



Education Report: Proposed consultation for recapitation of Tiaho Primary School (1669)

To:	Hon Chris Hipkins, Minister of Education		
CC:	Hon Kelvin Davis, Associate Minister of Education		
Date:	25 June 2021	Priority:	Medium
Security Level:	In Confidence	METIS No:	1259016
Drafter:	Philippa Pidd	DDI:	04 463 8241
Key Contact:	Vivienne Mulligan	DDI:	06 833 6737
Messaging seen by Communications team:	No	Round Robin:	No

Purpose of Report

The purpose of this report is to seek your decision on whether to consult the boards of affected schools in relation to Tiaho Primary School's (1669) application to change to a full primary from a contributing primary school under section 194 of the Education and Training Act 2020.

We recommend you decline the proposal to consult, due to the potential effect of the proposed change on the local schooling network.

Summary

- 1 Tiaho Primary School is a Year 1 – 6 contributing primary school, located in Wairoa. The March 2021 roll was 139.
- 2 Currently, most students move to Wairoa College, a Year 7 – 13 secondary school, at the start of Year 7.
- 3 In the application, and through its consultation, the board has provided the following reason why it is seeking to make this change:

Tiaho Primary School prides itself on offering a values-based education that fosters equity, excellence and belonging for all, grounded in Te Ao Māori, tikanga Māori and te reo Māori. We want to offer whānau a choice here in Wairoa to continue with this kaupapa until the end of Year 8 and to participate in a curriculum that keeps ākonga identity, language and culture at the forefront of everything we do.

- 4 In 2020, Ngāti Kahungunu produced an Iwi Mātauranga Refresh Strategy. The board has also outlined how it believes its proposal... *"relates directly to the aspirations of Iwi and in particular to the six priorities outlined in the Refresh Strategy"*.

Further developing Ma Te Huruhuru, our marae-based educational strategy, to enable year 7 - 8 students to engage in a programme of learning that promotes identity, language and culture and develop their leadership skills as tuakana.

- 5 The school undertook consultation with its students, whānau, families and community, including iwi (Ngāti Kahungunu). All were supportive of the proposed change.
- 6 The school has a sound reporting history with the Education Review Office (ERO). The 2018 Education Review Office report noted that the school had a *professional, collaborative culture and shared values that supported children's engagement and wellbeing*.
- 7 We have completed a network impact assessment. We consider that recapititation would have a negative impact on the roll at Wairoa College, with the potential to lose a significant proportion of its current roll (502 at March 2021, of which 176 (35%) were Year 7 – 8). If Tiāho Primary School had full retention of its Year 7 – 8 students, the Year 7 – 8 section at Wairoa College may be reduced by 24 students per year (the average cohort at Tiāho Primary School.)
- 8 Wairoa College was last visited by ERO in 2019. The College has now moved to the new ERO evaluation approach which will see the ERO evaluation partner support the College to evaluate its current practices in order to build stronger education provision.
- 9 Wairoa College has had an uncertain past. Following a change of staffing and additional support provided to the board, it is now in a regeneration phase. ERO states this is reflected in an increase in student achievement, engagement and wellbeing, improved overall tone at the school and raised expectations for teaching and learning.
- 10 If the recapititation is approved, it is likely that more whānau may choose to send their children to Tiāho Primary School, which may in turn cause the two nearby Year 1 – 6 primary schools to lose some of their students.
- 11 For this reason, the other two contributing primary schools in the network have indicated that they would also seek to recapitate if this proposal is successful, in order to retain their current market share of students. Should these changes be approved it would further impact Wairoa College, with the potential to lose up to a third of its total roll. The impact on funding and staffing would be similarly significant.
- 12 We do not recommend undertaking consultation on this proposal due to the significant impact this change is likely to have on the Wairoa School network, particularly the roll of Wairoa College and subsequent education provision.
- 13 All the schools in this network are members of a Kāhui Ako, Mata Nui o Kahungunu.
- 14 The presiding member of the affected school boards made a commitment to work together to strengthen the pathway and transitions from primary to secondary schooling in Wairoa, at a meeting with regional Ministry staff. The presiding member now engage in three-weekly hui, where they discuss ways of working together to support students and whānau transitions to the College.

- 15 The Ministry actively supports all the Wairoa schools to build on their agreed collaborative approach and continue to discuss how the schools can best support all Year 7 – 8 students in the network to succeed within the current network structure.

Proactively Released

Recommended Actions

We recommend that you:

- a) **note** that the Ministry has received an application from the board of Tiāho Primary School (1669) to recapitate to a full primary (Year 1 – 8) from a contributing primary school (Year 1 – 6) under section 194 of the Education and Training Act 2020

Noted

- b) **note** that before you may make a determination that a contributing primary school will become a full primary school, you must first consult under section 209 of the Education and Training Act 2020 with the boards of all state schools whose rolls might be affected by the change

Noted

- c) **note** that the Ministry does not support this application due to its potential effect on the local network (both the local Year 1 – 6 schools and Wairoa College Year 7 – 13)

Noted

- d) **note** that Wairoa College is in the process of strengthening its provision and both the Ministry and schools have committed to work together to support student transitions through education pathways in Wairoa; and

Noted

- e) **decline** to consult on this proposal with the boards of schools whose rolls might be affected under section 209 of the Education and Training Act 2020.

☒ **Agree** ☐ **Disagree**

If you decline to consult, you are asked to:

- f) **sign** the letter to the board chair attached as Annex 4.

Signed

OR:

If you would like to consult on this proposal:

- g) **agree** that the Ministry undertake, on your behalf, consultation with all state schools whose rolls might be affected by the possible change to Tiāho Primary School under section 209 of the Education and Training Act 2020; and

☒ **Agree** ☐ **Disagree**

- h) **note** an alternative letter to the board chair will be developed for your signature.

Noted

AND:

- i) **agree** that this Education Report be proactively released, when a final decision is made about this proposal, in line with your expectations that information be released as soon as possible. Any information that might need to be withheld will be done so in line with the provisions of the Official Information Act 1982.

Release / Not release



Dr David Wales
Tumu Te Hāpai ō Rāngai | Te Hāpai ō Rāngai
Deputy Secretary
Sector Enablement and Support

25/6/21



Hon Chris Hipkins
Minister of Education

14/10/21

Background

- 1 Tiaho Primary School is a Year 1 – 6, contributing primary school, situated in Wairoa.
- 2 The 2020 July roll was 160, of which 92% (147 students) were Māori. The roll has been relatively steady over the past five years, reaching a high of 183 in 2017.
- 3 There are four schools in Wairoa township, three primary and one Year 7 – 13 secondary (Wairoa College) that together provide a full Year 1 – 13 pathway. There is also a Year 1 – 13 kura kaupapa Māori which would not be affected by this proposal.
- 4 The nearby rural settlement of Frasertown (8kms north of Wairoa) also has a contributing primary school. Frasertown School has had an enrolment scheme in place since 2013.
- 5 The five state schools in Wairoa and Frasertown are all members of the Mata Nui o Kahungunu Kāhui Ako.
- 6 The secondary pathway from Year 7 for most of the Wairoa and Frasertown students is to transition to Wairoa College.

Application

- 7 The board's application is focused on the school's desire to support the Māori student population in a culturally appropriate way. In its application (attached as Annex 1) the board has provided the following reasons for seeking to recapitate:

Tiaho Primary School prides itself on offering a values-based education that fosters equity, excellence and belonging for all, grounded in Te Ao Māori, tikanga Māori and te reo Māori. We want to be able to offer whānau a choice here in Wairoa to continue with this kaupapa until the end of Year 8 and to participate in a curriculum that keeps ākonga identity, language and culture at the forefront of everything we do.

- 8 The board has developed a marae-based programme for Year 4 – 6 students, Ma Te Huruhuru designed to build confidence and leadership skills, and connections to identity. The board stated in its application:

We believe another two years in this programme as Year 7 – 8 students will indeed make a massive difference in building the resilience required for any transition to Year 9 and secondary schooling. This programme would be the basis of our curriculum in Years 7 – 8, with a very strong foundation developed from Year 4. This means ākonga would spend even more time on marae, building their te reo Māori skills and becoming more grounded in their turangawaewae and more confident as tangata whenua.

- 9 In 2020, Ngāti Kahungunu produced an Iwi Mātauranga Refresh Strategy. The board has also outlined how it believes its proposal relates directly to the aspirations of Iwi and in particular to the six priorities outlined in the Refresh Strategy. A letter of support from the iwi can be seen in Annex 1.
- 10 The board has stated that it is well placed financially to support an appropriate technology for Year 7 – 8 students. It states that its Year 7 – 8 curriculum would focus on three key elements:

1. *Providing solid literacy and numeracy programmes to accelerate outcomes for tamariki.*
2. *Engaging ākonga in a STEAM programme that promotes authentic place-based teaching and learning, particularly through the creative and performing arts.*
3. *Further developing Ma Te Huruhuru, our marae-based educational strategy, to enable year 7 – 8 students to engage in a programme of learning that promotes identity, language and culture and develop their leadership skills as tuakana.*

Initial engagement and board consultation

- 11 The Tiaho Primary School board has carried out initial consultation with its board members, staff, and other members of the educational community, including students, parents, and local iwi (Ngāti Kahungunu). Full results are in Annex 1.
- 12 The community feedback was very positive about the proposed change, with more than 90% of whānau and student respondents supportive.
- 13 Frasertown and Wairoa primary schools did not oppose the Tiaho Primary School board continuing with its application. Wairoa College reportedly did not respond to an invitation from Tiaho Primary School to meet prior to official consultation.
- 14 We discussed the proposal from Tiaho Primary School with the other schools in the network. The two other contributing primary schools in Wairoa and Frasertown indicated that if Tiaho Primary School's proposal is successful, they would also seek to recapitate, so that their rolls would be less likely to be negatively impacted.

Education Review Office

Tiaho Primary School

- 15 The school has a sound reporting history with the Education Review Office (ERO). The school was last visited in 2018, under its previous school leadership.
- 16 The report confirmed that Tiaho Primary School had existing strengths in its professional, collaborative culture; shared values; and a focus on increasing student engagement.
- 17 Priorities for further development were in developing effective learning partnerships with families and whānau and implementing effective internal evaluation to know the impact of initiatives to improve equity and excellence for students.

Wairoa College

- 18 The Ministry appointed Limited Statutory Managers to Wairoa College after the 2016 ERO report to support the board. The school returned to full board governance in 2018, coinciding with the appointment of a new principal.
- 19 ERO last visited the school in 2019 and identified the College's performance in achieving valued student outcomes as developing. ERO acknowledged that improvements had been made and is working with the board (under the new ERO evaluation model) to continue to strengthen teaching and learning, and notes:

Many students enter Years 7 to 10 below curriculum expectation. A range of appropriate assessment tools are increasingly used to show the extent of

progress. Some students make accelerated progress in literacy and numeracy over a year.

- 20 The college is an active participant in the Mata Nui o Kahungunu Kāhui Ako and is part of the Wairoa Community Partnership Group which includes sector and community bodies with a focus on whānau engagement to strengthen community wellbeing.
- 21 There is considerable risk that the recapitation of Tiāho Primary School would affect the progress Wairoa College is making for its students.

