Analysis of Variance Reporting 2018

School Name:	Mokoia Intermediate	School Number:	1832

Strategic Aims:

- To provide a learning environment that allows students to achieve their academic best.
- To develop staff and student capability with the Digital Technologies Curriculum/ Hangarau Matahiko.
- To ensure students are engaged in learning and are achieving educational success, with pride in their identity, and language.
- To support students with special learning needs, and abilities.
- To build a healthy school environment both physically & emotional for all stakeholders.

Annual Aims:

- To increase the number of students reading, writing and mathematics at, or above the expected curriculum levels.
- To increase the percentage of Māori students achieving at or above the expected curriculum level in literacy and numeracy.
- To ensure teachers and students are integrating digital technologies and engaging with the Digital Technologies curriculum.
- To ensure students with special learning needs progress in their learning using individual education plans (IEPs).
- To ensure students with special learning needs are supported by specialist agencies, resources and whanau.
- To encourage sports and activities school wide.
- To ensure school environment is safe, clean, and friendly
- To promote good health & well-being in students, staff and their whanau.

Targets:

- All students below and well below the expected curriculum level will make more than 1 year's progress in Reading/Panui, Writing/Tuhituhi and Mathematics/Pangarau.
- All students will engage in integrated digital technology programmes and demonstrate a growing understanding of their use in their learning.
- All students will engage in Science programmes and demonstrate a growing understanding of the Nature of Science and Science Capabilities.
- All students will engage in physical education programmes and learn and apply a growing range of skills applicable to a range of sports.
- All students will be familiar with the school values and able to demonstrate positive learning relationships with other members of the school community.

Baseline Data:

Whakaiti
Humility

Te Tihi o Mana

Upoko Pakaru
Resilience

Komaitanga
Sense of Achievement

New Zealand Government

Mokoia Intermediate
Reading Curriculum Level OTJ (3) End of Year (Curriculum Levels) - Percentage of Pupils - for 2018

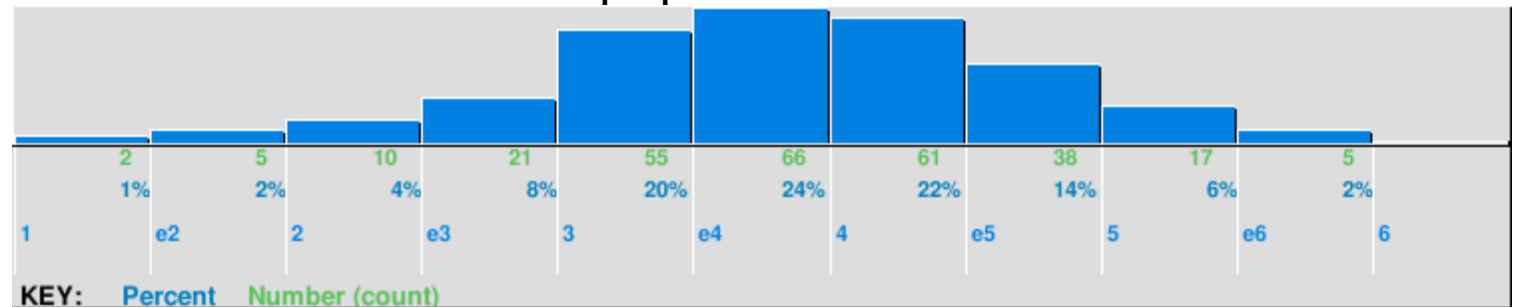|	1	e2	2	e3	3	e4	4	e5	5	e6	6	Total Below	Total At	Total Above	Total Pupils
Y7	1% (2)	3% (5)	3% (4)	9% (13)	22% (34)	32% (49)	14% (22)	13% (20)	2% (3)			16% (24)	54% (83)	29% (45)	54% (152)
Y8			5% (6)	6% (8)	16% (21)	13% (17)	30% (39)	14% (18)	11% (14)	4% (5)		27% (35)	43% (56)	29% (37)	46% (128)
Total pupils	1 % (2)	2 % (5)	4 % (10)	8 % (21)	20 % (55)	24 % (66)	22 % (61)	14 % (38)	6 % (17)	2 % (5)		43% (59)	97% (139)	58% (82)	(280)

End of Year
- **24 (16%)** Year 7 students below in Reading.   **128 (83%)** Year 7 students at/above in Reading.
- **35 (27%)** Year 8 students below in Reading.   **93 (72%)** Year 8 students at/above in Reading.
- **59 (21%)** Year 7/8 students below in Reading.   **221 (79%)** Year 7/8 students at/above in Reading.

