



Annual Manuka Hui – 05/07/2011

Agenda

Karakia

Linda Munkowits

Welcome

Linda Munkowits

Grace

Whaea Ludene

Dinner

Barriers

Whaea Ludene

Manuka's Māori Student Data

Emma Thorpe / Deborah Barclay

3-Year Plan

Everyone

Review the 2010 Agreed New Actions

Everyone

Form the 2011-2012 Action Plan

Everyone

Karakia

Whaea Ludene



Minutes

Taken by Emma Thorpe

Attendees:

- Whaea Ludene RTLB Māori
- Singh family, Fox family, Priest Family and Kahaki Family
- Linda, Deb, Jan, Carol and Emma from Manuka Primary School

Barriers:

- Ludene shared her experiences and her JD. Working with schools and parents to see how their children can be supported
- **Activity** - What do we want our children to leave our school with – what do we as parents want our children to look like and feel like when they leave Manuka Primary School and what do we want to do. **SEE ATTACHMENT**
- ***Peer pressure and shyness are the two key areas identified by the parents that they see as a real barrier to their children's learning – what can we do as a partnership to give our children positive experiences in both these areas***
- We need to remember that our kids are awesome orators, sports people – not always academic which is all the MOE look at
- Emma will add the parents ideas sheet to our Ka Hikitia work
- Linda shared how the Matariki evening impacted on her understanding of Māori achieving as Māori
- Posters – Waikato – TWOA delivered by Ludene and put up around the school
- Anna shared Toni's emotional reaction to the 3-Way Interviews –how can we make things easier for our children to talk about their learning/emotions etc.?
- **WHAT CAN WE DO TO HELP OUR MĀORI CHILDREN PARTICIPATE IN 3-WAY INTERVIEWS – ask the children**

Sharing of the Data:

- Deb shared the reading, writing and mathematics data from the Junior school (see attached). A lot of development happens in the first couple of years – we expect them to make gains. Any children who by year 3 do not make good gains are assessed for SN etc. and programmes are specifically tailored for them
- Parental support has been worked on with children working below – making the children’s education a two way street
- Emma shared the SLC data and next steps/aims (see attached)
- Linda explained how the National Standards were formed and how **we at Manuka** use the standards to assess your children
- Ethnicity breakdown - 32 Maori, 20 Filipino, 18 Pacifica, 9 Indian, 8 African – 47% not NZ Euro (27 ethnicities in total)
- **SEE ATTACHMENTS**

3-Year Plan

- Evening 2nd achievement plan we have put together
- We hold a Pacifica evening as well
- Deb took us through the 3 areas of the plan



Reviewing the 2010 Agreed New Actions

- PD – Jan and Luana have taken PD sessions for the staff
- Jan, Emma and Luana have started to look at how to put together a more structured programme across the school
- Staff confidence is a barrier for us which we are aware of and are working on as a whole staff
- Matariki has led into our MLW beautifully – the children have learned so much about the culture
- Changed our MLW this year – whole school approach and interaction. Sharing will take place at the whole school assembly
We did not perform at the Onepoto festival because it was full but we are working on this year
- Boys' uniforms were finished – new boys coming in so need more uniforms. Boys who are self-conscious can wear plain black t-shirts
- Website page is up and running
- The SLC visited the museum
- The korowai was not completed
- The Hangi was shared at the Matariki night
- The Atamira Festival was not attended as it did not seem suitable for primary school groups



Children's input:

We asked the children

what can we do to help you learn...

Freda, Toni and Janaia thought about our question and their ideas are:

- Working in pairs rather than in groups or in our own – someone you like a bit but not too much so you won't talk too much
- Make notes for the 3-way Interviews, to use when talking about their work
- Practice what they will say with a partner

We said good bye and thank you to Whaea Ludene for all her help and support over the past year.