Network analysis

- 22 A map of the Wairoa network and the 2020 student distribution is included in Annex 2 and Annex 3.
- 23 Most Year 7 students in the Wairoa network currently attend Wairoa College. The feeder schools for the college are the three contributing state primary schools (two in Wairoa, one in Frasertown) and one state integrated full primary school. The state integrated school has a significantly smaller roll than the state schools.

Table 1: Schools in Wairoa and nearby network

Name	Type	Roll (March 2021)
Wairoa College	Secondary (Y7-15)	502
Tiāho Primary School	Contributing primary (Y1-6)	139
Wairoa Primary School	Contributing primary (Y1-6)	202
Frasertown Primary School	Contributing primary (Y1-6)	97
St Joseph's School (Wairoa)	Full primary (Y1-8)	80

- 24 There is also a kura kaupapa Māori in Wairoa (TKKM o Ngāti Kahungunu o te Wairoa) which forms its own complete Year 1 – 13 pathway for over 130 students. Changes to Tiāho Primary School are unlikely to affect this kura.
- 25 As at 1 March 2021, Wairoa College had 176 Year 7 – 8 students, which was more than one third of its roll.
- 26 In the last three years, around 25 Tiāho Primary School leavers have joined Wairoa College in Year 7. This equates to about 50 students at Year 7 – 8 who came from Tiāho Primary School – around 27% of all Year 7 – 8 students at Wairoa College, approximately 10% of the total roll. This would be a significant drop in the Year 7 – 8 rolls for the College.
- 27 Should the roll drop below 500 at Wairoa College, the principal's salary would also drop as they would move to the lower U-grade.
- 28 As noted in the initial engagement above, the boards of two other Year 1 – 6 schools that feed into Wairoa College have indicated that if the Tiāho Primary School proposal is successful, they will also apply to recapitate to become Year 1 – 8, in order to safeguard their own rolls. If this were to happen, there would essentially be no Year 7 – 8 students attending Wairoa College, a loss of more than a third of its roll.
- 29 Losing this many students would lead to a significant drop in funding, staffing and subsequent education provision.

- 30 Based on our analysis it is estimated that the proposed recapitation would have a significant impact on the local school network, both in terms of the school roll at Wairoa College, and the desire from the other contributing primary schools to recapitate.

Te Reo Māori provision in the network

- 31 The Wairoa network has a high proportion of Māori students at all schools. The Wairoa Council has a goal for their community to become fully bilingual by 2040.
- 32 Tiāho Primary School does not currently offer Māori medium Level ¹ 1 or 2, or bilingual education Level 3 and 4a to its students. However, it offers Level 4b (at least three hours per week of te reo Māori) to most of its students (as at July 2020).

Transport

- 33 School transport assistance is provided to students who are attending their closest appropriate school and where suitable public transport is unavailable. If the recapitation were to be approved the school's Transport Entitlement Zone (TEZ) would be altered to reflect the increase in year levels and the TEZs of adjacent Year 1 – 8 schools would correspondingly reduce.
- 34 Any students currently receiving School Transport Assistance in Years 7 and 8 in the area whose eligibility is affected by the recapitation would continue to be able to receive this assistance until they complete their Year 8 schooling, or if their address or the school they are attending were to change.

Property

- 35 Tiāho Primary School has adequate teaching spaces to accommodate the approximately additional 50 students. There is no concern about the risk of exceeding the accommodation capacity as a result of recapitation.
- 36 Wairoa College has 615 student places and as of October 2020 utilised 74% of the school. With the increased March 2021 roll the College is at 82% utilisation.

Financial implications

- 37 The additional cost to the Crown if Tiāho Primary School's request to change to a full primary from a contributing primary is estimated to be \$346,452 (incl GST) per annum.

Legislative requirements

- 38 The change from a contributing to a full primary school is made under section 194 of the Education and Training Act 2020. 194(8) states that the decision is subject to consultation under section 209 of the Act. This requires the Minister to consult with the board of the affected school and the boards of other schools whose rolls might be affected by the change before making any decision to recapitate.

¹ Māori language in schooling is currently measured in the following levels:

Level 1: 81-100%: Curriculum is taught in Māori for between 20 and up to 25 hours a week
Level 2: 51-80%: Curriculum is taught in Māori for between 12.5 and up to 20 hours a week
Level 3: 31-50%: Curriculum is taught in Māori for between 7.5 and up to 12.5 hours a week
Level 4(a): 12-30%: Curriculum is taught in Māori for between 3 and up to 7.5 hours a week

39 If you agree the Ministry will undertake this consultation on your behalf.

Conclusion

- 40 It is clear that the Tiāho Primary School community and iwi are very supportive of the proposal. However, we recommend that you decline to consult on this proposal, for the following reasons:
- a. There is already an established Year 7 – 13 pathway for students in the Wairoa network through Wairoa College. The majority of Year 7 – 8 students in Wairoa attend Wairoa College.
 - b. Should this change be made, the impact on the Wairoa College roll is likely to be significant, leading to a drop in funding and staffing, and possibly impacting on its viability.
 - c. The boards of two other Year 1 – 6 schools whose students feed into Wairoa College have also indicated they will apply to recapitate to Year 1 – 8, to safeguard their own rolls, if the change is made. If this happens, there would likely be no Year 7 – 8 students attending Wairoa College, a loss of a third of its roll. This would leave it with a roll of around 325.
- 41 The goals for students outlined in the Tiāho Primary School application are admirable. The Ministry is actively working with the Kāhui Ako leads, to support all the schools in the Wairoa network in working together, through their already established Kāhui Ako relationships, to support Year 7 – 8 students to succeed, and meet the aspired goals of their community and iwi.

Risks

- 42 We do not perceive any significant risks in declining recapitation. The Tiāho Primary School Board is aware that the Ministry does not consider this change is in the best interest of the local network.
- 43 However, by not progressing to consultation on the possible recapitation by Tiāho Primary School the issue may remain unresolved in the local school community and community, and once again emerge as a proposal.

Next Steps

- 44 If you decline to consult on this application, please sign the attached letter to the Tiāho Primary School Board and return it to the Ministry to be delivered (Annex 3).
- 45 Ministry staff will support further discussions between Wairoa school boards, school communities and iwi to ensure that students are supported in their transitions, and that culturally appropriate, quality education is available for all students.
- 46 If, however, you would like us to undertake consultation on this proposal, please note that an alternative letter to the presiding member will be developed for your signature. We would then undertake consultation on your behalf and develop a further report for your consideration.

Proactive Release

- 47 It is intended that this Education Report be proactively released as soon as practical, in line with your expectations. Any information that might need to be withheld will be done so in line with the provisions of the Official Information Act 1982.

Annex

- Annex 1: Application from The Board
- Annex 2: Map of surrounding schools showing Year 7 – 8 student distribution
- Annex 3: Map of surrounding school showing Year 1 – 13 student distribution
- Annex 4: Letter to the Board

Proactively Released



Year 7 & 8 Application to the Ministry of Education - *Position Statement from the Tiaho Primary School Board of Trustees*

Introduction

The Tiaho Primary School Board of Trustees wishes to make an application to the Ministry of Education to have the ability to offer education for year 7 and 8 students. We wish to change from being a contributing primary school to a full primary school.

Tiaho Primary School prides itself on offering a values-based education that fosters equity, excellence and belonging for all, grounded in Te Ao Māori, tikanga Māori and te reo Māori. We want to be able to offer whānau a choice here in Wairoa to continue with this kaupapa until the end of Year 8 and to participate in a curriculum that keeps ākonga identity, language and culture at the forefront of everything we do.

Our Vision - *Whāia te iti kahurangi, whātorohia ngā whetu* - Look to the stars of Ranginui to be grounded in Paptūānuku. Tiaho Stars - our stars for today and tomorrow.

Our Overarching Value - Te Hiringa i te Mahara - Weave a universal korowai around our Tiaho Stars to flourish as individuals, growing and learning through challenges.

Our Core Values - When we weave our four values into all that we do, we will achieve Te Hiringa i te Mahara - Ako, Kaitiakitanga, Manaakitanga and Whanaungatanga.

At Tiaho Primary School, 93% of our ākonga identify as Māori and 75% of whom affiliate with Ngāti Kahungunu. We are deeply committed to a Māori potential approach that enables ako, and respects language, identity and culture within productive partnerships that honour the intent of Te Tiriti o Waitangi. We are committed to demonstrating the mandate of participation, partnership and protection

grounded in Te Tiriti o Waitangi.

At Tīaho Primary School:

- We celebrate cultural diversity and use it as a foundation for learning about identity, language and culture for all.
- We acknowledge the unique position of Māori culture in Aotearoa and value te ao Māori as a cornerstone of our curriculum, pedagogy and all teaching and learning practices.
- We are committed to reimagining and reforming our school to improve outcomes for our Māori learners.
- We embrace our obligations as mandated in Ka Hikitia to ensure Māori students enjoy and achieve education success as Māori.
- We actively promote the kaupapa of culturally responsive and relational contexts for learning.
- We acknowledge the transformative power of critical cycles of inquiry and review, using evidence to inform co-constructed next steps to improve outcomes for ākonga.
- We seek to build educationally powerful connections with our whānau and our community.
- We demonstrate our commitment to the importance of our school becoming bilingual and bicultural - te reo Māori, te ao Māori and tikanga Māori are embedded in the very fabric of our school.
- We actively seek unique and creative ways to support Māori students to pursue their potential.
- We seize every opportunity to speak te reo Māori and Māori customs and protocols such as pōwhiri, karakia and waiata are fundamental to our practice across all aspects of our school.
- Our school values are grounded in te reo Māori and embedded across the culture of our school.

To achieve these intentions, we have at the heart of what we do a commitment to building cultural relationships for responsive pedagogy. We continue to work alongside the Poutama Pounamu team from the University of Waikato to build our capacity to promote equity, excellence and belonging.

We recognise that Tīaho needs to offer an agile and responsive learning environment to ensure the social, physical, emotional and spiritual well being of ākonga. We have created a programme called Ma Te HuruHuru, a marae-based programme to help prepare taurira for transitions by identifying personal strengths, inner confidence and

self-belief. The kaupapa of this programme currently for Year 4, 5 and 6 students is as follows:

- Marae-based learning, promoting te reo Māori, tikanga Māori and kawa unique to Te Rauhina and Tīaho
- Build confidence and promote connections to identity
- Grow leadership skills
- Provide a safe environment for learning on marae
- Focus on hauora, linking to local health providers
- Supporting conversations about shifting the culture of transitions in Wairoa
- Place-based, authentic learning - by Wairoa, for Wairoa
- Building cultural relationships
- Strengthen relationships with whānau
- Build bonds between ākonga, kaiako & whānau through karakia, waiata, pūrākau and kōrero
- Skills in recognising and dealing with change
- Provide opportunities to kōrero with tuakana and role models within our community.

We trialled this programme in 2020 as a potential forerunner to a larger, locally designed educational wellbeing programme called 'Fun Ake Te Kura', with huge success. Students achieved a greater understanding of themselves, their peers, their kaiako and their kaiāwhina. We saw stronger bonds between ākonga and their school marae, Te Rauhina. We witnessed improved attendance and engagement at school, along with improvements in self esteem, personal hygiene and skills to cope with change. Tamariki understood themselves better and were exposed to a wide range of inspiring role models.

