

Broadwood Area School

Manganuiowae

School Charter

Strategic and Annual Plan

2016

MOE Number: 06



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MISSION STATEMENT			
<i>Whakatakoto tikanga - a - rua, akonga o te Ao Taiawhio hei wero i a tatou kia tutuki o tatou pumanawa</i> <i>Provide a supportive, bicultural learning environment where we are challenged to fulfil our potential</i>			
<i>Ko te mea nui te aroha, te tika me te pono. Our greatest asset is aroha - a love that encompasses honesty and integrity</i>			
SUPPORTIVE - MANAAKI Responsible; Inclusive; Tolerant; Fair; Respectful; Happy and Secure; Socially Competent; Honest; Supportive and Encouraging; Resourceful; Trustworthy;	BICULTURAL - TIKANGA-A-RUA Positive in our own identity; Self-motivated; Relate well with others; Culturally aware; Involved; Community contributors; Well resourced;	CHALLENGING - WERO Courageous; Enthusiastic; Physically active; Diverse interests; Critical and creative thinker; Innovative. Approachable; Receptive; Resilient;	FULFILLING - TUTUKI Can take on challenges; Can set goals and self-appraise; Perseverance; Realistic; Literate and numerate; Independent learners; Make most of opportunities;
VALUES We encourage and model the values, principles and intent of the New Zealand Curriculum with special emphasis on:			
Excellence in all we do; Integrity in all our actions; Innovation, inquiry and curiosity in our learning; Respect for all our relationships; Fairness in the way we treat one another; Ecological sustainability in the way we live;		Our school gives opportunities for instruction and involvement in Tikanga Maori and Te Reo Maori for ALL students; We develop policies and practices that reflect the unique position of the Maori culture and New Zealand’s cultural diversity; This Charter has been developed in consultation with our community;	
STRATEGIC AIMS			
All students Years 1-8 are successfully able to access the NZC as evidenced by their progress and achievement in relation to National standards;	Maori students are engaged in their learning and are achieving educational success with pride in their unique identity, language and culture as Maori;	All students are supported to achieve success in their learning through a balanced curriculum that reflects our Mission and values; Programmes reflect government priorities;	

1. INTRODUCTION - SCHOOL COMMUNITY

Manganuiowae/Broadwood Area School, a decile 1c, bicultural, rural, area school is located in Broadwood, North Hokianga. Broadwood School was established in 1908 with 14 pupils and renamed Broadwood District High School in 1952 with 17 pupils. In 1964 the new infant block was opened. Broadwood Area School was established in 1973.

In 1983 following a series of requests made by Maori the Maori name (Manganuiowae) for the land mass encompassing Broadwood and the several thousand surrounding acres was finally recognised and accepted.

The school no longer has a Maori medium unit, the roll in years 1-8 dropped considerably; it was no longer viable to staff an immersion unit.

Manganuiowae-Broadwood Area School has a roll of 91 students as of 1st March 2016.

The school's catchment area is from: Manukau-Whangape-Herekino in the Far North, Pawarenga, Waihou, Panguru in the West, Mangamuka in the mid North, Kohukohu, Motukaraka, Te Huahua and Motuti on the northern shores of the Hokianga Harbour and Rawene and Whirinaki on the south side of the Harbour.

Contributing schools are Hata Maria in Pawarenga, Kohukohu Primary School and Mangamuka Primary School. Other students attend from outlying districts because of the special nature of our school.

Demography: Many local families have had to move to larger centres to find work, several of our families leave the district on contract work, when the contract is complete they return home to their turangawaewae. The latest trend is for our families to move to Australia where work is plentiful.

Māori Communities: The school embraces and is embraced by many marae -

Manganuiowae: our own school marae.

Morehu, Ohaki and Taiao at Pawarenga: Te Uri o Tai, Te Rarawa, Ngati Ruanui, Te Aupouri

Ngai Tupoto at Motukaraka: Ngai Tupoto, Te Rarawa.

Tauteihiihi, Pikiparia, Pateoro: Te Ihutai, Ngapuhi.

Arohanui, Mangataipa, Mangamuka: Kohatutaka, Te Ihutai, Ngapuhi

Whakamaharatanga at Manukau: Te Rarawa.

Owhata: Ngatikuri, Ngapuhi

Tamatea at Motuti: Ngati Te Maara, Te Rarawa.

We provide specialist technology education for local primary schools who wish to take advantage of our specialist teachers and facilities including a computer suite, wireless connections, specialist food technology room, hard materials workshop, video conferencing suite, school marae inclusive of our wharenuī, “Te Whiringa o Te Muka Tangata” and “Maria”, our wharekai.

We encourage, promote and host North Hokianga Sports Days-Swimming and Athletics at junior level and support and host interschool competitive sport with all Area Schools. We participate in selected secondary sport at local, regional, national and international level.

2. THE SCHOOL VISION, VALUES AND GOALS

TE TIRITI O WAITANGI

The school embodies key Te Tiriti o Waitangi principles of Partnership, Protection and Participation.

SCHOOL VISION

“A challenging, bicultural, caring, supportive environment of learning that nurtures respectful, responsive, responsible and confident learners who experience success in their academic, physical, social and spiritual endeavours. This learning will be based in the culture of our students.”

GOALS

That each student experiences measurable progress over time in achieving improved:

Health & wellbeing

By being a proud bicultural school, being a smoke, drug and alcohol free school.

Personal growth, cultural confidences

By enhancing their mana, ihi and wehi (nga taonga tuku iho) and encouraging this to permeate throughout all activities. Students will acknowledge and respect the heritage of other cultures.

Academic success

Maori achieving academic success as Maori. Students becoming more successful digital citizens; Y1-8 students making progress to working at National Standards; Y1-10 students moving to or achieving at literacy / numeracy/curriculum levels; Y11-13 students achieving NCEA Level 1, 2, & 3. Students who aspire to tertiary learning to gain UE.

VALUES are based on the philosophy of Nga kete e toru (three kits of knowledge). We support, acknowledge and recognise te hiringa o te mahara-the power of the mind.

