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Appendix 5 – Curricula Vitae

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Appendix 7 – Audited accounts/annual report

1 APPLICANT CONTACT DETAILS


I. Contact Person for This Application

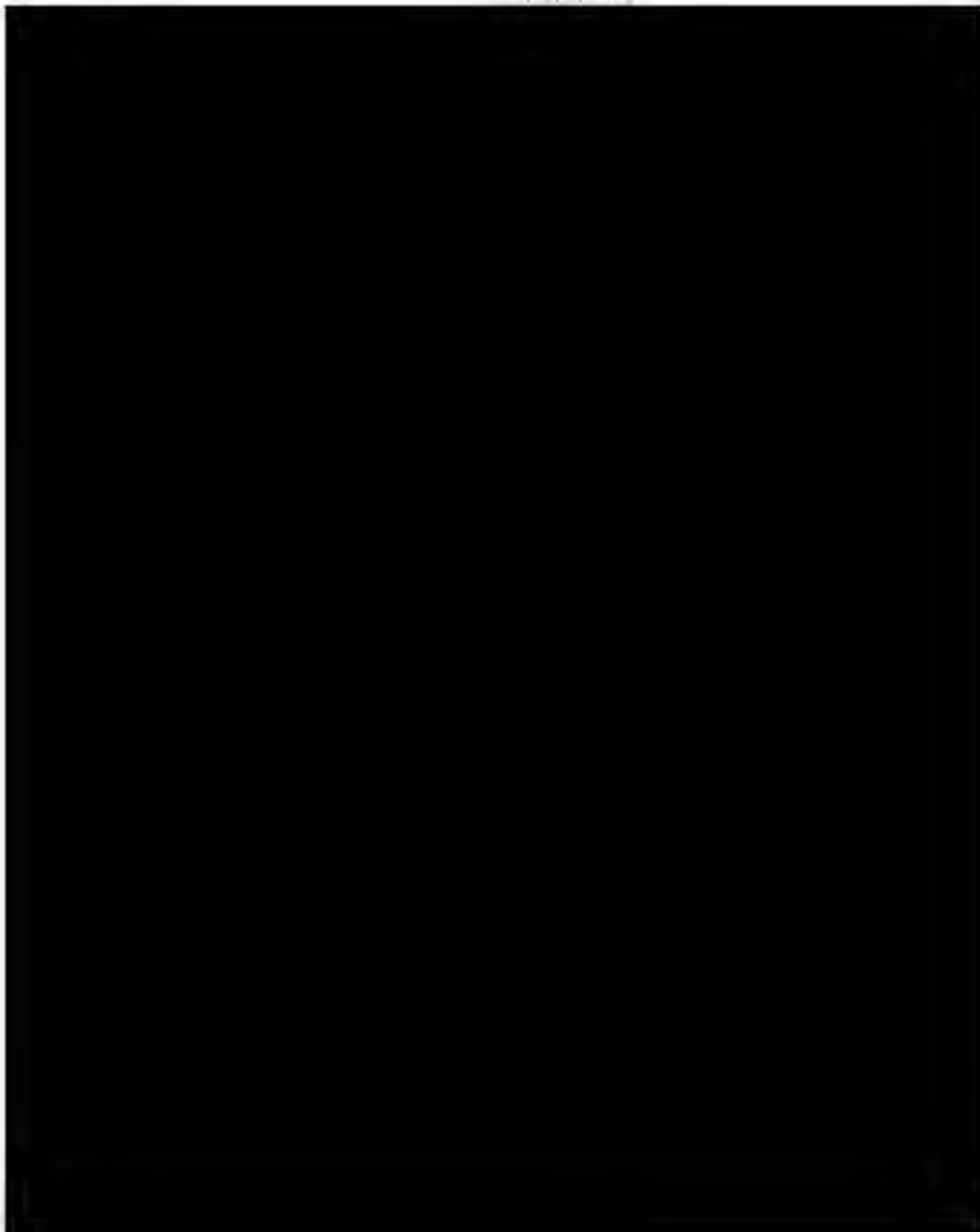
Contact person:	Wyn Osborne			
Position:	General Manager - Operations			
Phone number:	09 277 7866			
Mobile number:	[REDACTED] s 9(2)(a) OIA			
Email address:	wyno@muma.co.nz			
Fax number:	09 277 7090			
Is the contact person authorised to negotiate?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

II. Sponsor Organisation

Full legal name:	Manukau Urban Māori Authority Inc.
Trading name: (if different)	MUMA
Name of parent organisation:	NA
Physical address:	5-7 Shirley Rd, Papatoetoe
Postal address:	P O Box 23 398 Hunters Corner, Auckland
Website:	www.muma.co.nz
Location of head office:	5-7 Shirley Rd, Papatoetoe
Type of entity (legal status):	sole trader / partnership / limited liability company / other please specify Incorporated Society
Charity (or) Company registration #:	CC35339
Country of residence:	New Zealand

III. Referees

Please supply the details of three referees. Referees provided should be able to attest to your organisation's capability in the areas of education, business and community  provide employees of the Ministry of Education as referees.



2 APPLICANT PROFILE

I. Applicant Organisation

- a. Do you intend to establish a new legal entity to run the school? (delete non applicable)

Yes, MUMA will establish a new charitable company to run the school

- b. Will the Sponsor organisation run the school or subcontract some or all of the operation of the school to other parties (delete non applicable)?

MUMA (the sponsor) will sub-contract the new entity to run the school.

II. Overview of Applicant's Organisation

Type of organisation:	<p>Through the vision of Whānau Ora, MUMA takes an integrated approach to providing services and support for all urban Māori in South Auckland. We collaborate seamlessly with other service providers and each whānau, so that together, we can achieve the very best outcomes for that whānau.</p> <p>Whānau and individuals are able to access a range of programmes and services. We work in conjunction with whānau to establish positive long-term plans, and can help to address immediate concerns and needs.</p>
Year established:	1985
History:	<p>In 1985 the Manukau Urban Māori Authority (MUMA) was established to represent the interests of urban Māori in south Auckland. The organisation was established by a group of first-generation urban Māori from diverse tribal backgrounds to meet the development needs of their community. Importantly, this is an organisation established by Māori for Māori, and leads a number of national debates regarding the status and identity of urban Māori and Māori development.</p> <p>As a result of the opportunities available to deliver services on behalf of the Government, MUMA has developed a portfolio of business activities that include the delivery of social, justice, training and employment services to the community.</p> <p>Beginning with the work of its previous CEO, Dame June Jackson, MUMA has been a driving force behind the advancement of urban Māori rights. A founding member of the National Urban Māori Authority (NUMA) MUMA has successfully challenged Iwi and the Crown for the rights of urban Māori in and out of the Court room.</p> <p>MUMA is an accredited Whānau Ora provider within the NUMA collective.</p>
Summary of experience relevant to your application to operate a Partnership Kura:	<p>We have been successful in securing contracts from Ministry of Education, Te Puni Kōkiri, Ministry of Social Development, Department of Corrections, Ministry of Justice, Ministry of Health etc. They cover the gambit of education, early childhood, youth social work, justice, etc. These services, with Whānau Ora at the forefront, are proof of our track record.</p>
Total number of staff in NZ:	55
Number of locations in NZ:	1
Overseas locations:	NA.

III. Current Business Commitments

<p>Business activities:</p> <p>In April 2013 the Marae was host to the largest gathering of Whānau ever, brought together to celebrate Whānau Ora. The turn-out of 4,000 Whānau was twice the expected numbers which confirmed the significance of our services within the community. We intend to repeat the day to ensure that Whānau are aware of the services available to them.</p>	<p>MUMA has a long and rich history of successfully providing many services to whānau within South Auckland. We have established ourselves as a source of community responsiveness and leadership which includes the following:</p> <ul style="list-style-type: none"> ■ Specific to this contract, for over ten years we have provided He Ara Tika mentoring services growing this programme to involve five South Auckland secondary schools. These services have been provided under contract to the Ministry of Education. ■ MUMA has an active application for a Targeted Assistance Programme for Early Childhood Education facility in Mangere South. This partnership school application is designed to couple into this ECE facility, if successful. If unsuccessful with the ECE proposal, the MUMA partnership school will not be impacted. MUMA will continue to seek TAP funding for a local ECE facility. ■ We are a main contributor to the National Urban Māori Authority (NUMA), the lead Whānau Ora collective in the country. Achieving a nationwide-reach for Whānau Ora would not have been possible without the close connections MUMA has with key stakeholders such as the Ministry of Education, Te Puni Kokiri, Department of Corrections, Ministry of Justice and the Ministry of Social Development. ■ We have existing contracts, programmes and alliances with most Government Agency business units ■ As a special category of public sector involvement and insight, we have relationships at all levels with the New Zealand Police and Ministry of Justice and the Department of Corrections. Our liaison with national and local government extends from the local coalface to board level. <p>MUMA's urban marae and proposed location for our Kura Hourua, Nga Whare Waatea, is located in Mangere Central and has served as a community gathering place for over 25 years. Operating at the marae is the iwi radio station Waatea 603am which has informed our approach to education. This is Auckland's largest Māori radio station delivering a format of news, current affairs and community engagement using a bi-lingual approach to Te Reo Māori. Radio Waatea provides a national te reo Māori broadcast news service and operates waateanews.com.</p> <p>Through our involvement with the NUMA Whānau Ora collective, we have access to extensive nationwide services, infrastructure and best practice. NUMA delivers almost 300 individual services across Education, Health, Housing, Justice and Social Services including a variety of training programmes. In Auckland, NUMA's two Auckland-based members (MUMA and Te Whānau o Waipareira Trust) operate in the hub of high need areas with strong and established links to the community, training facilities, a radio network, numerous businesses and business leaders. Through its NUMA relationships MUMA has liaised with Te Kohao Health in Hamilton (who are currently in the resource consenting stages of establishing an ECE and also making application for a Partnership School) and Nga Maata Waka in Christchurch. These relationships provide us with the ability to network and discuss successful initiatives and approaches which we believe is an extra strength to MUMA's intent for our own Kura Hourua.</p> <p>NUMA has a capable and proven governance structure, which is led by a dedicated and highly qualified group of executives. NUMA's combined balance sheet strength is demonstrated by investments in education, housing, health, radio, land and private enterprise s 9(2)(b)(ii) OIA [REDACTED] This governance and management capability is reflected within MUMA as well whose executive team has many years' experience operating across a wide range of services and businesses.</p>
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	In the critical area of capture and management of client data, our employees are IT literate and we follow robust data quality standards. In addition, our IT platform, Whānau Tahi Navigator, is a modern and comprehensive case management system, custom built for Whānau Ora.
Other Contracts with government	Please find a detailed list of all contracts attached in Appendix 3.

IV. *Probity*



1. Probity	
List any pending claims against the organisation:	None
List any court judgements or other decisions that have been made against the organisation in the last 6 years:	None

V. *Proposed Subcontractors*

Disclosure: Applicants must indicate and provide details below if they intend any person or organisation, who is not an employee, to sub-contract on any part of the application requirements.

Sub-contractor #1	
Sub-contractor name:	MUMA Kura Hourua Ltd (proposed charitable company)
Address:	5 - 7 Shirley Road, Papatoetoe
Specialisation:	Operating School
Describe the deliverables the Partner / sub-contractor will be responsible for:	Day-to-day operation of the school

VI. *Financial Information*

Current financial status:	brief description of the organisation's current financial status & stability 
Gross revenue:	state the gross revenue for the last two years s 9(2)(b)(ii) OIA 

Net profit (surplus) and Net Assets: <div style="text-align: right;"> Net Surplus Net Assets </div>	state the net profit (or surplus) for the last two years and the total value of net assets as at the closing date of the last financial period. <div style="background-color: black; height: 40px; width: 100%;"></div>			
Last audited financial accounts:	insert date of last audited financial accounts s 9(2)(b)(ii) OIA 30 June 2012			
Copy of latest audited accounts attached?	Yes	<input checked="" type="checkbox"/>	No	
Copy of latest annual report attached?	Yes	<input checked="" type="checkbox"/>	No	
Is organisation in dispute with any trade union?	Yes		No	<input checked="" type="checkbox"/>

3 SCHOOL OVERVIEW

I. School Location

Enter the address / location of your proposed Partnership Kura.	Nga Whare Waatea Marae, 31 Calthorpe Close, Mangere
Do you propose to operate the school at more than one location? If yes, provide the proposed locations for each of the sites.	One location only

II. Year Groups

List the year groups that your school proposes to serve.

Year 1 through to Year 8

III. Priority Learner Groups

Enter the estimated number of students from each of the priority learner groups that will attend your school, when the roll is full. Ensure that the numbers used in this section are reflective of the demographic data you have set out in the body of your application.

Māori	Pasifika	Tamariki from low socio economic backgrounds	Tamariki with special education needs
80%	15%	100%	5%

IV. School Roll

Year	2015 Roll	2016 Roll	% Change	2017 Roll	% Change	2018 Roll	% Change	2019 Roll	% Change
0	-	-	-	-	-	-	-	-	-
1	15	20	33%	20	-	20	-	20	-
2	15	20	33%	20	-	20	-	20	-
3	15	20	33%	20	-	20	-	20	-
4	15	20	33%	20	-	20	-	20	-
5	-	15	-	20	33%	20	-	20	-
6	-	-	-	15	-	20	33%	20	-
7	-	-	-	-	-	15	-	20	33%
8	-	-	-	-	-	-	-	15	-
Total	60	95	58%	115	21%	135	17%	155	15%

4 EXECUTIVE SUMMARY

1. Provide an executive summary of no more than 800 words that clearly sets out the distinctive mission of your proposed school, why you are planning on establishing it, what it will achieve, and how it will achieve it.

The disproportionate numbers of Māori and Pasifika tamariki struggling to achieve their full educational potential is unacceptable. In response, the Ministry of Education (the Ministry) has spearheaded the establishment of Partnership Schools and is seeking partners with:

1. Proven experience in working with Māori whānau, hapū, iwi, Pasifika families and communities
2. The ability to provide culturally relevant and productive education while still meeting the requirements of the New Zealand Curriculum
3. Established partnerships with leaders in education
4. The ability to provide a wraparound service that will include and support the whole whānau in a child's education.

MUMA brings the right mix of skills and experience to this process. Our proposal focuses on the high need Mangere area in Auckland. By establishing a Partnership School in this area, we can help to raise the academic performance of this community. We will deliver an education service that draws on Kaupapa Māori and Steiner principles and responds to the identity, language, culture and challenges faced by the people of Mangere.

Aligning Kaupapa Māori and Steiner Philosophies

The Kaupapa Māori philosophies of learning incorporate all dimensions of the person: physical, spiritual emotional and psychological. For Māori, these dimensions are not in isolation of one another; they coexist and underpin the philosophy of 'education through exposure'.

Early education of Māori tamariki was embedded within the structure of 'whānaungatanga' (relationships and connections between whānau). The learning process for a child took many forms including a practical approach and the use of stories, games, waiata, karakia, whakapapa and much more. Teaching and learning was an 'integrated developmental type of philosophy' which acknowledged and validated the uniqueness of the child and their position in their whānau, hapu and iwi.

The Steiner School philosophy is based on the principle that education should support the development of the child in its physical and spiritual growth towards a becoming a responsible adult. The overarching goal of the Steiner approach is to develop free, morally responsible and integrated individuals equipped with a high degree of social competence.

The most fundamental similarity between the two philosophies is that the cosmologies of Māori and Steiner acknowledge the reality and complete interconnectedness of the physical and spiritual worlds. Schooling which does not acknowledge this reality "has contributed significantly to the loss of indigenous identity, control and self-determination"¹. This is why the MUMA Kura Hourua weaves these two approaches together to achieve our mission:

Through the provision of a culturally enriched, safe and whānau-centric learning environment, we will assist our learners and their whānau to develop a love of learning together. They will be eager and deeply engaged in their unique journeys of exploration and self-discovery.

Our vision of a high-achieving school

When we look out into the future we see the Kaupapa Māori / Steiner approach being delivered by a professional and experienced leadership team. The curriculum, founded on principles of tikanga and

¹ (May, S., & Aikman, S. (2003). *Indigenous education: Addressing current issues and developments*. *Comparative education*, 39(2), p. 143).

drawing upon proven child development theories and strategies, incorporates a holistic view of the child. A student-focused learning environment serves each individual's unique requirements.

We see the MUMA Kura Hourua becoming Te Poutoko Manawa – vibrant and active contributor to the heart and life of the marae and wider community. Through MUMA, as a Whānau Ora services provider, we see support being given to the whole whānau; from getting them involved in their child's learning through to addressing a myriad of social problems characteristic to Mangere.

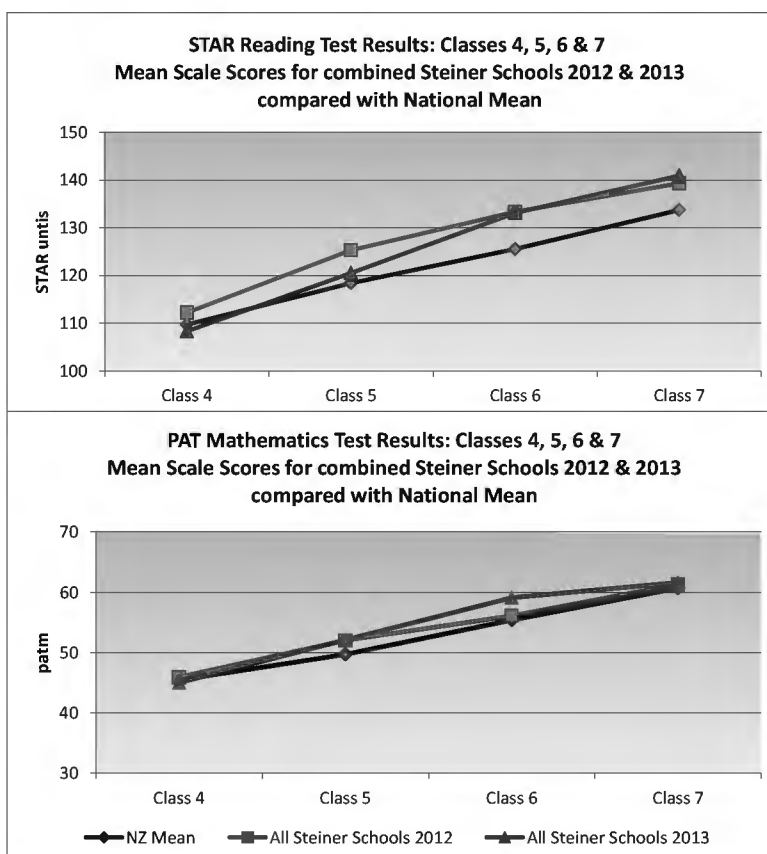
By developing well-rounded, socially adept and culturally aware individuals capable of operating across two worlds, te ao Māori and te ao pakeha, we see the MUMA Kura Hourua delivering a model that works. The teaching philosophy will be recognised as an approach capable of achieving significant impact on student's engagement and achievement, particularly where their home circumstances place their academic performance at risk.

Achieving our goals by measuring and monitoring performance

We will have clear performance goals that will be regularly monitored and reported on. These include:

- All classes are 100% occupied
- Attendance is greater than 95% across the school
- Student achievement levels are at least equal to comparable schools
- The MUMA Kura Hourua has a proven ability to identify gaps, develop remedial initiatives and successfully deploy these to reduce/eliminate the gaps
- Whānau attendance at class meetings and parent activities is greater than 75%
- Whānau report a high level of satisfaction with the performance of the school and the high level of support they are receiving from the Whānau support services linked to the Kura.

Through our rigorous performance assessment process we will focus on continuous improvement and have an excellent understanding of how we are performing at all times. We look forward to working with the Ministry to build a bright future for the tamariki of Mangere.



Results from the National Assessment of Literacy and Mathematics Classes 4, 5, 6 and 7 (Years 5 – 8) for the Federation of New Zealand Steiner Schools

5 PURPOSE AND GOALS

2. Provide a statement of purpose and goals that:
 - a. sets out your distinctive mission and vision, including:
 - i. why you are proposing to open your school;
 - ii. what makes it unique and sets it apart from existing provision; and
 - iii. how it will enable improved student engagement and achievement;
 - b. defines the schools performance objectives and how these will be achieved and measured;
 - c. provides demographic evidence that demonstrates the need for a new school and/or new school places in your proposed location and
 - d. outlines the key advantages of your application, including the educational track record of the sponsoring organisation.

Mission

Through the provision of a culturally enriched, safe and whānau-centric learning environment, we will assist our learners and their whānau to develop a love of learning together. They will be eager and deeply engaged in their unique journeys of exploration and self-discovery.

Vision

- It is the role of our Kura to provide a student-focused learning environment that serves the unique requirements of each student.
- The curriculum of the school is founded on principles of tikanga and draws upon proven child development theories and strategies that incorporate a holistic view of the child.
- The school acknowledges the importance of the role of Whānau and provides a supportive role by being closely aligned, and with direct access, to Whānau Ora services.
- The role of the Kura is one of Te Poutoko Manawa for the surrounding community – a vibrant and active contributor to the heart and life of the marae and wider community.
- The Kura will develop well-rounded, socially adept and culturally aware individuals capable of operating across two worlds, te ao Māori and te ao pakeha.
- Our teaching philosophy will be recognised as an approach capable of achieving significant impact on student's engagement and achievement, particularly where their home circumstances place their academic performance at risk.
- The leadership of the kura will be sought out by other community-based organisations wanting to understand and replicate our model.
- The classrooms will be a place of creativity and activity, and where student engagement is visibly high.

Rudolf Steiner Philosophy

The underlying philosophy of Steiner Schools is based on the principle that education should support the development of the child in its physical, soul and spiritual growth towards a becoming a free and responsible adult.

Rudolf Steiner argued that this growth occurs in three main stages covering the years from 0 to 21. The first stage he characterised as a period when the will activity is dominant, during the second the life of feeling is developing and in the third cognitive activity comes to the fore. On this basis a curriculum is built which gives the opportunity for these three periods of growth to be facilitated.

The place of the human being in relation to the whole environment, how this evolves over time and the responsibility that we all have for that relationship is fundamental to the whole of this education.

Why we are proposing to open a school in Mangere

MUMA is proposing a bilingual partnership school as we see there is a clear need in the Mangere community and we recognise that we have a vested interest in the Māori Education Strategy *Ka Hikitia Accelerating Success 2013 – 2017*. The principles indicated in *Ka Hikitia* resonate through our own organisation's values, practices and interactions with our whānau. We acknowledge that as a Māori

organisation we have an active role to play in supporting Māori students to succeed in education in order to become successful contributors in their whānau, hapu, iwi and society, especially in a high-need area such as Mangere.

To fulfil our duty as a key stakeholder in the success of our tamariki, we aim to establish an education facility that has the holistic wellbeing of the child as a key focus. This approach has principles of Tikanga Māori as foundation blocks with the child development philosophies of the Steiner schools' movement as the learning 'technology'. As we show later in this document these two core components of our kura align and resonate in ways that create an environment for our tamariki to flourish and achieve superior learning outcomes.

What sets our school apart

We acknowledge that founding our kura on principles of Tikanga Māori does not necessarily set our school apart. However, in our exploration of pedagogical models which may be appropriate for our kura, we have come across the work of Steiner schools in New Zealand and the pedagogical impulse of Steiner education worldwide. We consider the weaving together of these two elements is both unique, and innovative and very likely to deliver superior results for priority learners.

Proven and recognised approach

There are currently ten Steiner schools in Aotearoa New Zealand including two in Auckland (Federation of Rudolf Steiner Waldorf Schools in New Zealand, 2014). They in turn are part of the global Steiner school movement represented in all parts of the world (Freunde der Erziehungskunst Rudolf Steiners, 2014) with some 1,050 schools in over 60 countries. It is acknowledged as the largest non-denominational education movement in the world (Reinsmith, 2008, p. 79).

The Steiner pedagogical approach has proven to be durable and able to be adapted in a huge range of cultural and social contexts. Since 1993, a Steiner school has been operating successfully on a native reservation in South Dakota in the United States. It is staffed by members of the Lakota tribe and aims to teach the traditional culture through the Lakota language using a Steiner pedagogical approach (Lakota Waldorf School, 2014; Sagarin, 2009; Waldorf Today, 2012).

Strong synergies between Steiner and Te Ao Māori

On investigation, it is clear that there are aspects of Steiner pedagogy and Te Ao Steiner which show similarities to Te Ao Māori and our ambitions for the MUMA Kura Hourua. We wish to incorporate some features of Steiner education which we see as compatible; the Lakota model illustrates that this can be achieved to the benefit of the students while supporting the continuation of traditional culture and languages.

The most fundamental similarity is that the world pictures, the cosmologies of Māori and Steiner acknowledge the reality and complete interconnectedness of the physical and spiritual worlds (Fraser, 2004). May and Aikman comment that schooling which does not acknowledge this reality as a core feature "has contributed significantly to the loss of indigenous identity, control and self-determination" (May, 2003, p.143). For Steiner, the task of life is to guide "the spiritual in the human being to the spiritual in the universe," to (re-) unite one with the other (Steiner, 2007). No part of Steiner's philosophy is taught in Steiner schools, but this view underpins Steiner education as it does Mātauranga Māori.

In Rudolf Steiner's philosophy, the human being is looked upon as threefold: body, soul and spirit (Steiner, 1979, 1996). This aligns closely with Durie's model of Māori health. The context of taha whānau is dealt with below.

Māori	Steiner
te taha wairua	spirit
te taha hinengaro	soul
te taha tinana	body

This view of the human being as a spiritual being of body, soul and spirit, that one aspect cannot exist without the others is common to both Steiner education and Māori cosmology (Denford-Wood, 2005; McLoughlin, 2007; Metge, 1995).

This was highlighted in a recent study of Māori teachers who had studied Steiner pedagogy during their initial teacher education course (Boland, 2013; 2014, in press), which led some of them choosing to work in Steiner institutions. They commented that, in their view, Steiner education is “bringing spirit [back] into the material world”, and that “Spirituality is the key to Māori pulling back from the edge.” All participants noted that Steiner centres and schools offer a “lived spirituality” and a deep connection to the natural world. They all mentioned that, in their view, this “lived spirituality” is stronger in Steiner education than other education movements, including kura kaupapa” (cf. Stewart, 2012).

One participant stated that in her view, Māori culture and anthroposophy walk side by side “in tandem”, not the same, but travelling in the same direction; that in Steiner education there is “a breadth of thought, a bringing together of many streams which can appeal not only to the west” (Boland, 2014). It is this aspect which we wish to explore in developing the pedagogy of the MUMA Kura Hourua.

Given that “schooling has been explicitly and implicitly a site of rejection of indigenous knowledge and language” (May, 2003, p. 143) it is vital that this be redressed by putting the community and culture at the centre of the school initiative (Bishop, 2010, p. 65). This relational model is similar to that found in Steiner schools.

Close links with the community, parents and whānau

Tamariki need to feel part of their community. It is also a known fact, that tamariki’s confidence is increased when it is clear that their whānau is actively involved and supporting their learning.

A feature of the schools is the close links they have with their communities (Adam Dubignon, Principal, Michael Park School, February 28, 2014: Personal communication). Parents and whānau are involved in the organisation of the school to a far higher degree than is found in most other schools. The importance of this relational model is carried over into the pedagogy, where it is common for a teacher to ‘loop’, i.e. to be the main teacher (class teacher) of the same group of tamariki throughout their primary schooling (Clouder, 1998), leading to close and lasting links between the students, students’ whānau and the teacher. Steiner wrote what is called the motto of the social ethic, which sums up this relational model:

The healthy social life is found when, in the mirror of each human soul, the community can find its reflection, and when, in the community, the virtue of each one is living (Steiner, 1927)

Cultural relevance

Beyond the shores of Aotearoa, similar approaches are being devised which incorporate indigenous ways of knowing with western educational models, such as those discussed by Kawagley and Barnhardt (n.d.). This active interface forms the ‘jagged worldviews’ which Leroy Little Bear talks about (2000) and is a growing area of research. Steiner education provides interesting and potentially richly rewarding avenues to explore regarding the education of tangata whenua in Aotearoa.

In Boland’s above-mentioned study (2014), a participant gave the opinion that “People [i.e. Māori] understand the spiritual aspect but won’t go [to the schools] if they don’t see their culture reflected.” They “need to see brown faces among the teachers, parents and students.” If this is the case, the MUMA Kura

Steiner defined ‘three golden rules’ for teachers:

“to receive the child in gratitude from the world they come from;

to educate the child with love;

and to lead the child into the true freedom which belongs to man.”

Hourua provides a possible solution in that it is founded strongly in Māori culture and language, is Māori initiated, Māori led and Māori staffed.

In preparing this application, we have consulted with representatives of the Federation of Rudolf Steiner Schools in New Zealand and with the School of Education at AUT University which offers specialty programmes in Steiner education. We have the support of individuals from both organisations who have indicated their willingness to be called upon further.

"When the inevitable end is the killing of the wairua, we are dead living." (Tangata whenua workshop group, Auckland College of Education, 1983. Quoted in Glover, 1999, p. 1). We are interested in exploring how the acknowledgement of the wairua which is central to Steiner education can help us develop and strengthen the MUMA Kura Hourua.

Improving student engagement and achievement

To improve student engagement and achievement, we will have a series of measurable performance indicators in place. The table below details how we will measure each objective:

Objective	How	Measure
All classes are 100% occupied	<ul style="list-style-type: none"> By delivering quality education services By achieving high levels of whānau and community engagement 	Roll
Attendance is greater than 95% across the school	<ul style="list-style-type: none"> By delivering quality education services By achieving high levels of whānau and community engagement By providing access to Whānau Ora services alongside the Kura 	95% attendance
Student achievement levels are better than comparable schools	<ul style="list-style-type: none"> By delivering quality education services By employing teachers knowledgeable about By enlisting the parents and whānau as key enablers of student performance 	Achievement levels ahead of comparable schools
The kura has a proven ability to identify gaps, develop remedial initiatives and successfully deploy	<ul style="list-style-type: none"> By operating a continuous learning cycle of review, analyse, design and deploy 	Continually improving outcomes
Whānau attendance at class meetings and parent activities is greater than 75%	<ul style="list-style-type: none"> By remaining student and whānau centred By delivering enriched whānau and parent participation initiatives 	75% attendance at whānau and parent activities
Whānau report a high level of satisfaction with the performance of the school	<ul style="list-style-type: none"> By the Kura understanding the needs of the parents as key stakeholders By maintaining a high level of focus on meeting the needs of parents 	Whānau response to satisfaction surveys
Whānau report a high level of support available from the MUMA services linked to the Kura	<ul style="list-style-type: none"> By the Kura communicating a holistic view of the wrap around services available from MUMA 	Whānau response to satisfaction surveys

Demographic evidence

To say there is a need for a culturally appropriate school in the Mangere area is an understatement. According to the 2013 Census data, incomes in the Mangere-Otahuhu local board areas fell by 16% increasing the number of tamariki living in poverty.

Another alarming statistic was that around 33% of both Māori and Pasifika tamariki live in poor households and 51% of Pasifika tamariki are in families experiencing 'material hardship', meaning they go without basics such as healthy food and warm, secure housing. This is the highest rate for any ethnic groups in New Zealand. The area is also faced with high numbers of single and/or teenage parents and early school leavers.

The following table outlines how Māori and Pasifika tamariki are performing against the national standard in reading, writing and mathematics (goal for 2017 is 85% at or above the national standard).

Ethnicity	Total number in primary school in Mangere-Otahuhu	Reading (at or above the national standard)	Mathematics (at or above the national standard)	Writing (at or above the national standard)
Māori	1290	64.1%	62.5%	53.9%
Pasifika	5715	58.2%	58%	51.2%

Key advantages of our application

The key advantages of our application include:

- MUMA is established in the high need area of Mangere providing a range of education and social services
- As a Māori organisation, we understand the target group well and will have no issues with gaining enrolments
- The natural synergies between the Steiner education model and the Kaupapa Māori approach to education will create a high performing learning environment
- MUMA Kura Hourua has initiated contact with three educational partners to strengthen the curriculum and educational delivery elements of our proposal. Each one of these partners brings unique strengths to our Kura. These partners are AUT, Federation of Rudolf Steiner Schools NZ and Michael Park School.
- Our extensive and established links with community organisations in the area will provide additional resource, support and access to services.
- The school will be based on the Marae which is ideally suited to learning and connecting learners with Māori values.
- Our commercial acumen will underpin sound financial management and administration of the school.



The higher the Index of Deprivation (1 - 10), the more socioeconomically deprived an area is considered. Mangere's score is 10.

Educational Track Record

Up until the end of last year MUMA has been a **provider of He Ara Tika mentoring services** within five South Auckland secondary schools. For over ten years, these services have been provided by MUMA, under contract to the Ministry of Education. In an effort to achieve the greatest impact through this programme, we employed a programme co-ordinator with teaching qualifications. This has ensured that

the MUMA programme has a robust approach to achieving learning outcomes that support students' NCEA attainments. It was through the observations of this programme that MUMA developed a strong focus on offering a quality alternative to the existing education options.

Through a related entity, we have been involved with tertiary training, in particular through the **MUMA Driving School**. This operated under the Nga Whare Waatea Tertiary College PTE accreditation which is currently in the process of re-launching courses focused on foundation topics at Nga Whare Waatea marae.

