

Attaining high levels

- b. how these methods will provide students with knowledge, proficiency and skills needed to perform at high levels;

When the wairua, tinana, and whānau are balanced and in tune with each other the hinengaro readily absorbs information and grasps knowledge. We believe we will meet our goals through this new partnership in education because we are focussed on the health and wellbeing of the whole whānau and not just the academic ability of the student.

All teaching practices will ensure that the mind, body, soul and whānau are nurtured and nourished to enable a child to reach their goals. All evaluation and assessment strategies will measure whether or not we are successful.

Producing outcomes in line with goals

- c. help produce the educational outcomes anticipated in the school's goals.

We will develop a plan for each student to help them reach each milestone to get them closer to achieving their goals in life.

Our immediate goals are to keep our Taurira engaged at school and give them back the enjoyment of learning in an environment where they are happy, safe and valued. It is almost like a rebirth. For many it will be a time of getting balance in their lives and understanding and valuing who they are as young Maori.

Developing "lost" tikanga will be essential in the first months at our Kura and this is where our Marae setting is so important.

Keeping these Taurira at school for the next four years will be a primary goal. Keeping them well fed, healthy, safe, drug free and free from abuse will be essential. This is where TKH as a sponsor is so important.

Developing literacy skills in reading and writing and levels will be an early academic goal.

The mid-term goals are entering senior secondary school and achieving NCEA through to Level 3. We want our taurira to aspire to stay at senior secondary school through to year 13.

Students will be taught how to set, manage, plan and more importantly what it means to achieve goals and showing how far they have come.

It is our intention to monitor and guide our Taurira when they leave our Kura for Senior Secondary School. We will set up a Virtual School data base that will track their progress in real time and we will be there to support and guide them through this period of their lives no matter what school they might attend.

We will continue to monitor our graduates as they enter

A key aim of our Kura will be to redefine an approach that to date has proven to be unsuccessful with Maori students. Often for these children, their dismal learning experiences at primary school have resulted in them going into Year 7 well behind their non-Maori counterparts.

For our children to graduate from our KURA and stay on for NCEA, then numeracy and literacy are absolutely essential and our programme needs to bridge the deficit and drive excellence. To achieve this, we propose numeracy and literacy programmes based on Maori Tikanga. This will involve teaching these skills within the context of problem solving.

For example, the class is told they are hosting a Tangi where they have to work out the accommodation and food for visitors over a three day period. This will involve them in a range of numeracy skills as they calculate the costs and quantities. They will have to work out sleeping areas and numbers of mattresses and so on. Please find an example of this attached in Appendix X.

This is different from what other schools do. Learning by problem solving in a Maori world. Kirikiriroa Marae

"Kotahi ano te kohao o te ngira. E kuhuna ait e miro ma, te miro pango, te miro where. I muri I ahau, kia mau kit e aroha, kit e ture me te whakapono." Na Potatae Te Wherowhero 1856

tertiary level studies. They will be invited to become Mentors for new generations of students in Te Kura Wananga.

A learning environment for Māori, Pasifika and low socio-economic groups

7. Explain how your description of the proposed school's Learning Environment, Teaching and Curriculum will support the engagement and achievement of Māori, Pasifika, students with special education needs and students from low socio-economic backgrounds.

Self-esteem and self-confidence are keys to success. Pou tikanga of the marae will permeate all practices and performance in the Te Kura Wananga. This provides a Māori cultural aspect to the school, and creates a culturally safe environment for our students. One of the key elements of the school will be setting high expectations for students as a part of building their self-esteem.

With the use of multi-media we will expose students to a global base of some of the best teachers in the world. This helps students from a low socio-economic background gain access to a type of education that previously was only enjoyed by the wealthy.

Please refer to the case study on the right which provides an example of how we are able to expose tauira/students to an international stage.

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Students with special education needs will be given particular focus by the teacher before or after school, on a one-on-one basis to support that child in catching up with their class mates.

Many of our young people have untapped talent that has never been identified or enhanced. It is "deficit theorising" to think our Tauira are not intelligent and lack potential. A challenge for Te Kura Wananga is to create the environment of trust that encourages Tauira to launch themselves into this new world. Our teachers must look beyond the obvious and superficial to release the hidden talents of our students.