Te kete TUAURI most treasured knowledge Whakapono - Whanaungatanga

Te kete TUATEA basket of light Taha Tinana

Te kete ARONUI house of treasured knowledge Matauranga

3.COMMUNITY ENGAGEMENT

Whanau

Whanau are welcome to come to school at THEIR convenience. The staff room is a waahi kapu tii for whanau and staff. Our receptionists and office manager are hunga kainga, they personally know all of the local people. Manaakitanga and aroha must prevail. Our parents and whanau are NOT manuhiri to our school, they are an integral PART of the school.

Whanau attend powhiri ki nga manuhiri tino rongonui, kapa haka events, Manukorero competitions, and day, twilight and night community-school sports events. They are kaitiaki and kaikarakia at sports and cultural events, at health expos and special events, all fundraisers, Library Fair week, Duffy assemblies, hui presentations and Gala days.

Whanau members assume VERY significant roles including as mentors, kaitiaki, managers, coaches, hangi experts, marae caterers, Gateway employers and cooks. If our school did not have the support of our whanau we could not continue and sustain the student activities/trips/special events that we have.

Whanaungatanga is a recognised and valued asset. Whanau realise that teachers must prioritise teaching during school hours. If teachers are not available to talk privately with them because they are timetabled to teach then they will try to be available during breaks and after school.

- Communication by fortnightly school newsletters, special news fliers, homeroom teacher and dean telephone calls, emails, written/kanohi ki te kanohi/progress reports every term.
- The monthly Board meeting is open to the public, advertised, all invited to attend.
- At the end of the financial year the Board tables an annual report consistent with Government Annual Reporting Guidelines, and an audited financial statement and plan.
- Trustees value their community representative role regarding policy development and review.

- The Board engages with the community in general and Maori communities in particular concerning the School Charter and any charter review. Re - publishing of our school charter will occur annually in March.

4. SCHOOL - COMMUNITY LINKS

Broadwood:	General Store, North Hokianga A&P- Community Hall, cattle yards, pavilion, hosts of the annual North Hokianga A & P Show, Catholic & Anglican churches, community library, Hokianga Health Clinic/Dental bus, dart club, community centre, marae, gardening club, badminton club, dog trials club. Church store, homestay accommodation, Fire Station, Manganuiowae river, pig hunting, rugby fields, tennis courts, gymnasium, land agents, cattle and stock agents.
Mangamuka:	Tautoko radio station, Te Whare Awhina, Te Raki o Hokianga, two marae, Mangamuka store, Primary school, Catholic church, Ratana church, Kohanga reo, Pig hunting club, Health clinic, Mangamuka St Johns Ambulance, Mangamuka River.
Kohukohu:	Kohukohu General Store, Primary school, Café, Takeaway and tearooms, town hall, Catholic and Anglican churches, Historic Public Art Gallery. Fire station and brigade, St Johns, Masonic Lodge, Town Hall, Tennis club, Ngaruroa rugby club, Motukohu rugby club, dart club, Hunting and fishing club, four marae. Hokianga harbour, Kohukohu wharf, Postal delivery centre, RD vans, yoga club, drama club, Country & western club, Line dancing club, tennis club, access to vehicular ferry. Health clinic, Public Library, netball club, boating, swimming, water sports. swimming pool, Bowling club.
Pawarenga:	Three marae, Pawarenga Trust, Laundromat, Primary school, Catholic churches, Anglican church, Whangape Harbour, Old Boys club, Nga Hoe Horo Waka Ama club, Warawara Forest, Golden stairs, Shelley beach, Pawarenga Netball & Tennis club. Pawarenga Rugby League Club, touch rugby, North Hokianga Sports club, Health clinic, Pawarenga Sports Day, Pawarenga Pig Hunting, Pawarenga Fishing.
Motuti:	Carving school, marae, marae catering and hospitality courses, museum, Catholic church, resting place of Bishop Pompallier, museum.

5. AGENCY PARTNERSHIPS

Ministry of Education	Kia Eke Panuku-BOS; RTLB Cluster; Group Special Education; Ngatihine ETL, Starpath-Auckland University, ECE, PMP, Playgroup, Rau Aroha.
Partnerships	University of Auckland (TEAM Solutions) (STARPATH); FARNET, Te Reo o Te Tai Tokerau, REAP-Kaitaia, Hauora Hokianga.
Education Pathways	Gateway, STAR, North Tech, Youth Transition, Skills NZ, TEC
Student Support	Hauora o Hokianga-Hokianga Health, Te Oranga, OPC Tongariro, Youth Police Officer. Tai FM, Tautoko FM, Rubicon, Nga Uri Whakatupu o Hokianga, Nga Hoe Horo o Pawarenga, Healthy Schools, Kids Can Breakfast Club.
North Health	Hauora o Hokianga-Hokianga Health, Te Oranga- Counselling, Youth mentoring, Ngatihine, Working for Families, CYFS, Te Aupouri-SWIS (Social Worker in Schools).
Maori agencies	Te Kotahitanga o Nga Hapu o Hokianga – Ngapuhi, Te Runanga o Ngapuhi, Te Runanga o Te Aupouri, Te Oranga, Te Runanga o Te Rarawa.
Christian support	Te Haahi Katorika, Te Haahi Mihinare, Ratana-Morehu.
Sport	Sport Northland, North Hokianga winter sports association, Nga Hoe Horo

6. BASELINE DATA OR SCHOOL CONTEXT

STUDENTS LEARNING

All students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Standards.

Opportunities are provided for student progress and success in literacy and numeracy and development as successful digital citizens, across the New Zealand Curriculum.

Student learning is enhanced when whanau, parents and caregivers are included in the learning process. We will continue to develop positive interactive relationships among and between staff, students, their families and the school's local communities, to foster engagement and involvement in the life of the school.

STUDENT ENGAGEMENT

Maori students are engaged in their learning and are achieving educational success with pride in their unique identity, language and culture as Maori. Whanau are engaged in supporting their children's learning.

Non Maori students are engaged in their learning and are achieving educational success with pride in their unique identity. Parents and caregivers are engaged in supporting their children's learning.

Students with special learning needs are supported in their learning so that they can progress in relation to the New Zealand Curriculum and fully participate and contribute to the school and the community environment.

