



Contract No: 397 – 4697

Newton Central School

Te Whanau Rumaki, Te Whanau Awahou, hoki, o Te Uru Karaka

**Raising Literacy Achievement in Māori Medium
Level 1 & 2 Pathways**

‘If there is an emerging educational vision among Māori, it is the desire for an education that enhances what it means to be Māori: so simple and yet so profound,’

(Penetito, 2002, cited in Ka Hikitia, 2008)

Introduction

Over the past six (6) weeks Newton Central School has had the opportunity to undertake intensive assessment, data entry and analysis in literacy practices – tuhituhi and pānui. We have done this both in Te Reo Māori and in English for our Rumaki tamariki in Years 4 – 8 utilising the AsTTle pānui and tuhituhi tools. We have a very clear overall picture of student progress and achievement and have been able to make links between the quality of teaching and learning in both mediums and how this contributes to a student’s overall progress through the transfer of strategies between and across mediums. This process has also provided an opportunity to reflect and dialogue as a team on practices and strategies that have enhanced learning and to identify areas for strengthening and development.

Through a focus on assessment, data analysis and use of this to support review and reflect on practice, kaiako have developed a clear understanding of assessment tools and procedures. Where gaps have been identified, pathways have been sought to support on-going development. A major part of this has been the establishment of an Inner City Māori Medium Cluster – Te Whakatipuranga - across five schools to share information and to strengthen practice. This literacy development programme is supported by the Ministry of Education as part of a programme to strengthen and sustain long standing quality immersion programmes in Inner City Auckland. A series of Hui have been held as a part of this programme to establish a collective approach to assessment, to identify gaps in knowledge and practice

in both the teaching and assessment of literacy and to plan a series of professional development wananga facilitated by Cath Rau and Robin Hata – Kia Atamai Trust. An outcome of these initial Hui has been to strengthen dialogue and collegiality across the cluster to share and to support kaiako otherwise isolated in their schools. An intensive focus across Te Whakatipuranga in terms 1 and 2 2011 will be on strengthening the use of assessment tools in early literacy, alongside analysis of data and use of this to further inform teacher planning and practice.

For our tamariki nohinohi (Years 1 – 3) we focussed on assessment of reo-ā-waha in the first year of school and on pānui haere across all years. We found a gap in the available tools for quality assessment of literacy in the early years and identified a development pathway to address this in 2011. We have identified where we need external support and development and where we need to target resources to strengthen early literacy programmes. We commenced dialogue with the Ministry of Education (MOE) about the need to provide an early intervention literacy strategy for Māori medium – informed by Reading Recovery but designed from a Māori literacy perspective. We have also had discussions with Cath Rau - Kia Atamai Trust - about the literacy development work she has undertaken and how we might utilise this to support our learning journey. Overall, it is our intention to constantly reflect and develop in order to strengthen our programmes that build on success in the early years and improve on success of our tamariki in the Years 4 – 8.

Findings

Analysis of data at the Year 4 – 8 levels in both tuhituhi and Pānui is exciting and informative; exciting as it shows clear evidence of the progress of our tamariki in both areas and informative as the data reveals a clear link between the language proficiency of the tamariki and their scores on assessment tasks. We have identified the need to strengthen the language base of tamariki and kaiako in order to familiarise them with the language used in the reading comprehension assessment tools. Bringing this vocabulary into everyday classroom use will enable a better measure of reading comprehension, supporting our tamariki to access the depth of information they need to respond effectively to the test questions. Presently, lack of the language of tests disadvantages them and impacts on their test scores. This is most noticeable when we compared the data and assessment results between levels 1 and 2 immersion programmes, where the difference in the levels of language proficiency impacted on test results. However, in saying this the data indicates that at virtually all year levels 1 - 8 in level 1 programmes, our tamariki score collectively and consistently above the national AsTTle mean in Pānui comprehension. We believe that improved language proficiency will result in higher scores.

It is interesting to note that, in relation to the issue of language proficiency, our tamariki in Years 6 – 8 collectively achieved above the AsTTle mean in English reading comprehension compared to both Māori in mainstream and mainstream in general. This raises some interesting issues, some concerned with the

ability of our children to transfer reading strategies across mediums, and the provision of a quality English transition programme. This programme commences for our tamariki at Year 4 and focuses on the specific teaching points and strategies being learned in their Māori medium programme. This enables tamariki to use bilingual strategies to transfer knowledge and skills across mediums strengthening literacy in both mediums. Of significance however, is the influence of the English language as it surrounds our tamariki in their everyday life. Interestingly, our tamariki in Years 4 – 8 undertook assessment using the AsTTle tool in both reading and pānui and showed stronger achievement in English although this is their second language of instruction. This we believe is in part due to their proficiency in English and, for the majority, their immersion in this language outside of the school setting.