Mid Year
- **51 (35%)** Year 7 students below in Reading.   **96 (66%)** Year 7 students at/above in Reading.
- **51 (40%)** Year 8 students below in Reading.   **77 (60%)** Year 8 students at/above in Reading.
- **102 (37%)** Year 7/8 students below in Reading.   **173 (63%)** Year 7/8 students at/above in Reading.

Total pupils at each level

	1	e2	2	e3	3	e4	4	e5	5	e6	6
Number (count)	2	5	10	21	55	66	61	38	17	5	
Percent	1%	2%	4%	8%	20%	24%	22%	14%	6%	2%	

KEY: Percent   Number (count)

Mokoia Intermediate
Writing Curriculum Level OTJ (3) End of Year (Curriculum Level)
Percentage of Pupils - for 2018

	1	e2	2	e3	3	e4	4	e5	5	e6	6	Total Below	Total At	Total Above	Total Pupils
Y7	1% (2)	5% (8)	7% (10)	10% (15)	33% (50)	22% (33)	20% (30)	2% (3)	1% (1)			23% (35)	55% (83)	23% (34)	54% (152)
Y8		1% (1)	5% (7)	8% (10)	15% (19)	12% (15)	32% (41)	13% (16)	8% (10)	7% (9)		29% (37)	44% (56)	28% (35)	46% (128)
Total pupils	1 % (2)	6 % (9)	12 % (17)	18 % (25)	48 % (69)	34 % (48)	52 % (71)	15 % (19)	9 % (11)	7 % (9)		52% (72)	99% (139)	51% (69)	(280)

End of Year
- **35 (23%)** Year 7 students below in Writing.
- **37 (29%)** Year 8 students below in Writing.
- **72 (26%)** Year 7/8 students below in Writing.

Mid Year
- **55 (37%)** Year 7 students below in Writing.
- **59 (47%)** Year 8 students below in Writing.
- **114 (42%)** Year 7/8 students below in Writing.

- **117 (78%)** Year 7 students at/above in Writing.
- **91 (72%)** Year 8 students at/above in Writing.
- **208 (74%)** Year 7/8 students at/above in Writing.

- **95 (63%)** Year 7 students at/above in Writing.
- **67 (52%)** Year 8 students at/above in Writing.
- **162 (58%)** Year 7/8 students at/above in Writing.

Total pupils at each level

1	e2	2	e3	3	e4	4	e5	5	e6	6
2	9	17	25	69	48	71	19	11	9	
1%	3%	6%	9%	25%	17%	25%	7%	4%	3%	

KEY: Percent   Number (count)
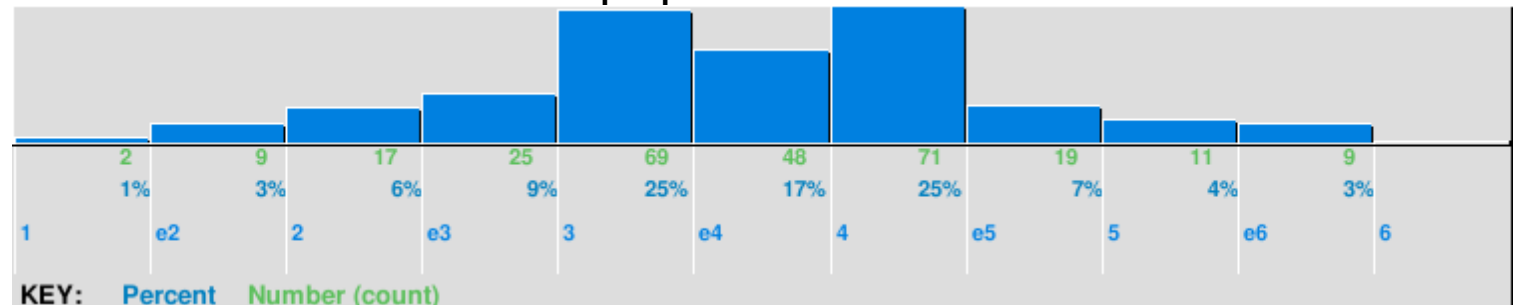
Mokoia Intermediate
Mathematics Curriculum Level OTJ (3) End of Year
Curriculum Levels
Percentage of Pupils - for 2018