Also operating at the marae is a **Te Wananga O Aotearoa (TWOA) trades training course**. This programme is now in its third year with the marae providing the area for TWOA students to build three relocatable 3-bedroom houses.

As well as supporting whānau in general, one of the targeted social services programmes MUMA offers is to support 50 single Māori mothers. This programme is achieving significant outcomes for the young mothers and has highlighted the extent of non-engagement with Early Childhood Education.

MUMA has an active application for a Targeted Assistance Programme for Early Childhood Education facility in Mangere South. This partnership school application is designed to couple into the ECE facility, if successful. If unsuccessful with the ECE proposal, the MUMA partnership school will not be impacted. MUMA will continue to seek TAP funding for a local ECE facility.

6 EDUCATIONAL PLAN

Curriculum choice

3. Describe the curriculum to be used. If you are not using The New Zealand Curriculum or Te Marautanga o Aotearoa, please

- explain and provide evidence to support why you have chosen an alternative curriculum; and s 9(2)(a) OIA
- outline how your alternative curriculum aligns with The New Zealand Curriculum or Te Marautanga o Aotearoa.

MUMA Kura Hourua is aligned to the New Zealand Curriculum (NZC) and the strength of Kaupapa Māori and Steiner principles.

Steiner schools do not assess against National Standards in the initial years, yet they achieve results that are well above average in both the Primary and Secondary school using the Ministry of Education approved Steiner Learning Steps. This is discussed in more detail on page 33.

We have provided evidence of this performance throughout this document. This includes the National Assessment of Literacy and Mathematics Classes 4, 5, 6 and 7 (Years 5 – 8) by the Federation of New Zealand Steiner Schools attached in Appendix 4.

s 9(2)(a) OIA

has offered his expertise and experience as the lead Steiner Consultant on this project.

will ensure that our teachers are getting the very best out of the Steiner Learning Steps and wider Steiner philosophy as it relates to primary education and child development. We know that it will take considerable skill and on-going learning to successfully weave the Steiner schools' learnings into our kaupapa Māori-focused kura.

We have been encouraged by the level of interest and passion that already exists for such an endeavour and have received indications that there are skilled Māori teachers who have received Steiner training eager to work with us at the MUMA Kura Hourua.

Curriculum delivery

4. Detail how you plan to teach and deliver your curriculum across all your proposed year levels.

Teaching and Learning Approach

MUMA Kura Hourua will be bilingual with an integrated curriculum that has a thematic approach based on kua values. We will implement Kaupapa Māori practices across all our learning areas so learners develop their knowledge and appreciation for their culture.

Literacy, numeracy and Te Reo Māori will be the key focus areas for our school.

Education through exposure is experiential learning or practical learning through the medium of stories, waiata, games, karakia and whakapapa and everyday occurrences. Learners are already exposed to a range of learning experiences in their own whānau and wider community. Making provision for learning at this capacity is crucial to preparing them for all aspects of living.

Tangata ako ana i te whare, te turanga ki te marae, tau ana - A person who is taught at home, will stand collected on the Marae.

A child, who is given proper values at home and cherished within his family, will not only behave well amongst the family but also within society and throughout his life.

s 9(2)(a) OIA

The early developmental stages of a learner are built through curiosity, exploring, inquiry, mimicking or imitating and playing. These are symbolical stages that we will nurture and build on through our delivery.

The learning journey for our learners will encapsulate all learning areas. If we seek to maintain learning as an everyday experience then our curriculum approach will be integrated. This approach initiates 'ako' where the teacher and learner learn together.

MUMA Kura Hourua School Curriculum Overview

MUMA Kura Hourua will teach the New Zealand Curriculum (NZC) and apply concepts of Te Marautanga o Aotearoa to our Te Reo Māori approach to inform our assessment procedures and measures. Our School Curriculum will revolve around the values and key competencies of the NZC. Key aspects of our School Curriculum Development include:

- New Zealand Curriculum
- Te Mātauranga o Aotearoa
- Ka Hikitia – The Māori Education Strategy 2013 – 2017
- The Federation of Steiner Schools' Learning Steps
- Tau mai te reo
- Wellbeing for success – Education Review Office
- A Literature Review on Kaupapa Māori and Māori Education Pedagogy

Our core curriculum is based on the NZC, values including:

- Excellence,
- Innovation
- Inquiry and Curiosity
- Diversity
- Equity
- Community and Participation
- Ecological
- Sustainability
- Integrity
- Respect

Along with the following **key competencies**:

- Thinking, using language, symbols, and texts, managing self, relating to others: participating and contributing.
- Delivering the eight learning areas: English, the arts, learning languages, health and physical education, mathematics and statistics, science, social sciences and technology.
- We aim to deliver an integrated curriculum with a thematic approach based on Māori perspectives

Please find a detailed overview of the proposed MUMA Kura Hourua School Curriculum overleaf.

Area	Literacy	Numeracy	The Arts	Health and Physical Education	Social Sciences	Science
School Theme	Personal Excellence					
Te Reo Māori	Integrated through instructional and conversational					
Values	Respect, Integrity, Personal Excellence, Determination,					
Years 1 & 2	Oral Language Story Telling Māori myths and legends Pepeha Reading Ready to Read Series Library	Number Knowledge Number Identification	Dance Movement Kapa Haka Music Waiata Natural Resources: Sounds Specialist focus : chimes, tamborines, recorder, maracas, ukulele Tititorea Arts Raranga	Health Ko Ahau Tenei Physical Education Swimming Te Kori Tinana	Integrated through Māori culture and practices. Pepeha Whakapapa Mihimihi Tuakana Teina Story Telling Nga waewae tapu o ngaa Tupuna	<u>Nga waewae tapu o ngaa tupuna</u> Te Ngahere Tiakitanga te Ngahere Native Trees Tikanga

Area	Literacy	Numeracy	The Arts	Health and Physical Education	Social Sciences	Science	
Years 3 & 4	Oral Language	Number Knowledge	Dance	Health	Integrated through Māori culture and practices.	Nga waewae tapu o nga tupuna	
	Pepeha	Number Identification	Kapa Haka	Ko Ahau Tenei		Te Ngahere	
	Mihimihi		Music	Whānaungatanga		Tiakitanga te Ngahere	
	Being good Communicators		Waiata	Physical Education		Whakapapa	
	Reading	Number Sequence and Order	Māori Instruments	Swimming		Mihimihi	Tikanga
	Māori Myths and Legends		Specialist focus – Ukulele and guitar	Te Kori Tinana		Tuakana Teina	Native Trees
	Ready to Read Series	Basic Facts	Arts	Sports focus skills		Story Telling	Preserving our natural resources
	Unit based texts		Raranga			Nga waewae tapu o ngaa Tupuna	Pollution
	Library	Number Strategy	Kowhaiwhai			Nga manu taratahi	
	Writing					Kite making	
Recount							
	Cameo						
Years 5 & 6	Oral Language	Number Knowledge	Dance	Health	Integrated through Māori culture and practices.	Nga waewae tapu o nga tupuna	
	Speaking Skills	Number Identification	Kapa Haka	Ko Ahau Tenei		Te Ngahere	
	Pepeha		Music	Whānaungatanga		Tiakitanga te Ngahere	
	Mihimihi	Number Sequence and Order	Waiata	Manaakitia ahau – Keeping ourselves safe		Tikanga	
	Taku whānau		Māori Instruments	Physical Education		Native Trees	
	Meanings in signs and Traditional	Grouping/ Place	Specialist music focus – ukulele,				

Area	Literacy	Numeracy	The Arts	Health and Physical Education	Social Sciences	Science
	Māori Art forms Reading Unit based texts Library Writing Recount Poetic Recipes - Instructional	Value Basic Facts Number Strategy Adding and Subtracting Multiplication/ Division	guitar, drums and keyboard Arts Raranga Kowhaiwhai Koauau	Swimming Te Kori Tinana Sports focus skills	Story Telling Nga waewae tapu o ngaa Tupuna Decision making	Preserving our natural resources Planting Ecosystems Ngaa Whetu Astrology – Māori navigation Maramataka Māori Exploring the universe Te Wai Water Cycle
Years 7 & 8	Oral Language Pepeha Mihimihi Whakapapa Taku Whānau Famous people Group Discussion	Number Knowledge Number Identification Number Sequence and Order Grouping/ Place	Dance Kapa Haka Mixed media of Kapa Haka and Hip hop Music Waiata	Health Ko Ahau Tenei Whānaungatanga Manaakitia ahau – Keeping ourselves safe Relating to others	Integrated through Māori culture and practices. Pepeha Whakapapa Mihimihi Tuakana Teina	Nga waewae tapu o nga tupuna Te Ngahere Tiakitanga te Ngahere Tikanga Native Trees

Area	Literacy	Numeracy	The Arts	Health and Physical Education	Social Sciences	Science
	and roles	Value	Māori Instruments	Te Huringa o te	Story Telling	Preserving our
	Speeches	Basic Facts	Specialist music	Tinana - Puberty	Nga waewae tapu o	natural resources
	Reading	Number Strategy	focus – ukulele,	Physical Education	ngaa Tupuna	Planting
	Unit Based	Adding and	guitar, drums and	Swimming	Treaty of Waitangi –	Ecosystems
	Writing	Subtracting	keyboard	Te Kori Tinana	Groups and decision	I te Ao Turoa
	Scientific Report	Multiplication/	Arts	Sports focus skills	making	Maramataka Māori
	Exposition	Division	Raranga		I nga raa o mua	Exploring the
	Explanation	Fractions/ Decimals	Whakairo		Settler New Zealand	universe
	Instructional writing	and Percentages	Waka huia		Migration of Cultures	Navigation with the
		Number Sense	Kowhaiwhai			Stars
		Algebraic Thinking				Te Wai
		Measurement/				Water Cycle
		Geometry Algebra				Te Ao
		and Statistics				Ruaumoko –
						Earthquakes and
						Volcanoes
						Chemistry
						Chemical Changes

Delivering our approach

Differentiation will cater to the needs of all our learners. It enables us to provide different learners in the same class with tailored pathways of learning so they can acquire content, process knowledge and make sense of ideas. Teachers will be able to tailor instruction, materials and assessment measures so that effective learning occurs at the right level for each learner.

This will be achieved by providing:

- Core content knowledge which will fit the expected level of learning and;
- Complex content knowledge to cater to learners that are performing above the expected content.

Core content knowledge will also enable us to tailor the content to those that have not reached the expected level of learning.

MUMA does not view a learner's potential as only being academic. Our aim is to nurture each person's individual potential or talent be it creativity, thinking, sporting, culture etc.

Making Te Reo Māori part of everyday life

'All Māori have access to high quality Māori language in education' - Māori Education Strategy – Ka Hikitia Accelerating Success

The vision that we have for our learners is that they have the opportunity to learn, appreciate and actively take part in Te Reo Māori me onā Tikanga. To achieve this, Te Reo Māori needs to be absolved from school curriculum and assessment and instead, used as a tool that complements and supports the educational learning experience.

By removing Te Reo Māori from the curriculum it eliminates the restrictions and limitations that are often associated with this subject. This in turn, allows students to develop a sense of respect and value for our tāonga naturally which will normalise its use and contribute to its preservation.

Education underpinned by Kaupapa Māori

Kaupapa Māori can be referred to as Māori Knowledge and or practices. While there are many different interpretations of this concept, our school will ensure that sufficient provision is being made to cater to the identity and cultural values of Māori Learners. We have included numerous opportunities for learners to experience Kaupapa Māori (knowledge, customary practices and tikanga) across the curriculum.

We will involve the whānau throughout the process so the child is not the only recipient of education. Whānau and the wider community become part of the learning and the solution which is a key Kaupapa principle.

Developing the holistic child

Māori view of the Holistic person

Māori see the Holistic person or the whole person as consisting of three dimensions which is integral to complete wellbeing:

- Wairau (Spiritual)
- Physical (The body)
- Hinengaro (Psychological).

"Our highest endeavour must be to develop free human beings who are able of themselves to impart purpose and direction to their lives. The need for imagination, a sense of truth, and a feeling of responsibility—these three forces are the very nerve of education." — Rudolf Steiner

Wairua (Spiritual) is the most dominant dimension of all three. Māori view their realities as existing in two realms, the spiritual and physical. Our first connection in the spiritual realm is expressed in our continued reference to our ancestors in mihimihi (formal speeches). We see our ancestors as not being completely out of touch with us even if they have passed on. Secondly, we have a spiritual connection with our natural environment: whenua (land) rangi (sky) ngahere (the forests) and moana (the sea) etc. This connection was established through the creation of Hineahuone and stems further back to the Supreme Being. When our spirits are low we will find restoration simply by sitting at the beach or taking a walk through the Ngahere. Spiritual awareness is important for us as Māori if we are lacking in this then we are prone to ill health and/or open to spiritual attacks.

Hinengaro (Psychological) - Māori will express their thoughts through the way they are feeling. Māori are not reliant on the spoken word but more the actions and expressions they use when they are speaking. If a person puts themselves and their own ambitions first without realising the impact it will have on others, they are seen as being selfish and their actions unhealthy.

Te Tinana (The Body) will reflect the condition of the wairua and hinengaro as healthy or unhealthy. For Māori the body and anything associated to it is tapu (sacred). A person's head is seen as being Tapu because it's where all knowledge is contained.

Māori will take into consideration all dimensions of the person when there are afflictions on that person's body. For example, if a person is complaining of having a sore shoulder, we will assess the spiritual and psychological first before the physical.

Linking Māori view of the Holistic person to our delivery

Māori thinking is holistic. We interpret and express meaning through feelings. We understand concepts as a whole rather than being divided into smaller segments. We are consciously aware of our surroundings and the divine interaction of our ancestors.

The MUMA Kura Hourua will develop holistic confident, well-rounded tamariki by focusing on their spiritual, psychological and physical development:

Wairua/Spiritual:

Spiritual awareness will be developed through:

- Tikanga Marae:
 - Powhiri
 - Protocols – removing shoes, no food in the whare, care in the whare
 - Different Parts of the Marae.
- Tikanga in the class: removing shoes, no sitting on desks, no stepping over each other etc.
- Karakia: utilised every day to guide our learning day
- Mihimihi: recognition of the different realms, spiritual to physical, learners will build an awareness and understanding of their unique connections.
- Waiata – sustenance for the spirit, learning histories which are part of their whakapapa and culture
- Learning Pepeha and the significance of connections to key ancestral landmarks
- Whakapapa – strengthen their identity and connection to ancestors
- Learning in the natural environment to support teaching focus and develop the child's connectedness to the natural environment.

While Steiner Schools choose a less pressured approach to the acquiring of reading in the early years, in all years covered in this survey, i.e. Years 5 to 8, there is a higher proportion of students reading at levels above average than the New Zealand expected norm shows. By Years 7 and 8 the mean scale scores indicate that this difference is significant. Between Years 5 and 8 also, there is a notable decrease in the proportion of students reading at below average levels such that, by Year 8 the proportion is 9% compared with the expected national proportion of 23%.

*Extract from the **National Assessment of Literacy and Mathematics Classes 4, 5, 6 and 7 (Years 5 – 8)** by the Federation of New Zealand Steiner*

Hinengaro/Psychological

Learners will develop psychological awareness through Tikanga Marae practices which expect the participants to show respect and regard to each other. They will learn through these practices that manaakitanga (caring) and Whānaungatanga (relationship building) are normal acts of being which they can transfer into their everyday lives.

Marae protocols sets the rules and guidelines for how a particular event is to be carried out and how people are to treat each other. Discussions about issues are also controlled by these same practices that allow people to vent their grievances in a manner that is non-threatening or provoking. Everyone is heard and all will arrive at place of rangimarie (peace) - the whole group will then look at ways to resolve the issues. This process is one of many that our learners will become accustomed to and they will automatically apply it to their own experiences.

Tikanga Māori values are inclusive of whole group participation. Our learners will have a clear understanding that the Māori values of humility, respect, integrity, determination etc. helps to build good character. Developing foresight helps limit the room they have in their lives to stress over minor things.

Te Tinana (The Body)

They will develop physical awareness by

- Tikanga Practices - Food and the body are not to be mixed together. The body is seen as being sacred (Tapu). Food is ordinary and of no importance – unrestricted (noa). Sitting on tables is disrespectful and for Māori defiles the eating-place. Anything that is used for the body and rooms are not to be used in the eating or cooking areas and vice versa.
- Learners will develop a heightened level of listening that involves all the senses through everyday Māori practices. For Māori, the body is a sounding board that picks up on the emotions, actions and the wairua of the person.
- Healthy eating – our school will promote healthy eating.
- Physical activities – Our learners will experience a range of physical activities that will keep them fit and active.
- Personal Health and Hygiene – Health programme promoting personal hygiene. Other health initiatives will include a mobile dentist, public health nurse visits and a health centre facility to administer first aid if needed. Staff will monitor head lice breakouts and provide lists of effective products for whānau.

Supporting the learning journey

The learners will be exposed to an environment of learning that is not teacher-driven but supportive of both the teacher and learner. It will be reflected as a place where learning is a daily occurrence happening at every opportunity. Learners will develop language, learning aurally through story telling (myths and legends) and reflecting their unique understanding through art.

Statements a learner makes about their art piece will be the starting point for developing their understanding of print and will be recorded below their illustration as opposed to the teacher directing their starting point. The storytelling can draw in a range of learning areas to enhance their learning journey such as science, social sciences, health and physical education.

Waiata time for our learners will happen in the class at any given time. When people sing it normally reflects that they are content. Our learners need to be active in this experience so they can enjoy and appreciate waiata. Waiata will be taught to our learners by the teacher singing as learners are engaged in their activities. As time goes by learners will have learnt the waiata subconsciously. The background of the waiata will be transferred into a story so that it will become part of the story telling time.

Numeracy

Numeracy learning will be applied to their everyday context in school. Learners need to know why numbers are important and how they fit into their world. This relates to what they have already been exposed to at home. ‘

Our focus for developing the learner’s appreciation of numbers will be based on two points: their prior knowledge and playing games. In most cases number concepts in the home will involve time – waking up, going to bed, breakfast, lunch and dinner and sharing (which involves fractions such as half) and playing games. We will broaden the learners’ concept of time through every day prompting of our school timetable and we will use a visual cue to assist the learning.

Sharing time will provide a premise for us to view times of the day on a daily basis. As learners progress we can introduce them to more complex concepts of time using the same visual cue and approach. The learner will also learn different Māori methods of learning time and seasons in the natural environment such as the Maramataka Māori, the moon phases.

Number development will be encouraged through sharing. We will have sharing groups where learners will practice sharing and utilising objects that they have brought from home. Learners will learn to count together and group and share items around their group. The size of groups will change each day to ensure they have the opportunity to explore different fractions when sharing. Counting will not be limited to one set time but will be practiced at every opportunity.

Learning through Play

Games are an integral part of the delivery of our curriculum. Learners learn more easily and efficiently through play. We will utilise games to engage their learning and enhance their ability to learn. For example, mathematical games have a huge impact on Māori learners especially playing card games. Many of our learners will be exposed to this at home. Some will have had exposure to games such as bingo.

The opportunity for our learners to learn through playing games will be infused throughout our curriculum and will be more importantly integral to the learning environment.

The teacher’s role in our learning environment is to model and guide. The teaching approach of our teachers will be through modelling and guiding. The teaching tools will be visual and oral. The whiteboard will only be used for modelling teacher’s visual concepts and displaying a learner’s concepts (as opposed to the whiteboard being the teacher).

Literacy – English

Literacy English is just as vital to our learners as Te Reo Māori in their educational success. Literacy includes reading, writing and oral language. In the first year, the focus for our learners will be on developing their oral language skills through storytelling (Māori myths and legends), music (waiata Māori) and visual arts.

Through these learning experiences, our learners will be guided towards developing foundation reading and writing skills such as letter–sound knowledge and an increased recognition of words, strategies to read and spell words and how print works. Opportunities for their development of foundation reading and writing skills will occur as the learner begins to shape and retell their own stories.

In 2013 in all classes the combined Steiner Schools’ results in the PAT Mathematics tests showed higher proportions of students with above average results than in 2012. Also, Classes 5 and 6 (Years 6 and 7) had lower proportions of students with below average results than in 2012. In all classes the proportion of students with above average results exceeded that of the national norm while the proportion of students with below average results was below that of the expected norm.

*Extract from the **National Assessment of Literacy and Mathematics Classes 4, 5, 6 and 7 (Years 5 – 8) by the Federation of New Zealand Steiner Schools***

As the learner develops, the literacy focus will turn to reading and writing which will be taught together. Reading and writing strategies will be taught in isolation of each other. We will have a strong focus on developing the learner's reading fluency and comprehension skills. The learner will be exposed to these strategies early to enable them to cope with more complex reading strategies. We will utilise texts that engage the learner so that the learning can occur naturally without resistance which occurs when the text choice is irrelevant.

Te Reo Māori and Tikanga Māori

MUMA Kura Hourua recognises and supports the importance of Te Reo Māori me onaa tikanga, in its revival and retention through our future generations. Valuing the learner is valuing their identity, cultural practices and more importantly, their language. We believe that without the language, the histories, values and practices are lost.

Te Reo Māori will not be a standalone learning area; it will be integrated across all curriculum areas. We aim to enable our learners to learn Te Reo Māori through listening and gradually becoming confident in speaking. Our learners will be exposed to the language through the daily instructions, discussions and conversations in the school and classroom.

Cultural values and practices will be an expectation for all. This will allow our learners to see that they are valued and appreciated.

Mathematics and Statistics

We aim to foster positive mathematic dispositions/identities in the learners by integrating their cultural identities. They will learn to confidently apply mathematics in everyday contexts, so that they can see mathematics is important, meaningful and is relevant in their world.

We will utilise the Steiner Learning Steps and the Numeracy Framework to guide our Mathematics and Statistics curriculum. The emphasis for our learners will be on Number and Algebra. By the end of Year 4, our learners will have achieved Number strategies stages 1 – 5 from Emergent to Early Additive Part Whole.

We will utilise Māori Knowledge and practices such as Kowhaiwhai to support and enhance the learners' understanding of geometry such as reflection, translation, symmetry and rotation. Counting in Māori will be applied in the Number strategy stages early additive to enhance the learners' understanding of place value and addition.

The Arts

The Arts for our learners is essential as we view them as being the pivotal point for all learning areas. Māori knowledge was transmitted through the different art forms.

Visual Arts

In addition to our learners applying literacy skills through visual arts, they will have the opportunity to learn about Māori art forms. These include kowhaiwhai, whakairo, raranga and other techniques such as printmaking, painting, crayon-and-dye, collage and clay sculpting.

There have been a number of major developments round New Zealand for Rudolf Steiner Waldorf schools as well as within the tertiary education sphere. These - in no particular order - include:

- *AUT Memorandum of Understanding - a new Memorandum was signed by the Federation and the University this year to ensure the continuing development of degree courses with Steiner options. This is a vital step to build on the success of this joint venture.*
- *Learning Steps Assessment - this year is the first year all state-integrated schools are assessing and reporting to parents and Boards of Trustees against the national Learning Steps following successful negotiation with the Ministry of Education over National Standards.*
- *Titirangi High School Registration - the school has received confirmation from the Education review Office that it has all that is required by the Ministry of Education to be granted full registration for High School classes. This is a huge achievement for a private school.*
- *Waikato Class 8 - the Ministry has given approval for Class 8 to be run now after thorough investigation and preparation by the school.*

They will investigate and explain the different motifs used in kowhaiwhai and whakairo. They will also use this information to gain an understanding of how history, myths and legends and genealogies were expressed through these motifs. To celebrate the learners' artistic abilities, their art will be exhibited around the school.

Music

Music has always played an integral part in the Māori world. Māori relied on song to express their feelings. Music and song were also used to pass on history, events, emotions, whakapapa and traditions.

Our learners will be introduced to music through utilising the natural environment and resources (shells, stone and leaves etc) to create sound. They will then be introduced to Māori instruments such as Koauau, Putorino, Nguru, Purerehua and Tititorea. They will also be introduced to instruments such as chimes, recorders, marracas, tamborines and the ukele.

The special character of our music and dance curriculum is Kapa Haka. Our learners will be able to learn the movements, actions, how to use a poi and sing waiata through Kapa Haka. The implementation of Kapa Haka is not for performance purposes, it is solely to teach our learners the special dance techniques and waiata associated to Kapa Haka. They will also learn how actions in Kapa haka depict the words sung in the waiata. They will learn the different types of waiata such as himene, waiata a ringa, haka and moteatea.

Dance

In addition to Kapahaka as a special character focus for music and dance, our learners will be introduced to Te Ao Kori through learning experiences such as Tititorea, Mahi a Te Rehia and Takaro a ringa.

Producing better achievement outcomes for priority learners

5. Explain how the teaching and delivery of the curriculum will produce better achievement outcomes for the priority learner groups.

Our Te Reo Māori me onaa tikanga approach will allow learners to develop an intimate connection with their cultural identity and reaffirm their educational success as Māori. To ensure our learners achieve successfully across all learning areas, we will tailor our programmes to fit their individual needs. This is in line with the Ka Hikitia Māori Education Strategy 2013 – 2017 which states "Education professionals teaching in and through Māori language must have high levels of language proficiency and the ability to teach across a range of subject areas".

We will use a range of assessment tools to inform our curriculum planning and delivery methods. We will use specialised teaching methods that develop the holistic learner and enhance each individual learner's potential. Our team of expert teachers will have the competency to teach across both dimensions of Te Ao Māori and Te Ao Pakeha using Steiner principles and pedagogy.

An integrated curriculum allows our learners to develop a lateral ability of thinking and creativity. They will receive a wider and deeper scope of content knowledge about a subject instead of the knowledge being isolated to one area. Inquiry learning will be the focus for all of our learners which will enable the teacher and learner to work side by side both learning together and sharing the roles as learner and teacher (Ako).

Qualifications

6. Provide a full list of the qualifications that your school will offer (if applicable).

NA

Achieving the national standards

7. Explain why you are confident students will be able to achieve the National Standards (those in Years 1-8) or your proposed qualifications using the curriculum and teaching methods you have proposed. Be specific and provide evidence such as student achievement data where possible.

Steiner schools do not assess against National Standards until Year 8 and yet achieve results that are well above average in both the Primary and Secondary school using the Ministry of Education approved Steiner Learning Steps.

Evidence

In November 2009 the Federation of New Zealand Steiner Schools (FRSNZ) agreed that testing would be carried out on students in Classes 4 and 7 (Years 5 and 8) in order to develop a national picture of standards in literacy and mathematics. In 2011 it was decided by the Federation (FRSNZ) at a national curriculum meeting that test results from Classes 5 and 6 (Years 6 and 7) would also be included. In 2012 and 2013 the decision was made to continue testing Classes 4 to 7 (Years 5 to 8) annually.

This collaborative project was not designed to be a comprehensive assessment covering all aspects of literacy and mathematics. Literacy results have been obtained each year from the STAR Reading Test while mathematics results are from the PAT Mathematics Test.

The report, attached in Appendix 4, presents the combined Steiner Schools' results for the STAR Reading Tests and the PAT Mathematics Tests for Classes 4 to 7 (Years 5 to 8) for 2013. These were compared with the standardised curve using stanine norms issued by the NZCER and where possible, compared with the results of 2009, 2010, 2011 and 2012. Schools have also received reports containing their results for Classes 4 to 7 (Years 5 to 8) in comparison with previous years' results, all Steiner Schools' results and the national norm.

The results provide unequivocal proof that Steiner School learners perform at or above the national standard.

Literacy

Steiner School graduates complete tertiary courses 15% higher on average than the national norms. While Steiner Schools choose a less pressured approach to the acquiring of reading in the early years, in all years covered in this survey, i.e. Years 5 to 8, there are a higher proportion of students reading at levels above average than the New Zealand expected norm shows.

By Years 7 and 8 the mean scale scores indicate that this difference is significant. Between Years 5 and 8 also, there is a notable decrease in the proportion of students reading at below average levels such that, by Year 8 the proportion is 9% compared with the expected national proportion of 23%.

Mathematics

In 2013 in all classes the combined Steiner Schools' results in the PAT Mathematics tests showed higher proportions of students with above average results than in 2012. Also, Classes 5 and 6 (Years 6 and 7) had lower proportions of students with below average results than in 2012. In all classes the proportion of students with above average results exceeded that of the national norm while the proportion of students with below average results was below that of the expected norm.

Targeting Māori Students

8. If you plan on targeting Māori students, outline your plans for:
 - a. achieving success for Māori in education, so that students are enjoying and achieving success as Māori www.minedu.govt.nz/theMinistry/PolicyandStrategy/KaHikitia.aspx; and
 - b. supporting Māori language in education: delivering strong, co-ordinated effort and investment www.minedu.govt.nz/theMinistry/PolicyAndStrategy/TauMaiTeReo.aspx

The Guiding principles of Ka Hikitia will be integrated in our curriculum delivery and plans for Māori students. Our key outcomes are as follows:

1. All Māori students have a strong sense of self and confidence
2. All Māori students have strong literacy, mathematics and language skills; and
3. Meet or surpass national standards.

Critical factors for success from Ka Hikitia	Description	Implementation
<p>Quality provision, leadership, teaching, supported by effective governance.</p> <p>High teaching supported by effective leadership and governance is critical to improve student outcomes across all parts of the education service.</p>	<p>One of the key components to success is high expectations and the passion that teachers relay to students. The key to learning is creating a hunger for knowledge.</p> <p>We will continue to enhance the quality of school leadership and raise the professional standards of teaching.</p>	<ul style="list-style-type: none"> Workforce development will be a planned and scheduled annually for all our teachers. We will also hold weekly teacher hui where training sessions will be held. All teacher-training will be modern, with cutting-edge research discussed on a regular basis. Leading-edge teaching methods and education news will be presented and discussed on a weekly basis with teachers and other appropriate staff. We will work to develop new and expand current teaching and learning approaches that are engaging, effective and enjoyable for all Māori.
<p>Strong engagement and contribution from students and those who are best placed to support them</p>	<p>Strong engagement from students, parents and whānau, hapu, iwi and Māori organisations, communities and businesses – have strong influence in student success.</p>	<p>MUMA is well placed to engage with various Māori organisations (please see Networks) and has worked in the Mangere area for the last 27 years.</p> <p>We will engage and meet with every whānau in our Kura. We will establish a relationship with whānau, especially in relation to their child's success. This will include providing them with regular updates through various mediums depending on whānau situations. (This is explained in more detail below).</p>
<p>It is important to support Māori students during times of transition in their education journey.</p>	<p>One of the keys to success is about ensuring that they have a good base so that they are strong wherever they go.</p>	<p>We will support primary to intermediate school students by exposing them to their new environment, earlier rather than later. In this way we minimise fear and disorientation once they transition.</p>
<p>Māori students must be supported to plan a clear pathway through education so that they can achieve their aspirations.</p>	<p>A key component of creating pathways is about dreaming, setting goals, and thinking about how you intend to achieve it.</p>	<p>As mentioned above, the rules for resilience are simple:</p> <ul style="list-style-type: none"> Optimism Faith Helping others Focused on strengths Goal setting Role models Support Appreciation <p>We will focus on all these elements individually and they will also be a part of each learner's individual plan.</p> <p>As mentioned previously we will support tamariki in developing plans, making goals and understanding the 'mechanics' of achievement from the outset</p>

Targeting Pasifika students

9. If you plan on targeting Pasifika students, outline your:
- plans for achieving Pasifika success using students' identities, languages and cultures as foundations to build upon www.minedu.govt.nz/NZEducation/EducationPolicies/PasifikaEducation.aspx ;
 - how the school will build its own Pasifika capability; and
 - how partnerships (as identified in question 14(c)) with Pasifika parents, families and communities are used to achieve Pasifika Success

Achieving Pasifika Success

While we don't intend to specifically target Pasifika learners, we expect there will be some Pasifika whānau who will be attracted to our Kura as they will recognise our kaupapa Māori approach as being inclusive and aligned. MUMA has many years experience providing services under a kaupapa Māori model to Pasifika whānau and we consider ourselves adept at this.

There are 5715 Pasifika primary school learners in the Mangere-Otahuhu area. Of these students only 58.2% are at the national standard for reading, 58% for mathematics and 51.2% for writing. To reach the 85% mark requires specific focus on Pasifika students which includes acknowledging and embracing their unique cultures.

We have a longstanding history of working effectively with Pasifika whānau in the area. We developed the 'Fonofale Model' which incorporates the values and beliefs that many Samoans, Cook Islanders, Tongans, Niueans, Tokelauns and Fijians hold. The model incorporates the metaphor of a Samoan house with the foundation, or the floor, posts and roof encapsulated in a circle to promote the philosophy of holistic continuity. It depicts in a Pasifika way what is important to these cultural groups.

Building support for our Kura amongst the Pasifika Community

To raise awareness of the school and our goals amongst the Pasifika community we will run stories and advertisements in the local newspapers. Word of mouth/kanohi ki te kanohi (face to face) communication is also an effective method.

We work alongside the Fesoasoani Trust Inc. providing Pasifika services such as counselling and family support at Manukau District Court for Samoans. The success of this collaboration has resulted in the signing of a MOU to formalise the working relationship.

In delivering culturally-responsive education, that supports the needs and aspirations of Pasifika families and communities, there are some pragmatic things we will do:

- Hire relevant Pasifika assistants where there are high numbers of Pasifika enrolments
- Work with our Pasifika partners in the community.

