

NGĀ PARIRAU  
MĀTAURANGA TRUST

KAITIAKI O TE KURA HOURUA KI WHANGARURU  
SPONSOR OF WHANGARURU PARTNERSHIP SCHOOL



17 July 2015

Hon. Hekia Parata  
Minister of Education  
PO Box 1666  
WELLINGTON

Dear Minister Parata

As agreed when we met with you on Saturday 4 July 2015 the trust have sought to comply with the conditions set out in your letter which we co-signed on 4 July 2015.

1. *Appoint by resolution one or more Trustees nominated by Minister Parata, at least one with an education focus*

We have discussed this with the Director of Education Hira Gage, and await the decision as to who the Ministry appointed trustee will be.

2. *Appoint by resolution one or more Trustees, at least one with a recognized financial and business background*

The trust have appointed Brendon Edwards as a new Trustee. Brendon is of Ngatiwai and Ngapuhi descent. Brendon is a Solicitor of the Supreme Court of England and Wales, a Barrister and Solicitor of the High Court of New Zealand. He has a Bachelor of Law and Bachelor of Commerce. Between February 2002-August 2013 Brendon was employed in Hong Kong as a Solicitor and a merchant banker for Credit Suisse.

Brendon moved home in 2013 and currently farms in the Whangaruru area.

3. *In consultation with the Ministry of Education, secure the Kura's new education leader*

We have appointed Mr Chris Saunders as the Interim Education Director for Te Pumanawa o te Wairua. Chris will have overall management of the Kura and commences his 0.4 role on Monday 27 July 2015. Chris will engage in an open contract and will remain in this position until such time the school is stabilized and a full time Principal is appointed.

We have appointed Wayne Johnstone as the Executive Officer, this is a 0.6 position and Wayne will report directly to Chris Saunders.

We have appointed [REDACTED] as 0.5 Curriculum Manager and 0.5 teacher for senior English.

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██████████ will report directly to Chris Saunders.

All staff will be briefed on the new management structure on Monday 20 July 2015 by the Trust.

4. *Prepare and present to me a detailed Remedial Plan which must include correcting all the critical deficiencies identified in the specialist audit*

We have made significant changes to the internal capacity and operating procedures within the kura. We have structured our change and improvement methodology on the basis of the ERO School Evaluation Indicators – Effective Practice for Improvement and Learner Success. This is summarized under the six indicators in **appendix one**.

Attached as **appendix two** is the draft remedial plan identifying the deficiencies highlighted in the Deloitte Report, and an update stating how we have addressed and planned to rectify every issue.


We have a pathway to guide our thinking and actions over the next 6-12 months which is learner centered and focused on paving clear pathways to meet student/whānau aspirations. Attached as **appendix three** a copy of the Student Achievement Pathway for 2015-2016.

On Monday 20 July the Trust will commence a formal re-structure process which will see the redundancy of three administrative staff, subsequently one position will be re-advertised. An additional paid staff member who is employed as a bus monitor and office support will be made redundant. His role will not be replaced. Attached as **appendix four** is a copy of the new school staffing structure.

We trust the actions we have taken meet your requirements and give you a clear indication that the kura have the governance and leadership to continue in confidence.

We look forward to your response.