Creating a school culture where Tauira are not ridiculed by peers and staff for trying something new, for trying to achieve is important. In main stream education many Māori Tauira don't perform because it isn't cool, or they don't want to be ostracized by their peers. In our Kura Wananga achieving in anything and everything will be admired and respected by all.

Addressing barriers

8. Explain how the proposed school's Learning Environment, Teaching and Curriculum will address the specific needs and barriers identified above.

The Ministry of Education has highlighted the following as major causes of social issues:

- Social disadvantage (including poverty)
- Family dysfunction
- Illnesses
- Substance abuse & addiction
- What is learned and from whom - cognitive/ behavioural

To mitigate these barriers, we will target the home specifically with our Whānau Ora system. As long as the whānau are willing, we will help them establish and attain their goals in their lives, thus indirectly making life easier for learning (PB4L).

These community social issues are the core business of the Kura Sponsors Te Kohao Health. It is this synergy that makes our Kura concept so powerful

Marva Collins is an American educator who in 1975 started Westside Preparatory School, an impoverished neighbourhood of Chicago. She ran the school for more than 30 years where she became famous for applying classical education successfully with impoverished students. Many of these students had been wrongly labelled as learning disabled by public schools. She once wrote, "I have discovered few learning disabled students in my three decades of teaching. I have, however, discovered many, many victims of teaching inabilities". She has written a number of books including the Marva Collins' Way.

Services we can wrap around whānau include:

- Whānau Ora services
- Incredible Years (Parents)
- Incredible Years (Teachers)
- Mental Health Services
- Rongoaatea Drug Rehabilitation
- Budgeting Services
- Kaupapa Māori Programmes
- A range of other services

The outcomes we wish to achieve include:

- Acknowledging that being Maori is to be proud and important – Identity and self-esteem.
- Staying at school for the next four years
- Engaging and enjoying learning
- Lifting standards to be the very best each Tauira can be
- Staying at secondary school through to Year 13
- Attaining NCEA qualifications
- Developing aspirations for Tertiary study
- Long term career goal setting
- Maintenance of family relationships
- Relationships with peers
- Being drug and alcohol free

From this we can see that:

- Education is critical to our health and wellbeing
- The teacher/student/whānau relationship is key to our approach
- Identifying and managing behaviour is critical from 0-8yrs (in this age group there is an 80% success rate)
- Evidence-based interventions are critical
- Agencies, community, schools and iwi working together in a Whānau Ora way, is the only way!

In cases where whānau are not willing to participate, we will still work with the child on a one-on-one basis to ensure they do not lag behind. At every opportunity, we will try and engage the whānau by inviting parents to education evenings which will include lectures on parenting, budgeting and whatever other subjects we can provide to try and get them involved.

Students will be taught about nutrition: what foods are good and bad for you and how to grow, prepare and cook healthy food. Exercise will be a consistent and frequent expectation for all students to participate in and as mentioned above studies have shown that this will reduce violence in schools.

Teachers will be expected to read Marva Collins book 'Marva Collins' and be well versed in Te Kotahitanga programme. Teachers will be expected to understand each subject pertaining to them and have read student's school work booklets and all related material in detail. This is based on the premise that we cannot teach what we do not know and fully understand.

School self-review

9. Outline the school's planned self-review processes.

At this stage we propose to use the Education Review Office's evaluative indicators of school and taura/students' performance based on:

- Student learning, engagement, achievement and progress
- Effective teaching
- Leading and managing the school
- Governing the school
- Safe and inclusive school culture
- Engaging parents, whānau and communities.

Central to our processes of Self Review is the notion of Quality assurance Planning and Strategic Planning:

- Our Kura will create a 3 – 5 Year Strategic Plan and then within that Plan will be Annual Plans
- We will articulate the Goals of the school in clear and transparent language that is easy for parents and professionals to read.
- SMART Goals will be set that are: Simple Measurable Attainable Relevant and Timely
- We have developed Policies to guide staff in terms of Appraisal and Professional Development.
- Throughout the year staff will be encouraged to meet and plot their progress against pre-determined benchmarks

The self-review of student learning will be paramount at Te Kura Wananga and there will be an expectation that stringent records will be kept on student achievement, programme delivery and recommendations for improvement.

