



MĀORI LANGUAGE RESOURCING (MLR) FUNDING 2014 VERIFICATION

Introduction

The purpose of this document is to provide schools/kura with key information about the Ministry's auditing and verification process for MLR funding that includes the assessment visit, report, and the Ministry's MLR recommendation notice.

It is intended that schools/kura use the document as a key reference for delivery aspects of Māori Language Programmes that meet the criteria for one of four immersion levels. This funding only relates to those students enrolled in levels 1–4b and is labelled "MLR" followed by the level of immersion.

Your school/kura currently receives MLR funding for the delivery of Māori Language programmes and has been selected for a Verification visit in 2014 to be undertaken by an independent Māori language expert acting on behalf of the Ministry.

The purpose of the Verification visit is to confirm whether Māori Language Programmes are being taught to students at the level(s) claimed for funding, as defined by proportions of time and outlined below.

Levels of Māori Medium Immersion	Teaching time in the Māori language	2014 per student funding
Level 1	81-100%: Curriculum is taught in Māori for between 20 and up to 25 hours a week	\$1,075.21
Level 2	51-80%: Curriculum is taught in Māori for between 12.5 and up to 20 hours a week	\$524.73
Level 3	31-50%: Curriculum is taught in Māori for between 7.5 and up to 12.5 hours a week	\$282.82
Level 4(a)	12-30%: Curriculum is taught in Māori for between 3 and up to 7.5 hours a week	\$68.66
Level 4(b)	At least 3 hours: Students are learning Te Reo Māori as a separate subject for at least 3 hours a week	\$68.66

In a Māori Medium Immersion (MMI) programme, teaching and learning is expected to be based on *Te Marautanga o Aotearoa* with the majority of the academic content taught through the Māori language in that school/kura or in some cases, a unit/class within that school.

In a Māori Language – English Medium programme, teaching and learning may be based on *Te Aho Arataki Marau mō te Ako i te Reo Māori – Kura Auraki: Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium Schools: Years 1-13*, or any other such Māori language-enriched content programme or classes that may or may not reach the thresholds outlined above.

Verification Visit

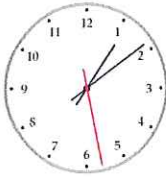
The Ministry's Māori Medium Immersion (MMI) verification visit is an auditing process undertaken by independent Māori Language experts with those schools/kura that submit a roll return declaration to the Ministry that they deliver:

- Te Reo Māori, Level 1 for 81 – 100% of the timetable per week
- Te Reo Māori, Level 2 for 51 – 80% of the timetable per week

The purpose of the verification visit is to assess how effectively MLR funding supports Māori Language Programmes, teachers, and students in schools/kura, and whether MMI programmes are delivered at the level that has been claimed for funding. Prior to the visit, the Verifier will have received profile information about the school/kura.

During the Verification Visit, the verifier makes a professional assessment based on the following key aspects, discussions, observations, and information provided by the school/kura.

The verifier will confirm:



The **time** allocated for each level of immersion meets the criteria for the funding claim.



The **teaching staff** are sufficiently proficient to deliver MMI programmes of learning at the level(s) claimed.



The **students** are provided MMI learning at the level(s) claimed. Students are at ease using te reo Māori with the teacher and classmates.



The **spending** of the MLR funds is consistent with the intended purpose of the funding.

Actions of support by the school/kura

The Verifier shall receive a copy of the **timetable for MMI class(es)**

The Verifier shall **meet with the teacher** to discuss the MMI programme of learning and observe classroom practice

The Verifier shall **converse with students** in the Māori language during the classroom visit

The Principal shall provide information about the **use of MLR funds** that supports MMI programmes in the school/kura

The following table provides guidelines that inform the school/kura, the MMI Verifiers, and the Ministry how Te Reo Māori capability is verified.