Our Pasifika Partnerships

Nga Whare Waatea marae, located in Mangere, is recognised as an urban marae available for high need, low-socio economic Whānau, including Pasifika.

We know that the way we build resilient partnerships with Māori whānau is very relevant to the Pasifika context.

In addition to the work we do with the Fesoasoani Trust detailed above, we have a working relationship with Brothers in Arms Pasifika (mentoring services for Pasifika young adults).

The MUMA team is made up of staff with Māori and Pasifika descent. Our current clients are predominantly Māori with a high percentage of Pasifika due to inter-marriage. South Auckland is also has a high proportion of Asian ethnic groups. As a result our workforce is a reflection of this.

Alongside the usual forms for recruitment and advertising (flyers, print adverts, word-of-mouth), MUMA is able to utilise our radio station, Waatea 603AM, to promote and advertise new and existing services.

Catering for with students with special education needs

10. Outline how you will ensure an inclusive environment for students with special education needs, including:
- how the school will demonstrate inclusive practices;
 - how the school will build its capability to address the needs of students with special education needs; and
 - how partnerships with parents with students with special education needs are used to achieve education success.

Inclusive practices

MUMA Kura Hourua will not look at learners with special needs; we will treat them as a child with the potential and capability to achieve as any other learner. Our aspirations to provide an inclusive education for special needs learners will be reflected in:

- Mission and Vision statement
- School Charter
- School Policies and Procedures
- School Review
- School -wide environment.

We will develop collaborative working relationships with key organisations in the health sector, specialist educators and whānau. We will ensure that all learners and staff are well equipped with the knowledge and empathy to assist our learners.

Specialist teachers will be employed to work alongside our learners to ensure they have the right people beside them every step of the way.

Our approach for our teaching staff is not to just provide an inclusive environment, but to be actively including all learners in education.

All staff will be informed and trained in providing the best care for our special needs learners and developing strategies and approaches to teach learners with special needs.

Whānau are the experts and we will seek their guidance and advice in providing the best education possible for their child.

Our school will provide the appropriate facilities needed to cater to our special needs learners. Our Classroom environment will be setup to include all diverse learning needs and abilities.

Partnering with Parents

From the outset, we need 'buy in' from the whānau which will be enhanced by strong relationships between teacher and parent/caregiver.

Whakawhānaungatanga process will be initiated at an initial hui and enrolment which will set the scene for active whānau involvement. Through an 'open door' policy where parents can come and view the classroom at any point, have active input and participate in learning whānau can further engage.

Collaboration for Success guidelines will form a major part in our support of tamariki with special needs. Individual Education Plans (IEPs) will be made for each child. This will be conducted in conjunction with teachers and whānau together.

Our values and principles of the school are integral in the culture of our kura. Tuakana teina practice is an inclusive model of practice where no one is left behind. One of our major advantages is that MUMA is a Whānau Ora provider. We have access to a plethora of services that are able to support the tamariki and whānau simultaneously.

s 9(2)(a) OIA

Weaving cultural values with learning themes

Our school curriculum will use Māori mythology and legends to encompass the learning theme for the year. In 2015 we will pay homage to Tangaroa, the God of the Sea. In subjects such as Rāranga (weaving) we will create traditional fish baskets; in Whānau Class, students will be told stories of Te Ika ā Maui and the travels of Māori across the Pacific Ocean. Providing a culturally appropriate environment is enjoyable for students and promotes engagement and success.

Addressing the needs

As mentioned previously an IEP will be developed on an annual basis in conjunction with whānau. This plan can easily be broadened via MUMA's Whānau Ora services to include other factors that impact on the student's progress at Kura.

Operating a secondary school

11. If you propose to operate a secondary school and are planning to offer a full subject range, explain how this will be resourced within the funding levels set out in your financial plan.

Not Applicable

Provisioning for 0-8 year olds

12. If you are proposing to provision for 0-8 year olds, explain how you will manage the requirements set out in the ECE regulations and the obligations of a Partnership School as set out in key documents (including legislation and the contract).

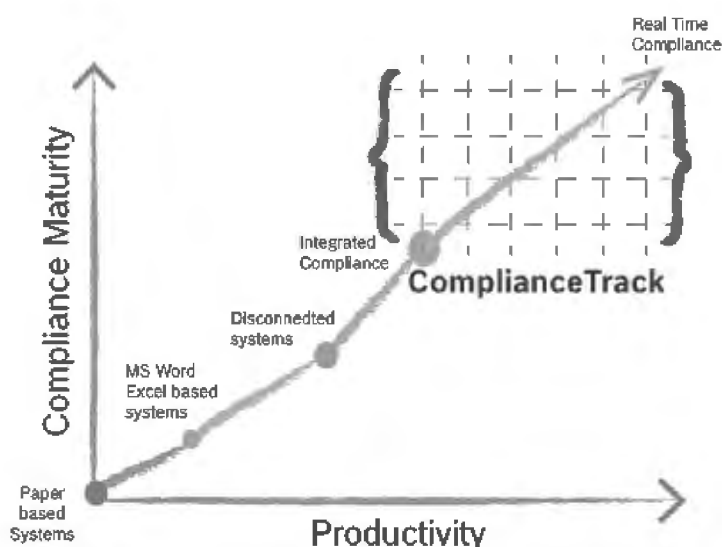
MUMA is experienced at creating a compliance framework around the services it provides. We understand that there are three components to managing regulatory and contractual obligations: Governance, Risk and Compliance.

Governance is the oversight role and the process by which we will identify, manage and mitigate business risks. Risk management is the process of evaluating all relevant regulatory and business risks and the resulting controls. Compliance ensures that the processes and internal controls are functioning to meet the requirements imposed by regulators, funders and/or internal policies.

MUMA manages these using ComplianceTrack cloud-based software (<http://compliancetrack.com>). This service allows MUMA to manage the full range of compliance documents, track versions, create different affirmation cycles and record audit and monitoring tests and test results.

MUMA is aware of the Acts that apply to operating a school and how different activities operate under different legislation (e.g. after school programmes). We are also aware that the Education Review Office produces two Handbooks of Contractual Obligations and Undertakings, one for early childhood services and the other for schools. These have been compiled as a reference to the relevant legislation and other legal requirements of early childhood services and schools that exist as at the date of publication which cover:

- Education Act 1989
- Education (Early Childhood Services) Regulations 2008
- Education (Home-based Care) Order 1992
- Licensing Criteria for Early Childhood Education and Care Centres 2008
- Licensing Criteria for Home-based Education and Care Services 2008
- Building Act 2004
- Civil Defence Emergency Management Act 2002
- Disabled Persons Community Welfare Act 1975



ComplianceTrack cloud-based software allows MUMA to manage the full range of compliance documents, track versions, create different affirmation cycles and record audit and monitoring tests and test results.

- Employment Relations Act 2000
- Fencing of Swimming Pools Act 1987
- Fire Safety and Evacuation of Building Regulations 2006
- Food Hygiene Regulations 1974
- Health (Immunisation) Regulations 1995
- Health and Safety in Employment Act 1992
- Human Rights Act 1993
- Inland Revenue Department Act 1974
- Privacy Act 1993
- Resource Management Act 1991

Smoke-free Environments Act 1990. The MUMA Kura Hourua Board of Directors will be tasked with overseeing the compliance of legislation and contractual obligations. The School Manager will be required to provide a regular report on the policy and procedural framework. This will include staff affirmation cycles and any breaches or near misses.

MUMA back office administrators are able to audit compliance using ComplianceTrack to manage tests, audit cycles and to capture test results. We consider this integrated approach to compliance management to be superior to a paper-based approach.

Test, measures and tools

13. Detail tests, measures and tools, or other assessment tools that you propose to use, including:
 - a. how student progress and achievement will be measured, tracked, reported and responded to, particularly in relation to National Standards (if applicable); and
 - b. how assessment and/or aromatawai will be used to tailor instruction.

Measuring progress and achievement

Assessment provides teachers with evidence, numerical or otherwise, from which they can develop useful information about their learners and their approach. This information contributes to continuous improvement in learner performance and the quality of education they receive.

Learning Steps Assessment

s 9(2)(a) OIA

All state-integrated Steiner schools are assessing and reporting to parents and Boards of Trustees against the national Learning Steps following successful negotiation with the Ministry of Education over National Standards.

The Steiner Learning Steps and articulation of the assessment outcomes for each year level will inform the curriculum learning programme in literacy and maths. We will work with our education partners on our curriculum documents to ensure they are fully aligned with the learning steps outcomes. The elucidation of the Steiner approach and our curriculum innovations will result in higher and consistent Māori student achievement in New Zealand, and in particular Mangere.

We will report levels of achievement against the learning steps through our Charter to the Ministry in Years 2-7 and against National standards in Year 8 using assessment data and OTJ. Reporting to parents and students will be as per Ministry guidelines.

Assessment through the Federation of New Zealand Steiner Schools

“The purpose of student assessment is to improve teaching and learning. Assessment information allows schools to report on what students have achieved at a certain point in time. It provides information that assures parents, boards and the public about the quality of education” – Ministry of Education.

Through the Federation of New Zealand Steiner Schools, we will be subject to regular and intensive assessments. For example, we will participate in the National Assessment of Literacy and Mathematics Classes 4, 5, 6 and 7 (Years 5 – 8) every year. We have provided a sample of this assessment in Appendix 4.

In summary, student progress and achievement will be measured, tracked, reported and responded to as follows:

New Entrants - Literacy/ Numeracy

- School Entry Assessment: S.E.A
- Junior Oral Language Test: J.O.S.T
- Numeracy Project Assessment: NumPA

Year 1 - 8 Literacy/ Numeracy

- Progression Indicators in Primary Schools: PIPS
- Reading Running Records
- Progression Achievement Tests: Listening Comprehension: P.A.T
- Supplementary Test of Achievement in Reading: S.T.A.R
- Essential Skills Assessment Information: Information Skills: ESAsIS
- Burt Word Reading Test: BURT
- Numeracy Project Assessment: NumPA – GLOSS and IKan
- Assessment Tools for Teaching and Learning: asTTle
- Exemplars.

Classroom Assessment

- Assessment Resource Bank: A.R.Bs
- Teacher made assessments
- Observations process – evidence obtained from informal assessments such as specific classroom observations, student work books, running records, learner self-assessment.
- Goals and learning intentions
- Learner self - assessment.
- Regular monitoring of student progress will occur through learning conversations such as conferencing and interviewing.

Using assessment and/or aromatawal to tailor instruction

Teachers will use the information gained from the assessment tools to develop or enhance their IEP. A baseline will be measured at the start of each year. Progress will be measured against this baseline and where no progress has been made, the plan and teaching techniques will be reviewed.

Assessment of this plan is one of the features of a learning community. We adopt a sociocultural approach to assessment where we:

- Construct 'communities of learners'
- Support the ongoing development of learning communities with a philosophy of whānaungatanga that values the contribution each individual brings to the collective process
- Keep the complexity of learning in mind and are particularly mindful of the context.

In adopting a sociocultural approach to assessment we:

- Reflect the interconnecting social and cultural worlds of tamariki
- Recognise that a bicultural approach is necessary when assessing tamariki's learning within bicultural and bilingual programmes
- Acknowledge multiple cultural lenses on assessment and learning.

Whānau Ora Assessments will be completed for students and their whānau who are eligible and keen to participate in the Whānau Ora Programme. We will develop an evaluation template to assess if we are moving tamariki towards feeling Engaged, Enlightened and Empowered.

Working with parents and whānau

14. Explain how your school will:

Promoting high attendance levels

- a. work with students, parents, families/whānau and community to promote high attendance levels

MUMA Kura Hourua will work collaboratively with students, parents, families and the wider community to promote high attendance by providing:

- a desirable learning environment that is enriching, inclusive and enjoyable
- MUMA Whānau Ora services will offer support to the learners' families to ensure wellness and stability in the home environment
- transport options, and
- reward-based systems which offer an incentive for learners and whānau who meet the school's expected attendance.

These points are discussed in more detail below:

The Learning Environment

The provision of a culturally responsive learning environment is paramount to the success and achievement of Māori students. A learning environment that is reflective of the student's culture and promotes achievement and whānau involvement is more enjoyable for students and critical to their success (Bevan-Brown, 2005).

Culturally Relevant School Curriculum

The Kura has, as its foundation, principles of kaupapa Māori. Its location on a marae further strengthens and reinforces this. The way the Kura functions and the activities that occur at the Kura will all reflect this approach.

Our Kaupapa Māori programmes are implemented into our curriculum to enhance our learner's cultural knowledge and enable our teachers to align these programmes to the desired NZC achievement objectives. As already mentioned in this document, Te Reo Māori will be applied into the everyday learning context through conversations and instructions and not as a separate curriculum subject.

School practices and behaviour will be guided by Tikanga Māori. For example, qualities and values such as respect, care, servitude and hospitality will be practiced each day in everything we do. Students will participate as a class in discussion (showing respect to those who are speaking), class activities (care for one another) and group learning (helping each other to learn).

We will make our new students, whānau, visitors and special guests feel welcome (by introducing ourselves and offering to help them find their way around the school). This provides a learning experience that is culturally relevant and builds on prior knowledge and concepts of whanaungatanga, wellbeing and achievement (Bevan-Brown, 2005).

Development of staff qualities and competencies

The qualities and competencies of staff will be assessed and where necessary, developed to meet the learning environment. Staff will undergo professional development which will be based on many of the cultural competencies outlined in *Tātaiako: Cultural Competencies for Teachers of Māori Learners* (Ministry of Education, 2011). The cultural competencies that will be addressed include wānanga, whānaungatanga, manaakitanga, tangata whenuatanga and ako. These competencies will correspond with Graduated Teacher Standards and Registered Teacher Criteria, which promote taking active measures to ensure Māori learner development, achievement and whānau wellbeing (Ministry of Education, 2011).

Teaching staff will be self-, peer-, student-, parent/whānau- and employer-assessed on their knowledge and abilities of these standards, and will be required to practice them conscientiously. By doing so, the teachers will establish healthy and strong relationships with their students, who will develop a greater willingness to attend school (Bevan-Brown, 2005; Ministry of Education, 2011; Ministry of Education, 2013).

The combination of relevant school curriculum and quality teaching staff will provide an environment that invokes participation from students and their whānau, and provides an area for whānau to really get

involved. Teachers are able to raise concerns regarding absenteeism and the effects that it has not only on immediate, but also long-term educational ventures.

MUMA Whānau Ora Services

MUMA's vast pool of experience and staff in social services means that our school will be well equipped to provide strong support mechanisms where potential problems are identified. Our Whānau Ora services can provide remedial action and put into place preventative measures that will ensure students are attending school and are able to concentrate fully without distractions from the home.

The provision of Whānau Ora services in school focuses on assisting whānau in becoming self-managing and self-determined and actively seeks to provide a stable foundation for learning for students of MUMA Kura Hourua (Te Puni Kokiri, 2010).

Transport Options

MUMA Kura Hourua will be able to provide carpooling/school 'mini-bus' transporting options to deal with absenteeism. Collecting tamariki directly from their homes (where possible) and delivering them to school avoids the gap between home and school that can cause problems for learners and whānau.

This service will be performed by MUMA kaiārahi, on the basis of most need. To promote self-management and determination, a small koha may be applied to show the ability of the whānau to care for their own and take incremental steps toward becoming self-sufficient.

Reward-based attendance system

We will provide an incentive for learners to meet the expected attendance rate of 100% (excluding justified absences, e.g. absence due to illness or medical reason, unplanned circumstances, planned non-attendance or approved absence, etc.). This is based upon the premise that learners and their whānau respond well to incentives. Rather than punishing non-attendance, this system aims to praise hard work and commitment.

At the end of the year, students and whānau who have met the 100% attendance expectation of the school will receive special acknowledgement from teachers, staff, the community and iwi and as well as a gift or *taonga* that recognises their commitment throughout the year. There will be many other times throughout the year where attendance will be rewarded, such as recognition in assembly and receiving a certificate or award and having the student's name placed on the 'Top Attendance' wall at the front of the class.

This is merely a single-facet of a multiple pronged approach, which will build on further through school governance issues, stakeholder wellbeing and shared responsibility between stakeholders.

Family-school partnerships

- b. develop family-school partnerships that focus on strengthening support for learning, improving communication, and encouraging parent/family/whānau involvement in school operations

Whakawhānau process will be initiated at initial hui and enrolment which will set the scene for ongoing whānau involvement. The Teacher and parent/caregiver and whānau relationship/s need to be strong which is why we will gain family buy in from the outset and maintain an 'Open door' policy where parents can come and view the classroom at any point, have active input and participate in learning whānau can further engage.

Celebrate Me Day

*To encourage whanau-school partnerships, and to acknowledge their child's learning, we will have a **Celebrate Me Day**. Whanau will be able to come to the school to see their child's work; our learners will involve their whanau in simple learning activities that they have planned; whanau will be given the opportunity to share back with their child and their class by singing a waiata, a performance or by teaching the class an activity. To conclude the day the tamariki and whanau will give out awards to each other, completing the celebration with a Hakari.*

s 9(2)(a) OIA

Whānau Ora Services

One of our major advantages is that MUMA is a Whānau Ora provider. We have access to a plethora of services that could support the tamariki and whānau simultaneously. The support will include welfare assistance, health, education, employment; budgeting and pathways to external services that are provide assistance in specialised areas such as counselling.

Involvement in School Operations

We will encourage and enable Whānau involvement in many aspects of the school's operations.

- Whānau members will have the opportunity to select a whānau member with the capability to represent the whānau voice on our Board of Trustees
- Whānau will participate in the Strategic Planning Process for our School. They will also monitor the School progress on achieving Strategic Goals set out for learner achievement
- Whānau will be encouraged to support their child in school events and fundraisers
- Whānau will participate in the celebration of their child's learning journey through a Celebrating Me Day which will be an event that solely celebrates the learner in their learning journey.

Supporting the Learning

A whānau member or whānau group will have a role in overseeing curriculum planning and delivery - they will be our Whānau Curriculum Leader. Their responsibility is to ensure that the curriculum is relevant to the context of all of our learners; it matches the desired achievement outcomes for student achievement and is actively inclusive of all diversities.

Whānau Curriculum leaders will participate in Curriculum Professional Development i.e. Literacy/ Numeracy and Assessment Professional Development initiatives.

Whānau of tamariki with special needs will have an active role in guiding the planning and delivery of the curriculum to ensure that their child has the same opportunity to achieve in all learning areas.

Reporting to Whānau

Goal Setting: Learner, Teacher, Whānau

We will conduct a Goal Setting Session, as opposed to a parent interview, in the first term which will involve the learner, their whānau and teacher. Together they will decide on the goals they want to achieve, how the learner, whānau and teacher can assist in achieving the goals, and a timeframe to achieve those goals. Reviewing the goals will occur in the fifth week by learner and teacher and at the end of term with the learner, teacher and whānau.

Reporting to whānau on learner achievement

There will be a mid-year hui held with the learner, whānau and teacher to discuss the learner's progress and to look at possible steps that need to be taken by all to continue to support the learner.

Whānau and learners will receive a mid and end-of-year report. The mid-year report will include the learner's progress across all learning areas with comments that reflect the learners' attitude towards learning.

Working with parents/families/whānau and community

- c. work with parents/families/whānau and community so they have the information and training they need to better support and become more involved in the learning process

A Marae Setting

In essence, MUMA Kura Hourua has the capacity to involve whānau and community through the marae setting which is inclusive of all whānau, hapu and iwi.

Ma te tangata, ka whakamahana te whare – through people, the house is warm

The marae is a space for members of the community to come together, share, speak and eat, where the concept of manaakitanga which places value on hospitality, care and humility underpins the attitude throughout the school. Often enough, education institutions are daunting experiences for whānau that have

very little experience in the education system. The marae setting can break down barriers and relieve insecurities, providing a sound environment for whānau to become more involved in the learning process.

Marae protocol will be practiced at all times e.g. powhiri will be conducted to formally welcome first-time students, whānau and members of the community. After the formal welcome, they are no longer considered 'strangers' or 'visitors', but as part of the life force of the marae and school. This gives our whānau, who are considered urban Māori, the opportunity to re-connect to their culture and provide an enriching environment for whānau.

Parent Engagement Days

The Parent Engagement Days will provide a platform for parents to voice their opinions, suggestions or concerns regarding the school's direction and/or their child's learning. Held within a marae setting will enable free-flow and non-judgemental communication.

Parent Engagement Days will be a chance for teachers and parents to establish relationships early on in the year. Teachers will present an overview of their annual curriculum with an example activity for parents to participate in. This will help to communicate to the parents that the teacher is genuine, has the best interests of the child in mind, and is passionate about their child's achievement. This is also an opportunity for the school to provide brief introductions into parent training programmes (e.g. the 'Reading Together' programme) which offer a pathway for parents wanting to assist with their child's learning progress.

MUMA Kura Hourua will hold one-on-one parent-teacher conversations at the end of each term which will look at setting achievable goals and reviewing the child's learning progress and IEP. In doing so, parents take a vested interest in developing their child's learning and have set benchmarks that they too, have committed to proactively achieving.

Parent Engagement Days are an opportunity for the school to showcase to whānau and community what each class is learning. It instils school and cultural pride amongst students, and enables meaningful discussions between whānau, communities and the school to take place.

Newsletters - Panui

A formal school newsletter will be sent home to keep whānau informed of school events. These newsletters will also be sent to community organisations, iwi and relevant stakeholders to update them on school learning progress and school achievement.

Communicating with parents/families/whānau and community

- d. communicate with parents/families/whānau and community concerning the school's progress and achievements

We will communicate with parents, whānau and the community through a regular panui (newsletter), our Positive Texting Programme (PTP), our secure Story Park website and email. We will also have Parent-Teacher discussion nights (Whānau Hui) and Parent Engagement Days which are a medium in which we can involve parents in the achievements of their child and wider school community. Our Open Door policy applies throughout where whānau can come and sit and see their tamariki in class.

The main function of this is to establish a relationship between parents and teachers and encourage parents to re-establish their relationship with education. If parents have negative feelings about education we can work to establish more positive views.

Relationships with relevant agencies and organisations

15. Explain the relationship your school intends to build with community agencies and organisations that serve students who attend the school.

MUMA is already well-established in the community with links to a number of relevant agencies and organisations which are detailed in the table on page 53 in the Operations Plan.

We actively seek out partnerships with external agencies that have the potential to enhance our service delivery. This is based on the understanding that we simply cannot solve problems on our own or be all things to all people.

We will draw on these existing relationships and forge new relationships with a range of sport, academic, tertiary, art and science organisations.

Partnership/Consultancy commitments

16. Outline any commitments that the school has made for partnerships or other relationships with community organisations or individuals that would enrich the learning opportunities for students attending the school.

MUMA Kura Hourua has initiated contact with four educational partners/consultants to strengthen the curriculum and educational delivery elements of our proposal. Each one of these partners/consultants brings unique strengths to our Kura. They are:

- Federation of Rudolf Steiner Schools NZ (Thomas Proctor – Executive and Principal of the Christchurch Rudolf Steiner School)
- Rudolf Steiner Schools Trust (Carol Scholes – Chair)
- Michael Park School (Adam Dubignon – Principal)
- s 9(2)(a) OIA [REDACTED]

Federation of Rudolf Steiner Schools – the Federation has a registered exemption from the Ministry of Education for its Learning Steps programme. This programme delivers the National Curriculum under an alternative timeline and assessment framework. MUMA considers Learning Steps to be pivotal to achieving the necessary flexibility around National Standards for its educational model to be truly successful. The Federation has offered its support and the arrangements contained within this proposal will be formalised as the project progresses.

Rudolf Steiners Schools Trust (RSST) – the RSST is the proprietor of the Michael Park School. The Chair, Carol Scholes, has confirmed support for our application and is listed as one of our referees. Carol provided MUMA with the initial encouragement in regards to the approach we have taken and we expect to forge a close working relationship with the RSST over time. The RSST provides seminars on Steiner subject matter that will be valuable to whānau and teaching staff.

Michael Park School (MPS) – this Ellerslie-based Steiner school is a high performing school that has offered to support the MUMA Kura Hourua teaching staff. Their experience, performance and commitment to tangata whenua make them the ideal education partner. MPS is able to share their strong expression of Steiner pedagogy and invite MUMA Kura Hourua staff to their teacher development conferences they regularly host. In return, MUMA is planning to provide support to the MPS Māori curriculum through kaumatua involvement and the depth of Māori language talent available at the radio station Waatea 603am.

It is likely that some students might progress from MUMA Kura Hourua to MPS at Year 9. This would be something MUMA would be willing to sponsor and support.

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External providers

17. Detail any plans to use external providers to deliver parts of the educational programme (if applicable). Provide a full explanation of how this will work in practice.

Kaupapa Māori

Our Kaupapa Māori programmes will be delivered by people who are experts in their field. We will draw on this expertise so that our learners are taught the appropriate practices, skills and techniques. Our external organisations listed below will oversee content and delivery and provide support staff if required.

During the Kaupapa Māori programmes, teachers will be present to participate in the learning. In most cases our Kaupapa Māori experts will only need to be present in the class for the formal part of teaching - once the learners are underway with their activities and are confident in the application, the teacher can

monitor the process. Kaupapa Māori experts can return at any time to see how the learners are progressing or if the teacher needs assistance.

By having external input into Kaupapa Māori, learners can enhance their sense of belonging by knowing they are part of a bigger group.

Regular External Input

MUMA has an extensive network of external agencies and organisations that can be readily sourced for our Kura Hourua. Some of the external agencies that are specific to our needs are:

Organisations

- Te Wananga o Aotearoa - carving, Māori performing arts experts and sports, health and fitness.
- Michael Park School – Steiner activities
- Rudolph Steiner Schools Trust – supporting parents with Steiner education
- Department of Conservation – native forests preservation
- Te Wananga O Raukawa – Raranga
- Raukura Hauora – well child, healthy eating, immunisations
- Mobile Dentists.

Specialist expertise

- [REDACTED] Kapa Haka – Kaupapa Waka
- Local Kuia/ Kaumatua – Prominent figures in the school to guide the delivery of Te Reo Māori me onaa Tikanga
- [REDACTED] – Maara Kai
- [REDACTED] – Arts and Crafts
- [REDACTED] – Hard Materials

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School calendar

18. Explain and provide evidence to support your proposed school calendar setting out:

Our school day has

- a. Daily hours of operation

Hours and Timetables

- | | |
|-----------------|---|
| ■ 8:15 | Teacher Hui |
| ■ 8:45 | Roll Call/Notices |
| ■ 9:05 – 10:40 | Block One |
| ■ 10:45 – 11:15 | Interval |
| ■ 11:15 – 11:55 | Block Two |
| ■ 11:55 ~12:40 | Block Three |
| ■ 12:45 – 1:30 | Lunch |
| ■ 1:30 – 2:15 | Block Four |
| ■ 2:15 ~3:05 | Block Five |
| ■ 3:05 – 3:30 | Tiaki te Kura |
| ■ 3:30 – 3:45 | Final Reminders/ Karakia School concludes |

Indicative Student Timetable

b. indicative student timetables; and

Wehenga	Time	Rahina	Raatu	Raapa	Rapare	Ramere
	8:15 – 8:30	Teacher hui				
	8:45 – 9:05	Hui Tauawhi – Sharing Time				
W1	9:05 – 9:50	Literacy				
W2	9:55 – 10:40	Values Numeracy	Values Numeracy	Values Numeracy	Values Visual Language Numeracy	Te Hui a te Kura
	10:45 – 11:15	Kai iti				
W3	11:15 – 11: 55	Hau ora Ko ahau tenei	P.E	Hauora Ko ahau tenei	Social Sciences Years 6-8 Music	Environment al Journey
W4	12:00 – 12:40	Science Subjects Years 6 – 8	Social Sciences Years 6 - 8 Music	Science Subjects Years 6 - 8	Kapa Haka	Environment al Journey
	12:45 – 1:30	Kai Tina				
W5	1:30 – 2:15	Specialis t Years 7 - 8 Art	Environmental Journey	P.E	Social sciences Years 7 - 8 Music	Specialist Y6
W6	2:15 – 3:00	Kapa Haka	Specialist Year 6 Art	Specialist Years 7 - 8 Art	P.E	Music

Organisation – day and year

- c. how the school day and year will be organised to include instruction and assessment, independent study, professional development, parent-teacher conferences, and extra or co-curricular activities.

We envisage that the school day and year will be structured as follows:

	Day	Year
Instruction	Learners' days will be 40% instruction	
Assessment	Classroom assessment occurs regularly with a two hour cumulative time frame over a school day. School-wide assessments have set days and weeks over that period of time (two hours per assessment).	Classroom assessments over a year total 400 hours based on daily hours. School-wide assessments occur twice a year (16 hours based on eight assessment tools)
Independent Study	Independent study including learning conversations x 1 hour.	Independent study over the year approximately 40 hours
Professional Development	Teachers will have one hour a day to spend on their professional development	Please refer to professional development on page 43 where we detail the courses we expect teachers and staff to attend. This will be on a case-by-case basis and staff will have a training allowance.
Parent/Teacher Conferences	Parents will have full access to parents before and after school to discuss any issues that concern them.	Over the year, four parent/ teacher conferences will take place.
Extra-curricular activities	Please refer to detail below on our aftercare and holiday programme.	The school will offer summer and winter extra-curricular activities including swimming and general sports.

After school and holiday care present a significant problem for working whānau. Often they have to take leave or request special consideration to manage the demands of their school-going tamariki. We will aim to relieve some of this stress by providing after school care and school holiday programmes for their tamariki.

All whānau will be informed of the after school care and school holiday programme when they enrol their child into our school. Whānau that miss out on expressing interest through enrolment they will still have the opportunity to enrol their child onto the after school care and school holiday programme through the main office.

After School Care programme

Our after school programme will be supported by MUMA. The facilitating group will consist of paid and volunteer police-vetted staff. Our aim is to allow our learners to wind down from their busy school day. Our after school programme will facilitate activities that are fun for all, with the opportunity for those learners

that are less active to engage in more relaxing activities. The school health centre will be made available to accommodate for any minor injuries or learners that are unwell.

School Holiday Programme

Our school holiday programme will be fuelled with the same essence as that of our normal school day. We aim to continue the learner's momentum of learning and engagement by providing a wide range of activities that are similar to their school learning experiences. Our activities will include art, craft making, games, wood and clay activities, dance, storytelling, gardening, technology challenges, possible camping experience and outdoor excursions. All school policies and procedures will apply to our after school care and school holiday programmes.

Student behaviour, discipline and participation

19. Outline the school's philosophy and methodology regarding student behaviour, discipline and participation in school activities.

School's approach to managing behaviour

The objective of our school Discipline Policy will be to establish a safe and positive learning environment that increased learner responsibility and enhances learning. On contract award, we will develop a comprehensive policy that focuses on:

- A consistent approach to managing behaviour using restorative approaches
- Strong school leadership
- Classroom behaviour management
- Showing respect for people and your school environment
- Attendance
- Reward and punishment
- Behaviour strategies
- Staff support
- Learner support
- Working with parents
- Managing learner transition
- Conduct outside the school gates.

Restorative Approaches

We must utilise behaviour management strategies that do not hinder or harm the child's spirituality, psych and body. To achieve this, we will enlist a Restorative Approach to dealing with incidents which will be a useful and effective approach for both learners and staff.

We will apply Restorative Approaches such as Restorative Conversations, Restorative Enquiry, Restorative Mediation, Mini-Conferences and full Restorative Conferences as our step-by-step processes for managing medium to extreme behaviours. For the low level behaviours, we will apply Restorative Conversations and Restorative Enquiry. Regular use of restorative practices in our school will help students to gain an understanding of problem behaviour and its consequences which will in time be less frequent and reduce in severity.

Our staff will receive professional development and training in Restorative practices. Each classroom will be given their own restorative practices resources box with a set of instructions for teachers to follow when they administer Restorative Practices in their class.

It is fair to say that key elements of restorative practices are already embedded in our organisation and in services we deliver.

Participation

Our delivery will be highly learner-centric so we don't expect participation to be a problem. The holistic Steiner and Kaupapa Māori approach means that we do not separate out school activities from the normal school day. Activities are not optional; they are fully integrated into the educational process.

Creating a safe environment

20. Set out your strategy, policy and procedures that will ensure the school is a safe, orderly, and drug-free environment where both teachers and students can feel secure and where effective learning can take place (in line with the provisions under the Education Act 1989 and any other applicable Acts).

Creating safe and orderly schools is about commitment and community will. Accomplishing such a goal requires whānau, school, and learners to articulate the quality of the educational environment they want to participate in and to collaboratively develop the strategies that will produce the desired results. On contract award, we will develop a strategy for a safe environment, taking into consideration the following critical factors:

Placing school safety high on our agenda involves making a personal and community commitment toward creating a safe, welcoming, respectful, and drug-free school.

Involving parents and the community is essential as safe behaviour must be reinforced at home. If whānau can enjoy being a part of planning, carrying out, and evaluating programmes in which they have invested concern and time, there will be greater success.

Conducting a comprehensive school site assessment will assist our team to determine the specific risk areas.

Creating a Safe School Plan will identify the processes which will achieve our goal of zero harm. The plan will include an occupational health and safety plan and a range of policies covering emergencies, natural disasters, drugs and alcohol, playground safety etc. The plan will detail our short and long-term objectives and will be subject to rigorous monitoring and assessment.

