to work experience and/or internships for years 10 -13 starting in 2020 | The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whānau, and communities (NZC. p. 9) | Participating and contributing<br><br>*Ko te ākonga te pūtake o te ako*<br>*Me mahi tahi te kura, te whānau, te hapū, te iwi me te hāpori* |

## Ngā Tētē, Ngā Rau

The fronds/leaves

The fronds represent the many facets of the students including his/her disposition, interests, passions, talents, learning styles etc. Many of these overlap and are 'fused' as can be seen in the lattice type arrangement of the nīkau foliage

| Application to the curriculum and instructional programme | Rationale | Link to key competencies (NZC) and Ngā Mātāpono Whānui (TMoA) |
|---|---|---|
| A personalised learning programme will be designed with each student and their whānau.<br><br>Technology and digital learning will be used to enable and support learning. | "The idea of 'personalising learning' calls for reversing the 'logic' of education systems so that the system is built around the learner, rather than the learner being required to fit the system" (Bolstad et al. 2002. p. 3).<br>*He rerekē, he ahurei hoki ngā huarahi ako o tēnā ākonga, o tēnā ākonga.* (TMoA p. 14).<br><br>Schools should explore not only how ICT can supplement traditional ways of teaching but | *Ko te ākonga te pūtake o te ako*<br><br>*Kia eke te ākonga ki tōna taumata*<br><br>Managing self<br><br>Thinking |



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| | | |
|---|---|---|
| | also how it can open up new and different ways of learning. (NZC. p.36).<br><br>*Ko te ako-e ko ngā akoranga ka whakatenatenatia, ka tautokona rānei mā ngā hangarau mōhiohio me ngā hangarau whakawhitiwhiti.* (TMoA. p.15). | Using language symbols and texts |

**Ngā Hua**
The fruits/berries

The appearance of the fruit/berries are an indication that the nīkau has been enjoying optimal growing conditions (sun, nutrients from the soil, water etc). Likewise, they symbolise the overall state of 'health' of the student (ā hinengaro, ā tinana, ā wairua).

| Application to the curriculum and instructional programme | Rationale | Link to key competencies (NZC) and Ngā Mātāpono Whānui (TMoA) |
|---|---|---|
| Health and wellbeing will play an important part in the school with an emphasis on self- awareness, nutrition, fitness, an understanding of contributors and responses to offsetting negative health statistics for Māori.<br><br>Tied in with personal health and wellbeing, is the health and wellbeing of the environment. Water (wai), food/sustenance (kai) and the land (whenua) are of practical and cultural significance. The health and sustainability of these resources will be the centre of inquiry that draws on the disciplines of science, technology, engineering and mathematics. | 'A successful education therefore is one that lays down the groundwork for a healthy lifestyle and a career with an income adequate enough to provide a high standard of living' (Durie. 2003. p. 200).<br><br>Three basic principles should guide management of the environment:<br>• Humankind's contribution is to enhance and maintain the life-support systems of Papa-tū-ā-nuku<br>• People should treat Papa-tū-ā-nuku with love and respect in recognition of her life-supporting function, her role in the creation of the natural world and her place in our own whakapapa<br>• We do not own Papa-tū-ā-nuku but are recipients and therefore stewards of the natural environment. (Marsden. 2011). | *Kia eke te ākonga ki tōna taumata*<br><br>*Ko te oranga taiao, he oranga tangata*<br><br>Managing self |

# Demographics

## Iwi Data for Māori and Waikato/Tainui Language, Culture and Identity

Hamilton City is located in the Waikato-Tainui tribal area where Ngaati Wairere and Ngaati Maahanga are the recognised primary sub-tribes (hapuu) and mana whenua.

- 24.3% tribal members affiliate to Waikato/Tainui
- The majority of Māori residing in Hamilton are from iwi other than Waikato/Tainui.

According to the 2013 census:

- Most Māori adults, i.e. 80% are able to identify their tribal affiliations.
- Seventy-one percent know their ancestral tribal gathering place (marae).
- Knowledge of other identity markers (such as ancestral canoe, ancestor, mountains, waterways) ranges from 52% to 58%.
- Of the 371,000 Māori adults who knew their ancestral marae, 77% thought of it as the place where 'they belonged' (their tūrangawaewae).

Waikato-Tainui data in 2015 shows:

- 70% of Waikato-Tainui members know their whakapapa and are currently connected to their marae.

The most recent census data indicate:

- A decline in the number and percentage of Māori speakers of the Māori language from 25% in 2001 to 21% in 2013.

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- One in 5 Māori self reported they were able to hold a conversation about everyday things in the Māori language.
- 30% of Waikato-Tainui tribal members consider themselves fluent speakers.

### Schooling population for Waikato Tainui area[3]

- Māori medium schools (levels 1 & 2) in the Waikato-Tainui rohe make up 42% of all Māori medium schools in Aotearoa.
- Māori medium students (levels 1 & 2, all ethnicities) in the Waikato-Tainui rohe make up 23.8% of all Māori medium students in Aotearoa.
- From 2012 to 2017 the total number of students (all ethnicities) in Māori medium schooling in the Waikato-Tainui rohe increased from 3,921 to 4,626
- Māori medium students represent 3.4% of total numbers of all students in the Waikato-Tainui rohe.
- 97.8% of students attending Māori medium schooling in Waikato-Tainui are Māori (4,626 Māori students in 2017)
- 7% of Māori students in the Waikato-Tainui rohe attend English medium schools where the curriculum is taught in Māori between 3 to 12.5 hours a week (levels 3 & 4a).
- 27% of Māori students in the Waikato-Tainui rohe attend English medium schools where the curriculum is taught in as a separate subject for 3 hours or less (levels 4b & 5).
- Approximately half (51%, or 16,254) of all Māori students in the Waikato-Tainui rohe attend schools where there is 'taha Māori' ie. there are only some words, greetings or songs in their school curriculum (level 6).

### Schooling population for Hamilton City

The schooling population for Hamilton City in 2017[4] totalled 31, 619, students 9,869 or 31% of whom were Māori. The Ministry of Education advises[5] that

- Māori students make up 31% of the total number of students in Hamilton City. This is likely to increase as the population of Hamilton City continues to grow and where large levels of development are planned for the city.
- As at 31 July 2017, there were 9,869 Māori students out of a total 31,619 students attending schools in Hamilton City. This is higher than the national average of 24% where 184,334 Māori students out of a total 783,949 students.
- There is growing demand for more Māori medium options.
- The majority of schools in Hamilton City offering Māori medium at Level 1 or 2 are currently at capacity.

## Achievement and engagement data for Hamilton City

Achievement and engagement data shows that Māori students are being significantly underserved by the current education system in Hamilton.

### Achievement Data for Māori in Hamilton City using National Standards

Māori (and Pasifika) students in English medium schools in Hamilton city experienced lower academic achievement on national standards than every other ethnic group. See Table 7.

Table 7: 2016 National Standards (NS) achievement data by ethnicity for Hamilton City

[3] Draft He Piko He Taniwha: Te Mātārere o te Reo. A Report on the Future of the Māori language for Waikato-Tainui Rohe to 2038.
[4] Retreived 1 May 2018 from Education Counts https://www.educationcounts.govt.nz/know-your-region/territorial-authority/territorial-authority-summary?region=3&district=16
[5] Term 3 results are reported here as we identified reliability and validity issues with our term 4 results



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| Learning strands | Te Kōpuku High Term 3 2017 | % Maori | % Pasifika | % Asian | % European/ Pākehā |
|---|---|---|---|---|---|
| Reading | 65.2% | 63.2% | 60.1% | 76.3% | 81.9% |
| Writing | 53.1% | 52.8% | 52.1% | 70.7% | 71.0% |
| Mathematics | 77.4% | 59.1% | 55.7% | 81.1% | 78.% |

Te Kōpuku High results for 2017 (the first year we were able to generate achievement data) are reported here as an indication only, noting that the most recent data in the remainder of the table was sourced for the 2016 year. In our first year of operation, our reading and writing results were similar to the national results for Māori while the mathematics results are a close match to European/Pākehā students who were the second most successful ethnic group in this learning area.

## Achievement Data for Māori in Hamilton City using NCEA 2

The achievement rates of Māori students in Hamilton City for NCEA 2 are lower than every other ethnic group while only marginally so when compared to Pasifika students. See Table 8.

Table 8: 2016 18 year olds with NCEA 2 or equivalent by ethnicity for Hamilton City[5]

| % Maori | % Pasifika | % Asian | % European/ Pākehā |
|---|---|---|---|
| 76.1 | 77.6 | 91.8 | 91.3% |

## Māori Stand Down, Suspension and Exclusion Rates for Hamilton City

According to the most recent data on Education Counts, Māori students in Hamilton city schools experience much higher rates of stand downs, suspensions and exclusions than any other ethnic group. See Table 9.

Table 9: 2015 stand-down, expulsion and exclusion rates by ethnicity for Hamilton City

| | Māori | Pasifika | Asian | European | Other |
|---|---|---|---|---|---|
| | Age-standardised rate per 1,000 students | | | | |
| **Stand downs** | 55.3 | 18.5 | 2.1 | 16.0 | 12.4 |
| **Suspensions** | 9.2 | 4.9 | 0.0 | 1.9 | 1.2 |
| **Exclusions** | 3.9 | 1.4 | 0.0 | 0.4 | 0.0 |

The Hamilton City rates for Māori are significantly higher than the national rates for stand downs (55.3 compared to 20.6), suspensions (9.2 compared to 3.6) and exclusions (3.9 compared to 1.4) age-standardised rate per 1,000 students.

[5] Retrieved 1 May 2018 from Education Counts 28 April 2018 from http://www.educationcounts.govt.nz/__data/assets/pdf_file/0019/182161/TA-Hamilton-City.pdf



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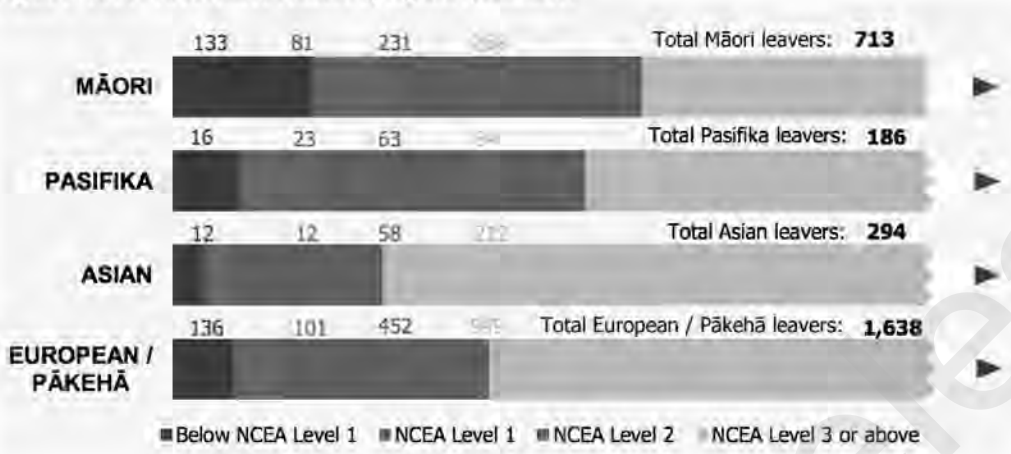
By comparison, Te Kōpuku High recorded proportionally much lower incidences calculated for 100 students including a total of 3 stand-downs, 1 suspension and 0 exclusions for 2017.

### Māori School Leavers for Hamilton City

Compared to all other Hamilton students in 2015, Māori comprised 37% of students achieving NCEA 1, 29% achieving NCEA 2 and only 18 % achieving NCEA 3. Refer to Figure 2 below.

Figure 2. 2015 - 2016 School Leavers by highest qualification




## Māori Student Appetite for Te Reo Māori Instruction in Hamilton Secondary Schools

In 2015, the Waikato Raupatu Lands Trust completed a survey of 100 Year 9 and 10 students who attended 5 secondary schools - 3 of which were located in Hamilton City.
The results provide a convincing argument that there is a real demand for a Māori language and Māori-centric schooling option in the English-medium pipeline.

The findings from questions related to learning Te Reo Māori are summarised as follows:

- 5% of students self-identified sufficient to high proficiency regarding their ability to speak Te Reo Māori (see Figure 4)
- 64% of those students deemed being able to speak Te Reo Māori as being important (see Figure 5)
- 48% identified that their school provided sufficient opportunity for them to learn and practice Te Reo Māori (see Figure 6)
- While the vast majority of these students admit to having limited oral proficiency in Te Reo Māori, more than half of them recognise the importance of being able to speak Māori.

Refer to Figures 3, 4 and 5

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Figure 3: Feedback from Māori Secondary School students about their ability to speak Māori

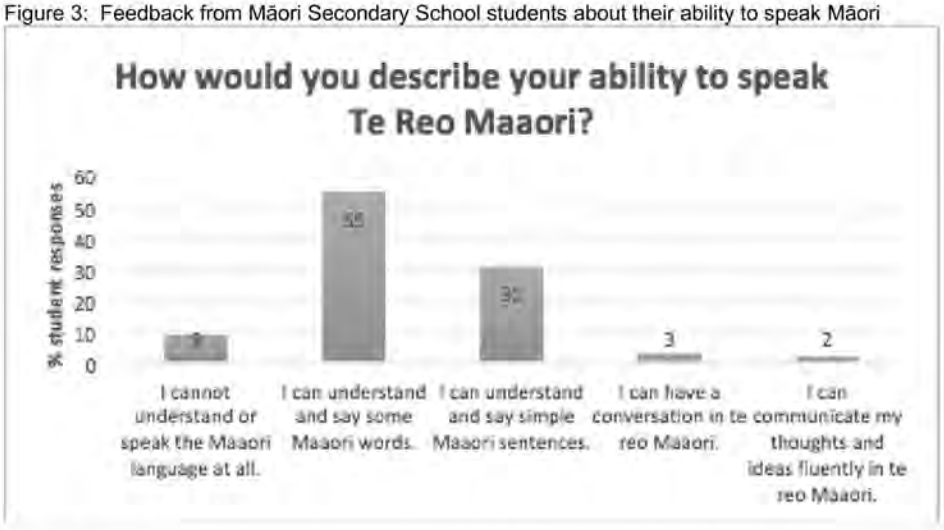



Figure 4: Feedback from Māori Secondary School students about the importance they place on being able to speak Māori

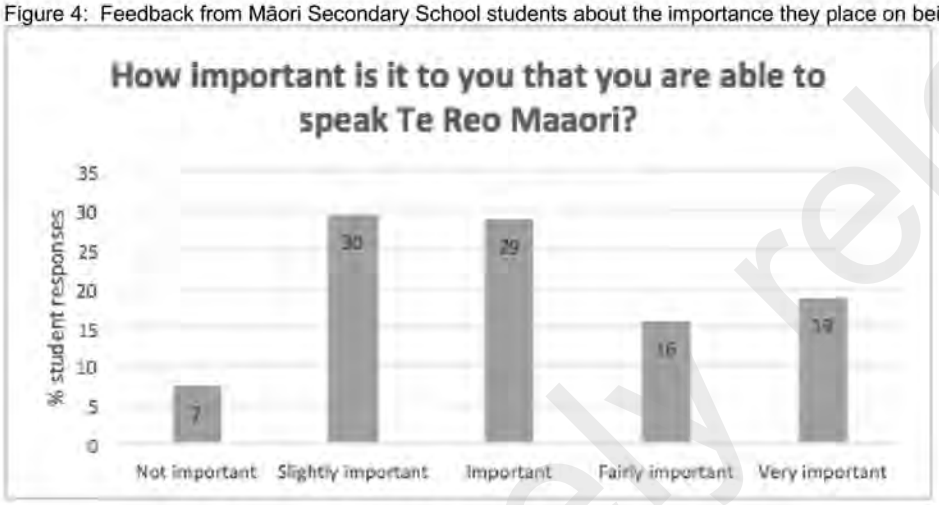
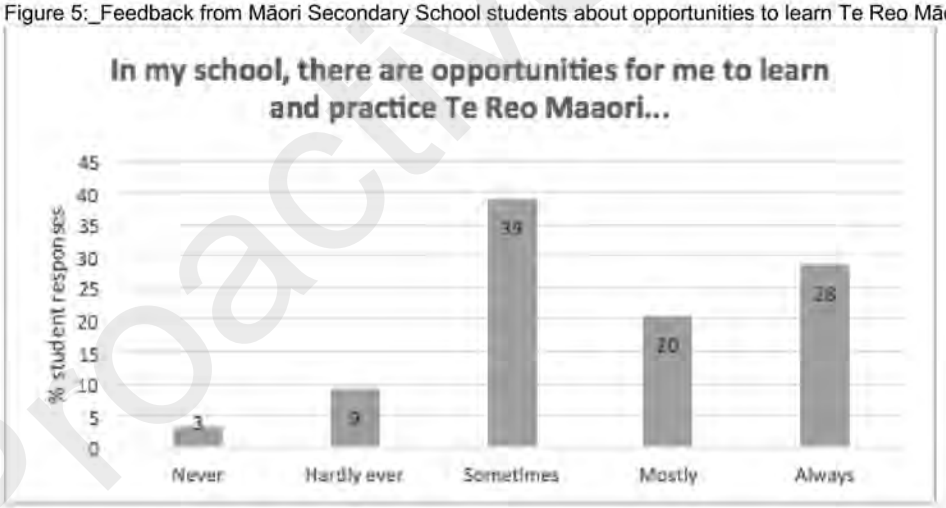



Figure 5:_Feedback from Māori Secondary School students about opportunities to learn Te Reo Māori in their school

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# SECTION 6 – CURRICULUM MANAGEMENT

## a) TEACHING PLAN FOR THE SEVEN ESSENTIAL LEARNING AREAS

### Language Codes Approach to Learning

Both the New Zealand Curriculum (NZC) and Te Marautanga o Aotearoa (TMoA) acknowledge the importance of language/literacy for learning.

In New Zealand Curriculum, this is expressed in the following ways:

- Each learning area has its own language or languages. As students discover how to use them, they find they are able to think in different ways, access new areas of knowledge, and see their world from new perspectives. (p.9 NZ Curriculum)
- As language is central to learning and English is the medium for most learning in the New Zealand Curriculum, the importance of literacy in English cannot be overstated. (p. 16 NZ Curriculum).

In Te Marautanga o Aotearoa (TMoA), it is expressed in the following statement:

- Ko te reo te waka kawe i te wairua me te whakaaro Māori, e whakatinana ai ngā āhuatanga katoa o te ao Māori. He taonga tuku iho te reo Māori. (Te Anga Marautanga, (p. 12.)).

Despite this emphasis on language and literacy, both curricula organise learning according to subject areas for years 1 - 10 with greater specialisation for years 11 - 13.

English, Te Reo Māori and Te Reo Pākehā (within which explicit literacy/language learning reside) accounts for one of 8 learning areas for NZC and two of 9 learning areas in TMoA as shown in Figure 6.

Figure 6: Learning areas of NZ Curriculum and Te Marautanga o Aotearoa

| New Zealand Curriculum | Te Matauranga o Aotearoa |
|---|---|
| English | Te Reo Māori |
| - | Te Reo Pākehā |
| Learning Languages | Ngā Reo |
| The Arts | Ngā Toi |
| Health and Physical Education | Hauora |
| Mathematics/Statistics | Pāngarau |
| Social Sciences | Ngā Tikanga ā Iwi |
| Technology | Hangarau |
| Science | Pūtaiao |
| Digital Technology | Hangarau Matihiko |

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### Instructional Programmes

Instructional programmes typically tend to compartmentalise learning as evidenced by classroom and school-wide timetables operating in most New Zealand schools because this is how learning is organised and presented in the curriculum documents. This silo effect can lead to experiences that are artificial in nature because they don't adequately represent or mirror real-life experience or promote 'natural more integrated ways of learning'.

### Discourse for Literacy

The dominant discourse for literacy in English-medium settings in Aotearoa/New Zealand reflects a functional approach where Government definitions, policies and initiatives to support literacy teaching and learning are limited to ensuring success in the reading and writing of English. (Grootveld. 2015).

The Māori term for literacy i.e. te reo matatini (the many faces/facets of language) signals that a broader definition for Māori-medium settings is required - one that also positions it within a broader cultural-political context.

Ministry of Education (2007), refers to literacy or te reo matatini as: 'the ability to articulate the words, stories, histories, images, art, dance, movement, politics and philosophies of Māori [which] remains at the heart of literacy development.'

Primacy here is given to the regeneration of Te Reo Māori which is positioned alongside strategies and approaches to achieve the broader goal of ensuring Māori are able to learn and live as Māori.

Bi-literacy (in Te Reo Māori and English) underpins the definition provided by the Māori Adult Literacy Working Party, (2003) as follows: 'Speaking, reading, writing and critical thinking interwoven with the knowledge of social and cultural practices. Literacy empowers people to contribute to and improve society'.

## Māori Literacy and Literacy for Māori

The National Institute of Māori Education, Centre for Māori and Indigenous Literacy and Numeracy (2010), makes a distinction between Māori literacy (enabling access to Māori literary forms as determined by Māori) and literacy for Māori (ensuring maximum engagement in literacy and numeracy learning delivered within a culturally appropriate environment).

Te Kōpuku High will be implementing this last definition/description which best represents the frame for literacy teaching and learning.

## Approach to Literacy Teaching and Learning

Te Kōpuku High teaching and learning programmes reflect a position where language(s)/literacy are not just theoretically situated as the core or base learning curriculum area(s) but also applied in practice. This provides a rationale for a project-based approach.

As a result, the remaining learning areas have been re-designated as contexts or lenses through which the world can be understood rather than being the mechanism by which learning is organised. We believe that this constitutes a subtle but important repositioning.

An Alternative Approach is based on certain understandings:

- Language is fundamental to human endeavour
- The development of language is at the same time, the development of learning

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- Language and literacy (ways of expressing language) require the use of various codes
- Literacy (ways of expressing language) is socially, politically and culturally constructed
- As language users, we are both encoders and decoders. As encoders, we draw upon our knowledge of codes to communicate, and as decoders, we draw upon the same codes to help us interpret and understand the messages, ideas and information we receive
- Rarely is a singular code used in isolation. More often, combinations of codes are used in language and for literacy and learning
- Some codes are universal across languages, some codes are language specific and/or culture specific
- In Māori-medium learning contexts where bilingualism and bi-literacy are desirable outcomes, operating across similar and dissimilar codes is required
- The codes find expression through the learning areas expressed in NZC and TMoA
- Research and case studies reinforce the benefits of a cross-disciplinary approach to teaching and learning

## Language Codes Framework™

As a result of this thinking, Te Kōpuku High has developed a unique, culturally located, Language Codes Framework™ for our school. See Figure 7.

Figure 7: Language Codes Framework™ for Language and Literacy

| **Reo Whakaputa** | **Reo Torohū** | **Ngā Momo Tā** | **Ngā Kawenga** | **Ngā Horopaki** |
|---|---|---|---|---|
| Encoding | Decoding | Codes | Ways codes and language is expressed | Contexts |
| Encoding for understanding, interpretation and application.<br><br>Encoding requires productive skills:<br><br>*Whakaaro*<br>*Kōrero*<br>*Tuhi/Tā*<br>*Whakaatu* | Decoding for understanding, interpretation and application.<br><br>Decoding requires receptive skills:<br><br>*Whakaaro*<br>*Whakarongo*<br>*Pānui*<br>*Mātakitaki* | *ā kupu*<br>Words and utterances (paralinguistics) | Written texts<br>Spoken texts<br>Paralingusitics | Pūtaiao<br>Hangarau<br>Pāngarau<br>Tikanga-ā-Iwi<br>Toi<br>Hauora<br>Hangarau<br>Matihiko |
| | | *ā ata*<br>Images<br>Colour<br>Texture<br>Movement<br>Sound | Body language<br>Moving<br>Static Images | |
| | | *ā tohu*<br>Signs<br>Symbols | Braille<br>Signing i.e. +@$#?©□♫ | |
| | | *ā tau*<br>Number | 4<br>3,678<br>2/3 | |
| | | *ā taiao*<br>Environmental | Being able to 'read' the environment and natural phenomena | |
| | | *ā rongo*<br>Sensory and extrasensory | Intuition<br>Déja vu<br>Gut Feeling | |

Te Reo Māori learning area of TMoA provides a useful (language-based) frame comprising three strands for further organising this learning as follows in Figure 8:

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Figure 8: Overview of Language Framework for Te Reo Māori Learning Area of Te Marautanga o Aotearoa

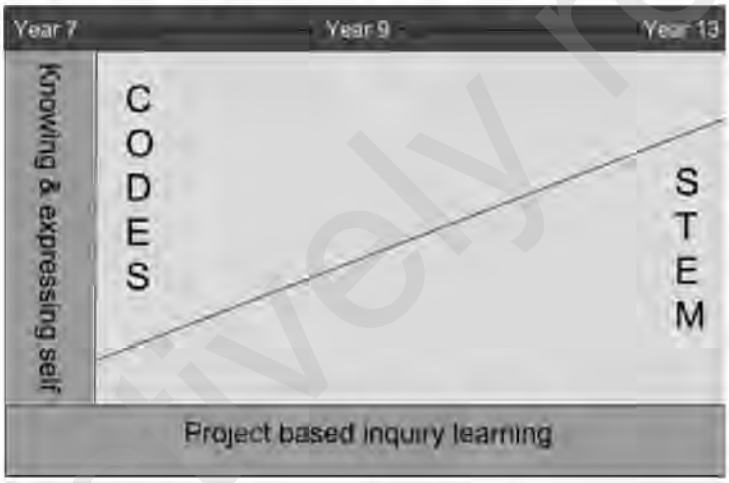
| Te Reo Māori term | English language equivalent | Brief description/ characteristics/components |
|---|---|---|
| **Āheinga Reo** | **Language function** | Awareness of audience, purpose, how to structure texts/how texts are structured |
| **Puna Reo** | **Language resources** | Vocabulary, grammar, text organisation, concepts and conventions |
| **Rautaki Reo** | **Language strategies** | Various, to support āheinga reo and puna reo |

## Delivery of the Curriculum Across the Year Levels

Using a project based approach, our student learning programme will focus in the first instance, on 'knowing and expressing self. This includes developing with students a strong sense of their cultural identity and building language-code competencies in English and Māori.