Student voice: All students have access to academic counselling; this gives students the right and the responsibility to be aware of their current learning levels and to set personal goals for the year. Parents, whanau, students and academic counsellors meet each term to review progress against set goals. Teachers work with their classes and students to set their goals for reading, writing and mathematics. These are recorded and displayed in classrooms. On Academic Counselling days, open days and report days, teachers share with parents and whanau the class and syndicate goals and the individual progress that is being made.

7. SCHOOL ORGANISATION AND STRUCTURES

HEALTH AND SAFETY

The Board provides a safe physical and emotional environment:

- it ensures that the school meets legislative requirements regarding physical health and safety of staff and students as defined by OSH, ASH (Smoke free Schools), EOTC (RAMs);
- it is a Health Promoting School in partnership with Hauora Hokianga Health Organisation, supported by North Health, and Te Oranga, Ngati Hine and Group Special Education;
- Our school continues the philosophy of te hohourongo-restorative practice.

8. REVIEW OF CHARTER AND CONSULTATION

All communities are consulted every three years on the appointment of a new Board. The Board is prepared to visit outlying communities. Meetings are also held in Te Whiringa o te muka tangata, our school whare.

The Charter is reviewed at scheduled intervals throughout the year. Specific sections of the Charter are selected and reviewed by the Senior Leadership Team, syndicates, individual teachers and the Board of Trustees. This is mapped and posted on a chart in the Principal's office.

The Board engages with the school community, including our Māori communities, about its annual charter goals each year through school newsletters and hui and aims to lodge a copy of its reviewed updated charter, strategic and annual plans and annual report with the Ministry of Education in March and May each year.

1. STRATEGIC PLAN 2015-2018

<u>STRATEGIC GOALS 2015-2018</u>		<u>STRATEGIES FOR ACHIEVING GOALS</u>
<u>STUDENTS LEARNING</u>	All students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Standards	The National Standards are used effectively to support improvement in student outcomes. Students set their own learning goals and know what to do to achieve them. Teacher's practice is responsive to student's needs, including cultural needs. Students with special learning needs are supported in their learning so that they can progress in relation to the New Zealand Curriculum and fully participate and contribute to the school and the community environment. National Standards and other teacher initiatives are used effectively to support improvement in student outcomes. Teachers ensure that students have ownership of their learning and know what to do to achieve National Standards;
		Maori students are engaged in their learning and are achieving educational success with pride in their unique identity, language and culture as Maori. Most whanau are engaged in supporting their children's learning. Place based learning will be encouraged – Hokianga offers a wealth of opportunity and resources to promote vital and exciting opportunities for learning e.g. the river for ecological study; the sea & marine reserve;
		Encourage, support and promote Maori students so they will experience success as Maori in accord with the broad aims of Ka Hikitia;
		Each term, report to students and whanau on achievement of individual students, and report to the community on achievement of students as a whole and of groups of students, including twice yearly written reporting on primary student progress against the National Standards;
	Provide opportunity for student progress and success in literacy and numeracy and development as successful digital citizens, across the New Zealand Curriculum	Focus will be on improving maths years 1-8; accelerated programmes will be designed for identified students in mathematics. All students have access to computers throughout the school. Years 9-13 have access to I-pads. Teachers have skills to facilitate learning using these devices. Students 9-13 can elect to use I-pads or other electronic devices to access assistance from websites and to record either in written, photographic or voice recorded form;
	Continue to develop positive interactive relationships among and between staff, students, their families and the school's local communities, to foster engagement and involvement in the life of the school.	Regular relevant contact made with whanau, kanohi ki te kanohi, telephone calls, Facebook contact, e mail, school newsletters, posters, and noticeboards. telephone trees and word of mouth. Panui made over Tautoko and Te Hiku o te Ika radio stations. Attendance at relevant marae and community meetings. Whanau to be engaged with sports coaching, kapa haka tuition and supervision, driving school vans assistance on school camps, fundraising.

<u>STRATEGIC GOALS 2015-2018</u>		<u>STRATEGIES FOR ACHIEVING GOALS</u>
<u>STUDENT ENGAGEMENT & TRANSITION</u>	To improve attendance.	Rewards for excellent attendance. Acknowledgement in newsletters, on school website of excellent attendance. Share with whanau the realities of disadvantages students face when attendance is sporadic. Best class attendance rewards, best house attendance rewards. Our students love sport. Ensure that school sports days are vital, exciting and fun. Results shared with whanau in newspapers, newsletters on Facebook and on radio. Basketball academy, continue to promote excellence through sportsmanship and the need to develop skills and positive attitudes. Introduce a Rugby League academy in liaison with Northland Rugby League and the West Coast Broncos. To reward syndicates for excellent personal presentation and school pride.
	To ensure that the e-learning opportunities continue in Years 1-14.	Teachers are urged to attend e-learning conferences to ensure their skills are updated. In-school PD is available particularly in the senior & mid-school, weekly curriculum meetings include sharing of valuable “apps” and how these may be used to promote learning and/or efficiency. Share our e-teaching expertise with colleagues throughout NZ. APs ensure that devices are affordable and attainable. Newspaper articles will advertise the skills that students have and how they intend to up skill. Pursue and encourage learning opportunities from Apple and Microsoft.
	That students are supported to continue to use e-learning devices in order to improve learning.	Google classroom-teaching and learning communities. Feedback and feed forward of teacher and student voice online. Include and continue external expertise-links with Orewa College, N4L, Apple, and Farnet. To be part of the MOE “Digital Technologies” & “Te Toi Kupu”-this will impact on teacher practice so that Maori achieve success as Maori – Ta Apirana Ngata-“ou ringa ki nga taputapu o te Pakeha hei oranga.....”.
	To ensure that our unique bicultural identity is retained and developed.	Quality Te Reo Maori teaching throughout the school. Recognition of Te Reo me ona Tikanga. To continue to normalise our Maori culture so that procedures are known and students and teachers are comfortable and proactive. That Powhiri are conducted in a respectful and meaningful way. To promote kapa haka and ensure that students attend the Tai Tokerau Festival and the Hokianga Festival. Recognise need for students to be present at tangi and hui, this must be recognised as being an integral part of students lives.
	To introduce music throughout the school.	The Trust will continue to support and seek funding for music programmes throughout the school.