	Descriptor	Verification Criteria
Level 1 81%+	Reo Māori fluency provides learners with advanced models of articulate, coherent, spontaneous, and engaging language in classroom practice	<p>Kaiako</p> <p>1.1 Aural reo Māori is the exclusive language of instruction and communication with ākonga</p> <p>1.2 Literate reo Māori is evident from random selections of kaiako and ākonga reading and writing material</p> <p>1.3 Visual reo Māori for viewing and presenting dominates classroom displays</p> <p>1.4 Planning from <i>Te Marautanga o Aotearoa</i> covers all curriculum areas and is delivered in te reo Māori</p> <p>1.5 Te Reo Māori is used for 20 – 25 hours of timetable per week</p> <p>Student</p> <p>2.1 Students converse with their teacher, their classmates and/or the Verifier, responding confidently to a range of questions, and expressing their own opinions about a range of topics and their hopes for the future.</p>
Level 2 51-80%	Reo Māori fluency provides learners with very high models of articulate, coherent, spontaneous, and responsive language in classroom practice	<p>Kaiako</p> <p>2.1 Aural reo Māori is the dominant language of instruction and communication with ākonga</p> <p>2.2 Literate reo Māori is evident from random selections of kaiako and ākonga reading and writing material</p> <p>2.3 Visual reo Māori for viewing and presenting dominates classroom displays</p> <p>2.4 Planning covers all curriculum areas and is delivered predominantly in te reo Māori. The Verifier will note the curriculum being used.</p> <p>2.5 Te Reo Māori is used for 12.5 – 20 hours of timetable per week</p> <p>Student</p> <p>2.1 Students are at ease while conversing with the Verifier, accurately responding to simply questions, and expressing their own opinions about MMI learning.</p>
Level 3	<i>The curriculum is taught in Māori for more than 7.5 and up to 12.5 hours per week, and is evidenced in all curriculum areas</i>	
Level 4(a)	<i>The curriculum is taught in Māori for more than 3 and up to 7.5 hours per week.</i>	
Level 4(b)	<i>Although not Māori Medium Immersion learning, students are learning Te Reo Māori for at least 3 hours per week.</i>	

Preparing for the Verification visit

1. Check the school-wide and/or classroom timetable(s) provide clear time allocations for Māori Medium Immersion (MMI) programmes that accurately measure the level claimed.
2. Ensure the teacher(s), from a maximum of three classrooms as relevant, are scheduled time to converse directly with the Verifier about the MMI programme provided. While meeting with teacher(s), the Verifier will be interested to hear and sight evidence about:
 - i) The philosophy and vision surrounding the MMI programme
 - ii) How the programme is structured to meet the requirements for MLR funding claimed.
 - iii) The ways that whānau, hapū, iwi and community are included in the MMI programme in the classroom and school-wide
 - iv) Any successes and challenges in the delivery of the MMI programme
3. Ensure students are familiar and at ease with hosting and sharing conversations about their MMI learning with a visitor in their classroom environment.
4. Check that information about the use of MLR funds is consistent with the intended purposes of the funding, that is, to support the MMI programmes in the school/kura.

The Verification visit

The Verifier will arrive at the school/kura to meet the Principal, or the Principal's delegate, so that classroom visits to observe MMI programme(s) can be undertaken without delay. It is anticipated that such classroom visits will take between 30 – 55 minutes during which time, the Verifier will talk with the teacher and students. Before leaving the school/kura, the Verifier will return to the Principal to receive copies of the information requested in the letter of notification.

Following the Verification visit

Each school/kura is notified in writing of the verifier's findings.

The school/kura has the right to appeal if you disagree with the findings and recommendations contained in the report. Your appeal must be sent to the Ministry's Manager, Monitoring, DX Box SR51201, Wellington, within 20 working days of the date of receiving the letter with recommendations.

TIME ALLOCATION GUIDELINES

PRIMARY SCHOOL DAILY TIMETABLE - EXAMPLE A



A school with three (3) learning sessions per day has a total of 15 per week.

Level 1, 81-100% immersion: 12 or more of the 15 learning sessions are taught in te reo Māori.