We believe another two years in this programme as Year 7 and 8 students will indeed make a massive difference in building the resilience required for any transition to Year 9 and secondary schooling. This programme would be the basis of our curriculum in Years 7 and 8, with a very strong foundation developed from Year 4. This means ākonga would spend even more time on marae, building their te reo Māori skills and becoming more grounded in their turangawaewae and more confident as tangata whenua.

Tīaho's Journey, 2018 to the Present Day

At the end of 2018, the Tīaho Board of Trustees undertook significant community consultation to help inform the process of appointing a new principal. This consultation enabled the Board of Trustees to provide a clear mandate for the newly appointed principal:

1. Develop a school culture focused on promoting hauora for all.
2. Demonstrate courage and be driven by a moral purpose to ensure Māori students succeed as Māori.
3. Make Tīaho a beacon of educational success on the East Coast and a school of choice for the whānau of Wairoa.
4. Work collaboratively with whānau and Ngāti Kahungunu Iwi aspirations to achieve excellent outcomes for ākonga, particularly for Māori learners.
5. Lead pedagogical change to embed culturally relational and responsive teaching and learning throughout the school.
6. Re-imagine our school to build a firm foundation of bicultural and bilingual leadership, curriculum and strategic vision.
7. Be a fierce advocate for our whānau and tamariki mokopuna to ensure equity, excellence and belonging.

With the appointment of a new principal in Term Two, 2019, the Charter and Strategic Plan that was developed in deep consultation with our wider educational community outlined four Strategic Goals:

Success for All

Tīaho Primary School will be inclusive and supportive of all learners to achieve success, with a focus on Mauri Ora. Our tamariki will enjoy learning success through their language (te reo), identity (whakapapa) and culture (tikanga), developing their full potential.

Learning and Achieving for the Future

Tīaho Primary School will have an authentic, place-based curriculum that is student centred, culturally connected and future focused. Our tamariki will enjoy being at school, will learn about themselves, their community and the wider world in a fun, hands on and creative way.

Powerful Partnerships

Tīaho Primary School will foster positive learning relationships with whānau, and the school will be the heart of our thriving community. Whānau and our wider community will be actively involved in their school and encourage pride in Tīaho as their school of choice.

Passionate and Skilled Staff

Tīaho Primary School will recruit, retain, develop and support staff to be the best they can be. We will value diversity and nurture personal and professional growth. We will support staff to make a difference at Tīaho and encourage them to seek positive and creative ways to do things better.

Achievement in Literacy and Numeracy

Over the past two years, tamariki at Tīaho have enjoyed improved educational success in Reading, Writing and Mathematics. At important milestones (at the end of Years 3, 4 and 6) ākonga have achieved improved outcomes, with the following table showing improvements in the percentage of ākonga achieving At or Above the standard:

Year Level	2019			2020		
	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>
<i>Year 3</i>	60%	46%	50%	73%	47%	57%
<i>Year 4</i>	67%	60%	60%	65%	65%	74%
<i>Year 6</i>	52%	44%	52%	78%	77%	75%

The Consultation Process

Iwi Consultation

The principal, leadership team and trustees met with Iwi representatives from Ngāti Kahungunu over a period of time to discuss the proposal. Both the school and Iwi came to the table with a solution-focused mindset. We outlined our rationale and had immediate support for moving forward with the application process (see below). After further consultation by Iwi representatives at their local Board level, this support came in the form of an official advocating report from Wairoa Taiwhenua (see Appendix A).

Below is a response from Nigel How, Chairman of Ngāti Kahungunu Wairoa Taiwhenua Incorporated and Board Member of Ngāti Kahungunu Iwi Incorporated:

Tena koutou e nga rangatira.

My sincerest thanks to Zac in reaching out to discuss this proposal in person on Wednesday. If it is the will of the Tiaho Community to pursue keeping years 7 & 8s at Tiaho, it is the duty of Wairoa Taiwhenua and Ngati Kahungunu Iwi to advocate in support of this. At the foremost of this support is what is best for our tamariki and we believe that this path is one such positive.

To that end, we offer support through a short advocating report Wairoa Taiwhenua will produce. We will also advocate informally in our community, wider networks and attend any hui that may be appropriate for us to do so.

Ngāti Kahungunu Wairoa Taiwhenua Incorporated is a charity established to advocate, promote and act for the ultimate benefit of all our tangata whenua and ngā māta waka members in the areas of environmental, spiritual, economic, social and cultural advancement. Our Board consists of 12 members appointed by the marae of Wairoa District to represent the interests of our approximately 8,800 registered members. We have been serving our community for 30 years.

This community includes the Tiaho Community where many of the children, their families, staff and board are our registered members. We are here to support you all.

*Pai Marire, Nigel.
23rd March, 2021*

Community Consultation

Our community consultation process has been conducted in a number of different ways. Firstly, we sent a survey to our Board Members, staff, and other members of our educational and local community inviting their response. We also met with the principals and Presiding Members of Frasertown and Wairoa Primary Schools to share our intentions on writing a proposal and to invite open kōrero. The same invitation was made to the principal of Wairoa College, however to date there has been no response to that invitation.

Community Survey

We conducted an online survey of our community, which was sent to staff, our Board and other members of our educational community such as Learning Support Coordinators, RTLB, local police, Kahungunu Executive and PLD providers from the University of Waikato. We received 28 responses to our community survey. 96% of the respondents were in support of Tīaho's proposal. The results of this survey can be found in Appendix B.

Hui with Frasertown and Wairoa Primary Schools

The Principals and Board Chairs were not opposed to Tīaho Primary School making this application. As they had not yet engaged in their own processes of board hui and consultation across their educational community, they understandably declined the offer to be a part of our proposal. They did not rule out a possible application in the future.

Presiding Members' Hui

The acting DoE (Napier) invited Presiding Members of the boards of Tīaho, Wairoa Primary, Frasertown and Wairoa College to a hui on Monday 29th March. The purpose of this hui was to engage in further conversations with neighbouring boards regarding the possibility of a review within the wider network of schools. A positive outcome of this hui was that the Presiding Members proposed to meet on a termly basis to engage in kōrero about their mahi.

Whānau Consultation

We conducted a paper survey of our current whānau at Tīaho. We received 115 responses to our whānau survey. 96% of respondents believed having the choice to remain at Tīaho for Years 7 and 8 was important. 93% of respondents were in support of Tīaho's proposal. The results of this survey can be found in Appendix C.

At the end of the whānau survey, we invited anyone who wanted to know more about the application to our whānau hui. This was held on Thursday 18th March, with 15 whānau in attendance, plus four Board members, five staff members and the principal. We had overwhelming support from this hui, with the main points discussed as follows:

- Whānau wanted the opportunity to remain engaged with Tīaho and the values based curriculum.
- Whānau recognised our community has diverse needs and we can proactively respond to those by offering a positive alternative for Years 7 and 8.

Student Consultation

We conducted a paper survey of our Year 4, 5 and 6 students. We received 55 responses to our student survey. The results from the tamariki were 50/50 about wanting to stay at Tīaho for years 7 and 8. The results of this survey can be found in Appendix D. We are currently undertaking consultation with those students who have graduated from Tīaho in the past.

Holistic Educational Advantages for Year 7 & 8s at Tīaho

Through the consultation process, it has become clear to the Board that retaining Year 7 and 8 s will present multiple holistic educational advantages, as highlighted by our whānau and wider educational community:

- Whānau will have a choice - something town schools have not been able to offer since decapitation occurred in Wairoa in the past.
- Students often have difficulty in adjusting to the environment of the large secondary school. There have been cases where junior students of the college have been hurt and bullied by older students. Two of these incidents this year

alone have been serious and have resulted in whānau seeking alternative learning programmes for their tamariki.

- Whānau highly value Tīaho's stable, values-based learning environment that promotes identity, language and culture. Whānau will expect Tīaho to provide an individual learning plan and pathway for every student in year 7 and 8 and set them up for a successful transition to their school of choice in Year 9.
- Being able to keep the whānau-type relationships we have developed with tamariki since enrolment at 5 years old as tamariki enter into puberty is held in high regard by our community. At Tīaho, we believe we can keep tamariki safe, promote healthy lifestyle choices, focus on accelerating learning outcomes in literacy and numeracy, as well as provide a fantastic programme of learning across the curriculum.
- We will work tirelessly to enable successful transitions for students whose whānau wish for them to remain at Tīaho, as well as for those whose whānau wish for them to enrol elsewhere for Year 7.

The Board is well placed financially to support an appropriate technology programme that is place-based and fosters connections with our local iwi, marae and community.

The 7/8 Curriculum we will offer will focus on three key elements:

1. Providing solid literacy and numeracy programmes to accelerate outcomes for tamariki.
 2. Engaging ākonga in a STEAM programme that promotes authentic place-based teaching and learning, particularly through the creative and performing arts.
 3. Further developing Ma Te Huruwuru, our marae-based educational strategy, to enable year 7 and 8 students to engage in a programme of learning that promotes identity, language and culture and develop their leadership skills as tuakana.
-

Tīaho's Response to the Ngāti Kahungunu Iwi Mātauranga Refresh Strategy (2020)

Ngāti Kahungunu Iwi outline three strategic objectives in the Mātauranga Refresh Strategy:

- Strengthen, support and guide Kahungunu ākonga, whānau, hapū and iwi to achieve mātauranga success, which also further advances or positively influences their social, economic and environmental determinants, toward positive holistic wellbeing.
- Strengthen, support and guide stakeholders, to further advance the self-determined education aspirations, achievements and successes for Kahungunu ākonga, whānau, hapū and iwi.
- Design, strengthen, support, grow, guide and advocate equitable, sustainable as well as enduring relationships and partnerships, which empower ākonga, whānau, hapū, and iwi to fulfil their self-determined educational aspirations, achievements and successes.

Tīaho BoT and Ngāti Kahungunu believe that Tīaho's proposal to retain Year 7 and 8 students relates directly to the aspirations of Iwi and in particular to the six priorities outlined in the Refresh Strategy.