	To ensure that Senior students have work experience and the opportunity to experience quality work courses, visit tertiary institutions.	Gateway coordinator to seek opportunities for courses and work experience. Coordination of a Senior tertiary urban trip. Access "Careers NZ" website regularly to ensure that students are aware of the skills required for different jobs and careers. Request to be part of the Kaitia College Academies-Mechanics, Agriculture.
<u>SCHOOL FINANCE & PROPERTY</u>	Operate within annual grants.	Budget set for new year, to be reviewed and revised as needed. Promote fundraising for Sports teams. Individuals must be prepared to seek personal fundraising opportunities, advertise in school newsletter.
	Modernise classrooms as per 5 year Property Plan.	Improve school houses. Prioritise Principal's residence-new kitchen. Re roofing as required. Refurbishment of Room 5.
	Continually upgrade and beautify environment.	New Junior playground, include resurfacing of junior court area. Lighting for external gym. Ensure that caretaker has adequate tools to do his job well. Maintenance painting as stated in Property Plan. Produce a grid plan to identify property priorities.
	Operate long term finance plans.	Ministry of Education regulations-financial strategic and annual plans. Finance committee reports to board. Effective risk management by board-budget funding supports teaching and learning. Monthly and annual budget monitoring. Future boards inherit a viable school and clear future directions. Ministry of Education regulations-10YP, 5YP and annual plans-property committee reports to the board. Work within Ministry funding constraints -address maintenance, health and safety needs. Measurable and timely progress for the benefit of present students.
	Develop school business partnerships.	Existing partnerships/sponsors-external support agencies-external funding opportunities. Continue to use free agency support. Seek additional funding to support initiatives. Funding for literacy, sports, computers, kapa haka, cultural and school initiatives.
<u>STRATEGIC GOALS: 2015-2018</u>		<u>STRATEGIES FOR ACHIEVING GOALS</u>
<u>HEALTH & SAFETY</u>	Provide a safe environment.	Regularly review and minimise risks to staff and students.
	Students, staff & visitors safe from physical and emotional harm.	Safe school policies and procedures-maintenance system, caretaker role, -behaviour management system/SLT role, monitor policy effectiveness, -monitor system effectiveness-monitor behaviour management effectiveness, safe school policies-pastoral care annual and strategic plans, -personnel management system/P role

.	We are a target school for whanau to enrol troubled students.	The Wairua of aroha and manaakitanga are recognised and acknowledged and whanau who have been excluded, suspended from other schools seek the comfort and inclusion that Manganuiowae offers. These students need high order care, to be embraced in manaakitanga and aroha before they can achieve with confidence. These students travel long distances to even get to our school-some leaving home at 6.30am.
		Re-establish "CARE"-Children at risk everywhere working committee (Principal, RTLB, SWIS, HLN, SENCO, HEALTH NURSE, MOE, RUBICON) to meet monthly to monitor and review progress of students and whanau.
		In consultation with Health Nurse refer all students who have been smoking to the nurse-she will organise access to online Health units around smoking and refer the smokers to the Hauora Hokianga cessation team, there will be efforts to counsel and assist students to become smoke free.
		To continue to be part of the Rubicon programme. This programme offers the opportunity for student/whanau/school/police/Rubicon partnership to assist students to become drug free by offering alcohol and drug counselling, random urine testing monitoring of results.
	Ensure the safety of all involved in EOTC	monitor policy effectiveness-monitor planning effectiveness; -monitor system effectiveness-monitor performance effectiveness; -EOTC is age appropriate-EOTC risk management effective.

<u>STRATEGIC GOALS : 2015-2018</u>		<u>STRATEGIES FOR ACHIEVING GOALS</u>
<u>PROFESSIONAL DEVELOPMENT</u>	All teachers become efficient, effective, independent users of our SMS Kmar.	Professional learning opportunities for leader from Mark Edwards-Taipa. Internal Kmar learning opportunities after school from Kmar leaders. End of term review of individual syndicate members. Teachers failing to meet success indicators will return during school holidays for additional learning and practice.
.	That all teachers become efficient, effective, independent users of our SMS Kmar and digital tools.	This goal is part of a compulsory section of our appraisal system, to be evaluated by appraiser and Principal. All teachers have access to devices, I-pads or mini pads and computers. Laptops are available through the TELA scheme.
	Teachers Years 1-10 will improve knowledge and skills in literacy.	Skills learned during intensive PD will be continued. Moderation of writing Years 1-10 to be held once a month.
	JUNIOR MATHS Years 1-8	Donna Yates will facilitate maths PD, in class observations and meetings with ALL

		teachers Years 1-8. This will continue throughout 2015-led by Catherine Semenoff-Murray.
	JUNIOR MATHS ALIM Years 1-8	Provision to provide quality accelerated learning opportunities for students who are not at standard. This will be led by Catherine Semenoff-Murray.
	Teachers will review their personal teaching techniques and be involved in peer classroom observation sessions; these will be recorded in appraisal files.	The techniques to be observed and critiqued will be stated before the observation occurs. Videoing may be valuable; teachers can then review their own practice. Gifted teachers have mannerisms that settle students and encourage participation; these may be recorded and adapted by others. Kia Eke Panuku will do walkthroughs and give feedback on observations.
	Deliberate acts of teaching. This skill needs improving	These will be stated and teachers will review how frequently this occurred, what the acts were, how often this occurred, why was this action important, what value did this have in this lesson.
	E-Learning teaching skills and knowledge will be developed and encouraged. Digital Technologies.	Teachers using I-pads or e devices in class will be given opportunity to attend and present at conferences to share our journey. Attendance at conference in Whangarei and the opportunity to consult Apple and Microsoft specialists are encouraged. 2015 staff invited to Apple PD in Auckland. In school sharing of latest valuable APPS, websites and teaching practices will continue. Teachers to be part of Digital Technologies PD in 2015.
	Te Reo Maori me ona Tikanga will be promoted and developed.	The Senior kapa haka group will attend the Tai Tokerau Festival. Travel expenses will be met for tutors and teacher relief time will be made available to a qualified teacher who will incorporate skills learnt into NCEA Performing Arts requirements, eligible performers will gain credits. Whanau will be encouraged to assist at wananga and practices. The protocols for powhiri and attending Maori functions as manuhiri will be taught and observed.
	PD across the curriculum.	Teachers who require PD within their specialist teaching area will be encouraged to apply to attend carefully selected, relevant PD.
	STARPATH.	PD with Starpath will continue. Identified needs are Kmar, continuation and review and inclusion of all teachers Years 1-15 with Academic Counselling techniques. Data collation. Development of Science to prepare students for entry to University. Kia Eke Panuku will provide close supervision to help ensure that the values promoted by Ka Hikitia are evident.
	VOCATIONAL PATHWAYS.	Years 9-14. Teachers to be familiar with excellent programmes available online through Careers NZ on NZQA and Kmar. Course structures for Years 11-14 to reflect this.
	PB4L.	2015 We will begin to set up teams to introduce this programme gradually.
	BOS, Kia Eke Panuku.	This programme replaces STARPATH and HE KAKANO; both had totally positive impact on our school.