	1	e2	2	e3	3	e4	4	e5	5	e6	6	Total Below	Total At	Total Above	Total Pupils
Y7		3% (5)	8% (12)	10% (15)	28% (43)	26% (40)	17% (26)	4% (6)	1% (2)	1% (2)	1% (1)	21% (32)	54% (83)	24% (37)	54% (152)
Y8		1% (1)	2% (3)	7% (9)	19% (24)	20% (26)	23% (29)	12% (15)	15% (19)	1% (1)	1% (1)	29% (37)	43% (55)	29% (36)	46% (128)
Total pupils		4 % (6)	10 % (15)	17 % (24)	47 % (67)	46 % (66)	40 % (55)	16 % (21)	16 % (21)	2 % (3)	2 % (2)	50% (69)	97% (138)	53% (73)	(280)

End of Year

- **32 (21%)** Year 7 students below in Mathematics.   **120 (78%)** Year 7 students at/above in Mathematics.
- **37 (29%)** Year 8 students below in Mathematics.   **91 (72%)** Year 8 students at/above in Mathematics.
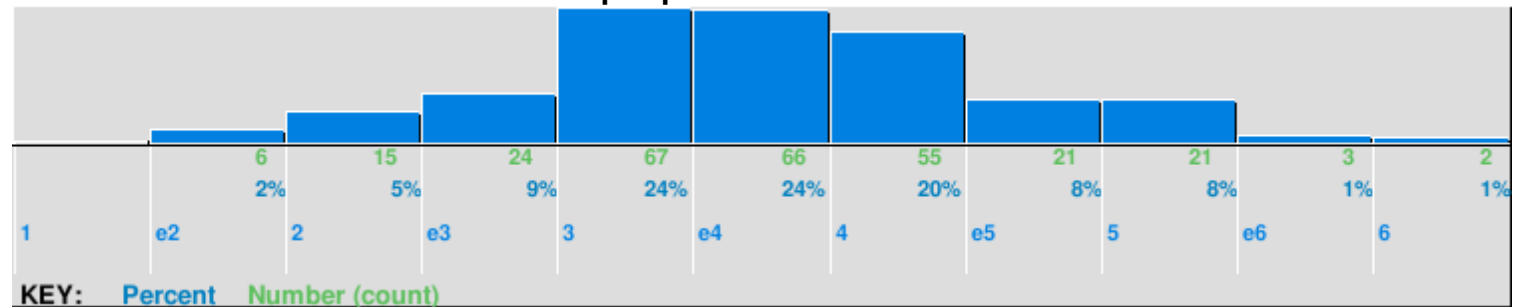- **69 (25%)** Year 7/8 students below in Mathematics.   **211 (75%)** Year 7/8 students at/above in Mathematics.

Mid Year

- **58 (39%)** Year 7 students below in Mathematics.   **92 (62%)** Year 7 students at/above in Mathematics.
- **57 (45%)** Year 8 students below in Mathematics.   **71 (56%)** Year 8 students at/above in Mathematics.
- **115 (41%)** Year 7/8 students below in Mathematics.   **163 (59%)** Year 7/8 students at/above in Mathematics.

Total pupils at each level

	1	e2	2	e3	3	e4	4	e5	5	e6	6
Number (count)		6	15	24	67	66	55	21	21	3	2
Percent		2%	5%	9%	24%	24%	20%	8%	8%	1%	1%

KEY: Percent   Number (count)