Ngāti Kahungunu Iwi - Priorities	Tīaho's Response
Priority One - Te Tiriti o Waitangi <i>Within this Priority, the focus is on better understanding, honouring and enacting Te Tiriti o Waitangi implications and understandings; within education institutes, Government agencies and organisations, as well as businesses which service Kahungunu and Māori throughout Kahungunu and beyond.</i>	<p>We are deeply committed to a Māori potential approach that enables ako, and respects language, identity and culture within productive partnerships. We collectively honour the original intent of Te Tiriti o Waitangi within the concept of <i>mana ōrite</i>, where the mana of each partner was equal. We recognise that in the past for Māori, this partnership has been far from equal as the more dominant partner (The Crown) has defined the parameters. At Tīaho, we actively push back on this and are actively working to redress these inequities.</p>
Priority Two - Te Reo me Ōna Tikanga <i>Te reo Māori is a taonga tuku iho! The continued revitalisation and advancement of te reo Māori me ōna tikanga are of the utmost importance to progress Kahungunu and Māori aspirations, achievement and success</i>	<p>Tīaho are actively incorporating Te Reo Māori into daily teaching and learning and are currently developing curriculum guidelines aligned to Levels 1 to 4 of Te Aho Arataki Marau mō te Ako i Te Reo Māori. We value Te Ao Māori as a cornerstone of our curriculum, pedagogy and all teaching and learning</p>

<p>throughout all social, economic and environmental arenas. This Priority aims to further advance Māori language proficiency, acquisition and use as well as continue to develop Māori traditional practices across the Kahungunu education system and beyond.</p>	<p>practices. Our teaching and learning programmes reflect our commitment to becoming bilingual and bicultural - Te Reo Māori, Te Ao Māori and tikanga Māori are embedded in the very fabric of our school.</p>
<p>Priority Three - Te Mātauranga Within this Priority, primary education stakeholders such as ākonga, whānau, Tumuaki, Principals, school leaders, kaiako and teachers are focused upon in order to improve, grow and advance educational aspirations, achievements and successes for ākonga, whānau, hapū and iwi. Rangahau and arotake is also encapsulated so that Kahungunu can best determine how to measure, assess and or evaluate Kahungunu aspirations, achievements and successes.</p>	<p>We are active partners with Ngāti Kahungunu Iwi and work alongside them to promote the aspirations of whānau and hapū. We have working relationships with our marae, Te Rauhina in Kihitu, where the wharehau and surrounds are considered an extension of our school and critically important classroom for our tamariki mokopuna.</p>
<p>Priority Four - Te Whanaungatanga This Priority concentrates on continuing to strengthen kinship ties; and capitalises upon enduring relationships and partnerships with relevant local, national and international groups, to further advance educational aspirations, achievements and successes for ākonga, whānau, hapū and iwi.</p>	<p>We are partnering with Ngāti Kahungunu for Professional Learning and Development to explore significant places and events in the Wairoa/Māhia region. This is the foundation of our local curriculum design and helps us to highlight reo, tikanga and real histories that have particular points of curriculum interest.</p>
<p>Priority Five - Te Rangatiratanga Within this Priority, the focus is on Kahungunu Mātauranga leadership and succession planning, as well as better advancing ākonga, whānau and hapū self-determined education aspirations, achievements and successes. Iwi authority remains a powerful political voice to enable, empower and advance Kahungunu and Māori aspirations, achievements and successes, throughout Kahungunu and beyond.</p>	<p>Self-determination is a concept that we deliberately teach with tamariki mokopuna. We have developed programmes that specifically identify, implement and grow leadership pathways for ākonga. Since COVID-19 lockdowns in 2020, Tīaho and Wairoa Taiwhenua have examined and responded to inequities for whānau and are now working to help future proof against future issues (such as with the purchase of digital devices and ensuring access to the internet).</p>

<p>Priority Six - Tipuria te Aroha</p> <p><i>This Priority aims to grow the love of education for ākonga, whānau, hapū, and iwi. It focuses on empowering through anti-racism, anti-bias, and anti-discrimination understandings, as well as continuing to grow Kahungunu and Māori knowledges for ākonga, whānau, hapū, kaiako, teachers, Tumuaki, Principals, senior leadership teams, Kāhui Ako, Communities of Learning and all education institutes throughout Kahungunu and beyond.</i></p>	<p>Tīaho and Wairoa Taiwhenua are working together on marae-based learning programmes such as ‘Ma Te Huruhuru’ and ‘Fun Ake Te Kura’ that directly aim to ignite and maintain a love of education for tamariki mokopuna. Critically addressing racism, bias and discrimination are top priorities for the BoT and leadership team.</p>
--	--

Final Comments

Tīaho's Response to Ka Hikitia - Ka Hāpaitia

We all know that the education system has consistently underperformed for Māori learners. If we as a nation are committed to addressing the aspirations of Māori communities by ensuring Māori students pursue their potential in the education system, we need leaders across the education sector who understand the type of leadership that inspires educational reform.

The launch of Ka Hikitia - Managing for Success 2008-2012 set the Ministry of Education's direction for improving how the education system performed for Māori students. The strategy was refreshed in the form of Ka Hikitia - Accelerating Success 2013 - 2017, which focused on accelerating outcomes for Māori students so that they might enjoy and achieve education success as Māori.

The latest cross-agency strategy, Ka Hikitia - Ka Hāpaitia (2020), provides a mandate for how the education sector will work to achieve system shifts in education and support Māori learners and their whānau, hapū and iwi to achieve excellent and equitable outcomes. At Tīaho Primary School, we are deeply committed to realising the five domains outlined in Ka Hikitia - Ka Hāpaitia that support excellent outcomes for Māori learners in the following ways:

- *Te Whānau* - whānau are active participants in the learning pathways of their tamariki mokopuna.

- *Te Tangata* - we undertake to eliminate systemic racism from within our school so that students, whānau and staff have a strong sense of belonging and achieve their potential.
- *Te Kanorautanga* - Māori learners enjoy Mauri Ora (well being and a flourishing spirit) through our relentless drive for equity, excellence and belonging.
- *Te Tuakiritanga* - Students see, hear and feel their identity, language and culture within our authentic place-based curriculum.
- *Te Rangatiratanga* - Our whānau, hapū and iwi actively participate in making decisions about the education of their tamariki mokopuna.

Our Collective Wero

Throughout the iterations of Ka Hikitia, however, the inequities for Māori learners have endured. These inequities have resulted in the perpetuation of poor education outcomes, less engagement in the education system as well as significant and life threatening social, cultural, health and economic impacts for whānau, hapū and iwi.

Tiaho Primary School supports the mandate and imperative contained within Ka Hikitia - Ka Hāpaitia and has been actively working to ensure Māori students realise their potential and enjoy and achieve educational success as Māori and to promote equity, excellence and belonging.

The Board and staff of Tiaho Primary School believe in the limitless potential of our Māori learners, which stems from a deeply felt moral imperative. However, we also know from vast experiences that having a focus on the potential of Māori learners goes against the pervasive discourse in society whereby those who traditionally hold the power and privilege perpetuate disparities via their impositional stance and deficit paradigms.

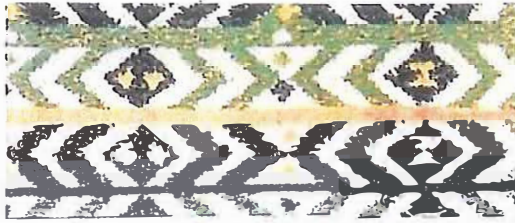
The Tiaho Primary School Board of Trustees wishes to offer the Ministry of Education an opportunity to engage in a deliberate act of creating power-sharing relationships as we collectively address the issues of power and privilege with a focus on potential.

As outlined in Ka Hikitia - Ka Hāpaitia (2020), the Ministry of Education and education agencies pledge the following:

It will be necessary to take a deliberate, long-term and coherent approach to implementing the actions we have committed to in order to achieve the outcomes we are seeking. We will need to prioritise some of these actions and our priorities will need to reflect the right balance of national policy settings and local contexts and circumstances. We need to do the right things at the right time and in the right places. (p. 6)

The Tīaho Primary School Board of Trustees wish to hold the Ministry of Education to account regarding these promises to respond to the aspirations of local communities. We have provided the vehicle for whānau and iwi to be heard and they have been involved in a self-determining manner. We believe that we have a clear mandate from our Wairoa community to request approval to provide education for Year 7 and 8 students. By approving this application, we believe we would collectively be doing the right thing, at the right time and in the right place.

*Prepared by the Board of Trustees and the
Principal of Tīaho Primary School
April 2021*



Ngāti Kahungunu Wairoa Taiwhenua Inc

PO Box 119
3-5 Bridge Street
Wairoa 4108

Phone
Email

06 838 4748
wairoa.tai.whenua@xtra.co.nz

"He ao te rangi ka uhia, ma te huruhuru te manu ka rere ai"
The sky needs to be lifted and the birds to fly

22nd March 2021

**Tiaho Primary School
Application to Retain Year 7 & 8 Students**

Open letter of Support

Ngāti Kahungunu Wairoa Taiwhenua Incorporated is a charity established to advocate, promote and act for the ultimate benefit of all our tangata whenua and ngā māta waka members in the areas of environmental, spiritual, economic, social and cultural advancement. Our Board consists of 12 members appointed by the marae of Wairoa District to represent the interests of our approximately 8,800 registered members. We have been serving our community for 30 years and at times use our mandate to advocate for other entities operating within Wairoa District which share our objectives and values.

Tiaho Primary School is one such entity. The culture of this school mirrors that of our entity and wider community, which the school actively incorporates into daily practice. Last year our Board took advice upon and wholeheartedly supported the continued implementation of their 'Fun Ake te Kura' programme. Many of their students, the whanau of their students and their staff are registered members of our charity. In knowing the important work that Tiaho Primary School is undertaking for our children, our Board fully endorses and supports the aforementioned application.

In addressing our support further, we quote the Economic Development Report 2019, also known as the Giblin Report, commissioned by Wairoa District Council. This report focussed on Wairoa District-centric issues based on community consultation and includes many facets pertaining to education and the complex web of issues in our wider community. What is most pertinent to this letter is the following excerpt from page 75 of the report.

"The lack of a self-contained, intermediate school (150 kids) allows some children to move through Years 7 and 8 more quickly than their actual emotional and physical state. Nearly 14 years after 2005's "Tomorrows Schools" was implemented in Wairoa, the community remains very sensitive to the impact of its cost-focused, negative impacts."

As highlighted by this report, our Board is very aware of the negative impacts and issues our community has with sending our Years 7 & 8 to the complex attached to Wairoa College. These issues include the break in the whanau environment fostered within primary schools, our children more often than not being emotionally unfit to transition to another environment and also the

disruption to our children caused by integrating with others from outside their primary school whanau.

We ourselves, as members of the community who are well aware of wider issues and positive path options forward, are of the opinion that clusters of learners should remain together as long as possible as was traditionally done by tangata whenua. If that was expressed in modern times, it would mean that our children would be educated together from pre-school to the end of secondary school. This cohesive approach to inter-age education creates strong and supportive bonds across age groups within that educational whanau, which in turn supports a healthy and proactive learning environment. With Tiaho Primary School proposing to retain their Years 7 & 8, if actioned we know that this will only be of benefit to our children, their whanau, their kura and our wider community.

Most importantly, we note the voice of our children who attend Tiaho Primary School and those who have moved on to be educated at the Wairoa College complex. Many of the former have expressed their concern and anxiety at leaving Tiaho Primary School and many of the latter are exhibiting behavioural difficulties and challenges in settling in their new environment. As adults, it is our responsibility and inherent duty to support the voices of our children and make good decisions accordingly.

Again, we wholeheartedly support the application of Tiaho Primary School and encourage the Ministry of Education to enable this positive change for our children.

Pai Marire, Nigel.



Nigel How,
Chairman of Ngāti Kahungunu Wairoa Taiwhenua Incorporated,
Board Member of Ngāti Kahungunu Iwi Incorporated.

Appendix B

Results from the Community Survey, Year 7 & 8 at Tiaho

(28 responses, 28th March, 2021)

How are you connected to Tiaho? For example, a community member, extended whānau of tamariki, whānau of former Tiaho students, a professional working with Tiaho, Board member, a staff member, or some other connection?