Creating an educational climate where we will evaluate the current education atmosphere and propose modifications that will transform it into a safe, vibrant learning environment in which learners and teachers respect each other.

Staff development

21. Detail your proposed professional development plans for teachers, administrators and other school staff, including:

Professional Development

- a. how the sponsors and/or the management team will be involved in the design and identification of such opportunities

We are committed to providing high quality teachers that are effective in delivering teaching and learning programmes and engaging learners that will advance our learners to educational success. Our key areas of focus for professional development are Numeracy, Literacy, National Standards, Special Needs and Student Achievement Initiatives.

Any Ministry of Education initiative will involve the Principal accompanied by another staff member. Staff that do attend professional development programmes will provide feedback and knowledge sharing to all staff.

Special staff hui will be held after school hours for staff development in the new initiatives. Unfortunately, timeframes of professional development programmes and cost do not allow us to send all staff to professional development programmes. The following is our intended focus for professional development programmes.

- Numeracy and Literacy development – Curriculum Leaders
- Kaupapa Māori workshops and conferences – All staff if time permits – Principal and one staff member.
- National Standards – Principal and one staff member
- Restorative Practices – Principal and one staff member
- Principal conferences and workshops - Principal
- Special needs development – RTL

- Māori achievement conferences – Principal and one staff member
- Ka Hikitia and Taataiako – Principal and one staff member
- NZEI Te Riuroa hui – NZEI members only
- Teaching resources for the classroom – Staff member
- Effective School Management systems – Principal and administration staff member.

Steiner education

A particular focus for our management team will be to ensure that our staff are fully versed in Steiner education principles and practice. AUT University runs courses in Steiner education at a range of levels. They are available as part of established qualifications but can also be taken individually.

These courses are ideally suited as professional development for teachers currently working in Steiner schools. There are papers suitable for teachers with teaching experience but new to Steiner education, as well as those which look more deeply into the education and which demand prior knowledge and experience.

All are at graduate level (final year undergraduate degree) and aim to be professionally simulating and intellectually rigorous. They involve 30 hours of face-to-face sessions and an estimated 120 hours of individual work. Each is assessed by two assignments, usually, but not exclusively, written. Each paper lasts a semester.

All papers can be taken separately or combined for specific qualifications. See www.aut.ac.nz for more information.

- Current papers
- Steiner Education Theory *
- Human Development III: Steiner Perspectives *
- Steiner Primary Curriculum
- Steiner Primary Programme Planning, Assessment and Evaluation
- Steiner ECE Curriculum
- Steiner ECE Programme Planning and Assessment
- The Main Lesson in Theory and Practice
- The Craft-based Curriculum
- Steiner Science Teaching: Goethean Perspectives
- Steiner Education: The Foundational Texts †
- Steiner Education in Context †
- Exploring Steiner Philosophy †
- Steiner Education in Aotearoa New Zealand †

* These papers are especially suitable for teachers new to Steiner education

† These are more advanced papers which need prior knowledge of Steiner education

Post-graduate qualifications

AUT also offers post-graduate options in Steiner Education at master's level, including Educational Leadership. Suitably qualified candidates can study towards PhD and EdD degrees in Steiner-related topics.

Where additional up-skilling is required for management and administration staff, this will be assessed on a case-by-case basis.

Supporting and mentoring non-teaching staff

- b. the support and mentoring proposed for any staff that are not registered teachers (if applicable)

As discussed in the previous section, we place high levels of focus on the development of our staff. Unregistered teachers will have the opportunity to pursue a national qualification while working with our school. They will also be encouraged to participate in the AUT courses detailed above.

Meeting the needs of priority students

- c. how your proposed programme of professional development will enable the school to meet the needs of priority students.

Our entire curriculum and approach is focused on meeting the need of priority students.

7 BUSINESS PLAN

Partnership Kura Structure

22. Outline the different structures (in both chart and narrative form) of your proposed Partnership Kura, including:
- Governance;
 - Management;
 - Administration; and
 - Subcontract arrangements (if applicable).

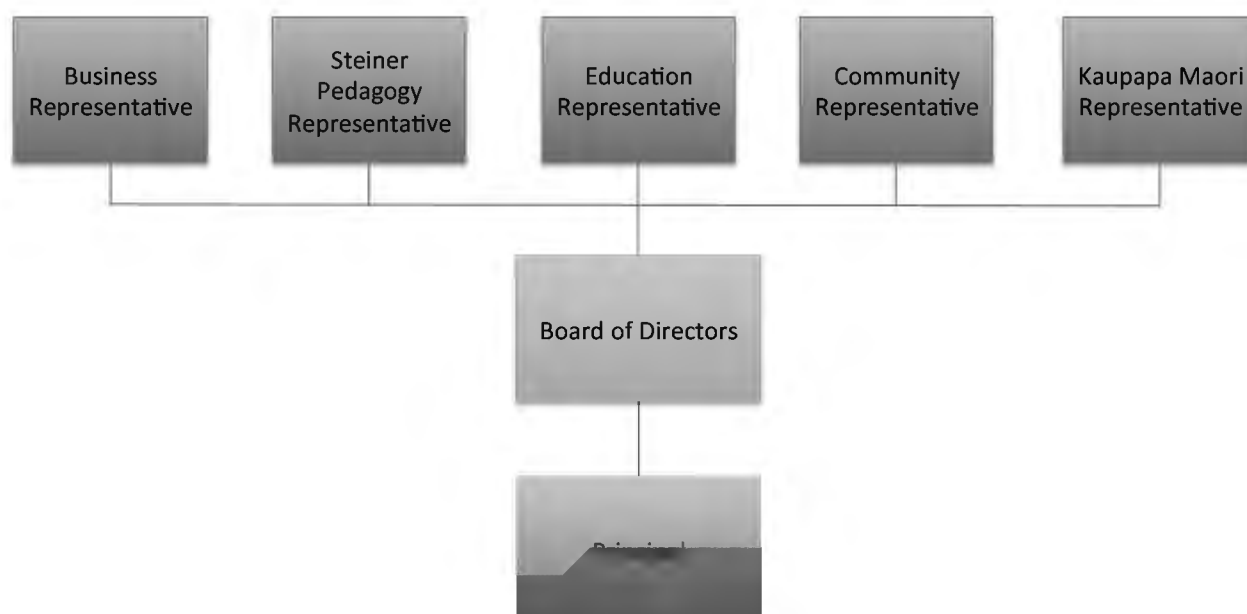
Governance

The operations of the Kura will be contracted by MUMA (the Sponsor) to a charitable company. MUMA will be the single shareholder of this company and the sub-contract agreement will lay out the functions, goals and objectives required of the Kura.

The MUMA Kura Hourua will be governed by a board of directors that will reflect educational experience, cultural awareness (tikanga Māori), an understanding of the Steiner approach to delivering education, business acumen and community representation.

The Board will have five directors appointed by MUMA (the Sponsor). The Board will appoint a chair and secretary and meet at least once a month.

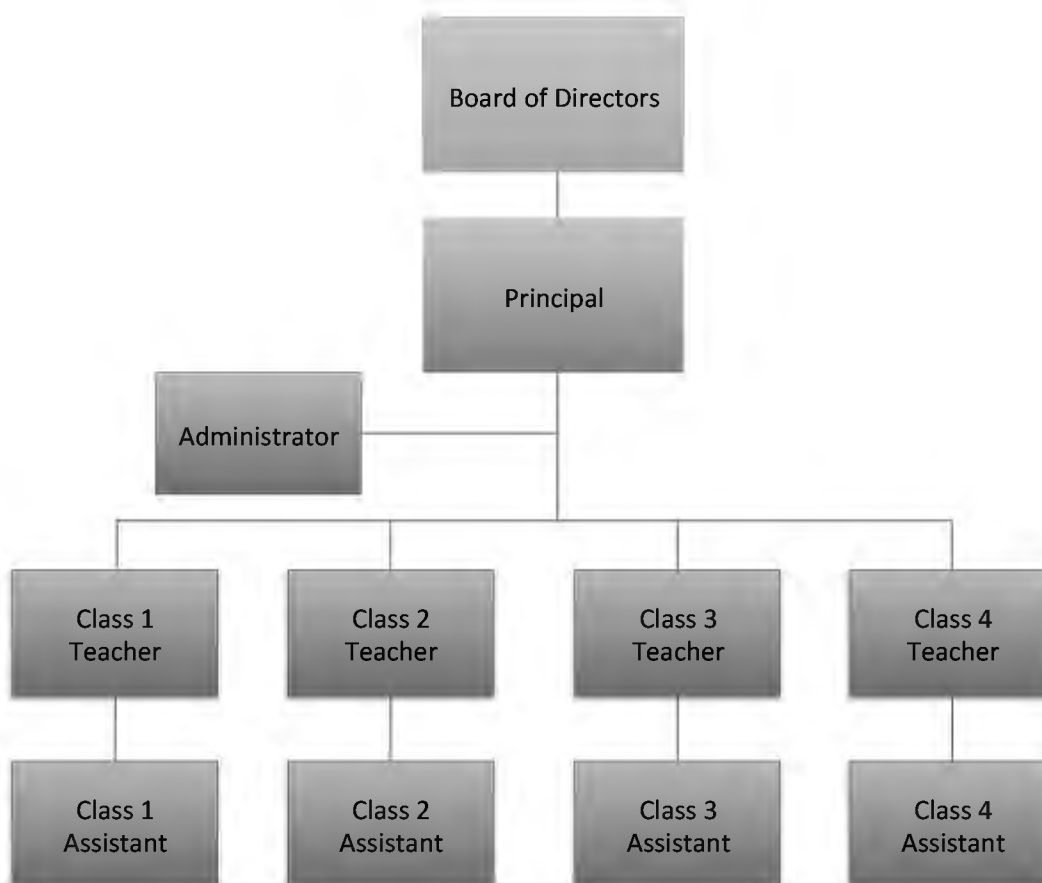
One of the main roles of the Board will be to appoint the Principal who will manage the day-to-day operations of the Kura. The role of Principal will incorporate both the educational and business components of the Kura's activities. The ideal person will have knowledge and understanding of Steiner pedagogy and be competent at interacting with whānau and the community. The Principal will be assisted by the Chair of the Board when engaging with external stakeholders.



Board of Trustees Organisation

Management

The day-to-day operations of the Kura will be managed by the Principal. The Principal will be supported by an Administrator and will lead the four teachers. Each teacher will have an assistant who will assist with in-classroom activities including supporting any tamariki with special needs. The Principal will be capable of providing cover for an absent teacher.



Management Organisation

Administration

The day-to-day administration of the Kura will be maintained by the Administrator. The Administrator will assist the class teachers with their administration duties as well as supporting the Principal. This role will be supported by MUMA's back office staff including finance, payroll and administration. The Administrator's role will be limited to 30 hours initially until the actual work load required can be established.

The Principal and Administrator will have offices located within the marae complex.

Subcontractor arrangements

MUMA will sub-contract a new charitable limited liability company to operate the school. This sub-contract agreement will detail key deliverables and accountability mechanisms.

The Board of the new entity will govern the operations of the school on behalf of MUMA (the Sponsor) who will be the one and only shareholder.



Subcontract Organisation

Ensuring teacher, parent, family/whānau and student input to decisions

- a) Describe your proposed methods or structures to ensure teacher, parent, family/whānau and student input to decisions that affect the school.

Feedback and communication are key factors for effective democratic communities. We propose to gather the input of teachers, parents, whānau and students in the following ways.

Community Hui

We will hold community hui to involve the community in all major decisions (excluding the curriculum). These hui will occur annually at the beginning of Term 1.

Classroom Representatives

Classroom representatives will be elected from each class. This will give students a voice and a presence at key meetings.

Board of Trustee meetings

A Board of Trustees (BOT) and Sponsors will work in collaboration with their Principal and/or Staff in the design and identification of opportunities each month at the monthly BOT meetings. These meetings will be inclusive of Parent and Student input at all times. Our Kura's board will report, through the board chair, to the Sponsor, on a quarterly basis.

Our Board will monitor performance of the Kura through direct reporting from one of the educational leaders. This reporting will be regular on targeted topics and be delivered through the board chair.

Parental Input and Engagement

We will provide a variety of ways for parents to provide input into decisions that affect the school, depending on the level of significance of the change. Should we wish to discuss a significant issue, we will invite parents and stakeholders to attend a community hui.

At a lower level, we will invite parents to contribute their views. We will contact parents through written communications delivered by email or in hard copy hand-delivered via the pupils. We will also consider other forms of communication such as text and social media.

To follow up we may hold a series of parent/teacher meetings (in addition to standard parent/teacher meetings) to discuss the issue at hand.

In keeping with our approach to more fully engage the whānau in the education of our tamariki, we will hold seminars for parents so that they become interested and exposed to education as well.

Please refer to *Working with parents/families/whānau and community* on page 15 for more detailed information on our approach.

Implementation plans

23. Provide two detailed implementation plans covering:
- the period from gaining approval to the opening of the school.
 - the period from the opening of the school to the end of the first year.

[May be provided as attachments as Appendix 1 and Appendix 2]

Please find detailed implementation plans attached in the appendices.

Financial forecasts

24. Complete the templates in the attached MS Excel workbook with your proposed financial forecasts. Guidance on how to complete the forecasts is provided in the spreadsheet. The worksheet covers three components
- Financial forecast (budget)
 - Balance sheet
 - Student Roll
 - Staffing levels

[Applicant to confirm completion of the workbook titled "RFA PSKH Budget template.xlsx"]

Confirmed.

Additional funding

25. Detail the amount and terms of any funding (additional to funding to be provided by the Crown) that is to be provided to the school, including:
- what you propose this funding will be used to provide; and
 - the relationship between the school and the funder.

Funding is a consistent challenge when we seek to provide the very best resources. This requires both the Kura and Sponsor to be constantly scanning for fund raising opportunities and initiatives.

MUMA is confident that additional philanthropic and sponsorship funding can be sourced for the school. Through our relationship with AUT and various organisations throughout the country, we consider there to be a number of viable opportunities options to access funding and/or donations.

MUMA also provides a range of social services and so these can be configured to support school whānau. The after school and holiday programmes are examples of how the school can attract additional revenue through its Sponsor, without incurring significant additional cost.

Financials, audit and insurance

26. Outline your proposed:
- financial management and internal accounting procedures for the school, including controls that will be put in place to ensure appropriate fiscal accountability;
 - provisions for conducting annual audits of the financial operations of the school; and
 - types and levels of insurance that you propose to operate the school.

Financial management

Transparency with funders and community is our primary principle. As mentioned above, our kura accounts will be administered by MUMA. MUMA has been operating a great number of years and its accounts have always been run prudently. We have proven internal controls as well as monitoring of financial practices by external audit.

Our Financial Manager Tamara Dias has nearly 19 years' accounting and finance experience (please view her CV in Appendix 3 for further details).

Income is regularly monitored and all expenditure is checked and approved prior to payment being released.

There is a separation of duties to maintain financial integrity. While the financial administrator handles invoicing based on contracts and arranges payment of bills, she is not authorised to approve any payments. This responsibility falls to either the relevant team leader or the Chief Executive.

Audit

We conduct annual external audits (using an independent external auditor) and the school accounts will be included as a part of their audit work. The Kura is likely to have a December balance date to align with the school calendar year so its audit cycle may be out of step with the rest of MUMA's. This will not present an issue.

MUMA reviews the performance and cost of its external auditor every 5 years.

Insurance

We currently hold building insurance with NZI and Specified Liabilities with Lumley General Insurance. This includes Employers Liability, General Liability etc. We will consult with our insurers to explore extending this cover to include the school with any extra necessary policies added as appropriate.

Alternatively we may consider using the Ministry of Education's Risk Management Scheme if it offers improved cost/benefit features over our existing policies. However since our insurer is the same as offered by the Ministry, there may be no advantage.

Facilities

27. Outline your proposed facilities, including:

- a. the type of property arrangement and the terms of the tenancy (if applicable);
- b. how this site would be a suitable facility for the proposed school, including any plans to renovate; or
- c. if a site has not been identified, your present options for the school site, including a timetable for identifying and acquiring or leasing a facility;
- d. your financing plans for acquisition and renovation of a facility; and
- e. describe plans for expanding school facilities matching your projected roll numbers, including how you will attract additional staff and acquire other resources needed to serve a larger student body.



Steve Hutana has prepared drawing of the proposed school attached in Appendix 5.

Property Arrangement

We will be building our school on the Nga Whare Waatea marae which is located in Mangere. MUMA Kura Hourua will own all newly constructed buildings on completion.

Nga Whare Waatea - an ideal site for a school

Nga Whare Waatea is ideal for a number of reasons:

1. It is a culturally relevant site and a meeting place for many of the areas Māori and Pasifika whānau
2. There is ample space which will provide tamariki with space to run and play freely
3. There is ample space to construct a new building

4. The area is secure.

The intention is to design, build and furnish the classrooms in line with Ministry of Education guidelines. MUMA understands that the key requirements are:

- Teaching space and layout – the space needs to be sufficient to provide adequate space per student. The ability to modify the space for different teaching options is important as is adequate ceiling height and storage space. The rooms are designed to provide natural light and a ‘thinking’ view.
- A means of ventilation and temperature control – a system that replenishes air and keeps it moving, is quiet and energy efficient.
- Lighting – incorporating natural light as much as possible and minimal glare. Artificial sources are not to be fluorescent-based.
- Acoustics and noise management – these are critical so as the teacher can be heard without the distraction of noise from outside or any adjoining classrooms.
- Construction materials, furniture and furnishings – the materials need to be durable and robust. Furniture will be ergonomically designed and sized adequately for the age of students. Standalone units will be provided with the ability to use them in different settings.
- Construction materials, teaching spaces and surrounds – the facilities will be made of durable and robust materials with durable surfaces. Acoustic considerations will be incorporated along with requirements to achieve warmth and window coverings so that bright sun can be shaded.
- Allowance for ICT – the facilities will allow for the incorporation of ICT.
- The wider school environment – the outdoor facilities will include ample room for running and playing activities.

Financing Plans

Through our relationship with Te Wananga O Aotearoa Trades Training Programme, we will achieve significant cost savings in the construction of the school. In the unlikely event that we are unable to access additional funding, we will secure a loan from the bank.

Expanding the school and acquiring additional staff

While there is an area which could be modified into a school to manage the initial intake of students, our aim is to construct a new building. Steve Hutana from Hutana Design Ltd has prepared preliminary drawings of the proposed school attached in Appendix 5. We have also provided a CV for Steve in Appendix 4.

The intention is to locate four multi-purpose rooms adjacent to one another to house the four classes that commence in 2015 (Years 1 through 4). During 2015 a further classroom will be added and again in 2016, 2017 with the last one completed in 2018. This will result in eight classrooms, each housing a single class of students by 2019.

Through comprehensive annual planning, we will know well in advance if we need to secure additional staff and resources over and above those required to occupy the new classrooms as they come online.

Asset management

28. Explain your proposed strategies for asset management and maintenance of your proposed facility, including assurance processes that ensure applicable codes and standards are maintained for the term of the Agreement.

MUMA Kura Hourua will operate an Asset Management Plan (AMP) as a key component of the asset management process. The AMP will provide a description of the overall system components, and summarise key asset and planning information at a single point in time. Its primary purpose is to identify the financial consequences of delivering education services through physical assets, describing:

- the importance of physical assets to delivering organisational objectives and outcomes;
- the quality of existing physical assets in terms of condition and asset performance;
- the assets needed to meet or sustain current levels of service, and to address current and future shortfalls;
- the feasible asset and non-asset solutions to address identified shortfalls; and
- the level of organisational commitment and planned improvements.

The proposed kura's main assets in the short term will be the classrooms, furnishings and furniture. The intention is to locate four multi-purpose rooms adjacent to one another to house the four classes that commence in 2015 (Years 1 through 4). During 2015 a further classroom will be added and the last one in 2016. This will result in 6 classrooms, each housing a single class of students by 2017.

The Board of the kura will be tasked with governing the assets of the kura so as they are managed in a way to prolong their useful life span and to ensure they are able to meet the requirements of the kura. Regular and appropriate maintenance is a key requirement to achieve this.

8 OPERATIONS PLAN

s 9(2)(a) OIA

Publicity and communication

29. Explain how the school will:

Achieving enrolment target

- a. achieve the enrolment target you have projected in Q2.(v);

Enrolment numbers will be achieved by:

- Awareness campaigns being delivered to the 500+ whānau MUMA engages with on an annual basis. These campaigns will highlight the benefits of attending our school and provide valuable information to prospective learners.
- Language and cultural activities and workshops to the community
- Listing on the Ministry's website
- Active promotions at community events for example poukai, waka ama, kapa haka festivals, Pasifika festivals, Pasifika Providers, the Pasifika churches, Diwali, the migrant centre etc.
- Radio Waatea 603AM promotion and community engagement through radio commercials
- The annual Whānau Ora Day (see sidebar).
- An annual Whānau Ora Tamariki Day
- Pamphlet and flyer drive
- We have an active Proposal for the Delivery of the Targeted Assistance for Participation - [Full Funding] for an ECE Centre on the Marae. Should we be successful, this will provide a steady stream of potential pupils.

The 2013 Whānau Ora Day brought in 4,000 people from the surrounding Mangere communities. This event can also be used as an anchor for MUMA to engage the community.

Publicity

- b. be publicised throughout the community, including any specific outreach activities or similar;

Publicising the school within the community will include:

- Community Street Promotional Days – taking education to the community
- Language and cultural activities and workshops to the community
- General branding (clothing, signage, vehicles) will build community awareness
- Active promotions at community events for example poukai, waka ama, kapa haka festivals, Pasifika festivals, Pasifika Providers, the Pasifika churches, Diwali, the migrant centre etc.
- Radio Waatea 603AM promotion and community engagement through radio commercials
- MUMA has held a Whānau Ora Day which invited the community to participate. The 2013 Whānau Ora Day brought in 4,000 people from the surrounding Mangere communities. This event can also be used as an anchor for MUMA to engage the community in the school
- The annual Whānau Ora Day (see sidebar).
- An annual Whānau Ora Tamariki Day
- Pamphlet and flyer drive
- Fundraising ventures for the school in the community such as sausage sizzles.

Engaging parents

- c. target parents/family/whānau who may not be engaged in their child's learning;

Tainui princess Te Puea Herangi said:

"If I dream I dream alone. If we dream together then we shall achieve..."

Where we identify a parent or whānau is not engaged, we will draw on our extensive network of Whānau Ora services to assist. This approach is integrated and holistic by nature. We do not just focus on the individual or on specific symptoms – we consider the individual, the whānau, the iwi/community, the school, the workplace and so on. If we are considering why a particular tamariki is not attending school or their parents are not engaged in their learning, we will look at all of the barriers and the associated environment. The scenario in the sidebar demonstrates how the holistic approach works.

Just as tamariki learn by doing, observing, listening, touching, and sensing, so too do parents. Whānau Ora Navigators work with parents to set goals for themselves and their whānau. By answering this question "What will it take to be a successful whānau," they are able to dream and set a path towards that end.

Community organisations

- d. identify and develop relationships with community organisations that can assist in marketing with parents/family/whānau; and

Our links with community organisations are so extensive that it's a challenge to capture the picture succinctly and avoid an overwhelming list. It's useful to consider three areas in regard to MUMA activity in the urban environment:

1. Organisations we are a member of
2. Organisations we have a strategic relationship with
3. Organisations that we are affiliated with.

For South Auckland/Auckland, the list in each of these categories is provided in the table below. Organisations that can assist in marketing have been underlined:

Organisations we are a member of	Organisations we have a strategic relationship with	Organisations that are part of our local affiliate
<ul style="list-style-type: none"> ■ <u>National Urban Māori Authority</u> ■ <u>Te Putea Whakatipu Trust</u> ■ <u>Iwi Māori Radio Network</u> ■ <u>New Zealand Māori Council</u> ■ <u>Auckland Māori Council</u> 	<ul style="list-style-type: none"> ■ Work and Income New Zealand (Work and Income) ■ Ministry of Social Development (MSD) ■ Department of Child, Youth and Family 	<ul style="list-style-type: none"> ■ Raukura Hauora o Tainui ■ Huakina Development Trust ■ Auahi Kore ■ Te Hotu Manawa Māori ■ Te Reo Marama ■ Presbyterian Support

Whānau Ora approach in practice ...

A Whānau with eight children was in dire need of our Whānau Ora services. The mother is currently an ECE trained and registered teacher with a wealth of knowledge given her young age. She is also the only income earner in the home which places major demands on her. The father is unemployed and was diagnosed with an enlarged heart.

The family was living in three bedroom home with two other families making up a total of 15 people. There was only one room available per Whānau, which meant this family of ten shared one room. Income covered debt repayments leaving very little to cover the basics. Our Whānau ora Kaiarahi assessed their situation and helped them develop a budget. This resulted in debt repayments being reduced which offered some relief to this Whānau.

Through Housing NZ, the Whānau Ora Kaiarahi was able to organise a rental home which they relocated to at the end of November 2013. Our Whānau Ora Kaiarahi will continue to visit and offer support to this Whānau until they are completely self managing.

Organisations we are a member of	Organisations we have a strategic relationship with	Organisations that are part of our local affiliate
<ul style="list-style-type: none"> Restorative Justice Aotearoa 	<ul style="list-style-type: none"> Te Puni Kokiri Ministry of Justice Department of Corrections New Zealand Qualifications Authority (NZQA) New Zealand Police (Counties Manukau) Te Wananga o Aotearoa UNITEC Auckland University of Technology (AUT) New Zealand Federation of Family Budgeting Services Inc Aotearoa Credit Union Auckland City Mission 	<ul style="list-style-type: none"> Counties Manukau DHB East Tamaki Healthcare Ltd Probations Offices Manukau Courts Papakura Court Pukekohe Court

MUMA has occupied a leadership role for urban Māori for over 25 years. This role has generated many linkages with Pasifika organisations throughout South Auckland.

Marae

MUMA has a strong working relationship with Marae throughout the wider South Auckland who can assist in marketing our school and providing support to our learners. These relationships have been built up over the three decades of community work.

MUMA CEO Willie Jackson currently holds the position of representative for Tamaki ki te Tonga (South Auckland) NZ Māori Council (2012-present). Tamaki ki te Tonga has confirmed membership of 33 Māori committees across South Auckland including ten Māori Warden branches. We are currently working with the following marae detailed in the table below.

Marae	Nature of Relationship
Nga Whare Waatea Marae	As a community resource Nga Whare Waatea Marae has been host to numerous significant community gatherings and visits involving multiple cultures. Nga Whare Waatea hosts numerous Tikanga Māori-based programmes and activities
Papakura Marae	MUMA has very strong links with this marae. Papakura Marae is a cornerstone facility for the Papakura community.
Manurewa Marae	Our relationship with this Marae is through their esteemed Kaumatua and the services that they extend to Whānau in the Manurewa Community. Many of MUMA's clients are in the Manurewa area. MUMA participates in the Marae annual events and hui promoting our services and supporting the aspirations of the Marae for their Whānau.

Schools and Training Organisations

The nature of our current and past service delivery is such that we naturally have extensive relationships and experience with schools and training organisations. As stressed throughout, our approach is holistic and our approach takes into account the mentee's overall environment, community and whānau

circumstances. So experience working with schools is essential and our credentials here are extensive and impressive.

The following table captures key relationships/experience:

Category	Specific Examples	Typical Activity/Experience
Schools	Primary: <ul style="list-style-type: none"> Michael Park School Te Piranga Te Otinga Kohanga Te Huinga Reo Ngati Otara Kohanga Reo Te Reo Rangatira ki Whaiora Te Kupenga Whakatupuranga Ki Tamariki Rawhiti Rongomai Secondary: <ul style="list-style-type: none"> Manurewa High School Aorere College Otahuhu College Maungakiekie Mangere School Te Kura Kaupapa Māori o Mangere Wesley College Rutherford College Ka Aroha College Hillary College Tangaroa College 	<ul style="list-style-type: none"> He Ara Tika – mentoring youth to remain in the education system (contracts successful and renewed on an on-going basis since 2001). <p>Along with managing requests for He Ara Tika our team maintain contact with a number of schools to provide support for youth and families.</p> <p>Our transition services and holiday programmes are also points of contact with these schools.</p>
Training Organisations	<ul style="list-style-type: none"> Te Wananga o Aotearoa Manukau Institute of Technology Future Skills 	<ul style="list-style-type: none"> Social services course Work-based assessment programmes Treaty Training Workshops Apprenticeship enrolments Māori Trade Training Events Management training and qualifications

Facilities – advising the community

- e. if proposing to convert an existing school, the nature and medium to advise the community of the proposed conversion.

Not applicable

Enrolment policy and timeline

30. Outline your enrolment policy and describe your proposed timeline for enrolling students for the 2015 school year.

Enrolment Policy

The Board of Trustees and staff of MUMA Kura Hourua will be committed to providing quality education for all students in the school. There is a manageable roll figure that is determined by the physical resources of the school. Above this, the quality of education delivered to the students is diminished. This enrolment scheme aims to avoid overcrowding by restricting the number of students enrolled at the school.

Roll

to avoid overcrowding at MUMA Kura Hourua, the roll will be managed at 60 students in 2015 and 95 in

2016 (going up to 115 in 2017).

Objectives

1. To maintain the highest possible standard of education delivery to the tamariki attending the school.
2. To avoid overcrowding at the school.
3. To ensure that undue pressure is not placed on the resources of the school.
4. If required, to limit numbers of tamariki enrolling, using pre-established criteria.
5. To give priority of entry to those tamariki living within the school zone.

To maintain some flexibility in enrolments, in order not to exclude more tamariki than is necessary to meet the above objectives.

Students will be accepted on a first come, first serve basis. Meetings with students will only take place for induction/information purposes.

Timeline

Our proposed timeline for enrolling students is detailed in the table below and is provided in our implementation plan in Appendix 1. Note Week 5 commences on 28 July and Week 31 commences on 1 February 2015.

Week	Activity	Comment
5	Develop Marketing Resources	Flyers, brochures, radio advert, website
7	Confirm marketing plan	Multiple channels
9	Radio awareness campaign	Community focused radio – Waatea 603am
14	Community Hui 1	Stakeholder engagement
15	Community engagement activities 1	Maintain contact with community – communicate via MUMA services
24	Community Hui 2	Follow-up stakeholder engagement
25	Community engagement activities 2	Maintain contact with community – communicate via MUMA services
30	Whānau Hui to assemble tamariki	Prepare for School Open day
31	Open School	

Suspension, expulsion and discipline

31. Outline the suspension, expulsion and other disciplinary policies and procedures of the proposed school, and the criteria for making decisions on such matters, demonstrating how these align with the terms of the Education Act 1989, Section 158V and the Ministry of Education's Stand-downs, Suspensions, Exclusions And Expulsions Guidelines.

The suspension, expulsion and other disciplinary policies will sit within a portfolio of policies that are part of NaG 5 and come under the broad category of Student Management and Welfare. Included in this portfolio of policies will be policies on, but not limited to:

- a) Student Code of Conduct
- b) Anti-violence
- c) Bullying
- d) Alcohol and Drugs

e) Stand downs, suspensions and exclusions

Fundamental to our Student Management and Welfare policies will be our belief in marae justice and restorative practice. Our school systems of behaviour management will be based on early intervention and whānau consultation and involvement. Our Kura will have a policy of zero exclusions.

The Board will follow the procedures as defined by the criteria and flow charts provided by the Ministry of Education when managing student stand down, suspension, exclusion and expulsion.

The right for students and staff to feel and be safe will be a paramount consideration. With this will be the corollary that all students and staff have a responsibility to care for and respect other people in our Kura.

Key leadership and implementation team

32. List in a table the names and qualifications of persons who will hold key leadership roles in the school. Provide CVs (or position descriptions for positions which will need to be recruited) as an appendix to your Application.

The names and qualifications of those holding a key leadership role in the school is detailed in the table below. CVs are attached in Appendix 4.

