



## Education Report: Agreement to consult on change of designation for Te Kura o Ōmarumutu

<b>To:</b>	Hon Chris Hipkins, Minister of Education		
<b>CC:</b>	Hon Kelvin Davis, Associate Minister of Education (Māori Education)		
<b>Date:</b>	18 October 2021	<b>Priority:</b>	Medium
<b>Security Level:</b>	In Confidence	<b>METIS No:</b>	1274137
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<b>Messaging seen by Communications team:</b>	No	<b>Round Robin:</b>	No

### Purpose

This report seeks your approval to consult on a proposal for a change of designation for Te Kura o Ōmarumutu (1861) to become a designated character, kura-ā-iwi, under section 200 of the Education and Training Act 2020.

We recommend you agree to this consultation.

### Summary

1. Te Kura o Ōmarumutu is located approximately 20 minutes from Ōpōtiki township. It was established in 1861 as Ōmarumutu Native School for the tamariki of Te Whakatōhea.
2. The kura has a long history of teaching ākonga in te reo Māori. Between 2004 and 2016 ākonga were taught at Māori Medium Level 2. From 2017 some of the roll moved to learning at Level 1, and by July 2021 all ākonga were enrolled as learning at Level 1<sup>1</sup>.
3. The board began the process for a proposed designated character school (kura reo) in April 2021.
4. The board engaged with the kura whānau about designated character, kura-ā-iwi and received support from whānau as the application will support the kura's local hapū character. Ngā Kura ā Iwi o Aotearoa has also provided a letter of support for the proposed changes.
5. The kura has six teaching spaces with 94 ākonga as at July 2021.

<sup>1</sup> Māori medium includes students who are taught the curriculum in Māori language for at least 51 percent of the time (Māori Language Immersion levels 1-2). Students learning at level 1 are taught the curriculum in Māori language for at least 81 percent of the time.

## Recommended actions

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We recommend that you:

- a) **note** that the Ministry has received an application for a change of designation for Te Kura o Ōmarumutu (1861) to be a designated character kura (kura-ā-iwi) under section 200 of the Education and Training Act 2020;
- b) **note** that before there is a change to redesignate a kura under section 209 of the Education and Training Act 2020, you must first consult with the boards of all state schools and kura whose rolls might be affected by this change;

Noted

- c) **agree** that the Ministry undertake this consultation on your behalf; and

☒ Agree ☐ Disagree

- d) **note** that we will also consult with local iwi and sector bodies where appropriate.

Noted

If you agree you are asked to:

- e) **sign** the attached letter to the board and return it to the Ministry to be provided to the kura; and

Signed

- f) **agree** that this education report be proactively released once a final decision has been made. Any information that might need to be withheld will be done so in line with the provisions of the Official Information Act 1982.

☒ Agree ☐ Disagree



Jocelyn Mikaere-Hollis  
**Hautū Te Mahau | Te Tai Whenua**  
**Deputy Secretary**  
**Te Tai Whenua**

18 / 10 / 2021



Hon Chris Hipkins  
**Minister of Education**

8 / 12 / 2021

## Background

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1. Established as a native school in 1861, the kura is currently a Year 1 – 8 state school that teaches all 94 ākonga in Māori Medium Education (MME) Level 1.
2. The board applied to become a designated character, kura-ā-iwi in April 2021 and has received support both from the kura whānau, and Ngā Kura ā Iwi o Aotearoa; who have provided a letter alongside the kura's application.
3. The kura is situated approximately 20 kms east of central Ōpōtiki and the pathway for ākonga wishing to stay in MME for wharekura is through to Ōpōtiki College.
4. The kura has experienced steady growth over the past five years with a roll of 59 in July 2017, growing to roll of 94 ākonga in July 2021.
5. The board has applied for designated character status aligned to three tūpuna hapū of Te Whakatōhea iwi: Ngāti Rua - Ōmarumutu, Ngai Tamahaua - Opape, and Ngāti Patumoana - Waiaua to reflect its identity, and to support the kura to offer localised hapū based curriculum.
6. The kura whānau are almost all uri<sup>2</sup> of the three hapū of Te Whakatōhea.