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00am	Learning session 1	Learning session 1	Learning session 1	Learning session 1	Learning session 1
11.00am	Interval				
11.30am	Learning session 2	Learning session 2	Learning session 2	Learning session 2	Learning session 2
1.00pm	Lunch				
1.40pm	Learning session 3	Learning session 3	Learning session 3	Learning session 3	Learning session 3
3.00pm	End	End	End	End	End

Level 2, 51-80% immersion: At least 7 ½ or more of the 15 learning sessions are taught in te reo Māori.

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00am	Learning session 1	Learning session 1	Learning session 1	Learning session 1	Learning session 1
11.00am	Interval				
11.30am	Learning session 2	Learning session 2	Learning session 2	Learning session 2	Learning session 2
1.00pm	Lunch				
1.40pm	Learning session 3	Learning session 3	Learning session 3	Learning session 3	Learning session 3
3.00pm	End	End	End	End	End

Level 3, 31-50% immersion: At least 4 ½ or more of the 15 learning sessions are taught in te reo Māori.

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00am	Learning session 1	Learning session 1	Learning session 1	Learning session 1	Learning session 1
11.00am	Interval				
11.30am	Learning session 2	Learning session 2	Learning session 2	Learning session 2	Learning session 2
1.00pm	Lunch				
1.40pm	Learning session 3	Learning session 3	Learning session 3	Learning session 3	Learning session 3
3.00pm	End	End	End	End	End

PRIMARY SCHOOL DAILY TIMETABLE - EXAMPLE B



A school with four (4) learning sessions per day has a total of 20 per week.

Level 1, 81-100% immersion: At least 16 of the 20 learning sessions are taught in te reo Māori.

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00am	Learning session 1	Learning session 1	Learning session 1	Learning session 1	Learning session 1
10.40am	Interval	Interval	Interval	Interval	Interval
11.00am	Learning session 2	Learning session 2	Learning session 2	Learning session 2	Learning session 2
12.00pm	1 st lunch break	1 st lunch break	1 st lunch break	1 st lunch break	1 st lunch break
12.30pm	Learning session 3	Learning session 3	Learning session 3	Learning session 3	Learning session 3
1.30pm	2 nd lunch break	2 nd lunch break	2 nd lunch break	2 nd lunch break	2 nd lunch break
2.00pm	Learning session 4	Learning session 4	Learning session 4	Learning session 4	Learning session 4
3.00pm	End	End	End	End	End

Level 2, 51-80% immersion: At least 10 of the 20 learning sessions are taught in te reo Māori.

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00am	Learning session 1	Learning session 1	Learning session 1	Learning session 1	Learning session 1
10.40am	Interval	Interval	Interval	Interval	Interval
11.00am	Learning session 2	Learning session 2	Learning session 2	Learning session 2	Learning session 2
12.00pm	1 st lunch break	1 st lunch break	1 st lunch break	1 st lunch break	1 st lunch break
12.30pm	Learning session 3	Learning session 3	Learning session 3	Learning session 3	Learning session 3
1.30pm	2 nd lunch break	2 nd lunch break	2 nd lunch break	2 nd lunch break	2 nd lunch break
2.00pm	Learning session 4	Learning session 4	Learning session 4	Learning session 4	Learning session 4
3.00pm	End	End	End	End	End

Level 3, 31-50% immersion: At least six of the 20 learning sessions are taught in te reo Māori.

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00am	Learning session 1	Learning session 1	Learning session 1	Learning session 1	Learning session 1
10.40am	Interval	Interval	Interval	Interval	Interval
11.00am	Learning session 2	Learning session 2	Learning session 2	Learning session 2	Learning session 2
12.00pm	1 st lunch break	1 st lunch break	1 st lunch break	1 st lunch break	1 st lunch break
12.30pm	Learning session 3	Learning session 3	Learning session 3	Learning session 3	Learning session 3
1.30pm	2 nd lunch break	2 nd lunch break	2 nd lunch break	2 nd lunch break	2 nd lunch break
2.00pm	Learning session 4	Learning session 4	Learning session 4	Learning session 4	Learning session 4
3.00pm	End	End	End	End	End

SECONDARY SCHOOL TIMETABLE – EXAMPLE A



Five (5) periods per school day equals 25 periods per week.

