

**PRINCIPALS SABBATICAL LEAVE REPORT
TREVOR CANUTE
PAPATOETOE WEST SCHOOL U7
TERM 3 2007**

TOPIC

The transition of Fijian Indian Children into Papatoetoe Schools.

PURPOSE

To better understand the backgrounds of Fijian Indian Children who have moved to New Zealand and to study her best to maximise the learning opportunities for these children.

ACKNOWLEDGEMENTS

First and foremost, my gratitude must go to my Board of Trustees for granting me the time and funding that allowed me the privilege of developing my professional knowledge in an area that is of such high interest to me.

My thanks must also go to Senior Management for managing the school in my absence and the staff who supported them.

BACKGROUND:

I have been teaching for 42 years, with 33 of these years being in South Auckland. There is a cultural richness and uniqueness that makes South Auckland such an interesting and rewarding place to live and to teach. The efforts that educators make for the pupils and its community are appreciated with a sincerity and enthusiasm that is self perpetuating. I believe that by understanding children and their backgrounds, culture and beliefs. One is better able to provide quality education for them.

SABBATICAL GOALS:

- To further my knowledge of Indo-Fijian children.
- To conduct study on history of Indo-Fijian transitions.
- To visit Fijian Schools.
- To study best practice for transition into South Auckland Schools.

BACKGROUND INTEREST:

The seeds for this sabbatical were sown in 2003 when Papatoetoe West School's Decile rating was adjusted from Decile 2f to Decile 3g. A school's Decile rating is calculated after each Nationwide Census. A randomly selected group of children's family information is applied to data gathered in the Census. Papatoetoe West School was ranked Decile 1 or 2 in all sections except for Parental Qualifications where the ranking was Decile 5. This anomaly had to be questioned. School records showed that parental occupations did not reflect parental qualifications. Highly qualified parents were working at supermarkets, petrol stations and in the taxi industry. Around the same time Papatoetoe West School, like all Papatoetoe Schools, was undergoing roll growth. This roll growth displayed a significant increase in the numbers of Indian children being enrolled – the majority of these children being of Indo-Fijian origin.

INDIAN CHILDREN ENROLLED AT PAPATOETOE WEST SCHOOL (1ST JULY FIGURES)

Year	1999	2001	2003	2005	2006	2007
Pupils	55	61	149	161	171	183

NB: This is a 332% increase in 7 years. 23.6% of the current Papatoetoe West School roll is of Indian ethnicity.

These figures are reflected across the other Papatoetoe Schools.

INDIAN CHILDREN ATTENDING PAPATOETOE SCHOOLS

2005	1217 pupils	18.0%
2007	1300 pupils	19.8%

The 2006 Census confirms what Papatoetoe West School enrolment data shows. There is a changing face of New Zealand. Nearly 23% of New Zealand citizens were born overseas compared with 19.5 in 2001.

Auckland is the most ethnically diverse region.

56.6% of the population were European. (8% at Papatoetoe West School)

11% Maori (Papatoetoe West School 23%)

18.9% Asian (Papatoetoe West School 31%)

14.4% Pacific Islanders (Papatoetoe West School 42%)

37% of Auckland's citizens were born overseas.

RESEARCH DEVELOPMENT

There is a great deal of educational material available regarding the transition of Pacific Island children into New Zealand schools. There is virtually nothing available regarding Indo-Fijian children. One needs to understand Fiji's history to gain an understanding of Fiji's current political and cultural situation.

Fiji was first settled 3500 years ago when Melanesians and then Micronesians populated the islands to the North before moving South. Abel Tasman was the first European to sight Fiji in 1643 – being followed 130 years later by Captain James Cook. From the early 1800s both Chinese and British traders visited Fiji for trading purposes. The realisation that the Fijian climate suited the cultivation of sugar cane saw rapid growth in meeting Europe's hunger for this exotic food.

What was to follow was typical of British Colonisation of that era. Companies such as Colonial Sugar Refining Company (CSR) provided the capital and the expertise to develop the sugar industry – hence creating wealth for both Britain and the company. This created wealth, allowed the sugar companies an inordinate amount of autonomy to further develop the sugar

industry, In order to overcome a labour shortage CSR sought indentured labourers from India. The majority of today's Indo-Fijian's can trace their ancestry back to these indentured workers who were recruited from India (1879-1916) to work in sugar plantations of Fiji. 60,553 were recruited for Fiji during this period.