Staff member

staff member

Māmā / Kaiako

Teacher aid and parent

Staff member (LSC)

A professional working with Tiaho School

Professional working with Tiaho, connections to whānau at Tiaho

Professional working with Tiaho

A professional working with Tiaho

All of the above

SWIS

Support staff

Whanau / staff / BoT member

Staff member

professional

Teacher aide

Reading Recovery Teacher

Trustee

Administration

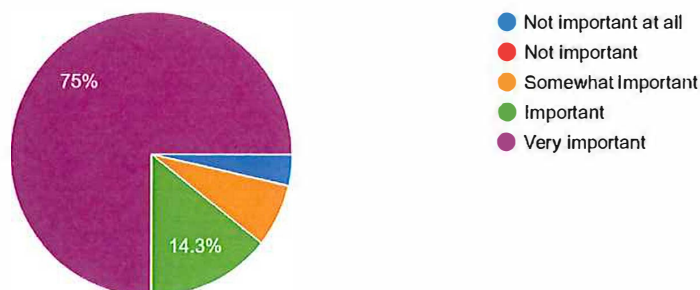
Whanau of mokopuna

a staff member

Board member

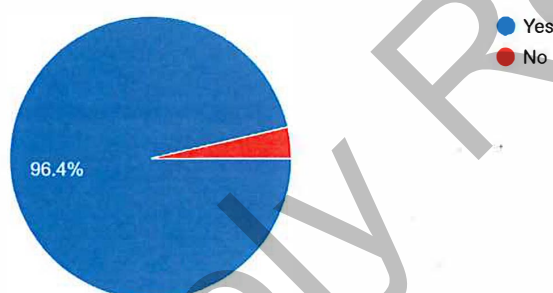
How important is it to you that whānau have the choice to remain at Tiaho for year 7 and 8?

28 responses



Do you support the Board's proposal for Tiaho Primary School becoming a full primary school, from Year 1 to 8?

28 responses



Can you share with us your thoughts about this?

As a Māmā, I would love the continuity of the quality of learning and social / emotional well-being of my tamariki until they are ready to transition into a secondary school space as a secondary school student(Y9). My daughters sharing a space with young men at secondary school is not at all appealing to me or my whanau, and ultimately I feel it adds more layers of anxiety and distress to Tamariki.

As a senior kaiako, I see first hand the impact of transition from our school to somewhere else affects the tamaiti. I have had students begging me to drop their year level so they can stay on. Have had whānau come into kōrero about possible options because they're not ready for the transition into college. Our students love our school and they aren't ready to leave at The end of year 6. First and foremost our tamariki would learn and grow for two more years and beyond that; Our whole community would benefit from this initiative.

Think it's an awesome opportunity for whanau

Wairoa only has one option for yr 7 & 8 education. This is a lot of pressure for one school to meet the diversity of needs within a community. By creating another option the load can be shared and the needs and wellbeing of the tamariki have a greater chance of being met. I.e. some children in this age group are a long way off from being ready for the big pond of a yr 7-13 school. It is hard for a school to meet the nurture and growth needs of these tamariki. Equally it is hard for a yr 1-8 school to meet the needs of a child who is educationally, physically, mentally and emotionally ready for challenges. By creating a choice we create better opportunities for growth and development of tamariki and allow for schools to be able to focus their resources instead of having to spread them too thin.

It is time that whānau in our community have an alternative Y7/8 option for our Tamariki; particularly our ākonga who are not quite ready to be exposed to a College environment.

Celebration of culture and diversity is necessary for meeting the needs of our tamariki, their whānau and the wider community! This plan can ONLY add value to our rohe!

I wholeheartedly support this kaupapa!

Ngā mihi

9(2)(a)

I think it would be great for our tamariki, awesome for our whanau, and amazing for our community and town to have more options and choices for their children's education during those crucial intermediate years.

In my experience, especially for those students who have high needs, it is more important that they have an option to stay in an environment that is familiar and where they have positive relationships. It also allows them to be tuakana in their adolescent years.

Tiaho are developing a school where identity and belonging are valued. Older students will contribute to the tuakana/teina feel of this school. They will have the opportunity to grow leadership skills and learn in an environment that understands them and values who they are as cultural and social beings.

At year 8, research suggests that students have more skills to transition easily into a secondary school, whereas earlier than that there can be anxiety for the child, including a disconnection from learning and community, leading to negative well being

It would be great to give our students at Tiaho the skills and learning capabilities that they need before they transition into Secondary School.

I believe this notion of Tiaho School retaining Year 7-8 students (instead of ākonga transitioning to the Y7-13 college) is founded on ākonga needs, rather than other perceived motivators (e.g.

increased school roll, increased staffing etc). And will undoubtedly be founded on evidence of what works well at Tīaho School for ākonga, and possibly what doesn't work so well for ākonga who have transitioned at the end of Year 6. What I do know in the context of working with Tīaho School staff in professional learning and development contexts, is that a team of dedicated, committed, caring educators and administrators form a whānau-like team of kaiako and kaiāwhina, where at the heart of why anyone/everyone fronts up on a daily basis, is because they care, and they are invested in the cultural, social and academic success of ākonga and their whānau who choose Tīaho School.

I appreciate that should this proposal be successful, that a transition will still be necessary at Year 9, and a relentless focus on supporting the transition would be enacted overtime to ensure ākonga are prepared and supported for the transition - and being faced with this at Year 7 is likely much more daunting than at Year 9.

I do believe an additional 2 years for ākonga in the nurturing whānau-like environment, where being culturally relational and responsive to ākonga needs is the key driver would be beneficial in adequately preparing and supporting ākonga to transition at Year 9.

Ākonga needs MUST be prioritised when making this decision, listen to their voice, and that of their whānau, and make the decision in response to their needs first and foremost.

Waiho i te toipoto, kua i te toiroa!

We live in a unique community with many needs. Educationally, socially and culturally I feel Primary school is better placed to deliver a rounded, culturally responsive curriculum for our students. With targeted education pertaining to the intermediate curriculum can be given in a safe and supportive way for the best outcomes for our students. More inclined to develop leadership skills at a full primary as opposed to an intermediate that is joined to a secondary school.

This will revive a long and bitter dispute that occurred back in the early 2000s when the last merger of schools happened in Wairoa. It will cause a lot of pain to a lot of people in the community, who have meanwhile come to terms with that issue. If Wairoa had had a very large population expansion since then we might be in a different situation where such an action would be possible, but it has not, and so holding on to those students is likely to cause harm to both our and other schools in the district.

The college took on the year 7 and 8s to help boost local capabilities at the high school level, and this was a very important aspect of that. Without extra students Wairoa College was even more limited than now. Moving those students away will result in loss of services there but also be a waste of the new buildings constructed for them.

But worst of all our own school needs to up its game and do a lot of professional development. Any activity like expanding to accommodate yr 7&8s will be a distraction from the work that has begun and be wasteful of people's energy and focus.

Additionally the new Tiaho building plans would likely have to be put on hold or adjusted. And any technology training would still have to occur at the college, and our students would have to waste learning time getting there on a regular basis.

I think the whole idea is a distraction from our kaupapa of teaching and learning to the best of our ability.

Entering college environment the child needs to be developmentally ready. It would be beneficial for the whanau and school to have the option if the child is not ready to stay at Primary level.

This offer an alternative to our tamariki and their whanau. The college is a challenging environment and some of our students are not yet ready for it. This could be an awesome transition time. Beside, with a new school being built, it is perfect timing to bring this change.

Students feel very safe & secure in this environment

I just think people should have a choice. I get anxious about some of our children moving on. Here we know our kids and their needs. We've had chances to learn about them for 6 years.

Our whanau need choice! Our tamariki deserve to be safe and have the skills necessary to transition safely and without fear into their next venture. I know that at Tiaho, we can and will provide this for our tamariki. Our whanau and our iwi support us in this possibility!!

Gives our students a chance to grow in maturity, social and emotional well being before transitioning to Wairoa College

Yes however it is up to individual whanau to decide if they want to keep their year 7 and 8 at Tiaho .

Having my son start college as a year 7 this year he is terrified of all the fights happening almost daily

Some children are not mature enough to cope with high school age pupils. They can enhance their leader skills. Those children that are weaker academically can have another two years of targeted assistance before entering the high school system.

When year 6 leave Tiaho and go to the college they're exposed to a whole different scene. They want to become older and fit in with older peers. The peer pressure of fighting, smoking and just being mischief is there. Staying at Tiaho means they get to enjoy being with the same year level and can enjoy their intermediate years.

keeping children in education.to many of the young not going to school.

From personal experience, Wairoa College is NOT providing a safe environment, that is conducive to learning. If this option was available when my children were younger, this would have been my choice for sure.

I support this proposal. There are always pros and cons for anything, the pro being the year 7/8 students won't have to go to a school with much older students, however they would now be the older students at the primary and would need to learn to look after younger students such as new entrants.

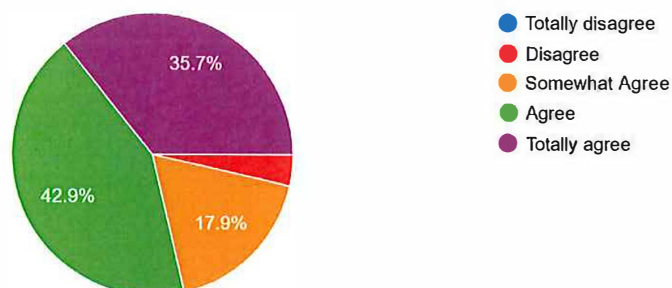
The Wairoa community is short of best education choices

a large group of the same year level e.g. 7&8 has never worked the Intermediate in Wairoa was previously closed due to no progressing of this age group

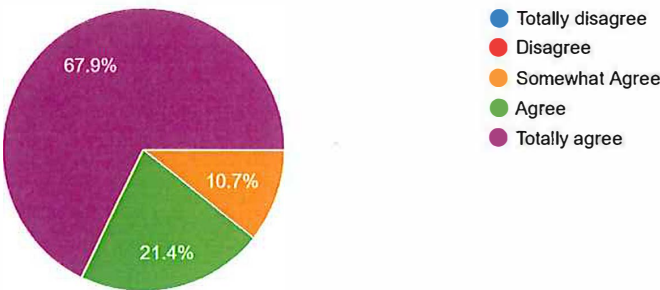
No gap school between primary and college in Wairoa. There was one when I attended and I think all kids benefit from attending intermediate.

Tamariki mokopuna are always safe at school.