All of our tamariki have been immersed in Te Reo Māori through Kohanga Reo prior to arriving at our school. For many Kohanga Reo and school are the only avenues they have to develop their vocabulary. Many start school with a limited vocabulary and are then required to commence formal literacy instruction. Cognitively this is very difficult for our tamariki and means that they operate under high levels of cognitive overload. This point has been a focus of dialogue and literature search over many years and we are currently considering a different approach to our teaching programme in the early years to ensure that we accelerate the language of our learners prior to formal literacy instruction.

It is obvious through analysis of data in literacy that tamariki Māori at Newton Central School are high achievers in both English and Te Reo Māori. The commitment of kaiako Māori to learning and to developing expertise to improve their practice is a contributor to this. The use by Kaiako of the data and analysis to inform teacher practice has also seen teacher expectation of our tamariki improve as they use the data as concrete evidence of what our children can and are doing. It has enabled an opportunity for kaiako to celebrate their achievement and contribution to the success of our tamariki.

Building on the early years of teaching and learning both through the medium of Te Reo Māori and through our English Transition programme Years 4 – 8 sees the overall result culminate at Year 8 in both mediums of instruction. On an annual basis from year 4 onwards our tamariki receive equivalent to 90 hours formal instruction in English each year. However, analysis of data from the AsTTle Reading Comprehension assessment (English) indicates that at the Year 6 – 8 levels our tamariki collectively achieved above the AsTTle national mean. By the end of year 8, the culmination of all their learning, the collective mean in English reading comprehension of our tamariki was 236 points above the national mean of the general mainstream cohort. At year 7, 117 points above; at Year 6, 11 points above. This data confirms that the accumulated learning and consolidation in English begins to show fruition from year 6 onwards.

In Te Reo Pānui the mean score of our tamariki begins to rise above the mean from year 4 onwards with data indicating: Year 4 – 44+; Year 5 – 77+; Year 6 – 65+; Year 7 – 45+; Year 8 – 97+. Although our children are successful in literacy Pānui and Reading it is interesting to note that they are most successful in English even though this is their second language of instruction. There are many contributing factors to the success of Māori at Newton Central School and these will be elaborated on in the final report.

Keys to success

We believe that the value placed on nurturing the identity and connections of tamariki through language, culture and a supportive environment make important contributions to the overall success of the tamariki. Also significant is the schools' willingness to engage and dialogue in an authentic way with the Māori community about aspirations and to respond constructively to these. This is not only reflected in the provision of a wide range of Māori medium education pathways but also in the overall power relations and governance structures.

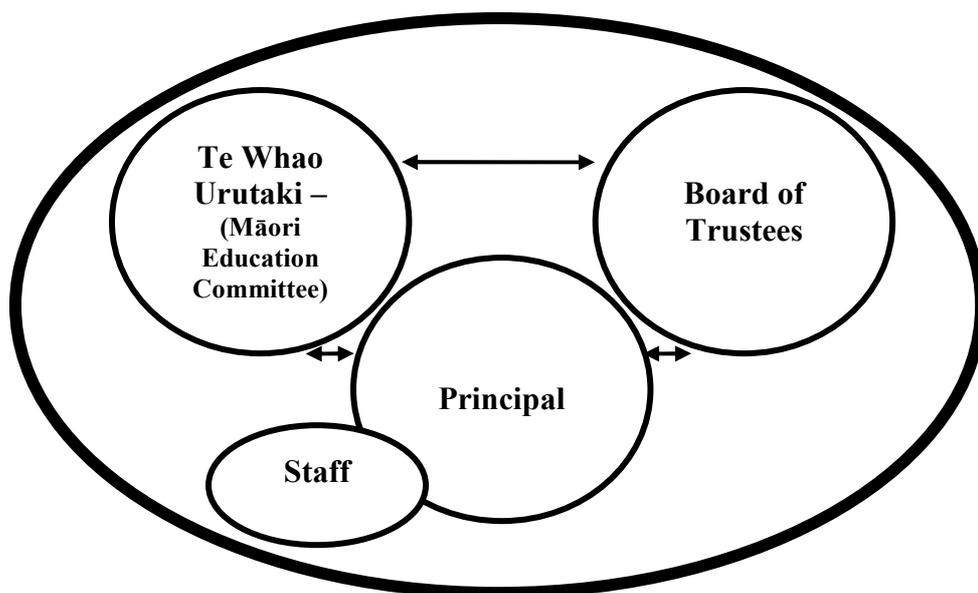
Smith (2001) challenges school governance and management to critically analyse the extent to which they may be implicated in Māori schooling crises, and to adjust accordingly; perhaps, he suggests with some strong policy accountabilities. The Newton Central School governance partnership and processes of participative and consensus decision-making required both the principal and Board of Trustee members to develop a new understanding of power and a new administrative wisdom (Owens 2004). This is the challenge to leadership in Aotearoa / New Zealand schools if we (all) are to realise Māori potential (Ministry of Education, 2008).