Engagement and participation in STEAM (Science Technology Engineering the Arts and Maths) based projects will increase relative to each student's developing identity and linguistic capability. This is illustrated in Figure 9 below.

Figure 9: Representation of the relationship between parts of the curriculum




## Māori Language Proficiency

Traditional language teaching in level 2 immersion programmes in New Zealand tend to develop Māori language proficiency as a consequence of engagement with curriculum subject matter. Second language learning theory postulates that at least 6 years of immersion - preferably 8 years in the target language (in this case te reo Māori) is required if the cognitive benefits associated with bilingualism and biliteracy are to be realised. (May et al. 2004).

## Late Immersion Māori-Medium Programmes

Many of the Māori-medium programmes in English-medium settings are not teaching sufficiently through Te Reo Māori for students to accrue the benefits from being bilingual. Furthermore, late immersion as a viable option and the use of pedagogies such as translanguaging, have not been sufficiently explored in the New Zealand context even though the relative benefits of these type of approaches are well documented in international research. (Personal communication with Stephen May, September 30, 2015).

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Te Kōpuku High believes that by 'frontloading' the linguistic component we can accelerate the language proficiency of students. This will be achieved by employing bilingual teachers who are highly proficient in Te Reo Māori, applying successful accelerant teaching methods such as Te Ataarangi and translanguaging, drawing on the expertise of the Kia Ata Mai Educational Trust team and engaging with other experts of literacy and language acquisition.

## Project Inquiry Based Approach

A project inquiry based approach focussed on (but not limited to) water (wai), food/sustenance, (kai) and land (whenua), will provide students with opportunities to explore and apply learning in ways that will satisfy goals for cultural, social and economic development and sustainability.

Projects types include:

- Structured and semi-structured projects assigned to the individual
- Structured and semi-structured projects assigned to a collective of students
- Projects selected by the individual students
- Projects selected by a collective of students

Along with knowing and expressing self, our learning programme will support students to develop the necessary skills in IT/technology to enhance their learning experiences by operating off a Google platform and using one-to-one devices.

## Assessment of Student Achievement and Evaluation of Student Progress

Assessment tools will be used as part of a more comprehensive approach to measuring, tracking and reporting student achievement in Te Kōpuku High that will include reporting against National Standards and/or Ngā Whanaketanga Rumaki Māori (as appropriate). This is consistent with current recommended assessment practices for reo matatini/literacy as illustrated in Figure 10, where multiple sources of information including learning conversations, tasks, tools and intuitive knowing (tairongo) inform the learning needs of students and their achievement levels.

Figure 10: Sources of evidence for making Overall Teacher Judgements (OTJs) and their relative weighting

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Literacy/reo matatini assessment tools that will be used for formative purposes are presented in Table 11.

Figure 11: Formative Literacy/Reo Matatini Assessment Tools

| English-medium | Māori-medium |
|---|---|
| **Reading:** Running records, Probe and e-asTTle | **Pānui:** Pānui Haere |
| **Writing:** e-asTTLE marking rubric and Learning Progressions | **Tuhituhi** Exemplars for writing |
| **Speaking:** N/A | **Kōrero:** Aromatawai Reo ā Waha and Hopukina |

Mathematics/Pāngarau assessment tools that will be used for formative purposes are presented in Table 12:

Figure 12: Formative Mathematics/Pāngarau Assessment Tool

| English-medium | Māori-medium |
|---|---|
| Numeracy Diagnostic Interview | Te Uiui Aromatawai |
| GloSS (Global Strategy Stage) assessment | Āpitihanga Uiui Rautaki |
| IKAN (Individual Knowledge Assessment of Number) | Āpitihanga Uiui Mātauranga |
| e-AsTTle for Mathematics Strands | Ngā Tauira Mahere o Ngā Whenu Pāngarau |

## Development of a Range of Rubrics

Te Kōpuku High will also develop a range of rubrics (See Figure 13) to gather and report broader achievement information about students. A small selection of these rubrics will be mandatory but students will also be able to select from an online stock (or develop their own) to create personalised 'portfolios' of success that reflect their learning goals. The rubrics can be used to illustrate what achievement and success looks like, as well as gauge progress. We subscribe to the notion of illuminating Māori success rather than creating practices and a discourse that defines Māori students by what they can't do.

A simplified example of what these might look like follows:

Figure 13: Sample of Assessment Rubrics

| | Te Rea | Te Aka | Te Weu | Te More | Te Pū |
|---|---|---|---|---|---|
| **Te reo Māori** | I can communicate my thoughts and ideas fluently in Māori | I can have a conversation in Māori | I can understand and say simple Māori sentences | I can understand and say some Māori words | I cannot understand or speak Māori at all |
| **Identity (marae)** | I am actively involved and understand my role at my marae | I often participate in activities at my marae | I sometimes participate in activities at my marae | I know my marae but do not participate in marae activities at all | I do not know my marae |
| **Identity (iwi/hapū)** | I know my iwi/hapū, and I am known to them. | I know my iwi/hapū and can impart information that is specific to my iwi/hapū | I can confidently recite my pēpehā and know some stories related to | I can name my iwi/hapū, but do not know much about them | I do not know my iwi/hapū |

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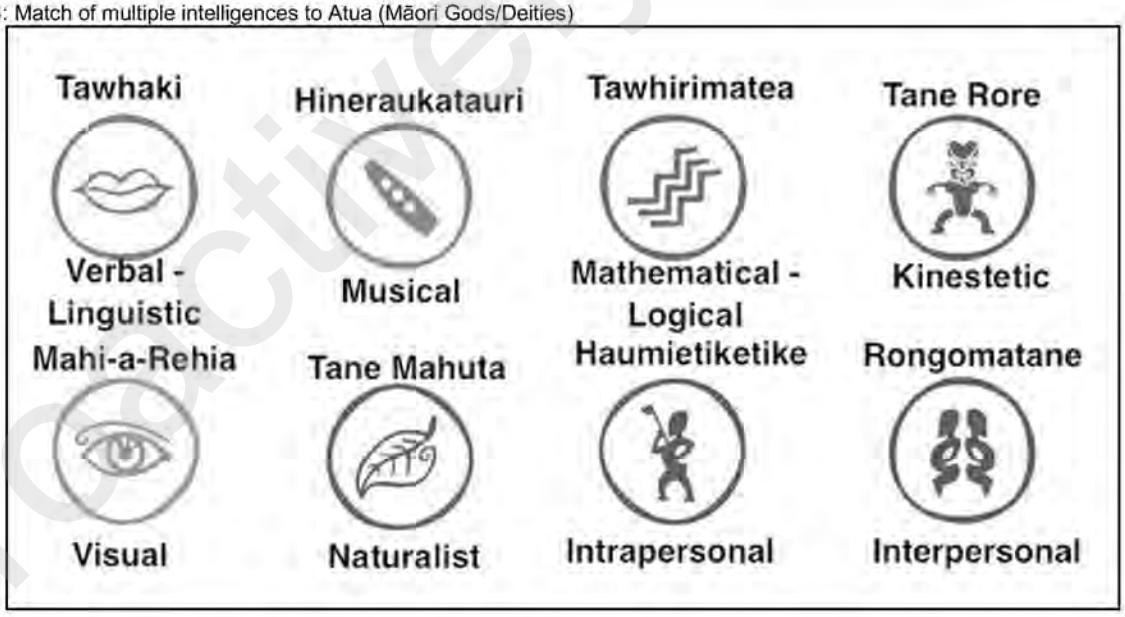
| | | | | | |
|---|---|---|---|---|---|
| | | | these identity markers | | |
| **Encoding strategies** | I can confidently teach someone else to successfully use a range of strategies to create, write, and present where we both gain satisfaction from our efforts | I can select from a wide range of strategies to create, write, and present and am highly satisfied with what I produce | I can select from a wide range of strategies to create, write, and present and am relatively satisfied with what I produce | I have a few strategies that work to help me create, write, and present and am relatively satisfied with what I produce | I do not have enough strategies and confidence to create, write, and present anything that gives me satisfaction |
| **Decoding strategies** | I can confidently teach someone else to successfully use a broad range of strategies to understand what they are viewing/ reading | I can select from a wide range of strategies to understand what I am viewing/ reading | I have a few strategies that work most of the time to help me understand what I am viewing/ reading | I have a few strategies that work some of the time to help me understand what I am viewing/ reading | I do not have enough strategies to help me understand what I am viewing/ reading |

## Relationships and Teaching Methods

A priority for Te Kōpuku High is to understand each student and identify what motivates and excites them. We will develop a rich strengths-based profile about each student, with the student and their whānau using a series of processes, interview tools and resources we have developed for this purpose. This includes 'assigning' the Atua who best represent the primary multiple intelligences of the student, openly acknowledging the place of Māori cosmology in our curriculum and giving substance to the expression:

He uri koe nō te hunga Atua - You are a descendant of your ancestors anchored in Māori cosmology. See Figure 14.

Figure 14: Match of multiple intelligences to Atua (Māori Gods/Deities)




This will form the basis for designing learning experiences that leverage the student's interests, passions, dispositions and aspirations supported by deliberate acts of teaching.

Te Kōpuku High will identify and/or confirm the achievement levels of enrolling students in relation to National Standards or Ngā Whanaketanga Rumaki Māori and ensure their Learning Plan (Ara Ako) responds to any achievement challenges.

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## Tailored Teaching and Learning Programmes

Well designed teaching and learning programmes tailored to the individual student become even more important from year 9 onwards to ensure that choices are well supported for desired vocational and career pathways.

The new approach to organising curriculum based on language codes rather than subjects using a project-based approach will allow for cross - disciplinary learning from a strong language and literacy foundation within authentic contexts.

Appropriate assessment standards (achievement and/or unit) will then be mapped to the curriculum and the individual student programme supporting an integrated approach to achievement of appropriate qualifications.

While the main school based qualification is the NCEA (Levels 1 – 3), vocational pathways (6 industries) and other nationally and internationally recognised qualifications will be mapped as appropriate for each student.

## Integrated Assessment

Integrated assessment is currently being developed by the Ministry of Education as the Standards Setting Body (SSB) for the NCEA through the Youth Guarantee/Vocational Pathway work and achievement standards that have been derived from Te Marautanga o Aotearoa. There is also an increasing volume of dual curricular standards (derived from TMoA and the NZC) that are broad in outcome and sufficiently generic to allow a wide and diverse range of integrated (as well as subject specific) assessment opportunities.

For those students who wish to pursue an academic pathway, mapping of appropriate assessment to meet University Entrance requirements based on the individual learning programme will be planned.

Māori-medium secondary schools commonly integrate assessment across the Marau-ā-Kura (school based curriculum) and have far better results in achievement than Māori in English-medium schools that are commonly assessed through individual subjects.

The approach behind curriculum and assessment in Te Kōpuku High will significantly lift achievement because it seeks to maximise the best research, evidence and innovative practices underpinning high achievement for indigenous learners within a student-centric approach embodied in Te Nīkau™.

## Qualifications Being Offered by Te Kōpuku High

The main school-based qualification, NCEA levels 1, 2 and 3, will be offered from 2019 onwards when the first cohort of students become Year 11. In the event that students achieve at an accelerated pace, we will support students undertaking NCEA sooner or at a higher level as their learning achievements progress.

Other qualifications anticipated may include industry-based training equivalents such as Squiggle Young Engineers, MEA Mobile iOS Developer Course, Dev Academy Bootcamp and online iOS Certifications such as those offered by Apple and Udacity.

Industry certifications will also be explored such as:



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- Cisco Certifications (CCENT, CCNA, CCNP, CCIE)
- Microsoft Certifications
- IBM Certifications
- Mathematics (Level 1)
- Mathematics (Level 2)
- Mechanical Engineering Technology (Level 1)
- Computing (Level 2)
- Tourism (Introductory Skills)
- Computing (Level 3)
- Drama (Level 2)
- Building, Construction, and Allied Trades Skills (Level 1)
- Electronics Technology (Level 2)
- Building, Construction, and Allied Trade Skills (Level 2)

## Improving Student Engagement and Achievement

Table 11 captures what Te Kōpuku High intends to do in order to ensure high levels of student engagement and achievement.

Table 11: Actions and indicators to ensure high levels of engagement and achievement

| What we will do to ensure high levels of engagement | Success indicators |
|---|---|
| • Value students for who they are as Māori and celebrate their uniqueness<br>• Provide learning experiences that excite and inspire students<br>• Provide students with strategies to regulate their physiological state so they are ready to learn<br>• Ensure that students are actively involved in decision-making about the school and learning programmes<br>• Draw on the interests, passions capabilities and desire of whānau to contribute positively to the education of their children and children of the school community<br>• Provide project based experiential learning<br>• Track student attendance and work with the student, the whānau, their designated 'champion' (aumangea) and other agencies (as appropriate) to find solutions where attendance is an issue | • Positive feedback is forthcoming from students and whānau<br>• Students initiate and employ self-regulatory strategies when they realise that their engagement may be compromised<br>• Attendance rates are significantly higher than rates for Māori students in Hamilton City and nationally for Māori<br>• Whānau are actively engaged in school activities<br>• Positive feedback is forthcoming from external agencies |
| **What we will do to ensure high levels of achievement** | **Success indicators** |
| • Personalise learning experiences in ways that leverage off students' interests, passions, dispositions and vocational aspirations<br>• Ensure a high quality teaching staff via a high quality personalised programme of professional development and inquiry into student achievement and a rigorous appraisal process<br>• Enlist the skills of domain experts to deliver content<br>• Openly acknowledge and promote the notion that everyone is capable of achieving, being successful and making a positive contribution<br>• Expect teaching staff to closely monitor the achievement of students in their tutorial group and | • Positive feedback is forthcoming from students, whānau, teaching staff, (external) experts and government agencies such as the Education Review Office (ERO)<br>• National Standards, Ngā Whanaketanga Rumaki Māori, NCEA results are exemplary<br>• Students are able to pursue their preferred educational pathways while at Te Kōpuku High and after graduating<br>• There is high demand from students and whānau to enrol in Te Kōpuku High<br>• Waikato/Tainui and other iwi entities are promoting Te Kōpuku High because it is |

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| | |
|---|---|
| work collaboratively with the student, their whānau, champion (aumangea) and teachers to ensure that every opportunity for students to experience success is explored and maximised | meeting their expectations of what constitutes success |

## Te Kōpuku High's Performance Objectives and Measures

### Performance Objective 1:

Students develop strong language/literacy skills in Māori and English, and are able to leverage their developing bi-linguality for accelerated academic achievement particularly in subjects that are linked to high demand career opportunities i.e. science, technology, engineering and mathematics subjects.

This will be achieved by in the following ways. We will:

- Expose students (and whānau) to accelerant Māori language programmes (e.g. Te Ataarangi)
- Implement successful pedagogical approaches (e.g. translanguaging) that support multiple language acquisition
- Employ bilingual (Māori/English) teachers to deliver the language programme and ensure a robust programme of professional development is in place to keep them abreast of language acquisition research and the most effective teaching methods
- Employ specialist teachers to lift student English and Māori language/literacy
- Develop personalised learning plans (Ara Ako) for each student
- Provide tutorials in the mornings (9am to 10am)
- Apply the Language Codes Framework™ developed for Te Kōpuku High to ensure students have the requisite mastery of a range of codes to engage successfully with STEM subjects

### Success Indicators

- All students are achieving or exceeding their learning goals
- Those students who at the time of enrolment in Te Kōpuku are not meeting national literacy achievement expectations, will at least be achieving these within 2 years in our programme
- All students will advance one to two levels on Te Reo Māori rubric every year
- Students are progressively achieving the objectives/whāinga from the science /Pūtaiao, technology/hangarau and mathematics/Pāngarau learning areas of NZC and TMoA (as appropriate) in the year level spans specified in those documents.

### Performance Objective 2:

Students will have a strong sense of cultural identity as members of the school, of a community, of iwi and hapū and as global citizens

This will be achieved by in the following ways:

- Students will complete compulsory individual and collective semi-directed projects to learn more about: i) Waikato/Tainui, Kīngitanga, mana whenua; ii) their respective iwi and heritage
- Students will participate in Kīngitanga events - Poukai, Koroneihana, Rīketa
- Māori tikanga and values will underpin all relationships and interactions in Te Kōpuku High
- The expertise of whānau and iwi/hapū will be enlisted in ways that support students to strengthen their sense of identity

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- Students will learn about and engage in activities of other indigenous people both in New Zealand and overseas

### Success indicators

- All students will advance one to levels on the identity rubric every year (and others as they are constructed)

### Performance Objective 3:

Students are self-motivated to strive for personal excellence for individual and collective benefit.

This will be achieved by in the following ways:

- We will work with the student and whānau to develop a rich strengths-based profile of the student as the basis for a personalised learning plan (Ara Ako) that inspires, excites and challenges the student
- Students will participate in activities that contribute to the well-being of others
- Students will network face to face and online with other indigenous students

### Success indicators

- Students will achieve all of the targets, measures and expectations co-constructed with them
- There is 100% attendance at Te Kōpuku High (except in cases of explainable absence).
- Students will advance one to two levels on the identity rubric every year (and others as they are constructed)
- Students willingly and spontaneously engage in 'giving back – feeding forward' activities
- Students demonstrate their learning experiences about other indigenous realities by integrating this information into their projects

## Promoting High Levels of Attendance

Attendance will be closely monitored at Te Kōpuku High. Whānau or their 'champion' (aumangea) will be contacted on the day of absence where that absence is unexplained. We propose a three-way agreement between the student, their whānau and the school that will be signed as part of the enrolment process. This will form the basis for discussion (hui) with the student, whānau, the whānau champion (aumangea) and the school when attendance is becoming an issue.

In Table 12 below, a matrix of commitments that we would expect to include in the agreement have been identified.

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Table 12: Tripartite agreement between students, whānau and the school to promote high attendance levels

| I, the student commit to... | We, the school commits to... | We, the whānau commits to... |
|---|---|---|
| Coming to school when school is open | Providing stimulating and engaging programmes | Valuing and supporting my tamaiti's attendance |
| Letting the school know that I will be absent and explaining why<br><br>Ensuring I take advantage of any opportunity to catch up on the learning I may have missed | Providing a range of channels to communicate absence<br><br>Acknowledging receipt of the student's notice of absence<br><br>Ensuring the student can access any learning they may have missed by providing extra tutorials at school and/or online | Providing evidence (such as a medical certificate) to support reasons for absence where appropriate |
| Showing accountability and talking to someone about 'why' I have been absent where absence is impacting on my engagement and achievement<br><br>Identifying a 'champion' (aumangea) - someone from my whānau or community who I look up to and who is a positive role model for me | Providing a 'safe space' and mechanisms to talk to someone (e.g. student champion (aumangea), a teacher, mentor, neutral person etc) where reasons for absence are school related<br><br>Working with the student's whānau and champion (aumangea) to address issues relating to absence<br><br>Engaging the appropriate services/agencies where chronic absence is a result of external factors | Valuing and acknowledging reasons around my tamaiti's 'why' (reason for absence)<br><br>Working with the school or an independent advocate to re-engage my tamaiti with their learning<br><br>Working with the school, alongside our 'champion' (aumangea) to address issues relating to absence<br><br>Engaging with external support agencies when all other avenues have been exhausted |

It will be important that Te Kōpuku High representatives build strong relationships with truancy agencies (e.g. SASH), youth organisations e.g. Te Ahurei a Rangatahi Trust (funded by community funders), Whai Marama Youth Services, Rongo Ātea (Youth Drugs and Alcohol service), Te Whakaruruhau, Salvation Army, Mana Whenua; (Ngāti Wairere and Ngāti Mahanga), Māori Wardens, Police (Maori Liaison Officer), and Children's Teams Hamilton to advocate open communication channels for dialogue on a frequent basis in order to support students and the broader context(s) in which they live. Activities and measures of effectiveness are presented in Table 13.

Table 13: Activities and measures of effectiveness to achieve high levels of attendance

| Activity | Measures of Effectiveness |
|---|---|
| Student commitment | 100% attendance rate (except where absences are justified and accounted for) |
| Tripartite Agreement between the student, whānau and kura | All partners are adhering to their respective commitments in the agreement |
| Relationships with community groups and support agencies | Register of community groups and support agencies created and contact person identified for each group or agency<br><br>80% attendance at regular meetings |

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# Use of External Providers

Te Kōpuku High will apply its deliberate strategy to use external providers to co-deliver the proposed educational programme. The focus will be on incorporating Kaupapa Māori to enhance the growth of students as part of Te Nīkau™ and selecting programme components representative of our Science, Technology, Engineering, the Arts and Mathematics (STEAM) focus. The following Table 14 is indicative of the external providers we are currently engaging with.

Table14: External providers to support Te Kōpuku School curriculum

| External Provider | Learning Component(s) | How it will work in practice ... |
|---|---|---|
| **Kia Ata Mai Educational Trust** | Leverage existing Professional Learning and Development programmes in science/ pūtaiao, literacy/ te reo matatini, te reo o te kaiako/teacher language proficiency and teaching and assessment resources<br><br>Leverage existing Programmes for Students such as Mauri Oho and Mauri Tau | Resources: Access to existing resources (soft and hard copy) will be available from Kia Ata Mai Educational Trust website<br><br>Students: Access to Mauri Oho and Mauri Tau<br><br>Facilitators: Access to Professional Learning and Development (PLD) workshops as part of Te Kōpuku High PLD approach |
| **Wintec** | Access to infrastructure such as the TechGym and Centre for Engineering and Industrial Design as well as associated expertise | Orientation of TechGym and Centre for Engineering and Industrial Design as part of week 1, Term 1 School orientation<br><br>Students subscribe to monthly, term-based or ongoing access to facilitate their project-based learning or passion projects<br><br>Te Kōpuku High acquires annual subscription for unlimited student access to TechGym<br><br>Partner with Wintec to deliver custom program that is age appropriate (Years 7-9, Years 10-13) as an example)<br><br>Students mentored by Wintec member of Centre for Engineering and Industrial Design or other Faculty (targeted match) |
| **Google.org** | Access to STEM programmes such as Made with Code targeting girls in technology. | Integrate aspects of existing Made with Code curriculum targeting girls at Te Kōpuku High<br><br>Access to Made with Code supporters and partners to inspire and mentor female students at Te Kōpuku (most likely in a virtual capacity initially) |
| **Cisco Networking Academy** | Access to programmes such as Cisco Networking Academy certifications. | Integrate specific Cisco Networking Academy certifications<br>Access courses and local support (mentors, experts) in Hamilton through Wintec and at Hamilton Boys' High School. |
| **Microsoft IT Academy** | Access to digital curriculum and certifications for fundamental technology skills – as well as courses critical for students to be successful in today's technologically evolving world | Integrate specific Microsoft IT Academy certifications<br><br>Access courses and local support (mentors, experts) through Microsoft IT Academy directly or through existing partners such as Ngā Kura ā Iwi o Aotearoa |
| **IBM P-TECH** | Leverage Pathways in Technology Early College High School (P-TECH) model for developing vocational pathways<br><br>Access to Try Science curricula and lesson plans | Learn from existing schools and leverage any best practices at Te Kōpuku High<br>Integrate Try Science curricula and lesson plans into appropriate year levels |
| **BUILD.org** | BUILD.org curricula and networks | Integrate aspects of existing BUILD.org curriculum that support student-led enterprise, STEM focus areas |

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| | | |
|---|---|---|
| | | Access to BUILD.org supporters and partners to inspire and mentor students at Te Kōpuku (most likely in a virtual capacity initially) |
| **Squiggle** | Young Engineers Programme (Years 7-9)<br><br>Squiggle Science Workshops (Years 7-9)<br><br>Squiggle Holiday Programme (Years 7-9) | Incorporate and deliver Young Engineers as part of Te Kōpuku curriculum<br><br>Young Engineers and Squiggle Science workshops delivered in after-school programmes for students, whānau and the community<br><br>Squiggle Holiday programme delivered at Te Kōpuku High with access to innovation hubs |
| **OMGTech!** | OMGTech! Workshops (Years 7-9) | Collaboration between OMGTech! and Te Kōpuku to review existing workshops and create an initial map of curriculum to National Standards and NCEA<br><br>Tour of OMGTech! in Auckland as part of week 1, Term 1 School orientation.<br><br>Incorporate and deliver OMGTech! workshops as part of Te Kōpuku High curriculum<br><br>As students progress their learning journey, leverage OMGTech! network to connect ākonga for targeted shadowing and mentoring for Years 11+ (TBD)<br><br>Leverage OMGTech! network to connect candidates for Summer Internship placements for Years 12+ |
| **MEA Mobile** | iOS mobile application curriculum initially created for tertiary students brought forward for Years 10-13, possibly Years 7-9<br>Shadowing, mentoring developers and internship placements at one of 3 offices in Hamilton, Auckland, New Haven Connecticut, USA<br>Fit for purpose network and innovation hub design<br>Summer Internship placements in Hi-tech companies | Collaboration between MEA Mobile and Te Kōpuku High to review current version and create an initial map of curriculum to Nationals Standards and NCEA<br><br>Tour of MEA Mobile Hamilton office as part of week 1, Term 1 School orientation.<br><br>Programme to be incorporated into curricula with expert iOS developers / Teachers to teach and mentor students<br><br>As students progress their learning journey, targeted shadowing and mentoring for Years 11+ (To be determined)<br>Summer Internship placements for Years 12+ |
| **Enspiral** | Dev Academy 9-week boot camp curriculum<br>Lifehack Social Innovation Framework | Collaboration between Enspiral and Te Kōpuku High to review current Dev Academy curriculum and create an initial map of curriculum to Nationals Standards and NCEA<br><br>Virtual tour of Enspiral, Wellington as part of week 1, Term 1 School orientation.<br><br>Programme to be incorporated into curricula with Dev Academy experts / Teachers to teach and mentor students<br><br>As students progress their learning journey, targeted shadowing and mentoring for Years 11+ (TBD)<br>Summer Internship placements for Years 12+ |
| **School Improvement Network** | Edivate 360 Product as part of Professional Learning and Development for Te Kōpuku facilitators<br>Edivate Learn as a potential Learning Management System | Te Kōpuku High to procure licensed access, training and support using Edivate360<br>Incorporate best practices and methods into Te Kōpuku High teaching practices<br><br>Procure Edviate Learn as a learning management system to facilitate learning and communication between students, whānau and Te Kōpuku High (actual system currently to be determined and will need to be considered along with School infrastructure and systems) |

The potential curriculum partnerships have been mapped to student year levels to provide an overview of the services in Table 15.