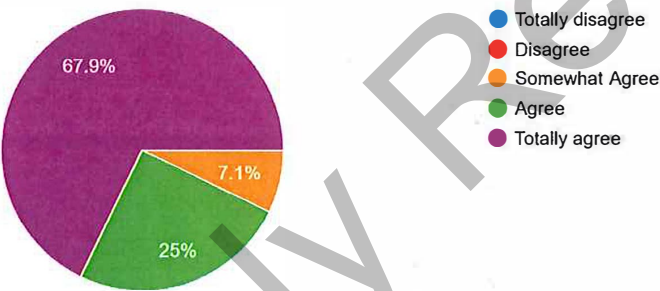
28 responses



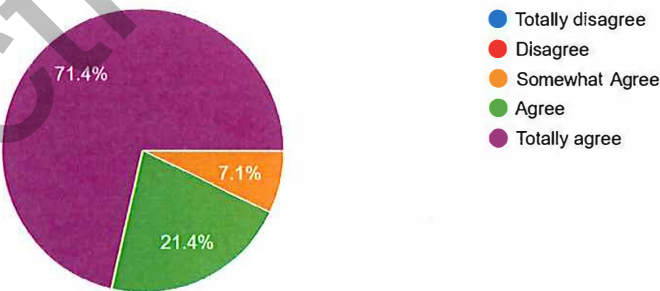
Teaching and learning should focus on promoting taha tinana (physical well being).
28 responses



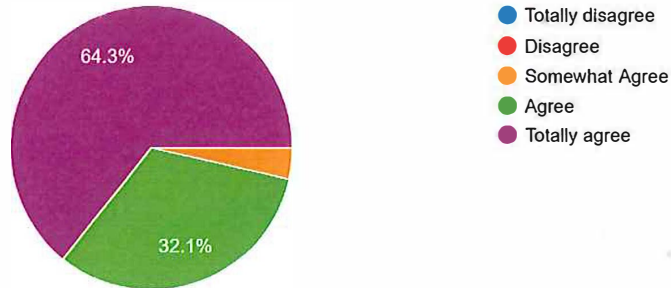
Teaching and learning should focus on promoting taha whānau (social well being).
28 responses



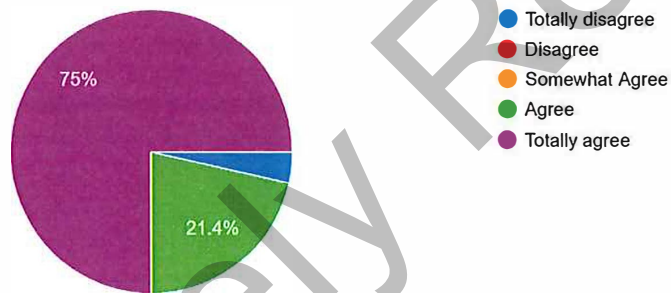
Teaching and learning should focus on promoting taha hinengaro (emotional well being).
28 responses



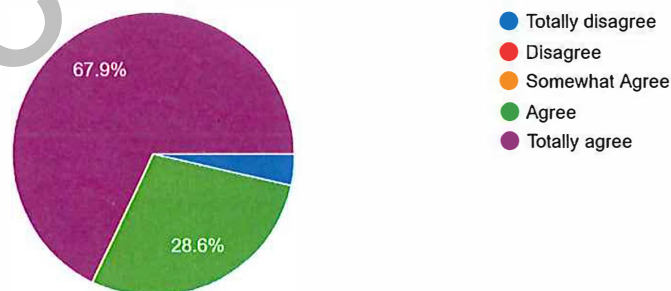
Teaching and learning should focus on promoting taha wairua (spiritual well being).
28 responses



Whānau having the choice to continue with Tiaho's value-based education (living and breathing ako, manaakitanga, kaitiakitanga and whanaungatanga) for two extra years is important to me.
28 responses

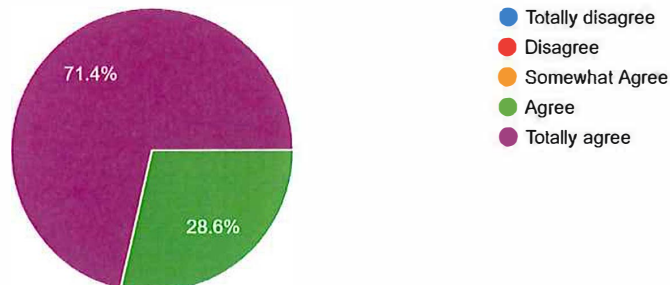


Having two more years at Tiaho to help build skills and confidence in using te reo Māori in students' day to day lives is important to me.
28 responses



Having tamariki leave Tiaho confident in themselves to have a successful transition to secondary school is important to me.

28 responses



Is there anything else you would like to say about this?

If the wellbeing needs of tamariki are not met they will not be able to learn to their best potential.

Nga mihi tautoko ki a koutou! Best wishes to you all in accomplishing what you endeavour to achieve. Will look forward to seeing this progress.

I hope you are successful with this proposal. It could make a real difference for the tamariki in our community.

I think the question about having two more years to build skills/confidence in using te reo Māori needed to be have the same beginning as the other statements. Instead of emphasising the 'having 2 more years' at the beginning, it could have just been something like 'Tamariki building skills and confidence in te reo Māori is important to me'. I only suggest this, because it infers that this doesn't happen already at Tiaho, and 2 more years is required to do that? Aroha mai, just a suggestion. All the best with the proposal - ngā mihi, 9(2)(a)

I,m concerned that these statements seem to pit a values based learning at Tiaho against a values based learning at the college. Both schools are concerned with the values above, so these statements are mostly irrelevant to our children's well being. Our college is also part of our own community and is no different to our school in that respect. Our students will live these values and the te rep just as well at the college as at Tiaho. Furthermore these statements don't give much emphasis to learning and intellectual development and the power of knowledge and skills. This are areas we should also be concentrating on and will also enable them to be ready to transition to college. Tiaho would need to have offer subjects such as food technology, sewing, music, similarly to what is available at the College. Having such facilities at Tiaho would benefit our whole community.

It helps students mature & be more ready begin high school

No

I will fully support this in any way I can!!

Some questions are hard to answer eg "Tamariki, Mokopuna are always safe in school" - this has been a challenge / everyone has the best interest for the child but at times it is hard to collate the steps that are necessary for them to be safe (eg: running from class to the office)

I fully support this kaupapa, and wish you all the best on your submission. Kai kaha!!

The benefits outweigh the cons in this proposal but only if there is careful and thorough planning to ensure the safety of younger students.

I commend Tiaho Primary School for giving the community another option for our tamariki/mokopuna

Year 7 & 8's should never have been taken away from Primary school in the first place. This happened in 2005 and to date has failed.

Choice is needed

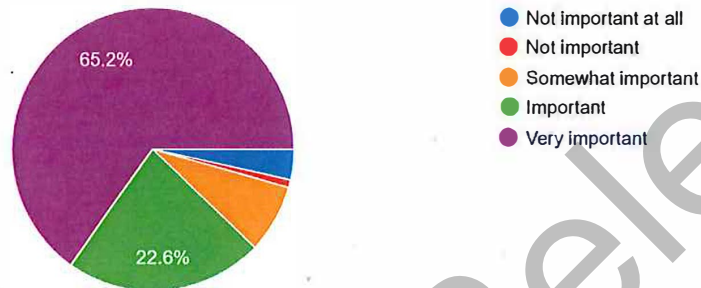
Appendix C

Results from the Whānau Survey, Year 7 & 8 at Tiaho

(115 responses, 28th March, 2021)

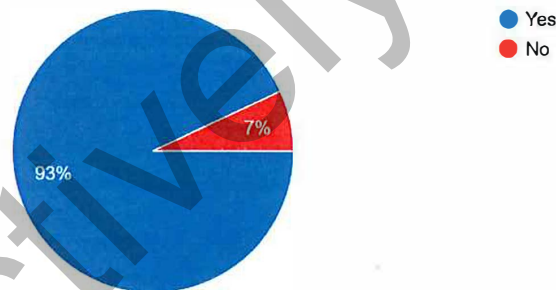
How important is having the choice to remain at Tiaho for year 7 and 8 to you?

115 responses



Do you support the Board's proposal for Tiaho Primary School becoming a full primary school, from Year 1 to 8?

115 responses



Can you share with us your thoughts about this?

They want a change and they want to further their education

College is intimidating enough at 13 years old but they would be much better than how it currently is. A couple more years at primary school would be great.

Our tamariki are having to grow up before their time at college, being bullied and ridiculed at such a young age and vulnerable age

My babies are too young still so I'm all for year 7 and 8 having the choice to remain or not

I feel it will make our tamariki/mokopuna stronger, emotionally and socially. It's about consistency for them and safety!

Should of left it as a full primary school.

I believe the benefits of our tamariki remaining at Tiaho for year 7 and 8 are huge. I've never agreed with year 7 and 8 going to secondary school.

Saving money not having to purchase an extra uniform at the college.

I know it's incredibly important for our daughter's hauora to remain in an environment that nurtures and cares and educates her to reach her potential.

I personally agree with this decision

We are a family and community who wholeheartedly support the proposal to keep our year 7 and 8 taura at Tiaho as they are still in the cusp of building and strengthening their own identity. As parents we want to love and nurture our tamariki in all areas of themselves. Kia ora.

believe its a brilliant idea

MoE shouldn't have changed the curriculum in the start. Finding more 15 year olds are finishing school early maybe they are over college by then, being at the college for seven years is quite hard, could feel like being at university

Some children should have a choice to whether they want to or not as well as caregivers

I think this is a good idea as most of our kids/children have to grow up too fast before their time or age. They see older children doing things they shouldn't so our younger one's follow/copy what the big kids do.

Don't think some of our tamariki are ready mentally to be moved into college. They should remain at primary until year 9, like its always been in the past

I think it will be good for them and help them make the move to college easier.

Being prepared for high school is especially important because it will increase our children's ability to thrive. At Tiaho School, I believe they can provide a whānau environment full of support and guidance. I feel it is more safer, more controlled and more leadership opportunities for year 7/8 in primary school

I think 2 extra years at primary will really help them gain the confidence to make heading to the college easier

More time at primary at a younger age will be better than going to college at 11 years old.

It is very important for kids to interact with their mates growing up. Especially while becoming in that age group. They know each other so well and also have comfortable amongst peers and teachers.

I am completely understanding and aware that this could be a possibility but in my opinion intermediate is getting them ready for high school/college. Even though I am pretty certain you could do the exact same for them.

I think it's too young to go to the college

yes i support this

I am anxious about our daughter going to Wairoa College. I feel (from experience) she will not be looked after as an 11 year old in the same space as young women and young men. They are not very strong in enhancing their Taha Māori, I feel that Tiaho speaks and walks this with the students everyday.

I like the idea of my kids staying at tiaho until year 9

Not bothered. Will be sending my children to the college.

I strongly agree with Tiaho becoming a full primary school, as I'm struggling to come to terms that I may need to send my child to a high school environment to complete her primary years.

I think Wairoa College isn't best for the kids @ 11 years old. I've experienced this with 2 children and they were bullied and have to learn how to defend them selves. Absolutely, it will support the children in creating healthy habits in them at a young age. Socialising is important with every child. Some find it hard to connect with others. Highly important for kids to understand their emotions and learn a few strategies to deal with it so when they get older or as they grow, will have a base foundation. Overall wairua focus is important for children to learn basic foundation.

It's very important as I'm in no hurry for my child to grow up too fast. I support the decision of a full primary school Years 1-8 because they're comfortable in their known environment and I feel they experience things too early for their age, especially at Wairoa College.

Doing so would save alot of families money. Year 7 & 8 have different uniform than Year 9 and up. Saves buying an extra uniform (Wairoa College).

Gives a child more time to be around their own age compared to being with teenagers at college.

Depending on the childs yearly report, the decision will be made by caregivers, parent, to move child on to college, year 7.

cost of uniforms

MoE shouldn't have changed it in the start

I so strongly believe and support this issue as I believe it even comes under the umbrella of health and safety issues. It's comparing a child to a teenager (pre adult). The pressures and groupings at college is overwhelming for teens let alone children. There is a difference between introduction and being thrown in the lions den. They need more time to feel what it's like being leaders and mentoring the juniors before being hammered down again.

Extending Tiahos capacity to include intermediate years in my opinion would empower those (7 & 8) years and build more confidence across all aspects of their learning and being, which sets the stage for well rounded adults/young people.