Actions *What did we do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*
New Zealand Curriculum The intention was to use & expand on the new teacher learning about accelerating achievement, from the Accelerated Learning in Literacy in 2016. A Raising Achievement Plan in each of Mathematics, Reading and Writing was developed, based on ideas from Accelerated Learning in Literacy facilitation and meetings. This involved techniques such as: - Identifying a target group of learners through careful analysis of relevant assessment tasks - Identifying these students by name rather than looking at blanket percentages of how many students are achieving - Dividing target students into three tiers: Tier 1 - children who need teacher inquiry to identify their individual needs and solutions Tier 2 - students who need to have more intense small group work with the teacher Tier 3 - students who need IEPs and intervention from outside agencies - Teaching to needs - Relevant and interesting contexts - Student voice about what their learning needs are and how they want to learn	75% of Year 7 & 8 students were at/above in Mathematics. 25% of Year 7 & 8 students were below in Mathematics. There was progress from mid-year of 16% of Year 7 & 8 students in Mathematics. A lead staff member responsible for ALim was to ensure maths pd within the school. We will ensure that rigorous procedures are put in place in 2019 to improve maths results. More effective and monitoring of systems of assessment needs to be a target goal and we are making a strategic aim, one of improving leadership practice in school. 79% of Year 7 & 8 students were at/above in Reading. 21% of Year 7 & 8 students were below in Reading. There was progress from mid-year of 16% of Year 7 & 8 students in Reading. Testing and assessment tools were used, E-Asttle reading and Probe for students at risk. 1 beginning teacher attended PD for reading. Purchased the Qui 60 programme for reading to motivate boys, it was a non-fiction reading programme. 74% of Year 7 & 8 students were at/above in Writing. 26% of Year 7 & 8 students were below in Writing. There was progress from mid-year of 16% of Year 7 & 8 students in Writing. Moderation took place among Learning Centres.	The target group consisted of all Year 7 & 8 students who were achieving below or well below at start of year at Curriculum Levels in each area of Mathematics, Reading or Writing. If students made only one year's progress, this means that they stayed at the same standard they had begun the year at, relative to the year group. Progress using the standards cannot be evaluated accurately; students can move within a standard, particularly at "well below", and this is not accounted for; e.g. a student might be four years below and accelerate to three years below.) In Mathematics, 39% of students at Year 7 who started at below or well below the Curriculum Level, achieved more than a year's progress. 26 out of 58 students made more than a year's progress. In Mathematics, 45% of students at Year 8 who started at below or well below the Curriculum Level, achieved more than a year's progress. 20 out of 57 students made more than a year's progress. While it is pleasing that some students made accelerated progress, it is disappointing that this not occur for a larger number of students. Only about a third of all children achieved this success; about half of the Māori students achieved this success, compared to the very small number of non-Māori students. In Reading, 35% of students at Year 7 who started at below or well below the Curriculum Level, achieved more than a year's progress. 27 out of 51 students made more than a year's progress.	The plan is thorough so it is to ensure that teaching staff are sufficiently supported to work on accelerating learning with year's cohort of Year 7 and Year 8 students. We will support all classes with accelerating learning techniques and stricter monitoring of our Raising Achievement Plan. All classes will be involved in PACT - Maths. The COL lead teacher will support this programme with the support of the DP Curriculum.

New Zealand Government

- Self-regulated learning techniques such as developing and tracking own goals - "Front-loading", where students who are in the Tier 2 target group, are prepared for the tasks the rest of the class are given beforehand so that they can both positively contribute and comprehend what the tasks involve. - Five week bursts of small group teaching for Tier 2. - Regular and timely feedback - Regular and timely reassessment - In 2017 an Accelerating Learning in Mathematics project started, involving one teacher inquiring into accelerating learning in Maths with a target group.	Although data was not collected to collate in Term one, mainly because of up and coming camps, progress results would have been far greater than data collected and analysed from the Mid Year. Ngati Whakaue funded support programme for Literacy and Maths. DP of Curriculum was on study leave for Term 3 & 4.	In Reading, 40% of students at Year 8 who started at below or well below the Curriculum Level, achieved more than a year's progress. 16 out of 51 students made more than a year's progress. Just under half of all children achieved this success; both boys & girls did particularly well in this curriculum area. In Writing, 37% of students at Year 7 who started at below or well below the Curriculum Level, achieved more than a year's progress. 20 out of 55 students made more than a year's progress. In Writing, 37% of students at Year 8 who started at below or well below the Curriculum Level, achieved more than a year's progress. 22 out of 47 students made more than a year's progress. Just under half of all children achieved this success. Outcomes are lower than expected. A new Principal, changes in teaching staff. The Raising Achievement programme will be further embedded in 2019 and a better breakdown of Maori students and Non -Maori students.