Students, all staff, The Sponsors and Whānau will contribute to our self-review processes.

Over the past two years Te Kohao Health has measured its success on the Results Based Accountability Framework by Mark Freidman. It is intended to measure and assess our success as set out in the table below.

- How much did we do?
- How well did we do it?
- Is anyone better off?

<u>Performance Measures</u>	
	Quantity Quality
Effort	<div>How much did we do?</div> <div>How well did we do it?</div>
Effect	<div>Is anyone better off?</div> <div># %</div>

Part D. Student progress and achievement

Qualifications

10. State which qualifications will be offered by your school if it is a secondary or composite school.

As a Junior High School or Middle School Te Kura Wananga will set its student progress and achievement criteria based on National Standards

We anticipate some of Tauira will want to enter NCEA in Te Reo.

Assessment tools

11. Detail tests, measures, or other assessment and/or aromatawai tools that you propose to use explaining at a minimum:

Measuring and tracking student achievement

Figure 1: Mark Friedman's Performance Measurement Tool

- a. how student progress and achievement will be measured, tracked and reported;

We will track student progress based on two methodologies:

1. "value added"
2. Standards based criteria

Every student will be assessed and measured on their enrolment based on the achievement data we are able to gather from their contributing schools. We will also administer testing of our own that measures current levels of attainment and student potential. The notion of "Value added" is to measure over time where each Tauira started when they entered our Kura and how far they have progressed. The standards based progress methodology will plot student achievement against reputable data for different cohorts.

In fact both methodologies are important and will be utilised at Te Kura Wananga.

Kaiwhakaheare will be required to gather together a wide range of formal and informal assessments on our Tauira.

We will Report regularly to Whānau both in writing and in person.

Student progress will be measured, tracked and reported by:

- Checking performance against individual plans – value added
- Achievement standard testing
- University paper test performance
- Applied Knowledge –students will be provided with a specific life problem and have to work out solutions to these.

Andreas Schleicher, who conducted a test to compare student performance across the world, stated that high performing schools share the following characteristics:

- Their society values it – i.e. would you want your child to become a teacher over a lawyer?
- Teachers need to believe that ALL children are capable of success. Students need to believe that it depends on my own effort and responsibility rather than 'I was just not born that way' or 'I don't belong in this subject' without giving it a good go.
- Teachers believe that ordinary students have extraordinary talents and they personalise learning opportunities.
- The school is very clear what good performance is and sets ambitious standards and all the while allow their teachers to figure out what do I need to teach them to personalise their teaching methods.
- Moving from delivered knowledge to user wisdom. Meaning that students can apply their knowledge to problems that haven't occurred yet or technology that hasn't been invented yet. To be capable of working in a world where the future is currently unclear.

- Teachers are able to make innovations in pedagogy.

These principles will be made clear to all teachers to ensure they have a good understanding of our expectations for this school and of them.

Tailoring instruction via assessment

- b. how assessments and/or aromatawai will be used to tailor instruction to student needs and improve student outcomes.

Every year, each child will develop an action plan which will be assessed regularly throughout the year. Their action plan will include the goals for each subject they have. The assessment process will involve evaluating how many goals they have achieved.

We recognise that assessment is one of the features of a learning community: it influences the quality of children's engagement in learning. We adopt a socio-cultural approach to assessment where we:

- Construct 'communities of learners';
- Support the on-going 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 socio-cultural approach to assessment we:

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

Whānau Ora Assessments, as developed by Te Kohao Health, 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 children towards feeling Engaged, Enlightened and Empowered.

4.2 Support for Learning

4.2.1 Objective:

As per the RFA document

4.2.2 Questions:

Part A – Parent / Family / Whānau / Community involvement

Partnership

12. Describe how you propose your school will:

Working to promote attendance

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

We will work with students, parents, whānau and the community to promote high attendance levels school-wide. This will be conducted by using Mason Durie's Te PaeMahutonga model outlining the following elements to a healthy, happy life:

- Mauriora – Access to Te Ao Māori
- Waiora – Environmental Protection
- Toiora – Health lifestyles
- Te Oranga – Participation in Society
- NgaManukura – Leadership

■ Te Mana Whakahaere – Autonomy

This philosophy will underpin our school where we will teach students how to gain health in all areas of the model. We always have and always will involve the community in what we do.