Nga mihi



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Dee-Ann Brown  
Chair

**INDICATORS FOR EFFECTIVE PRACTICE FOR IMPROVEMENT AND LEARNER SUCCESS**

**Appendix one**

Stewardship	Leadership of conditions for equity and excellence	Educationally powerful connections and relationships	Responsive curriculum, effective teaching and opportunity to learn	Professional capability and collective capacity	Evaluation, inquiry and knowledge building for improvement and innovation
<ul style="list-style-type: none"> <li>We have a new governance structure with educational, financial and business, legal, agricultural and cultural expertise</li> <li>This includes the engagement of our Education Advisory Group and pending appointment of the MOE appointed trustee</li> <li>We have re-established a positive</li> </ul>	<ul style="list-style-type: none"> <li>We have appointed a new Educational Leader who has extensive experience as a principal and commissioner</li> <li>We have secured the expertise of a strong Maori educationalist Dr Georgina Stewart who will be working alongside the Educational Leader to weave kaupapa maori as part of the future curriculum plan</li> <li>We have a strong curriculum manager who has extensive experience in a High School and working with maori students</li> </ul>	<ul style="list-style-type: none"> <li>We have re-established a positive relationship with Ngatiwai Trust Board and we will be working at a operational and strategic level</li> <li>We have the Whanau Education plan model ready to implement in association with Ngatiwai Education Team</li> <li>We have committed to monthly meetings with whanau</li> <li>We have an Education Advisory Group</li> <li>We have engaged local kaumatua</li> </ul>	<ul style="list-style-type: none"> <li>We have engaged a PLD provider to support the teaching staff's understanding of the analysis and use of achievement base data</li> <li>We have engaged PLD providers to upskill teachers understanding and use of assessment data, using e-AssTtle and KMAR</li> <li>We have NVCi being delivered to all staff and trustees in Term three</li> <li>We have engaged Ngatiwai Education Team for our Whanau Education Action Plans</li> </ul>	<ul style="list-style-type: none"> <li>The new Educational Leader Chris Saunders has engaged with NZSTA to provide HR support around policy review. This includes Recruitment, Contract Management, Remuneration, Appraisal and Performance Management</li> <li>Staff engage in professional discussions on this topic are a regular component of weekly curriculum meetings</li> </ul>	<ul style="list-style-type: none"> <li>The curriculum manager will continue to engage the teachers in the school in a process of enquiry, self review with the ultimate goal to accelerate student achievement</li> <li>Staff engage in professional discussions on this topic are a regular component of weekly curriculum meetings</li> </ul>

**INDICATORS FOR EFFECTIVE PRACTICE FOR IMPROVEMENT AND LEARNER SUCCESS**

**Appendix one**

<p>relationship with Ngatiwai Trust Board and we will be working at a operational and strategic level</p> <ul style="list-style-type: none"> <li>We have re-established relationships with the five marae in Te Uri o Hiki Hiki</li> </ul>	<ul style="list-style-type: none"> <li>We have an Executive Officer who is of Ngatiwai decent, has sound business management experience and has been instrumental in the re-engagement of community support</li> </ul>	<p>and kuaia to provide cultural programmes related to Ngati Wai</p> <ul style="list-style-type: none"> <li>We have engaged Moana Futures as an external provider to provide the Mana Moana programme which includes water safety, day skipper certificates which are all NZQA accredited</li> <li>We have re-engaged with a local farming operator "The Farm" who provide farming skills and knowledge as part of the Ag Hort Curriculum</li> <li>We intend to engage Lincoln University and North Tech to strengthen our students career</li> </ul>		
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**INDICATORS FOR EFFECTIVE PRACTICE FOR IMPOROVMENT AND LEARNER SUCCESS**

**Appendix one**

			pathway				
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# NGĀ PARIRAU MĀTAURANGA TRUST

KAITIĀKI O TE KURA HĀURUA KI WHANGARURU  
SPONSOR OF WHANGARURU PARTNERSHIP SCHOOL



## Audit Response Remedial Plan

Audit Findings	Current Update	Follow up tasks	Summary/Timeframe
Curriculum Leadership 4.3 / 4.4	<p>Student Achievement Profiles were introduced at the start of term two for all students entered for NZQA credits. They include Personalised Learning Plans, records of Learning and internal assessment entries for term 2 as well as NCEA credit summaries as at 1 July.</p> <p>These will be extended to further include a whānau and student conference through the development of Whanau Education Action Plans to identifying the most appropriate learning pathways to tertiary education and or strong employment opportunities in accordance with their aspirations.</p>	Dee-Ann Brown to link with Ngati Wai education unit to action Whanau Education Action Plan process	These conferences are scheduled to occur in week 1 of term 3.
Achievement Data 4.5 / 4.6	<p>The kura has adopted e-asTTle as its standardised assessment tool. Students in Years 9 and 10 have been tested twice in term 2 , 2015.</p> <p>There is ongoing improvement in staff capability to utilise KAMAR efficiently and effectively</p>	Professional development will be undertaken to upskill staff in the use of e-asTTle and KAMAR to ensure all teachers	Training in e-asTTle and KAMAR to be completed by the end of term 3.