2011 to 2012 Action Plan:

We will strive to:

- Talk to our children about how to make their 3 way interviews easier
- Look at the full range of what Māori look like - the differences from where our roots are – learning to accept people for who they are - knowing and excepting who you are - PONO
- Report our data, showing you the whole picture – where our Māori children are in their whole Learning Communities
- Turn R10 into a Marae – having each tribe represented
- Sustain the actions – everything we do – how will it look and feel to our Māori children, what does this do for our Māori children?
- Perform at the Onepoto Festival
- Promote the Kapa Haka to our children to get more members
- Complete the Korowai
- Jan, Libby and Sue will continue to attend the Cluster Workshops and roll out the learning to the staff at FROG
- The staff will continue to develop our own knowledge of e Reo and embedding it into the classroom
- Complete our Ka Hikitia work for our Local Curriculum
- Have more than one Hui a year, prompting the evening to encourage more families to be involved
- Discuss joining our Māori Hui and Pacifica whakataha evenings together and look for commonalities
- Visit the Navy Marae



Attachments



TAMATI

What do we want our children to leave our school with – what do we as parents want our children to look like and feel like when they leave Manuka Primary School and what do we want them to do?

Respect

**Knowledge of their
own culture**

Resilient

Take Risks

Resourceful

Try new things

Numerate

**Being proud of who
they are**

Creative

Reflective

High self-esteem

Literate

Confident

Ka Hikitia

Self-belief

Life Long Learner

**Confident to talk
about their learning**



Achievement of Year 1, 2 ,3 Maori students

July 2011

Of the 140 students in the junior school, 12 are Maori. (9%)
I have included the data of 10 students. Two of the 12 students have not had 12 months at school yet.

Below are the results of 5 students that have had an anniversary.

Student		B/G	Year	Reading	Writing	Mathematics
Students that have had an anniversary this year						
A		G	3	BELOW	BELOW	BELOW
B		B	2	AT	BELOW	AT
C		B	2	ABOVE	BELOW	BELOW
D		G	1	BELOW	BELOW	BELOW
E		G	1	BELOW	BELOW	AT

5 students are yet to have an anniversary this year.

All 5 are boys

Of the 2 Year 3 boys, they are both on track to achieving in reading and writing.
Only one is on track to achieving in maths, the other is not on track to achieving.

Of the 3 Year 2 boys, two are on track to achieving in reading, writing and maths.

One is not on track to achieving in all three, reading, writing and maths.



Māori achievement data

12% of the Senior Learning Community are Māori

Māori Reading Data:

Year 4

- ✓ 1/3 (33%) Māori children are not on track to achieving the standard
- ✓ 2/3 (67%) Māori children are on track to achieving the standard

Year 5

- ✓ 2/5 (40%) Māori children are not on track to achieving the standard
- ✓ 3/5 (60%) Māori children are on track to achieving the standard

Year 6

- ✓ 4/8 (50%) Māori children are not on track to achieving the standard
- ✓ 3/8 (38%) Māori children are on track to achieving the standard
- ✓ 1/8 (12%) Māori children are expected to exceed the standard

Māori Writing Data:

Year 4

- ✓ 2/3 (75%) Māori children are not on track to achieving the standard
- ✓ 1/3 (33%) Māori children are on track to achieving the standard

Year 5

- ✓ 3/5 (60%) Māori children are not on track to achieving the standard
- ✓ 2/5 (40%) Māori children are on track to achieving the standard

Year 6

- ✓ 5/8 (63%) Māori children are not on track to achieving the standard (1 child is ESOL)
- ✓ 3/8 (37%) Māori children are on track to achieving the standard
- ✓ 0/8 Māori children are expected to exceed the standard



Māori Numeracy Data:

Year 4

- ✓ 1/3 (33%) Māori children are not on track to achieving the standard
- ✓ 2/3 (67%) Māori children are on track to achieving the standard

Year 5

- ✓ 4/5 (80%) Māori children are not on track to achieving the standard
- ✓ 1/5 (20%) Māori children are on track to achieving the standard

Year 6

- ✓ 4/8 (50%) Māori children are not on track to achieving the standard (1 child is ESOL)
- ✓ 4/8 (50%) Māori children are on track to achieving the standard

Notes:

- The standards are cut and dried as to where the children are sitting in terms of achievement.
- The children who are shown as being 'not on track' to achieving could (and many are) working just below their expected level.
- These children are the ones who make up our tracking groups.
- Our aim is to have as many of these children achieving the standard by the end of the year as possible
- The 3-Way Interviews will be used to strengthen the home school links for those children who are in the 'not on track' cohort
- Only two of the children working below have been with our us from NE