For the past two years we have been working with over 135 high need Whānau. Many of these families have had great difficulty keeping their children at school, often with the best intentions. They find themselves limited in what can be offered and often Whānau are at their wits end trying to find the right place for their tamariki.

We have recently become the Integrated Attendance Service providers for much of the Waikato region. This service will also act as an education broker for taura/students who refuse to return to their current schools. Our Te Kura Wananga will be one of the options available given that there is a great need for alternative learning. This need has been identified by organisations such as SASH who carried out intensive work with over 1000 students who simply do not fit the current mould and are asking for more stimulating learning environments.

Working with family/whānau to strengthen learning

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

Along with the involvement of families within the Whānau Ora programme or those already engaged through Te Kohao health services, many of our student's whānau will already have a relationship with our school through one means or another.

To better engage all parents, including those who may have very little to do with Te Kohao Health, we will invite parents to attend community hui and parent/teacher meetings. We will also hold seminars for parents so that they become interested and exposed to education too.

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.

Informing and training

- 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; and

The key to Māori community involvement in their tamariki's education is "Kahnui te Kahanui" or more simply face to face discussion. Our best method of engaging with Whānau is to meet at their homes or to create a welcoming friendly environment or event so that they come to us. We will utilise our own networks and connections so that Whānau committed to TKH and Kirikiriroa Marae become our mentors/advocates for Whānau suspicious, afraid and disenfranchised from "schools". For many Māori Parents School was not a good experience so going back to a school is an ordeal. Being accompanied and "awhied" by Kaumatua or friends will break down these barriers for parents.

TKH will use its position and programmes to work beside Te Kura Wananga to develop special programmes for parents with tamariki at Te Kura Wananga.

Further community information hui and wananga will be held inviting prospective mātua/parents to attend. We are confident that the demand is great.

We will be offering the Incredible Years Programmes, Whānau Ora wananga with motivational speakers and positive psychology initiatives focussing on the positive and what makes people happy. By developing strong relationships with mātua/parents, Whānau Ora navigators, health professionals and services, we will be able to provide the information and training to become more involved with our services.

Awareness of progress and achievement

- d. Communicate to parents/families/whānau and community informing on the school's yearly progress and achievements.

We will communicate to parents, whānau and the community through a regular panui (newsletter) and Te Kura Wananga website. We will also have Parent-Teacher discussion nights which are a medium in which we can involve parents in the achievements of their child and wider school community.

Involving Parents as volunteers to assist in the school will be important. Parents as sports coaches tutors, accompanying their children on trips so that Parents are an integral part of the school. They are valued for their skills and knowledge.

Part B – Community Participation

Relationships with community

13. Describe the relationship the school intends to build with community agencies and organisations that serve students who attend the school.

We have strong relationships with the following organisations:

- RaukuraHauora o Tainui,
- Raukura Social Services,
- PoihakenaMarae Raglan (MOU)
- Te Kohanga Reo National Trust Hamilton Tainui,
- Te Kohao o Te NgiraKohanga Reo;
- Nga Kuaka Kohanga Reo;
- Imagine Early Childhood Centre;
- Te KootiRangatahi (held on KirikiriroaMarae),
- Kaute Pasifika (MOU);
- Te Runanga o Kirikiriroa and all TROK Services (Sister Organisation);
- WhaiMarama Youth Connects;
- Te KootiRangatahi (Youth Courts);
- Attendance Services;
- Whānau Ora Regional Network Group;
- Kura (various schools);
- Māori Wardens;
- Te Ahurei a Rangatahi.
- Spectrum Care Trust Board (MOU)
- Hamilton Residential Trust (MOU)
- Te RoopuTaurima o Manukau (MOU)
- NZ Care Group (MOU)
- ROCK ON – Police

These organisations have helped us in the past and we help them where we can. We can work to help students and whānau with the support of our longstanding partner relationships. We already have a wealth of relationships and a track record of building and maintaining a beneficial network.

Leveraging other relationships

14. Discuss 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.

Through our own company we can expose our students to:

- Attendance Services
- Whānau ora, clinic – nurses, doctors, performance analysts and managers
- Primary Health– nurses, doctors etc

- We have a strong relationship with Kirikiriroa Marae – from this relationship we can expose our students to catering (as well as healthy cooking), carving, art and tourism and artists.