Name	Qualifications
Willie Jackson – Project Sponsor	s 9(2)(a) OIA
Wyn Osborne – Project Leader	
Steve Hutana – Architect and Build Manager	
Frances Smiler-Edwards – Project Support	
Marama Davis – Bicultural Teacher	
Tamara Dias – Financial Manager	

Recruitment

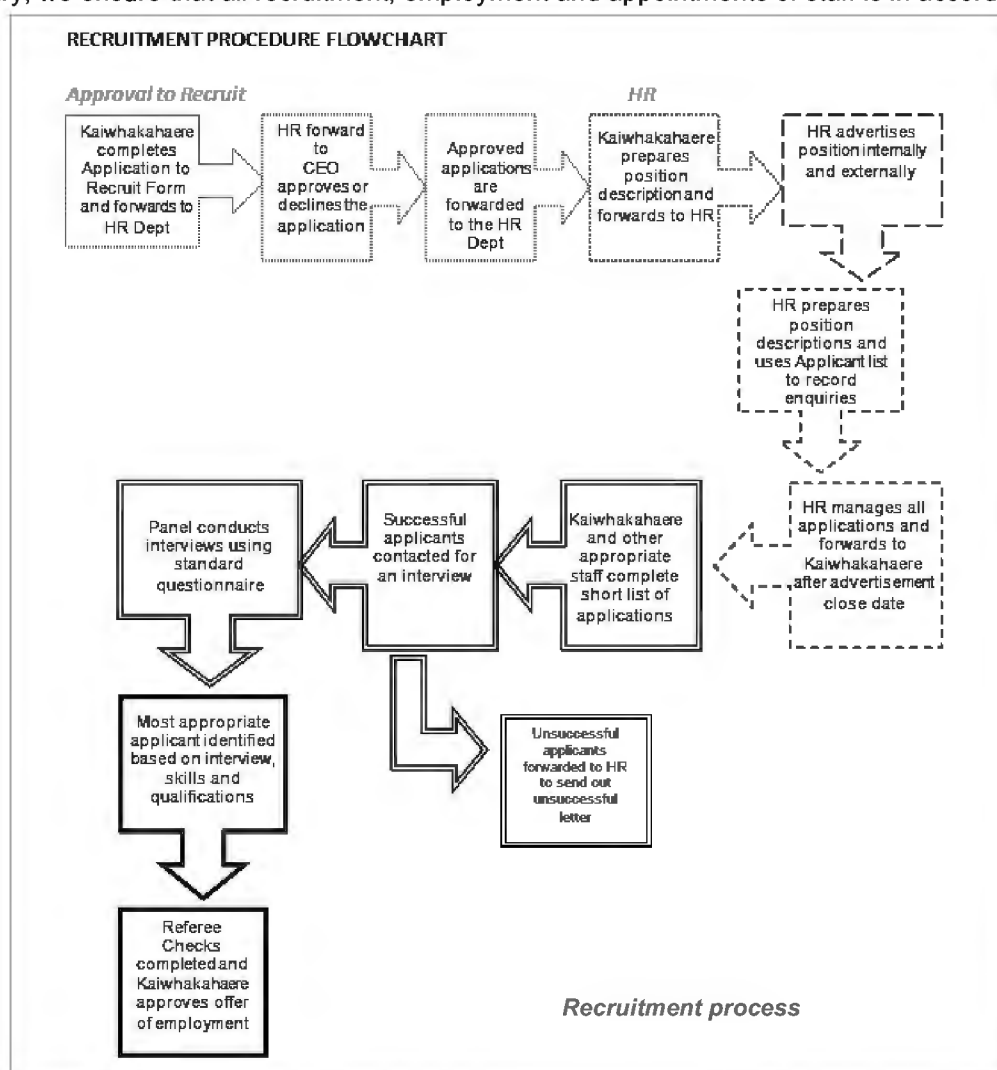
33. Outline the process that will be used in the recruitment of teachers, administrators, and other school staff.

At MUMA we follow modern recruitment practices:

- We have HR specialists and our recruitment processes are thorough and involve multiple interviews plus reference and police checks (including volunteers and subcontract staff)
- There are comprehensive job descriptions that form the basis of selection and are tuned to ensure skills and personality traits are matched to roles. Please find a sample position description for a teacher on page 61.
- The process starts with an application for approval to recruit which is submitted by the hiring manager (Kaiwhakahaere) to their manager and subsequently to the MUMA General Manager.

The process from that point is succinctly captured via the flowchart below:

In summary, we ensure that all recruitment, employment and appointments of staff is in accordance with



the *Employment Relations Act 2000* and the best practice principles of HR management. We keep our HR policies and procedures up-to-date in a manual and they are ISO 9001:2000 compliant. The complete HR recruitment checklist can be found in the full HR manual available on request.

To further incorporate and implement the strategic outcomes of Whānau Ora ('Carriers of Culture', 'Gateways to Te Ao Māori', 'Models of Lifestyle', 'Economic Units' and 'Guardians of Landscape') we have placed major emphasis on our core competencies. These core competencies are intertwined with the technical competencies that enable us to deliver and model Mataora – Whānau Tahi and Whānau Ora with our Whānau.

Core Competency	Entry Level
Whānaungatanga (Multiple Relationship Dynamics)	<ul style="list-style-type: none"> Committed to learning the principles of Whānaungatanga Committed to learning Māori communicative methods Committed to values of MUMA
Wairuatanga (Spiritual appropriateness)	<ul style="list-style-type: none"> Acknowledge respect and understanding of Karakia Acknowledge the significance and importance of Wairuatanga Committed to learning the function of Wairuatanga in the protection and care of Whānau
Whakapapa (Reflection, Consolidation and Progression)	<ul style="list-style-type: none"> Committed to learning the principles of Whakapapa Acknowledge the significance and importance of Whakapapa within a Whānau Ora and Whānau Tahi context Committed to learning the values of Whakapapa in the care of Whānau
Manaakitanga (Hospitality, fairness and respect)	<ul style="list-style-type: none"> Committed to learning the principles of Manaakitanga Acknowledge the significance and importance of Manaakitanga in the care and support of Whānau
Aroha (An action of empowerment)	<ul style="list-style-type: none"> Committed to learning the principles of Aroha Acknowledge the significance and importance of Aroha within a tuturu Māori context
Tautoko (Effective Support Systems)	<ul style="list-style-type: none"> Committed to learning the principles of Tautoko Committed to learning effective Māori support methods Have an awareness of effective Māori support systems
Kawa (Appropriate approaches)	<ul style="list-style-type: none"> Acknowledge the significance of Kawa in the care and support of Whānau Committed to learning the values of Kawa in care of Whānau
Powhiri (Interactive engagement)	<ul style="list-style-type: none"> Committed to learning the principles of Powhiri Acknowledge the role of Powhiri in regards to the interactive engagement with Whānau
Te Reo Māori (Effective and appropriate communication)	<ul style="list-style-type: none"> Acknowledge respect and understanding of Te Reo Māori and Tikanga Māori Committed to learning Te Reo Māori and Tikanga Māori Committed to learning all the waiata of MUMA
Kotahitanga (Effective Integrative Services)	<ul style="list-style-type: none"> Committed to learning the principles of Kotahitanga Acknowledge the significance and importance of Kotahitanga within a Whānau Ora and Whānau Tahi context Committed to learning the values of Kotahitanga in care of Whānau

That covers our processes and standards for recruiting in general. In regard to this Partnership School project, specifically, management, governance and staff/administrative roles will fall to existing MUMA staff. That is one of the strengths of our proposal – we're leveraging existing management which is both economical and provides a level of expertise not normally enjoyed by a childcare centre.

Position Descriptions

34. Detail the professional backgrounds, depth of experience and personal qualities that you will seek in teachers and other school staff.

Our team will be recruited in accordance with above processes. We expect these to be largely external appointments, but some may come from within MUMA or associated organisations. We will be looking for:

- Very high calibre education skills
- Strong alignment with our cultural competencies (detailed in the table on the previous page)
- Existing fluent Te Reo skills – certainly in the case of senior teaching roles
- Pasifika background, values and language for some of the staff.

This will be a high-profile and sought-after initiative in the Mangere area. We have provided a summary of the professional background and personal qualities we will be seeking in the principal and teachers in the table below. Please find a position description for a primary school teacher overleaf.

Role	Professional Background	Personal Qualities
Principal	<ul style="list-style-type: none"> ■ Management capability which is underpinned by a solid understanding of Steiner approach to education ■ 10 years management experience ■ The ability to drop in as a relief teacher as required ■ Proficient with Tikanga Māori ■ Relevant business and educational qualifications 	<ul style="list-style-type: none"> ■ Refer core competencies on page 58. ■ Leadership ■ Professionalism ■ Passionate about education ■ Collaborative management style ■ Adept with people ■ Excellent listener ■ Excellent communicator ■ Patient.
Teacher	<ul style="list-style-type: none"> ■ Existing fluent Te Reo skills – certainly in the case of senior teaching roles ■ Bachelor of Education (with focus on Steiner methodology) ■ Experience in a Steiner School 	<ul style="list-style-type: none"> ■ Refer core competencies on page 58. ■ Leadership ■ Professionalism ■ Passionate about education ■ Nurturing ■ Outgoing personality ■ Collaborative approach to working with colleagues ■ Patience ■ Staying cool under pressure.

SAMPLE: Position Description – Primary School Teacher

POSITION DETAILS	Position Title	PRIMARY SCHOOL TEACHER
	Area	Primary School
	Position Reports to	Education Administrator/s
	Role Location	
	Key Role Relationships	Education Administrator/s Teaching staff All Staff, whole school community (staff, parents, students, interested and active parties)

"Receive the child with reverence, educate them with love, send them forth in freedom" R. Steiner

ROLE CONTEXT	Introduction to the school.
ROLE PURPOSE	<p>Working with the pedagogical vision developed by the () and within the guidelines of the National Curriculum, the Primary School Teacher works creatively to plan, implement and monitor a quality educational program for all tamariki, grounded solidly in the philosophy and principles of Steiner Education.</p> <p>The Primary School (or Class) Teacher works collaboratively with his/her peers across the School, developing and enhancing a consistent curriculum which is delivered with creative freedom, approaching subjects through the realm of art, music, imagination and the oral tradition and seeking to find fresh connections with his/her subject matter. The Class Teacher is accountable for all areas of teaching and pastoral care for their specific class, working with the specialist teachers and with conscious awareness of the needs of the tamariki and the role of parents and guardians in their child's education. Class Teachers have a strong commitment to and understanding of duty of care, participate actively in the life of the School community, and are committed to ongoing individual and collaborative professional development.</p> <p>Duty of Care</p> <p>Ensure the good physical and mental health and safety of tamariki at the School through maintaining a thorough understanding of School policies and procedures (including the Well Being Policy), as well as knowledge of and compliance with emergency and accident procedures, undertaking all actions necessary and holding a conscious awareness of real and potential safety concerns.</p> <p>Teaching and Learning</p> <p>Develop and provide a well-prepared, age-related and imaginatively presented teaching and learning program for all students in the class, consistent with the School's curriculum and working collaboratively with specialist teachers and support personnel, in order to encourage and support the holistic development of all students.</p> <p>Develop and maintain a high standard of aesthetic presentation and a sensitive social atmosphere within the classroom and the School which supports positive behaviour and the inclusivity of all students.</p>

KEY ACCOUNTABILITIES	<p>Plan and apply behaviour management strategies, including prompt and supportive responses to inappropriate behaviour, which contribute to the establishment and maintenance of a supportive learning environment consistent with School policies.</p> <p>Document, assess and report on student progress (academic, social, emotional and physical) so that the teaching and learning program can remain relevant through timely and applicable adjustments and so that appropriate and comprehensive feedback can be provided to parents and guardians in line with the School's reporting policies.</p> <p>Proactively contribute to the nurturing and supportive environment of the whole School through willing participation in regular school responsibilities (eg playground duty, relief teaching), actively engaging in school related activities (eg. story at Assembly), contributing to other classes according to personal skills and interests, and getting to know tamariki and parents from other classes.</p> <p>Management, Administration and Community Participation</p> <p>Actively participate in all administrative requirements of the role, including managing individual budgets and resources, assisting in the effective placement of tamariki in the School and establishing a working knowledge of relevant School policies and procedures, so that day to day operations in the class run smoothly and effectively.</p> <p>Utilise a range of regular and effective communication and consultative strategies, including parent-teacher interviews and information nights, to ensure that Teacher Aides, parents and volunteers understand the philosophy and principles of Steiner education, implications for program implementation within the class and how they can best support tamariki within the school environment and in family life.</p> <p>Strengthen the collegiate and supportive nature of the School by working collaboratively with staff on School-wide issues, including contributing to the development, implementation and evaluation of School plans, policies and procedures.</p> <p>Enhance and strengthen the community life of the School by actively preparing for and participating in Festivals, Open Days, forums and other School events.</p> <p>Professional Conduct and Development</p> <p>Proactively seek and participate in continuing professional development activities, including peer and mentor support and coaching, Faculty of Teachers meetings and all School-based in-service activities, in order to establish and maintain a high level of professional knowledge and expertise.</p> <p>Strengthen parent and community confidence in the School by working within professional guidelines and responsibilities at all times, with due consideration and awareness of issues of sensitivity and confidentiality, maintaining good rapport with parents and guardians, and with appropriate duty of care toward fellow colleagues.</p>
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Approval:	Teacher: Name: _____ Signature: _____ Date: _____	Education Administrator: Name: _____ Signature: _____ Date: _____
	Signature: _____ Date: _____	

Staff quality

35. Outline the processes that will be used to achieve the desired quality of staff and controls you will apply to ensure that background checks, including Police vetting, are conducted on all school personnel, including volunteers and contractors, prior to the beginning of their employment or service.

Quality

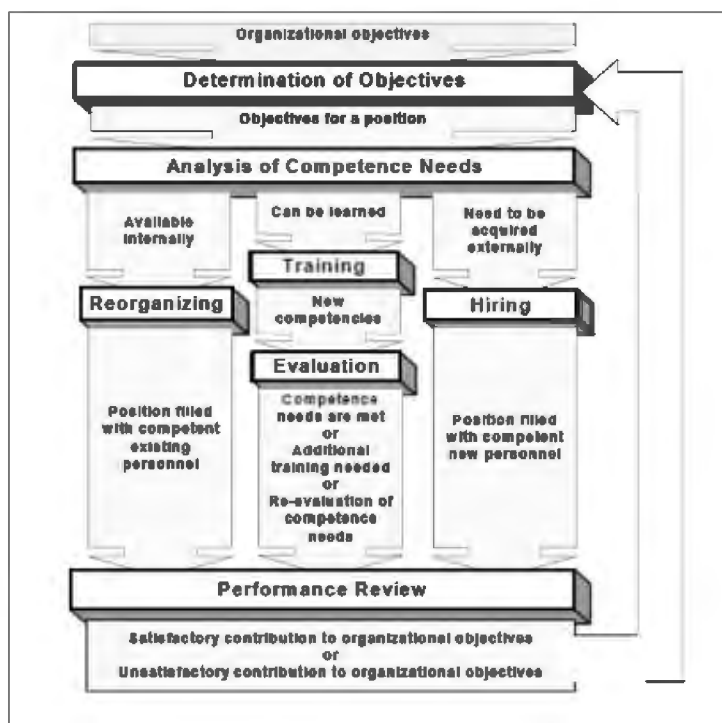
In previous sections we have discussed professional development, teacher traits and the quality of staff we intend to attract. We have also detailed our recruitment processes which will ensure we get the best person for the job. These have set the scene for how we will achieve the desired quality of staff. The control we will apply to ensure they are vetted and performance managed are detailed below:

Vetting Policy and Review Cycle

Our vetting processes are thorough and involve multiple interviews plus reference and police checks. This will be the case for all school personnel including volunteers. Contractors will provide police clearance certificates for all people working on site. This will be a mandatory and non-negotiable requirement.

To ensure we employ the 'right' people:

- There are comprehensive job descriptions that form the basis of selection and are tuned to ensure skills and personality traits are matched to roles
- The chain of supervision and management is strong – our environment is naturally transparent and feedback, be it positive or corrective, occurs on-the-spot
- While managers and staff are cognisant of performance and ambitions on a daily basis, there is still a robust annual performance review process that underpins remuneration levels and bonuses. This will be implemented at the school and carried out on a quarterly basis.
- In the unusual event that disciplinary action or severance is necessary, we are thoroughly conversant with the recommended framework of warnings, etc. and follow Department of Labour best practice.



Staff Selection and Training

Training is pursued assiduously. The Māori cultural concepts that underpin MUMA are particularly suited to mentoring and group learning. Our on-the-job familiarisation and training activities are enjoyable, participative and effective. That said we encourage formal training and, whenever demand is apparent, we will instigate focused and specialised professional training.

In summary, we ensure that all recruitment, employment and appointments of staff is in accordance with the *Employment Relations Act 2000* and the best practice principles of HR management. We keep our HR policies and procedures up-to-date in a manual and they are ISO 9001:2000 compliant.

The diagram above captures the salient features of our approach to staff vetting and training.

Volunteers

36. If you propose to use volunteers and/or contractors, outline:
- the roles (where not disclosed in section 10(v) of this form);
 - how they will be identified, vetted and trained.

Volunteer/contractor roles

Specialist subject presenters are the only regular volunteers planned. They will be provided with Volunteer Agreements that outline expectations and protocols.

Sourcing, vetting and training

Volunteers will either be known to the school or be involved with registered organisations or businesses. All volunteers will provide two referees and will be police vetted. They will all have relevant and current qualifications depending on the nature of their work.

Health and safety

37. Outline how the school proposes to meet and maintain the required health and safety standards.

Muma Kura Hourua will take all necessary steps to ensure the safety of staff, learners, visitors and contractors by complying with health and safety legislation, standards and codes of practice. This will be achieved by:

- All staff having individual responsibility for health and safety
- All staff:
 - Being informed
 - Understanding and accepting their responsibility for eliminating, removing or minimising the potential harm of people in the workplace.
- Ensuring staff are consulted on and given the opportunity to participate in health and safety management
- Ensuring all union and employees are informed or consulted on health and safety management
- Ensuring the school has an effective method of identifying hazards. Hazards of any nature will be controlled by:
- Eliminating or Isolating any hazards that arise out of the school or school environment that's likely to cause harm to staff, learners or other people;
- Minimising the effects of hazards if they cannot be practicably be eliminated or isolated
- Creating and maintaining a safe working environment. This is by providing facilities for staff health and safety.
- Staff being familiar with and having a copy of Emergency Management Plans and Procedures for all safety in the work place
- Orientation training and supervision for all new and existing staff.
- Having effective practices and procedures of the hiring and monitoring of contractors.
- Accurate recording, reporting and investigations of injuries.
- Continuation of improvement of Health and Safety to be conducted by Board of Trustees
- Commitment to comply with Health and Safety Legislation.
- Ongoing evaluation and review of Health Safety programme and this policy.

On contract award, we will engage an occupational health and safety specialist to develop a school-specific health and safety plan.

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9 ACCEPTANCE OF DRAFT AGREEMENT

Clause number	Detailed explanation of why the clause is unacceptable	Proposed new position that protects the interests of both parties
We have no concerns with the Draft Agreement		


10 ASSUMPTIONS, RISKS AND CAVEATS

Please complete the table listing all of the assumptions, risks and caveats made throughout your proposal.

Reference	Type (A / R / C)	Subject	Comment
Q 3 IV Pg 7	R	Enrollment targets are not met	We do not expect to experience a shortfall on enrollment targets. Demographic and anecdotal information supports the view that demand exists for this type of school.
Q 23 Pg 49	A	All negotiations and contracting are completed on time	The assumption is that all matters related to securing the Partnership School contract are completed in a timely manner
Q 23 Pg 49	R	Unable to appoint Principal/Manager	We do not expect this to occur as we have received a great deal of interest regarding our plans.
Q 23 Pg 49	R	Unable to find adequately trained teachers	We consider this risk to be low as we have received a great deal of interest regarding our plans
Q 27 Pg 50	R	Ability to secure s 9(2)(b)(ii) OIA	We do not expect this to be withheld. However it represents a decision outside of MUMA's control. There are existing facilities that can be renovated to accommodate classrooms if necessary.
Q 27 Pg 50	R	Ability to secure Resource Consent for classrooms s 9(2)(b)(ii) OIA	We do not expect this to be withheld. However it represents a decision outside of MUMA's control. There are existing facilities that can be renovated to accommodate classrooms if necessary.
Q 27 Pg 51	R	[REDACTED]	Seek additional funding from philanthropic or banking sources Fund raise with Sponsor
Q 27 Pg 51	R	Kura is unable to increase number of rooms due to property issues	This is unlikely after the first four rooms are completed. Alternate facilities for the new class are likely to be available at the marae.

11 APPLICANT DECLARATION

Topic	Requirement	Applicant's declaration
RFA response:	The Applicant has prepared this application independently to operate a Partnership Kura. OR jointly with [N/A] OR in consortium with [N/A]	agree
RFA terms:	The Applicant has read and fully understands this RFA, and the RFA terms in Part Three of this RFA, and agrees to be bound by them.	agree
Collection of further information:	The Applicant authorises the evaluators to: collect any information about the Applicant, from any relevant third party, including a referee, or previous or existing client to use such information in the evaluation of the Applicant's Application.	agree
Objectives and Requirements:	The Applicant has read and fully understands the nature and extent of what is required by the Ministry and the Minister as described in part one and two of this RFA. The Applicant has the necessary capacity and capability to fully meet or exceed the deliverables in the operation of a Partnership Kura and will be available to operate their Partnership Kura throughout the proposed contract period.	agree
Contract terms and conditions:	The Applicant has read and fully understands and accepts the Agreement terms and conditions as stated in our proposed conditions of contract or has completed the table of proposed contract derogations in the form set out in paragraph 8 of this Part Three of the RFA. If successful, the Applicant agrees to sign a contract based on these terms and conditions.	agree
Conflict of interest:	The Applicant warrants that it has no actual, potential or perceived conflict of interest in submitting this Application, or entering into a contract to operate a Partnership Kura. Where a conflict of interest arises during the RFA process the Applicant will report it immediately to the Contact Person.	agree
Ethics:	The Applicant warrants that in submitting this Application it has not: entered into any improper, illegal, collusive or anti-competitive arrangements with any competitor directly or indirectly, approached any representative of the Minister, Ministry or the Board to lobby or solicit information in relation to the RFA (except where allowed for during the Clarification period). has not attempted to influence, or provide any form of personal inducement, reward or benefit to any representative of the Minister, Ministry or the Board.	agree
Offer validity period:	The Applicant confirms that this Application remains open for acceptance for a period of 180 days from the Closing Date.	agree
Applicant interview	The Applicant acknowledges that if requested, the Applicant will be available to attend an interview in Wellington at a location to be determined by the	agree

	Board over a one week period, with time slots given on a first-in first-served basis.	
Publication of Application details	The Applicant accepts that, due to public interest associated to this Application process, it is intended that the submitted application will be made publicly available on the Ministry of Education website, subject to any deletions that would be justified if the information had been requested under the Official Information Act 1982.	agree
Declaration:	<p>The Applicant declares that in preparing this Application it:</p> <p>has provided complete and accurate information in all parts of the Application, in all material respects</p> <p>has secured all appropriate authorisations to submit this Application and is not aware of any impediments to its ability to enter into a formal contract to deliver the outcomes.</p> <p>The Applicant understands that should it be successful in being awarded a contract with the Crown then the falsification of information, supplying misleading information or the suppression of material information in relation to this RFA will be grounds for termination of the contract.</p>	agree
DECLARATION This Application has been approved, and is signed by, a representative of the Applicant who has the authority to do so. This representative is named below. This representative declares that the particulars provided above and in the attached Application documents are accurate, true and correct.		
Signature:	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 10px;">s 9(2)(a) OIA</div>  </div>	
Full name:	Wyn Osborne	
Title / position:	General Manager - Operation	
Date:	7 March 2014	

1 2 A P P L I C A N T C H E C K L I S T

Action Required		Done
1.	Submit the Intent to Respond Notification (refer separate document) to partnership.schools@minedu.govt.nz by 5:00 PM Wednesday 22 January 2014	NA
2.	Submit all questions requiring clarification (if required) by 5:00pm, Wednesday 26 February 2014	✓
3.	Complete all required sections of the application.	✓
4.	Submit your CD Rom / memory stick and paper copies of the following documents by 12:00 (Noon) Tuesday 11 March 2014	✓
	Nine paper copies of your Application in a Word format (with at least one copy unbound and/or stapled)	✓
	One paper copy of the Excel spreadsheet containing your commercial information/financial details	✓
	One CD Rom or memory stick containing an electronic copy of all of the sections of your application	✓

A P P E N D I C E S

- Appendix 1 – Implementation Plan - gaining approval to the opening of the school
- Appendix 2 – Implementation Plan - opening of the school to the end of the first year
- Appendix 3 – MUMA services
- Appendix 4 - National Assessment of Literacy and Mathematics for the Federation of NZ Steiner Schools
- Appendix 5 – Curricula Vitae
- Appendix 6 – Drawings
- Appendix 7 - Audited accounts and annual report

Appendix 1 – Implementation Plan - gaining approval to the opening of the school

Period Highlight: 31 Plan Actual % Complete Actual (beyond plan) % Complete (beyond plan)

ACTIVITY	PLAN	PLAN	PERCENT	PERIODS																																																																													
	START	DURATION	COMPLETE	July to December 2014														January to June 2015														July to December 2015																																																	
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78
PLANNING																																																																																	
Assemble Project Governance Team	1	1	0%																																																																														
Confirm Project Plan	2	1	0%																																																																														
Schedule Project meetings	2	1	0%																																																																														
Govern Implementation Plan	1	40	0%																																																																														
Govern Enrolment Plan	30	11	0%																																																																														
ADMINISTRATION																																																																																	
Incorporate Company	2	1	0%																																																																														
Appoint Board	2	2	0%																																																																														
inaugural Board meet	3	1	0%																																																																														
Appoint Board officers	3	2																																																																															
Appoint School Manager	3	2	0%																																																																														
Confirm Strategy Plans	4	2	0%																																																																														
Seek charitable status	4	3	0%																																																																														
Agree Board work plan	5	3	0%																																																																														
Agree Business Plan	6	3	0%																																																																														
Agree Operations Plan	7	3	0%																																																																														
Govern School	8	70	0%																																																																														
FACILITIES																																																																																	
Review Facilities Brief	1	1	0%																																																																														
Contract Architect	2	2	0%																																																																														
Negotiate Licence to Occupy	2	4	0%																																																																														
Prepare & submit Resource Consent	5	8	0%																																																																														
Seek quotes	12	4	0%																																																																														
Contract build	15	2	0%																																																																														
Construct shells	16	8	0%																																																																														
Siteworks	18	8	0%																																																																														
Finish	22	8	0%																																																																														
Furnish	26	5	0%																																																																														
PERSONNEL																																																																																	
Confirm Personnel Plan	10	3	0%																																																																														
Confirm Policies and Procedures	12	3	0%																																																																														
Recruit	14	6	0%																																																																														
Appoint Teachers	20	4	0%																																																																														
Develop Learning Resources	23	10	0%																																																																														
Appoint Assistants	27	4	0%																																																																														
Open School	31	7	0%																																																																														
ENROLLMENT																																																																																	
Develop Marketing Resources	5	3	0%																																																																														
Confirm marketing plan	7	3	0%																																																																														
Radio awareness campaign	9	6	0%																																																																														
Community Hui 1	14	1	0%																																																																														
Community engagement activities 1	15	10	0%																																																																														
Community Hui 2	24	1	0%																																																																														
Community engagement activities 2	25	6	0%																																																																														
Whanau Hui to assemble tamariki	30	1	0%																																																																														
Open School	31	1	0%																																																																														

Implementation Plan One – Approval to School Open

WEEK	PLANNING	COMMENTS	RESPONSIBLE
1	Assemble Project Governance Team	To govern project	Project Lead (PL)
2	Confirm Project Plan	Update Project Plan	Project Governance Team
2	Schedule Project meetings	Weekly meetings to monitor progress	Project Governance Team
1-40	Govern Implementation Plan	Deploy plan	Project Governance Team
30-40	Govern Enrolment Plan	Focus on enrolment	Project Governance Team
ADMINISTRATION			
2	Incorporate Company		MUMA Corporate Administrator
2	Appoint Board	5 directors, MUMA single shareholder	MUMA CEO
3	Inaugural Board meet		New Company Board
3	Appoint Board officers		New Company Board
3	Appoint School Manager	Recruit and appoint	New Company Board
4	Confirm Strategy Plans	Update and sign off	New Company Board
4	Seek charitable status		MUMA Corporate Administrator
5	Agree Board work plan	Monthly meetings, school launch, stakeholders	New Company Board
6	Agree Business Plan	Update to reflect current status	New Company Board
7	Agree Operations Plan	Update to reflect Business Plan	New Company Board
8-70	Govern School	Deploy Plan	New Company Board
FACILITIES			
1	Review Facilities Brief	Update facilities brief	PL / School Manager / Board
2	Contract Architect	Confirm contract with Architect	PL / School Manager / Board
2	Negotiate Licence to Occupy	Meet with property representative	MUMA / School Manager / Board
5	Prepare & submit Resource Consent	Develop prior	PL / School Manager / Board
12	Seek quotes	3-4 builders	PL / School Manager / Board
15	Contract build	Sign-off on quote and contract	PL / School Manager / Board
16	Construct shells	Commence manufacture	Contractor
18	Siteworks	Prepare site	Contractor
22	Finish	Landscape and tidy	Contractor
26	Furnish	School furniture in	School Manager / Board
PERSONNEL			
10	Confirm Personnel Plan		School Manager
12	Confirm Policies and Procedures		School Manager
14	Recruit		School Manager
20	Appoint Teachers		School Manager
23	Develop Learning Resources		School Manager
27	Appoint Assistants		School Manager
31	Open School		School Manager

WEEK	ENROLLMENT	COMMENT	RESPONSIBLE
5	Develop Marketing Resources	Flyers, brochures, radio advert, website	PL / School Manager
7	Confirm marketing plan	Multiple channels	PL / School Manager
9	Radio awareness campaign	Community focused radio – Waatea 603am	PL / School Manager
14	Community Hui 1	Stakeholder engagement	PL / School Manager
15	Community engagement activities 1	Maintain contact with community – communicate via MUMA services	PL / School Manager
24	Community Hui 2	Follow-up stakeholder engagement	PL / School Manager
25	Community engagement activities 2	Maintain contact with community – communicate via MUMA services	PL / School Manager
30	Whanau Hui to assemble tamariki	Prepare for School Open day	PL / School Manager
31	Open School		PL / School Manager

Appendix 2 – Implementation Plan - opening of the school to the end of the first year

School Opening to End of 1st Year

Period Highlight: 31

 Plan

Actual

% Complete

Actual (beyond plan)

■ % Complete (beyond plan)

[illegible]

Appendix 3 – MUMA services

MUMA Services

Service	UMA	Description	Employment	Accommodation	Education and Training	Oranga	Skills for Life	Whanau & Community Support
Support Services to Single Maori Mothers	Manukau Urban Maori Authority	We are contracted by Te Puni Kokiri to provide support to Single Maori mothers to assist their progress with training and employment pathways	✓	✓	✓	✓	✓	✓
Police - Alternate Resolution	Manukau Urban Maori Authority	To receive referrals from the Police and navigate clientelle so as to manage conditions of Alternate Resolution and pathway offender to positive decisions			✓	✓	✓	✓
Family Violence Navigator	Manukau Urban Maori Authority	To identify Whānau who are exposed to family violence and provide appropriate support, and linkages to other support services.	✓	✓	✓	✓	✓	✓
Budgeting Services	Manukau Urban Maori Authority	Support whānau to develop budgets and provide education around financial literacy.					✓	✓
He Ara Tika Youth Mentoring Programme	Manukau Urban Maori Authority	Mentoring up to 200 Maori Secondary School Students to remain in the educational system and go on to tertiary study.	✓		✓		✓	✓
Kaitoko Whānau Programme	Manukau Urban Maori Authority	Support high needs Maori whānau requiring support and linking to appropriate education, employment and health services	✓	✓	✓	✓	✓	✓
Whanau Ora	Manukau Urban Maori Authority	This programme supports Whānau resilience, connectedness and well-being by engaging appropriate services, and multiple agencies support	✓	✓	✓	✓	✓	✓
Tikanga Maori	Manukau Urban	Providing tiaknga Maori programmes to Department of	✓	✓	✓	✓	✓	✓

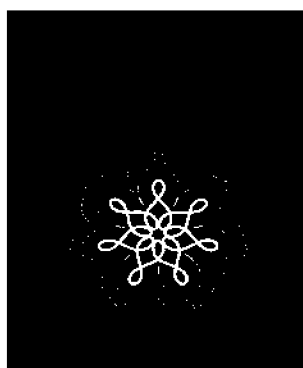
MUMA Services

Service	UMA	Description	Employment	Accommodation	Education and Training	Oranga	Skills for Life	Whanau & Community Support
Programmes	Maori Authority	Corrections community sentence offenders (male)						
Tane Ora Domestic Violence Programmes	Manukau Urban Maori Authority	Ministry of Justice accredited Agency for the delivery of Tane Ora – Domestic Violence programmes for respondents	✓	✓	✓	✓	✓	✓
Probation and Justice Services	Manukau Urban Maori Authority	Approved provider to accept referrals for people to complete their community hours. Also reintegrate prisoners back into the community upon their release.	✓	✓	✓	✓	✓	✓
Maori Wardens	Manukau Urban Maori Authority	Have a team of 30 registered Maori Wardens based at Nga Whare Waatea marae who provide a range of support services to the wider community				✓	✓	✓
Marae Services	Manukau Urban Maori Authority	Manage the entire operations and strategic direction of a Marae complex	✓					✓
Community Social Housing	Manukau Urban Maori Authority	In the process of becoming a pre-approved social housing provider	✓	✓				✓

***Appendix 4 - National Assessment of Literacy and Mathematics for the Federation of
NZ Steiner Schools***

For the Federation of New Zealand
Steiner Schools

**National Assessment of
Literacy and Mathematics
Classes 4, 5, 6 and 7**



December 2013

December 1, 2013

**NATIONAL COMBINED DATA
FOR ALL PARTICIPATING SCHOOLS:**

CHRISTCHURCH RUDOLF STEINER SCHOOL

DUNEDIN RUDOLF STEINER SCHOOL

MICHAEL PARK SCHOOL

RAPHAEL HOUSE RUDOLF STEINER SCHOOL

TAIKURA RUDOLF STEINER SCHOOL

TAURANGA RUDOLF STEINER SCHOOL

TE RA WALDORF SCHOOL

WAIKATO WALDORF SCHOOL

December 1, 2013

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December 1, 2013

INTRODUCTION

Results presented in this report have been compiled from testing carried out in Term 3, 2013, combined with previous results on literacy and mathematics collected in 2009, 2010, 2011 and 2012 in New Zealand Steiner Schools.