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Table 15: External Provider Curricula Mapped to Te Kōpuku High Year Levels

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 |
|---|---|---|---|---|---|---|---|
| Squiggle | ✓ | ✓ | ✓ | | | | |
| OMGTech! | ✓ | ✓ | ✓ | | | | |
| MEA Mobile | | | | ✓ | ✓ | ✓ | ✓ |
| Dev Academy | | | | ✓ | ✓ | ✓ | ✓ |
| TechGym | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Lifehack | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| BUILD.org | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Google.org | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| IBM P-Tech | | | | ✓ | ✓ | ✓ | ✓ |
| Try Science | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Cisco Network Academies | | | | ✓ | ✓ | ✓ | ✓ |
| Microsoft IT Academy | | | | ✓ | ✓ | ✓ | ✓ |

## Reporting on school performance

We will continue to collate and analyse student achievement data and report this to the Board quarterly. Analysis of this data will guide decisions about next steps and form the basis for informing any resourcing needs. Refer to Appendix 2 for a copy of an achievement report provided to the Board.

## Evaluating the effectiveness of school learning programmes

At the end of each term, we will continue to evaluate the effectiveness of our learning programmes informed by feedback from staff, students and whānau and make changes based on that feedback as a means of continuous improvement. See Appendix 3 for an example of an end of term evaluation.

## Reporting on student progress

Parents/whānau will continue to receive a written report at the end of term 2 and near the end of term 4. The content of those reports are partially co-constructed with students where they, for example, report back on progress and achievement in relation to their self identified learning goals and identify and comment on specific learning experience that have contributed positively to their 'greatness'. Parents/whānau are also invited to participate in showcases, and

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mokopuna-led interviews/conferences at other times of the year. These provide further opportunities for students to share their achievement and progress across a broad range of activities and learning experiences.

## Identifying barriers to learning

As part of the enrolment and induction process, parents/whānau will be invited to participate in conferences. These events provide rich opportunities to learn more about the greatness (interests, gifts, talents and dispositions) of each student and identify any challenges and barriers to their learning. Students are assigned a 'home-group' where they remain for the duration of their time at the school. Their 'home-group' teachers are primarily responsible for the wellbeing of each student. This includes following up with the student, their parents/whānau when behavioural or learning issues arise. Individual students are also discussed at full staff meetings so that staff can contribute to solutions where solutions are required. Regular quarterly analysis of achievement data also enables staff to respond to the changing learning needs of students in a timely fashion.

## Provision of guidance and counselling

All staff have been trained in neuro-semantics which at its core, uses careful and insightful questioning to support a student to articulate their issue and then identify self-help strategies. Home-group teachers will be the first port of call for students when guidance and counselling is required. For an afternoon each week, the students will participate in gender-based activities - Mana Wāhine/Mana Tāne - which will provide additional opportunities to counsel students. We will also arrange access to a counsellor-in-training via Te Ahurei a Rangatahi. Supervision of this person will be shared between Te Ahurei a Rangatahi, WINTEC and the school. As the roll grows, we will also give strong consideration to employing a qualified guidance and/or careers person.

We will work with students to develop self awareness of their 'multiple intelligences' (Atuatanga) as an expression of their greatness. (see the section - Relationship and Teaching Methods for a fuller description). These 'Atua' correspond strongly with one or more vocational pathways and explicit links are made to these as future learning pathways leading to employment.

## Providing for the physical and emotional safety of students.

We already have the following approved policies in place:

- Privacy
- Child Protection
- Managing Behaviour
- Overnight Stays

## Outcomes for students

Outcomes students are encapsulated in the Vision Statement:

> To develop a generation of Māori students with the self-belief that as Māori, they are capable of designing innovative, sustainable futures for themselves, their communities and the world.
> *Kia rite ki te hua o te nīkau*

and the Mission Statement:

> To support students to realise their greatness

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*He uri koe nō te hunga Atua, nōu te ao*

To achieve this we expect that each student will:

- Develop a strong sense of cultural identity and community awareness and collective responsibility
- Develop as a bilingual learner and by doing so, contribute to efforts to revitalise the Māori language
- Develop strong skills of self-management
- Develop strong skills to able to think critically, respond with empathy, be great problem solvers, show humility
- Have strong (bi)literacy and mathematics skills to enable them to engage successfully with their learning at increasing levels of sophistication and across an increasingly broader range of curriculum learning areas
- Use their strengths, interests and dispositions as the basis for making decisions post school about vocational pathways including University as early as year 9

# SECTION 7 – PROPERTY PROVISION

# TE KŌPUKU HIGH SCHOOL AREA ENTITLEMENT

The School Property Guide (SPG) was used to calculate the School Area Entitlement based on the forecasted student numbers for each year. See Table 16.

Table 16: Forecast of School Area Entitlement for Te Kōpuku High

| | Year | | | |
|---|---|---|---|---|
| **Space** | 2018 | 2019 | 2020 | 2021 |
| Classroom Teaching Space | 10 | 14 | 18 | 23 |
| Net Area | 1,809 | 2,450 | 2,843 | 3,419 |
| Gross Area | 2,352 | 3,185 | 3,696 | 4,445 |
| Classroom Area | 813 | 1,154 | 1,383 | 1,788 |
| Gymnasium Area | 189 | 308 | 368 | 431 |
| Library Area | 107 | 130 | 147 | 165 |
| Administration Area | 228 | 278 | 316 | 356 |
| Resource Area | 253 | 311 | 354 | 399 |
| Hall/Multipurpose Area | 219 | 269 | 275 | 280 |
| Other Area | - | - | - | - |
| Legitimate Area | 0 | 0 | 0 | 0 |
| TOTAL MOE Net Area | 1,837 | 2,512 | 3,013 | 3,614 |
| Circulation/Toilet Area | - | - | - | - |
| TOTAL MOE Gross Area | 2,380 | 3,247 | 3,866 | 4,640 |

## Location of Te Kōpuku High

Te Kōpuku High is located at 70 Foreman Rd, Te Rapa (being Lot 1 DPS31632) and is leased from the Ratcliffe Family Trust. The lease term is for six years with two further terms of six years. The commencement date was 1 January and final expiry date 31 December 2035. The annual rent is $760,000 excl GST. with regualr review dates. Total area of school is 3,410 square metres. Refer to Appendix 4 : Map and room area schedule.

We share the site with Modern Transport Engineering Company and WINTEC and the former is owned by the Ratcliffe Family Trust. The buildings have been extensively renovated for a fit

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for purpose education facility to deliver the planned curriculum within a modern learning environment.

The landlord is responsible for compliance with the Building Act and the schools lease excludes OPEX such as insurance, services rates and electricity.

Table 17: Projected maintenance costs for Te Kōpuku High

| | Year | | | |
|---|---|---|---|---|
| | 2018 | 2019 | 2020 | 2021 |
| Operating Costs | $33,291.00 | $43,566.00 | $53,841.00 | $64,116 |

# SECTION 8 – GOVERNANCE AND MANAGEMENT

## Governance

Te Kōpuku High will continue to review our policies and management plans to ensure we are implementing best practice that aligns with Te Nīkau™ that provides the foundation for our unique curriculum approach that aligns with the New Zealand Curriculum and Te Marautanga o Aotearoa.

We welcome the Education Review Office, as an independent entity, to review our policies and practices and provide feedback so we can continue to develop and find ways to support our learners at Te Kōpuku High. Refer to Appendix 1 for a copy of the ERO Readiness Review carried out in March 2017.

## Qualifications and experience of current Board

Table 18: Qualifications of Te Kōpuku High Board related to management and governance experience

| Name | Qualification | Experience |
|---|---|---|
| Cath Rau | [redacted] | • Chair of Kia Ata Mai Educational (KAM) Trust since 1993. KAM has been contracting to the Ministry of Education since 1997 working on a raft of initiatives and projects to support Māori-medium programmes<br>• Principal of Te Kōpuku High since 2017 |
| Robyn Hata-Gage<br>S9(2)(a) OIA | | • Kia Ata Mai Educational Trust Board member since 1993<br>• Accredited PLD facilitator for Te Reo Matatini, te Marautanga o Aotearoa and Digital Fluency since<br>• Board member of Te Wharekura o Rākaumanga with the portfolio for Teaching and Learning<br>• Executive member of Whakatōhea Trust Board<br>• Chair of Te Kōpuku High Board |
| Sharyn Harawira | | • Kia Ata Mai Educational Trust Board member since 1993<br>• 32 years as a teacher or senior manager in mainstream schools in Māori communities<br>• [redacted] |
| Pura Waters | | • Accountant for Kia Ata Mai Educational Trust since 2003 |

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| | | |
|---|---|---|
| Hemi Rau | [redacted] S9(2)(a) OIA | • CEO of Waikato Tainui<br>• Executive Member of Tainui Group Holdings<br>• Board member of Waikato-Tainui Executive<br>• Chairperson of Te KKM o Bernard Fergusson Board of Trustees from 1997 to 2016<br>• Chairperson of Ngā Taiātea Board of Trustees 2013-2016<br>• Statutory manager in Māori medium and English medium school since 2010<br>• Board of Trustees advisor to Ngā Kura ā Iwi o Aotearoa |

As part of our transition to a Designated Character school, we will be seeking an alternative constitution which we understand requires the support of 20% of our current whānau. We will be recruiting at least two additional members to our Poumarumaru (Board) including a parent and a member of the local business community.

## Whānau-School Partnerships

Whānau are an invaluable source of knowledge about their tamaiti. Te Kōpuku High will draw on this knowledge to develop rich profiles about the student as the basis for personalising learning. We will also ask each whānau to name a 'champion' (aumangea) who might carry out a variety of functions with and on behalf of the student including advocacy and mentorship.

There is a range of activities that we will undertake to encourage whānau-school partnerships. Figure 15 provides an indicative sample of these opportunities.

Figure 15: Activities and measures of effectiveness for strengthening whānau involvement

| Activity | Measures of Effectiveness |
|---|---|
| Conduct conversations with the whānau to develop a rich, strengths-based profile of their tamaiti<br><br>Identify expertise within the whānau through the recruitment and enrolment process and via ongoing contact, that the school might draw on to enrich the teaching and learning programmes | Rich strengths-based profiles completed for each student by the end of week 3 of the first term that enable the development of personalised programmes of learning<br><br>Whānau are co-delivering aspects of the curriculum and extra-curricular activities in their areas of expertise |
| Offer a range of opportunities for whānau to participate during the school term in school camps and wānanga, community events (te reo Māori and English speech days, aumangea and kaumātua days, matariki celebrations, innovation showcases etc)<br><br>Create in-school and after-school opportunities for the whānau to learn alongside their tamaiti (e.g. te reo Māori and tikanga, digital literacy) | Positive whānau feedback and testimonials (oral and written)<br><br>Oversubscription or wait listing of volunteers from whānau and community for school activities<br><br>High attendance at whānau learning days |
| Senior management to mobilise whānau to engage and provide input into how the school operates, plan activities, improve communication between whānau and kura and invite whānau involvement | Whānau representatives assigned to the partnership portfolio and are actively engaged and actively engaging whānau<br><br>Whānau are taking lead roles in whānau-led, whānau focussed activities<br><br>80% attendance at hui (minimum of 8 per year) |

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## Personnel Management

The Ministry of Education has provided the staffing entitlement (does not include additional staffing) that would be generated by the projected rolls in each of the first four years of operation.

## Staffing Entitlement

Table 19 : Staffing entitlement 2018 to 2021

| Year | 2018 | 2019 | 2020 | 2021 |
|---|---|---|---|---|
| Roll | 162 | 212 | 262 | 312 |
| Total Entitlement Staffing | 10.70 FTTE | 15.30 FTTE | 20.20 FTTE | 25.40 FTTE |

## Desirable Qualities and Experience of Staff

Te Nīkau™ has been applied here to illustrate the professional backgrounds experience, personal qualities and behaviours we will be seeking in our school staff.

**He kākano koe nō Rangiātea** The staff member:

- Has a strong sense of their own Māori/iwi/hapū identity.
- Is able to relate successfully with students and whānau in ways that uplifts them and celebrates their indigeneity and uniqueness
- Consistently embodies and practices tikanga in the execution of their responsibilities and duties
- Is a proficient speaker of English and Māori (highly desirable)

**Nga rawa** The staff member:

- Values the contributions of the students and the school community
- Strives to use cost effective, easily sourced and renewable resources in the execution of their responsibilities and duties without compromising quality
- Is innovative and resourceful
- Is solution oriented

**Te urupuia** The staff member:

- Has strong interpersonal skills
- Actively participates in school activities
- Is a great networker
- Is committed to understanding and promulgating the philosophy of the school

**Te kāhiwi** The staff member:

- Commits to sharing their gifts, talents and interests in order to expand the capabilities of others
- Positively contributes in ways that benefit the individual and the collective

**Te kōpuku** The staff member:

- Strives to be a positive, inspirational role model for students and others
- Proactively participates in Communities of Practice if approached for the benefit of students
- Agrees to be a mentor for students and/or whānau

**Ngā tētē/ngā rau** The staff member:

- Is forward thinking and innovative

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- Engages in self-reflection to better understand their motivations, dispositions and behaviours

**Ngā hua** The staff member:

- Is caring and passionate about our students
- Commits to a programme of self-development
- Strives to excel at what they do
- Has integrity and is honest

## Staff quality

All school employees, contractors and/or volunteers will be required to undergo a full reference check, declaration and complete NZ Police vetting as part of the recruitment policy.

Reference checks will be rigorously carried out with the referees nominated by the applicant. The school also reserves the right to contact anyone else who can attest to the suitability of the potential staff member.

All documentation will be kept on the staff member's online file at the school office. At times when Police vetting checks may take longer than 4 weeks (as has been the experience with Police checks) the candidate will not be left unsupervised with students.

The school has a child protection policy as required under the Vulnerable Children's Act 2014 and ensures the policy is publicly available to all staff, volunteers and contractors. External agencies such as the Children's Team Hamilton will provide professional development to all school employees.

Where practically possible, volunteers who have regular contact with the students will be required to complete a NZ Police Vetting Form. In the case of contractors providing services to the school such as building maintenance and repair, IT support and others, their access to students will be limited and assurances will be sought from their employers verifying their suitability to work within the school grounds.

All staff are currently employed under an Individual Contract of Services agreement that provides Te Kōpuku High with recourse should the employee (despite all of our processes) be deemed unsuitable even after being formally engaged. The opportunity to join the Collective Agreement of NZEI, NZPPTA and other Unions will be offered to all employees and any decision rests solely with them.

## Teacher Assessment and Appraisal

**Induction**

We consider the induction of new teachers as a critical process. This is necessary because Te Kōpuku High is seeking to offer educational experiences for students and whānau that the previous experiences of those teachers may not have adequately prepared them for. This would be organised by the Principal as part of the Human Resources portfolio and includes induction into:

- Waikato/Tainui (Ngāti Wairere and Ngāti Māhanga) as appropriate
- The philosophy of the school
- The structure of the school
- The curriculum
- The teaching approaches

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## Performance Management

A close link between professional learning and performance appraisal ensures that teacher development remains meaningful, relevant and effective. See Appendix 5 for a copy of the appraisal template introduced in 2018 that reflect the revised Teaching Standards. We currently have a performance management policy in place written to reflect the Partnership School Model however this will need to be revised for 2018 to align with the State School model..

We have customised performance expectations to better reflect our particular context using Te Nīkau™. These appear in Figure 16.

Figure 16: Performance expectations for Teachers at Te Kōpuku High

| Teaching belief | Performance expectations | Professional standards/indicators |
|---|---|---|
| **He Kākāno nō Rangiātea**<br>The teacher is secure in their identity, language and culture as iwi/hapū members and celebrate diversity amongst learners. | • Speaks te reo Māori and model tikanga and kawa<br>• Plans for different abilities and learning styles<br>• Plans effectively in a reflective manner<br>• Uses a range of resources<br>• Evaluates and reflects on teaching and student learning and makes appropriate changes<br>.<br>• Uses relevant and meaningful experiences to contextualise learning | Mātauranga<br>Wairuatanga<br>Kaitiakitanga<br>Manaakitanga<br>Whanaungatanga<br>Rangatiratanga |
| **Ngā Rawa**<br>The teacher provides a safe and supportive learning environment that fully utilises and cares for resources that are available. | • Is consistent about behaviour and management expectations<br>• Implements and encourages a restorative approach to conflict and seeks to find the 'why' behind the conflict<br>• Models positive behaviour and interactions<br>• Encourages and supports students to take risks<br>• Consults and works collaboratively with students on classroom expectations and goals<br>• Demonstrates a high level of commitment to student welfare and learning<br>• Respects students | Wairuatanga<br>Rangatiratanga<br>Manaakitanga<br>Kaitiakitanga<br>Kotahitanga<br>Whanaungatanga<br>Mātauranga |
| **Te Urupuia**<br>The teacher participates and contributes to collective efforts to achieve success with and for students | • Demonstrates an understanding of the importance of the community, whānau, hapu and iwi<br>• Participates as a team member<br>• Shares information, ideas and resources with colleagues<br>• Actively participates in school wide professional development<br>• Actively participates in meetings<br>• Actively supports community initiatives | Whanaungatanga<br>Kotahitanga<br>Manaakitanga<br>Wairuatanga<br>Mātauranga<br>Rangatiratanga<br>Kaitiakitanga |
| **Te Kāhiwi**<br>The teacher engages all students in quality learning | • Encourages students to share their gifts, talents and unique characteristics in a positive and meaningful way to enhance their learning<br>• Relates to and builds on the interests and prior knowledge of students<br>• Involves the student in goal setting<br>• Provides specific feedback so expectations are known and understood<br>• Plans for and delivers to individual needs<br>• Celebrates risk taking<br>• Celebrates success | Wairuatanga<br>Rangatiratanga<br>Manaakitanga<br>Kaitiakitanga<br>Kotahitanga<br>Whanaungatanga<br>Mātauranga |
| **Te Kōpuku**<br>The teacher is highly skilled in curriculum content, delivery of learning and assessment | • Contextualises learning to provide a Māori word view in all learning areas<br>• Is knowledgeable in curriculum areas.<br>• Is knowledgeable about different learning styles, multiple intelligences and dispositions.<br>• Demonstrates knowledge and understanding of learning progressions | Wairuatanga<br>Rangatiratanga<br>Manaakitanga<br>Kaitiakitanga<br>Kotahitanga<br>Whanaungatanga<br>Mātauranga |

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| | | |
|---|---|---|
| | • Is competent in assessment approaches and the delivery and analysis of assessment tools and data<br>• Develops reliable Overall Teacher Judgements and internal moderation for assessment standards supported by evidence from multiple sources<br>• Is reflective in practise and adapts accordingly<br>• Embraces new ideas and actively engages in self development | |
| **Ngā Tētē, Ngā Rau**<br>The teacher effectively communicates with colleagues/students/parents and whānau | • Recognises the diversity amongst students by providing personalised learning programs<br>• Is clear and concise in feedback to students<br>• Is an active listener<br>• Maintains professional conduct at all times<br>• Is respectful to all students, whānau and colleagues | Wairuatanga<br>Rangatiratanga<br>Manaakitanga<br>Kaitiakitanga<br>Kotahitanga<br>Whanaungatanga<br>Mātauranga |

# Financial Management

## Operational Funding

The Resourcing Division Ministry of Education has provided the operations entitlement notice based on the current and expected roll for 2018 - 2021. Note the MMI roll has been based on Level 1 and needs to be adjusted as the due to school is currently at Level 2. See Table 20.

Table 20 : Breakdown of operational funding 2018 - 2021

| Year | 2018 | 2019 | 2020 | 2021 |
|---|---|---|---|---|
| Roll | 162 | 212 | 262 | 312 |
| Total Annual Funding (incl GST) | $539,929.28 | $703,915.84 | $836,344.42 | $973,350.339 |
| **The Funding Components Included in the Calculation** | | **The Funding Components not Included in the Calculation** | | |
| Base | | Risk Management (deducted if in Ministry scheme) | | |
| Per-pupil | | Property maintenance grant | | |
| MMI Level 2 | | STAR | | |
| Relieving Teachers | | Isolation | | |
| Vandalism | | STP | | |
| Targeted Funding | | | | |
| Special Educ Grant | | | | |
| Careers Info Grant | | | | |
| ICT Funding | | | | |
| Kiwisport Y1 to Y8 | | | | |
| Kiwisport Y9 to Y13 | | | | |
| Heat, light and water | | | | |

## Financial Policies and Systems

Te Kōpuku High will ensure that the guidelines re sound financial practices and systems are followed including forecasting, budgeting, monitoring and reporting. (Refer to Appendix 6 Financial Policy. Note that this will need to be revised as it currently reflects the Partnership Model).

The school has a current service provider that has been supporting and assisting the school since operating, who has been responsible for submitting audited accounts to the Charities Commission that meet their accounting requirements.

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Te Kōpuku High will ensure that a draft budget for each of the next three years is developed that will include our likely income and the priorities for expenditure. Te Kōpuku High will ensure that our financial accounts will be audited annually and presented on time to the Ministry of Education.

## APPENDICES

1. ERO Readiness Report March 2017
2. Example of an Achievement Report
3. Example of an End of Term Evaluation
4. Site Plan
5. Appraisal Template
6. Financial Policies

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# APPENDICES

1. ERO Readiness Report March 2017
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Education Review Office
Te Tari Arotake Mātauranga

# New Schools Readiness to Open Report

## Te Kōpuku High

**Location: Hamilton**
**MoE Profile Number: 751**

**Readiness Review**
**March 2017**



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## Background

The Ministry of Education (MoE) commissioned the Education Review Office (ERO) to conduct a review of preparation work in order to help determine the readiness of Te Kōpuku High to open.

## Terms of reference

The MoE asked ERO to review aspects of:

- governance and management
- professional leadership
- teaching and learning

as outlined in the First Schedule of the Memorandum of Understanding.

## Methodology

Over the course of five months, ERO has met a number of times with the Sponsor, Tumuaki and governance facilitator, and read documents developed to guide the school's operation, to evaluate Te Kōpuku High's progress towards readiness to open. ERO also met with teachers and other staff, spoke with students and observed the programme in action in March 2017.

An interim report was prepared for the MoE in December 2016 to provide information on progress to date.

## Findings

Te Kōpuku High was approved in August 2016 as a coeducational composite secondary school located in the Hamilton area. The establishment of the partnership school|kura hourua is to be phased in over five years to a maximum roll of 300 students. The vision of the Sponsor, Kia Ata Mai Trust, is to provide Māori students with a culturally rich educational experience that supports each of them to assume responsibility for their own learning and achieve success. Students have the opportunity to develop strong language and literacy skills in Māori and English that underpin their group and individual project-based learning.

The school opened with 110 students, spread evenly over Years 7 to 9. Students came from 38 contributing schools, mostly mainstream schools though some had prior experience in Māori medium education. The students are very well settled and well engaged in their learning. The induction process was effective. An intensive three week programme was planned to help students build relationships with peers and adults, understand the principles and processes of the school's curriculum and become immersed in the school's cultural context. Students particularly value the high trust model, their relationships with teachers and the choices they have within the curriculum design.

Sited in an industrial area, the premises have been thoughtfully adapted and landscaped to provide appropriate, flexible learning spaces for the educational programme the school offers. There are ample spaces for arts, photography, technology, IT, physical activities (gym and fitness room), individual and small group instruction and recreation. The proximity of industry will support the school's emphasis on STEM subjects and future learning and employment pathways. All students are



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confidently using their own device in their learning. Students have good access to learning resources.

The Trust has had a fraught process to get resource consent from the Hamilton City Council to operate as a school premises. This has been both expensive and time-consuming. It poses a risk to the school's future planning if the consent needs to be renegotiated annually, and if the timing of that process impedes future enrolments. The school is meeting the Council's operating requirements, including keeping records about how each student travels to and from the school each day. The Sponsor and Tumuaki take the potential risks to student safety very seriously and have put in place procedures to keep students and their whānau safe on the roads and footpaths around the school. They are planning to provide their own bus transport in the future. The data they are gathering about students' transport arrangements should enable them to put a convincing case to the Council later this year.

The governance facilitator has worked closely with the Sponsor to set up an appropriate governance structure that keeps the Kia Ata Mai Trust Board as a separate entity from the Te Kōpuku High Board and enables the key people to manage any potential conflicts of interest. He has also provided advice on setting up a draft performance management system, including appraisal of the Tumuaki and staff. The school board and Tumuaki would benefit from continued support from the governance facilitator during the first year of operation as these processes are implemented and embedded.

Kia Ata Mai Trust employed the teachers during the term prior to the school's opening and this has resulted in their carefully planned and effective induction to the school's vision and curriculum. High levels of collaborative planning and teaching are evident in the programme. Staff (learning facilitators and coaches) are developing a deep understanding of the curriculum model and mode of delivery. They are working towards making strong educational connections within and across the compulsory and project-based learning so that students can to realise their "greatness". This process will become stronger as staff become more familiar with students' strengths and interests and also with the potential of the curriculum model.