Level 1, 81-100% immersion: At least 20 of the 25 learning sessions are taught in te reo Māori.

	Monday	Tuesday	Wednesday	Thursday	Friday
9.15-10.10	Period 1	Period 1	Period 1	Period 1	Period 1
10.10-11.10	Period 2	Period 2	Period 2	Period 2	Period 2
Interval					
11.30-12.25	Period 3	Period 3	Period 3	Period 3	Period 3
12.25-1.30	Period 4	Period 4	Period 4	Period 4	Period 4
Lunch					
2.10-3.00	Period 5	Period 5	Period 5	Period 5	Period 5

Level 2, 51-80% immersion: At least 12.5 of the 25 learning sessions are taught in te reo Māori.

	Monday	Tuesday	Wednesday	Thursday	Friday
9.15-10.10	Period 1	Period 1	Period 1	Period 1	Period 1
10.10-11.10	Period 2	Period 2	Period 2	Period 2	Period 2
Interval					
11.30-12.25	Period 3	Period 3	Period 3	Period 3	Period 3
12.25-1.30	Period 4	Period 4	Period 4	Period 4	Period 4
Lunch					
2.10-3.00	Period 5	Period 5	Period 5	Period 5	Period 5

Level 3, 31-50% immersion: 8 or more of the 25 learning sessions are taught in te reo Māori.

	Monday	Tuesday	Wednesday	Thursday	Friday
9.15-10.10	Period 1	Period 1	Period 1	Period 1	Period 1
10.10-11.10	Period 2	Period 2	Period 2	Period 2	Period 2
Interval					
11.30-12.25	Period 3	Period 3	Period 3	Period 3	Period 3
12.25-1.30	Period 4	Period 4	Period 4	Period 4	Period 4
Lunch					
2.10-3.00	Period 5	Period 5	Period 5	Period 5	Period 5

SECONDARY SCHOOL TIMETABLE – EXAMPLE B



Six (6) periods per school day equals 30 periods a week.

Level 1, 81-100% immersion: At least 24 of the 30 learning sessions are taught in te reo Māori.

	Monday	Tuesday	Wednesday	Thursday	Friday
9.05-9.55	Period 1	Period 1	Period 1	Period 1	Period 1
9.55-10.45	Period 2	Period 2	Period 2	Period 2	Period 2
Interval					
1.00-11.55	Period 3	Period 3	Period 3	Period 3	Period 3
11.55-12.45	Period 4	Period 4	Period 4	Period 4	Period 4
Lunch					
1.30-2.25	Period 5	Period 5	Period 5	Period 5	Period 5
2.25-3.15	Period 6	Period 6	Period 6	Period 6	Period 6

Level 2, 51-80% immersion: At least 15 of the 30 learning sessions are taught in te reo Māori.

	Monday	Tuesday	Wednesday	Thursday	Friday
9.05-9.55	Period 1	Period 1	Period 1	Period 1	Period 1
9.55-10.45	Period 2	Period 2	Period 2	Period 2	Period 2
Interval					
1.00-11.55	Period 3	Period 3	Period 3	Period 3	Period 3
11.55-12.45	Period 4	Period 4	Period 4	Period 4	Period 4
Lunch					
1.30-2.25	Period 5	Period 5	Period 5	Period 5	Period 5
2.25-3.15	Period 6	Period 6	Period 6	Period 6	Period 6

Level 3, 31-50% immersion: At least 9 of the 30 learning sessions are taught in te reo Māori.