In November 2009 the Federation of New Zealand Steiner Schools (FRSNZ) agreed that testing would be carried out on students in Classes 4 and 7 (Years 5 and 8) in order to develop a national picture of standards in literacy and mathematics. In 2011 it was decided by the Federation (FRSNZ) at a national curriculum meeting that test results from Classes 5 and 6 (Years 6 and 7) would also be included. In 2012 and 2013 the decision was made to continue testing Classes 4 to 7 (Years 5 to 8) annually. This collaborative project was not designed to be a comprehensive assessment covering all aspects of literacy and mathematics. Literacy results have been obtained each year from the STAR Reading Test while mathematics results are from the PAT Mathematics Test.

Although e-asTTle Mathematics Tests were carried out and reported in 2009, due to unforeseen limitations (Report for the Federation of NZ Steiner Schools on Literacy and Mathematics Classes 4 to 7 (Years 5 to 8), November 2009, p.7) the decision was made in 2010 to move to PAT Mathematics as the preferred assessment and this was continued in 2011, 2012 and 2013.

In the interests of reliability, validity and relevance of data, all schools agreed to complete testing during weeks 8 and 9 of Term 3, 2013. Each school received specific instructions about which test and what testing protocols to use in order to ensure consistency and comparability of data. Schools were requested to continue their registration with the New Zealand Council for Educational Research (NZCER) for collation and marking of tests.

This report presents the combined Steiner Schools' results for the STAR Reading Tests and the PAT Mathematics Tests for Classes 4 to 7 (Years 5 to 8) for 2013. These were compared with the standardised curve using stanine norms issued by the NZCER and where possible, compared with the results of 2009, 2010, 2011 and 2012. Schools have also received reports containing their results for Classes 4 to 7 (Years 5 to 8) in comparison with previous years' results, all Steiner Schools' results and the national norm.

December 1, 2013

PARAMETERS

STAR Reading Test

The STAR Reading Test (2nd Edition) is a nationally normed test aiming to assess aspects of literacy in New Zealand schools. The test measures levels of word recognition, sentence comprehension, paragraph comprehension and vocabulary range. Tests for Years 7-9 have two additional subtests of questions measuring the language of advertising and the reading of different text types. The STAR Reading Test chosen for each class was recommended in the Teacher Manual as appropriate for the year level of students:

- Test 5-6B for Class 4 (Year 5)
- Test 5-6C for Class 5 (Year 6)
- Test 7-8B for Class 6 (Year 7)
- Test 7-8C for Class 7 (Year 8)

NZCER advised that results of tests carried out in Term 3 could be referenced to the 2013 year level of each class but because the norming of NZCER tests is always done in Term 1, the results would be biased. It has been decided, in order to increase validity of the results, to reference them to the 2014 year level as was done in 2012. A comparison of the STAR Reading Test results referenced to the current year level, (Term 1) compared with results referenced to the 2014 year level, (Term 4), is provided in Appendix 1.

PAT Mathematics

The PAT Mathematics Test (2nd Edition) is a series of standardised tests developed specifically for use in New Zealand schools. The test is designed primarily to assist classroom teachers in determining the level of achievement in the knowledge, skills and understandings of mathematics as described by the New Zealand Curriculum. The level of test chosen for each class was in accordance with recommended year levels in the Teacher Manual, 2nd Edition :

- Test 2 for Class 4 (Year 5)
- Test 3 for Class 5 (Year 6)
- Test 4 for Class 6 (Year 7)
- Test 6A for Class 7 (Year 8)

It has been decided, as with the results of the STAR Reading Test, to reference to the 2014 year level of each class. Reasons for this decision are outlined above. A comparison of the PAT Mathematics Test results referenced to the current year (Term 1) compared with results referenced to the next year (Term 4) is provided in Appendix 1.

Levels of Achievement

The compiled data have been grouped together in the following categories:

Category	Stanines ¹	Expected % in a normal distribution curve
Outstanding	9	4%
Above Average	7 and 8	19%
Average	4, 5 and 6	54%
Below Average	2 and 3	19%
Low	1	4%

Scaled Score Results

Included in this report is information on scaled scores. The use of scaled score data is particularly relevant for teachers in the classroom as they provide more detailed information on a student's achievement in a particular test than the stanine score. For the purposes of this report however, stanine scores will also continue to be used as they are useful in showing overall group comparisons and the longitudinal data from previous years¹.

In accordance with the decision to reference stanine scores to the next year level (ie 2014): mean scaled score results for PAT Mathematics and the STAR Reading Test³ were calculated for Classes 4 to 7 (Years 5 to 8) for all schools combined and presented in graphs and tables with a comparison to the 2012 results and the New Zealand scaled score mean.

The mean scaled score for each year level of the STAR Reading Test was derived from:

- Class 4 scaled score from the score conversion table STAR Test 5–6B, referenced to Year 6
- Class 5 scaled score from the score conversion table STAR Test 5-6C, referenced to Year 7
- Class 6 scaled score from the score conversion table STAR Test 7-8B, referenced to Year 8
- Class 7 scaled score from the score conversion table STAR Test 7-8C, referenced to Year 9

¹ For an explanation of Stanines, and the conversion process from raw data, refer to Warwick Elley et al, *STAR Reading Test: Teacher Manual*, 2nd Ed. (NZCER: Wellington 2011), pp.16-17.

December 1, 2013

The mean scaled score for each year level of the PAT Mathematics Test⁴ was referenced as:

- Class 4 referenced to year 6
- Class 5 referenced to year 7
- Class 6 referenced to year 8
- Class 7 referenced to year 9

A comparison of the combined Steiner Schools mean scale score results for 2013 for both the STAR Reading Test and the PAT Mathematics Test referenced to the current year level (Term 1) and the next year level (Term 4) is provided in Appendix 1.

²For an explanation of understanding patm units, and scale scores, refer to Charles Darr et al, *PAT: Mathematics: Teacher Manual, 2nd Ed. Revised* (NZCER: Wellington 2011), pp.12-13.

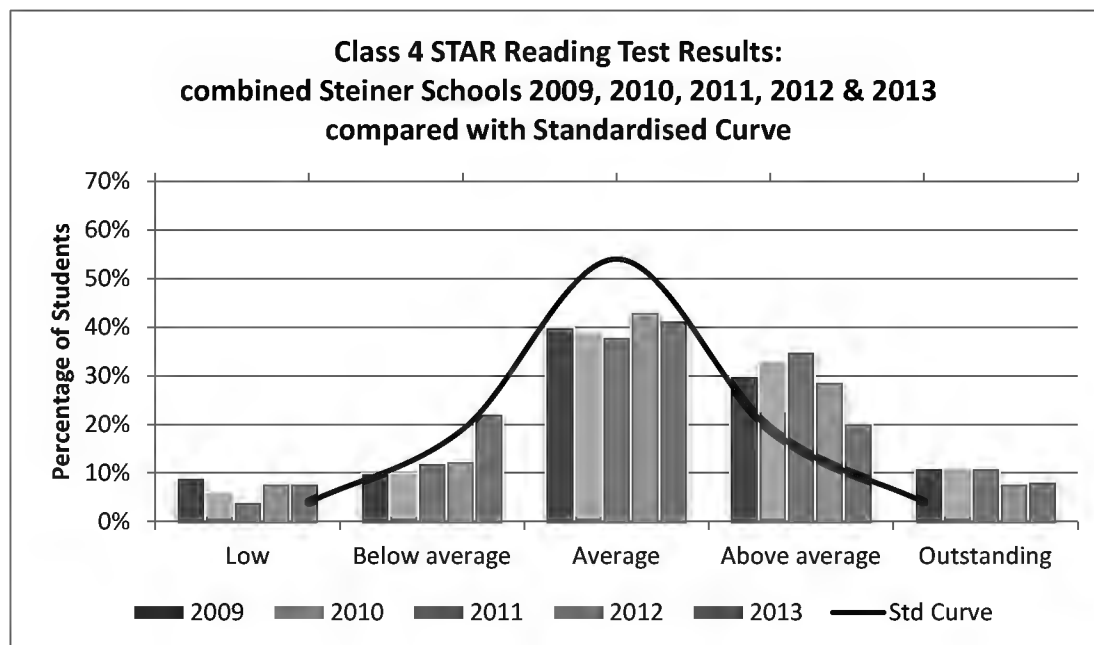
³ Warwick Elley et al, *STAR Reading Test: Teacher Manual, 2nd Ed.* (NZCER: Wellington 2011), pp.50, 52, 56, 58

⁴Charles Darr et al, *PAT: Mathematics: Teacher Manual, 2nd Ed. Revised* (NZCER: Wellington 2011), Table 8,p.30

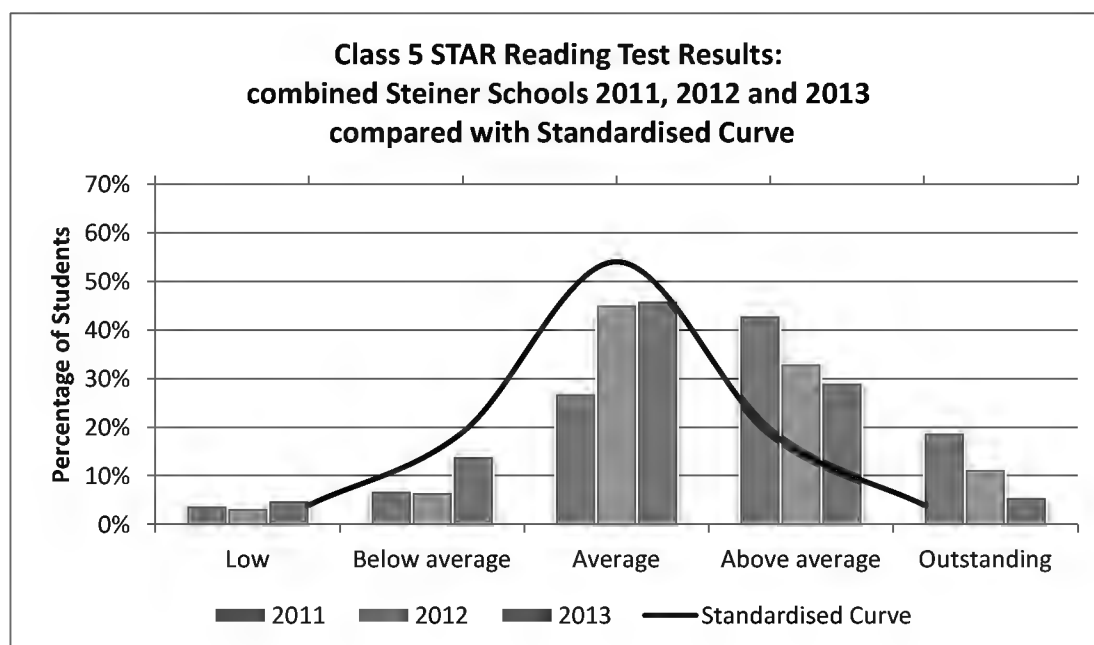
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LITERACY RESULTS (STAR READING TEST)

Graph R1: Class 4 (Year 5)

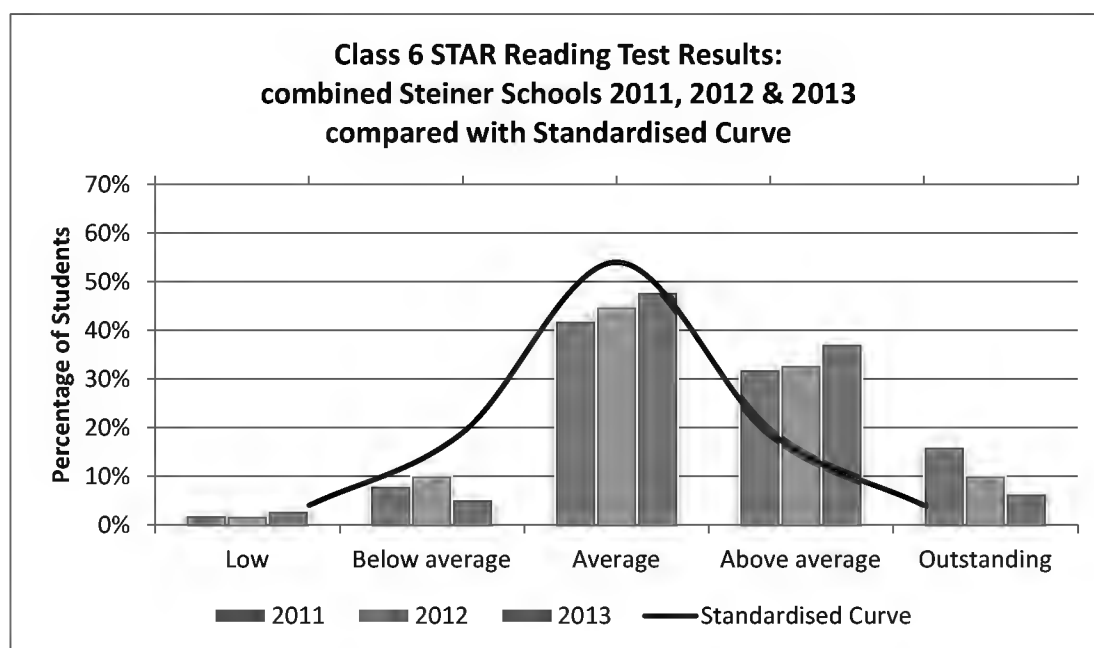


Graph R2: Class 5 (Year 6)

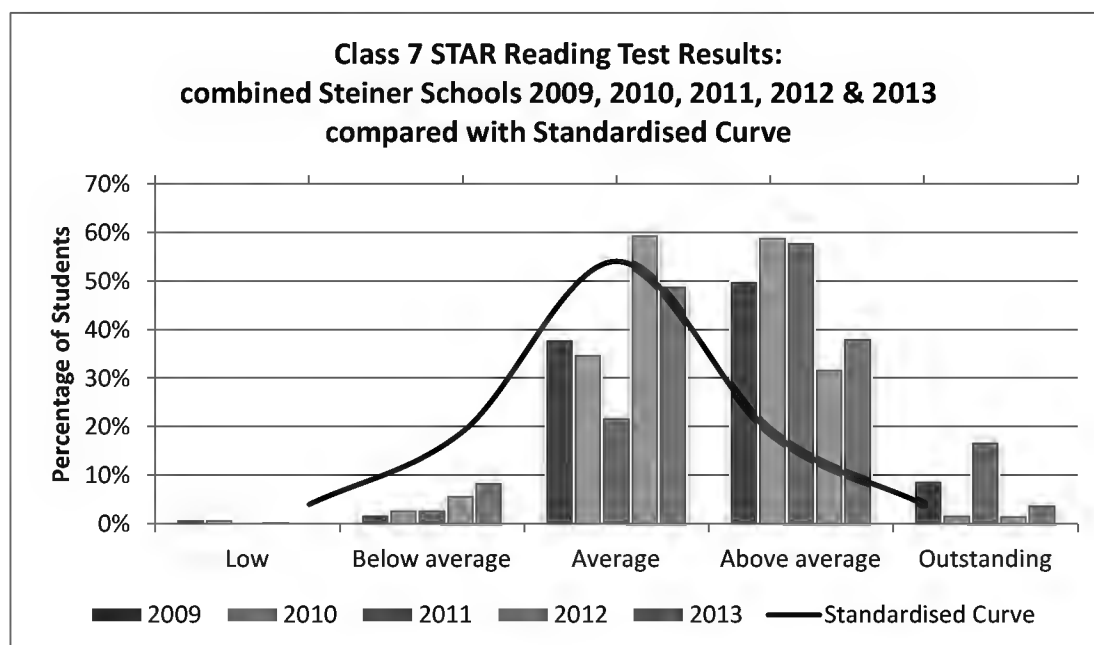


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Graph R3: Class 6 (Year 7)



Graph R4: Class 7 (Year 8)



December 1, 2013

Table R1: STAR Reading Test Results

Category	Std Curve	All Schools Class 4 2013	All Schools Class 5 2013	All Schools Class 6 2013	All Schools Class 7 2013
Outstanding	4%	8%	6%	7%	4%
Above average	19%	20%	29%	37%	38%
Average	54%	42%	46%	48%	49%
Below average	19%	22%	14%	5%	9%
Low	4%	8%	5%	3%	0%

The following numbers of students did not sit the STAR Reading Test in 2013:
Class 4: 9, Class 5: 3, Class 6: 6, Class 7: 9. No reasons were given for these students not sitting the test.

Table R2: STAR Reading Test Results for 2009, 2010, 2011, 2012 and 2013

		Class 4					Class 5			Class 6			Class 7				
	Std curve	2009	2010	2011	2012	2013	2011	2012	2013	2011	2012	2013	2009	2010	2011	2012	2013
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Above- stanines 7,8,9	23	41	44	46	37	28	62	44	35	48	43	44	59	61	75	34	42
Below- stanines 1,2,3	23	19	16	16	20	30	11	10	19	10	12	8	3	4	3	7	9

December 1, 2013

Graph R5: Scale Score Means for Classes 4 to 7

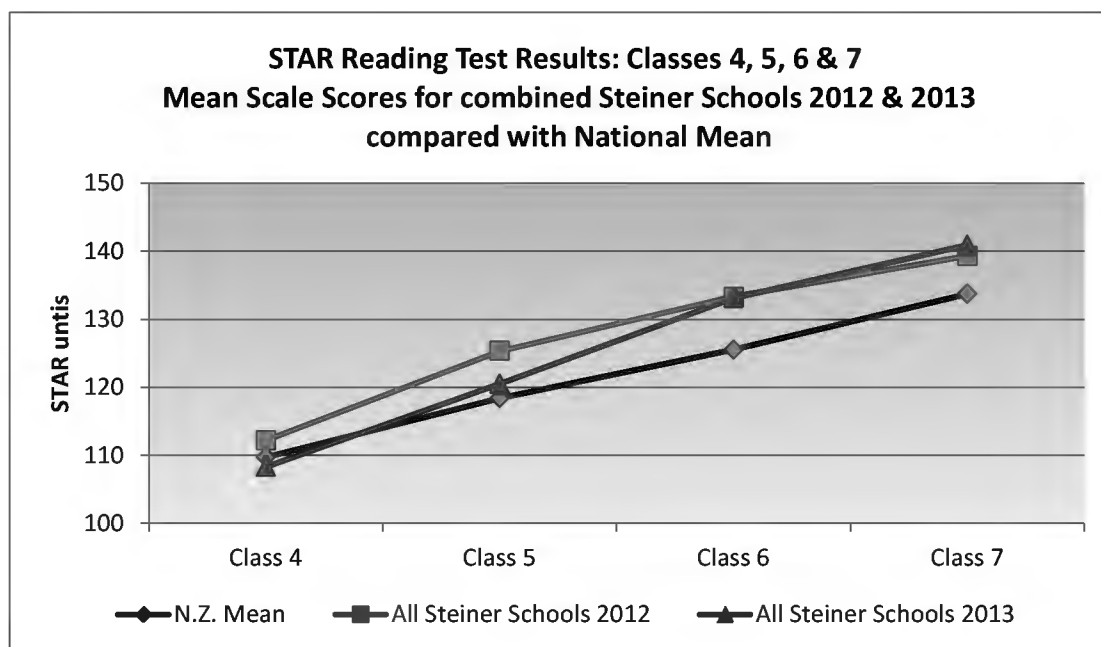


TABLE R3: STAR Reading Test: Mean Scale Scores including errors, 2013

	Class 4	Error	Class 5	Error	Class 6	Error	Class 7	Error
Mean Star Scale Scores: Steiner Schools	108.3	No diff	120.5	No diff	133.1	Diff	140.9	Diff
Number of Students	193		178		169		149	
Mean Star Scaled Score: National Mean	109.7	+/- 3.6	118.4	+/- 3.4	125.5	+/- 2.6	133.7	+/- 2.6

TABLE R4: STAR Reading Test: Scale Score Mean Results 2013 showing change

	Class 4	Change	Class 5	Change	Class 6	Change	Class 7
Mean Star Scale Scores: Steiner Schools	108.3	12.2	120.5	12.6	133.1	7.8	140.9
Number of Students	193		178		169		149
Mean Star Scaled Score: National Mean	109.7	8.7	118.4	7.1	125.5	8.2	133.7

Analysis of Literacy Results

Graphs R1 to R4 and Tables R1 and R2 indicate that:

- In every year of the survey, the percentage of students in Classes 4, 5 6 and 7 (Years 5 to 8) in the combined categories of above average and outstanding (stanines 7, 8 and 9) exceeded the norm.
- The percentage of students in Classes 4, 5, 6 and 7 (Years 5 to 8) in the combined categories of below average and low (stanines 1, 2 and 3), was lower than the norm in all years surveyed except for Class 4 in 2013.
- In 2013, the percentage of students in Class 4 (Year 5) with below average and low results was 30% in contrast with the Class 7 (Year 8) percentage of 9% of the students (compared with the norm of 23%.)
- In all classes the 2012 and 2013 results are slightly lower than those of previous years, particularly those of 2011. However, in all years of the survey, the trends described above, have continued. In 2013:
 - Class 4: 70% of students produced average or better results in the STAR Reading Test.
 - Class 5: 81% of students showed average or better results
 - Class 6: 92% of students with average or higher results
 - Class 7: 91% of students produced average or higher results
- Graph R5 and Tables R3 and R4 show that there was no significant difference between the combined Steiner Schools' mean scale score results and the New Zealand scaled score means in 2013 for Classes 4 and 5 (Years 5 and 6). However, the combined Steiner Schools' mean scale score results for Classes 6 and 7 (Years 7 and 8) were significantly higher than the national scale score means.
- The change in mean scale scores between Classes 4 and 5 (Years 5 and 6) and between Classes 5 and 6 (Years 6 and 7) in the Steiner Schools' results exceeds that of the national mean but between Classes 7 and 8 (Years 8 and 9) the level of change between the Steiner Schools and the national mean is similar.

December 1, 2013

Discussion

Results from 2009 to 2013 are consistent in showing that there is a notable reduction in the proportion of students with below average results between Class 4 (Year 5) and Class 7 (Year 8). While in Class 4 (Year 5) the proportion of students with below average results are slightly lower than, or similar to those of the national norm, by Classes 6 and 7 (Years 7 and 8) there are significantly higher proportions of students with above average results than the national norm. Results suggest that literacy levels from the STAR Reading Test in Steiner schools are, in general, above the New Zealand average with higher proportions of students producing above average results than the expected norm in all year levels.

There is an increase in the rate of achievement in reading between Classes 4 and 6 (Years 5 and 7) with the change in mean scale score levels greater than the change in the National means. However, from Class 6 to Class 7 (Year 7 to 8) the change in mean scale scores between the two years is similar to that of the national mean.

Results appear to align with the findings of Suggate (2009) who describes a “Luke Effect” in the development of reading and questions where the benefits of early reading instruction may be overestimated.

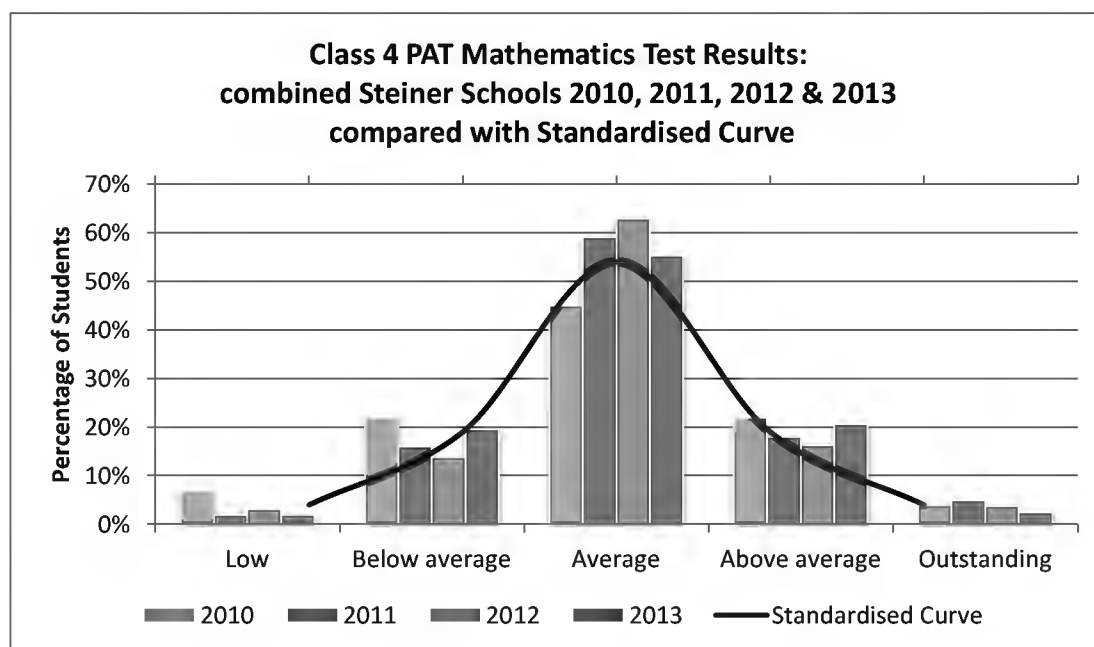
The 2013 results for the New Zealand Steiner Schools show generally the same trends as previous years. However, the proportion of students in achievement bands is most similar between 2012 and 2013 with lower proportions in all classes in the above average category and higher proportions in the average category than in the years prior to these. This appears to be due to referencing the results in 2012 and 2013 to the next year level rather than using the current year level as was the case with the results of the years prior to 2012.

In summary, while Steiner Schools choose a less pressured approach to the acquiring of reading in the early years, in all years covered in this survey, ie Years 5 to 8, there is a higher proportion of students reading at levels above average than the New Zealand expected norm shows. By Years 7 and 8 the mean scale scores indicate that this difference is significant. Between Years 5 and 8 also, there is a notable decrease in the proportion of students reading at below average levels such that, by Year 8 the proportion is 9% compared with the expected national proportion of 23%. It must be remembered that these results have been referenced to the next year level and that testing was carried out in Term 3, about six months before the students are in that year level.

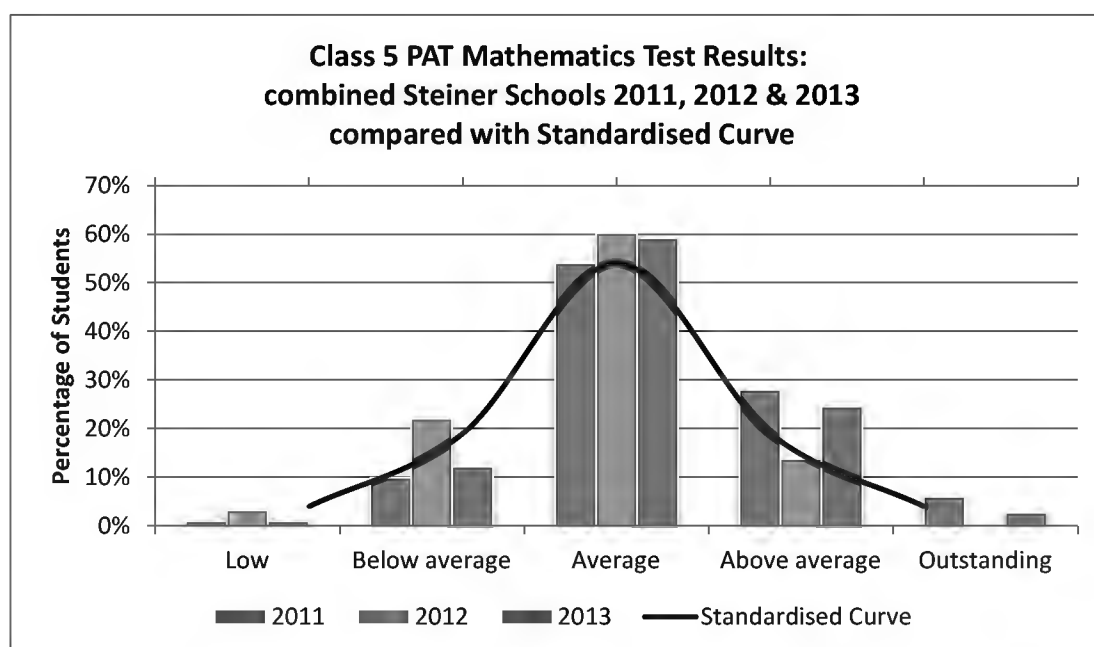
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MATHEMATICS RESULTS

Graph M1: PAT Mathematics Test 2, Class 4

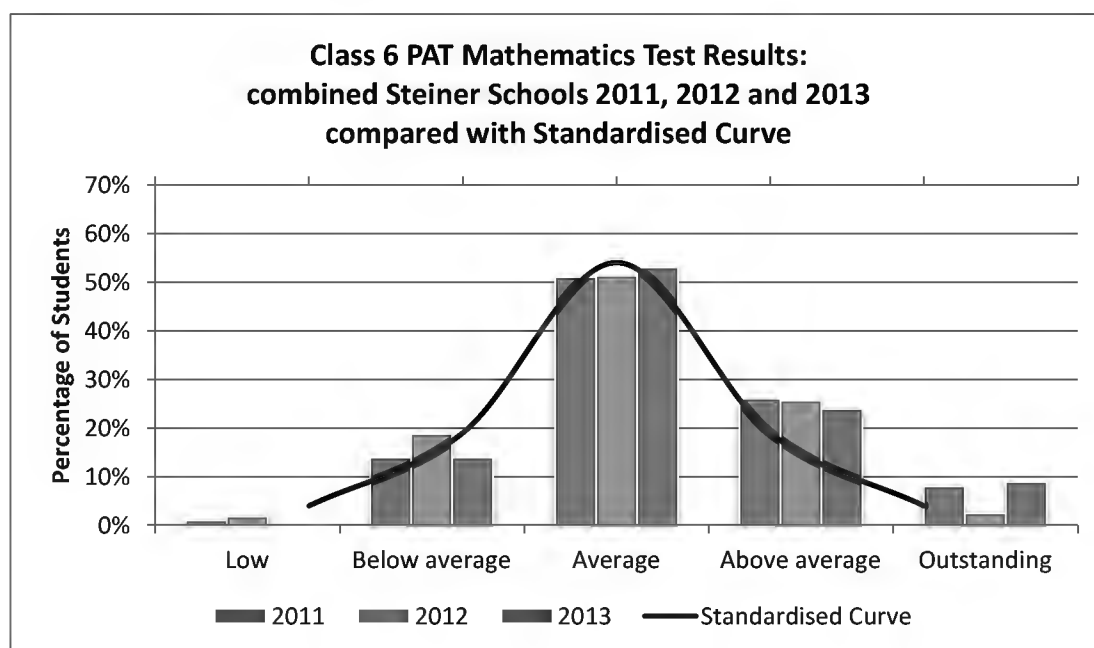


Graph M2: PAT Mathematics Test 3, Class 5

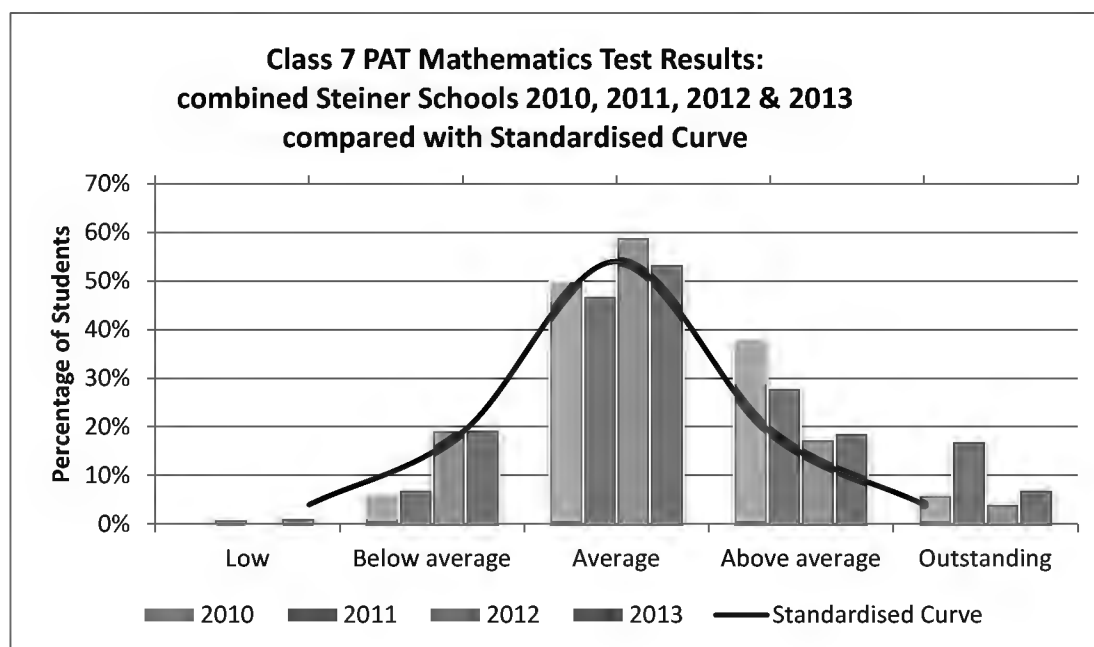


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Graph M3: PAT Mathematics Test 4, Class 6



Graph M4: PAT Mathematics Test 6A, Class 7



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Table M1: PAT Mathematics Results for 2013

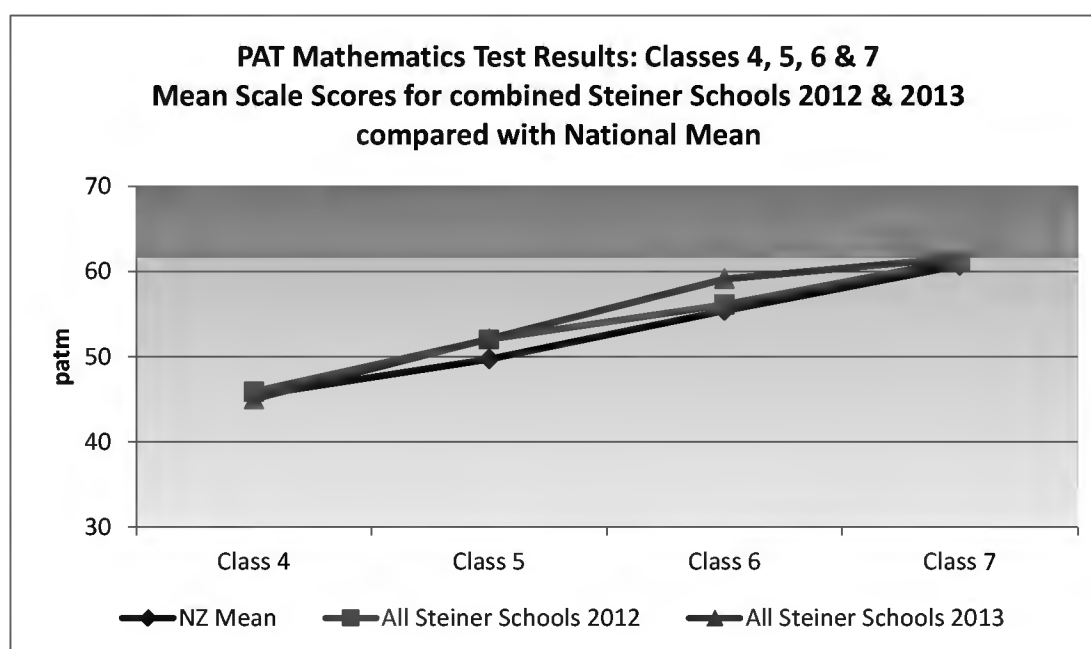
Categories	Standardised Curve	All schools Class 4, 2013	All schools Class 5, 2013	All schools Class 6, 2013	All schools Class 7, 2013
Outstanding	4%	3%	3%	9%	7%
Above average	19%	21%	25%	24%	19%
Average	54%	54%	59%	53%	54%
Below average	19%	20%	12%	14%	19%
Low	4%	2%	1%	0%	1%

The following numbers of students did not sit the PAT Maths test in 2013:
 Class 4: 4 Class 5: 3 Class 6: 3 Class 7: 3. No reasons were given for these students not sitting the test.