Basically the indenture system was the successor to a reformed system of slavery in that it was a contractual system for a fixed period of five years. The terms and conditions of the contract bound the recruits to nine hours of work per day, five and half days per week. Each adult male received one shilling per day, adult females nine pence. Woman were expected to do three fourths of a man's work.

There is clear evidence that physical violence was used to increase productivity and raise the profitability. As India was under British rule at the time, the indentured workers, as British Subjects, should have had their rights protected, this was not the case. The power that the sugar growers and sugar companies held over the workers could be demonstrated by replies to questions asked in The Australian House of Representatives 15 September 1911.

"If they (the coolies) do not complete the task set then they are brought before the court and heavily fined or imprisoned. In 1907 there were 1460 cases of imprisonment. The Hindus are treated with utmost severity. The overseers even flog women and children".

1st January 1920 saw indenture end and everyone declared a freeman. This brought rapid change to the structure of sugar cane farming. Whereas previously CSR had leased land to white planters, due to non profitability, CSR to maintain the sugar industry, leased land to Indo-Fijian. These small lease-holders became the back bone of the sugar growing industry and hence hugely important in the Fijian economy. The increased demand for lease land led to the creation of the Native Land Trust Board. (NLTB) which controlled the lease of the land. Following the withdrawal of CSR and the granting of independence to Fiji in 1970, the control of this NLTB passed onto control of indigenous Fijians. An ordinance was passed in the House of Representatives and endorsed by Great Council of Chiefs that allowed thirty year leases with no right of removal.

The first years of independence saw amity and goodwill prevail; however, the 1972 elections saw the emergence of strong racial allegiances. Fijians supported the Alliance Party and Indians the NFP. Huge changes occurred. Independence brought opportunity for Indo-Fijian children to pursue education. Parents made sacrifices to enable their children to be educated. These sacrifices began to bear fruit as educated Indo-Fijian children began to assume public and private positions which had once been the domain of the Europeans.

Indo Fijian lawyers, doctors, teachers, engineers and accountants began to make their mark and this further enthused the Indo-Fijian community to invest heavily in the education of their children. Fiji was arguably the most successful and dominant nation in the pacific. 14 May 1987 saw democracy in Fiji expire. The first of 4 military coups saw power taken from the elected government and placed in the hands of the military – a mainly indigenous Fijian force. The motivation for the first coup could only be described as racial. There was a clear and distinct attempt to wrest the power from the elected representatives. The later coups had similar racial overtones. Following the 2000 coup thousands of Indo-Fijians left for America, Canada, Australia, New Zealand and England. Fiji lost the people it needed the most – doctors, nurses, engineers, accountants, teachers, tradesmen. A trickle had become a torrent.

FIJI TODAY:

- Another coup in December 2006 had led to further unrest. However there is a high degree of support from many Fijians who have seen the corruption that exists at higher levels of administration.
- Non renewal of land leases has left land unproductive. This has meant unemployment for the

Farmers and the Fijian landowners not receiving around \$10,000.00 in land rental. Rural areas are often empty.

- One family I interviewed were given 14 days notice to quit their family-leased land of 100 years. In the 14 days they had to sell their farm equipment (depressed market) relocate from their two storey house to a one room shed, seek employment, make financial arrangements, reorganise children's education etc . As a footnote – the land they were forced off has laid idle for 3 years.
- \$280,000.00 National Annual Deficit.
- Crime a feature in daily newspapers.
- Three murders in 16 days.
- Homes surrounded by barbed-wire topped fences.
- Nurses on strike.
- Compulsory retirement age of 60 years. (55 years for teachers – although court appeal in Progress.)
- Tourism suffering with resorts at 30% occupancy.
- State sector employees to have 5% salary cut.
- 900 graduates without work.
- Disposal of plastics is totally inadequate. Beaches and countryside are littered with an inordinate amount of plastic. The answer seems to be to burn rubbish-but one is constantly aware of house hold rubbish dumped seemly at random.