## Proposal for designation

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7. A change to the designation of a school takes place under section 200 of the Education and Training Act 2020 (the Act). Under this section, the Minister may designate a state school to become a designated character school.
8. Section 204 of the Act (which relates to establishment of designated character schools) applies to a school that is being redesignated in the same way as if it were being established as a designated character school for the first time. A designated character school must meet the requirements in section 204(3) of the Act. The requirements are:
  - a. the designated character school will have a character that is in some specific way(s) different from the character of ordinary state schools,
  - b. it is desirable for students (whose parents wish them to do so) to get such an education,
  - c. students at the school will get an education of a kind that differs significantly from the education they would receive at an ordinary state school.

### *Designated character*

9. The designated character, kura-ā-iwi has been recognised as meeting the requirements of section 204 of the Act.
10. The kura teaches Māori Medium Education at Level 1 and has capability to support a small number of ākonga at Level 3. The education reflects the reo, pūrakau and tikanga of three hapū of Te Whakatōhea iwi.

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<sup>2</sup> Uri is used in this context as is appropriate to the dialect of the region as; descendants or members of the three hapū of Te Whakatōhea iwi, and whānau affiliated with the area. The three hapū are: Ngāti Rua - Ōmarumutu, Ngai Tamahaua - Opape, and/or Ngāti Patumoana – Waiaua.

11. Alongside the designated kura-ā-iwi character, the board has stated in their application that the change will support the following approach to teaching and learning already established at the kura:
- a. A strong commitment to teaching and learning in Te Reo Māori.
  - b. Connection to three tupuna hapū, and values of whakapono, kaitiakitanga and rongomau.
  - c. Teaching through the stories of Te Whakatōhea.

## Education at the kura

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12. The Education Review Office (ERO) last reviewed the kura in 2019 and reported that the school is achieving valued outcomes for its ākonga. The review stated:

*The school is achieving equitable and excellent outcomes for the majority of its students and is working towards equity for all. In the Level 1 Māori medium classes the majority of students are achieving at or above expectations in korero, tuhituhi, and pāngarau. Most are achieving at or above expectations in pānui pukapuka. In the partial immersion class, achievement in reading, writing and mathematics has significantly improved since 2014. In 2017 most students were achieving at or above expectations in reading and a large majority were achieving at or above expectations in writing and mathematics.*

*Leadership has been highly effective in developing and pursuing the school's vision, goals and targets for equity and excellence in collaboration with students, parents and whānau. There has been a strategic approach to the successful introduction of Level 1 immersion, where te reo Māori is the language of instruction for 80% to 100% of the day. Leadership prioritise and focus on a small number of goals and targets that align with the overall strategic vision of the school.*

*Students benefit from a warm, positive and respectful relationship with their teachers. They are settled and engaged in their learning. The school values are well promoted and student identity as uri o Whakatōhea is developed and enhanced.*

## Network analysis

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13. The kura belongs to a network of five kura in the Ōpōtiki catchment: Te Kura o Tōrere, Kutarere School, Te Kura Mana Māori Maraenui, and Te Kura o Waioweka, who all offer MME learning for ākonga in Year 1 – 8).
14. The impact on the rolls of other kura in the network from this proposal is low; the change of designation would affirm rather than alter the education that the kura currently offers.
15. Statistics New Zealand estimate a growth of 110 tamariki out to 2027 in the 5 – 12 year old population in the Ōpōtiki catchment.

## Financial implications

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16. Te Kura o Ōmarumutu is in a strong financial position, having built up working capital over the past three years from \$80,418 in 2018 to \$279,750 as at 31 December 2020 (draft). the draft accounts show another surplus of \$93,864 (\$93,897 2019).
17. The kura is budgeting a surplus of \$27k for 2021, with the latest management accounts to 31 May 2021 tracking well with a surplus of \$45k.
18. Banking staffing is being managed well, currently with a \$9,102 banking staffing underuse.