Newton Central School has developed partnership relationships based on trust, mutual respect and a willingness to teach and to learn from each other (Bishop, 2003). It is because of the strength of these relationships and the value placed on them that innovations, initiatives, and alternative pathways have been initiated and developed in response to, and in partnership with, the community (Bishop, 2003).

The Māori version of the Treaty of Waitangi is the basis of a partnership relationship between the Board of Trustees, management, teachers and the Māori and non-Māori communities at Newton Central School. This partnership is based on tino rangatiratanga, power sharing and consensus decision making. The Board of Trustees cannot use their vote to override the recommendations of the Māori community; there is a commitment to dialogue until consensus is reached. This partnership requires time, trust and goodwill to function effectively, as well as an understanding that a bicultural relationship and practices enhance outcomes for all (Morrison, Lumby, & Sood, 2006).

A number of factors have contributed to the success of these approaches. These include: access to and participation in quality Treaty of Waitangi training for staff, Board of Trustees and community; a recognition of and willingness to let Māori leadership emerge and to be able to be led; Māori willingness to share knowledge; the development of a Treaty of Waitangi policy; and relationships based on mana, dignity, trust and goodwill. A vital aspect of the success of the developments was whanau and community capacity to be involved with the school and to take on leadership roles. The establishment of collective processes and relationships promoted voice and agency and, mutual respect and willingness to work through issues (Bishop, 2003; Pearson, 2006; Waitere-Ang, 2005).

Fig1. Newton Central School Model of Governance and Management Partnership between the Board of Trustees and Māori



The Māori partner to the relationship is a group – Te Whao Urutaki: Māori education committee - made up of representatives of the Māori community from across the school community. The mandate of this group is anything by, about or for Māori within the school, as well as input into overall school development, strategic planning, employment, policy and programmes. The original intention of the relationship was a bicultural partnership based on Māori and the Board of Trustees as representatives of the Crown. However, co-option of Te Whao Urutaki as a group onto the Board of Trustees was necessary, due to legislation governing Boards of Trustees.

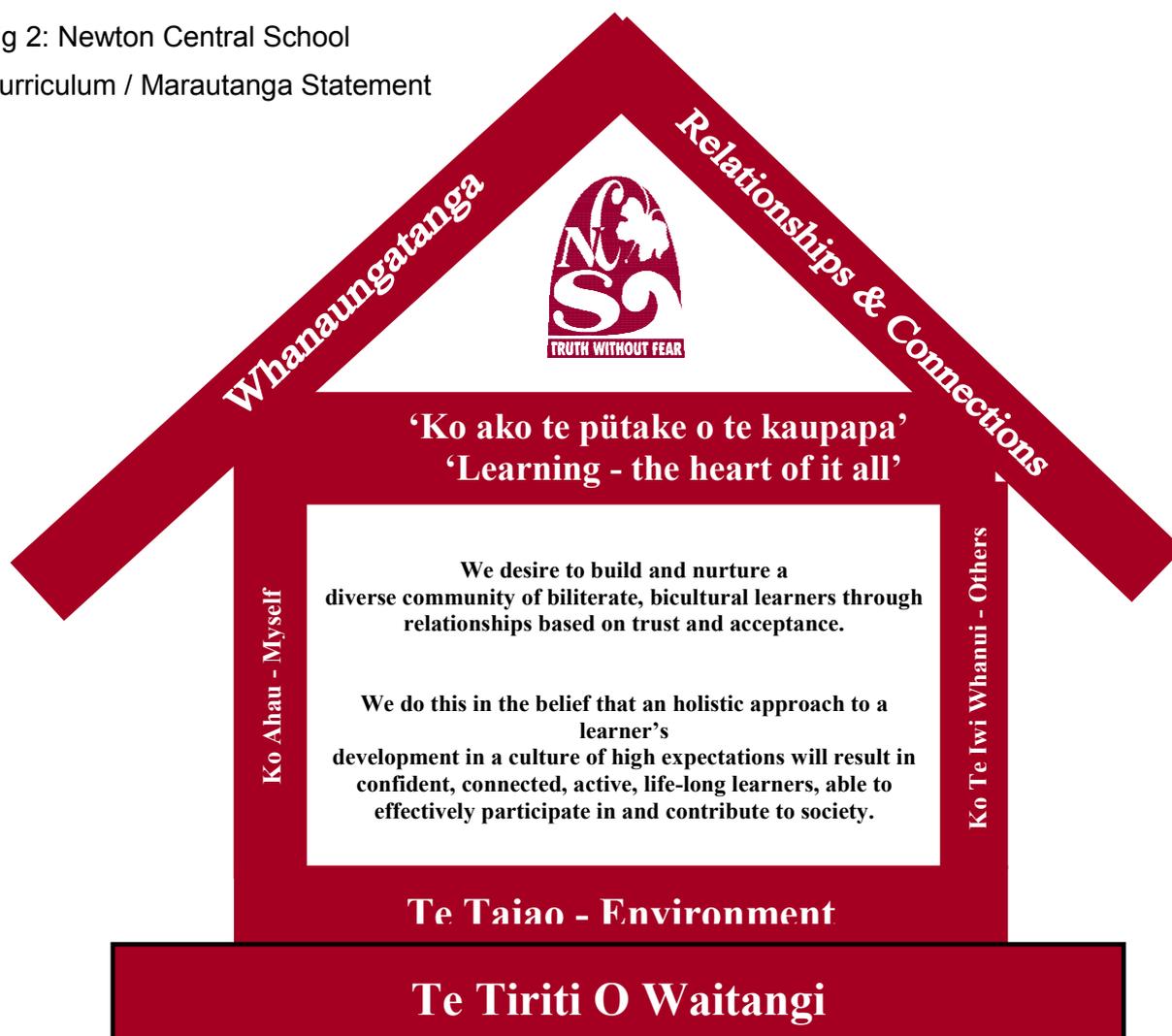
Collective, mandated representation - Kotahitanga - is vital to the success of this partnership and ensures safety for all. School practices of election or selection of individual Māori as representatives can lead to conflict as there is no mandate for the individual to represent the needs/hopes/aspirations/feelings of the collective. This is unsafe and tokenistic practice. Collective representation must come from the group (Ritchie, 1992; Waitere-Ang, 2005).