EDUCATION IN FIJI TODAY

The purpose of my visit to Fiji was to visit schools who had contributed pupils to Papatoetoe West School. Arrangements were made and I arrived in Fiji only to find that the Fijian political system operates differently to most other countries. Fijian teachers had applied for a salary increase of 5%. This figure was declined by the authorities. When the Fiji Teachers Association threatened strike action the Fijian Ministry of Education promptly.

- Sacked the FTA President (a high school principal).
- Closed schools for the holidays two weeks early.
- Stopped all teachers pay
- Retired all teachers aged 55 years and above.

A late High Court Appeal reinstated the President, recommenced pay and extended the retirement age to 60years.

Therefore the visits I planned could not eventuate. I did however have the opportunity, once schools resumed, to have in depth visits to one school and informal visits to others.

Education in Fiji is epitomised in the Fiji Times editorial (17-08-07).

The editorial made the following points:

No matter how we view the strike the unfortunate fact is that it is the children who suffer. Disruptions to classes deny children quality learning time with their teachers. Disruptions force children and teachers to spend extra hours, including weekends, in the classroom to catch up

on the work they have missed. Parents n guardians can only hope to cover all the provided syllabus before examinations start.

Parents place education among the top of their priorities because of the value they place on it. They view money spent on education as an investment rather than a cost. They go out of their way to see their children attend the best schools. They also closely monitor the progress of their children at school.

There is no question that Indo-Fijian parents value education – they want the best for their children – they also expect the best from their children. There is an expectation that the children will work hard and improve their results. By New Zealand standards teaching methods are very formal and exam oriented. Preparing the children for tests and exams is paramount. These formal lists start at year1 (class 1) the children are tested at Hindi and English – with results being given in achieved marks. (see attachment #2)

A year 1 report gives the following information.

HINDI:	TOTAL MARKS	MARKS GAINED
Reading	20	
Spelling	20	
Hindi	40	
Hindi Total	80	
English	20	
English Oral	20	
Reading	20	
Spelling	40	
English 1		
English Total	100	
Maths Total	80	
GRAND TOTAL		
Percentage		
Progress		
Conduct		
Attendance		

General Comments:

All children are tested formally at class 6 and class 8 using Fijian Ministry of Education examinations. These examinations are marked externally by MOE assessors. The year 8 examination is extremely important as each pupil's high school is determined using the result of this examination. The better the mark, the better the high school that the pupil can attend.

Class 6 Fiji Intermediate Examination has tests in English Comprehension and Grammar, Mathematics, General Subjects, (science, health, religion, values)

Teaching and learning is geared towards achieving high marks in these tests. There is a current move in Fiji towards pupil progress monitoring. Fiji MOE are introducing a system where by the progress of individual students can be tracked and schools/teachers held accountable for the achievement of pupils. Education in Fiji is changing but the political and economic situation is determining the rate and direction of this change. The West Australia Model of School Management and Administration is the model being advocated but lack of funding and resourceing is making the evolution difficult to implement. A system similar to our BOT governance exists in Fiji although in some schools there is overlap between the Indian funding board and School Management Board. A school of 200 pupils receives \$F2000 per term for its Operation Grant. When basics such as telephone, electricity, paper, chalk, text books, cleaning materials are paid for, very little is left for items such as library books, furniture or

maintenance/property development. This lack of funding is evident in the scarcity of learning resources. Administrative and teaching resources are very basic. The school visited possessed one computer (donated) and this was solely for administrative purposes. It was not internet linked.

The photocopier was purchased using teacher – raised funds – its use was stringently controlled. Reading materials were scarce. Classroom furniture was dated and certainly not matching. Curtains were in need of replacement and the floor tiles were torn and in places missing. However the school was immaculately clean and tidy. This was the result of systems that the school had in place. Each night children spent a time cleaning the classrooms and the school grounds. I was totally impressed with the diligence children showed in this task. Both staff and children displayed pride in their school and the schools appearance reflected this pride.

The school I visited was outstandingly well-organised. Credit for this must go to the Principal who had systems in place which were clearly understood by both staff and pupils. A single toll of the bell was used to signal school start/breaks/resumptions. Children and Staff changed from activity to activity with minimal instructions or noise. It was obvious that everyone knew what they had to do and just got on with it.