	<p style="text-align: center;">s 9(2)(a) OIA</p>	<p>understand and analyse data to inform accurate planning of units and lessons, Chris Saunders will contact Alan Powell from Evaluation Associates to train staff in all aspects of data collection, analysis and planning</p> <p>██████████ to facilitate ongoing KAMAR training</p>	
<p>Achievement Data 4.7</p>	<p>Science is no longer being delivered through Te Kura. We have expanded our curriculum to now include science, starting term 3. We have engaged a science teacher to lead this area. For the remainder of the year, all science programmes will be delivered and assessed through the school's core staffing</p> <p>Industry specialists (i.e. horticulture and agriculture) continue to be engaged by the school to deliver programmes of learning</p>		<p>Science is now delivered as a core subject, starting term 3</p>
<p>Achievement Data 4.8</p>	<p>For term 2, 2015, we have achieved a total of 692 credits by 37 students Year 13 (78 credits); Year 12 (241); Year 11 (144); Year 10 (144); Year 9 (85) By comparison, the total 2014 number of credits received by the 22 students who returned to the Kura this year was 489 credits for the entire 2014 year</p>	<p>Building on our successes of term 2, we plan to develop further alignment of achievement and pathways to success through Whanau Education Plans</p>	<p>Student achievement is an integral component of our ethos going forward. The gains in 13 weeks of term two give us confidence going forward</p>

	<p>As noted – Whanau Education Action Plans will support ongoing achievement pathways to career choices</p>		
<p>Achievement Data 4.9</p>	<p>A more settled and disciplined school environment and improved teaching is creating a context for higher achievement. As mentioned above Term two has seen a total of 692 credits achieved. Student achievement at merit and excellence levels has been achieved to date in English, Te Reo Māori, Te Ao Mauri, Physical Education and Science. As mentioned – further PLD planned for term 3 is expected to further strengthen teacher practice</p>	<p>See PLD planned above</p>	<p>These successes provide a foundation upon which we will continue to build upon going into term 3 through stronger leadership and governance</p>
<p>Achievement Data 4.10</p>	<p>In term 2, 2015 we sent 6 standards for NZQA moderation, the learning areas include English, Maths, Te Reo Māori and Te Reo Rangatira. Submission date was the 1st of July. We were proactive in volunteering these standards for external moderation – NZQA had only requested 1 standard for English. PLD related to analysis and interpretation of assessment data planned for term 3 will continue to strengthen understanding of the expectations around assessment. The issues surrounding effective record-keeping continue to be addressed through proficient use of KAMAR and a shared understanding of critical timelines for entering / submitting data to NZQA</p>		<p>Our self audit of Internal systems shows we are now alerting staff to critical time expectations for submitting data for moderation purposes far more effectively.</p>
<p>Recruiting suitable staffing 4.11 / 4.12</p> <p>§ 9(2)(a) OIA</p> <p>§ 9(2)(a) OIA</p>	<p>We are seeking to recruit a teacher for English – In the interim [redacted] will deliver the English programme</p> <p>In terms of registration [redacted] Registered, Expires 2 Oct, 2017, Category = subject to confirmation, to complete mentoring programme to support</p>	<p>Ensure our LAT and unregistered teacher complete their stated programmes</p> <p>Individual development plans (including the</p>	<p>We are committed to having all our teaching staff registered through structured career progression as soon as possible.</p>



<p>s 9(2)(a) OIA</p> <p>s 9(2)(a) OIA</p> <p>s 9(2)(a) OIA</p> <p>s 9(2)(a) OIA</p> <p>s 9(2)(a) OIA</p>	<p>full registration within 12 months</p> <p>Registered, Expires 15 Jan, 2016, Category = Full</p> <p>LAT (Limited Authority to Teach) for 12 months only, has applied to Massey University to undertake postgrad teacher training in 2016, 2015 course had already started when enquiries were made in term 2.</p> <p>Unregistered - has applied to Uni of Waikato to do 'Teachers' Refresher Course' starting 28 Sept, 2015'. Education Council has confirmed at the end of the course will be granted provisional registration</p> <p>0.2 teacher of Education for Sustainability - Papa Taiao</p> <p>Registered, Expires 28 August, 2015, Category = Full</p> <p>Performance Standards in agreement are: 70% registered; 15% unregistered; 15% LAT</p> <p>Currently our figures sit at: 60% registered; 20% unregistered, 20% LAT</p>	<p>appraisal process) will be constructed for each staff member to support their career requirements and aspirations</p>	
<p>Recruiting suitable staffing 4.13</p>	<p>The appointment of the Educational Director and Curriculum Manager now allows supervision of all aspects of the teaching staff and curriculum delivery with the added support of our education advisory group that includes Dr Georgia Stewart – University of Auckland.</p> <p>Project enquiry based learning is an area for future development</p>		