Planning for next year:

Leadership Development – Deputy Principals/Learning Centre Leaders
Introduction of PACT - COL
Raise achievement by creating more engaging localised context and digital learning tools e.g. Localised Curriculum/Problem Based Learning/Otauira Programme
Greater community engagement e.g. Seasaw
Regular Moderation continued
'The Site' – Teacher Appraisal
Values Reward System
Key Competencies PD

Te Kura Takawaenga o Mokoia
Te Reo – Mutunga Tau
Taumata Ako
Te Ōrau ā Ākonga mo te tau 2018

	1a	1e	2a	2e	3a	3e	4a	4e	5	Manawa Taki	Manawa Āki	Manawa Ora	Manawa Toa	ĀKONGA KATOA
Tau Tuawhitu			41.7%	8%	33%	16.7%				8.3%	50%	12%	29%	61%
			10	2	8	4				2	12	3	7	24
Tau Tuawaru					6%	53.3%	20%	13.3%	6%			40%	60%	39%
					1	8	3	2	1			6	9	15
ĀKONGA KATOA			25%	5.1%	23%	30%	7.7%	5.1%	2.5%	5%	30%	23%	41%	
			10	2	9	12	3	2	1	2	12	9	16	39

Wē Tau (Mid Year)
- **24 (96%)** Tau 7 ākonga at Manawa Taki/Āki in Te Reo.   **1 (4%)** Tau 7 ākonga at Manawa Ora/Toa in Te Reo.
- **14 (78%)** Tau 8 ākonga at Manawa Taki/Āki in Te Reo.   **4 (22%)** Tau 8 ākonga at Manawa Ora/Toa in Te Reo.
- **38 (88%)** Tau 7/8 ākonga at Manawa Taki/Āki in Te Reo.   **5 (12%)** Tau 7/8 ākonga at Manawa Ora/Toa in Te Reo.

Mutunga Tau (End of Year)
- **14 (58%)** Tau 7 ākonga at Manawa Taki/Āki in Te Reo.   **10 (42%)** Tau 7 ākonga at Manawa Ora/Toa in Te Reo.
- **0 (0%)** Tau 8 ākonga at Manawa Taki/Āki in Te Reo.   **15 (100%)** Tau 8 ākonga at Manawa Ora/Toa in Te Reo.
- **14 (42%)** Tau 7/8 ākonga at Manawa Taki/Āki in Te Reo.   **25 (58%)** Tau 7/8 ākonga at Manawa Ora/Toa in Te Reo.

Te Kura Takawaenga o Mokoia
Pāngarau – Mutunga Tau
Taumata Ako
Te Ōrau ā Ākonga mo te tau 2018

	1a	1e	2a	2e	3a	3e	4a	4e	5	Manawa				ĀKONGA KATOA
										Taki	Āki	Ora	Toa	
Tau Tuawhitu				4.2%	54.1%	33.3%	8.3%			4.2%	54%	33%	8.3%	61%
				1	13	8	2			1	13	8	2	_24_
Tau Tuawaru					20%	47%	20.8%				20%	47%	20%	39%
					3	7	5				3	7	5	_15_
ĀKONGA KATOA				2.5%	33.3%	28.2%	23%	12.8%		2.5%	41%	38%	17%	
				1	13	11	9	5		1	16	15	7	_39_

Wē Tau (Mid Year)
- **15 (62.5%)** Tau 7 ākonga at Manawa Taki/Āki in Te Reo.   **9 (37.5%)** Tau 7 ākonga at Manawa Ora/Toa in Te Reo.
- **11 (57.8%)** Tau 8 ākonga at Manawa Taki/Āki in Te Reo.   **8 (42.2%)** Tau 8 ākonga at Manawa Ora/Toa in Te Reo.
- **26 (60%)** Tau 7/8 ākonga at Manawa Taki/Āki in Te Reo.   **17 (39.5%)** Tau 7/8 ākonga at Manawa Ora/Toa in Te Reo.

Mutunga Tau (End of Year)
- **14 (58%)** Tau 7 ākonga at Manawa Taki/Āki in Te Reo.   **10 (42%)** Tau 7 ākonga at Manawa Ora/Toa in Te Reo.
- **3 (20%)** Tau 8 ākonga at Manawa Taki/Āki in Te Reo.   **12 (80%)** Tau 8 ākonga at Manawa Ora/Toa in Te Reo.
- **17 (43.5%)** Tau 7/8 ākonga at Manawa Taki/Āki in Te Reo. **22 (56%)** Tau 7/8 ākonga at Manawa Ora/Toa in Te Reo.