Class sizes were smaller in the rural school visited. No class roll exceeded 30 pupils. However this was attributable to the non-renewal of sugar cane leases in the surrounding area. The school roll had dropped from 200 plus students to 160. The roll has increased again to 204 with 53 indigenous Fijian children by-passing the “Village” school to attend the predominantly Indo-Fijian school. Discipline, respect and academic rigour were given as reasons for these children’s attendance. I am informed that in Lautoka and Ba it is not unusual to have class sizes of 50/55 pupils as previously rural families seek housing and employment in town.

All instruction is in English. Certainly all teaching charts, organisation, notices, displays, used to reinforce or reiterate teaching points. Children used English in the classroom and were comfortable in their use of English. It was interesting to note that in informal out-of-classroom situations both pupils and teachers reverted to Hindi.

A feature of Viseisei School was the use of notice boards and sign writing around the school. The signs had three purposes:

- Firstly to reinforce school rules and organisation
- Secondly to expose the children to English
- Lastly to support current learning themes

Examples of Signs:

<p>Announcement Board: Follow the Rules Maintain your environment Minimise noise levels</p>
--

<p>Values Education: Learn to live together Love one another Helping others is satisfactory Under the skin, we are all the same</p>
--

- Trees were written on with messages of erosion and conservation
- The tool shed has a list of rules regarding use of garden tools
- An environmental display gives facts about water.

The school motto "Nothing without Labour" was prominently featured at the school entrance and on the school buildings...

Each classroom had the teachers name and registration number painted above the classroom door. Without exception, the teachers I met were people with a high degree of dedication and professionalism. I was treated with honesty, frankness and openness. Certainly they are dealing with issues that NZ teachers couldn't contemplate – e.g. – there are no relievers available for sick leave. The next room teacher has to cover for any absent teachers. Teachers did the painting around the school.

<u>Salary:</u>	Entry Salary	\$10,000.00
	Teacher 10 Years	\$19,000.00
	Teacher 24 years	\$19,000.00
	Principal	\$29,000.00

There was no administrative, teaching support staff, nor cleaning, caretaking staff. Principal. Teachers and pupils cover these duties.

There was a very structured teaching system that demanded results and achievement. Whole class teaching within strictly disciplined parameters appeared to be the predominant teaching style. The teaching of facts and structural methods using workbooks and chalkboards was evident in most classrooms visited. It was very much teacher talk – children listen – children write. All teachers spoken to had questions for me regarding discipline within NZ Schools. Without exception, discipline was strict in Fiji. It is something that is inculcated into pupils from the earliest schooling. Every classroom visited was quiet, with children on-task and working assiduously at their learning activities. The pupils were definitely obedient and respectful. I neither heard, nor saw any teacher examples of the teaching outlined in the 2007 "Save the Children – Fiji" Survey which was published in the Fiji Times 17/8/2007.

Fiji Times:

Save the Children Fiji Survey:

"The most common places of punishment were homes and schools. All children interviewed stated that homes and schools were places where they were abused physically, emotionally and socially. Children ages – 10-13 were interviewed.

The report states: - 87% of fathers slapped, hit, beat and lashed their daughters while mothers rated 90%, teachers 87% and head teachers 100%. For boys 93% of fathers, 91% of mothers and 77% of teachers. Head teachers are constant at 100%.

I found the children at Viseisei School to be delightful children. They were immaculately presented in their uniforms, they were happy and polite, they showed respect for their teachers and displayed the ability to work independently for lengthy periods of time. Without exception their exercise and work books were tidy and showed pride and care. They listened intently to my words about New Zealand but were reluctant to ask questions.

My visits were during the first week of the new school term. The Fijian Governments early closer at the end of Term 2 had disrupted school organisation and pupil preparation for the Year 8 National Testing. In order to practice sitting examinations all Year 8 pupils were at school by 7.45am ready to have a day of practice examinations. These children spent the day completing exams, swotting for the next exam, sitting the next exam..., swotting, checking answers. This display of dedication and determination clearly demonstrated the seriousness Indo-Fijian children place in their education. They clearly wanted to succeed.