2. ANNUAL PLAN 2016

ATTENDANCE

Student attendance goal school-wide is 90%.

RETENTION

Students will be challenged in a supportive bi-cultural learning environment. School values will be upheld.

ENGAGEMENT

Teachers will provide effective pedagogy, based on meeting the student's next learning steps. Students will be given the opportunity to participate in a variety of extra-curricular activities throughout 2016.

ACHIEVEMENT

All students from **Years 1-8** will be at or above their **National Standard** at the end of 2016, or at their **specified anniversary**.

All students from **Years 9 & 10** will be at or above **New Zealand Curriculum** for Reading, Writing & Mathematics.

All students **well below** at the beginning of 2016 will be accelerated to reach **below**, by the end of the year.

All Special Needs students will have an IEP, and will work towards their own goals.

Actions to achieve targets Year 1-10		Who:	Indicators of progress
Term 4 prev.year Term 1	Where possible gather data on students social, emotional, academic and behavioural needs from contributing schools.	AP	Data is gathered and analysed at the start of the year.
Terms 1-4	Meet with caregivers and parents; hold an Academic Counselling day once a term.	SLT-all mid school teachers	Students and whanau work with teachers to set relevant meaningful programmes.
Six weeks into Term 1	Use data available to work with whanau and target students to develop IEPs.	AP, Teachers	Plans developed by week six.
Term 1	Use KAMAR to monitor the progress of target students at 4 weekly intervals.	AP, Teachers	Tracking and monitoring system for recording progress of the target group.
Terms 1-4	Use data gathered to drive teaching as inquiry to plan next learning steps, ie. Asttle data, Schonelle, OTJs.	AP, Teachers	Accurate maths & literacy data used to identify and plan next steps.
Terms 1-4	Mid-school teachers meet weekly to share the progress and learning needs of target students.	AP, Teachers	Rolling Minutes will be kept and shared on Google Docs.
Terms 1-4	Staff share achievement data with students and discuss the next steps with their programme.	APs, SLT	Academic Counselling Strategies implemented. Students know where they are at, their next steps and what they need to make progress with learning.
Terms 1-4	Data is disaggregated and analysed to identify trends and patterns of achievement throughout the school. e.g; classroom, senior leadership and governance.	Principal and SLT	Disaggregated achievement data is available to inform planning at all levels if the school.
	Teachers' professional planning is tailored towards and based on the achievement needs of target students.	Principal and SLT	Targeted support for teacher is identified and provided.
	Classroom walkthroughs to gather evidence on cultural responsiveness of classes.	Principal and SLT	There is a greater awareness of the impact of culturally responsive pedagogy amongst staff

PROJECTION OF 2016 NCEA TARGETS (Based on information identified in data presented)	RESPONSIBLE
NCEA Level 1-3 students will be given opportunities to gain at least 4 internal credits per subject, per term. By the end of Term 3 all students MUST have gained at least 16 internal credits. Students must gain at least 16 internal credits before the onset of the November External Examination. Students will be given the option to write at least one external examination.	All subject teachers
NCEA LEVEL 1 students must be given the option to gain 20 credits in Gateway, 10 credits in Numeracy and 10 Credits in Literacy - by the end of Term 4. They must gain a total of 80 credits for the year, with at least 14 credits per subject in all their Pathway subjects. The Gateway Programme will make 20+ credits per student available for 2016 with special focus on Papa Taiao.	All subject teachers
NCEA LEVEL 2 – 3 students must gain at least 60 credits by the end of Term 3. Students aspiring to gain UE must gain 10 Level 2 English credits (5 credits in Reading and 5 credits in Writing). Students must complete AS 91106 (Level 2 Reading Responses; and AS 91266 Statistics, in order to satisfy the Reading credits component of UE) - maintaining the status quo in 2016.	All subject teachers
YEAR 11 students gaining NCEA L1: 90% of Year 11 students, with attendance greater than 80% across four terms (<i>excluding Non-Special Needs Students</i>), will gain NCEA Level 1 in 2016.	All subject teachers
YEAR 11 students gaining LITERACY and NUMERACY: 95% of Year 11 students (<i>excluding Non-Special Needs Students</i>), will gain NCEA Numeracy and Literacy in 2016.	All subject teachers
YEAR 12 students gaining NCEA L2: 90% of Year 12 students, with attendance greater than 80% across four terms (<i>excluding Non-Special Needs Students</i>), will gain NCEA Level 2 in 2016.	All subject teachers
YEAR 13 students gaining NCEA L3: 75% of Year 13 students, with attendance greater than 80% across four terms (<i>excluding Non-Special Needs Students</i>) will gain NCEA Level 3 in 2016.	All subject teachers
YEAR 13 students gaining UE: 75% of the students, who aspire to attain UE, will gain University Entrance in 2016.	All subject teachers
SPECIAL NEEDS students gaining CREDITS: 60%, of the identified special-needs students will gain 30 credits across NCEA Levels 1–3 in 2016.	All subject teachers
ATTEMPTING EXTERNAL EXAMINATIONS: 75% of senior students will be encouraged to attempt external examinations in 2016.	All subject teachers