Part C – School Organisation and Culture

Organisation to support learning

15. Describe the principles of how the school will be organised and how this will support student learning.

Sir Kenneth Robinson, an internationally acclaimed author, speaker and advisor on education states that “the current education system doesn’t work for all – it does work for some but not for all, just as standardised food has depleted our bodies, so too has standardise education eroded our minds. Education dislocates people from their talents. We must customise education for our current cultural environment and find out what excites each student and what feeds their spirit.”

It is important, therefore, to offer learning environments that capture the imagination of tauira/students, guiding them in a direction where they can be successful. Only then will they be able to achieve the qualifications they will need to gain satisfying employment and participate fully in society as Māori.

s 9(2)(a) OIA

We have developed a series of policies that serve as a guideline for how the school will operate. These policies, which will facilitate the learning that needs to take place to achieve these goals, are attached in Appendix 3 and include:

- Student Code of Conduct policy
- Complaints policy
- Anti-Violence policy
- Sexual and physical abuse policy
- Student Welfare Policy
- Drugs and Alcohol Policy
- Stand-downs, Suspensions and Exclusions Policy
- Crises Management Policy
- Education outside the Classroom policy.

The regular cycle – calendar, timetable and events

16. Describe in sufficient detail your proposed school calendar, the daily hours of operation, the number of timetables, and the way the school day and year will be organised for instruction, assessment and/or aromatawai, independent study, professional development, parent-teacher conferences and extra or co-curricular activities.

Teachers’ motto

E taea ana nga tauira/students e taea ana i ahau.

The success of these children/students is my success.

Kia whakakanapa, parekareka, me te whakamana.

Engage, Enlighten and Empower.

We recognise that our Kura will complement the existing educational set up in Kirikiriroa and the schooling requirements of whānau. Families may have children at our Kura but also younger siblings at primary schools and older siblings at senior secondary school. The importance of access to transport for a Kura that will draw students from across the city is also an important factor to consider.

Therefore in our first two years we will adopt the same school year calendar as Hamilton Schools and we will run the same term dates and daily timetables. This will create harmony for whānau as they cope with tamariki in different schools, planning after school care, and family holidays.

7.30am

Our Kura will start each day at 7.30am when tauira/students will gather for breakfast. This will be followed by karakia and waiata. Whānau and community can join the Kura for breakfast. Breakfast will be provided and it is part of our philosophy that tauira/students will prepare the breakfast, serve guests, and clean up. Planning and buying the food will be part of the learning experience. In this start to the day, every tauira/students will either read the morning newspaper or watch the news.

The Kura will run a four day in class programme with the fifth day set aside for community visits, field trips, visiting guests and speakers. This concept recognises the need to broaden the 'world view' of our tamariki who because of socio-economic constraints at home do not have enriched experiences. While we will ensure that Tikanga Māori issues will predominate it is also important that our tamariki experience the broad spectrum of life in Aotearoa. A simple experience of going to a restaurant for lunch, and etiquette in such places is an important learning experience.

9.00am to 10.45am

At 9.00am formal Kura will begin. Every morning from 9.00 to 10.45 we will operate an Action Learning, problem solving session based on real world Tikanga Māori issues and events. The underlying focus will be on developing numeracy and literacy skills by 'learning by doing'.

The Kura will come together and Years 7- 8 will be grouped on ability rather than chronological age.

Key Units of Work will be developed based on:

- Hosting visitors to a Marae
- Developing a community garden
- Turning our Kura into an Airport
- Creating a community play area
- Creating an Iwi database
- Setting up a marine farm or fishing unit
- Protecting the Waikato River from pollution
- Maungatautiri reserve exercise
- Applying for a job
- Going on a holiday
- Writing and Waiata/haka
- Reading the news paper

Each unit will vary in length depending on the depth of learning and the engagement of the class.

10.30am to 11.00am

From 10.30 through to 11.00am there will be Kai Time which is an informal time to eat and relax.