## Staffing implications

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19. There are no staffing implications should the change be approved.
20. The current staff at the kura are fluent speakers of Te Reo Māori, and/or are fluent in Te Whakatōhea dialect. Most staff are of Te Whakatōhea descent and are knowledgeable about Te Whakatōhea whakapapa and history.

## Property implications

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25. There are no immediate property implications for a change to designated character.
26. Currently the kura has six teaching spaces in two buildings. One of these spaces is not currently being utilized but is in a condition to be used immediately if the roll experienced any growth.
27. If designated character is not approved and roll growth at the kura continues, an enrolment scheme will need to be considered for introduction by the Ministry due to the potential that the kura will become overcrowded and impact the roll viability of the neighbouring kura.
28. If designated character is approved, a maximum roll of 100 is recommended by the Ministry. This is based on constraints of classroom space and meterage, the marginal roll of Te Kura o Tōrere and minimal likelihood of additional population growth in Ōpōtiki school rolls.

## Transport implications

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21. There are minimal additional transport costs for the change to designated character. In 2020, only 8 ākonga were learning at level 3 and the remainder of ākonga at the kura are already provided with Māori medium transport funding.

## Consultation

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29. Section 209 of the Act requires you to consult the boards of all state schools and kura whose rolls might be affected by the proposed change of designation. The Ministry will undertake this consultation on your behalf.
30. The schools that we will consult with are outlined in the table below:

School Number	School name	Year levels
1689	Ashbrook School	1 – 8
1786	Kutarere School	1 – 8
1866	Ōpōtiki School	1 – 8
1950	St Joseph's Catholic School (Ōpōtiki)	1 – 8
1806	Te Kura Mana Maori Maraenui	1 – 8
1645	Te Kura o Tōrere	1 – 8
2061	Te Kura o Waioweka	1 – 8
2063	Waiotaha Valley School	1 – 8
2092	Woodlands School (Ōpōtiki)	1 – 8
148	Ōpōtiki College	9 – 15
742	Te Kura o Te Whānau-a-Apanui	1 – 15
2084	Te Kura Mana Maori o Whangaparaoa	1 – 15

31. We will also consult with sector bodies: kura kaupapa Māori, Te Runanga Nui o Ngā kura kaupapa Māori o Aotearoa (TRN) and Ngā Kura ā Iwi o Aotearoa (NKAI), the New Zealand Education Institute (NZEI) Te Riu Roa, the New Zealand Post Primary Teachers' Association (PPTA), as well as the local iwi Whakatōhea, Ngāi Tai, Te Whānau-a-Apanui, and Ngāi Tūhoe.

## Conclusion

32. The Ministry recommend that you approve the request to consult on this proposal. We have this view because:
- a. The board have indicated that they have support for the change from both their kura whānau and Ngā Kura ā iwi o Aotearoa.
  - b. There are no foreseen risks to the other state schools and kura within this network.
  - c. The school is achieving equitable outcomes for its ākonga, and this change will support the teaching model they are currently operating under.

## Next steps

33. If you agree, the Ministry will consult with the boards of all state schools and kura whose rolls might be affected by the change in designation. We will also consult with sector bodies, iwi, and community groups as appropriate.
34. Following consultation, we will prepare a final report for your consideration and asking for your decision on the board's application.

## Proactive release

35. As this report seeks to initiate consultation, the results of which you will need to consider, it is intended that this report be proactively released as per your expectation. Any information that might need to be withheld will be done so in line with the provisions of the Official Information Act 1982.

## Annex

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Annex 1: Letter to the board

Annex 2: Proposed Designated Character

Proactively Released

Proactively Released



# Hon Chris Hipkins

MP for Remutaka

Minister for COVID-19 Response

Minister of Education

Minister for the Public Service

Leader of the House



Mrs Tina Peters  
Presiding member  
Te Kura o Ōmarumutu  
Ōmarumutu Road RD 1  
ŌPŌTIKI 3197

Ref: CH10986

Dear Tina

Thank you for your application for Te Kura o Ōmarumutu to become a designated character school, kura-ā-iwi. Before making a decision, I must first undertake consultation with any state schools and kura whose rolls might be affected by the change. The Ministry of Education will undertake this consultation on my behalf.