	Monday	Tuesday	Wednesday	Thursday	Friday
9.05-9.55	Period 1	Period 1	Period 1	Period 1	Period 1
9.55-10.45	Period 2	Period 2	Period 2	Period 2	Period 2
Interval					
1.00-11.55	Period 3	Period 3	Period 3	Period 3	Period 3
11.55-12.45	Period 4	Period 4	Period 4	Period 4	Period 4
Lunch					
1.30-2.25	Period 5	Period 5	Period 5	Period 5	Period 5
2.25-3.15	Period 6	Period 6	Period 6	Period 6	Period 6

MLR QUESTIONS

1. What is the philosophy and vision surrounding your immersion programme?
2. How is the immersion programme structured?
 - a. Does the structure meet the requirements for funding level claimed in terms of time and intensity?
 - b. If not, what level does it meet?
 - c. If so, what is the evidence?
3. How are whānau, hapū, iwi and community included in the MMI programme at the classroom and school-wide levels?
4. What are the successes and challenges of the programme?
5. How is Ministry of Education MLR funding spent?
 - a. Is this consistent with the intended purposes of the funding?
 - b. If not, why not?



MĀORI MEDIUM IMMERSION FUNDING
VERIFICATION CHECKLIST 2014

SCHOOL NAME			
SCHOOL MOE #		ADMINISTRATION	Date
Verifier		Date of visit	
Date of visit			
Principal		Checklist completed	
BOT Chairperson			
Other staff			
MMI funding level claimed:	1	2	
<i>Refer Appendix One for Instruction times of Māori Medium Immersion Education Levels 1 - 4</i>			

DOCUMENTATION			
Ministry of Education		School/Kura	
Teacher fluency matrix		Charter	
Student roll numbers in MMI classes		Learning Programme	
		Māori Language programme lists	
		Timetable information for MMI classes	
		Access to student work	

VISIT NOTES AND FURTHER COMMENTS

RELEASED UNDER THE OFFICIAL INFORMATION ACT

TIME MEASURE – data gathering in all curriculum areas			
Māori Medium Immersion (MMI)	LEVEL 1: 81 -100% 20 – 25 hours	LEVEL 2: 51 – 80% 12.5 - 20 hours	LEVEL 3: 31 – 50% 7.5 – 12.5 hours
A. Level claimed			
B. Classes/students involved			
C. Time allocated to instruction per week Te Reo			
Pāngarau			
Pūtaiao			
Tikanga ā-lwi			
Hangarau			
Ngā Toi			
Hauora			
English Language	Not applicable for MMI funding	Not applicable for MMI funding	Not applicable for MMI funding
D. Total length of REO MĀORI delivery per week			

FINDINGS – TIME ALLOCATIONS	Notes/ Evidence
Does the level claimed justify the amount of reo delivery per week?	
If not, what level of reo delivery per week is evident?	
What is the MMI programme scope?	
How is the MMI programme organised?	

TEACHER OBSERVATION and DISCUSSIONS			
	Teacher 1	Teacher 2	Teacher 3
Level and Class			
E. Length of observation			
<i>Does teaching time match level claimed?</i>			
F. Teacher's level of fluency to matrix			
<i>Actual practice – total reo, code switching, level of English</i>			
G. MMI delivery to students - <i>age appropriate</i>			
H. Other (if any):			

FINDINGS - STUDENTS	Notes/ Evidence
How do student perceptions of the class/programme match timetable records, observations and discussions?	
How do student learning behaviours and attitudes to the class/programme suggest they are engaged in learning?	
How are students supported and assisted to engage in reo Māori regeneration?	
In what ways does student work and other related documents suggest acquisition of age appropriate reo Māori skills?	
Based on the class/programme, engagement and support provided, at what level are students most likely to be achieving?	

FINDINGS – REO MĀORI PROGRAMME	Notes/ Evidence
How do levels of time, intensity and exposure reflect on the learning programme?	
How does the learning programme match timetable records, observations and discussions? Note any discrepancy.	
How does the learning programme indicate research based pedagogy and sound teaching practice? Note any discrepancy.	

DISCUSSIONS with teacher/s	Notes/ Evidence
Student gains/successes	
Student attitudes towards the programme	
Programme support from principal, senior managers, other teachers, families/whānau, hapū, iwi, and wider community	

DISCUSSIONS with principal	Notes/ Evidence
Programme philosophy and MMI vision	

FINDINGS from discussions	Notes/ Evidence
Does the programme structure meet the requirements for funding level claimed in terms of time and intensity?	
If not, what level does the programme structure meet?	
What is occurring to encourage and stimulate the regeneration of te reo Māori?	
How is Ministry of Education funding spent?	
Is this consistent with the intended purpose of the funding? If not, why not?	