Table M2: PAT Mathematics Results for 2010, 2011, 2012 and 2013

Categories	Std curve	All schools Class 4				All schools Class 5			All schools Class 6			All schools Class 7			
		2010	2011	2012	2013	2011	2012	2013	2011	2012	2013	2010	2011	2012	2013
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Above-stanines 7,8,9	23	26	23	20	24	34	15	28	34	29	33	44	45	21	26
Below-stanines 1,2,3	23	29	18	17	22	11	25	13	15	21	14	6	8	19	20

Graph M5: PAT Mathematics Mean Scaled Scores



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TABLE M3: PAT Mathematics Test: Mean Scale Scores including errors, 2013

	Class 4	Error	Class 5	Error	Class 6	Error	Class 7	Error
Mean Patm Scale Scores: Steiner Schools	45.0	No diff	52.1	No diff	59.1	Diff	61.6	No diff
Number of Students	199		179		172		155	
Mean Patm Scale Scores: National Mean	45.4	+/- 3.8	49.7	+/- 3.4	55.4	+/- 3.3	60.5	+/- 3.4

Table M4: PAT Mathematics Test: Scale Score Mean Results 2013 showing change

	Class 4	Change	Class 5	Change	Class 6	Change	Class 7
Mean Patm Scale Scores: Steiner Schools – 2013 change	45.0	7.1	52.1	7.0	59.1	2.5	61.6
Mean Patm Scale Scores: Steiner Schools – 2012 change	45.9	6.1	52.0	4.1	56.1	5.2	61.3
Mean Patm Scale Scores: National Mean	45.4	4.3	49.7	5.7	55.4	5.1	60.5

Analysis of Mathematics Results

Graphs M1 to M4 and Tables M1 and M2 indicate that:

- Mathematics results for the Steiner Schools from 2010, 2011, 2012 and 2013 do not show such a clear trend as the literacy results.
- The results for 2013 were better than those for 2012 in all classes except Class 4 where there was an increase in the proportion of students with below average results. However, in this class there was an increase in the proportion of students with above average results compared with the results for 2012.
- Results for the combined Steiner schools show that the proportion of students with above average results was higher than the New Zealand norm (Class 4: 24%, Class 5: 28%, Class 6: 33%, Class 7: 26%, NZ norm: 23%). The difference was most marked in Classes 5 and 6 (Years 6 and 7).
- The proportion of students with below average results was lower than the New Zealand norm (Class 4: 22%, Class 5: 13%, Class 6: 14%, Class 7: 20%, NZ norm: 23%). The difference was most marked in Classes 5 and 6 (Years 7 and 8).

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From Graph M5 and Tables M3 and M4 it can be seen that:

- There was very little difference between the mean scaled score results in mathematics of the combined Steiner Schools and the New Zealand mean although the Steiner School means were slightly higher than the national mean, especially with the Class 5 (Year 6) results.
- There was no significant difference between the mean scale score results for the combined Steiner Schools and the national mean except in Class 6 (Year 7).
- Between Classes 4 and 5 (Years 5 and 6) and between Classes 5 and 6 (Years 6 and 7) there was a greater increase in the mean scale scores in the combined Steiner Schools' results compared with the New Zealand mean results (Between Classes 4 and 5: increase of 7.1 patm units compared with 4.3 nationally. Between Classes 5 and 6: increase of 7.0 patm units compared with 5.7 nationally).
- Between Classes 6 and 7 (Years 7 and 8) there was a lower increase in the mean scale score of 2.5 patm units compared with the national increase in mean scale scores of 5.1 units.
- Results in 2013 differed from those of 2012 in that between Classes 4 and 6 (Years 5 and 7) there was an increase in the mean scale scores of 14.1 patm units in 2013 compared with an increase of 10.2 units in 2012. (NZ mean increase over these years is 10.0.) (Table M4).
- Between Classes 6 and 7 (Years 7 and 8) there was a much lower increase in the mean scale scores of 2.5 units in 2013 compared with 5.2 units in 2012 (NZ mean increase: 5.1). The mean scale score of students in the Steiner Schools' results in Class 6 (Year 7) was significantly higher than the New Zealand mean and also than the mean of the 2012 results for the combined Steiner Schools. (Class 6 mean 2013: 59.1 patm units, Class 6 mean 2012: 56.1 patm units, NZ mean: 55.4 patm units).

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Discussion

The combined Steiner Schools' PAT Mathematics results in 2013 were slightly improved over the 2012 results. However, they were not as positive as those produced in 2010 or 2011 or as those of the STAR Reading Tests. The Mathematics results were closer to the New Zealand norm in 2012 and 2013 than in 2010 or 2011 which may be a reflection of the change in the referencing year.

It was noted in the 2012 report that the greatest change in the patm mean scaled scores of students from 2011 to 2012 was between Class 4 and Class 5 (Year 5 and Year 6). A factor in this may be the consolidation of the knowledge of fractions and decimals that occurs at this time in the Steiner curriculum. However, in 2013 the greatest change in the patm mean scale score was a similar increase of 7.1 and 7.0 between Classes 4 and 5 (Years 5 and 6) and between Classes 5 and 6 (Years 6 and 7) while there was a low increase of 2.5 units between Classes 6 and 7 (Years 7 and 8). However, the mean scale score of Class 6 was significantly above that of the national mean.

In 2013 in all classes the combined Steiner Schools' results in the PAT Mathematics tests showed higher proportions of students with above average results than in 2012. Also, Classes 5 and 6 (Years 6 and 7) had lower proportions of students with below average results than in 2012. In all classes the proportion of students with above average results exceeded that of the national norm while the proportion of students with below average results was below that of the expected norm.

It must be remembered also that these results have been referenced against the next year level when testing was carried out in Term 3, approximately six months before the students were in that year level.

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SUMMARY

LIMITATIONS

Care needs to be taken with the interpretation of the results shown in the graphs and tables. National norms for PAT tests are based on samples greater than a thousand students, whereas the sample of Steiner school students is comparatively small (between 149 and 199 students in the tests).

Furthermore, care must be taken when drawing conclusions about the literacy and mathematics levels in Steiner Schools on the basis of these test results since the results consist of one standardised literacy test and one mathematics test. It is important too, that scores for individual students should not be over-interpreted on the basis of one assessment. Evidence about how children are achieving needs to be gathered from multiple sources.

CONCLUSIONS

The results of the testing in 2013 confirm some of the statements made in the conclusion of the report in 2012 but there are differences. In the 2012 report it was noted that: 'in mathematics, there were higher proportions of students in Class 4 in the average and below average categories than in literacy. Furthermore, in contrast to the results of 2011 when, by Class 7, a similar pattern was evident in the mathematics results and literacy results, where the tail of low achievement decreased substantially, in 2012 this pattern was not evident.'

In 2013 results show that in Class 4 while there were slightly higher proportions of students in the average and below average categories in mathematics than in literacy, the difference was not as evident as in the 2012 results. In 2013 there was

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an increase from 20% to 30% of students with below average results in the STAR Reading Test compared with 20% in 2012.

There was a substantial decline in the proportion of students with below average results in both literacy and mathematics in Classes 5 and 6 in 2013 but only in literacy in Class 7. These results are similar to those of 2012 where tail of 19% of students with below average results in the PAT Mathematics Test was evident in Class 7 and 20% in 2013. Students in Class 7 may be experiencing difficulty in understanding proportional thinking in mathematics.

Similar to the results of 2012, the proportion of students achieving above average results is higher than the national norm in both literacy and mathematics but the literacy results are notably higher than the mathematics results.

It is interesting to note that the unhurried approach to teaching reading in Steiner Schools correlates with a higher result in comparison to national norms than the mathematics. Since both the STAR Reading Test and the PAT Mathematics Test were referenced to the next year level, the difference between the literacy and mathematics results cannot be entirely attributable to this.

RECOMMENDATIONS

Following the recommendations made in the report in 2010 to utilise the services of NZCER, schools registered with this organisation in 2011 and results from the testing were collated by them in 2012 and 2013. It is recommended that this be continued in future.

To ensure consistency and validity of test results, information was distributed from the Federation of New Zealand Steiner Schools (FRSNZ) regarding the selection of tests to be used, and the timing and the conditions for testing. This also needs to continue and emphasis put on ensuring that schools understand and follow the guidelines.

With the continuation of including data from Classes 5 and 6 (Years 6 and 7), together with that from Classes 4 and 7 (Years 5 and 8) and the inclusion of scaled score information, a more complete picture is being built up and over time this should make it possible to start identifying patterns and trends longitudinally more clearly. Despite early positive indications, further data is needed in order to make any definitive conclusions about the effects of the Steiner/Waldorf approach to

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reading on student achievement. It is not possible to make any conclusive statements about mathematics yet as no clear pattern has emerged.

Since the introduction of the Federation (FRSNZ) Learning Steps into the Steiner Schools in 2012 and emphasis has been put through 2013 on the use of these, more complete evidence is being gathered around student achievement in literacy and mathematics. Data from the STAR Reading Test and the PAT Mathematics Test contribute towards this.

It needs to be noted that the changes in the mean scale scores between classes outlined in the results of the STAR Reading Test and the PAT Mathematics Test do not compare the same cohort of students. It would be useful to analyse the changes in consecutive years in mean scale scores with the same cohort of students so that longitudinal value-added information could be obtained.

Continued discussion will take place at the Federation (FRSNZ) national curriculum meeting in 2014 around the choice of Literacy test and the timing of testing to ensure that the most accurate and useful information can be obtained. Comparison may be made between results of the STAR Reading Test and the PAT Reading Comprehension Test when testing is carried out in the schools.

BIBLIOGRAPHY

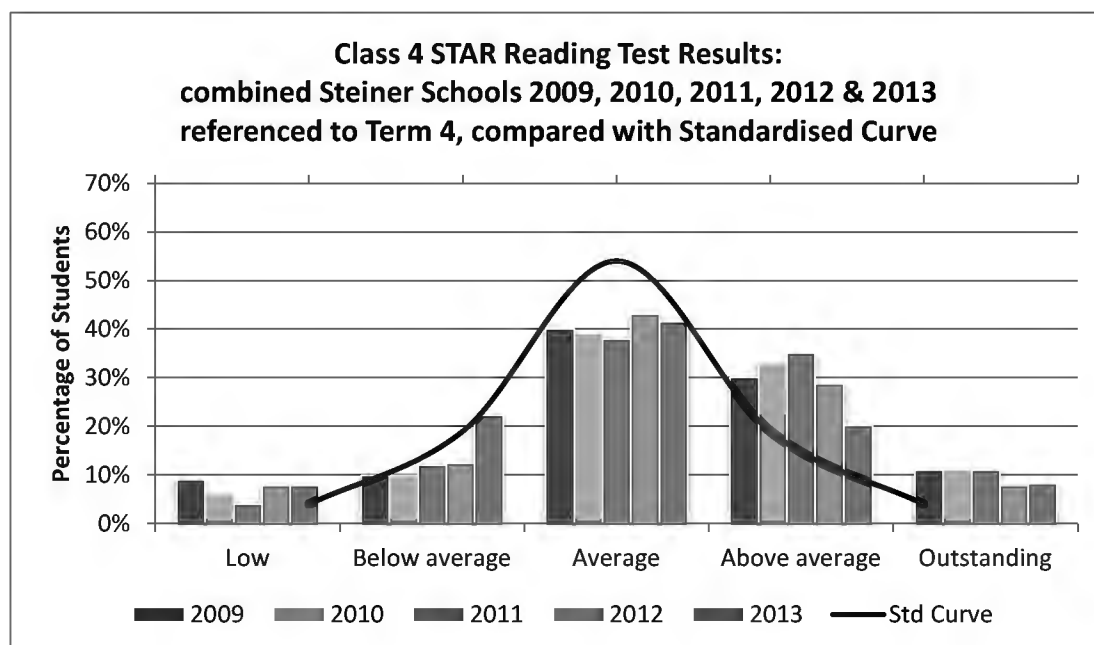
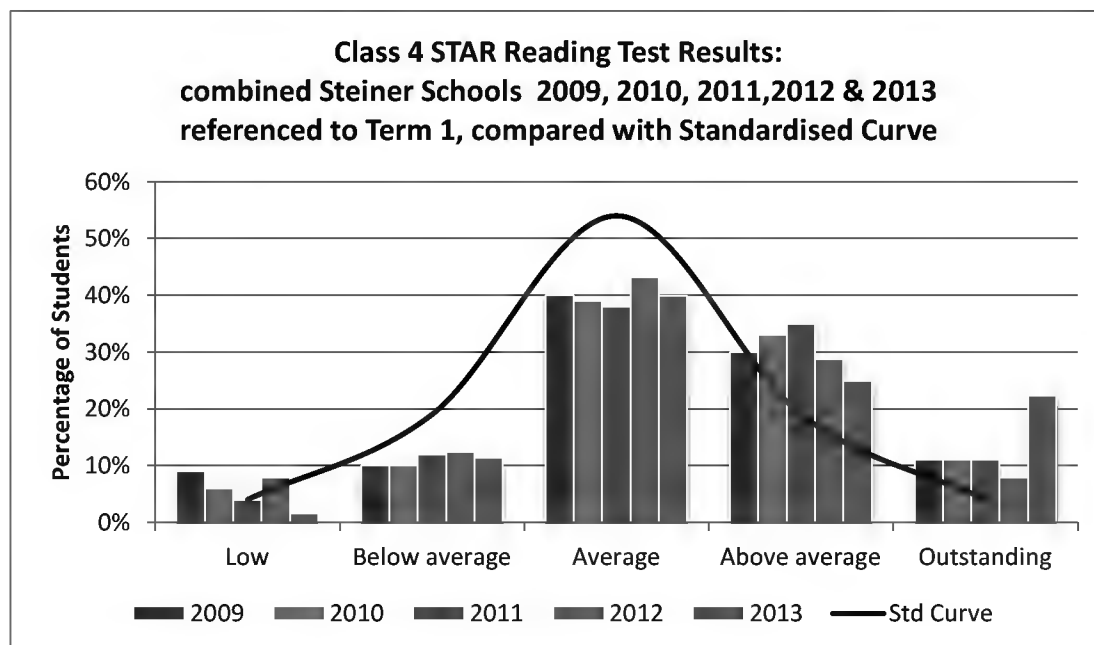
1. Darr, C. et al. (2007). Progressive Achievement Test: Mathematics Teacher Manual, 2nd Edition revised, p.31. NZCER Press.
2. Ellery, W. et al. (2011). STAR Reading Test, Teachers Manual. 2nd Edition. NZCER Press.
3. Suggate, S. (2009). Why National Assessment Must Allow for the Special Character of Schools.
4. Suggate, S. (2009). Luke Effects in the Development of Reading and Why Earlier may not Equal Better. University of Otago Press.

This report was prepared by Jenny Wigley for the Federation of Steiner Schools, New Zealand.

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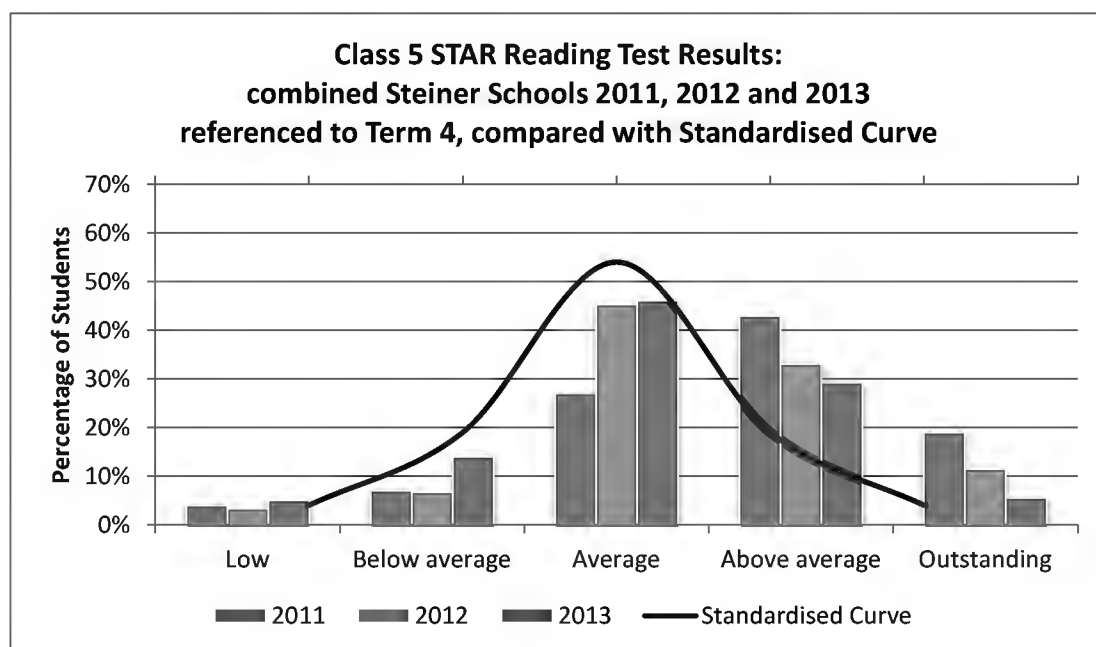
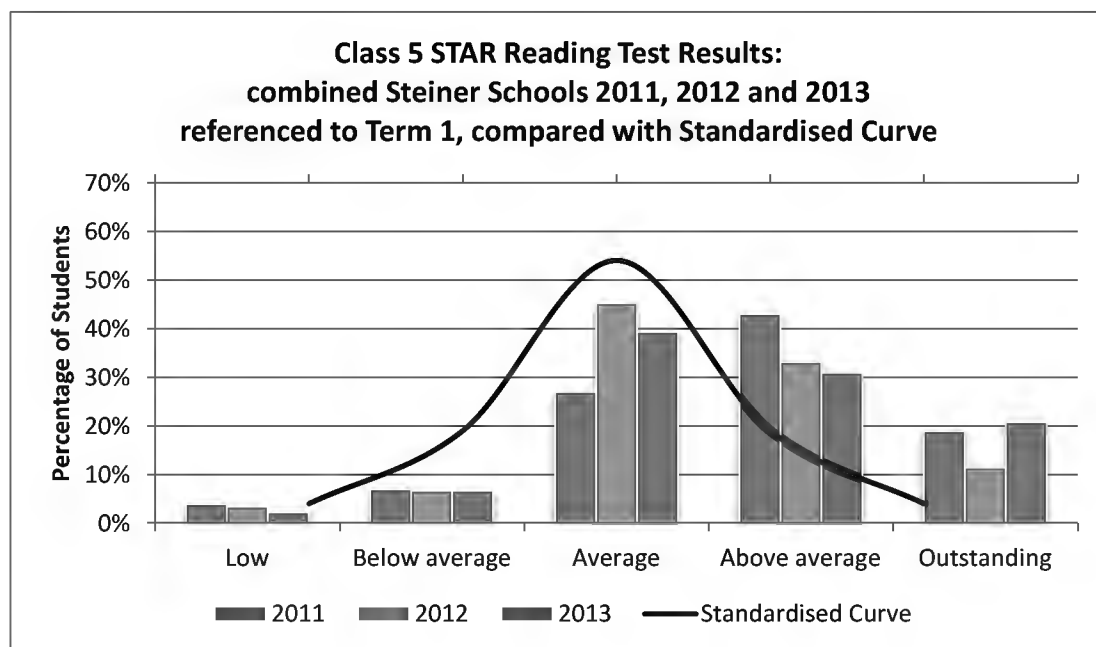
APPENDIX 1

Comparison of Reference Years Class 4 STAR reading Test results



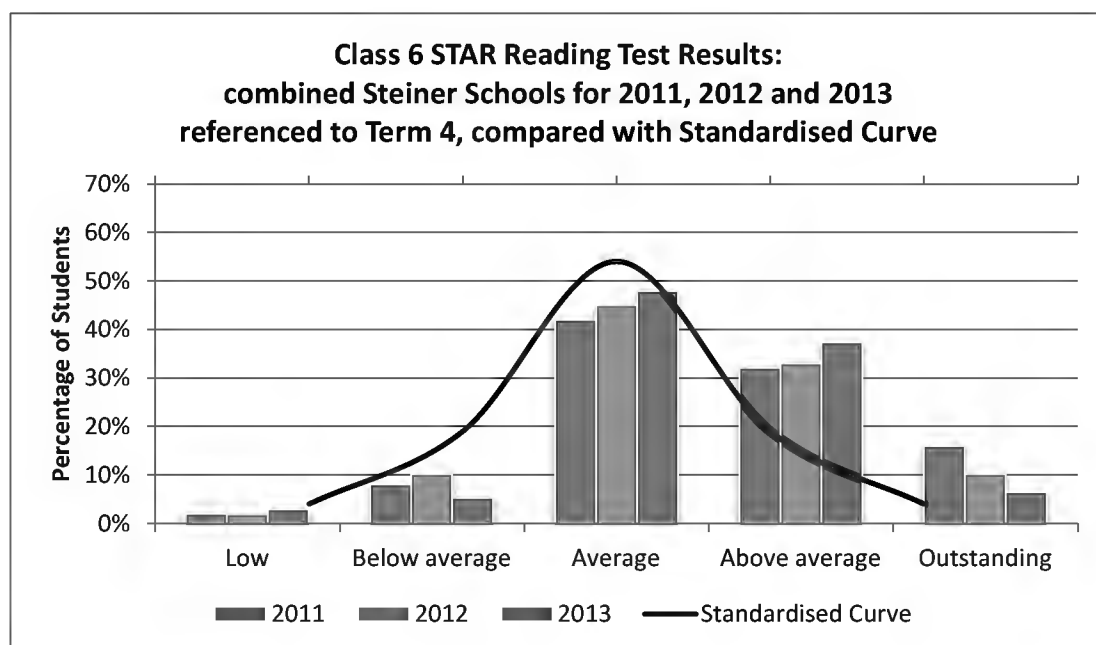
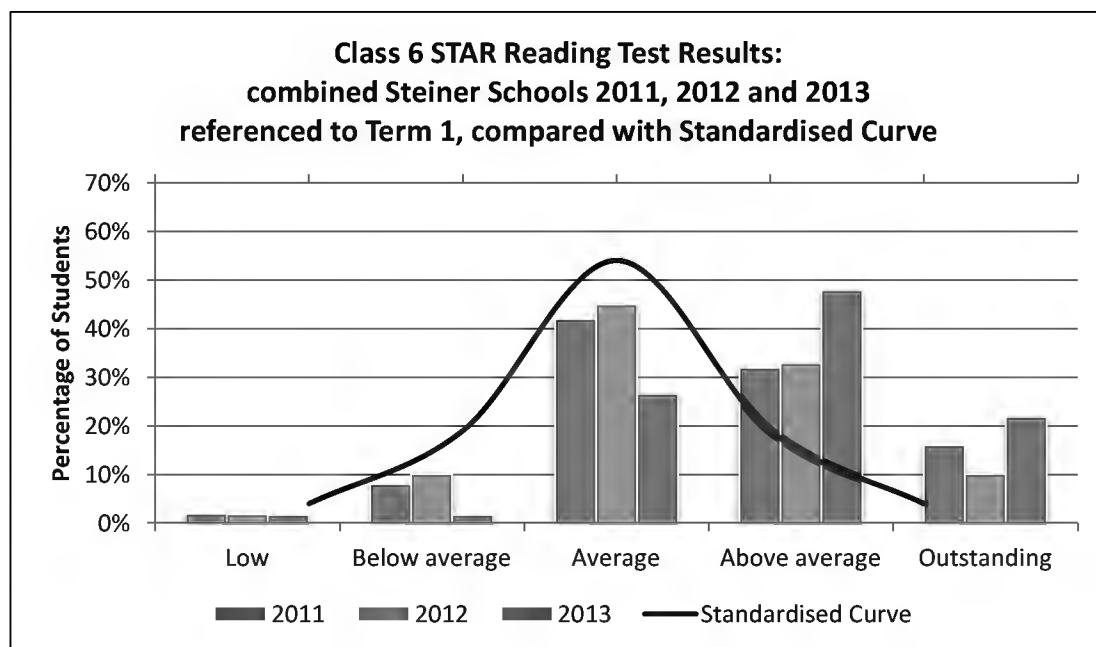
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Class 5 STAR Reading Test Results



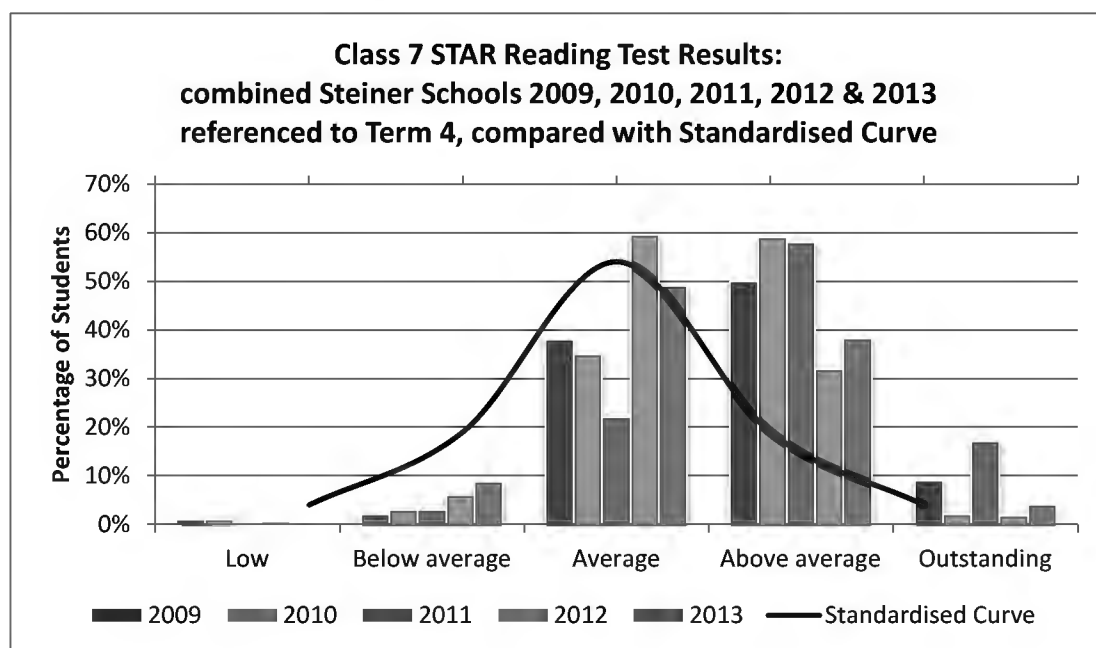
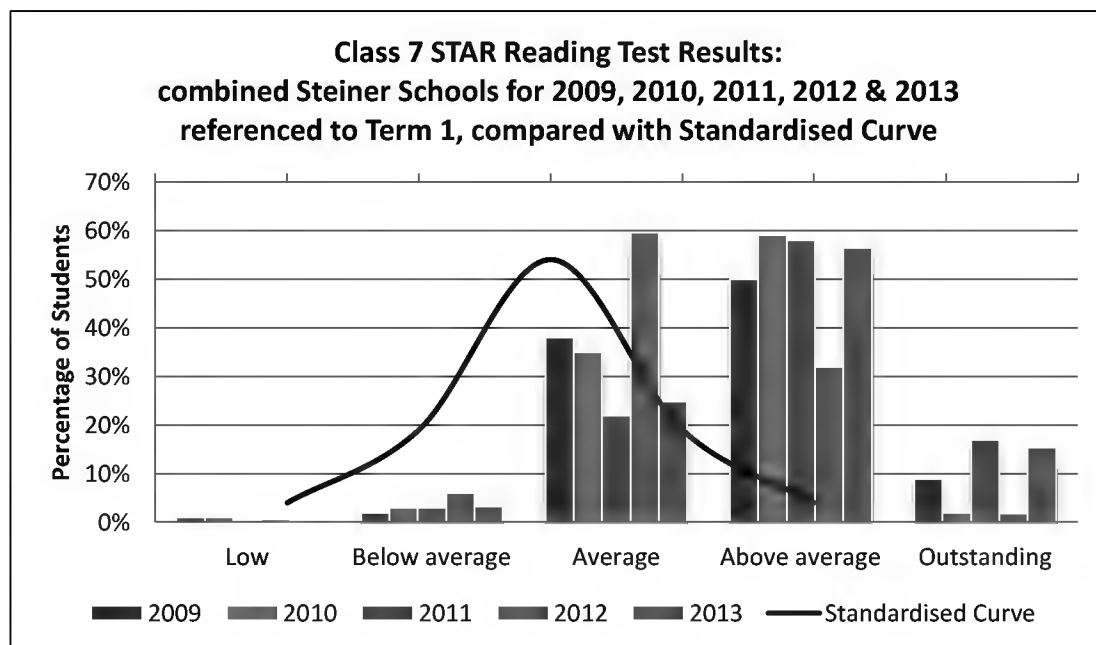
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Class 6 STAR Reading Test Results