They will also consult with appropriate sector organisations and groups such as local iwi. As part of this consultation, the Ministry will advise you of replies and provide an opportunity for your response.

When the consultation period is complete, the Ministry will inform me of any feedback received and advise me on next steps for your proposal. When I have considered this advice, I will then be able to make a final decision.

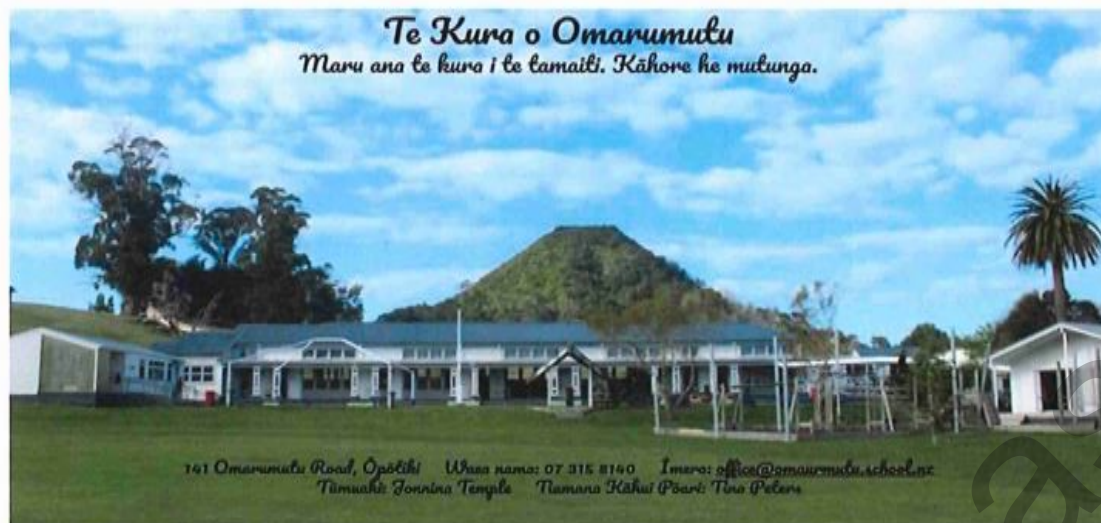
The Ministry will continue discussions with your board about the proposed change. Please contact Ramon Messam [ramon.messam@education.govt.nz](mailto:ramon.messam@education.govt.nz) if you have any questions about this process.

Yours sincerely

A handwritten signature in blue ink, appearing to be 'Chris Hipkins'.

Hon Chris Hipkins  
**Minister of Education**

Proactively Released



### Te Kura o Omarumutu - Special Character - Ngā Rauarikitanga

Te Kura o Omarumutu has a unique culture that encompasses our three local Tipuna within our community.

Tutāmure, te Tangata Kaitiaki o Ngāti Rua

Muriwai, te Wahine Whakapono o Ngai Tamahaua

Ruamoko, te Rangatira Rongomau o Ngāti Patumoana.

Te Kura o Omarumutu will operate all practices within the context of the Rauarikitanga Model. This model has three key aspects;

- Te Kura o Omarumutu Whakatauki and philosophy; "E kore au e ngaro, e kore au e whakamā, e kaha nei ahau ki te kimi ki te rapu ko wai au, he uri nō Te Whakatōhea". (Maxwell, T., et al)
- Our framework; utilises values from our three local Tipuna within our community as a foundational concept for educational and holistic achievement and development;
  - Muriwai (Whakapono-Belief),
  - Tutāmure (Kaitiakitanga-Protect),
  - Ruamoko and (Rongomau-Strategise).
- The method in which the Rauarikitanga Framework is delivered;
  - The Rauarikitanga method is about striving to encompass the meaningful values of our three Tipuna into everyday living. This can be achieved by using all aspects and stages of Rauarikitanga, as the framework and process to succeed in all that we do.

Through our Tipuna we foster success where our ākonga understand their identity and potential, and are guided through the stories of Te Whakatōhea, Te Haahi Ringatu and through the values our Tipuna provide.