When diverse groups are outside of the majority there is an assumption that within each group they are homogenous (Fitzgerald, 2003). One role of the school is to provide a reason or context for parents to come together with a collective focus (Bishop, 2003; Pearson, 2006). From this, communication and a developing collectivity (Whanau) provide a context where hopes aspirations and initiatives are discussed. When critical analysis takes place in these ways, a powerful collective voice arises, is spoken and heard (Freire, 1996).

Sergiovanni, (2001) describes benefits as a result of the dominant leadership role becoming one of developer. This is certainly true in the context of Newton Central School where leadership prioritises engaging, growing, strengthening and sustaining relationships to capture the school and wider community potential to support improved school effectiveness and outcomes for tamariki (Bishop, 2003; Pearson, 2006). As a result of an intentional focus on assessment and improved literacy practice, I have observed the development of a cohesive teaching team, who discuss in-depth pedagogy and ways to improve practice. As a collective they are reflecting and reviewing the way that we do things and having the confidence to suggest improvement. As individuals and as a collective they are committed to their own and to their collective development in the endeavour to improve outcomes for our students.

Our overall philosophy to learning and the components we feel contribute to our success are embraced within the following diagram, central to our curriculum and Marautanga Māori.

Fig 2: Newton Central School
Curriculum / Marautanga Statement



Newton Central School values relationships. They are critical to success for all of our tamariki. Building whanau and community capability is central to all we do at Newton Central School. Cultural identity is a critical component of these relationships. These relationships are productive partnerships, influencing all that we do, and, most critically, the progress and achievement of our tamariki. At Newton Central School, it is normal to be Māori, to speak and to learn Te Reo Māori, and, to be successful as Māori and in all to 'Realise Māori potential' (Ka Hikitia, 2008).