<p>Recruiting suitable staffing 4.14</p>	<p>Teacher appraisal is a high priority for the incoming Educational Director</p>		<p>Teacher Appraisals will be started in term 3 and completed by the end of October, 2015</p>
<p>Recruiting suitable staffing 4.15</p>	<p>All staff and contractors have been police vetted and an administrative process has been implemented to ensure the database captures vetting returns and renewals.</p>		
<p>Recruiting suitable staffing 4.16</p> <p>s 9(2)(h) OIA</p>	<p>The trust has established a restructure process which will see the disestablishment of three administrative roles.</p>	<p>Commence re-structure process on Monday 20 July 2015</p>	<p>Re-structure process to be completed within five weeks of commencement</p>
<p>Professional Development 4.17</p>	<p>Effective use of achievement data will be addressed through support from Evaluation Associates, who will be actively engaged early in term three. Meaningful assessment has been identified as a key area for development and will be managed by the Curriculum Manager. Non-Violent Crisis Intervention Training will also be delivered to all staff to assist in behaviour management and de-escalation techniques (see Tim Andersen). See KAMAR training as discussed above</p>		
<p>Student Engagement 5.2 / 5.4</p>	<p>The issues around student engagement and behaviour have markedly improved during the course of 2015. There was one stand-down at the end of term 1.</p>		

	<p>Since then, there have been no suspensions, no exclusions and no expulsions. The school will continue to deploy support staff and external providers as part of effective pastoral care practice</p> <p>A Special Needs coordination meeting and process has been established – to commence on 21 July 2015. This process will facilitate a process to plan for the specific behavioural, physical and academic needs of students.</p> <p>See NVC PLD described above</p>		
<p><b>Student engagement</b> 5.3</p>	<p>The NZCER 'Well-being Survey' was conducted in term 2. It has not yet been fully evaluated but, on sight, it reports an overwhelming feeling of confidence from students and staff, that they feel safe at school.</p>	<p>Evaluation to be completed by Chris Saunders</p>	<p>Will be completed by mid term 3</p>
<p><b>Student engagement</b> 5.5</p>	<p>The implementation of a student attendance policy and the engagement of a social worker has reduced the unjustified absences significantly. The average attendance rate is 87%, Two students are often justified as absent due to family transiency which the social worker is addressing with the family.</p>	<p>Ongoing monitoring in weekly senior management meetings</p>	
<p><b>Promoting student engagement</b> 5.6</p>	<p>The small school size role prevents on-site employment of a qualified counsellor, however, a system of referrals to external providers in the community is managed by a qualified social worker who is employed in the school for two days a week.</p>	<p>The trust to explore the possibility of providing a building on school grounds, specifically for confidential student</p>	<p>Initial scoping exercise of building options and costs to be conducted by the the end of term 3</p>