The Tumuaki and Kia Ata Mai Trust bring high levels of expertise in assessment and curriculum knowledge. The teachers have used the assessment information gathered during the enrolment phase as well as during the first few weeks of 2017 to group the students for instruction in te reo Māori/English and mathematics according to their current learning levels. Teachers use a computer programme to monitor students' learning activities and progress electronically. The student management system, KAMAR, is operating but ongoing adaptations are being made to make the programme fit for purpose for this school's context.

The Tumuaki and staff are actively engaging whanau in their children's learning journey. They are taking a strengths-based approach based on children's interests and potential. A recent whānau hui helped parents to understand the curriculum model better, in particular, the extent to which it is based on children's choices, passions and strengths. They are planning to keep whānau informed about their children's progress through a combination of face-to-face meetings, written reporting and parents' access to the school's intranet.

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## Priority areas to be addressed

Key next steps for the school are to:

- implement the appraisal process
- work with the Hamilton City Council to secure resource consent for a longer period, to give the school more certainty with its future planning.

## Conclusion

Preparatory work to ensure the opening of Te Kōpuku High in February 2017 has been very well managed by the Sponsor and Tumuaki, supported by the governance facilitator. The school is well prepared to cater for the needs of its foundation students.

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## Appendix one: Readiness Profile Te Kōpuku High

| Matters to address | Progress | Comment |
|---|---|---|
| The vision and direction for the school is developed and reflected in all documentation for the school. | √ | Strength |
| Planning and practices show responsiveness to the needs of Māori students, Pasifika students and students with special education needs/additional learning needs. | √ | Focus is on Māori students. Additional learning needs have been identified. Responsive programmes. |
| Processes for planning and reporting, and self review are being developed. | Progressing | Aware of requirements. |
| Processes to ensure students settle effectively into the new school have been developed and are being implemented. | √ | Effective induction process. |
| Systems for assessing, analysing and reporting on student achievement are being developed. | √ | |
| A set of key policies and procedures is in place to ensure the health and safety of staff and students, and there is a programme in place to develop others that may be needed. | √ | |
| There is an efficient management structure with suitable governance interface, appropriate structures and delegations. | √ | Potential conflicts of interest being managed effectively through Trust structures. |
| School leaders are developing shared beliefs about desired teaching and learning approaches amongst school leadership and staff. | √ | |
| A school curriculum and programmes are being developed to reflect the needs of students and sufficient planning is in place to guide learning as the school opens. | √ | |
| The school is staffed appropriately to provide the desired programme and staff induction is planned. | √ | |
| Performance management systems for staff are being developed. | Developing | Procedures in draft but yet to be implemented. |
| A disputes procedure has been developed | √ | |
| Effective systems are in place to monitor student engagement, including a student management system. | √ | |
| An enrolment scheme and enrolment procedures are in place. | √ | |
| Policies and procedures for managing school finances and a draft budget are in place. | √ | |
| Staff and students have access to appropriate furniture and equipment, teaching materials, library, resources, ITC. | √ | |
| There is a plan for the operation and maintenance of the school premises. | √ | |

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Appendix 2: Example of an Achievement Report

TE KŌPUKU HIGH

# ACHIEVEMENT REPORT

# TERM 4 2017

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## INTRODUCTION

**Changes in Mokopuna numbers**

| Numbers | Torokiri/Taitea | Taikura[1] | Total |
|---|---|---|---|
| Term 1 | 73 | 37 | 110 |
| Term 2 | 75 | 35 | 110 |
| Term 3 | 72 | 34 | 106 |
| Term 4 | 71 | 34 | 105 |

**Sources of evidence**

In line with sound assessment practices, a range of sources of evidence were used to inform achievement levels. These included information gathered from daily instruction, conferences with mokopuna, mokopuna book work, in-class tasks, online activities and mokopuna voice. The following assessment tools were also used to inform literacy/reo matatini achievement levels.

**Tools for mokopuna learning in English:**

Analysed writing samples using asTTle marking criteria and the Learning Progression Framework in PACT

**Tools for mokopuna learning in Te Reo Māori:**

Pānui Haere, e-AsTTle, analysed writing samples using levelled exemplars, Hopukina (oral language)

**Moderation (English)**

Moderation sessions involved taking a selection of writing samples across the year 7 to 9 population, applying the Learning Progressions Framework (LPF) in PACT for years 7 to 8 and using the asTTle writing criteria for Year 9 and checking pouako agreement. After this, pouako applied the LPF or asTTle criteria for writing to their respective mokopuna

**Moderation (Te Reo Māori)**

Each writing sample was moderated by two staff members. Kōrero, tuhituhi and pānui achievement were considered together as the basis for confirming achievement levels.

The following assessment approaches were used to identify Term 3 numeracy/pāngarau achievement levels.

**Tools for mokopuna learning in English/Māori:**

GLOSS Used to determine stages across all three strategy domains (Addition and Subtraction, Multiplication and Division, Proportions and Ratios).

IKAN https://nzmaths.co.nz/ikan-forms, used to determine mokopuna stages on knowledge domains.

## SUMMARY OF ACHIEVEMENT[2]

[1] Taikura primarily receive their instruction in Māori



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## NZC TĀWHAKI:LANGUAGE ARTS AND TĀWHIRIMĀTEA MATHEMATICS (ENGLISH LANGUAGE INSTRUCTION)

**Assessment policy and practice.**
In line with sound assessment practices, a range of sources of evidence are used to inform achievement levels. These include information gathered from daily instruction, conferences with mokopuna, pouako created tests, mokopuna book work, in-class tasks, online activities and mokopuna voice. Regularly sharing achievement levels and progress with mokopuna is standard practice in our school. mokopuna are also expected to set learning goals and are supported to achieve and monitor their progress towards these. Descriptions and exemplars of expected performance are displayed and/or pasted into their books as a reference.

STANDARDISED ASSESSMENT TOOLS: NZC LITERACY
Formal assessment tools for term 4 included analysed writing samples using asTTle marking criteria and the Learning Progression Framework in PACT. Moderation sessions involved taking a selection of writing samples across the year 7 to 9 population, applying the Learning Progressions Framework (LPF) in PACT for years 7 to 8 and using the asTTle writing criteria for Year 9 and checking pouako agreement. Three teaching personnel participated in the moderation. After this, pouako applied the LPF or asTTle criteria for writing to their respective mokopuna.

STANDARDISED ASSESSMENT TOOLS: NZC MATHEMATICS
Formal assessment tools included GLOSS - to determine stages across all three strategy domains (Addition and Subtraction, Multiplication and Division, Proportions and Ratios) and IKAN - to determine mokopuna stages on knowledge domains.

**Reading, Writing and Mathematics Achievement Comparison: Terms 1 and 4**

Torokiri/Taitea:Reading

| | Term 1 | Term 4 | % shift |
|---|---|---|---|
| **Year 7** | 55.6% | 44.8% | **-10.2%** |
| **Year 8** | 38.1% | 57.9% | **19.8** |
| **Year 9** | 24% | 47.8% | **23.8%** |

Torokiri/Taitea:Writing

| | Term 1 | Term 4 | % shift |
|---|---|---|---|
| **Year 7** | 18.5% | 37.9% | **19.4%** |
| **Year 8** | 9.5% | 47.5% | **38%** |
| **Year 9** | 12% | 30.4% | **18.4%** |

[2] Refer to the Appendices for the detail



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Torokiri/Taitea: Mathermatics

| | Term 1 | Term 4 | % shift |
|---|---|---|---|
| Year 7 | 22% | 79% | 57% |
| Year 8 | 24% | 58% | 34% |
| Year 9 | 12% | 57% | 45% |

## READING

Figure 1 **Term 1 Reading Achievement**
These mokopuna receive their instruction primarily in English. (Term 1 n= 73/110)

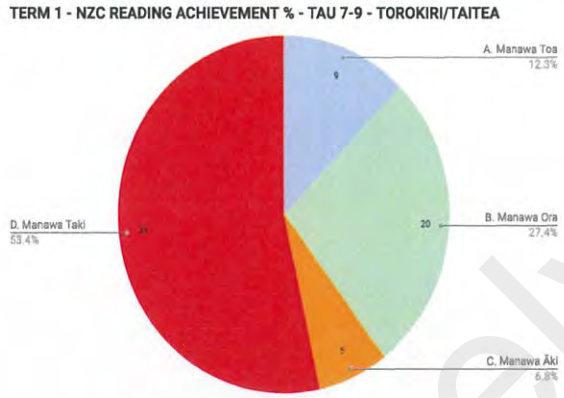



Figure 2 **Term 2 Reading Achievement**
These mokopuna receive their instruction primarily in English. (Term 2 n=75/110)

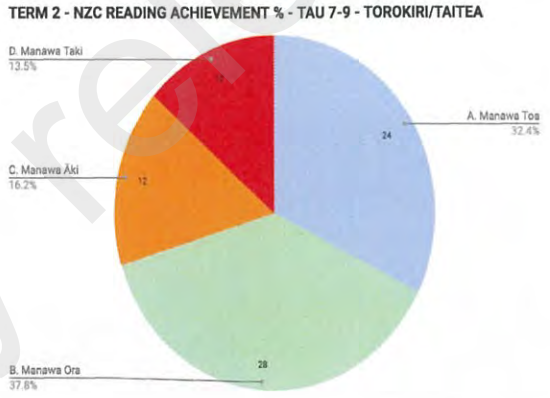



Figure 3 **Term 3 Reading Achievement**
These mokopuna receive their instruction primarily in English. (Term 2 n=72/110)

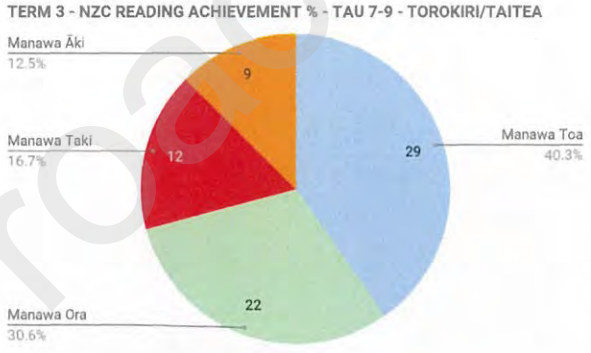
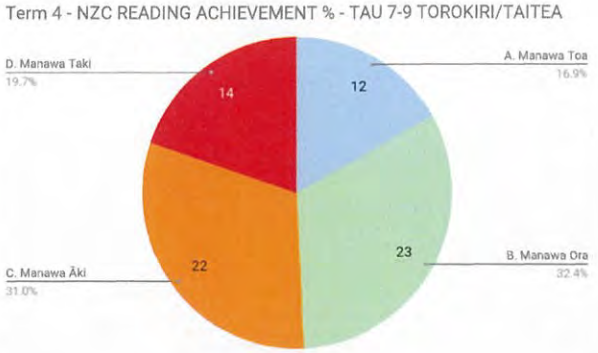



Figure 4 **Term 4 Reading Achievement**
These mokopuna receive their instruction primarily in English. (Term 2 n=75/110)




## WRITING

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Figure 5 **Term 1 Writing Achievement**
These mokopuna receive their instruction primarily in English. (Term 1 n= 73/110)

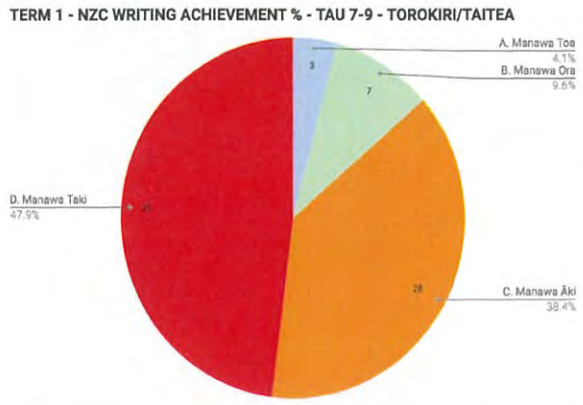



Figure 6 **Term 2 Writing Achievement**
These mokopuna receive their instruction primarily in English. (Term 2 n=75/110)

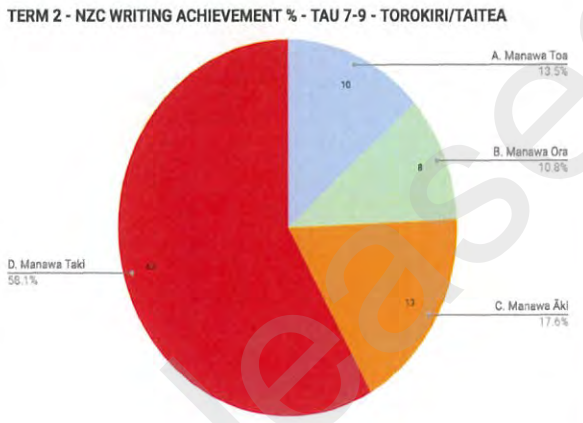



Figure 7 **Term 3 Writing Achievement**
These mokopuna receive their instruction primarily in English. (Term 3 n=72/110)

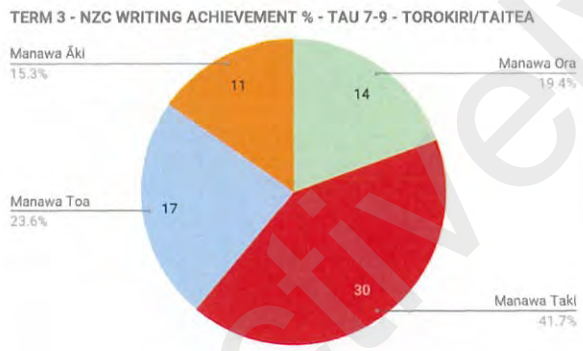
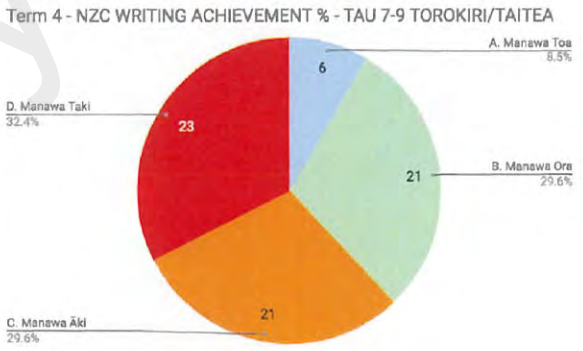



Figure 8 **Term 4 Writing Achievement**
These mokopuna receive their instruction primarily in English. (Term 3 n=75/110)

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## MATHEMATICS

Figure 21 **Term 1 Maths Achievement**
These mokopuna receive their instruction primarily in English. (Term 2 n=73/110)

Figure 22 **Term 2 Maths Achievement**
These mokopuna receive their instruction primarily in English. (Term 2 n=75/110)

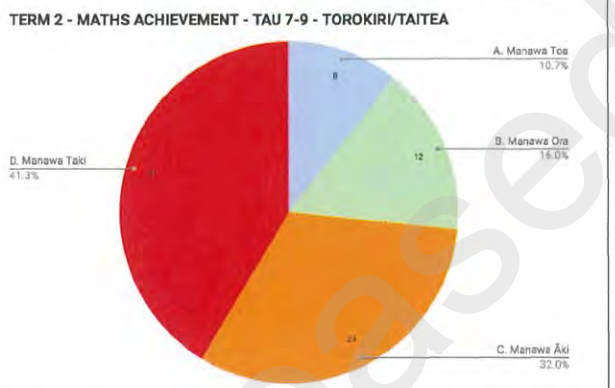



Figure 23 **Term 3 Maths Achievement**
These mokopuna receive their instruction primarily in English. (Term 3 n=72/106)

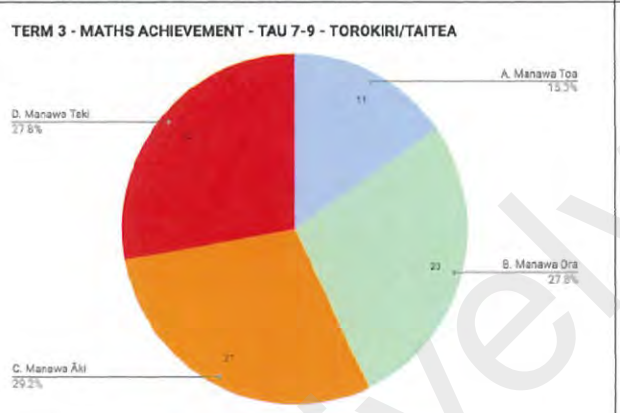
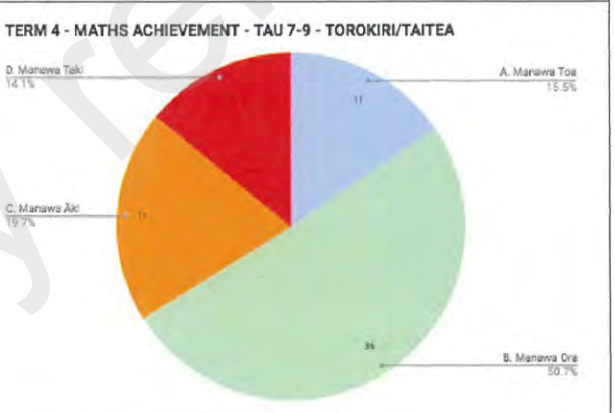



Figure 24 **Term 4 Maths Achievement**
These mokopuna receive their instruction primarily in English. (Term 4 n=71/105)




**Achievement against performance measures Years 7 & 8 mokopuna.**
This term, performance standards were met for year 8 mokopuna in mathematics and were close to being met for year 8s in reading and writing. For year 7 mokopuna, the performance standard was exceeded in mathematics for term 4 and was close to being achieved in writing. The performance standard in reading for this year group was exceeded in term 2 and met in term 3. In term 4, we were 5 year 7 mokopuna short of achieving the performance standard.

**Impact on learning and achievement progress - Year 7 & 8 mokopuna.**
In reading, the greatest shift in achievement occurred from term 1 to term 2 for all year levels. In term 3, positive shifts continued for year 8 while their term 4 results closely mirrored those for term 2 to place this cohort close to achieving the performance standard by the end of the year. The total percentage shift from term 1 to term 4 for year 8s was 19.8% and 23.8% for year 9s.

For the year 7 cohort, there was a negative shift in reading achievement levels of 10.8% from term 1 term 4. We suspect that the different formal assessment tools used each term in reading may have overly influenced pouako judgements. Writing was also the identified focus area and more instructional time was dedicated to this.

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The highest achievement for this group occurred in term 2 where they exceeded the performance standard.

There was also a considerable reduction in the number and proportion of mokopuna deemed at Manawa Taki in reading for years 7 and 8 shifting from 47.9% in term 1 to 29% in term 4.

In writing, there was an accelerated shift for year 7 particularly from term 1 to term 2 and for year 8 there was an accelerated shift from term 2 onwards.

In mathematics, there was a 57% shift in achievement for year 7 mokopuna and a 34% shift for year 8 mokopuna from term 1 to term 4.

**Achievement Year 9 mokopuna**
In reading and writing, there has been substantial movement of mokopuna in term 4 from Manawa Ora to Manawa Āki which suggests that many mokopuna were 'borderline' Manawa Ora achievement level at term 3.

There has been a substantial decrease in the number of year 9 mokopuna achieving at Manawa Taki level since the beginning of the year. In terms 3 and 4, no mokopuna were were achieving at Manawa Taki level in reading and in writing where previously they had been.

**Impact on learning and achievement progress - Year 9 mokopuna.**
In reading and writing there was an increase in the number and proportion of mokopuna achieving at Manawa Ora and Manawa Toa levels each term peaking at 83.3% in reading and 66.7% in writing by term 3. In mathematics, achievement increased from 12% in term 1 to to 57% in term 4.

**Comment on gender differences**
In reading and writing, gender differences in achievement increased over time. By term 4, this difference was significant in favour of girls. In mathematics, girls experienced the greatest acceleration in achievement. At term 1, 12.8% of females were at or above and by term 4 this had increased to 70%, a difference of 57.2%. For males, 26.5% were at or above at term 1, and this had increased to 61% at term 4. By term 4, the achievement of boys in mathematics was close to being on par with that of the girls. .

**Successful approaches and strategies.**
For all learning strands the following were identified as making positive contributions to mokopuna achievement:

- Pouako taking advantage of low pouako to mokopuna ratios (on average 1:13) to provide individualised support
- Compulsory tutorials (Ihotea) in the 9.15am to 9.55am for focussed instruction targeting individuals or groups of mokopuna requiring short term additional support or extension
- Shared collaborative planning that enables richer instructional approaches and draws on staff expertise
- Flexible grouping of mokopuna for various purposes (e.g. ability for reading, mixed for writing, rotation of groups)
- Consistent use of Deliberate Acts of Teaching that are strongly referenced to the unit/term overview/outcome
- Providing mokopuna with at least one opportunity per week, to work independently to explore content and apply their understanding from instructional lessons

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- Matching learning opportunities with mokopuna interests resulting in greater engagement

And specifically for mathematics

- Providing mokopuna with access to male and female pouako which has contributed to significant gender-based achievement shifts.
- Unlimited opportunities for voluntary tuakana/teina sessions where mokopuna teach each other.

**Focus on Improvement.**

For reading, we intend using asTTle in terms 1 and 3 and running records as required. Strategically this will better enable the results to be used for assessment for learning purposes. We recognise that pouako would benefit from additional experiences and support to moderate evidence as disproportionate weight was given to the test results when used for assessment of learning purposes particularly in term 4 in 2017.

In 2018, year 9 and 10 and a small number of very capable year 8s will work with an experienced secondary school pouako to continue the acceleration that we witnessed when we grouped year 9 mokopuna together to work with more sophisticated and challenging themes and content.

The intention in 2018 is to also take a more systematic approach to the provision of instructional reading for all year levels.

The greatest lift in achievement occurred for mokopuna who participated in morning tutorials. On this basis, this approach will continue and involve a greater range of pouako.

For writing, we need to refer the mokopuna to the writing expectations in more meaningful ways and with greater frequency. We are also revising how we deliver Tuhinga Māhorahora/Free Writing as it was not consistently carried out for all mokopuna. We will be considering the timing of these sessions, frequency and implementation.

For mathematics, mokopuna were encouraged to take a collective responsibility to learning and achievement by participating in mokopuna Communities of Learning. This will continue in 2018 particularly for mokopuna at mathematics stages 6 to 8.

Instruction will continue to focus on contextualising number knowledge through other mathematics strands and to use this knowledge to solve real life problems so mathematics is not limited to simply solving equations. As an extension of this, mathematics knowledge will be more explicitly integrated into project work in the afternoons.

Mokopuna led learning will continue to be expanded in 2018. Pouako observed increased confidence and motivation resulted. mokopuna were also more inclined to work in self-selected groups to solve problems and apply appropriate mathematics strategies.

**TMoA TĀWHAKI: REO MATATINI, TĀWHIRIMĀTEA: PĀNGARAU (MĀORI LANGUAGE INSTRUCTION)**

**Assessment policy and practice.**

ASSESSMENT PRACTICES

In line with sound assessment practices, a range of sources of evidence are used to inform



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achievement levels. These include information gathered from daily instruction, conferences with mokopuna, pouako created tests, mokopuna book work, in-class tasks, online activities and mokopuna voice. Regularly sharing achievement levels and progress with mokopuna is standard practice in our school. mokopuna are also expected to set learning goals and are supported to achieve and monitor their progress towards these. Descriptions and exemplars of expected performance are displayed and/or pasted into their books as a reference. Achievement information is stored in Te Waharoa Ararau ā Kura which calculates Manawa Achievement levels.

STANDARDISED ASSESSMENT TOOLS: TMoA TE REO MATATINI
Formal assessment tools for term 4 included Pānui Haere for mokopuna working within the Pīngao instructional levels, Hopukina (for oral language) and analysed writing samples using levelled exemplars. Moderation sessions involved taking a selection of tuhituhi and kōrero samples across the year 7 to 9 population, applying the exemplars and checking pouako agreement. Two teaching personnel participated in the moderation. Moderation across the three language strands provided a further measure of reliability.

STANDARDISED ASSESSMENT TOOLS: TMoA TE TAU
Formal assessment tools included GLOSS - to determine stages across all three strategy domains (Addition and Subtraction, Multiplication and Division, Proportions and Ratios) and IKAN - to determine mokopuna stages on knowledge domains.