I believe this proposal will have our children better prepared for high school years. Tiaho school has a whanau environment that is safe and that supports/guides children to be their best. There is no rush to send my kids off to college, I'd like them to experience being leaders/role models to younger kids a bit longer.

I would rather they complete their schooling at Tiaho with teachers they knew. By the time they hit 3rd form they would be more mature after spending 2 more years with children they know.

To have a choice, options are good

I would rather our tamariki are fully prepared before entering the college environment. I am completely convinced that introducing our young tamariki to this environment doesn't nurture them enough and can be detrimental to what our impressionable tamariki are exposed to at a young age.

I am needing to consider this this year due to my girl being at intermediate next year.

My son enjoyed intermediate at the college.

Yes I strongly agree that Tiaho should cater for year 7 & 8 students, because they are still children not teenagers. I get the impression that year 7 & 8 students have to try and impress the older students at college. Tiaho is an awesome school and teachers.

As there is no separate intermediate for us to attend having more options on where they attend is important

Excellent idea! I don't want my daughter to be close to older children. I want her to continue being a kid. Also, I don't like the fact that being at the college, she would be exposed to teens that smoke cigarettes, drugs and sex. So no thanks!

My child would not be nurtured or looked after his learning will lapse as it happened to his older brother

Absolutely think this is a great idea. My kids do feel safe and love school and I think it will be less stressful on whanau not having to worry about looking for another Inty kura

Complete schooling at Tiaho! They know the kids and teacher, they will be more mature

Good idea.

Children, I believe, are still finding themselves at Year 7 and 8. They are still encompassed in a safe bubble at "Primary" school. Exposure to a more independent less caring environment that includes young adults can become a dangerous place for our babies, still growing minds. It scares me and to know that they can flourish a bit longer in this safe bubble makes me extremely happy and supportive of this.

It is a must I myself went to Intermediate and that gave me more confidence and kaha to transition into college. Times have changed and our tamariki who leave to do year 7 and 8 at College are bullied, too scared to return to school I have heard and seen alot of my friends children taken out and are either home schooled or no longer in our district I'm actually worried for my girl who starts there next year.

The college is not suitable for our children. Year 7 and 8s interacting with y12 and 13s is not on. Give our children more time on their own.

Having provided a safe learning environment where the tauira are flourishing - it seems contradictory to then send them to Wairoa Intermediate/College where their experiences are so negative. The tauira will benefit from 2 more years of stable, caring, learning environments.

Yes she feels safe, a teacher is always around, even after school

I think it will make the move to college easier

Not only is this beneficial for our tamariki we are also supporting the growth of their teina in the primary sector as well. They will have more opportunities to see their tuakana of the kura in their roles.

Children learning at one level sets the foundation for the next steps (secondary school) along a chosen path. Transitioning into a new class, a new school, a much bigger school can make negative impacts on kids achievements.

The issues start at Year 1, 2, 3 - bullying, peer pressure, moderate care of learning

Fantastic idea! Thought of transitioning my boy for 2 years is hardly worth it. Keeping him in his familiar surroundings an extra 2 years would also enhance his education.

My family and I are completely in favor of this proposal. I never agreed to the merge of the intermediate with the college. A great way forward! Awesome Tiaho!

Maybe you could of given parents more options into why you are asking for this proposal considering our years 7 and 8s already have in place. Being at college.

I think right now they are going to college too young. I think they need to stay at primary school for the extra two years to gain the confidence and knowledge before they get to college.

yes i agree and support

My child liked the transaction. College and Intermediate.

I support

Give our children more of a chance and more time to be children

Sending our children to college in years 7 and 8 will be more unsettled with the change and will have difficulty to cope with change

They belong in a school environment before college.

Let our children be children for a bit longer before they are thrown into adulthood and pressure

I support extending the age group as long as the younger ages aren't bullied and silly things aren't happening like fighting, smoking/vaping, bullying

It takes away the overwhelming anxiety that some students get when faced with going to Wairoa College at such a young age.

I sent my 11 year old all the way down south, just because of education reasons

My child is currently in Year 6 and struggles with big changes. This would make things easier for him and our whanau. Tiaho staff do a great job of making the tamariki feel at home - so staying on for year 7 & 8 would be awesome.

That's how it was when I went to primary school and it was still scary going to college at 13 years old. A couple of more years at primary can only do good.

This is the best idea since sliced bread. I fully support this move: from where my mokopunas came from to when they completed their final year they were full of confidence and were looking forward to intermediate. That didn't last long then things went downhill.

Should have left it as a full primary school

I think starting at the college early just isn't good.

Is this all about numbers and keeping the school open. Why ruin a good thing I feel like you would be going backwards

I believe putting young children ages 12-14 is still not very safe. Some of the senior children are still learning their own bodies as becoming of men and women. There seems to be a lot of aggressive seniors our juniors witness fighting a mix of hormones may have something to do with this and home life.

The cost of school uniforms. One uniform from year 1-8. Then college uniform = 2 instead of 3 different uniforms. I prefer primary level to keep at 1-8.

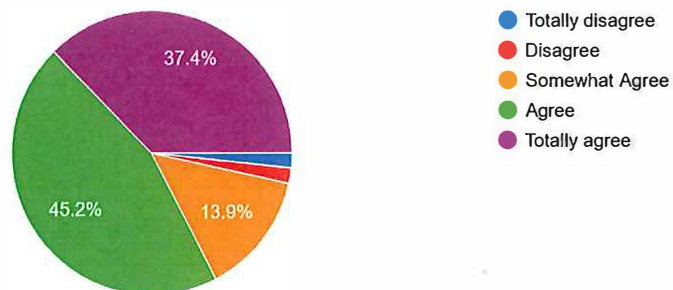
I would like my grandmoko to stay longer because going to the college that is where are bullies is not safe specially the smaller students

Tamariki moving over to college at year 7 and 8 is very hard on the child. Going from a small school to an extra large school can be very daunting and especially at a young age - kids 11 or 12 starting at college is not appropriate. There are already so many pressures of the world at that age. My child struggled.

7 and 8 years kid should remain in primary school once they start going to college they see and learn teenagers behaviour to early in their lives from other elder students - young ones see and learn too quickly

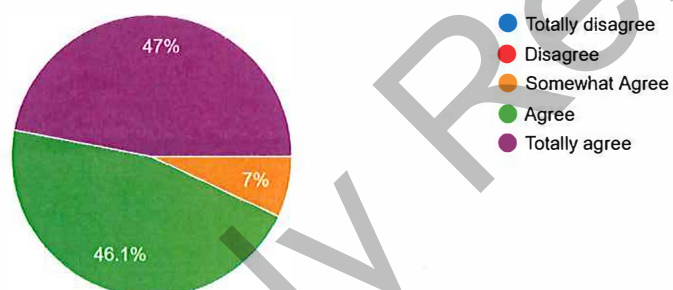
Tamariki mokopuna are always safe at school.

115 responses



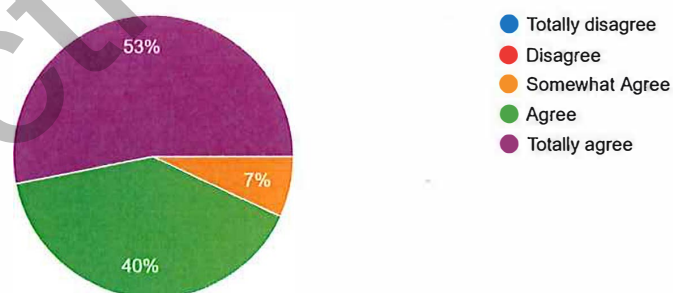
Teaching and learning should focus on promoting taha tinana (physical well being).

115 responses

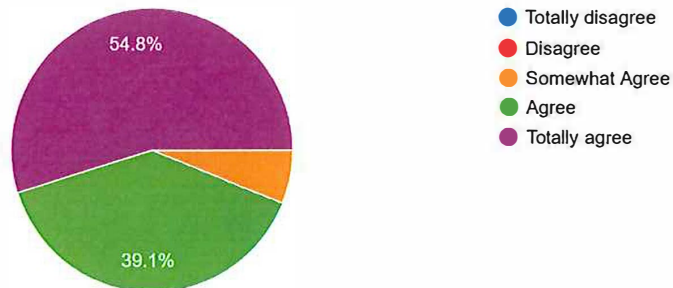


Teaching and learning should focus on promoting taha whānau (social well being).

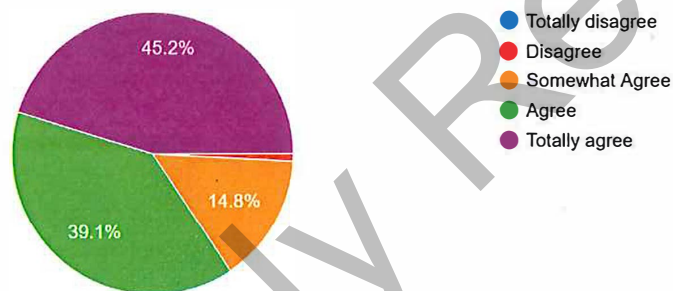
115 responses



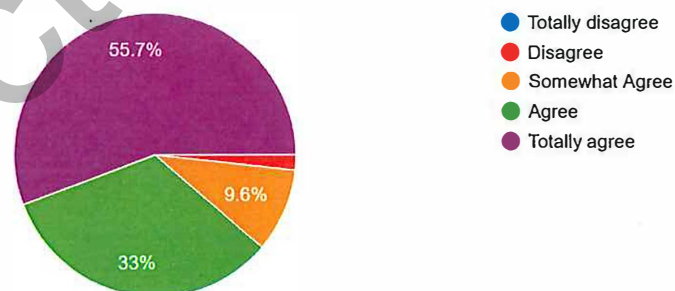
Teaching and learning should focus on promoting taha hinengaro (emotional well being).
115 responses



Teaching and learning should focus on promoting taha wairua (spiritual well being).
115 responses

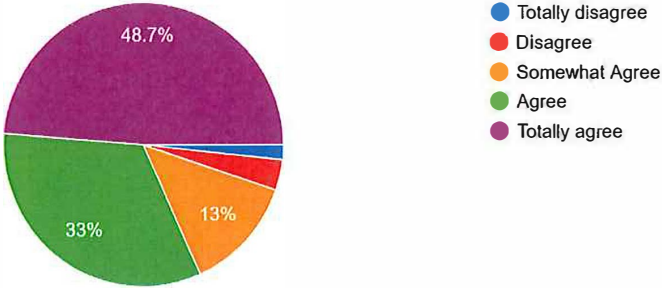


Having the choice to continue with Tiaho's value-based education (living and breathing ako, manaakitanga, kaitiakitanga and whanaungatanga) for two extra years is important to me.
115 responses



Having two more years to help build skills and confidence in using te reo Māori in their day to day lives is important to me.

115 responses



Having my child leave Tiaho confident in themselves to have a successful transition to secondary school is important to me.