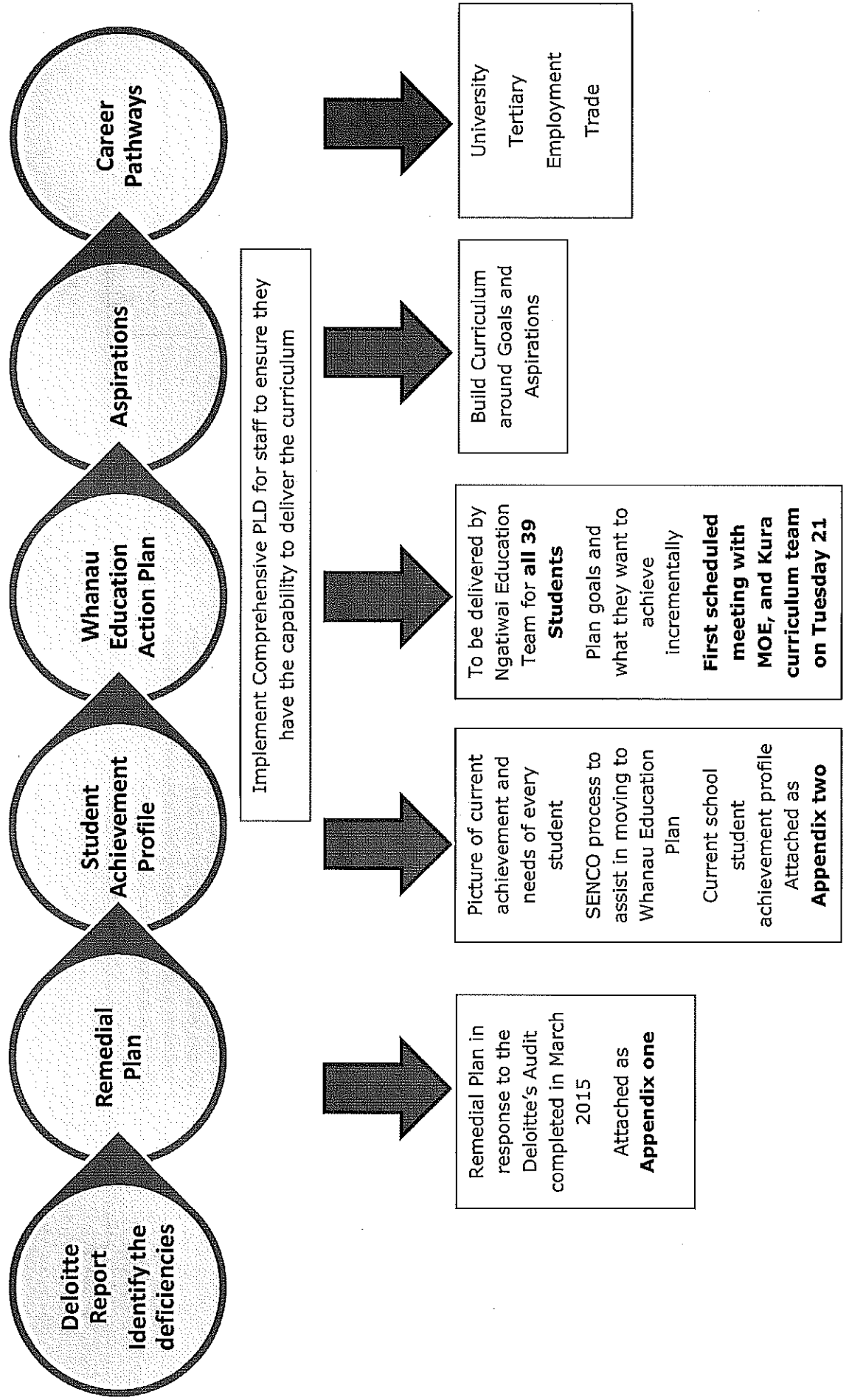
		The social worker receives clinical supervision from Dee-Ann Brown, Chair of the Trust who is qualified and experienced to provide this level of support. Ki A Ora Ngatiwai PHO also visit the school weekly to provide general health services to the students.	support with the social worker and health workers who come on to school grounds	
Promoting student engagement 5.8 / 5.9		The school continues to work on developing the extra-curricular dimension. This year the school has a girls' basketball and netball team in collegiate competitions, we have participated in the Annual Tai Tokerau Secondary Schools' Kapa Haka Festival, and have participated in the regional Ngā Manu Kōrero contest. Other activities planned this year include participation in regional? waka ama and table tennis.		
Promoting student engagement		The trust are engaging with Te Roopu Kimiora Child and Adolescent Mental Health / Rubicon Alcohol and Drug services RTLB and MOE Special Education to establish, an appropriate support base for students who require specialised support. (see SENCO process discussed earlier)	Dee-Ann Brown is responsible to set up this support as she has an existing professional relationship with the Regional Manager from Child and Adolescent Mental Health.	Engagement and interagency support plan to be implemented within three weeks of term 3
Providing a safe physical and emotional environment 5.13		To achieve consistency of documentation in support of programmes delivered outside of the school, a full review of policy and process will be undertaken before the end of term three  See NVCI training discussed above		By end of term three
Providing a safe physical and emotional environment		The school acknowledges there is a need for an improved administration facility, including an area consisting of a sound		Initial scoping of building options and costs will be