References

- Bishop, R. (2003). Changing power relations in education: Kaupapa Māori messages for 'mainstream' education in Aotearoa/New Zealand. *Comparative Education*, 39(2), 221-238.
- Blackmore, J. (2006). Deconstructing diversity discourses in the field of educational management and leadership. *Educational Management Administration & Leadership*, 34(2), 181-200.
- Collins, J. (2005). Revisiting the Foucauldian account of power: Constraints and opportunities in the leadership experience of Dominican teachers. *DELTA*, 57(1 & 2), 89-102.
- Durie, M. (2001). *A framework for Māori educational advancement*. Paper presented at the Hui Taumata. Retrieved.
- Fitzgerald, T. (2003). Interrogating orthodox voices: Gender, ethnicity and educational leadership. *School Leadership & Management*, 23(4), 431-444.
- Freire, P. (1996). *Pedagogy of the oppressed* (M. B. Ramos, Trans. New revised ed.): Penguin Books.
- Gunter, H. M. (2006). Educational leadership and the challenge of diversity. *Educational Management Administration & Leadership*, 34(2), 257-268.
- Ministry of Education (2005) Education Schooling Strategy 2005 - 2010. Ministry of Education
- Ministry of Education (2008) Ka Hikitia Managing for Success / Māori Education Strategy 2008 - 2012
- Ministry of Education (2010) Tu Rangatira - Te Kaitataki i te Matauranga Kaupapa Māori
- Moewaka Barnes, H. (2006). Transforming Science: How our structures limit innovation. *NZ Journal of Social Policy*, 29.
- Morrison, M., Lumby, J., & Sood, K. (2006). Diversity and diversity management: Messages from recent research. *Educational Management Administration & Leadership*, 34(3), 277-295.
- Owens, R. G. (2004). Decision making: *In organisational behaviour in education* (8th ed.), (pp. 284-323). Boston: Allyn & Bacon
- Pearson, H. (2006). *Partnership processes in mainstream schools*. Paper presented at the Te Akatea Māori Principal's Conference - Te Pikikotuku. Retrieved.
- Penetito, W. (2005). Scenario for a Māori education authority: Mainstreaming or Māori control? In J. Codd & K. Sullivan (Eds), *Education policy directions in Aotearoa New Zealand* (pp. 141 – 160). Auckland: Thompson Dunmore Press.

- Ritchie, J. (1992). *Becoming bicultural*. Wellington: Huia Publishers and Daphne Brasell Associate Press.
- Sergiovanni, T. J. (2001). *Leadership: What's in it for school?* London: RoutledgeFalmer.
- Smith, G. H. (2001) National Administration Guidelines: Closing the Gaps. SPANZ April (pp14).
- Snedden, P. (2005). Pakeha and the Treaty: Why it's our Treaty too. In (pp. 70-86). Auckland: Random House New Zealand.
- Starratt, R. J. (2003). *Centering educational administration: Cultivating meaning, community, responsibility*. Mahwah: Lawrence Erlbaum Associates.
- Vacarr, B. (2001). Moving beyond polite correctness: Practicing mindfulness in the diverse classroom. *Harvard Educational Review*, 71(2), 285-295.
- Waitere-Ang, H. (2005). Social, cultural and political explanations of educational attainment. In P. Adams, R. Openshaw & J. Hamer (Eds.), *Education and society in Aotearoa New Zealand* (2 ed., pp. 347-368). Melbourne: Thomson Dunmore Press.

Outcome Title	Performance Measure	Progress
 High achievement through Te Reo Māori in the different language modes:		
Te reo ā-waha,	<p>All kaiako participate in Te Whakapiki i Te Reo Programme – develop knowledge of oral language assessment practices.</p> <p>Strengthening the use of oral language assessment tools to monitor both progress and achievement of tamariki and to inform teacher practice and teacher strategies in building the vocabulary of the tamariki.</p> <p>Kaiako using the Kiaka oral language assessment tool to inform their language teaching programmes.</p> <p>Professional reading of up-to-date literature and research is available and used by Kaiako to inform their pedagogy and practice</p> <p>All kaiako have attended symposium to present and engage in dialogue on the new Kiaka assessment tool</p>	<p>All kaiako have undertaken training in the use of the Kiaka oral language assessment tool.</p> <p>In our new entrant classroom the teacher has undertaken in-depth assessment and data analysis to inform their practice. This has included the identification of language needs to look at strengthening our language programme in the first years of schooling to enable tamariki access to and success in literacy.</p> <p>This will lead to changes to curriculum and an emphasis on language and vocabulary acquisition in the first 2 years.</p>
Tuhituhi	<p>Engagement of and increased skill of all kaiako in the use of AsTTle written language indicators</p> <p>Effective moderation processes across year levels – teacher dialogue – focus on indicators and what it looks like in practice</p> <p>Use of data analysis to inform planning and practice</p> <p>Comparison of data March 2010 – November 2010</p> <p>Use of data analysis to identify development areas and need for improvement in teaching and learning programmes – Identify areas for deliberate acts of teaching (DATS)</p>	<p>Use of the AsTTle indicators for written language has been an intensive focus for development in the school over the past years. This has included strengthening the knowledge and ability of kaiako in moderation processes to ensure consistency.</p> <p>This project has enabled us to focus what the tamariki know, and on the in student knowledge across all classes, to review the programme and identify areas for improvement and development</p>

Pānui	<p>Increased teacher knowledge of effective literacy practices</p> <p>Increased knowledge of effective assessment in literacy practices – AsTTle / Pānui haere</p> <p>Understanding different approaches to pānui – shared, guided, instructional</p> <p>Effective use of data analysis to inform planning</p>	<p>All attended a full-day literacy practices in Māori medium hui identified areas of practice for improvement.</p> <p>Increased use of data and analysis to inform teacher practice and also identify deliberate acts of teaching (DATS)</p> <p>Integration of different approaches into teaching programmes</p>