Actions to achieve targets for NCEA	Led by	Timeframe
Review assessment data to determine the target students' learning needs and plan writing programmes to meet those needs. Report to Principal.	Senior school (DS, CQ)	Terms 1-4
Hold regular monitoring meetings to discuss progress of target students SLT. Report to Principal.	Senior School (DS, CQ)	Terms 1-4
Review existing programme and provide tailored responsive support to meet the learning needs of target students. IEP meetings.	PH, RTLB. SENCO, DS	Feb-Dec
Credits checks with students and teachers will happen every even week of each term.	DS, PH, Academic Counsellors	Terms 1-4
Unit/Achievement Standards will be chosen to suit the specific needs of each student.	SENCO, ED, CQ, DS	
Assessments and NZQA/NCEA procedures will ensure that the information will flow through KMAR to NZQA.	PH, DS, CQ	Terms 1-4
Moderate assessment procedures to ensure consistency.	DS, PH, CQ	Terms 1-3
All NCEA 1 -3 Teachers will prepare SMART GOALS for their specialist subject area.	PH	Terms 1-4
Analyse end-of-year data to inform progress/planning for 2016.	PH and all teachers	Term 4
Monitor and evaluate the effectiveness of teaching practices and access Professional Learning tailored to their needs.	SLT, PH	Feb-Dec
Students will attend school regularly and submit regular assessments.	PH, ACs, subject teachers	Terms 1-4
That Level 3/UE students have parallel support to VC classes to monitor understanding and completion.	CQ, PH	Terms 1-4
Seek assistance from MOE Special Needs for students enrolled who have recognised problems. Contact CYPFs and IRF MOE, ACC. Find suitable teachers' aides who can work with students and teachers to help raise learning levels.	CQ, PH, DS	Feb-Dec

3. ANALYSIS OF VARIANCE 2015

	ACTUAL %	VARIANCE %
ATTENDANCE Goal 90%		
Waiiti Yrs 1 & 2	76	-14
Waita Yrs 3 - 6	90	=
Waipunarangi Yrs 7 & 8	86	-4
RETENTION	Beg/EndYr	NetOverallChange
Waiiti Yrs 1 & 2	10/07	-3
Waita Yrs 3-6	14/10	-4
Waipunarangi Yrs 7 & 8	07/13	+3

ENGAGEMENT
Staff PD Making OTJs-all staff; Digital Technology Training-Cath, Ana; ALIM-Cath; Kia Eke Panuku-HG; Students Duffy Books, ALIM Group, Peer Reading Together, Peter Pan Play, Youth Expo, Life Education, Manu Korero; Jnr & Snr Kapahaka, Ki o Rahi, Swimming, Athletics, Touch, XCountry, Basketball, Mainfreight Art Calendars, Performing Arts, School Community Play, Ura, Hoe Waka

ACHIEVEMENT-at or above standard				
Reading				
Waiiti Yrs 1& 2	50%		50%	
Waita Yrs 3-6	90%		10%	
Waipunarangi Yrs 7 & 8	85%		15%	2 students below std; one moved a up sublevel with teacher aide assistance
Writing				
Waiiti Yrs 1& 2	67%		33%	
Waita Yrs 3-6	70%		30%	
Waipunarangi Yrs 7 & 8	85%		15%	2 students below std; one moved up a sublevel with teacher aide assistance
Mathematics				
Waiiti Yrs 1& 2	83%		17%	
Waita Yrs 3-6	70%		30%	
Waipunarangi Yrs 7 & 8	70%		30%	4 students below std; 2 of these students moved a sublevel with teacher aide assistance; 2 student regressed a sub level based on the end of year assessment.

2015 Baseline Data EOY

Baseline Data vs EOY													
				Maths: DS				Writing: VS/IT				Reading: BW	
Class	Subject	Roll	Maori	Percent	ABOVE	Percent	AT	Percentage	BELOW	Percentage	WELL BELOW	NZC GOAL NOV 2015	
Yr 9	Reading	13	12			47%	6	22%	3	31%	4	Level 4A	
	EOY Reading	12	11	33%	4	57%	7			10%	1		
	Writing	13	12					15%	2	85%	11	Level 4A	
	EOY Writing	12	11	16%	2	42%	5	34%	4	8%	1		
	Mathematics	13	12			7%	1	31%	4	62%	8	Level 4A	
	EOY Maths	12	11	33%	4	41%	5	16%	2	10%	1		
Yr 10	Reading	14	14			8%	1	57%	8	35%	5	Level 5A	
	EOY Reading	11	11			45%	5	55%	6				
	Writing	14	14					8%	1	92%	13	Level 5A	
	EOY Writing	11	11			45%	5	45%	5	10%	1		
	Mathematics	14	14			7%	1	28%	4	65%	9	Level 5A	
	EOY Maths	11	11			9%	1	72%	8	19%	2		

Charter & Syndicate Goals Yr9 Reading:

1) Move all "at" level 4 up 3 sub levels **YES**

2) Move all "below" level 4 up 3 sub levels by **YES**

YES

Charter & Syndicate Goals Yr9 Writing:

2) Move all "below" level 4 up 3 sub levels by Nov.

YES

Charter & Syndicate Goals Yr9 Mathematics:

2) Move all "at" level 3 up 4 sub levels **YES**

3) Move all "below" Level 2 up 2 sub levels by **NO**

NO

ATTENDANCE GOAL: 80-85% Across the syndicate

ACADEMIC COUNSELLING: Year 9 students will be introduced to a new Academic Counsellor, Year 10 students will continue to work with a counsellor .

Charter & Syndicate Goals Yr 10 Reading:

2) Move all "at" up 3 sub levels by Nov.

NO

3) Move all "below" up 3 sub levels by Nov.

NO

4) Move all "well below" 3 sub levels with RTLb support by Nov

NO

Charter & Syndicate Goals Yr 10 Writing:

3) Move all "below" up 3 sub levels by Nov.

YES

4) Move all "well below" up 3 sub levels with RTLb support by Nov.

Charter & Syndicate Goals Yr10 Mathematics:

1) Move all "at" up 4 sub levels by Nov.