Level of Immersion Funding Claimed: 1 2

Verified Level of Immersion Funding: 1 2 3

Suggested MOE action (if needed):

APPENDIX A

Levels of learning attracting Māori language resourcing

Māori-medium Education: students are taught curriculum subjects other than Te Reo Māori in both Māori and English (bilingual) or in Māori only (immersion).

Level of Learning	Teacher instruction time spent teaching other curriculum subjects in Māori Language
Level 1 (81-100%)	Curriculum taught in Māori for more than 20 and up to 25 hours per week. Māori is the exclusive language of instruction and communication for 81-100% of the time. This means schools are teaching in Māori for between 20 and 25 hours in all curriculum areas
Level 2 (51-80%)	Curriculum taught in Māori for more than 12.5 and up to 20 hours per week. Māori is the exclusive language of instruction and communication for 51-80% of the time. This means schools are teaching in Māori for between 12.5 and 20 hours in all curriculum areas.
Level 3 (31-50%)	Curriculum taught in Māori for more than 7.5 and up to 12.5 hours per week. Māori is the exclusive language of instruction and communication for 30-50% of the time. This means schools are teaching in Māori for between 7.5 and 12.5 hours in all curriculum areas.
Level 4 (a) (12-30%)	Curriculum taught in Māori for more than 3 and up to 7.5 hours per week. While these programmes are not defined as immersion programmes, schools need to be teaching in Māori at least 3 hours per week.

APPENDIX B

TEACHER'S LEVEL OF PROFICIENCY IN TE REO MĀORI

6	5	4	3	2	1
Native-like proficiency (articulate and coherent).	Coherent sentences with native-like fluency	Complete sentences, often errors in use of articles, verb endings, and pronouns.	Isolated phrases and fragmented or very simple sentences	Isolated words and expressions	No proficiency

LEVEL	DESCRIPTOR	DETAILS
6	Native-like proficiency (articulate and coherent).	The teachers at this level are fluent speakers and are able to construct sentences that are complete, coherent, and syntactically correct with native-like proficiency.
5	Coherent sentences with native-like fluency.	Teachers control most of the basic structures of te reo. They are approaching native-like proficiency and fluency.
4	Complete sentences, often errors in use of articles, verb endings, and pronouns.	Teachers are able to communicate their ideas using longer and more coherent sentences. They still have difficulty in combining words with the ease of a native speaker.
3	Isolated phrases and fragmented or very simple sentences.	At this level teachers can make themselves understood by using a few phrases and fragmented or very simple sentences. They might use gestures and English words.
2	Isolated words and expressions.	Receptive language only. Teachers at this level produce only isolated words and expressions. They are able to understand conversational language in varying degrees but they are unable to use the language for effective communication. They might be able to repeat short phrases or words commonly used to meet basic needs.
1	No proficiency.	Teachers at this level of language development are able to understand little or none of te reo Māori.

MĀORI MEDIUM IMMERSION FUNDING VERIFICATION

SCHOOL NAME	Richmond Road School		
SCHOOL MOE #	1463		ADMINISTRATION
Verifier	[REDACTED]	s 9(2)(a) OIA	Date
Date of visit	12.09.2014		Date of visit
Principal	Mr Jonathan Ramsay		Checklist completed
BOT Chairperson	Mrs A Loheni		
Other staff			
MMI funding level claimed:	1 2 4		
<i>Refer Appendix One for Instruction times of Māori Medium Immersion Education Levels 1 - 4</i>			

DOCUMENTATION			
Ministry of Education		School/Kura	
Teacher fluency matrix	*	Charter	*
Student roll numbers in MMI classes	*	Learning Programme	*
		Māori Language programme lists	*
		Timetable information for MMI classes	*
		Access to student work	*
All relevant documentation viewed and approved.			