General points on what we have achieved:

Tuhituhi:

- Undertaken in-depth assessment using AsTTle written language indicators
- Completed moderation processes – improved teacher moderation judgements
- Data entry and initial analysis
- Comparison of progress March – Nov 2010
- Identified areas of strength and areas of need in tamariki learning – has informed planning and development 2011 – organised facilitation for development programme 2011

Pānui:

- Undertaken in-depth assessment using both pānui haere and AsTTle
- Data entry and initial analysis
- Comparison of progress March – November 2010
- Identified areas of strength and areas of need in tamariki learning – has informed planning and development 2011 – organised facilitation for development programme 2011
- Allocated resources in the 2011 budget to put in place an early literacy intervention for our tamariki with learning needs/in need of support.

Reo-ā-waha:

- Participated in in-depth development Te Whakapiki i te reo – this has informed current practice and enabled a review of current programmes with the identified need to strengthen early language to access effective literacy

Professional Development – Future Focussed

- Arranged an intensive development day on using eAsTTle (4th December)
- Participated (all staff – 6) in a one day workshop to strengthen literacy practices (Cath Rau – Kia Atamai Trust)
- Planned for a one day team hui to strengthen planning practices using data and analysis to inform this
- Identified specific acceleration strategies for improvement and targets for 2011 – integrated into appraisal
- Intensive whole school development in literacy – Lead teacher expertise – focus of Teacher only days and Staff Hui (on-going)
- Alignment of assessment tools, overall teacher judgement etc with Nga Whanaketanga – this process was well underway but now awaiting revised edition – so this data does not link to Nga Whanaketanga

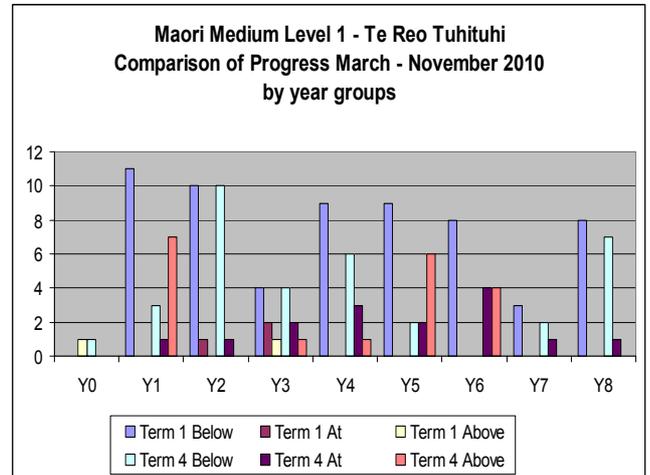
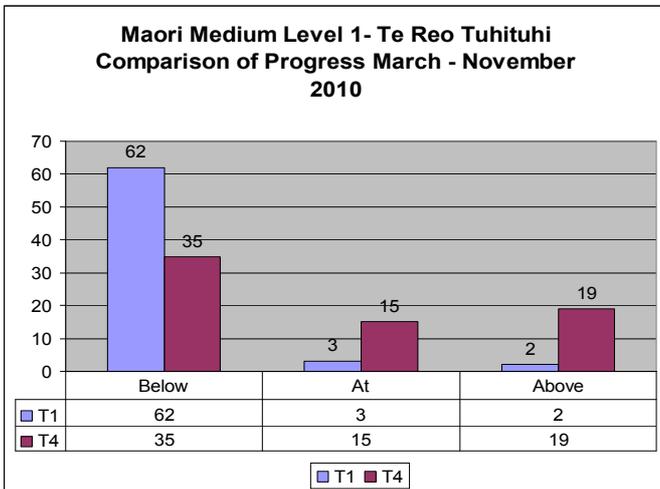
Project Development:

- Designed a survey to get feedback from tamariki and whanau about perceptions of the school culture, leadership, relationships, teaching and learning that contribute to their progress and achievement
- Commenced writing the Newton Central Story to contextualise student engagement and achievement, aligning this with research, Ka Hikitia, Better Relationships for Better Learning, Bishop – Culture Counts, MacFarlane – Culture Counts, Durie – Hui Taumata, ERO latest report on Māori progress and achievement.
- Completed data gathering, data entry and initial analysis – will form the basis of the final report.