5.14	proof quality room,		concluded by the end of term 3.
Financial Performance 6	<p>Financial systematic gaps have been identified. The formulation of a new budget for terms 3 and 4 is being drafted and will ensure the kura operates within the surplus required. We have received confirmation from BDO (Northland), that they will be our accountants and we will be working with them to address all areas of the section 6 of the Deloitte's Audit Report. Many of the system failures highlighted in the Deloitte's Report are currently being addressed by Management and the Trustees which includes accurate recording in Zero, the recording and filing of all Inland Revenue documents.</p> <p>In terms of operational funding (section 7.24-7.29), the operational budget will be set with the support of BDO. In terms of the spending issues highlighted in 7.28 we confirm the ATM card has been cancelled and all purchases are done via cheque with pre-approval of the CEO. The Petty cash amount has been reduced to \$500 with a clear reconciliation process implemented.</p>		
<b>Governance</b>	Refer to Executive Summary		
Operational Management 7.10	All reporting is now robust and transparent. With the change in senior management at the school, there is a culture of inclusiveness and transparency.		
Operational Management 7.11	<p>Single sex classes have existed at the kura under the previous management and continued in term two this year. The rationale for instigating single sex classes is unclear.</p> <p>In term 3 2015 curriculum delivery will be facilitated in co-ed</p>		

	<p>groups at each year level, i.e: one group at year 9, one group at year 10, one group at year 11 and one group at year 12 and 13 composite.</p>		
<p>Operational Management 7.11/ 12</p>	<p>In 2014, 2 students were enrolled as year 8. The Curriculum Director's instructions were that we were able to enrol year 8 students provided we had the support of their previous school principal, to do so. In term 1, 2015, a year 8 student was enrolled with adherence to the process outlined by the Curriculum Director. In term 2, the student was re-classed as a year 9 student. Each of the 3 students have achieved credits towards NCEA in 2015.</p> <p>Term 3 will see a new daily class schedule introduced in which there will be an additional period for four days of the week. School classes will start at 9.50am and conclude at 3.30pm. On Mondays we have 4x 1 hour periods and 5 x 55 minute periods from Tuesday to Friday.</p>	<p>Educational Director to ensure enrolments from year 9 to year 14 only</p> <p>Case to be submitted to MOE re the Year 8 student who was classified as Year 9 – pending approval</p> <p>We will be seeking a variation to the Agreement on the school daily finishing time</p>	<p>Ongoing</p> <p>Variation application to be submitted in first week of term 3</p>
<p>Operational management 7.13</p>	<p>The new management team will assess the current health and safety policy and formulate a plan to ensure all obligations are met.</p>	<p>Health and Safety to be an agenda item at every fortnightly senior management team meeting to ensure Health and Safety plans are on track</p> <p>Hazards register to be discussed with staff</p> <p>Caretaker and SMT will complete a full check of the school grounds and complete a plan to</p>	<p>To be completed before Tuesday 21 July 2015</p> <p>To be completed within the first two weeks of the third term</p>

		rectify potential hazards	
Operational management 7.14	A complaints process and register has been formulated by the Trust. All staff will be briefed by the Trust on Monday 20 July 2015 in regards to the process.	Complaints will be a standard agenda item in the fortnightly SMT meeting	
Operational management 7.15 / 7.16	We have committed to hold whanau hui once a month, the first was held on the last evening of term 2. Parents will also be engaged in student achievement through the ILP's and whanau action plans which are going to be facilitated by the Ngatiwai Education Team	Ongoing oversight by the kura management and trust	
Operational management 7.17 / 7.18	IT infrastructure has improved with the advent of Uber as now the provider to the Kura. Our smartboards are now operational. The Macbooks are frequently used to support learning in the classrooms through web search features, publishing of documents and research assignments in order to access relevant information. This is particularly necessary as the location of the school hinders resource purchase and/or rental, therefore global access to resources via internet is a necessity.		

# Student Achievement Pathway 2015-16





# Restructure of

# Te Pumanawa o te Wairua as at 20 July 2015

Appendix Four