During my time in Fiji I had opportunity to speak with Indo-Fijian parents and discuss their children's education. My wife and I were honoured to be invited to the home of an Indo-Fijian family for an evening meal. Points of interest from these meetings with local families include:

- Parents are keenly interested in their children's education. They see it as the key to the future.

- Parents made sacrifices in order that their children may gain a 'good' education.
- Parents show respect for teachers and the school.
- Parents demand homework.
- Parents place pressure on their children to work hard and gain high exam marks.
- There is a great deal of support for the present coup. People see it as being anti-corruption.
- There was no evidence of the coup apart from newspaper articles dealing with anti-corruption issues.
- The sugar cane land lease issue is having a hugely detrimental influence on both economy and racial harmony. Large areas between Nadi and Lautoka are vacant – houses are abandoned and the land uncultivated.

PARENTAL SURVEY:

Prior to my visit to Fiji I surveyed both parents and pupils. The results of the survey very much reflected what I observed in Fiji. The differences between parents and children were dependent on their positions. Without exception the parents spoke highly of the Fijian teachers and the respect and discipline that exists in Fijian schools. Parents and students were asked to name some differences:

PARENTS	CHILDREN
8.30 – 3.30 daily. 3 Terms	Lots of punishments
Schools more teacher directed	Lots of writing down
Homework everyday in all subjects	Not allowed to run – get smacked
Exams each term, mid year and end of year	Canteen has junk food
No remedial help – no teacher aides	On wet days have to do more work
Children must study hard	Built our own house
Teaching to tasks-not level of understanding	No bullies
Children use Sir/Madam, not teachers name (this is a mark of respect)	Principal smacks with belt – teachers with ruler
Schools very strict. More discipline & respect	No school television or computers
NZ recognises achievement – Fiji uses exam marks and class position from tests	
More moral education and values in Fiji	

Reasons for coming to New Zealand:

Political instability. Land seizure	Better education
Better education	Better life for us
Better life/future for my children	Wanted to go to Australia but couldn't
Better job opportunities	
Get away from Fiji crime	

What did children find hardest:

Spoken English – understanding NZ English	Not so many rules
Understanding the teachers English	People speak so fast – didn't know what they were saying
Adjustment in the community	Making new friends
Climate – cold mornings	Getting to school – so many cars and roads
Ways of learning to do Maths	Understanding English
Adapting to new culture	
Changing education from multi-lingual to only English	
Bullying – being teased	

How has Papatoetoe West School Helped in the Transition

Helpful teachers and officials. I was made to feel welcome	No smacking if you make a mistake
Giving priority to average or below average students – teacher aides are good	All the teachers are lovely
School built confidence in my children. Staff looked after their welfare	Computers
Developed communication	Playground equipment
PWS multicultural atmosphere has made the transition easy	Friends – people helping me
Friendly, committed teachers	
Children learn about other cultures	
Friendly atmosphere	
Very good facilities	

General Comments

More homework please	I like this school, even the teachers are my friends
Some students use bad language	
There is more fundraising here – should be kept to a minimum	
Some children are wearing jewellery that is not in 'our' religion	
Appreciate that children can be children	
Parents and children need to be taught to value education.	

The strong message from the survey is that although the language of instruction in Fiji is English, children take time to adjust to the English spoken in South Auckland. Indo-Fijian children do have a huge advantage over many other immigrant children in that they do have a background in English. However they still need time to adjust. One must accept that discipline in New Zealand schools will never be the same as that existing in Fijian Schools.

ASSISTING IN THE TRANSITION:

Fijian Indian families bring with them from Fiji a strong educational ethic. They bring a clear understanding that education is the key to their children's future. They have made a huge and significant decision to leave Fiji and resettle in New Zealand. The school's role must be to assist the children into the New Zealand education system. There are three components in this transition:

- The school
- The teacher
- The learning support

The School:

For the parents and pupils, the first contact with the school is so important. Although most families will have received some information from our community, their first impression will be the one gained when they enter school for the first time. Impressions will be formed from:

- Environment
- Atmosphere
- welcome given
- information received
- evidence that the school values multiculturalism

The Teacher:

Be aware that Indo-Fijian pupils come from an education system that demands compliance and discourages individuality. These children will bring a conscientious work ethic and total parental support. While their language of instruction in Fiji is English, evidence shows comprehending spoken English is the skill that new arrivals found most difficult.