NO

2) Move al "below" up 4 sub levels by Nov.

NO

3) Move all "well below" up 3 sub levels with RTLb support by Nov

79% YEAR 9 83% YEAR 10 = Combined 81%

SYNDICATE: SENIOR 11-13 REFLECTION ON 2015 TARGETS (Based on information identified in data presented)

ACHIEVEMENT

NCEA Level 1-3 students will be given opportunities to gain at least 4 internal credits per subject, per term. By the end of Term 3 all students MUST have gained at least 12 internal credits. Students must gain at least 14 internal credits before the onset of the November External Examination. Students will be given the option to write at least one external examination.

ALL SUBJECT TEACHERS

REFLECTION ON 2015

See Below Final Credit Tracker drawn down 2015

NCEA Level 1 students must be given the option to gain 20 credits in Gateway, 10 credits in Numeracy, 10 Credits in Literacy by the end of Term 4. They must gain a total of 80 credits for the year, with at least 14 credits per subject in all their Pathway Subjects.

The Gateway Programme made 20+ credits available in 2015.

Level 2 – 3 students must gain at least 60 credits by the end of Term 3. Students aspiring to gain UE must gain 10 Level 2 English credits (5 credits in Reading and 5 credits in Writing). Students must complete AS 91106 (Level 2 Reading Responses; and AS 91266 Statistics in order to satisfy the Reading credits component of UE)

(See details below)

80% of Year 11 students, with attendance greater than 80% across four terms (*excluding Non-Special Needs Students*), will gain NCEA Level 1
By the end of 2015 - 72% of L1-students, with attendance greater than 80%, passed NCEA Level 1.

80% of Year 11 students (*excluding Non-Special Needs Students*), will gain NCEA Numeracy and Literacy
By the end of 2015 – 91% (20/22) of L1-students, with attendance greater than 80% (18/22), gained Numeracy and 82% gained Literacy

70% of Year 12 students, with attendance greater than 80% across four terms (*excluding Non-Special Needs Students*), will gain NCEA Level 2
By the end of 2015 – 100% of L2-students, with attendance greater than 80%, passed NCEA Level 2.

80% of Year 13 students, with attendance greater than 80% across four terms (*excluding Non-Special Needs Students*), will gain NCEA Level 3
By the end of 2015 – 100% of L3-students, with attendance greater than 80%, passed NCEA Level 3.

<p>80% of the students, who aspire to attain UE, will gain University Entrance</p> <p>By the end of 2015 – 60% (3/5) of L3-students, with attendance greater than 80%, gained UE</p>
<p>60% of the identified special-needs students will gain 30 credits across NCEA Levels 1 – 3</p> <p>By the end of 2015 – 100% (1/1) of the identified special-needs students, with attendance greater than 80%, gained 30+ credits (in NCEA L1)</p>
<p>Senior students will be encouraged to attempt external examinations.</p> <p>By the end of 2015 – 71% (27/38) of senior-students, attempted at least one external examination.</p>
<p><u>ATTENDANCE</u></p>
<p>Years 11 – 12 : 90% attendance during the first three terms (justified absence included)</p> <p>Y11-12 attendance for 2015 = 79.3%</p>
<p>Years 13 – 14 : 90% attendance during the first three terms (justified absence included)</p> <p>Y13-14 attendance for 2015 = 80.3%</p>
<p>Years 11 – 12 : 90% attendance across Term 4 (study leave included)</p>
<p>Years 13 – 14 : 90% attendance, of timetabled classes, across Term 4 (study leave included)</p>

6			18/02/2016							
NSI Number	Year	Ethnicity	Gender	Literacy	Numeracy	L1 Total	L2 Total	L3 Total	Internal	External
130470203	11	Maori	M	Yes	Yes	54	29		17	8
125561875	11	Maori	F	Yes	Yes	52	17	23	7	12
125595013	11	Maori	F	Yes	Yes	14	59	19	15	4
125562090	11	Maori	F	Yes	Yes	57	5	18	21	8
125527715	11	Samoan	M	Yes	Yes	33	38	25	30	
132418700	11	Maori	F	Yes	Yes	49	12	19	11	8
131927058	11	Maori	M	Yes	Yes	45	44	19	3	
130257430	11	Maori	M	Yes	Yes	37	6	8	17	12
141625113	11	Maori	F	Yes	Yes	73	24	6	27	8
130257456	11	Maori	M	No	Yes	23	15	19	64	
139650275	11	Maori	F	Yes	Yes	50	17	13	23	8
133385392	11	Maori	M	Yes	Yes	68	5	11	5	12
122636293	11	Maori	M	No	Yes	35	25	19	35	
130831656	11	Maori	M	Yes	Yes	38	31	21	13	
125528101	11	Maori	M	Yes	Yes	62	24	3	8	8
125605278	11	Maori	F	No	No	22		14	15	12
130147538	11	Maori	M	Yes	Yes	39	25	19	23	
133429788	11	Maori	F	Yes	Yes	64	15	20	6	12
130255440	11	Maori	F	Yes	Yes	73	13	14	11	24
126022833	11	Maori	F	Yes	Yes	54	15	3	12	32
122548634	11	Maori	F	Yes	Yes	53	21	8	8	
130552688	12	Maori	M	Yes	Yes	36	58	37	38	
122636278	12	Maori	M	Yes	Yes	50	67	40	39	
126943779	12	Maori	F	Yes	Yes	73	66	23	10	22
130257497	12	Maori	F	Yes	Yes	76	60	29	3	42
125562126	12	Maori	F	Yes	Yes	30	36	19	24	32
125570735	12	Maori	M	Yes	Yes	54	44	19	8	4
125530102	12	Maori	F	Yes	Yes	76	47	21	3	34
122548647	12	Maori	F	Yes	Yes	112	48	19	21	
130133038	12	Maori	M	Yes	Yes	42	90	46	33	
129531350	12	Maori	M	Yes	Yes	36	44	17	5	30
130931848	12	Maori	M	Yes	Yes	53	66	28	24	12
133371247	13	Maori	M	Yes	Yes	80	80	81	6	34
133385402	13	Maori	M	No	No	48		4		
129835990	13	Maori	F	Yes	Yes	78	72	54	9	4
133429775	13	Maori	F	Yes	Yes	71	109	82	6	21
122548662	13	Maori	M	Yes	Yes	78	109	59	3	38