VISIT NOTES AND FURTHER COMMENTS

Richmond Road School in Grey Lynn, Auckland, provides an education that emphasises and values cultural diversity for students in Years 1 to 6. Trustees, staff and parents are strongly committed to bilingual education. Students are taught in language units, known as rōpū. The school's curriculum is delivered in English in Kiwi Connection, the mainstream rōpū. In the other rōpū the curriculum is delivered bilingually through English and each heritage language: te reo Māori in Te Whānau Whāriki, the Samoan language in Mua i Malae, and French in L'Archipel.

Richmond Road School has a newly appointed principal who began early this year and is working hard to ensure that all four ropu – Maori, English, Samoan and French, are equally well catered for. He is determined as the leader of the school to work collegially with everyone to ensure successful outcomes.

An enrolment zone is in place to manage the school's roll growth. Many of the children enrolled in the bilingual rōpū live outside this zone.

Teachers assess student achievement in relation to National Standards / Ngā Whanaketanga in both

their heritage language and English. National Standards are set for students who only receive instruction in one language (either English or te reo Māori). Students in bilingual rōpū receive instruction in two languages during their time at Richmond Road School.

Parents have a variety of opportunities to be well informed about their children's progress and achievement. The school reports to the parents four times a year in writing.

The school has developed a comprehensive curriculum from *The New Zealand Curriculum* and *Te Marautanga o Aotearoa*. The school curriculum promotes and supports student learning well.

Students are aware that recognition of the cultures and languages of the rōpū contributes to the special nature of the school. New Zealand's bicultural heritage is highly valued. The use of te reo and tikanga Māori is both planned and incidental across the school. Plans to increase the use of te reo and tikanga Māori in the English language rōpū, Kiwi Connection, will further strengthen its use.

The school supports Māori students to have a strong sense of their language, culture and identity especially in Te Whānau Whāriki, the Māori rōpū.

Māori students have leadership opportunities supporting students in the other rōpū in their study of te reo Māori. Kapa haka is valued as an important opportunity to learn and practice te reo me ona tikanga Māori.

School leaders have a high regard for the Treaty of Waitangi principle of *The New Zealand Curriculum*. Māori culture is valued and visible throughout the school. Teachers have high expectations of Māori students and these are matched by students' own aspirations for their future.

Whānau are well involved in the school. They have a strong voice in the community and representation on the board of trustees.

Staff + Whakapapa + Reo Levels:



s 9(2)(a) OIA

TIME MEASURE – data gathering in all curriculum areas			
Māori Medium Immersion (MMI)	LEVEL 1: 81 - 100% 20 – 25 hours	LEVEL 2: 51 – 80% 12.5 - 20 hours	LEVEL 4: 12 -30% 3.00 – 7.5 hours
A. Level claimed	1	2	4
B. Classes/ students involved	Year 1 – 9 Year 2 -11	Year 5 – 1 Year 6 – 12	Year 2 – 9 Year 3 – 22

	Year 3 -16 Year 4 - 12 Year 5 - 6 Year 6 - 1 Total 55	Year 7 - 1 Total 14	Year 4 - 31 Year 5 - 20 Year 6 - 12 Total 94
C. Time allocated to instruction per week Te Reo			
Pāngarau			
Pūtaiao			
Tikanga ā-Iwi			
Hangarau			
Ngā Toi			
Hauora			
English Language	Not applicable for MMI funding	Not applicable for MMI funding	Not applicable for MMI funding
D. Total length of REO MĀORI delivery per week	81-100%	51-80%	12-30%

FINDINGS - TIME ALLOCATIONS	Notes/ Evidence
Does the level claimed justify the amount of reo delivery per week?	Yes
If not, what level of reo delivery per week is evident?	N/A
What is the MMI programme scope?	The school has developed a comprehensive curriculum from <i>The New Zealand Curriculum</i> and <i>Te Marautanga o Aotearoa</i> . The school curriculum promotes and supports student learning well.