**Pānui, Tuhituhi, Kōrero and Pāngarau Achievement Comparison: Terms 1 and 4**

Taikura: Pānui

| | Term 1 | Term 4 | % shift |
|---|---|---|---|
| **Year 7** | 54.5 | 100 | **45.5%** |
| **Year 8** | 44.4 | 54.5 | **10.1%** |
| **Year 9** | 23.5 | 69.2 | **45.7%** |

Taikura: Tuhituhi

| | Term 1 | Term 4 | % shift |
|---|---|---|---|
| **Year 7** | 27.3 | 100 | **72.7%** |
| **Year 8** | 22.2 | 54.5 | **32.3%** |
| **Year 9** | 17.6 | 69.2 | **51.6%** |

Taikura: Kōrero

| | Term 1 | Term 4 | % shift |
|---|---|---|---|
| **Year 7** | 27.3 | 90 | **62.7%** |

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| | | | |
|---|---|---|---|
| Year 8 | 18.2 | 72.7 | 54.5% |
| Year 9 | 13.3 | 69.2 | 55.9% |

Taikura: Pāngarau

| | Term 1 | Term 4 | % shift |
|---|---|---|---|
| Year 7 | 18% | 90% | 72% |
| Year 8 | 11% | 55% | 44% |
| Year 9 | 18% | 46% | 28% |

**KŌRERO**

Figure 9 **Term 1 Kōrero Achievement**
These mokopuna receive their instruction primarily in Māori. (Term 1 n= 37/110)

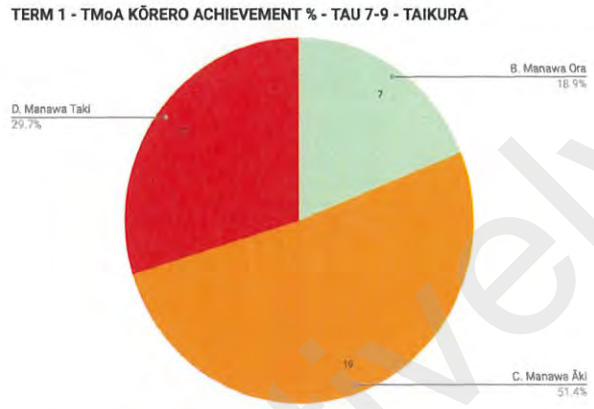



Figure 10 **Term 2 Kōrero Achievement**
These mokopuna receive their instruction primarily in Māori. (Term 2 n=35/110)

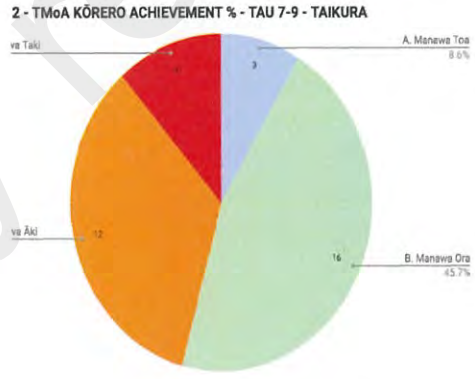



Figure 11 **Term 3 Kōrero Achievement**
These mokopuna receive their instruction primarily in Māori. (Term 2 n=34/110)

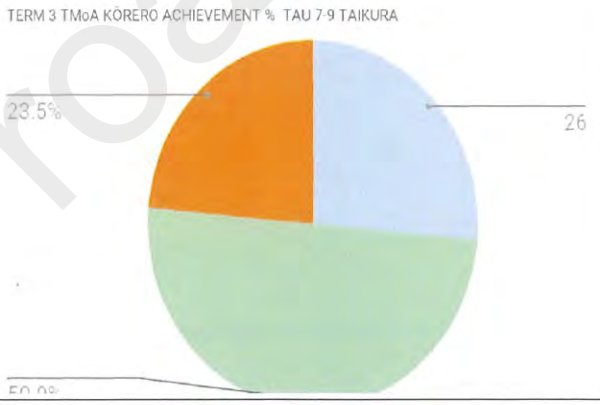
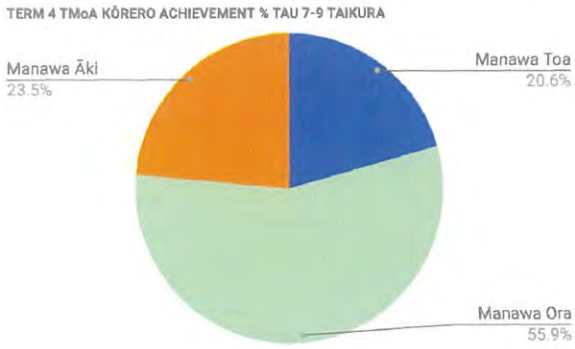



Figure 12 **Term 4 Kōrero Achievement**
These mokopuna receive their instruction primarily in Māori. (Term 2 n=34/110)

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## PĀNUI

Figure 13 **Term 1 Pānui Achievement**
These mokopuna receive their instruction primarily in Māori. (Term 1 n= 37/110)

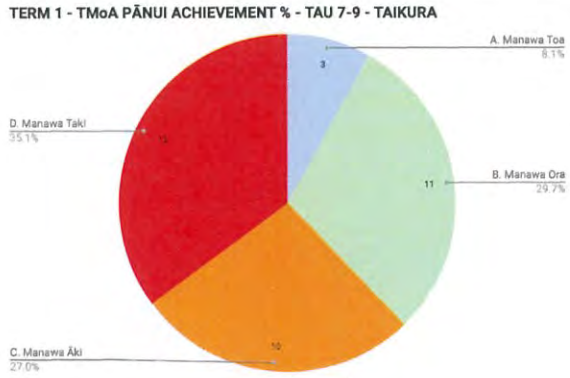



Figure 14 **Term 2 Pānui Achievement**
These mokopuna receive their instruction primarily in Māori. (Term 2 n=35/110)

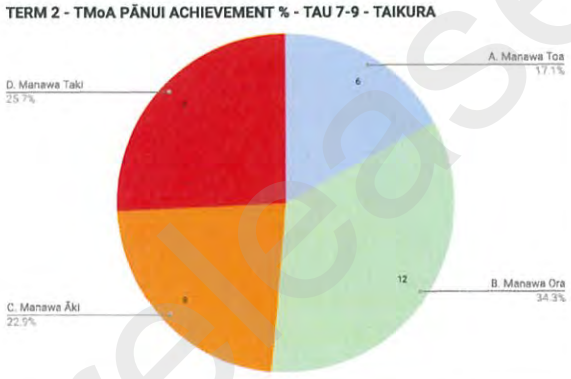



Figure 15 **Term 3 Pānui Achievement**
These mokopuna receive their instruction primarily in Māori. (Term 2 n=34/110)

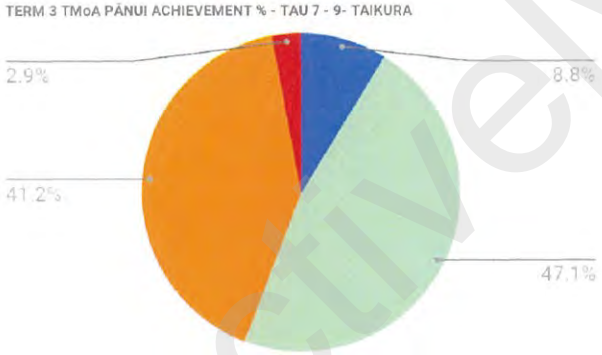
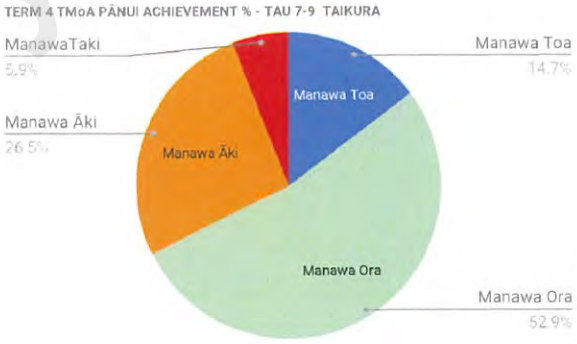



Figure 16 **Term 4 Pānui Achievement**
These mokopuna receive their instruction primarily in Māori. (Term 2 n=34/110)

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## TUHITUHI

Figure 17 **Term 1 Tuhituhi Achievement**
These mokopuna receive their instruction primarily in Māori. (Term 1 n= 37/110)

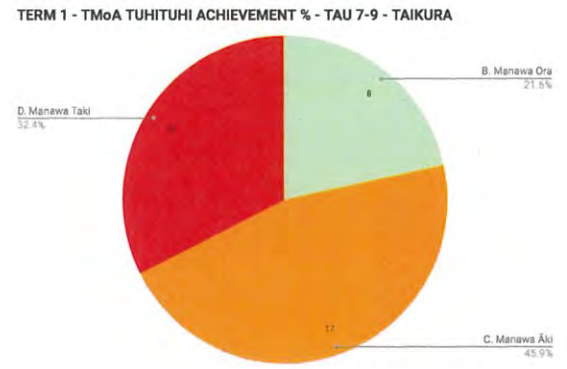



Figure 18 **Term 2 Tuhituhi Achievement**
These mokopuna receive their instruction primarily in Māori. (Term 2 n=35/110)

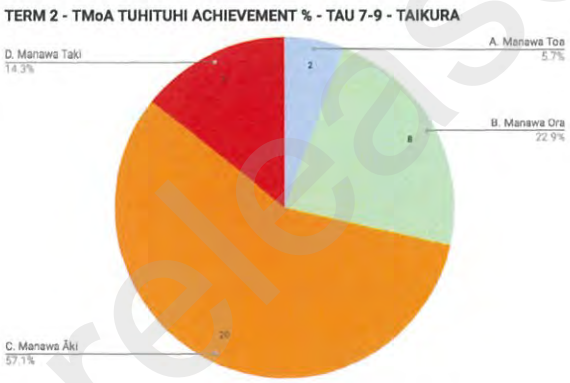



Figure 19 **Term 3 Tuhituhi Achievement**
These mokopuna receive their instruction primarily in Māori. (Term 2 n=34/110)

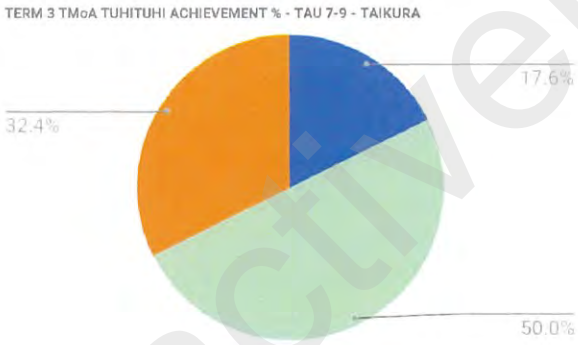
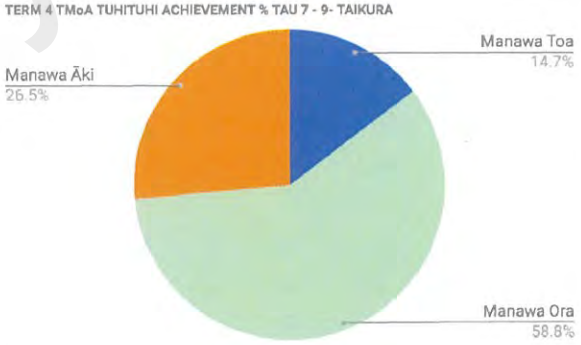



Figure 20 **Term 3 Tuhituhi Achievement**
These mokopuna receive their instruction primarily in Māori. (Term 3 n=34/110)

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## PĀNGARAU

Figure 25 **Term 1 Pāngarau Achievement**
These mokopuna receive their instruction primarily in te reo māori. (Term 1 n=37/110)

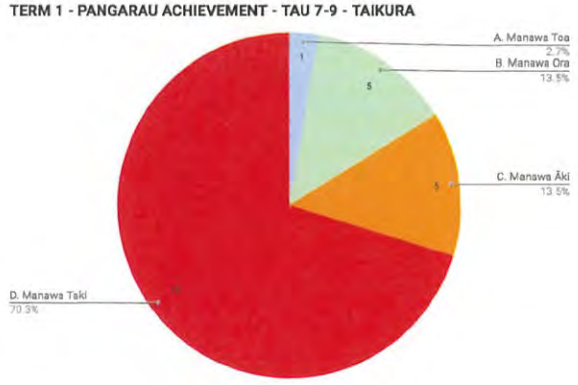



Figure 26 **Term 2 Pāngarau Achievement**
These mokopuna receive their instruction primarily in te reo māori. (Term 2 n=35/110)

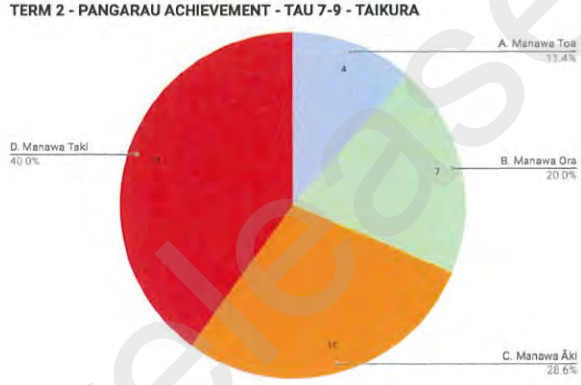



Figure 27 **Term 3 Pāngarau Achievement**
These mokopuna receive their instruction primarily in te reo māori. (Term 3 n=34/106)

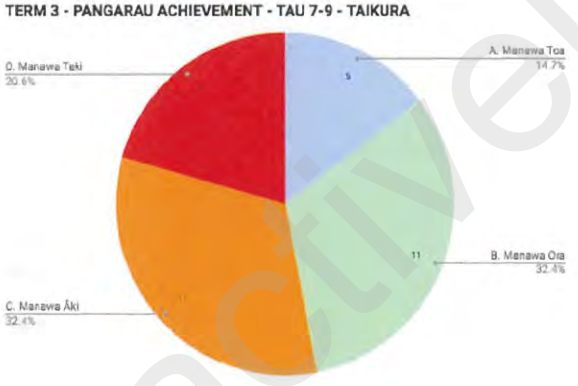
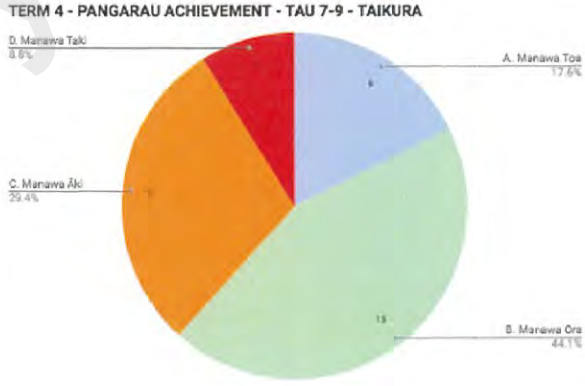



Figure 28 **Term 4 Pāngarau Achievement**
These mokopuna receive their instruction primarily in te reo māori. (Term 4 n=34/105)




**Achievement against performance measures Year 7 & 8 mokopuna.**
For this term, performance standards for pānui were exceeded for year 7 while we were two mokopuna short of achieving the performance standard for year 8. Of significance is that there were no mokopuna in either of these year levels at Manawa Taki by the end of the year compared to 10 mokopuna at Quarters 1 and 2.

For tuhituhi, the performance standard was exceeded for year 7 mokopuna with 100% at Manawa Ora or Manawa Toa. The performance standard was close to being met for year 8s. Similar to pānui, at Quarter 4, there were no mokopuna at Manawa Taki achievement level compared to half (49.5) at that level in Quarter 1.

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For kōrero, the performance standard was exceeded for year 7 mokopuna and met for year 8 mokopuna.

There have been no mokopuna at either year level at Manawa Taki achievement level since Quarter 3.

For pāngarau, the performance standard was exceeded for year 7 mokopuna and met for year 8 mokopuna. By term 4, only 1 mokopuna was at Manawa Taki compared to 13 mokopuna in term 1.

**Achievement for Year 9 mokopuna.**
In kōrero, no mokopuna were at Manawa Taki achievement level by term 3. This was maintained in term 4. Each term, there were also reducing numbers of mokopuna at Manawa Āki in this learning strand.

In tuhituhi, there was a steady movement of mokopuna at Manawa Taki achievement levels to Manawa Āki so that by term 3, no mokopuna was at Manawa Taki. Small numbers of mokopuna also shifted to Manawa Ora achievement levels each term.

In pānui, the number of mokopuna at Manawa Taki had halved by term 4 and also reduced for Manawa Āki achievement level indicating that greater numbers if mokopuna were achieving at Manawa Ora by the end of the year.

In pāngarau, there was a steady increase in the number and proportion of year 9 mokopuna achieving at Manawa Ora and Manawa Toa levels with each successive term.

**Impact on learning and achievement progress.**
In pānui, the greatest shift occurred from term 1 to term 2 for year 7 mokopuna at Manawa Ora and Manawa Toa by 45.5%. The term 1 and term result for year 8 mokopuna increased by only 10.1%.

In tuhituhi, year 7 mokopuna made accelerated progress. At term 1, 27.3% mokopuna were at Manawa Ora or Manawa Toa levels which had increased by 62.7% at term 4 to 90%. Year 8 mokopuna also made progress from term 1 to term 4 by 32.3%.

In kōrero, year 7 and year 8 mokopuna made accelerated progress. At term 1, 27.3% year 7 mokopuna were at Manawa Ora or Manawa Toa levels which had increased by 72.7% at term 4 to 100%. Year 8 mokopuna also made progress from term 1 to term 4 by 54.5%. Accelerated shifts occurred at the end of term 2 and term 4 for year 9 mokopuna.

In pāngarau, the percentage shift for year 7 mokopuna who qualified for Manawa Ora and Manawa Toa achievement levels between term 1 and term 4 was 72%. For year 8 mokopuna this was 44% and 28% for year 9 mokopuna, for the same period .

**Commentary on gender differences**
Both females and males experienced similar accelerated shifts in kōrero, pānui and tuhituhi from term 1 to term 4 with the greatest difference in achievement based on gender occurring in tuhituhi.

In pāngarau, there was an accelerated shift in achievement from term 1 to term 4 for both females



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and males, the greatest acceleration occurring for girls (22.2% in term 1 to 63% in term 4). For males, 10.5% were at or above at term 1, and this had increased to 61% at term 4. There was little difference in achievement in this learning strand based on gender.

**Successful approaches and strategies.**
In term 4, mokopuna were grouped by ability level to accelerate the achievement levels of mokopuna at Manawa Taki and Manawa Āki levels in pānui. This was accomplished via a combination of morning tutorials and classroom instructional time. pouako were assigned to these groups according to pouako levels of expertise as a short gap measure to raise achievement in this learning strand. For Māori language learning, it is important that mokopuna are also in mixed ability groups to accelerate their oral language/kōrero ability.

A large emphasis was placed on listening and speaking in the programme throughout the year which had a positive knock on effect in pānui and tuhituhi.

These mokopuna will be kept in the same home group in 2018 to maintain a strong Māori language domain for them within the school and will continue to receive their reo matatini instruction in te reo.

While reo pakehā results are not required to be reported here, our evaluation of the reo pakehā programme indicates that in 2018 we need to be more systematic and offer a greater number of learning opportunities to develop capability in this learning strand of TMoA, particularly as the mokopuna start to engage in the senior secondary curriculum. More pouako will also be responsible for providing instruction in te reo pakehā.

Term 3 achievement data was shared with mokopuna including an indication of the levels required to achieve Manawa Ora or Manawa Toa by the end of the year for all learning strands which for most mokopuna was a great motivator enabling them to assume greater responsibility for their own progress.

Shared collaborative planning enabled richer instructional approaches and maximised staff expertise for the benefit of all mokopuna.

In pāngarau, mokopuna were able to access male and female pouako which has contributed to significant gender-based achievement shifts. Furthermore, mokopuna were provided with unlimited opportunities for voluntary tuakana/teina sessions where mokopuna teach each other which also proved to be a successful strategy.

**Focus on Improvement.**
The greatest lift in achievement occurred for mokopuna who participated in morning tutorials. On this basis, this approach will continue and involve a greater range of pouako.

We are revising how we deliver Tuhinga Māhorahora as it was not consistently carried out for all mokopuna. We will be considering the timing of these sessions, frequency and implementation.

For pāngarau, mokopuna were encouraged to take a collective responsibility to learning and achievement by participating in mokopuna Communities of Learning. This will continue in 2018

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particularly for mokopuna at kaupae 6 to 8.

Instruction will continue to focus on contextualising number knowledge through other pāngarau strands and to use this knowledge to solve real life problems so pāngarau is not limited to simply solving equations. As an extension of this, pāngarau knowledge will be more explicitly integrated into project work in the afternoons.

Pouako will also be supported with teaching for transfer strategies to enable them to take advantage of the developing bilinguality of these mokopuna. Our senior secondary pouako have the mathematics content knowledge and mathematics pedagogy but not the requisite māori language proficiency to provide instruction for pāngarau. We recognise that we need to be systematic and deliberate in managing this transition.

Mokopuna led learning will continue to be expanded in 2018. Pouako observed increased confidence and motivation resulted. mokopuna were also more inclined to work in self-selected groups to solve problems and apply appropriate pāngarau strategies.

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# APPENDICES


**APPENDIX 1: TERMS 1, 2 & 3 NZC READING ACHIEVEMENT TOROKIRI/TAITEA** 198

Table 1 Term 1 Reading achievement by year level 198

Table 2 Term 2 Reading achievement by year level 198

Table 3 Term 3 Reading achievement by year level 198

Table 4 Term 4 Reading achievement by year level 209

Table 5 Term 1, 2, 3 & 4 Reading achievement by gender 209

**Appendix 2: TERMS 1, 2, 3 & 4 NZC WRITING ACHIEVEMENT TOROKIRI/TAITEA** 209

Table 6 Term 1 Writing achievement by year level 209

Table 7 Term 2 Writing achievement by year level 20

Table 8 Term 3 Writing achievement by year level 20

Table 9 Term 4 Writing achievement by year level 20

Table 10 Terms 1, 2, 3 & 4 Writing achievement by gender 20

**Appendix 3: TERMS 1, 2, 3 & 4 TMoA KŌRERO ACHIEVEMENT TAIKURA** 21

Table 11 Term 1 Kōrero achievement by year level 21

Table 12 Term 2 Kōrero achievement by year level 21

Table 13 Term 3 Kōrero achievement by year level 232

Table 14 Term 4 Kōrero achievement by year level 232

Table 15 Terms 1, 2, 3 & 4 Kōrero achievement by gender 242

**Appendix 4: TERMS 1, 2 & 3 TMoA TUHITUHI ACHIEVEMENT TAIKURA** 243

Table 16 Term 1 Tuhituhi achievement by year level 243

Table 17 Term 2 Tuhituhi achievement by year level 243

Table 17 Term 3 Tuhituhi achievement by year level 253

Table 18 Term 4 Tuhituhi achievement by year level 263

Table 19 Terms 1, 2, 3 & 4 Tuhituhi achievement by gender 263

**Appendix 5: TERMS 1, 2, 3 & 4 TMoA PĀNUI ACHIEVEMENT TAIKURA** 264

Table 20 Term 1 Pānui achievement by year level 264

Table 21 Term 2 Pānui achievement by year level 274

Table 22 Term 3 Pānui achievement by year level 275

Table 23 Term 4 Pānui achievement by year level 275

Table 24 Terms 1, 2, 3 & 4 Pānui achievement by gender 285

**Appendix 6: TERM 1, 2, 3 NZC MATHS ACHIEVEMENT TAITEA/TOROKIRI** 286

Table 25 Term 1 Maths achievement by year level 286

Table 26 Term 2 Maths achievement by year level 286

Table 27 Term 3 Maths achievement by year level 296

Table 28 Term 4 Maths achievement by year level 297




Proactively released

Table 29 Terms 1, 2, 3 & 4 Maths achievement by gender 297

**Appendix 7: TERM 1, 2, 3 & 4 TMoA TAU ACHIEVEMENT TAIKURA** 317

Table 30 Term 1 Pāngarau achievement by year level 317

Table 31 Term 2 Pāngarau achievement by year level 318

Table 32 Term 3 Pāngarau achievement by year level 318

Table 33 Term 4 Pāngarau achievement by year level 328

Table 34 Terms 1, 2,3 & 4 Pāngarau achievement by gender 329

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## APPENDIX 1: TERMS 1, 2, 3 4. NZC READING ACHIEVEMENT TOROKIRI/TAITEA

Table 1 Term 1 Reading achievement by year level

| | NZC READING ACHIEVEMENT % - TAU 7-9 - TOROKIRI/TAITEA | | | | |
|---|---|---|---|---|---|
| **TERM 1** | **Total:** | **Year 7** | **Year 8** | **Year 9** | **%** |
| A. Manawa Toa | 9 | 5 | 3 | 1 | 12.3% |
| B. Manawa Ora | 20 | 10 | 5 | 5 | 27.4% |
| C. Manawa Āki | 5 | 1 | 1 | 3 | 6.8% |
| D. Manawa Taki | 39 | 11 | 12 | 16 | 53.4% |
| **Total** | **73** | **27** | **21** | **25** | **100.0%** |
| **% at or above** | **40%** | **56%** | **38%** | **24%** | |
| **Contracted performance standard** | | **60%** | **60%** | **unspecified** | |

Table 2 Term 2 Reading achievement by year level

| | NZC READING ACHIEVEMENT % - TAU 7-9 - TOROKIRI/TAITEA | | | | |
|---|---|---|---|---|---|
| **TERM 2** | **Total:** | **Year 7** | **Year 8** | **Year 9** | **%** |
| A. Manawa Toa | 24 | 10 | 7 | 7 | 32.4% |
| B. Manawa Ora | 28 | 11 | 5 | 12 | 37.8% |
| C. Manawa Āki | 12 | 2 | 6 | 4 | 16.2% |
| D. Manawa Taki | 10 | 6 | 3 | 1 | 13.5% |
| **Total** | **74** | **29** | **21** | **24** | **100.0%** |
| **% at or above** | **70%** | **72%** | **57%** | **79%** | |
| **Contracted performance standard** | | **60%** | **60%** | **unspecified** | |

Table 3 Term 3 Reading achievement by year level

| | NZC READING ACHIEVEMENT % - TAU 7-9 - TOROKIRI/TAITEA | | | | |
|---|---|---|---|---|---|
| **TERM 3** | **Total:** | **Year 7** | **Year 8** | **Year 9** | **%** |
| A. Manawa Toa | 30 | 11 | 9 | 10 | 41.6% |
| B. Manawa Ora | 21 | 8 | 3 | 10 | 29.2% |
| C. Manawa Āki | 9 | 2 | 3 | 4 | 12.5% |
| D. Manawa Taki | 12 | 8 | 4 | 0 | 16.7% |
| **Total** | **72** | **29** | **19** | **24** | **100.0%** |
| **% at or above** | | **65.5%** | **63.1%** | **83.3%** | |
| **Contracted performance standard** | | **60%** | **60%** | **unspecified** | |