High achievement through Te Reo Māori in the different language modes: reo-ā-waha, tuhituhi, pānui	
Issue	Ideas
Timeframe – The timeframe of this project is too short and it is not the best time of year to be undertaking development of strategies	The school is planning to develop this programme by monitoring the teacher development over terms 1 & 2 next year. This will enable us to gain further evidence of the learning in practice and improved outcomes for tamariki. Further data gathering and analysis will also inform teacher development, planning and programmes throughout 2011 and into 2012.
Timeframe – due date for final report Lack of in-depth information in report due to pending completion date 31st December 2010	The school term ends in three weeks, the xmas period is between then and 31st December – it is unlikely that a final report with any value will be able to be produced within this timeframe. I suggest an extension to at least early March 2011 – the school has ERO – 21st February so much energy will go to this

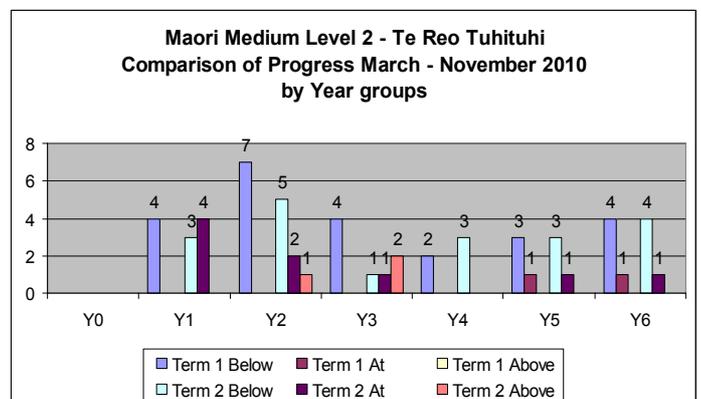
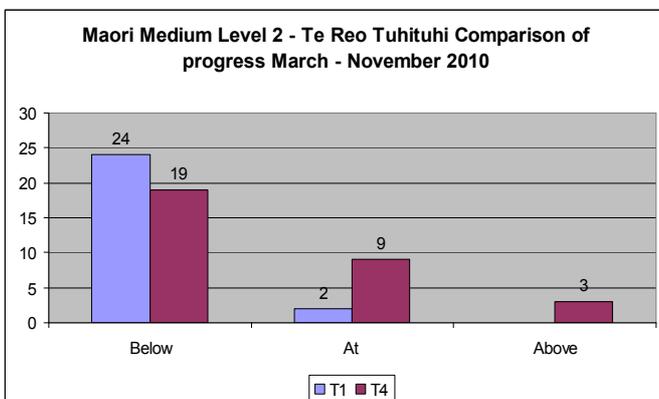
Initial Data Analysis indications:

Te Reo Tuhituhi – These levels are set against the asTTle indicators (English Medium) – whilst we understand that the levels are different in Nga Whanaketanga we have used these in the interim until such time as the final Nga Whanaketanga are released – we also have concerns with regard to the Māori assessment/standards being below the English medium.



The above graphs indicate that there was a strong movement for tamariki who were achieving below the expected level at March 2010. Of these tamariki, (62): 27 moved up, 12 to their appropriate level and 15 to above average levels. Overall the general data limits have moved up a sub-level at each end, with the data outlay more clumped around L3, in comparison to L2 at the beginning of the year. However, the data quite explicitly indicates that the most significant shift in data ranges occurs within Years 6-8.

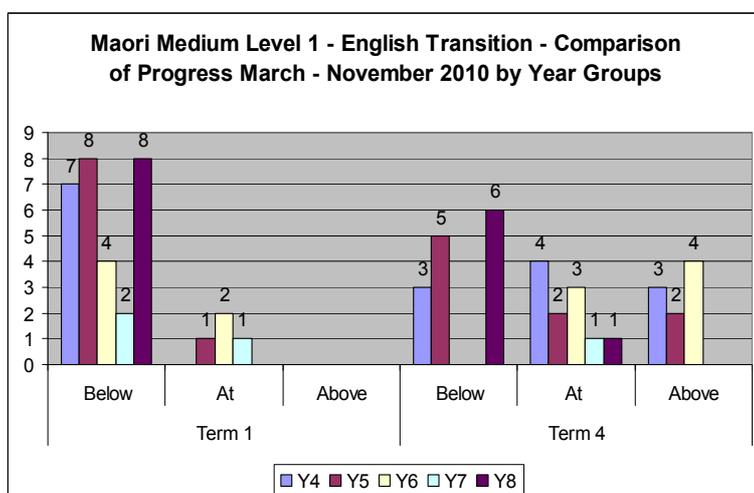
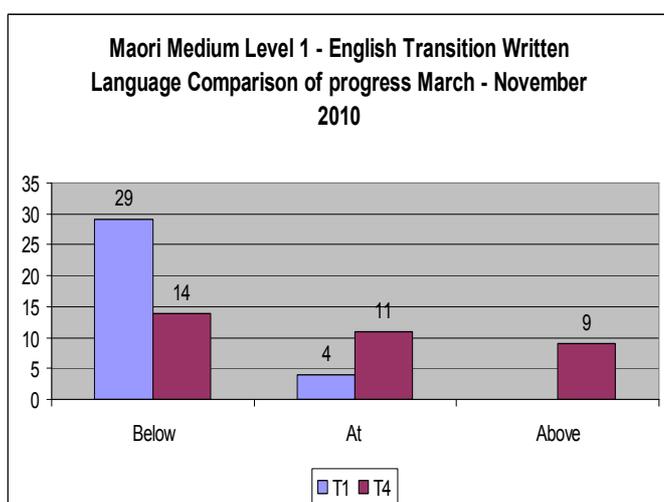
The least amount of movement occurs in the low year levels, some of whom are new tamariki and were not present at the time of first testing. This compares starkly to the movement at the middle and upper year levels. In these groups the trend is towards movements of 1-4 sublevels. Interestingly, the median movement is high, with twenty tamariki moving three sub-levels, and a significant amount moving a further four sub-levels over the year (7 children).