How is the MMI programme organised?	By ropu and class levels.
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TEACHER OBSERVATION and DISCUSSIONS			
	Teachers	Teachers	Teachers
Level and Class	Level 1 – Years 1-6	Level 2 Years 5-7	Level 4 Years 1-6
E. Length of observation	35 minutes	35 minutes	35 minutes
Does teaching time match level claimed?	Yes	Yes	Yes
F. Teacher's level of fluency to matrix	Level 6	Level 6	Levels 2-4
Actual practice – total reo, code switching, level of English	Total reo viewed	Reo with very limited code switching	Improving reo with code switching.
G. MMI delivery to students - age appropriate	Yes	Yes	Yes
H. Other (if any):			

FINDINGS - STUDENTS	Notes/ Evidence
How do student perceptions of the class/programme match timetable records, observations and discussions?	A delightful group of children who spontaneously go about their daily timetabled programmes.
How do student learning behaviours and attitudes to the class/programme suggest they are engaged in learning?	Their powhiri/whakatau was clear evidence initially of their mastery of te reo at their respective levels. A credit to the kaiako/kaiawhina.
How are students supported and assisted to engage in reo Māori regeneration?	By being immersed daily in listening and responding to quality language delivery.
In what ways does student work and other related documents suggest acquisition of age appropriate reo Māori skills?	Oral language listened to and written work viewed provided sufficient evidence that showed clearly the acquisition of appropriate reo Maori skills.
Based on the class/programme, engagement and support provided, at what level are students most likely to be achieving?	There is clear evidence that students academic progress is improving steadily. As Nga whanaketanga results are collected more will be attaining at the Manawa Ora and Manawa Toa levels.

FINDINGS – REO MĀORI PROGRAMME	Notes/ Evidence
How do levels of time, intensity and exposure reflect on the learning programme?	Positively. The students demonstrated this clearly in the time they were observed.
How does the learning programme match timetable records, observations and discussions? Note any discrepancy.	Well thought out learning programmes match timetable records viewed.
How does the learning programme indicate research based pedagogy and sound teaching practice? Note any discrepancy.	Research based pedagogy is well supported by the new principal and practiced by kaiako who have high expectations for the students in their care.

DISCUSSIONS with teacher/s	Notes/ Evidence
Student gains/successes	Māori students have leadership opportunities supporting students in the other rōpū in their study of te reo Māori. Kapa haka is valued as an important opportunity to learn and practice te reo me ona tikanga Māori.
Student attitudes towards the programme	There is no doubt about the positive attitude displayed today.
Programme support from principal, senior managers, other teachers, families/whānau, hapū, iwi, and wider community	Total support from all those listed in the left hand column.

DISCUSSIONS with principal	Notes/ Evidence
Programme philosophy and MMI vision	The newly appointed principal applied for the position at Richmond Road School because of the uniqueness of the school and what it represents in Aotearoa for our growth as a nation. He feels strongly that his leadership will assist the school.

FINDINGS from discussions	Notes/ Evidence
Does the programme structure meet the requirements for funding level claimed in terms of time and intensity?	Yes
If not, what level does the programme structure meet?	N/A
What is occurring to encourage and stimulate the regeneration of te reo	The commitment from dedicated kaiako/kaiawhina, whanau, and the board of

Māori?	trustees.
How is Ministry of Education funding spent?	<p>'Te Whanau Whariki' is made aware annually of the budget that is generated by students in the various levels of immersion. With that knowledge an approved budget is arrived at. This year it was largely utilised for:</p> <ul style="list-style-type: none"> • Staffing (the major component) • Resourcing • Kapa Haka • Matariki (this year Richmond Road School proudly hosted other schools)
Is this consistent with the intended purpose of the funding? If not, why not?	Yes

Level of Immersion Funding Claimed: 1 2 4

Verified Level of Immersion Funding: 1 2 4

Suggested MOE action (if needed):

Richmond Road School is to be congratulated on the way it caters for a wide variety of needs within their immediate school catchment area, and because of the immersion need, a wider and more extended catchment area.

The needs of the school are many and varied and I have no doubt that over the next few years, under new and committed leadership, the school will grow and flourish.

Again there is no doubt about the commitment observed today and I wish the school well in its continued endeavours to provide quality te reo Maori for the students in their daily care.