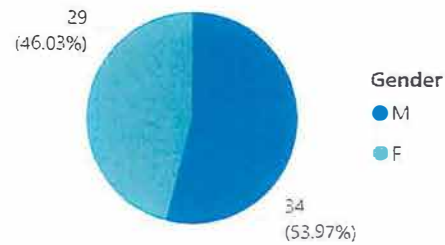
115 responses



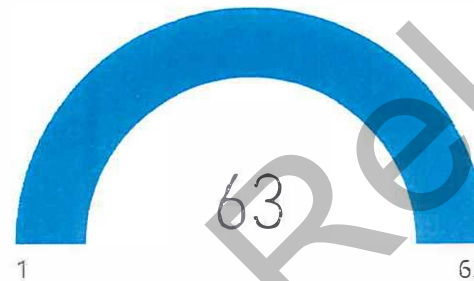
Appendix D

TIAHO TAMARIKI SURVEY RESULTS YEAR 4, 5, 6

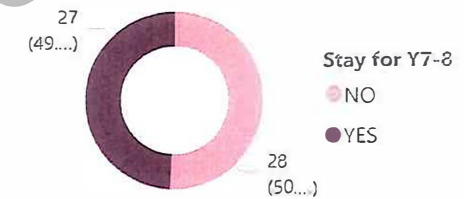
Gender Breakdown



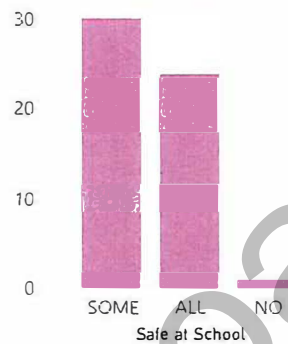
Total Students



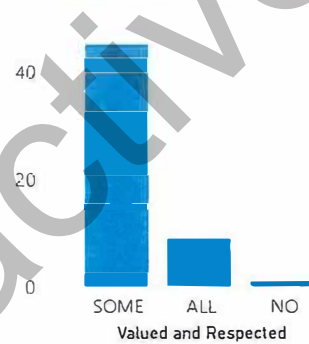
Would You Like the Opportunity to Stay at Tiaho for Year 7 and 8?



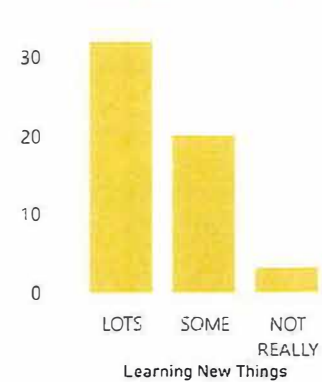
Do You Feel Safe at School?



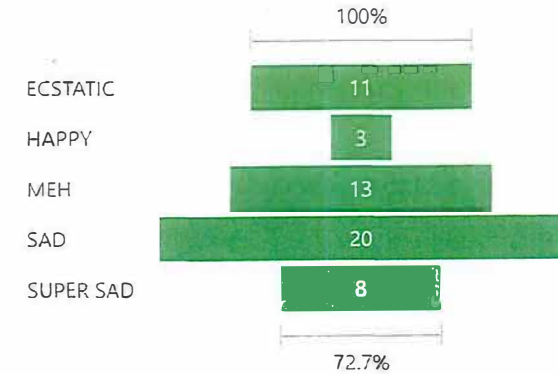
Do You Feel Valued and Respected as YOU at Tiaho?



Are You Learning New Things Every Day?



How Do You Feel About Leaving Tiaho at the End of Year 6?



Application form

Recapititation or decapititation for primary schools

This form must be fully completed and signed by the board chair or nominee of the board.

When completed, please email to your regional Education Advisor.

This application is for a:

- ☒ Recapititation (Years 1–6 school changing to Years 1–8)
☐ Decapititation (Years 1–8 school changing to Years 1–6)

Checklist of supporting evidence to attach (see guidance document for examples of types of evidence):

- ☒ Evidence of community consultation (parents, whānau and staff)
☒ Evidence of other school consultation (include list of schools and likely impact on them from proposed change)
☒ Details of any necessary transport changes
☒ Details of any necessary property changes
☒ Board minute approving application

And if this application is for recapititation:

- ☒ Attach an Education Review Office report carried out within the past 24 months showing that the school's educational performance is effective.

The form may be used electronically or it may be printed and scanned.

Please complete all sections.

In signing this, you declare that all the information contained in this form is true and correct.

Signed



Role

RESIDING MEMBER

(Chair or board nominee)

Date

15.4.21

1 Contact information

School name Tiaho Primary School

Profile number 1669

Address 93 Clyde Road, Wairoa

Board chair name Steve Houkamau

Phone

9(2)(a)

Email

2 Change details

- a** When does the board intend this change to take place? Describe any phasing of the change that the board would like.

The Tiaho Primary School Board of Trustees wishes this gradual change to take place over two years:

2022 – introduce Year 7 as a continuation of the 2021 Year 6 cohort.

2023 – introduce Year 8 as a continuation of the 2022 Year 7 cohort, and Year 7 as a continuation of the 2022 Year 6 cohort.

3 School information

- a** Does the school have a statutory intervention in place?

☐ Yes

☒ No

- b** Does the school have an enrolment scheme?
(or is it in the process of developing one?)

☐ Yes

☒ No

- c** Which level of ERO review is the school on?

☐ 1–2

☒ 3–4

☐ 5–6

d Please describe the school's zone/catchment if known, or attach a map.

We are not a zoned school.

The majority of enrolments are from the surrounding street areas in the town of Wairoa, however we have some students from out of town.

Attachments: ☒ No ☐ Yes:

4 Community consultation

a Has the board consulted with parents and whānau of students at the school and provided them with information to make a well informed choice? (provide evidence of this consultation)

☒ Yes ☐ No

Attachments: ☐ No ☒ Yes:

b What proportion of parents and whānau support the change? (provide evidence)

93% of whānau support the Board's proposal for Tīaho Primary School becoming a full primary school from Years 1 to 8.

Attachments: ☐ No ☒ Yes:

c Has the board consulted with the principal and staff of the school? (provide evidence of this consultation)

☒ Yes ☐ No

Attachments: ☐ No ☒ Yes:

d Has the board consulted with other boards of schools or groups who might be affected by the change and allowed a reasonable time to respond? Provide evidence of this consultation – include a list of schools consulted and the likely impact on them from the change.

☒ Yes ☐ No

Attachments: ☐ No ☒ Yes:

- e** Has the board discussed with other neighbouring boards the possibility of a review of education provision, involving neighbourhood schools, which might lead to school reorganisations within the wider network of schools?

☐ Yes

☐ No

- f** If you answered Yes to question **e**, please summarise the outcome of the discussions.

At the Principal and Board Chair hui initiated by Tīaho on Thursday 11th March, 3:30pm, we discussed at length the mandate that Tīaho have received from our whānau for choice. Wairoa Primary School and Frasertown School did not voice any objections to Tīaho progressing with our own application by 1st April, 2021.

WPS and FS were going to take the discussion back to their respective BoTs for further discussion and to decide if they wanted to make their own submissions. They realised they would need to complete their own processes of consultation before they could formally make an application on behalf of their own communities.

Wairoa College were invited to join the discussion but they did not respond to the invitation.

5 Transport implications

- a** Are changes necessary to the current transport arrangements to cope with the proposed change?

☐ Yes

☒ No

☐ N/A

(If changes are necessary, please attach details.)

Attachments: ☐ No ☐ Yes:

- b** Would any students in other schools lose their transport entitlements as a result of this change?

☐ Yes

☒ No

☐ N/A

- c** If Yes, are their parents/whānau aware?

☐ Yes

☐ No

☐ N/A

6 Roll information

Our current roll of 140 is shown below, as at 30th March 2021. The figures for the next 3 years are obtained by increasing the end of year roll for 2022 by 10%, which is a conservative increase as we have an average roll increase during the year (over the past four years) of 12.6%. New entrants have been estimated at 25 per year, based on figures from the past two years. The numbers from consecutive years have simply moved across. These predictions do not account for enrolments in or out and therefore represent estimates only of a steady roll based on year level cohorts.

a Current roll total:

Estimated total roll (by end of year): 2021 – 157; 2022 – 187, 2023 – 212; 2024 – 218.

Please also provide a breakdown by year level below:

Y0	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8
2	13	25	32	27	23	18		

b Roll predictions for next 3 years if proposal approved:

Y0	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8
0	25	27	27	35	29	25	19	0
Y0	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8
0	25	25	27	27	35	29	25	19
Y0	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8
0	25	25	25	27	27	35	29	25

c If this is an application for decapitation and it is approved, OR if this is an application for recapitation and it is unsuccessful:

What neighbouring schools are students likely to attend if not yours? Please list school(s) and likely proportion of students to attend.

At the end of 2020, we had a cohort of 31 Year 6 students. From the whānau we have spoken to, one student enrolled at Te Kura Kaupapa Māori o Ngāti Kahungunu o Te Wairoa and one student left for the South Island. The rest enrolled (or intended to enrol) at Wairoa College.

7 Bilingual education at Years 7 and 8 (decapitation application only)

a Does the school have any students receiving bilingual education at Years 7 and 8 that you would like to retain in a bilingual class?

☐ Yes ☒ No

b If yes, are you applying to retain a: ☐ Year 7 bilingual class ☐ Years 7 and 8 bilingual class

c How many of these students do you have currently?

Year 7

(Please ensure you have included these students in the roll predictions above)

Year 8

8 Property implications

a Is there sufficient property to accommodate an increase in numbers? If changes to property are necessary, attach full details.

☒ Yes ☐ No ☐ N/A

Attachments: ☐ No ☐ Yes:

b Will there be surplus accommodation if the change is approved? ☐ Yes ☒ No ☐ N/A

c

Number of students the school property can accommodate:

This is a complex issue as currently we are over capacity and have a redevelopment project underway.

9 Staffing implications

a How would this change affect teaching positions at the school? By what number will the teaching positions increase or decrease?

We would need to employ two extra teachers - one in 2022, another in 2023.

10 Board support

a Has the board approved a minute authorising this application? If so, please attach.

☒ Yes ☐ No

(If applying to retain a bilingual class, please include this information in the board minute.)

Attachments: ☐ No ☒ Yes:

Proactively Released

Annex 2: Map of Wairoa school network showing Year 7 – 8 students

Proactively Released

Annex 3: Map of Wairoa school network showing all students

Proactively Released

Proactively Released

Hon Chris Hipkins

MP for Remutaka

Minister for COVID-19 Response

Minister of Education

Minister for the Public Service

Leader of the House



Mr Stephen Houkamau
Presiding Member
Tīaho School Board
93 Clyde Road
PO Box 47
Wairoa 4108

Ref: CH9406

Dear Stephen

Thank you for your application asking me to change Tīaho Primary School from a contributing school to a full primary school under section 194 of the Education and Training Act 2020.

It is clear that you have a supportive and passionate community, and that you want the best for the students at your school.

I have carefully considered your application and all the supporting information you provided, as well as analysis provided by the Ministry of Education about the impact of such a change on the local school network. Although I find the goals for your students to be admirable, I am not prepared to consult on this proposal at this time. The impact on the other schools in your network would be significant, and I am not convinced the change would be serving the interests of all students in the Wairoa network.

I understand this decision will be disappointing to you and your community. I encourage you to continue to work closely with the other schools in your network to support all your students to succeed within your existing schooling structure.

Yours sincerely

Chris Hipkins
Minister of Education

Cc Zac Anderson, Principal, Tīaho Primary School
Daniel Murfitt, Director of Education, Hawke's Bay / Tairāwhiti