Nag2 Junior Y1-8 2015

2015 National Standards Reporting

Date: 13/12/2015
Number: 6
Name: Broadwood Area School

Reading	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	0		5	18.5%	18	66.7%	4	14.8%	27
Māori	0		5	18.5%	18	66.7%	4	14.8%	27
Pasifika									
Asian									
European/Pākehā/Other European									
All other ethnicities including MELAA (not published)									
Male	0		2	22.2%	5	55.6%	2	22.2%	9
Female	0		3	16.7%	13	72.2%	2	11.1%	18

Reading	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school	0		0		0		1	100.0%	1
After 2 years at school	0		2	66.7%	1	33.3%	0		3
After 3 years at school	0		0		0		0		
End of Year 4	0		0		4	80.0%	1	20.0%	5
End of Year 5	0		1	50.0%	0		1	50.0%	2
End of Year 6	0		0		3	100.0%	0		3
End of Year 7	0		1	25.0%	3	75.0%	0		4
End of Year 8	0		1	11.1%	7	77.8%	1	11.1%	9

2015 National Standards Reporting

Date: 13/12/2015

Number: 6

Name: Broadwood Area School

Writing	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	1	3.7%	5	18.5%	20	74.1%	1	3.7%	27
Māori	1	3.7%	5	18.5%	20	74.1%	1	3.7%	27
Pasifika									
Asian									
European/Pākehā/Other European									
All other ethnicities including MELAA (not published)									
Male	0		4	20.0%	15	75.0%	1	5.0%	20
Female	1	14.3%	1	14.3%	5	71.4%	0		7

Writing	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school	0		0		1	100.0%	0		1
After 2 years at school	0		2	66.7%	1	33.3%	0		3
After 3 years at school	0		0		0		0		
End of Year 4			1	20.0%	3	60.0%	1	20.0%	5
End of Year 5	1	50.0%			1	50.0%			2
End of Year 6			1	33.3%	2	66.7%			3
End of Year 7			1	25.0%	3	75.0%			4
End of Year 8					9	100.0%			9

Maths	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school					1	100.0%			1
After 2 years at school			1	33.3%	2	66.7%			3
After 3 years at school	0		0		0		0		
End of Year 4			1	20.0%	1	20.0%	3	60.0%	5
End of Year 5			1	50.0%			1	50.0%	2
End of Year 6			1	33.3%	1	33.3%	1	33.3%	3
End of Year 7			2	50.0%	2	50.0%			4
End of Year 8			1	11.1%	7	77.8%	1	11.1%	9

2015 National Standards Reporting

Date: 13/12/2015
 Number: 6
 Name: Broadwood Area School

Maths	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	0		7	25.9%	14	51.9%	6	22.2%	27
Māori	0		7	25.9%	14	51.9%	6	22.2%	27
Pasifika									
Asian									
European/Pākehā/Other European									
All other ethnicities including MELAA (not published)									
Male			3	33.3%	4	44.4%	2	22.2%	9
Female			4	22.2%	10	55.6%	4	22.2%	18

Reporting commentary on students in years 1 to 8 that use *The New Zealand Curriculum*.

Date: May 2016

School name: Manganuiowae- Broadwood Area School

School number: 6

NAG2A (b)(i) Areas of strength

National Standard subjects: Reading and writing

Discussion:

Years 3-6: Reading 2/10 students above 7/10 at one SN student below.

Years 3-6: Writing 1/10 above 6/10 at 2 below 1SN student well below

Years 7&8 Reading 10/12 at and above. 2 SN students below

NAG2A (b)(i) Areas for improvement

National Standard subjects: Reading and Writing

Discussion:

Year 1, 2 data indicates that reading and writing continue to be a challenge.

The cohort is extremely small (six students in November) yet four of six students are not at standard.

The teacher has received extensive PD.

Attendance has impacted on progress of one student- mother has been seriously ill.

NAG2A (b)(ii) Basis for identifying areas for improvement

Discussion:

Data comparison across the year.

NAG2A (b)(iii) Planned actions for lifting achievement

Discussion:

Continue weekly syndicate meetings present data to share progress and concerns.

Referral to RTLB. Monthly report to Principal

Teacher aide assistance

NAG2A (b) (iv) Progress Statement

Discussion:

We have a very transient roll, teachers identify student need, and principal ensures that resources are procured to assist teachers, referral to RTLB, meetings with MOE. Students with behavioural problems identified quickly and funding is made available for teacher aide assistance.

NAG2A (b)(i) Areas of strength
National Standard subjects: Mathematics Years 3-6
<p>Discussion:</p> <p>Year 1-2 ...Five of six student at standard</p> <p>Year 3-6 students were part of an ALIM programme. Evidence shows that the students that participated had made significant progress. Five of the 10 students were above three were at and one student (SN) moved from well below to below.</p> <p>Years 7&8 11/15 students at and above</p>
NAG2A (b)(i) Areas for improvement
National Standard subjects: Mathematics
<p>Discussion:</p> <p>3-7 Continue ALIM project in 2016</p> <p>2016 Year 8 & 9 classes will blend, specialist maths teacher to analyse and prepare relevant programme to lift achievement</p>
NAG2A (b)(ii) Basis for identifying areas for improvement
<p>Discussion:</p> <p>Using November data comparing progress made across the year</p>
NAG2A (b)(iii) Planned actions for lifting achievement
<p>Discussion:</p> <p>Continue ALIM in 2016 include Year 7.</p> <p>2016 Year 8 & 9 classes will blend, specialist maths teacher to analyse and prepare relevant programme to lift achievement</p>
NAG2A (b) (iv) Progress Statement
<p>Discussion:</p> <p>Years 1,2 class teachers part of the Donna Yates in school ALIM based programme</p> <p>3-6 students were part of an ALIM programme. Evidence shows that the students that participated had made significant progress. Five of the 10 students were above three were at and one student (SN) moved from well below to below.</p> <p>A Year 1- Curriculum maths team has been established</p>