Ngā Mahinga - Actions *I aha? - What did we do?*	Ngā Putanga iho - Outcomes *He aha? - What happened?*	Ngā Rerekētanga - Reasons for the variance *He aha i whērā ai? - Why did it happen?*	Ngā Matapakitanga - Evaluation *Ka aha? - Where to next?*
Te Marautanga o Aotearoa This year has seen a maturing of the realignment process for Te Marautanga o Aotearoa within the Rūmaki. This is the third year of this process, whereby Te Marau is becoming increasingly more and more localised and therefore more relevant to ākonga. This realignment process is also designed to take into account *Ngā Mātāwaka o te motu (outside iwi affiliations and customs)*. This process includes, firstly, utilising the local iwi and mana whenua, Ngāti Te Roro o te rangi as the poutokomanawa of our whare ō ako. And secondly, through whakapapa connections, all ākonga are whakapapa are acknowledged. Whakapapa therefore plays a key role in the implementation of Te Marau as it allows all aspects of Te Ao Māori to be explored from this position. Whakapapa provides for the tūāpapa of Māori philosophy and ideology. This of course, does not come without its own challenges, especially within a Kura Auraki. *Rūmaki Challenges:* This year was about growth and review. It was the intention of the Rūmaki to grow and accept any ākonga who wished to join. This in turn did present some challenges that will better guide the Rūmaki in the future. Some of these factors are as follows: • The acceptance of ākonga for non-kaupapa māori reasoning - This year the Rūmaki chose to accept students into the Rūmaki environment as it was suggested that the philosophies underpinning Rūmaki would be more conducive to ākonga who were struggling in the mainstream system. This saw some great developments for all of those ākonga, however, it did come at a cost to the overall progress of Rūmaki. This was a great stepping stone as it has informed the processes and systems governing Rūmaki for the future.	**Rūmaki Data Analysis** The following bullet points are vital to the understanding of how Rūmaki data is analysed. • 25 out of 39 ākonga have entered into the Rūmaki for the first time and therefore begin their Rūmaki journey this year at entrance level 1a. • 2 out of 39 ākonga have been within the Rūmaki environment for no more than three years and are therefore still relatively new within the Rūmaki environment. • 12 out of 39 ākonga have been in Rūmaki for almost the entirety of their school lives within the Rūmaki environment and therefore the expectation for these ākonga is that they are either manawa ora or manawa toa in their learning. As the adopted approach to learning Te Reo is one that focuses firstly, on Whakarongo, and then progresses through, Kōrero, Tuhituhi and Pānui respectively. Te Reo through these strands are levelled out accordingly to allow for Te Reo acquisition confirmation at a cognitive level. The approach focusses on the	This year has seen a dramatic increase in Rūmaki numbers. As a result of this has meant the addition of another Pouako (Teacher) and a change in Rūmaki structure. In terms of the data presented here, the following considerations need to be made: • There has been an increase in the amount of ākonga transferring over from mainstream, both from year 6 and year 7. • With the majority of ākonga in Rūmaki being first time Rūmaki ākonga, the learning focus has had to be based around building ākonga Te Reo capabilities. • In terms of the second Pouako, there has been a total of four different Pouako in the first two term period. • The first term saw many changes in terms of the status of Rūmaki, from one Rūmaki and one Bilingual, to one Rūmaki and a Mainstream class doing level 3 Te Reo, then back to a single Rūmaki cohort. • Term two saw the amalgamation of Rūmaki into one class (the old Library).	The continuation and development of the aforementioned approach to Te Reo and Whakaaro Māori is of the utmost importance. This coupled with a focus on a localised curriculum will bring greater relevance to ākonga.

Although the Rūmaki environment can be very suitable for such ākonga, it must be acknowledged that this can have some very detrimental effects on the Rūmaki cohort as a whole. It is in the best interest of Rūmaki if ākonga are reviewed by way of interview prior to acceptance into the Rūmaki system. An interview process is currently underway with the current Year 7 cohort as well as interested Year 7 ākonga from across the current Mainstream sector. The Rūmaki system that is underpinned by Māori philosophy and ideology works on the basis of whakapapa or genealogy and whakawhanaungatanga or interconnectedness. It is from this positioning that the current school values were born. The Rūmaki system seeks to uplift ākonga in all facets, mentally, physically, emotionally and spiritually.