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Table 4 Term 4 Reading achievement by year level

| TERM 4 | NZC READING ACHIEVEMENT % - TAU 7-9 - TOROKIRI/TAITEA | | | | |
|---|---|---|---|---|---|
| | Total: | Year 7 | Year 8 | Year 9 | % |
| A. Manawa Toa | 12 | 5 | 3 | 4 | 17% |
| B. Manawa Ora | 23 | 8 | 8 | 7 | 32% |
| C. Manawa Āki | 22 | 7 | 3 | 12 | 31% |
| D. Manawa Taki | 14 | 9 | 5 | 0 | 20% |
| **Total** | **71** | **29** | **19** | **23** | |
| **% at or above** | | **45%** | **58%** | **48%** | |
| **Contracted performance standard** | | **60%** | **60%** | **unspecified** | |

Table 5 Term 1, 2, 3 & 4 Reading achievement by gender

| TERM 1, 2 & 3 - NZC READING - GENDER ACHIEVEMENT % - TAU 7-9 - TOROKIRI/TAITEA | | | | |
|---|---|---|---|---|
| **Achievement:** | **Female:** | **Male:** | **Female %:** | **Male %:** |
| A. Manawa Toa | 8 | 4 | 20 | 13 |
| B. Manawa Ora | 18 | 5 | 45 | 16 |
| C. Manawa Āki | 7 | 15 | 17.5 | 48.3 |
| D. Manawa Taki | 7 | 7 | 17.5 | 17.5 |
| **Total** | 40 | 31 | **100.0%** | **100.0%** |
| **% at or above Term 1** | **43.6%** | **35.3%** | | |
| **% at or above Term 2** | **78.0%** | **60.6%** | | |
| **% at or above Term 3** | **80.4%** | **58%** | | |
| **% at or above Term 4** | **65%** | **29%** | | |

## Appendix 2: TERMS 1, 2, 3 & 4 NZC WRITING ACHIEVEMENT TOROKIRI/TAITEA

Table 6 Term 1 Writing achievement by year level

| TERM 1 | NZC WRITING ACHIEVEMENT % - TAU 7-9 - TOROKIRI/TAITEA | | | | |
|---|---|---|---|---|---|
| | Total: | Year 7 | Year 8 | Year 9 | % |
| A. Manawa Toa | 3 | 2 | 0 | 1 | 4.1% |
| B. Manawa Ora | 7 | 3 | 2 | 2 | 9.6% |
| C. Manawa Āki | 28 | 13 | 7 | 8 | 38.4% |

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| | | | | | |
|---|---|---|---|---|---|
| D. Manawa Taki | 35 | 9 | 12 | 14 | 47.9% |
| **Total** | **73** | **27** | **21** | **25** | **100.0%** |
| **% at or above** | **14%** | **19%** | **10%** | **12%** | |
| **Contracted performance standard** | | **50%** | **50%** | **unspecified** | |

Table 7 Term 2 Writing achievement by year level

| | NZC WRITING ACHIEVEMENT % - TAU 7-9 - TOROKIRI/TAITEA | | | | |
|---|---|---|---|---|---|
| **TERM 2** | **Total:** | **Year 7** | **Year 8** | **Year 9** | **%** |
| A. Manawa Toa | 10 | 6 | 0 | 4 | 13.5% |
| B. Manawa Ora | 8 | 3 | 1 | 4 | 10.8% |
| C. Manawa Āki | 13 | 3 | 6 | 4 | 17.6% |
| D. Manawa Taki | 43 | 17 | 14 | 12 | 58.1% |
| **Total** | **74** | **29** | **21** | **24** | **100.0%** |
| **% at or above** | **24%** | **31%** | **5%** | **33%** | |
| **Contracted performance standard** | | **50%** | **50%** | **unspecified** | |

Table 8 Term 3 Writing achievement by year level

| | NZC WRITING ACHIEVEMENT % - TAU 7-9 - TOROKIRI/TAITEA | | | | |
|---|---|---|---|---|---|
| **TERM 3** | **Total:** | **Year 7** | **Year 8** | **Year 9** | **%** |
| A. Manawa Toa | 17 | 8 | 3 | 6 | 23.6% |
| B. Manawa Ora | 15 | 3 | 2 | 10 | 21% |
| C. Manawa Āki | 12 | 4 | 5 | 3 | 16.6% |
| D. Manawa Taki | 28 | 14 | 9 | 5 | 38.8% |
| **Total** | 72 | 29 | 19 | 24 | **100.0%** |
| **% at or above** | | 37.9% | 26.3% | **66.7%** | |
| **Contracted performance standard** | | **50%** | **50%** | **unspecified** | |

Table 9 Term 4 Writing achievement by year level

| | NZC WRITING ACHIEVEMENT % - TAU 7-9 - TOROKIRI/TAITEA | | | | |
|---|---|---|---|---|---|
| **TERM 4** | **Total:** | **Year 7** | **Year 8** | **Year 9** | **%** |
| A. Manawa Toa | 7 | 4 | 0 | 3 | 9.85 |
| B. Manawa Ora | 20 | 7 | 9 | 4 | 28.17 |

Proactively released

| | | | | | |
|---|---|---|---|---|---|
| C. Manawa Āki | 22 | 5 | 3 | 14 | 30.99 |
| D. Manawa Taki | 22 | 13 | 7 | 2 | 30.99 |
| Total | 71 | 29 | 19 | 23 | 100 |
| % at or above | | 38% | 47% | 30% | |
| Contracted performance standard | | 50% | 50% | unspecified | |

Table 10 Terms 1, 2, 3 & 4 Writing achievement by gender

| TERM 1, 2, 3 & 4 - NZC WRITING - GENDER ACHIEVEMENT % - TAU 7-9 - TOROKIRI/TAITEA | | | | |
|---|---|---|---|---|
| Achievement: | Female: | Male: | Female %: | Male %: |
| A. Manawa Toa | 4 | 2 | 10% | 6.4% |
| B. Manawa Ora | 17 | 4 | 42.5% | 13% |
| C. Manawa Āki | 7 | 14 | 17.5% | 45.1% |
| D. Manawa Taki | 12 | 11 | 30% | 35.5% |
| Total | 40 | 31 | 100.0% | 100.0% |
| % at or above Term 1 | 17.9% | 5.9% | | |
| % at or above Term 2 | 24.4% | 24.2% | | |
| % at or above Term 3 | 48.8% | 38.7% | | |
| % at or above Term 4 | 52.5% | 19.3% | | |

## Appendix 3: TERMS 1, 2, 3 & 4 TMoA KŌRERO ACHIEVEMENT TAIKURA

Table 11 Term 1 Kōrero achievement by year level

| | TMoA KŌRERO ACHIEVEMENT % - TAU 7-9 - TAIKURA | | | | |
|---|---|---|---|---|---|
| TERM 1 | Total: | Year 7 | Year 8 | Year 9 | % |
| A. Manawa Toa | 0 | 0 | 0 | 0 | 0.0% |
| B. Manawa Ora | 7 | 3 | 2 | 2 | 18.9% |
| C. Manawa Āki | 19 | 5 | 8 | 6 | 51.4% |
| D. Manawa Taki | 11 | 3 | 1 | 7 | 29.7% |
| Total | 37 | 11 | 11 | 15 | 100.0% |
| % at or above | 19% | 27% | 18% | 13% | |

Proactively released

| | | | | |
|---|---|---|---|---|
| Contracted performance standard | 73% | 65% | unspecified | |

Table 12 Term 2 Kōrero achievement by year level

| | TMoA KŌRERO ACHIEVEMENT % - TAU 7-9 - TAIKURA | | | | |
|---|---|---|---|---|---|
| TERM 2 | Total: | Year 7 | Year 8 | Year 9 | % |
| A. Manawa Toa | 3 | 2 | 0 | 1 | 8.6% |
| B. Manawa Ora | 16 | 6 | 5 | 5 | 45.7% |
| C. Manawa Āki | 12 | 2 | 5 | 5 | 34.3% |
| D. Manawa Taki | 4 | 0 | 1 | 3 | 11.4% |
| **Total** | **35** | **10** | **11** | **14** | **100.0%** |
| **% at or above** | **54%** | **80%** | **45%** | **43%** | |
| **Contracted performance standard** | | **73%** | **65%** | **unspecified** | |

Table 13 Term 3 Kōrero achievement by year level

| | TMoA KŌRERO ACHIEVEMENT % - TAU 7-9 - TAIKURA | | | | |
|---|---|---|---|---|---|
| TERM 3 | Total: | Year 7 | Year 8 | Year 9 | % |
| A. Manawa Toa | 9 | 6 | 2 | 1 | 26.5% |
| B. Manawa Ora | 17 | 2 | 7 | 8 | 50% |
| C. Manawa Āki | 8 | 2 | 2 | 4 | 23.5% |
| D. Manawa Taki | 0 | 0 | 0 | 0 | 0 |
| **Total** | 34 | 10 | 11 | 13 | |
| **% at or above** | **77%** | **80%** | **82%** | **69%** | |
| **Contracted performance standard** | | **73%** | **65%** | **unspecified** | |

Table 14 Term 4 Kōrero achievement by year level

| | TMoA KŌRERO ACHIEVEMENT % - TAU 7-9 - TAIKURA | | | | |
|---|---|---|---|---|---|
| TERM 4 | Total: | Year 7 | Year 8 | Year 9 | % |
| A. Manawa Toa | 7 | 6 | 1 | 0 | |
| B. Manawa Ora | 19 | 3 | 7 | 9 | |
| C. Manawa Āki | 8 | 1 | 3 | 4 | |
| D. Manawa Taki | 0 | 0 | 0 | 0 | |
| **Total** | **34** | **10** | **11** | **13** | |
| **% at or above** | **76.5%** | **90%** | **66%** | **69%** | |
| **Contracted performance standard** | | **73%** | **65%** | **unspecified** | |

Proactively released

Table 15 Terms 1, 2, 3 & 4 Kōrero achievement by gender

| TERM 1, 2 & 3 - TMoA KŌRERO - GENDER ACHIEVEMENT % - TAU 7-9 - TAIKURA | | | | |
|---|---|---|---|---|
| **Achievement:** | **Female:** | **Male:** | **Female %:** | **Male %:** |
| A. Manawa Toa | 4 | 3 | 25% | 17% |
| B. Manawa Ora | 9 | 10 | 56% | 56% |
| C. Manawa Āki | 3 | 5 | 19% | 27% |
| D. Manawa Taki | 0 | 0 | | |
| **Total** | 16 | 18 | | |
| **% at or above Term 1** | **27.8%** | **10.5%** | | |
| **% at or above Term 2** | **50.0%** | **57.9%** | | |
| **% at or above Term 3** | **81%** | **72%** | | |
| **% at or above Term 4** | **100%** | **83%** | | |

## Appendix 4: TERMS 1, 2 & 3 TMoA TUHITUHI ACHIEVEMENT TAIKURA

Table 16 Term 1 Tuhituhi achievement by year level

| | TMoA TUHITUHI ACHIEVEMENT % - TAU 7-9 - TAIKURA | | | | |
|---|---|---|---|---|---|
| **TERM 1** | **Total:** | **Year 7** | **Year 8** | **Year 9** | **%** |
| A. Manawa Toa | 0 | 0 | 0 | 0 | 0.0% |
| B. Manawa Ora | 8 | 3 | 2 | 3 | 21.6% |
| C. Manawa Āki | 17 | 5 | 5 | 7 | 45.9% |
| D. Manawa Taki | 12 | 3 | 2 | 7 | 32.4% |
| **Total** | **37** | **11** | **9** | **17** | **100.0%** |
| **% at or above** | **22%** | **27%** | **22%** | **18%** | |
| **Contracted performance standard** | | **60%** | **58%** | **unspecified** | |

Table 17 Term 2 Tuhituhi achievement by year level

| | TMoA TUHITUHI ACHIEVEMENT % - TAU 7-9 - TAIKURA | | | | |
|---|---|---|---|---|---|
| **TERM 2** | **Total** | **Year 7** | **Year 8** | **Year 9** | **%** |
| A. Manawa Toa | 2 | 1 | 1 | 0 | 5.7% |
| B. Manawa Ora | 8 | 4 | 1 | 3 | 22.9% |
| C. Manawa Āki | 20 | 5 | 7 | 8 | 57.1% |
| D. Manawa Taki | 5 | 0 | 2 | 3 | 14.3% |
| **Total** | **35** | **10** | **11** | **14** | **100.0%** |
| **% at or above** | **29%** | **50%** | **18%** | **21%** | |

Proactively released

| | | | |
|---|---|---|---|
| **Contracted performance standard** | **60%** | **58%** | **unspecified** |

Table 17 Term 3 Tuhituhi achievement by year level

| | TMoA TUHITUHI ACHIEVEMENT % - TAU 7-9 - TAIKURA | | | | |
|---|---|---|---|---|---|
| **TERM 3** | **Total** | **Year 7** | **Year 8** | **Year 9** | **%** |
| A. Manawa Toa | 6 | 4 | 1 | 1 | 18% |
| B. Manawa Ora | 17 | 5 | 6 | 6 | 50% |
| C. Manawa Āki | 11 | 1 | 4 | 6 | 32% |
| D. Manawa Taki | 0 | 0 | 0 | 0 | 0% |
| **Total** | 34 | 10 | 11 | **13** | **100.0%** |
| **% at or above** | **68%** | **90%** | **67%** | **54%** | |
| **Contracted performance standard** | | **60%** | **58%** | **unspecified** | |

Proactively released

Table 18 Term 4 Tuhituhi achievement by year level

| TERM 4 | TMoA TUHITUHI ACHIEVEMENT % - TAU 7-9 - TAIKURA | | | | |
|---|---|---|---|---|---|
| | Total: | Year 7 | Year 8 | Year 9 | % |
| A. Manawa Toa | 5 | 5 | 0 | 0 | 15% |
| B. Manawa Ora | 20 | 5 | 6 | 9 | 59% |
| C. Manawa Āki | 9 | 0 | 5 | 4 | 26% |
| D. Manawa Taki | 0 | 0 | 0 | 0 | 0% |
| **Total** | 34 | 10 | 11 | **13** | **100.0%** |
| **% at or above** | **74%** | **100%** | **55%** | **69%** | |
| **Contracted performance standard** | | **60%** | **58%** | **unspecified** | |

Table 19 Terms 1, 2, 3 & 4 Tuhituhi achievement by gender

| TERMS 1, 2, 3 & 4 - TMoA TUHITUHI - GENDER ACHIEVEMENT % - TAU 7-9 - TAIKURA | | | | |
|---|---|---|---|---|
| **Achievement:** | **Female:** | **Male:** | **Female %:** | **Male %:** |
| A. Manawa Toa | 4 | 2 | 25% | 12% |
| B. Manawa Ora | 9 | 8 | 56% | 44% |
| C. Manawa Āki | 3 | 8 | 19% | 44% |
| D. Manawa Taki | 0 | 0 | 0 | 0 |
| **Total** | 16 | 18 | **100.0%** | **100.0%** |
| **% at or above Term 1** | **27.8%** | **15.8%** | | |
| **% at or above Term 2** | **37.5%** | **21.1%** | | |
| **% at or above Term 3** | **81%** | **56%** | | |
| **% at or above Term 4** | **81%** | **56%** | | |

## Appendix 5: TERMS 1, 2, 3 & 4 TMoA PĀNUI ACHIEVEMENT TAIKURA

Table 20 Term 1 Pānui achievement by year level

| TERM 1 | TMoA PĀNUI ACHIEVEMENT % - TAU 7-9 - TAIKURA | | | | |
|---|---|---|---|---|---|
| | Total: | Year 7 | Year 8 | Year 9 | % |
| A. Manawa Toa | 3 | 2 | 1 | 0 | 8.1% |
| B. Manawa Ora | 11 | 4 | 3 | 4 | 29.7% |
| C. Manawa Āki | 10 | 0 | 2 | 8 | 27.0% |
| D. Manawa Taki | 13 | 5 | 3 | 5 | 35.1% |

Proactively released

| | | | | | |
|---|---|---|---|---|---|
| Total | 37 | 11 | 9 | 17 | 100.0% |
| % at or above | 38% | 55% | 44% | 24% | |
| Contracted performance standard | | 70% | 71% | unspecified | |

Table 21 Term 2 Pānui achievement by year level

| TERM 2 | TMoA PĀNUI ACHIEVEMENT % - TAU 7-9 - TAIKURA | | | | |
|---|---|---|---|---|---|
| | Total: | Year 7 | Year 8 | Year 9 | % |
| A. Manawa Toa | 6 | 3 | 2 | 1 | 17.1% |
| B. Manawa Ora | 12 | 3 | 3 | 6 | 34.3% |
| C. Manawa Āki | 8 | 2 | 2 | 4 | 22.9% |
| D. Manawa Taki | 9 | 2 | 4 | 3 | 25.7% |
| **Total** | **35** | **10** | **11** | **14** | **100.0%** |
| **% at or above** | **51%** | **60%** | **45%** | **50%** | |
| **Contracted performance standard** | | **70%** | **71%** | **unspecified** | |

Table 22 Term 3 Pānui achievement by year level

| TERM 3 | TMoA PĀNUI ACHIEVEMENT % - TAU 7-9 - TAIKURA | | | | |
|---|---|---|---|---|---|
| | Total: | Year 7 | Year 8 | Year 9 | % |
| A. Manawa Toa | 3 | 3 | 0 | 0 | 9% |
| B. Manawa Ora | 16 | 6 | 4 | 6 | 47% |
| C. Manawa Āki | 14 | 1 | 7 | 6 | 41% |
| D. Manawa Taki | 1 | 0 | 0 | 1 | 3% |
| **Total** | 34 | 10 | 11 | **13** | **100.0%** |
| **% at or above** | **56%** | **90%** | **36%** | **46%** | |
| **Contracted performance standard** | | **70%** | **71%** | **unspecified** | |

Table 23 Term 4 Pānui achievement by year level

| TERM 4 | NZC PĀNUI ACHIEVEMENT % - TAU 7-9 - TAIKURA | | | | |
|---|---|---|---|---|---|
| | Total: | Year 7 | Year 8 | Year 9 | % |
| A. Manawa Toa | 5 | 5 | 0 | 0 | |
| B. Manawa Ora | 18 | 5 | 6 | 7 | |
| C. Manawa Āki | 9 | 0 | 5 | 4 | |

Proactively released

| | | | | | |
|---|---|---|---|---|---|
| D. Manawa Taki | 2 | 0 | 0 | 2 | |
| Total | 34 | 10 | 11 | 13 | 100.0% |
| % at or above | 68% | 100% | 55% | 46% | |
| **Contracted performance standard** | | **70%** | **71%** | **unspecified** | |

Table 24 Terms 1, 2, 3 & 4 Pānui achievement by gender

| TERM 1, 2 & 3 - TMoA PĀNUI - GENDER ACHIEVEMENT % - TAU 7-9 – TAIKURA | | | | |
|---|---|---|---|---|
| **Achievement:** | **Female:** | **Male:** | **Female %:** | **Male %:** |
| A. Manawa Toa | 3 | 2 | 19% | 11% |
| B. Manawa Ora | 9 | 8 | 56% | 45% |
| C. Manawa Āki | 4 | 4 | 25% | 22% |
| D. Manawa Taki | 0 | 4 | 0 | 22% |
| **Total** | 16 | 18 | **100.0%** | **100.0%** |
| **% at or above Term 1** | **44.4%** | **31.6%** | | |
| **% at or above Term 2** | **68.8%** | **36.8%** | | |
| **% at or above Term 3** | **62.5%** | **50%** | | |
| **% at or above Term 4** | **75%** | **56%** | | |

## Appendix 6: TERM 1, 2, 3 NZC MATHS ACHIEVEMENT TAITEA/TOROKIRI

Table 25 Term 1 Maths achievement by year level

| | TMoA MATHS ACHIEVEMENT % - TAU 7-9 – TAITEA/TOROKIRI | | | |
|---|---|---|---|---|
| **TERM 1** | **Total:** | **Year 7** | **Year 8** | **Year 9** |
| Manawa Toa | 5 | 1 | 4 | 0 |
| Manawa Ora | 9 | 5 | 1 | 3 |
| Manawa Āki | 7 | 4 | 3 | 0 |
| Manawa Taki | 52 | 17 | 13 | 22 |
| **Total** | **73** | **27** | **21** | **25** |
| **% at or above** | **19%** | **22%** | **24%** | **12%** |
| **Contracted performance standard** | | **55%** | **55%** | **Unspecified** |

Table 26 Term 2 Maths achievement by year level

| | TMoA MATHS ACHIEVEMENT % - TAU 7-9 – TAITEA/TOROKIRI | | | |
|---|---|---|---|---|
| **TERM 2** | **Total:** | **Year 7** | **Year 8** | **Year 9** |

Proactively released

| | | | | |
|---|---|---|---|---|
| Manawa Toa | 8 | 3 | 4 | 1 |
| Manawa Ora | 12 | 7 | 1 | 4 |
| Manawa Āki | 24 | 12 | 7 | 5 |
| Manawa Taki | 31 | 7 | 9 | 15 |
| **Total** | **75** | **29** | **21** | **25** |
| **% at or above** | **27%** | **34%** | **24%** | **20%** |
| **Contracted performance standard** | | **55%** | **55%** | **unspecified** |

Table 27 Term 3 Maths achievement by year level

| | TMoA MATHS ACHIEVEMENT % - TAU 7-9 – TAITEA/TOROKIRI | | | |
|---|---|---|---|---|
| **TERM 3** | **Total:** | **Year 7** | **Year 8** | **Year 9** |
| Manawa Toa | 11 | 6 | 4 | 1 |
| Manawa Ora | 20 | 10 | 2 | 8 |
| Manawa Āki | 21 | 11 | 5 | 5 |
| Manawa Taki | 20 | 2 | 8 | 10 |
| **Total** | **72** | **29** | **19** | **24** |
| **% at or above** | **43%** | **55%** | **32%** | **38%** |
| **Contracted performance standard** | | **55%** | **55%** | **Unspecified** |

Table 28 Term 4 Maths achievement by year level

| | TMoA MATHS ACHIEVEMENT % - TAU 7-9 – TAITEA/TOROKIRI | | | |
|---|---|---|---|---|
| **TERM 4** | **Total:** | **Year 7** | **Year 8** | **Year 9** |
| Manawa Toa | 11 | 5 | 4 | 2 |
| Manawa Ora | 36 | 18 | 7 | 11 |
| Manawa Āki | 14 | 4 | 3 | 7 |
| Manawa Taki | 10 | 2 | 5 | 3 |
| **Total** | **71** | **29** | **19** | **23** |
| **% at or above** | **66%** | **79%** | **58%** | **57%** |
| **Contracted performance standard** | | **55%** | **55%** | **unspecified** |

Table 29 Terms 1, 2, 3 & 4 Maths achievement by gender

| TERM 1, 2, 3 & 4 - NZC MATHS - GENDER ACHIEVEMENT % - TAU 7-9 – TAITEA/TOROKIRI | | | | |
|---|---|---|---|---|
| **Achievement:** | **Female:** | **Male:** | **Female %:** | **Male %:** |
| Manawa Toa | 7 | 4 | 17.5% | 12.9% |
| Manawa Ora | 21 | 15 | 52.5% | 48.4% |

Proactively released

| | | | | |
|---|---|---|---|---|
| Manawa Āki | 7 | 7 | 17.5% | 22.6% |
| Manawa Taki | 5 | 5 | 12.5% | 16.1% |
| Total | 40 | 31 | | |
| % at or above Term 1 | 12.8% | 26.5% | | |
| % at or above Term 2 | 24.4% | 29.4% | | |
| % at or above Term 3 | 39% | 48% | | |
| % at or above Term 4 | 70% | 61% | | |

Proactively released

## Appendix 7: TERM 1, 2, 3 & 4 TMoA TAU ACHIEVEMENT TAIKURA

Table 30 Term 1 Pāngarau achievement by year level

| TERM 1 | TMoA PĀNGARAU ACHIEVEMENT % - TAU 7-9 - TAIKURA | | | |
|---|---|---|---|---|
| | Total: | Year 7 | Year 8 | Year 9 |
| A. Manawa Toa | 1 | 1 | 0 | 0 |
| B. Manawa Ora | 5 | 1 | 1 | 3 |
| C. Manawa Āki | 5 | 3 | 1 | 1 |
| D. Manawa Taki | 26 | 6 | 7 | 13 |
| **Total** | **37** | **11** | **9** | **17** |
| **% at or above** | **16%** | **18%** | **11%** | **18%** |
| **Contracted performance standard** | | **52%** | **50%** | **unspecified** |

Table 31 Term 2 Pāngarau achievement by year level

| TERM 2 | TMoA PĀNGARAU ACHIEVEMENT % - TAU 7-9 - TAIKURA | | | |
|---|---|---|---|---|
| | Total: | Year 7 | Year 8 | Year 9 |
| A. Manawa Toa | 4 | 2 | 0 | 2 |
| B. Manawa Ora | 7 | 3 | 3 | 1 |
| C. Manawa Āki | 10 | 5 | 3 | 2 |
| D. Manawa Taki | 14 | 0 | 5 | 9 |
| **Total** | **35** | **10** | **11** | **14** |
| **% at or above** | **31%** | **50%** | **27%** | **21%** |
| **Contracted performance standard** | | **52%** | **50%** | **unspecified** |

Table 32 Term 3 Pāngarau achievement by year level

| TERM 3 | TMoA PĀNGARAU ACHIEVEMENT % - TAU 7-9 - TAIKURA | | | |
|---|---|---|---|---|
| | Total: | Year 7 | Year 8 | Year 9 |
| A. Manawa Toa | 5 | 2 | 0 | 3 |
| B. Manawa Ora | 11 | 6 | 3 | 2 |
| C. Manawa Āki | 11 | 2 | 4 | 5 |
| D. Manawa Taki | 7 | 0 | 4 | 3 |
| **Total** | **34** | **10** | **11** | **13** |
| **% at or above** | **47%** | **80%** | **27%** | **38%** |
| **Contracted performance standard** | | **52%** | **50%** | **unspecified** |