11.00am to 12.45pm

The Kura will run a programme in this time period based on Tikanga Māori maataurangi and be divided into flexible time blocks as required. This will include:

- Waiata and Haka
- Māori Art and Craft
- Sport and Physical Education
- Cooking/food preparation
- Te Reo Māori
- Māori Mythology, History and Geography
- Drama and Dance
- Māori Games.

12.45pm to 1.30pm

Kai Time – the Kura will eat lunch together.

1.30pm to 3.00pm

This time block is set aside for independent or small group study. Each student will have an Individual Education Programme that will allow them to develop specific interests that they can enhance and/or be engaged in remedial work. Students advanced in their Te Reo can do NCEA-related work during this time. Those with real gaps in their literacy or numeracy will be given specialised remedial units of work.

Included in this time block will be individual opportunities for Information Technology and Computer studies.

Inquiry Learning will also be created to allow advanced students to focus on specific curriculum areas for study in secondary school. For example students who want to learn a Foreign Language, Accounting or Economics, Technology, Sciences, etc.

3.00pm to 3.15pm

The school day will conclude at 3.00 with closing prayers and Waiata. Students will be released at 3.15.

Part D – Safe Learning Environment

Behaviour, discipline and participation

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

Our Kura recognises the right of every person; students, staff and others to work, learn and teach in a supportive, pleasant and safe environment. This means we uphold the traditional values and principles of Māori including but not limited to:

- Manaakitanga: The actions that enhance power, value and respect
- Rangatiratanga: The actions that bind our Kura together
- Wairuatanga: The actions that makes us each improve ourselves
- Whānaungatanga: The actions that connect us a team –whānau

The purpose of our policy and approach is:

- To clearly establish the “rules” inherent in the Kura's Student Management Policy
- To establish the procedures so that policy is translated into action
- To identify key roles, responsibilities and guidelines for the Student Management Plan and Code of Conduct.

Please find more information in our detailed Student Discipline Policy which is attached in Appendix 3.

Safe, orderly, and drug-free

18. Describe 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 and any other applicable Acts).

The issue of school safety is a shared concern. Today, more than ever, it is essential that schools, communities, whānau and students work together to develop a disciplined environment where learning can take place.

Our strategy to provide a drug-free environment will involve:

- Provide information: educating our children with ‘real’ information on drug abuse and its affects
- Life skills training with a focus on ‘Good Choice’
- Provide alternative activities.
- Involve the whānau and community.

We have developed several policies which are attached in Appendix 3. These include:

- Policy on Drugs and Alcohol
- Student Behaviour Management Policy

- Police Vetting for all Adults Policy
- Harassment Policy.

Part E – Professional development for teachers, administrators and other school staff

Developing school staff

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

Sponsor involvement

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

We pursue training and professional development with a passion. This includes an external provider assessing the training needs of each team member. We also carry out extensive on-the-job in a mentoring or 'apprentice' mode. The Māori cultural concepts that underpin Te Kōhao Health are particularly suited to mentoring and group learning. Our on-the-job familiarisation and training activities are enjoyable, participative and effective. The Management Team will be looking at various training opportunities on a continual basis.

After three months of employment, we carry out a performance review with each staff member to identify professional development requirements. They will assess development needs again at an annual performance appraisal.

On a quarterly basis, we will also be monitoring how teachers are tracking against the goals. This will be to ensure we are meeting our obligations to the Ministry of Education and the community. By monitoring these goals it will become clear what training requirements need to be addressed.

Supporting non-teaching staff

- b. the support and mentoring for any staff that are not registered teachers; and

We will engage our non-qualified teachers in supervision from an external provider. Initially, this will occur monthly until we are satisfied with their teaching abilities. We will also expect our teachers to attend a weekly wananga prior to the beginning of school for further development and training on an annual to bi-annual basis.

Development to meet the needs of priority students

- c. how this will enable the school to meet the needs of priority students.

We understand that we need to get our teachers to progress from highly qualified to high quality which is what is required to effectively manage priority students. This will include comprehensive induction for all teachers which will include a module on working with these students.

A highlight of our proposal is the wrap around service we will provide through our Whānau Ora approach. This provides the teacher with access to an extensive pool of experts who will be working together with the whānau and community groups to address the various needs a child may have.

Specific training needs will be identified in the performance reviews of staff and the performance in the assessment of students. The majority of our staff will be well versed in tikanga Māori and Te Reo.

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