In Māori Medium 2 environments, the majority of children moved in incremental steps of one sub-level between times of testing. Consequently, the data ranges do not change between the test dates; instead there is a clear movement towards the next sub-level of achievement at most year level groupings.

There is some variation between the data outlay for each year level. Years 1-3 show strong steady movement over the year, with only one child remaining at the same achievement level after re-testing. These year groupings also achieved the highest movements (3-4 sub-level jumps). In comparison, children learning between Years 4-6, had a higher rate of no movement between times of testing, and there were very few that moved in excess of one sub-level.

Written Language - English



The undeniable trend amongst all children who undertook further testing is that of movement. At a basic level, this is apparent in the ranges of data outlay. After re-testing in Term 4, the upper data limit has shifted from L4 Beginning to L4 Advanced. The lower data limit in Term 1 was L2 Beginning, however in Term 4 there are no longer any children who achieve at this level. There are now only 2 tamariki who achieve at L2, in comparison to 10 at the beginning of the year. The one child who achieves at L1 was absent in the first round of testing.

In addition, at the beginning of the year data was clumped largely around the lower levels of L2 and L3, with very few children achieving at the upper limits of L3. However, in Term 4, this has shifted dramatically, and there is a noticeably more even spread over Levels 3 and 4. The majority of the data now lies between the upper limits of L3 and L4.

This not only suggests that children have moved at a minimum of one sub-level, but that a significant group (16 children) have moved in leaps of at least two or more sub-levels.

At the highest end of this movement were eight tamariki who jumped in excess of three sub-levels, and a further two who jumped between 5-6 sub-levels.

Te Reo Pānui:

Pānui is measured across the school formally on two occasions during the year – March & November using the nationally referenced AsTTle assessment tool. This enables us to measure progress of individual tamariki and groups of children, either by year level or by class. Comparative data shows that:

Māori Medium Level 1 – Years 4 - 8					
Year Levels	National Mean	March	November	Range of Scores	Comment
4 – 5 (Room 10)	Year 4 – 463 Year 5 - 479	511	537	March: 408 – 556 November: 422 - 595	Overall increase in mean by 26 points.
6 (Room 15)	Year 6 - 505	574	570	March: 535 – 646 November: 492 - 635	
7 – 8 (Room 15)	Year 7 – 521 Year 8 - 538	613 (12)	612 (11)	March: 470 – 681 November: 533 - 656	
The evidence concurs with findings that the overall achievement of Māori Medium begins to come to fruition in the Year 6 – 8 year levels during which time they make quite dramatic improvement in their assessment results. This is in part due to the concurrent consolidation and extension of Te Reo Māori alongside strengthening curriculum knowledge, skills and abilities. At all year levels our collectively achieve above the national mean.					
Māori Medium Level 1 – English Transition – Reading Years 4 - 8					
Year Levels	National Mean	November		Range of Scores	Comment
4	412	380		347 - 427	Tamariki have had equivalent to hours formal instruction in English.
5	462	423		345 - 468	Equivalent to hours
6	489	500		405 - 578	Equivalent to hours
7	508	625		585 - 665	Equivalent to hours
8	517	753		694 - 773	Equivalent to hours
See comments above – below graphs					

The above data is at the present time just a snapshot to inform this milestone report. As stated in the barriers to the success of this project, the timeframe does not allow for a quality and in-depth analysis at this stage. However, it is hoped that the final report may be able to be delayed to enable a comprehensive document that can be used to inform and support successful teaching and learning across Māori medium and mainstream education pathways.

If you have any concerns or need further clarification on the content of this report please do not hesitate to contact me

Mauri Ora
Hoana Pearson
Principal
Newton Central School
15 – 17 Monmouth Street
Grey Lynn
Auckland

PHONE: 09 3786-883; 021 0664 152
Email: newton@newton.school.nz