Proactively released

Table 33 Term 4 Pāngarau achievement by year level

| TERM 4 | NZC PĀNGARAU ACHIEVEMENT % - TAU 7-9 - TAIKURA | | | |
|---|---|---|---|---|
| | Total: | Year 7 | Year 8 | Year 9 |
| A. Manawa Toa | 6 | 3 | | 3 |
| B. Manawa Ora | 15 | 6 | 6 | 3 |
| C. Manawa Āki | 10 | 1 | 4 | 5 |
| D. Manawa Taki | 3 | | 1 | 2 |
| **Total** | **34** | **10** | **11** | **13** |
| **% at or above** | **62%** | **90%** | **55%** | **46%** |
| **Contracted performance standard** | | **52%** | **50%** | **unspecified** |

Table 34 Terms 1, 2,3 & 4 Pāngarau achievement by gender

| TERM 1, 2, 3 & 4 - TMoA PĀNGARAU - GENDER ACHIEVEMENT % - TAU 7-9 - TAIKURA | | | | |
|---|---|---|---|---|
| **Achievement:** | **Female:** | **Male:** | **Female %:** | **Male %:** |
| A. Manawa Toa | 4 | 2 | 25.0% | 11.1% |
| B. Manawa Ora | 6 | 9 | 37.5% | 50.0% |
| C. Manawa Āki | 4 | 6 | 25.0% | 33.3% |
| D. Manawa Taki | 2 | 1 | 12.5% | 5.6% |
| **Total** | **16** | **18** | **100.0%** | **100.0%** |
| **% at or above Term 1** | **22.2%** | **10.5%** | | |
| **% at or above Term 2** | **37.5%** | **26.3%** | | |
| **% at or above Term 3** | **43.8%** | **50.0%** | | |
| **% at or above Term 4** | **63%** | **61%** | | |

Proactively released

**Appendix 3: Example of End of Term Evaluation**

**TERM 1 2018: PROGRAMME EVALUATION**

| TE KĀHIWI | Observations and insights | Action points | Who? |
|---|---|---|---|
| **Mokopuna feedback**<br>What are mokopuna saying is working, not working for them? | - There are more opportunities to make connections with other mokopuna (coming from new mokopuna) as opposed to sticking within age groups<br>- Foundation mokopuna found it difficult to gel with new mokopuna<br>- How come there are younger kids in my class? Old mode of thinking.<br>- Some mokopuna need focus groups so that they are monitored and pushed in the right direction. | - Talk about each others strengths in Tāwhaki, similar interests despite age/year group. What differentiates them is "where" they want to go to.<br>- Deprogramme mokopuna - your level is not what defines where you should be and what you are doing.<br>- Use appropriate language to frame mokopuna that reinforces our model and uplifts their mana.<br>- Deprogramme our whānau - understand the promotion of mokopuna based on their interests or where they are best placed for learning (differentiated tasks).<br>- If mokopuna ask to be changed into other groups - entertain those ideas = sometimes it's not the pouako who is their best pouko, sometimes it's other mokopuna.<br>- If this is not challenging enough for you, you need to say something = let's have a discussion about steps forward. | |
| **Pou observations**<br>How well are we catering for all mokopuna?: | **Gender diverse**<br>- XXXX<br>- XXXX<br>- XXXX | - All have settled in to the programme and are exercising choices with activities and spaces that support with their levels of comfort. | |
| | **Mokopuna with 'diagnosed conditions'**<br>- XXXX<br>- XXXX<br>- XXXX | - **XXXX**. Vocalises when she is getting frustrated. Continues to be overwhelmed with changes in routine. Is a visual learner.<br>- **XXXX.** Is more resilient than we perhaps gave her | **XXXX**<br>Everyone please remember to frame her up for change<br>**XXXX** |

Protected

| | | | |
|---|---|---|---|
| For which mokopuna could the programme be working better? | | credit for. Is on new medication to calm her more. Not yet initiating conversations but will respond quietly. She chose to join the line for hariru and cuddles at the end of the term<br>- **XXXX.** Is very knowledgeable about technology. Very much a Haumiatiketike learner. He likes to be the clown of the class but isn't able to read the play and doesn't realise when he is upsetting other mokopuna. Will wander a lot - avoidance behaviour | Recognise the signs when she is getting frustrated and give her space to settle herself<br>**XXXX**<br>Engage him for a short time in his conversation them redirect him back to where he should be and ensure he arrives there |
| | **Mokopuna who aren't fully engaging in the learning programme**<br>- XXXX<br>- XXXX<br>- XXXX<br>- XXXX<br>- XXXX<br>- XXXX. 56% attendance Term 1 2018. | **Mokopuna who aren't fully engaging in the learning programme**<br>- XXXX Is doing well and starting to learn how to take responsibility for her learning.<br>- XXXX *67% Attendance Term 1 2018*. Has moved back with his grandparents and lying to them about holidays. His mother might send him back to XXXX High School. He won't take responsibility for his own actions and often avoids by hiding in hotspots around the school. Maybe have conversations with his whānau, set up ihotea for him so that he can catch up.<br>- XXXX Appears to have settled and is engaging with fewer incidences of avoidance<br>- XXXX Is asking for more leadership roles and is willing to step up. Is thrown by female dominant classes. He mucks around a lot and tries to assure you he is on it, but then doesn't produce work that is the best of his ability. He is not willing to put all of his effort into his work - he would rather be and do everything fortnight (extensive gamer).<br>- XXXX *56% attendance.* Extensive amounts of time off school, not necessarily sick or for other reasons. Papa | Kāpuia teachers to monitor |

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| | | | |
|---|---|---|---|
| | | thinks he's at school. | |
| Performance management (Mokopuna Inquiry) | Mokopuna inquiry is part of our requirements towards meeting the Teaching Standard , however, all staff has this element included as part of their appraisal. | Follow process/timeframes as indicated in individual appraisal documents<br>Pouako Aromihi<br>Poutū Aromihi<br>Poutautoko Aromihi<br>Poutoko Aromihi | All staff |

| HE KĀKANO NŌ RANGIĀTEA | Observations and insights | Action points | Who |
|---|---|---|---|
| **Morning programme.Ihotea** | • EVERY Pouako/Poutautoko needs to timetable themselves in for Ihotea to ensure mokopuna are gainfully occupied and to take advantage of the opportunity to offer them additional support with their learning. Pouako/Poutautoko also need to meet the 12pm Thursday deadline to ensure mokopuna have adequate time to make a selection<br>• More mokopuna have come forward wanting to lead Ihotea (XXXX /Yugioh Cards; XXXX /Gynmastics; XXXX & XXXX /Kura Karakia) | • Reo Pākeha has worked well BUT we needed to chase kids, catch up with Wi for additional support<br>• We have made ihotea selections based on needs, kaupapa, RTP etc. and were often unplanned ihotea<br>• Atuatanga/Passions catch up became an ihotea in order to complete projects for exhibition<br>• Pouako did NOT meet 12.30 deadline for entries for following week<br>• There was a lot of downtime for mokopuna, after ihotea, on arrival to kura, dodging in hot spots, roaming after breakfast (a number of incidents occurred i.e. Rau Pahikara).<br>• Some ihotea mornings are compulsory. Ig mokopuna ask to do something<br>• Go back to creating a timetable for the following week (Thursdays)<br>• Sports team trainings from Mon-Thu every week. This means the gym will be taken. | XXXX will sort out our Timetable based on Compulsary / Optional days.<br><br>MANA TANE /WAHINE<br>- FRIDAY MORNING..<br>Compulsory for all Pouako / Mokopuna |

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| | | | |
|---|---|---|---|
| | • **Parakuihi.** Most mokopuna are getting themselves to Rau Kai for one of the two sittings - even if they choose not to eat breakfast at this time<br>• Do we need to timetable supervision by Pou? No system in place although someone usually manages to get there | If you are NOT eating breakfast, you are in Nīkau 2.<br>8.30am Karakia/parakuihi<br>8:45am - IHOTEA START<br>Late comers will be referred to their timetables<br>9.45am Latecomers parakuihi<br>10am - Kaapuia.<br>CLEAN UP CREW:<br>- The dishwasher will be used for the first sitting as it is the biggest.<br><br>- Can we have some Rubber mats for dishes Flooring | |
| **Atuatanga - Mana Wai theme**<br>1. How well did we explicitly integrate STEAM concepts into this work? How can we strengthen this?<br>2. How well did we connect the work to NCEA achievement standards and report this back to mokopuna? | • NCEA achievement standard need to be mapped to Atuatanga so we can track coverage of STEAM<br>• Need to be more systematic and therefore planning for Atuatanga needs to happen earlier than it currently is. Suggest looking forward to NCEA 2019 that we specify achievement standards for STEAM and English Māori and map onto the Atuatanga/Tāwhaki/Tāwhirimātea planning<br><br>Mapping 101<br><br>Whatever they do in their Design process, keep checking back to see if they are achieving the standard | • Complete identification of achievement standard<br>• Complete comments for mid-year written reports to whānau<br>• Make sure we are checking with the standards to see if mokopuna are achieving what they set out<br>• Is there enough in the design process to achieve this?<br>• It was better to plan 3 full days during holidays.<br>• Great Exemplars in our Atuatanga Term 1. Have a look & be creative...<br>• Be more savvy with our projects & give it a go, 'think outside of the box'<br>• NCEA is all about process & experimentation...<br>• Scaffolding the learning to be interesting & experimental...<br>• The cross curriculum to TMoA is DOING OUR HEADS in... (PLAN of Attack)<br>• Vocational Pathways is another Huarahi that we need to put focus on.. | XXXX *56% attendance.*<br>Extensive amounts of time off school, not necessarily sick or for other reasons. Papa thinks he's at school.<br>to develop a template -DONE<br><br>Links to XXXX's *56% attendance.*<br>Extensive amounts of time off school, not necessarily sick or for other reasons.<br><br>Template for Pakeha<br>Link<br><br>All Pouako to have a JAM...<br>- 2 Websites to figure out the standards... |

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| | | | |
|---|---|---|---|
| | | | Planning sorted:<br>1. FINISH PLANNING..<br>2. STANDARD<br>3. MODIFY TASK |
| **Tāwhirimātea** | Planning Term 2<br>Kura Teina / Tuakana / TRANSITION...<br>Dates for Hui / Kaupapa / Planning - With JAN | • Tuakana - Assessment Tool to be confirmed/used for Term 2 (e.g. e-asTTLE). | XXXX |
| **Tāwhaki** | **Taikura**<br>Ngati 1, 2 review<br>Groupings, Target Groups<br>Curriculum Focus<br>Structure | | |
| **Passion Projects** | • More mokopuna (XXXX, XXXX) requesting to lead Passion Projects | • Design a proposal template<br>• Support mokopuna to complete and submit plan<br>- Number of mokopuna<br>- Intended outcome | - |

| **TE URUPUIA** | **Observations and insights** | **Action points** | **Who** |
|---|---|---|---|
| **Kāpuia**<br>How can we further optimise this time for learning? | Ensure time spent in kāpuia is 'timetabled' | • Document planned, set activities for kāpuia times<br>• Keep records of kāpuia hui between staff | XXXX |
| **Mokopuna Duties**<br>What improvements could be made?<br>Are there any tasks | • Many kaupapa are happening at 2.30pm - pouako are pre-occupied and duties are not always followed through | • One pouako to monitor from each Kāpuia<br>• **Taikura** to do Nikau 2 bins, and Rau kai bins<br>• **Taipua** to do Wai ora bins and Nikau 1 bins.<br>• Taipua vacuum to be sent to Torokiri on Mon, Wed, Fri | XXXX |

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| | | | |
|---|---|---|---|
| that need to be added? | • Duties are not consistent due to interruptions | (and after spot vacuuming on Tues/Thur)<br>• Teacher on car park duty to check Nikau 4 windows at the end of their duty | |
| **Pouako Duties** | Duty for Rau Kai/parakuihi. Does this need to be rostered? | Taikura Pouako does duty daily n Rau kai<br>XXXX, XXXX in having lunch & Having Parakuihi with Mokopuna. | XXXX / XXXX |
| **Pouako assigned responsibilities**<br>Others? | Staffroom Kitchen<br>Frame up in Mornings - (Check with XXXX)<br>Different Kaapuia leading Karakia / Hui /<br><br>Mana Taane, Mana Wahine Noho<br>- Connect back with each other, figure out what our foundation is | Sort out a Plan.<br>Ask XXXX if she needs us to take care of this<br>Allocate Each Kaapuia to run Morning Karakia / Hui kura for the week<br><br>Week 2 of school holidays<br>Tues/Weds OR Weds/Thur<br><br>Wednesday is Anzac day<br>Bring kids<br>Potluck dinner, boil up<br>Sleepover<br>Noel will be in and out | XXXX |
| **Partner updates** | XXXX and XXXX scheduled to run three more wānanga providing an opportunity for mokopuna to work with emerging domain experts to integrate their learning via authentic projects | Plan future workshops | XXXX/ XXXX |

| TE KOPŪKU | Observations and insights | Action points | Who |
|---|---|---|---|
| **Term 2 hui with whānau and written reports** | | - Student comments Docs have been sent to all Pouako<br>- Make sure these are completed in preparation for the reports | XXXX |
| **Managing** | • Does not seem to be an issue with | • TKH is a Kura KAM uses as a programme in action for | |

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| | | | |
|---|---|---|---|
| **increasing requests for visits from schools** | us here at TKH<br>• More of a heads up for XXXX, XXXX re:- prep time for schools<br>• Any request to go through XXXX, XXXX | PLD of Digital Technology / Pangarau / Te Reo Matatini including XXXX and XXXX schools | |
| **Support services**<br>What services do we need to access and for which mokopuna? | Dental service completed for year 9 and 10 mokopuna.<br>Large number required additional treatment<br><br>Dental service Year 7 and 8 scheduled for June | Continue to encourage water as the preferred drink at school<br><br>Remind whānau in newsletter<br>- Let our Mokopuna know to frame them up.<br>- Managing mokopuna | All<br><br>XXXX/ XXXX |

**NGĀ RAWA**

| | **Observations and insights** | **Action points** | **Who** |
|---|---|---|---|
| **Our space** | Our electricity bill is exorbitant. | Use heat pumps sparingly. Keep doors and windows closed when on. Switch off after use.<br><br>- It's gonna get colder / Be wise whaanau<br>- Turn on Heaters in the mornings | Pou and mokopuna<br><br>XXXX |
| | IT Equipment | - Pouako must remind mokopuna everyday<br>- Hold them properly<br>- Remotes<br>- IPADS are left outside<br>- 2 /3 are broken. Left sitting around<br>COME UP WITH A PLAN...<br>HOTSPOTS:<br>- Nikau 3<br>- In Lockers<br>- Drawers | |

Previously Released

| | | | |
|---|---|---|---|
| | | DEVICES: UPLOADING DATA<br>- Add this to Atuatanga JAM..<br><br>HEADPHONES / Splitters<br>- 50 pairs broken<br>- Left lying around<br>- BEING CONTROLLED BY POUAKO<br>- Go see Te Tauru MEDIA ROOM STOREROOM (LOCK IT)<br><br>Walk Arounds: Check these areas...<br>- Back Media room mokopuna hiding away | KEYS to Media resource room: XXXX, XXXX, XXXX |
| | NIKAU 3: Glass Divider | - Concern that the wall might fall eventually with force..<br>- Kia Tupato / Movable???? | XXXX, XXXX to seek options from the builder |
| **Additional equipment required?** | Nil | | |

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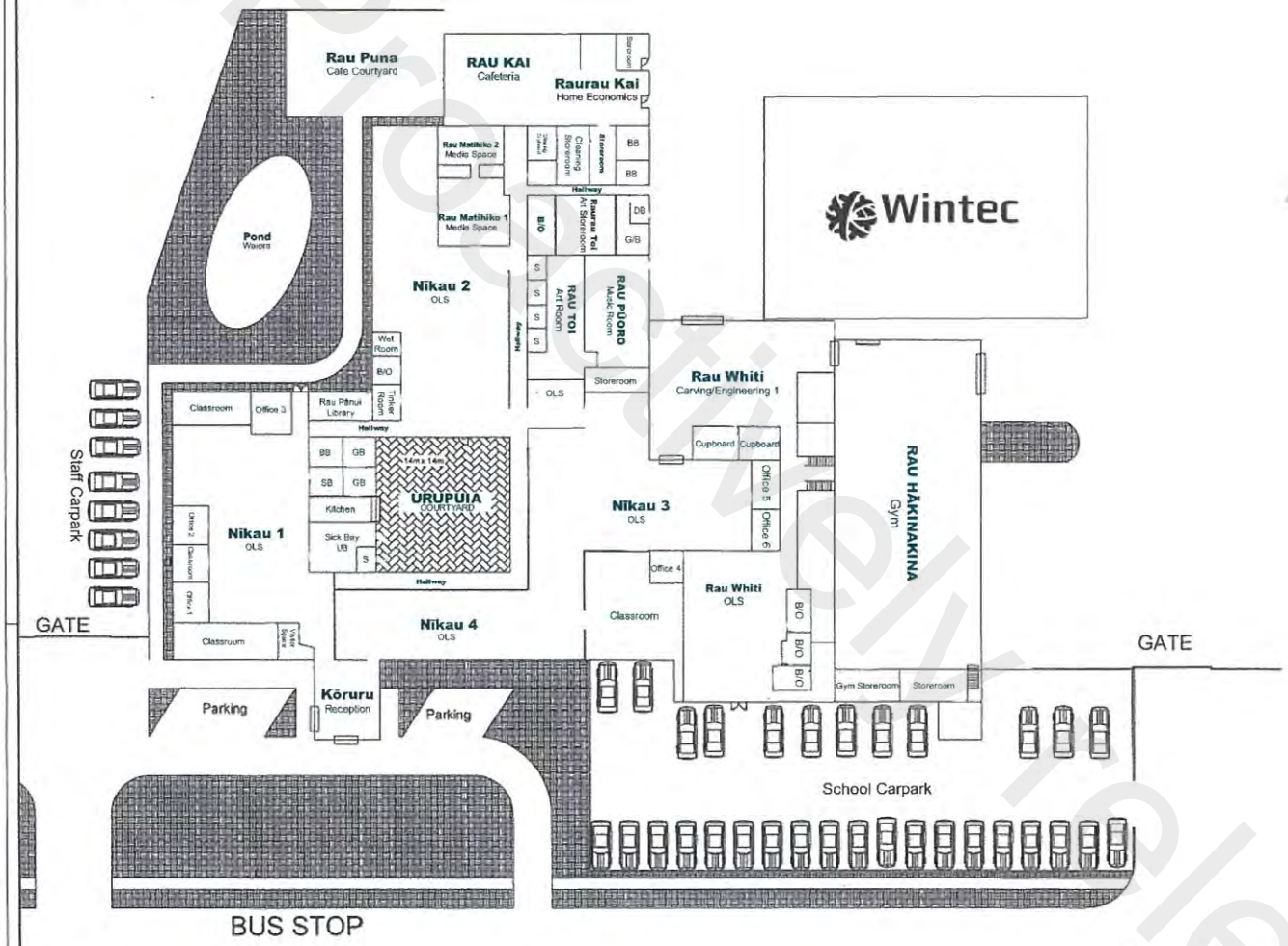
# Appendix 4: Site Map




**KEY:**
S: Storage
B/O: Breakout Room
OLS: Open Learning Space

SB: Staff Bathroom
GB: Girl's Bathroom
BB: Boy's Bathroom
UB: Unisex Bathroom

| Revision | Date | Description | Drawn | Checked | Approved |
|---|---|---|---|---|---|
| 0 | 22.10.15 | First Issue | C.Bailey | Z.Reinlfe | Z.Reinlfe |

**Te Kōpuku High**
70 Foreman Road
Avalon 3200
HAMILTON

THIRD ANGLE PROJECTION
All dims are in mm
Remove burrs & sharp edges
±0.15 tolerance for dims with decimal

This drawing is not to be used by any third party, unless approval is obtained in writing from MODERN TRANSPORT ENGINEERS 2052 LTD

| | |
|---|---|
| Title | COMPLETE SITE LAYOUT |
| Scale | As Print Scale |
| Date | 01.08.2016 |
| Designed | Designed |
| Drawn | R.Reinlfe |
| Checked | R.Reinlfe |
| Approved | R.Reinlfe |
| Sheet | Sheet 1 of 1 |
| Format | A1 |
| Drawing No. | SITE LAYOUT |
| Rev | 0 |

K:\Others\Buildings\Waikato Times\Waikato Times Floor Plan - 20.10.15.dwg

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Appendix 5: Appraisal Template

TE KŌPUKU HIGH

# POUAKO

# Pūrongo Aromihi 2018

## Process

| Individually | | | | |
|---|---|---|---|---|
| **Before the start of the year** | **Wāhanga 1** | **Wāhanga 2** | **Wāhanga 3** | **Wāhanga 4** |
| Pouako check own registration documentation<br><br>Pouako/poutautoko review the Nīkau Framework<br><br>Hui with Kaituku Aromihi/Appraiser | Make amendments to job descriptions<br><br>Pouako:<br>• Review appraisal requirements<br>• Confirm professional goal(s)<br>• Organise for the first peer reviewed observation of practice (Tāwhiirmātea/ Tāwhaki)<br>• Start gathering evidence for individual portfolio<br>• Hui with Kaituku Aromihi/Appraiser | Pouako<br>• Engage in professional learning<br>• Begin work on mokopuna inquiry (Tāwhiirmātea/ Tāwhaki)<br>• Continue gathering evidence for portfolio<br>• Hui with Kaituku Aromihi/Appraiser | Pouako<br>• Continue professional learning<br>• Complete mokopuna inquiry<br>• Organise for a peer reviewed observation of instructional practice and mokopuna inquiry<br>• Continue gathering evidence for portfolio<br>• Hui with Kaituku Aromihi/Appraiser | Pouako<br>• Provide completed copy of portfolio, observations, inquiry report and other curated evidence<br>• Sign off appriasal requirements with kaituku aromihi and/or tumuaki<br>• Hui with Kaituku Aromihi/Appraiser |
| **Collectively** | | | | |
| **Before the start of the year** | **Wāhanga 1** | **Wāhanga 2** | **Wāhanga 3** | **Wāhanga 4** |
| Agree on kura-wide focus | Gather evidence for Quality Practice Template | Continue to gather evidence for Quality Practice Template | Finalise evidence for Quality Practice Template | |

## INSERT NEGOTIATED LEARNING GOALS HERE

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| | |
|---|---|
| **Term 1 Hui** Confirm job descriptions & goal(s)<br>Date: Kairiro romihi (Appraiser) | **Term 2 Hui** Peer review of instructional practice<br>Date: Kairiro aromihi (Appraiser) |
| **Term 3 Hui** Peer review of instructional practice<br>Date: Kairiro aromihi (Appraiser) | **Term 4 Hui** Sign off appraisal requirements<br>Date: Kairiro aromihi (Appraiser) |

# 1. Instructional practice

**Observation 1 (Term 1)**

| Reflection question | Your response | Comment from other(s) |
|---|---|---|
| What is my learning goal? Provide the reference to the Teaching Standard | | |
| What was I wanting to achieve from this lesson/ session? | | |
| What did I see, feel or hear that told me that I was successful in achieving this? | | |
| Was this achieved for all mokopuna? How do I know? | | |
| What did I notice about mokopuna engagement? What do I think contributed to this? | | |
| What did I learn from this session that I will use to change my practice? | | |
| What is my learning goal? | | |

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# Instructional practice

**Observation 2 (Term 2)**

| Reflection question | Your response | Comment from other(s) |
|---|---|---|
| Has my learning goal changed since the first observation? Why? (if changed) | | |
| What have I been doing differently? | | |
| What did I see, feel or hear that told me I was successful in achieving this goal? | | |
| Was this achieved for all mokopuna? How do I know? | | |
| What did I notice about mokopuna engagement? What do I think contributed to this? | | |
| What did I learn from this session that I will use to change my future practice? | | |

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# Pūrongo Aromihi 2018

## 2. Mokopuna inquiry

| Inquiry Setting | Responses |
|---|---|
| **PART 1. RECOGNISING THE INQUIRY AND GATHERING EVIDENCE To be completed Week 3, Term 2** | |
| 1a Which mokopuna is/are the focus of my inquiry? What is their pepehā?<br>Which Atua do they best relate to? | |
| 1b. What evidence (from the mokopuna, from other mokopuna, from whānau, or from colleagues) helped me identify this opportunity? | |
| 1c. What do I think I need to do/change to assist the mokopuna to develop their greatness? | |
| 1d. What professional development do I think I need to support the mokopuna? | |
| 1e. How will I know that I have been successful in assisting them to achieve this aspect of their greatness? | |
| 1f. When did I contact the whānau of the mokopuna to share and discuss my inquiry? | |
| **PART 2. RESPONDING TO MY DEVELOPING UNDERSTANDINGS To be completed Week 6, Term 2** | |
| **2a.** What insights/changed perceptions do I now have about the mokopuna? | |
| 2b. Who or what has contributed to those understandings? | |
| 2c. What are my actions now? | |
| 2d. Organise for an observation that can be peer-reviewed | Link to the observation<br>Link to peer review |

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| PART 3. EVALUATION: REFLECTING ON MY INQUIRY | To be completed Week 6, Term 3 |
|---|---|
| 3a. What have I been doing differently with/for this mokopuna as a result of my developing understandings of this/these mokopuna?. | |
| 3b. What effect did my changed practice/attitude have on me? On the mokopuna? How do I know? | |

# Pūrongo Aromihi 2018

## Professional development and reading log

As a general guide you should participate in 3-4 professional development activities per annum and complete 2-3 professional readings. When selecting professional development activities you should be mindful of your goals for instructional practice and your mokopuna inquiry.

| **Kaupapa** Description (Include reference for professional readings) | **He aha ngā tino whāinga o te akoranga, kōrero rānei?** What were the main objectives of the PD/reading? | **Ki ō whakaaro, he kaupapa whai tikanga tēnei i tau mahi pouako? He aha ai?/ He aha i kore ai rānei?** How does this benefit my practice? | **He aha te pānga i runga i tō mahi whakaako mokopuna?** What impact did it have on my practice? |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |

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# Evidence Portfolio

(Pouako to curate evidence of extraordinary, everyday practice linked to goal and inquiry)

| TATAIAKO | PTC | DESCRIPTION OF EVIDENCE (Source and perspective) |
|---|---|---|
| Tangata Whenuatanga | 1. Te Tiriti o Waitangi partnership/ Te hononga pātui i raro o Te Tiriti o Waitangi | |
| Wānanga | 2. Professional learning/ Akoranga ngaiotanga | |
| Manaakitanga | 3. Professional relationships/ Ngā hononga ngaio | |
| Whanaungatanga | 4. Learning-focussed culture/ He ahurea akoranga | |
| Ako | 5. Design for learning/ Te hoahoa akoranga | |
| Ako | 6. Teaching/ Te Whakaakoranga | |

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## General Review

Pouako to complete these details

| Aspects of the year that were most rewarding or satisfying and why | Aspects of the year that were least rewarding or satisfying and why | Summary of contributions to life at kura - curriculum/pastoral/ co-curricular |
|---|---|---|
| | | |

## Areas for future development

## Completion Statement

With reference to the evidence and discussion between the pouako (kairiro aromihi) and kaituku aromihi all Teaching Standards have been met. **OR**

With reference to the evidence and discussion between the pouako (kairiro aromihi) and the kaituku aromihi, the following Teaching Standards have not been evidenced. **OR**

With reference to the evidence and discussion between the pouako (kairiro aromihi) and the kaituku aromihi, the following Teaching Standards have not been met and a competency process is a possible next step.