- It is inevitable that Māori philosophy and ideology will at some point clash with its Mainstream counterpart - This has become more and more increasingly perceptible this year. It is without intention that this is so, however, there is a clear lack of understanding in and around Rūmaki and the ideologies that underpin its existence. Rūmaki culture and philosophy is often perceived as abnormal and in some cases privileged. This could not be farther from the truth. Consideration must be made for Rūmaki especially in the case of school wide events. Although the saying holds true, *we are one school*, there is a follow on from that saying that is all too often hidden behind the veils of obscurity, and that is that although this is one school, there are two cultures. Although both Māori ideology and Western ideology have their similarities, it is in their differences where true consideration needs to be made. It is at this stage quite normal that the Western ideologies that underpin the Mainstream system will automatically take precedence over the Rūmaki Māori ideologies. This often leads to the perception that the Rūmaki cohort are either seemingly defiant by nature or privileged by right. This perception is detrimental to the spiritual, mental and emotional well-being of the Rūmaki cohort. A greater understanding of the cultural differences is not only of the utmost importance but is becoming more and more

development of very strong foundation Te Reo (Ko..., He..., Ka... strategy).

Through this approach ākonga develop an understanding of mechanical Te Reo, giving them the building blocks of Te Reo rather than direct translations to English forms and understandings. This approach helps greatly to develop whakaaro māori or thinking from a Māori perspective.

For the second half of the year the following considerations also need to be made:

- Term three saw the solidification of Matua Rhys into the Rūmaki. Unfortunately, as a second year beginning pouako he had to literally hit the floor running and he should be commended for his efforts and fortitude to date.
- Term three also saw a major direction shift in terms of learning and overall focus to Kapahaka, it was intended this way with the Te Arawa Regional Kapahaka competition becoming the presiding kaupapa.
- The majority of the Rūmaki ākonga made up the tūāpapa or backbone of the Kapahaka, this meant for both ākonga and pouako around 16 weeks of Kapahaka training, half of which meant that both pouako and ākonga were at school for seven days a week for around two months straight without a break. This ultimately lead to fatigue and exhaustion on the behalf of pouako and ākonga. All of whom should be commended for their efforts, endurance, fortitude and resilience.

increasingly important as the Rūmaki (Ngā Pōtiki Ngau Papawai) continues to grow and develop.

- Of the many values that underpin the operation of Rūmaki, Ako stands out amongst all others. The truest essence of the word Ako is found within the notion of reciprocal teaching and learning. This is the basis for lesson instruction within the Rūmaki system. Ako underpins the positioning of the pouako or teacher whilst simultaneously growing, developing and nurturing ākonga or learner agency. The goal of Rūmaki is to give ākonga ownership over themselves and their learning. This often leads the Rūmaki down unconventional pathways of learning. This year as pouako we felt a real need to move with the wairua of the ākonga. This in itself can be simultaneously very challenging and rewarding as it pushes pouako to truly understand and know their ākonga. This builds a lasting rapport with the ākonga, it builds trust, self-confidence and self-esteem. Allowing the flexibility in programme movement whilst maintaining the overall bearing in direction is the key to making this style a success. We are currently in the process of refining this style and have had really good success. The notion of Ako insures that the pouako must remain cool, calm and collected at all times. Reflection of practice is vital to progress and this is done on a daily basis. There is a ture or rule within Te Whare o Ngā Pōtiki Ngau Papawai, and that is that there shall not be one day where the pouako leave the room without laughing so hard that it hurts. This ture has held true save for one day only. This was rectified with a phone call later that evening and the laugh was had. This ture insures that the wairua or spiritual well-being of the Whare remains intact.

The data that is presented, is done so in the following way, by year in Te Reo, the sub-categories are as follows; Kōrero, Whakarongo (although Whakarongo is not typically added, it is vital in the acquisition of Te Reo), Tuhituhi and Pānui. Secondly, by year in Pāngarau.

Hai āmua

Currently at this stage there are 22 Year 7 ākonga already a part of Ngā Pōtiki Ngau Papawai. There have been a total of nine interviews that have taken place with Year 7 ākonga who wish to join Rūmaki from the Mainstream. There are approximately 21 Year 6 ākonga who have signed on for 2019. This concludes a total of 52 ākonga. It is very unlikely that all 52 ākonga will be included into the Rūmaki for 2019. It would be most advantageous to the future growth and development of the Rūmaki if another Kaiarahi i Te Reo were to be included. This would give a greater breadth and scope to the capabilities of the Rūmaki pouako cohort, and ultimately increase the learning outcomes for Rūmaki ākonga, and the entire Rūmaki cohort, Ngā Pōtiki Ngau Papawai.