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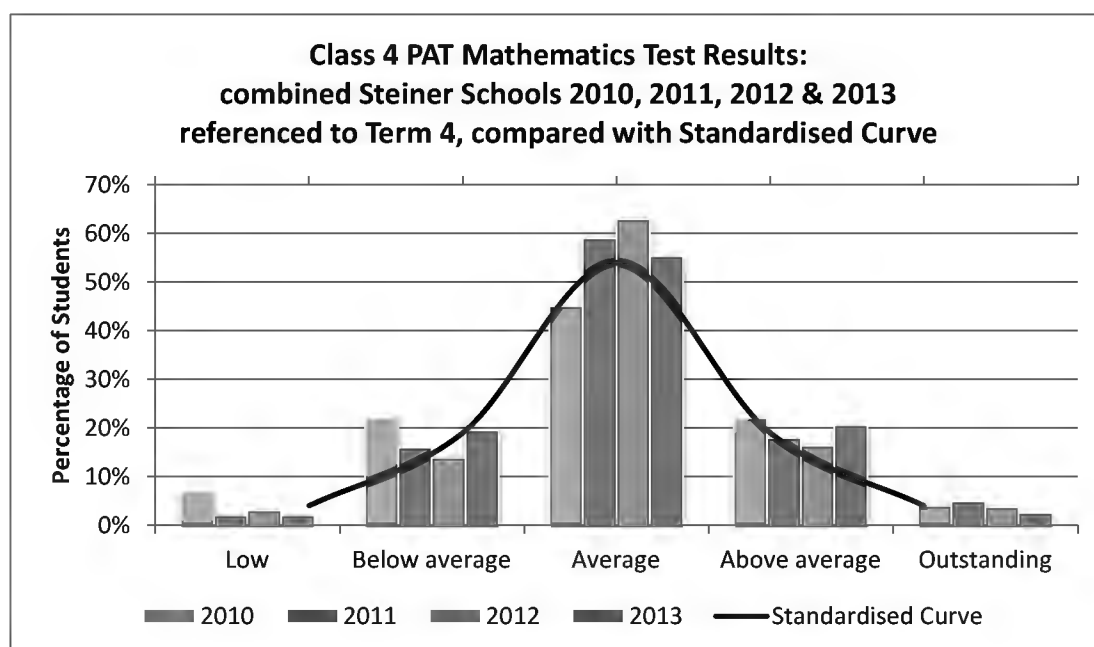
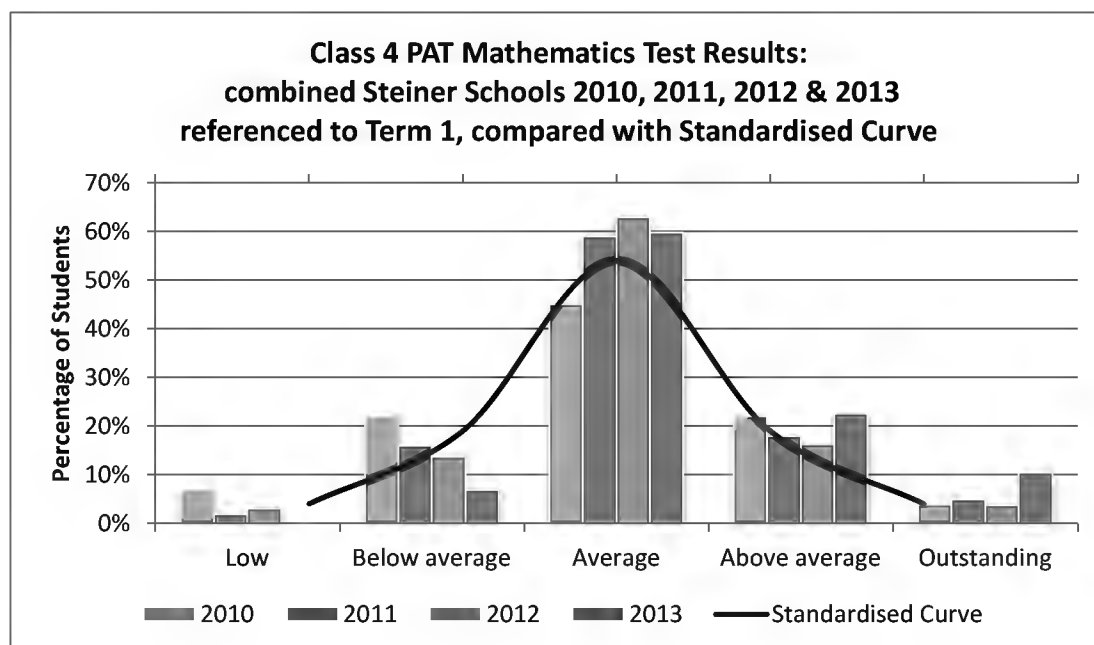
Class 7 STAR Reading Test Results



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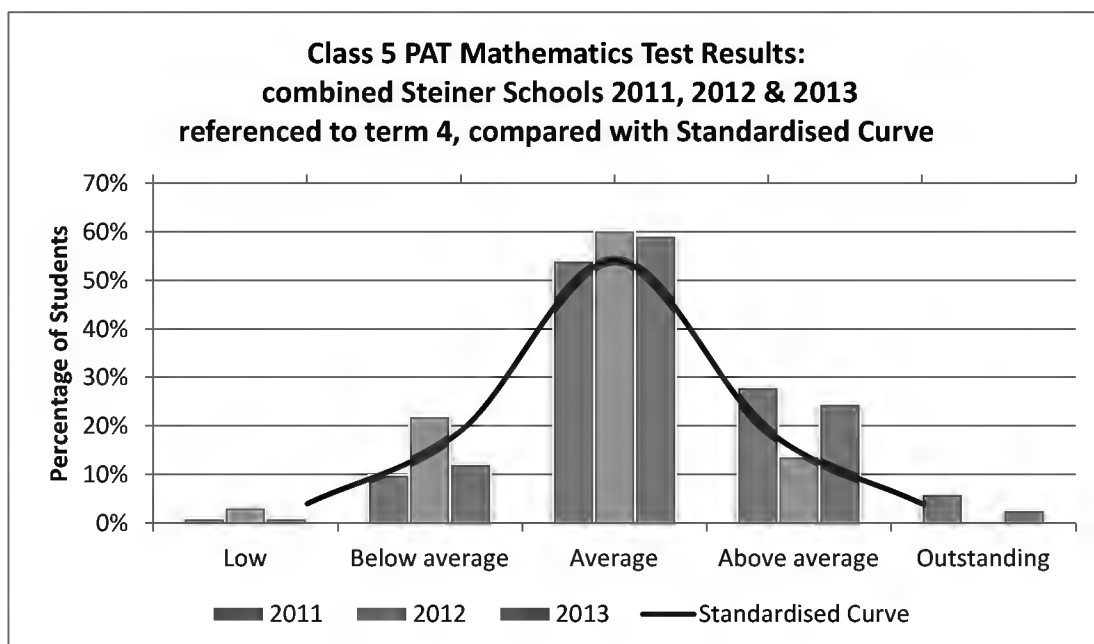
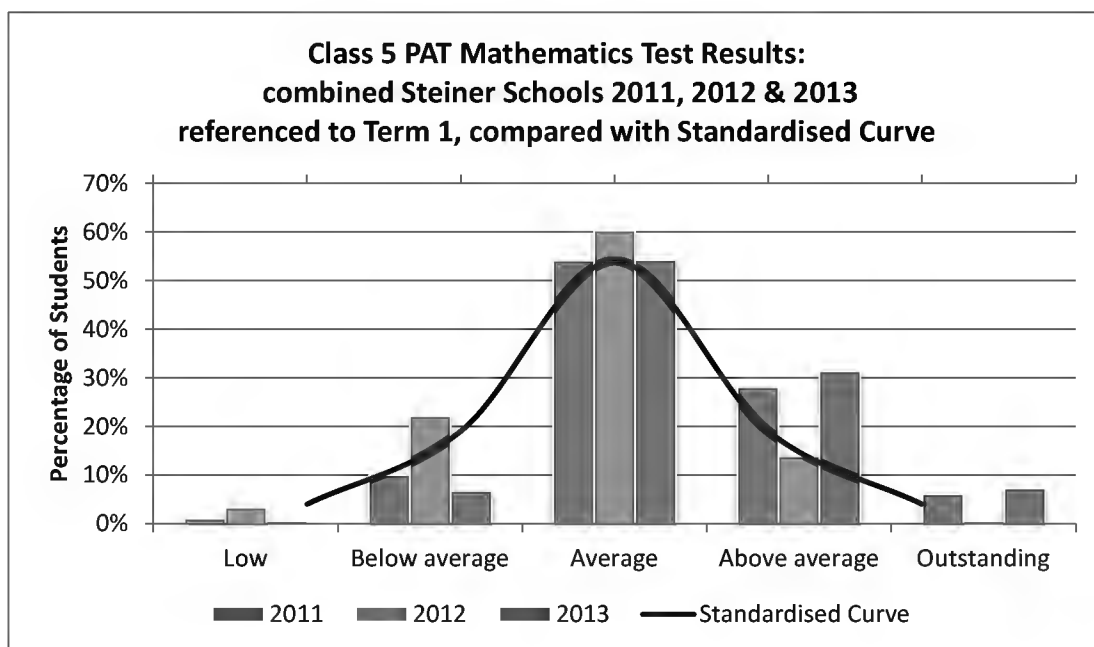
MATHEMATICS

Class 4 PAT Mathematics Test Results



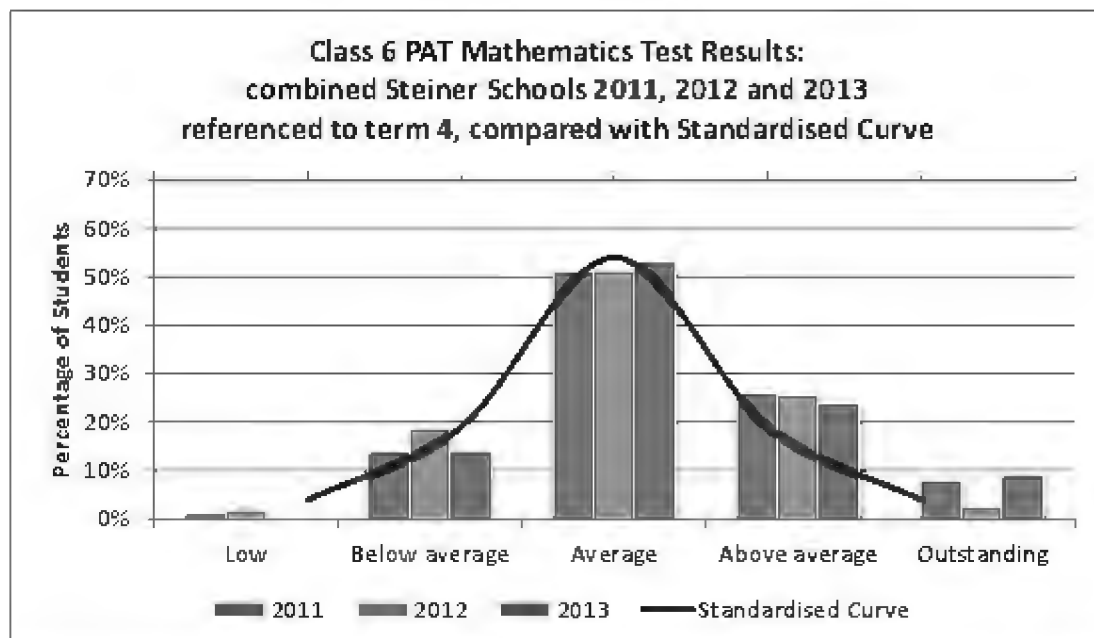
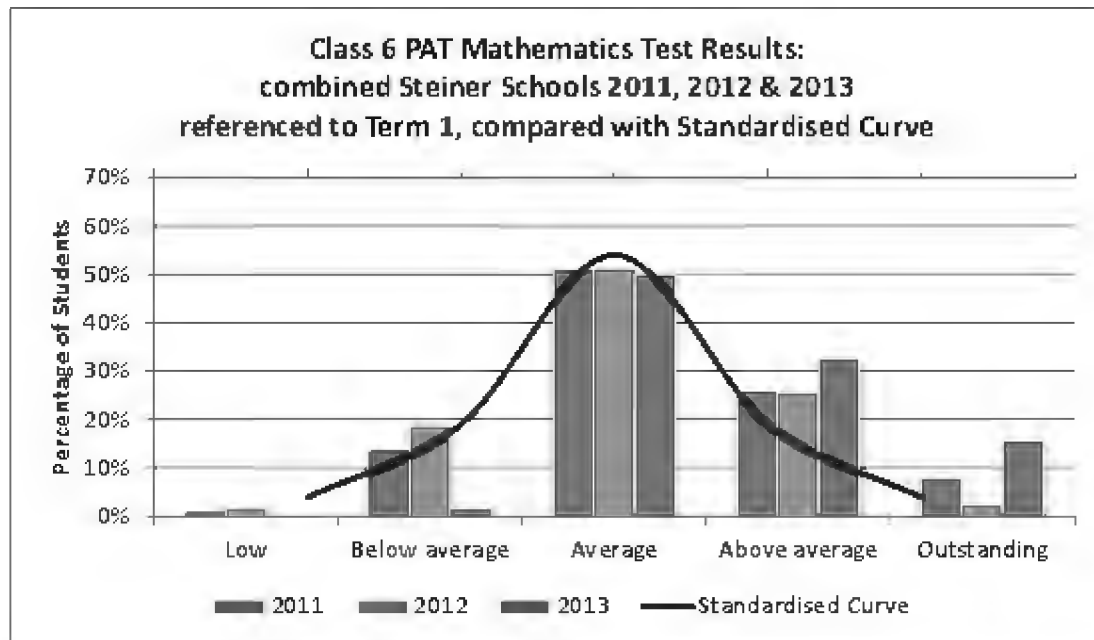
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Class 5 PAT Mathematics Reading Test Results



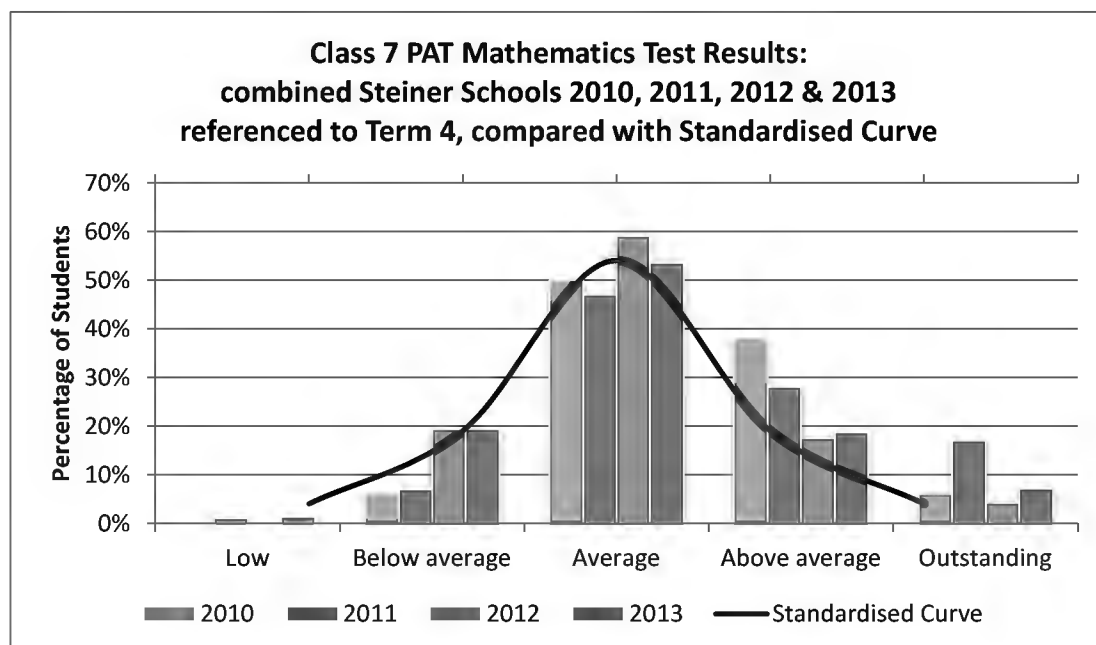
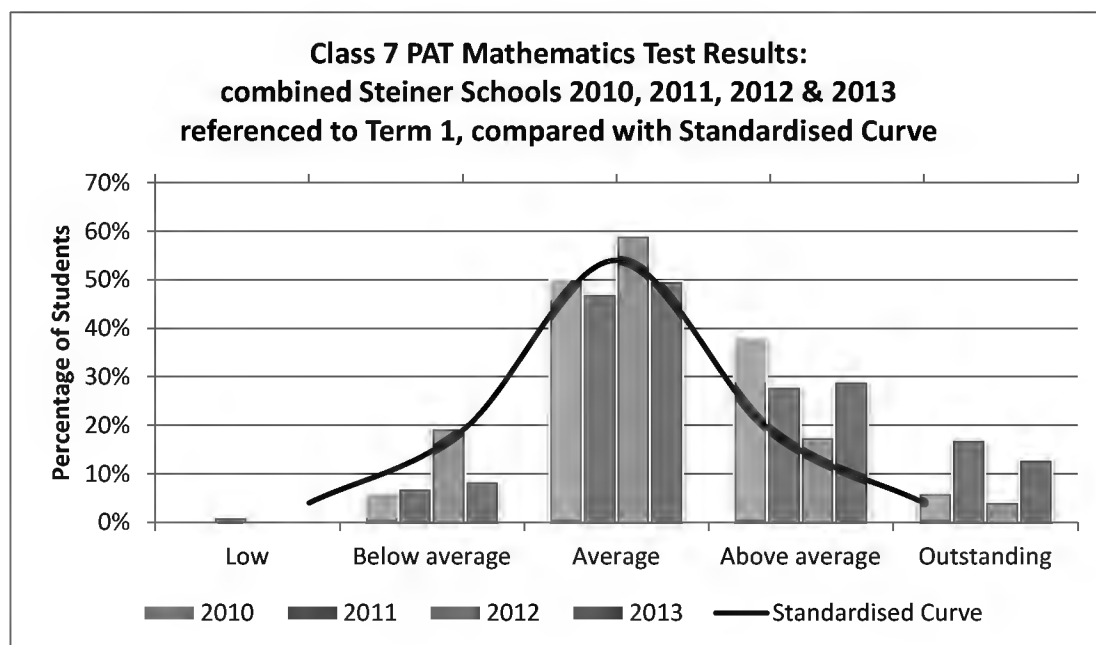
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Class 6 PAT Mathematics Test Results



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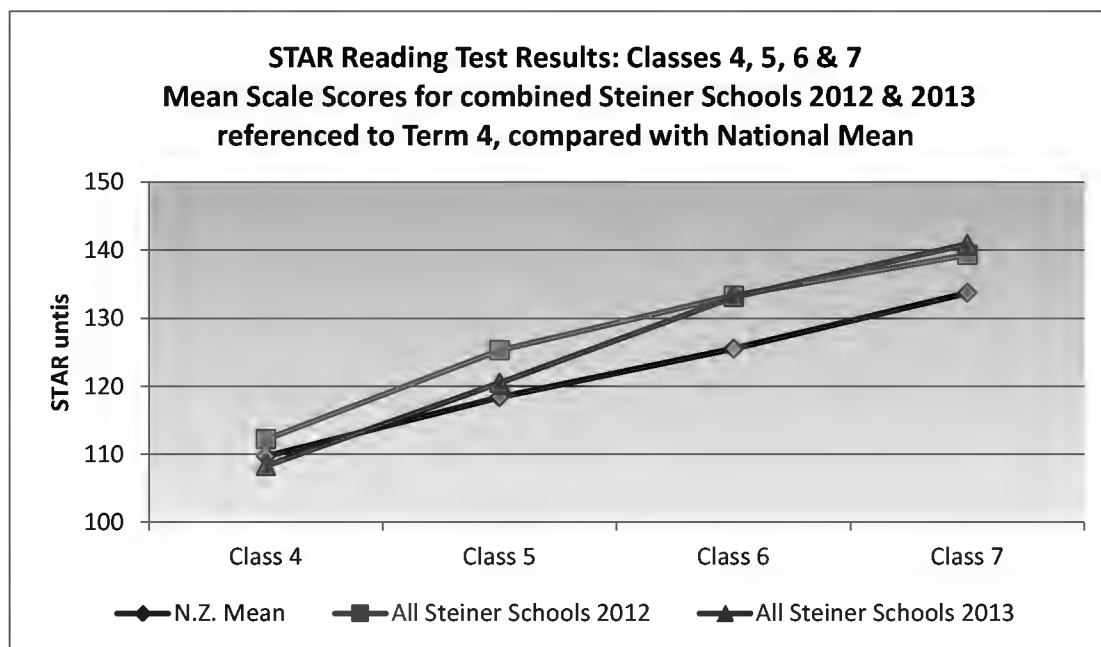
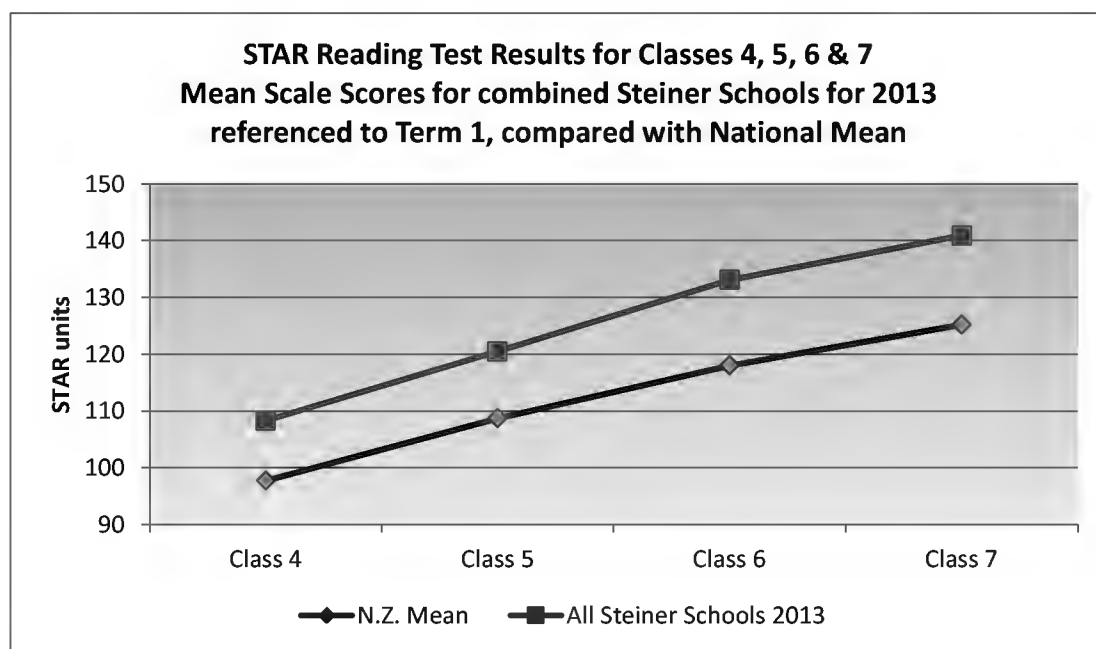
Class 7 PAT Mathematics Test Results



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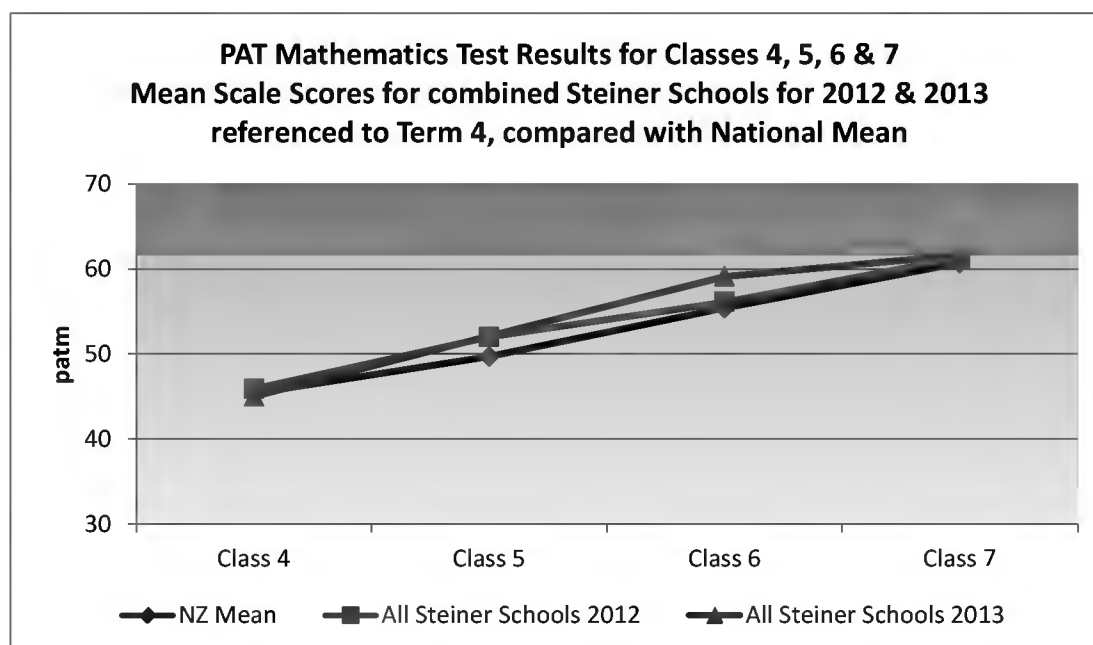
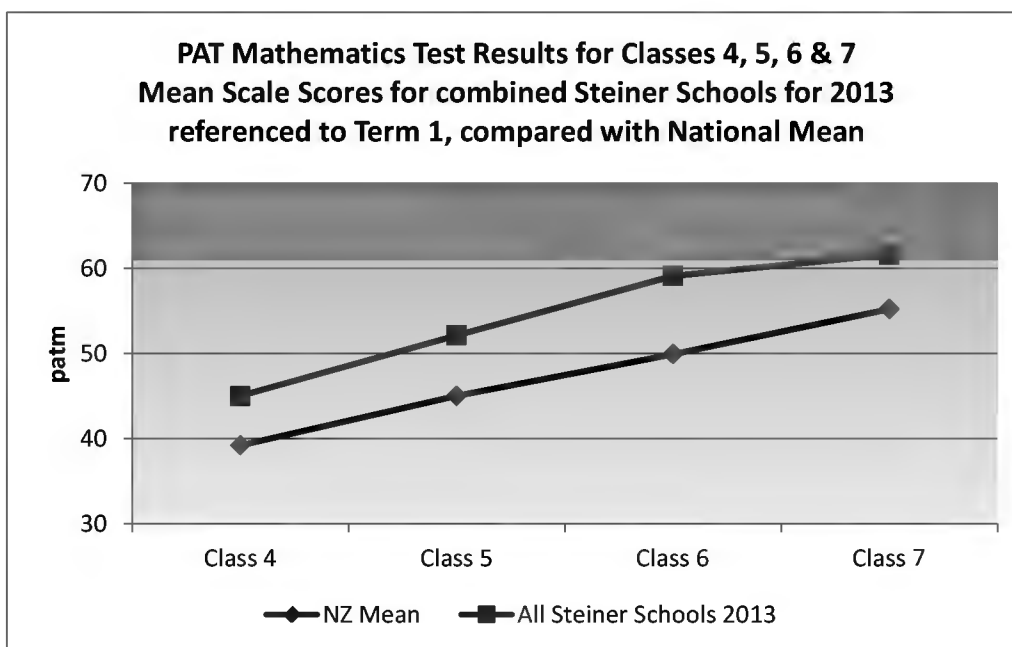
Mean Scales Score Results

STAR reading Test Results



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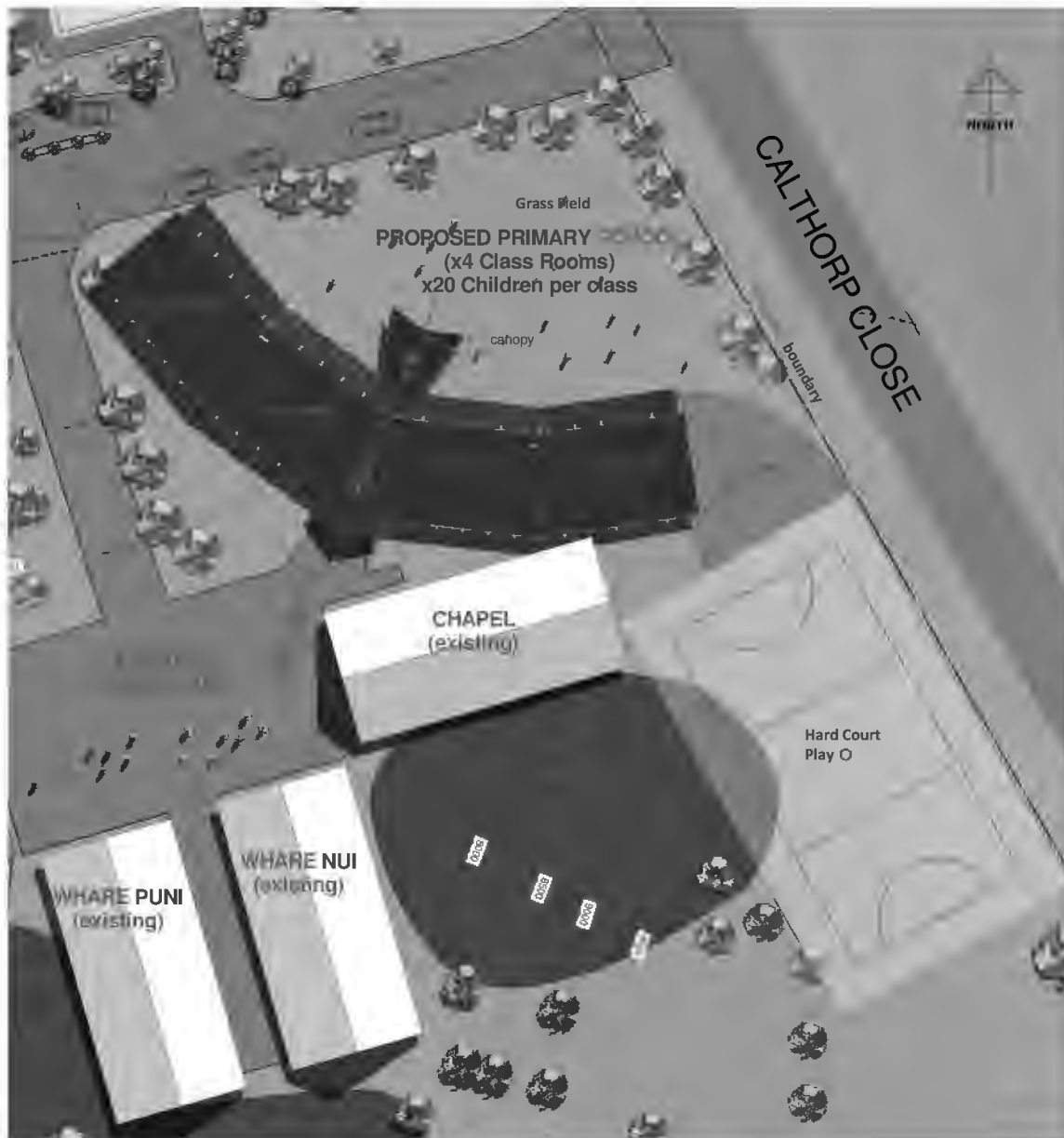
PAT Mathematics Test Results



Appendix 5 – Curricula Vitae

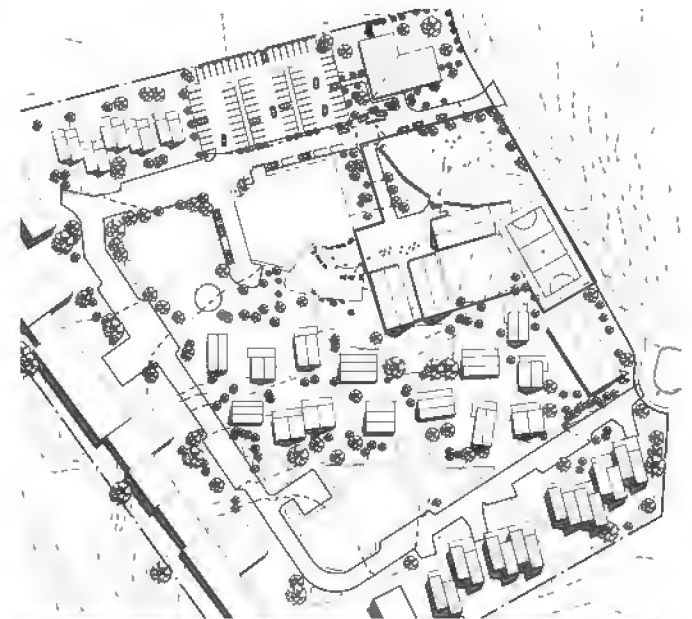
Seven pages of CVs withheld under S 9(2)(a) OIA

Appendix 6 – Drawings



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PROPOSED PRIMARY SCHOOL SITE PLAN

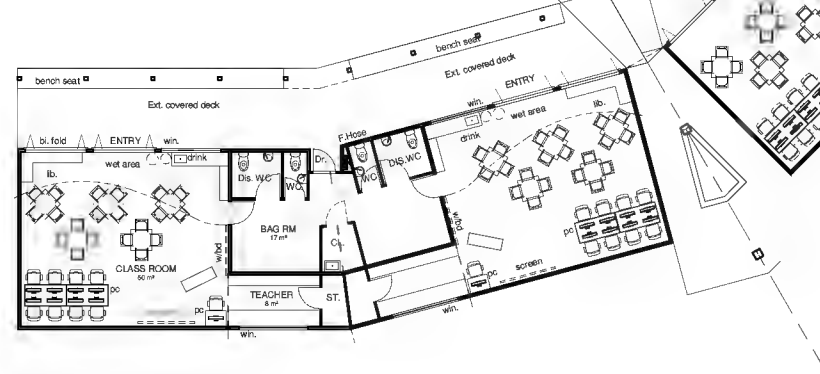


NGA WHARE WAATEA MARAE MANGERE - LOCALITY PLAN



PROPOSED CLASS RM. FLOOR PLAN LAYOUT

CLASS ROOM AREA SCHEDULE	
NAME	AREA
CLASS ROOM	90 m²
TEACHER	8 m²
BAG RM	17 m²
Ext. covered deck	70 m²



PROPOSED x4 CLASS RM. MASTER PLAN



Appendix 7 – Audited Accounts and Annual Report

13 pages of financial reporting withheld under S 9(2)(b)(ii) OIA