Kairiro aromihi: ..... Rā: .....

Kaituku aromihi: ..... Rā: .....

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# TE KŌPUKU HIGH

## FINANCIAL POLICIES


1 Introduction

2 Responsibility and accountability

3 Financial planning and budgets

4 Internal controls

5 Financial Management

6 Income

7 Expenditure

8 Payroll and Personnel

9 Taxation

10 Asset Management

11 Risk Management

- Protected Disclosures
- Theft and Fraud Prevention
- Data Security
- Insurance

12 Supplementary schedules

- Delegation
- Separation of Duties
- Travel
- Entertainment


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## 1 Introduction

Te Kopuku High Board of Trustees (TKH BOT) recognises the need for good financial control over the kura's operations and adequate safeguards for the kura's resources. TKH has formulated this finance policy in order to achieve financial management standards and guidelines set by the Ministry of Education.

Financial responsibilities of all finance, administration, and teaching personnel should be clearly defined and limits of delegated authority established.

The budget should reflect the philosophy of the kura with regard to the efficient use of scarce resources in order to achieve both specific and holistic teaching targets that may be set by the CEO.

The financial liquidity of the kura must be maintained to a satisfactory level. The cash resources must be sufficient to cover all aspects of business operations for the foreseeable future.

The kura should properly control the bank accounts and reconcile bank balances with accounting records.

Sound internal financial controls should be established and reviewed regularly to ensure reliability and accuracy of all financial transactions.

All income due to the kura should be identified, collected and recorded. All expenditure should be authorised and approved.

There should be efficient procedures in place for personnel management and payroll with regard for employment legislation currently in force.

The kura should ensure it complies with current taxation law. The kura must account for GST and payroll taxation. The kura is exempt from income tax and does not provide fringe benefits to staff members.

Fixed assets, teaching resources and IT equipment should be safeguarded from theft or loss and adequate insured against exposure to risks.

An external audit of the annual financial reports will be carried out by a chartered accountant every financial year. Te Kopuku High Charitable Trust's financial year begins on 1 January and ends on 31 December.

## 2 Responsibility and Accountability

TKH BOT has a strategic role in determining the educational and financial priorities of the kura, ensuring that financial resources under the it's control are used effectively, and adequate internal controls are maintained.

TKH BOT endeavours:

- To fulfil the statutory responsibility for the administration of financial management within the kura and for charitable purposes.
- To formulate a finance policy and undertake a regular review.



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- To set out roles and responsibilities of finance personnel, delegate authority, and receive regular financial reports.
- To review and approve budgets and financial reports.
- To ensure the kura's priorities, aims, and objectives are considered when formulating kura plans and budgets.

The key areas of responsibility for financial accountability have been delegated to the CFO and the Accountant.

## 3 Financial Planning and Budgets

TKH BOT recognises the importance of financial planning and budgeting. The CFO is responsible for formulating annual budgets based on Ministry of Education funding. The CFO liaises with the CEO, the Accountant and teaching staff when setting budget limits and planning asset purchases. Consideration is given to cashflow restraints that arise with the Ministry bulk funding method of payment. The kura receives annual income four times per calendar year and must ensure there are adequate cash balances to cover business operations. Cash reserves and future commitments are taken into account when setting budget limits and organising expected personnel requirements.

## 4 Internal Controls

TKH BOT will ensure there are written descriptions of all school financial systems and procedures. These should be kept up to date and all relevant staff trained in their use. The CFO will ensure that as far as possible the duties of staff relating to financial administration are distributed so that at least two people are involved to allow for separation of duties. The CFO will ensure proper accounting records are maintained and held securely. An audit trail of all transactions will be maintained from original documentation to the accounting records and vice versa. The Accountant will ensure funding received for a specific purpose is held for its intended purpose and is clearly identifiable within the financial accounts. The Accountant will ensure an annual external audit is performed by an independent chartered accountant. Audited annual accounts are to be filed with the Charities Commission each year.

## 5 Financial Management

### 5.1 Banking

TKH BOT currently operates a charitable trust bank account with ASB Banking Limited. TKH BOT agrees that one operating account shall be used for general receipts and payments. Other accounts are permitted such as parent payments for bus fees and uniform sales, grant funds set aside for specific purposes, and tax liability reserve for future tax payments. The approved signatories to these bank accounts shall be the CFO, a Trustee, and the Accountant.

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All payments are to be made by electronic banking. Electronic payments shall be authorised by two of the approved signatories. The use of cheques is discouraged unless intended for koha purposes. Under no circumstances is a cheque signatory to sign a blank cheque.

### 5.2 Accounting Records and Financial Reporting

The Accountant shall arrange for proper accounting records to be maintained. The records must satisfy all requirements specified in Acts of Parliament, financial reporting standards and other applicable standards. The financial system must be so organised by the Accountant that the CEO and CFO can sign without hesitation the annual Statement of Financial Responsibility as required by Section 155 of the Crown Entities Act 2004. The Accountant shall prepare periodic financial reports including a Statement of Financial Performance, a Statement of Financial Position and a Written Financial Report for periodic Trustee meetings.

### 5.3 Cash Management Policy

TKH discourages the use of cash within the school grounds. TKH BOT acknowledges there may be occasion use of cash and a policy has been formulated accordingly. Cash receipts are paid into the administrator and properly receipted. No cash received can be used to pay accounts in cash. Only delegated staff may handle cash. All receipts must be banked as soon as possible and preferably on the same day of receipt. No cash and cheques shall be kept on the premises. There is no petty cash fund kept by the kura.

## 6 Income

Te Kopuku High Charitable Trust has various sources of income. Ministry of Education provides the primary source of income. Secondary sources of income include bus fees, uniform sales, and koha received. TKH BOT does not request annual donations from parents.

### 6.1 Ministry of Education

Income from MOE is determined by the prevailing contract agreement between TKH BOT and MOE. Contracts are updated every calendar year.

The CFO is responsible for negotiating MOE contracts and issuing tax invoice as per the terms of the current contract. MOE income is received electronically. The accountant is responsible for recording electronic income and ensuring adequate documentation is on file.

### 6.2 Sundry Income

TKH receives sundry income from parents and visitors. Parents are encouraged to use electronic banking for bus fees and uniform purchases. Cash handling is discouraged and an Eftpos facility is available at the office.

The administrator is responsible for receipting sundry income. The accountant is responsible for recording sundry income and reconciling all bank accounts each month. There is usually no cash on the premises. Any cash held is banked immediately by the administrator.

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6.3 Fundraising

TKH BOT acknowledges that under Section 73 of the Education Act 1989 some professional fundraising contracts constitute an illegal fundraising contract. No such fundraising contract will be entered into by the kura. If doubt exists about the legality of a proposed fundraising contract, the CEO/CFO will contact the regional Financial Adviser of the Ministry of Education for advice.

6.4 Accounting for Income

All income earned on behalf of TKH BOT will be fully accounted for and an income statement for management reporting purposes showing all funds raised and expenditure incurred will be provided to the board.

## 7 Expenditure

TKH BOT acknowledges the responsibility to ensure that all expenditure is clearly linked to the business of the kura and is consistent with approved budgets.

TKH BOT has agreed on the fundamental principles of this policy, and has delegated responsibility for the implementation and monitoring of this policy to the CEO and CFO. The CEO and CFO may delegate duties to staff members.

The CEO and CFO may consider the following prior to authorising expenditure:

i) Does the expenditure benefit student outcomes?

ii) Does the expenditure represent the best value for money?

iii) Is there an alternative?

iv) Is it in the budget?

Before any orders are made, the approved purchaser will consider value for money, benefit to the kura, quality of the product or service, and fitness for purpose.

Adequate documentation is required to ensure accountability and transparency.

7.1 Expenditure Process

When a pending purchase has been deemed fit for purpose with reference to the TKH expenditure policy statement in the page above, there will be adequate separation of duties and proper authorisation.

7.1.2 Purchase Orders

Purchase orders are created by the Administrator and authorised by a delegated staff member.

7.1.3 Receipt of Goods

A delegated staff member is responsible for checking inwards goods against documentation including purchase orders. The Administrator forwards inwards good documentation to the Accountant.

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7.1.4 Documentation and Payment of Creditor Invoices

Creditor invoices are processed when adequate documentation is on file. The accountant is responsible for checking invoices against inwards good documents, obtaining approval from the CFO and ensuring adequate documentation is on file for subsequent audit review. Creditor payments are made by direct credit and require two authorisers. No cash payments are permitted. All payment schedules and creditor invoices are sighted and approved by two Trustees and the Accountant.

7.2 Cheque Book

TKH has a cheque book with ASB Banking Limited. The cheque book has limited use and is intended for koha payments under $500.

7.3 Accounting for Expenditure

All expenditure which is incurred on behalf of TKH will be fully accounted for and an income statement for management reporting purposes showing all funds raised and expenditure incurred will be provided to the board.

## 8 Payroll and Personnel

TKH BOT has established procedures for the administration and management of personnel. Personnel include employees and contractors. The CEO and CFO are responsible for recruitment, contract terms, promotions and terminations. There are written employment contracts for all staff members as required by current NZ employment legislation. The CFO is responsible for setting annual salaries, authorising staff claims and delegating responsibilities to finance personnel. Payroll is administered by the Accountant and liaises with staff regarding employment documentation and the fortnightly payment of net salaries. The Accountant is responsible for ensuring all payroll related tax returns are filed on time and related tax payments are made on or before the tax deadline. The Administrator is responsible for processing staff expense claim documentation and ensuring CFO approval before being paid by the Accountant. The Accountant will maintain payroll software to ensure adequate record keeping and accurate payroll records are kept. All staff members receive all employment entitlements as required by current employment legislation in NZ. TKH does not provide fringe benefits to staff members. All staff salary payments must be made through the payroll system. A current list of employees be maintained and be available on request. The CFO and the Accountant will conduct regular checks on the payroll records. Payments to personnel who are independent contractors must comply with the TKH policy for expenditure.

## 9 Taxation

TKH BOT acknowledges the legal obligation to account for taxation to Inland Revenue Department. The Accountant is responsible to ensure the kura complies with applicable tax regimes with regard to calculating, filing and paying the correct amount of tax. TKH is a registered charity and is not required to pay income tax. TKH is registered for GST and as an employer and is required to account for GST and employee deductions.

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## 10 Asset Management

TKH BOT acknowledges ownership of school property held within the leased premises and offsite. The CEO and CFO are responsible for safeguarding assets, resources, and other property belonging to the school and may delegate this responsibility to selected staff members and independent contractors.

The CFO and Accountant will ensure an asset register is maintained that identifies and values all assets with regard to the appropriate accounting method of valuation and depreciation.

The CEO and CFO will ensure teaching resources are maintained to ensure continuity and availability of materials. Resources will be kept in good condition. Where applicable, serial numbers will be held to identify high value assets that can be easily transported such as IT Equipment. Such high value items should be marked as being the property of the kura.

TKH acknowledges risk involved with lending property to staff or students off site. This practice is discouraged unless required for school purposes. When staff or students take property offsite, an equipment register will be used to record the person, the asset, the condition of the asset before it left the premises, the date taken, the date returned, and the condition of the asset when returned. The person taking the asset will sign the register to acknowledge responsibility to return the asset in good condition. All assets will be adequately insured against loss, theft, or damage. An annual check will be held to ensure physical assets held on or offsite match the asset register and accounting records. Any old, damaged or obsolete assets may be written off or sold. Any such write off or sale shall be authorised by the CEO or CFO.

## 11 Risk Management

### 11.1 Protected Disclosures Policy

TKH BOT accepts responsibility for internal procedures for receiving and dealing with information about serious wrongdoing in or by the kura. The Board also accepts that it must regularly educate and train its employees on the internal disclosure system. This policy must be published widely in the kura and will be provided to all new employees. The policy is issued in compliance with the Protected Disclosures Act 2000 and the Education Act 1989.

A protected disclosure is a declaration made by an employee where they believe serious wrongdoing has occurred. Employees making disclosures will be protected against retaliatory or disciplinary action and will not be liable for civil or criminal proceedings related to the disclosure.

Serious wrongdoing includes any act that may be unlawful, or an irregular use of kura funds or resources, or a course of conduct that constitutes a serious risk to public health or safety, an act that constitutes an offence.

Before making a disclosure the associated person believes on reasonable grounds the information to be true, wishes the wrongdoing to be investigated, and wishes the disclosure to be protected.

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Any person associated with the kura can make a disclosure. For the purposes of this policy an associated person includes current BOT members, the CEO, the CFO, current and former employees, and contractors supplying services to the school.

An associated person who makes a disclosure and who has acted in accordance with the procedure outlined in this policy may bring a personal grievance in respect of retaliatory action from their employers. The associated person may access the anti-discrimination provisions of the Human Rights Act in respect of retaliatory action from their employers, and will not liable for any civil or criminal proceedings, or to a disciplinary hearing by reason of having made or referred to a disclosure; and will have their disclosure treated with the utmost confidentiality.

The protections provided in this section will not be available to associated persons making allegations they know to be false or where they have acted in bad faith.

Any associated person of the kura who wishes to make a protected disclosure should submit the disclosure in writing. The disclosure should contain detailed information regarding the nature of the serious wrongdoing, the people involved, and the details relating to the time and/or place of the wrongdoing. A disclosure must be sent in writing to the CEO or CFO who has been nominated by the TKH BOT under the provision of Section 11 of the Protected Disclosures Act 2000 for this purpose.

On receipt of a disclosure, the CEO or CFO must examine seriously the allegations of wrongdoing made and decide whether a full investigation is warranted. If warranted a full investigation will be undertaken by the CEO or CFO as quickly as practically possible through an appropriate authority.

All disclosures will be treated with the utmost confidence. When undertaking an investigation, and when writing the report, the CEO or CFO will make every endeavour possible not to reveal information that can identify the disclosing person, unless the person consents in writing or if the person receiving the protected disclosure reasonably believes that disclosure of identifying information is essential.

At the conclusion of the investigation the CEO or CFO will prepare a report of the investigation with recommendations for action if appropriate, this report will be sent to the TKH BOT.

## 11 Risk Management continued

### 11.2 Theft and Fraud Prevention Policy

TKH BOT accepts that it has a responsibility to protect the physical and financial resources of the kura. The kura shall prevent and detect theft and fraudulent actions by associated persons of the kura. TKH BOT accepts that any investigation into any theft or fraudulent actions will be conducted in a manner that conforms to the principles of natural justice and is procedurally just and fair. THK BOT delegates this responsibility to the CEO and CFO.

The CEO and CFO shall establish systems and procedures to guard against the actions of theft and fraud. The CEO and CFO are to report such actions to the TKH BOT.

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Preventative measures against theft and fraud requires the CEO and CFO to ensure that kura's physical resources are kept secure and accounted for and the financial systems are designed to prevent and detect the occurrence of fraud. All such systems must meet the requirements and standards as set out in the Crown Entities Act 2004 and of generally accepted accounting practice promulgated and supported by the Chartered Accountants Australia & New Zealand (CA ANZ).

Staff members who are formally delegated responsibility for the custody of physical and financial resources by the CEO and CFO are proven competent to carry out such responsibilities and that such persons are held accountable for the proper execution of their responsibilities. All staff members are aware of their responsibility to immediately inform the CEO and CFO should they become aware of any improper or fraudulent actions by persons associated with the kura.

In the event of an allegation of theft or fraud the CEO and CFO shall act in accordance with set procedures. The CEO and CFO may decide to report the matter to the New Zealand Police. A record is to be taken of the details of the allegation, the person or persons allegedly involved, and the quantity and/or value of the theft or fraud. A written statement will be requested from the person who has informed the CEO or CFO, with details as to the nature of the theft or fraud, the time and circumstances in which this occurred, and the quantity and/or value of the theft. The TKH BOT should be informed of the incident.

On the basis of advice received and after consultation with the TKH BOT, the CEO and CFO shall decide whether or not a prima facie case of theft or fraud exists, and if not, to document this decision and record that no further action is to be taken.

The CEO and CFO may investigate the matter further and invoke any disciplinary procedures contained in the contract of employment should the person be a staff member. The person who is the subject of the allegation of theft or fraud and their representatives will be notified of the complaint against them in writing. A written response will be requested.

If deemed necessary, the CEO and CFO may lay a complaint with the New Zealand Police, seek legal advice, and inform the Ministry of Education and/or the kura's auditors.

TKH BOT recognises that supposed or actual instances of theft or fraud can affect the rights and reputation of the person or persons implicated. All matters related to the case shall remain strictly confidential with all written information kept secure. Should any delegated staff member improperly disclose information, the CEO and CFO shall consider if that person is in breach of confidence and if further action is required. Any action the CEO and CFO considers must be in terms of the applicable conditions contained in their contract of employment and any code of ethics or code of responsibility by which the staff member is bound.

TKH BOT affirms that any allegation of theft or fraud must be subject to due process, equity and fairness. Should a case be deemed to be answerable then the due process of the law shall apply to the person or persons implicated.

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## 11 Risk Management continued

### 11.3 Data Security

TKH BOT will ensure the kura's data is protected and safeguarded from security breaches.

The CEO and CFO are responsible for ensuring data is regularly backed up. Back up files held onsite are to be contained in a fireproof location. Back up files are to be held offsite with a reputable firm via cloud storage.

The CEO and CFO will ensure all IT and computer systems are password protected and only authorised staff have access to the systems. Passwords should not be disclosed and should be changed and updated regularly.

The CEO and CFO will ensure adequate protection is in place to safeguard the kura's systems and data against computer viruses.

The data security responsibility may be delegated to an employee or an independent contractor with sufficient expertise.

### 11.4 Insurance

TKH BOT shall ensure adequate insurance is purchased to cover all areas of risk the kura may be exposed to. An annual review of risks will be conducted to ensure an appropriate level of cover is maintained. Insurance cover will apply to assets belonging to the kura while off the kura's premises. No indemnity will be given to any third party.

## 12 Supplementary Schedules

The following schedules provide guidelines for kura management and staff when dealing with delegation, separation of duties, staff travel, entertainment.

### 12.1 Schedule of Delegations

The purpose of the Schedule is to ensure that the effectiveness of the governance and management of the School is maintained, to provide an agreed basis by which the School's executive management can exercise its responsibilities, and to enable the responsibilities delegated to be monitored. TKH BOT's expectation is that delegations made will be properly exercised and the persons who hold such delegations will be held accountable. If these principles are observed then the TKH BOT can be certain its responsibilities in terms of the Education Act 1989, the Crown Entities Act 2004 and the Financial Reporting Act 1993 will have been properly fulfilled.

If persons who exercise responsibilities on behalf of TKH BOT have any doubts or concerns in the execution of a specific action the expectation is that they will check with the person who made the delegation in the first place. The intention of this expectation is that should doubt arise in the exercise of a delegated responsibility it is preferable to verify the bona fides of the intended action rather than make an error of judgement and be held accountable for this.

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TKH BOT delegates all responsibilities to the CEO and CFO except for specific responsibilities retained by TKH BOT.

TKH BOT approves of all operating, capital, cashflow and property maintenance budgets and amendments to these budgets. TKH BOT approval is required for the purchase of capital expenditure exceeding $50,000 and for the disposal of fixed assets with a book value in excess of $50,000. TKH BOT approval is required for the appointment of any staff member with a salary package in excess of positions funded by Ministry of Education salaries grants. The TKH BOT retains responsibility for formal communication and agreements with the Minister of Education and any other Minister of the Crown or Member of Parliament.

12.2 Separation of Duties

The list below shows financial tasks alongside the person responsible for carrying out each task.

**Banking and Cash Handling**

| What | Who |
|---|---|
| Opening mail and receipting the cash and cheques received | Administrator |
| Receipting of all student cash received | Administrator |
| Preparation of banking | Administrator |
| Deposit of banking | Administrator |
| Reconciliation of daily receipts with banking | Accountant |
| Periodic bank reconciliation | Accountant |
| Certification of bank reconciliation | Accountant |

**Purchases and Payments**

| What | Who |
|---|---|
| Raising purchase orders – paper, phone or internet | Administrator |
| Verifying receipt of goods or services | Staff Member |
| Approval of invoices for payment | CFO/Trustee/Actant |
| Signing cheques/approving bank payment | CFO / Accountant |

**Accounting System**

| What | Who |
|---|---|
| Accounting systems daily back-up | Accountant |
| Weekly off-site back-up storage | Accountant and Staff Member |
| Monthly history file back-up | Accountant and Staff Member |
| Annual archive back up safe deposit | Staff Member |

**Payroll**

| What | Who |
|---|---|
| Check of fortnightly payroll reports | Accountant |
| Reconciliation with bank debit with errors followed up | Accountant |
| Verification of report and bank debit | CFO / Accountant |
| Staff expense claim – approval | CFO / Accountant |

**Income**

| What | Who |
|---|---|
| Preparation of receivables invoices | CFO |
| Reconciliation of receivables ledger | CFO / Accountant |
| Verification of reconciliations | Accountant |
| Debt write-off approvals | CFO / BOT |

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Fixed Assets

| What | Who |
|---|---|
| Fixed asset purchase approval | CFO / BOT |
| Fixed asset purchase order approval | CFO / Accountant |
| Fixed asset delivery acceptance check | Staff Member |
| Fixed asset invoice certification | Accountant |
| Fixed asset register update | CFO / Accountant |

12.3 Travel Policy Schedule

TKH BOT agrees that it has a responsibility to ensure that travel expenditure incurred by the kura must clearly be linked to the business of the kura. TKH BOT has agreed on the fundamental principles of this Policy, and has delegated responsibility to the CEO and CFO. The CEO and CFO may delegate responsibilities to selected staff members. This policy must be read in conjunction with other policies, and the exercising of all authority and responsibilities conferred under this policy may not exceed an individual's established level of delegated authority.

Travel expenditure is part of the kura's business, and the kura must obtain an acceptable benefit from the travel when considered against the cost. Staff expenses are reimbursed on an actual and reasonable basis. Staff required to travel on business should not suffer any negative financial effect. Under no circumstances may any staff member approve their own travel. Any booking for international and domestic travel is to be conducted through the kura's normal purchase procedures. This includes the booking of accommodation, flights and rental cars. Travel must be documented. It is to be transparent and must relate to a school need. All domestic air travel is to be economy class. If any international travel is being undertaken, the traveller must be given a copy of this policy and be required to demonstrate that they have read and understood it. All international travel should be authorised by the CEO and CFO before it is commenced. Staff should opt for good but not superior accommodation. Staff members who stay privately will be reimbursed on production of receipts, for koha or for the cost of a gift given to the people they have stayed with. Prior to travel the staff member should receive authorisation for the value of the intended koha/gift. When using rental cars, staff should opt for good but not superior model vehicles. The use of private vehicles is to be approved on a one-up basis and reimbursement will be at the rate specified by the Inland Revenue Department. If taxis are used, then staff should pay for the taxis out of their own pocket, obtain a receipt and seek reimbursement as part of an expense claim. For travel within New Zealand, actual and reasonable expenses are those incurred above the normal day to day costs. All personal expenditure is to be met by the staff member. Examples of this are mini bar purchases, in house movies, laundry and private phone call charges are to be paid separately by the travelling staff member. All receipts must be retained and attached to the travel claim. The claim is to be authorised on a one-up basis. Staff must travel by the most direct route unless scheduling dictates otherwise.

12.3 Entertainment Policy Schedule

TKH BOT agrees that it has a responsibility to ensure that expenditure on entertainment incurred by the kura must clearly be linked to the business of the kura. TKH BOT has agreed on the fundamental principles of this policy schedule, and has delegated

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responsibility to the CEO and CFO. TKH BOT requires the CEO and CFO to implement and manage this policy. This policy must be read in conjunction with other TKH BOT policies and may not exceed an individual's established level of delegated authority.

Entertainment expenditure in general will be for building relationships and goodwill, for representation of the kura in a social situation, for hospitality provided in the course of school business to external parties, and for internal social functions. The purpose of all purchases should be transparent and the amount expended able to be demonstrated as reasonable and appropriate.

The kura should not purchase alcohol for entertainment purposes.

**Related policies**

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**Date policy adopted:** **Review date:** Within 12 months

**Signed by (name):** Robyn Hata-Gage **Minuted:**

**Designation:** Deputy Chair Kia Ata Mai Educational Trust

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