To assist new arrivals:

- provide a language rich environment that is not teacher dominated
- provide opportunity to listen, question, discuss, guess, predict
- peer / buddy support
- provide language mileage – this is crucial
- especially plenty of basic, factual, independent materials and texts
- reading to and with the student. Shared rather than individual
- promote buddy and adult reading
- link oral to reading to writing
- provide opportunity and time for Indo-Fijian children to think before responding

The children and the families thrive on factual accumulation, regurgitation of this knowledge in written form and test results. Homework is expected.

The Learning Support:

Wherever possible learning support should be in the classroom and linked to the normal classroom programme. The aim must always be towards increasing the child's independence in the classroom – hence enabling him/her to participate in the normal classroom programme. Initially focus on the oral aspects – matching the spoken with the written. Production will follow. If the learner is doing the work and thinking, then discussing, then generally effective learning is taking place and understanding is occurring.

Indo-Fijian children are generally highly motivated and are keen to access additional support for learning. Schools should provide instruction in how to access these school/community resources.

SUMMARY:

I have a huge admiration for our Fijian Indian families.

They have made huge sacrifices to resettle in New Zealand, but they display a positivity and enthusiasm that will see them succeed. I wish them well.

This sabbatical has been extremely valuable and rewarding to me personally and academically. While my focus was on the transition of Fijian Indian children. I have visited schools in the United Kingdom also. I realise how fortunate we are to live in New Zealand and to have the educational structure we possess. I also appreciate what a great staff and Board of Trustees I have.

Thank you Ministry of Education and NZEI.

Trevor Canute

**PRINCIPAL
PAPATOETOE WEST SCHOOL.**

PROFESSIONAL READING:

Tears in Paradise

Rajendra Prasad
Glade Publishers – Published 2006

New Zealand Herald

April 20th – 2007

Teacher Man

Frank McCourt
Fourth Estate London 2006

www.tki.org.nz

Ministry of Education online Learning Centre

Effective Provision For Students from
Languages other than English

Jannie van Hees

ATTACHMENTS:

1. Papatoetoe Schools Ethnic Composition 2005 / 2007
2. Fijian School Reports – Year 1 and Year 3
3. Community Survey
4. Sample Pages – Year 6 Intermediate Examination

PAPATOETOE SCHOOLS ETHNIC COMPOSITION 1ST JULY 2005

	NORTH	SOUTH	EAST	WEST	CENTRAL	PUHINUI	HOLY CROSS	SEVENTH DAY ADVENTIST	KINGSFORD	KEDGLEY	PAPATOETOE INTERMEDIATE	TOTALS
ROLL	690	533	533	777	693	598	582	310	434	687	896	6733
European	89	68	88	78	127	87	69	42	0	57	120	825
	12.9	13	17	10	18.3	14.5	12	14	0	8	13.3	12.2
NZ Maori	184	132	107	196	95	126	66	11	59	205	157	1338
	26.7	25	20	25.2	13.7	21	11	3	13.6	28	17.5	19.8
Samoan	118	84	75	159	46	81	240	82	126	135	148	1304
	17.1	16	14	20.4	6.6	13.5	41	26	31.3	20	16.5	19.3
Tongan	57	46	44	50	11	28	91	37	132	88	48	632
	8.3	9	8	6.4	1.06	4.6	16	12	30.4	12	5.3	9.3
Cook Island	36	30	16	32	20	21	13	110	62	59	38	437
	5.2	6	3	4.1	2.9	3.5	2	36	14.3	9	4.2	6.4
Other Pacific Islands	52	13	31	23	23	17	32	13	20	56	66	346
	7.2	2	6	2.9	3.3	2.8	6	4	4.6	8	7.3	5.1
Indian	116	115	112	174	223	166	25	3	18	76	189	1217
	16.8	22	21	22.3	32.3	27.7	4	1	4.1	11	21.1	18.0
Asian	36	41	48	60	132	61	46	7	6	28	107	572
	5.2	8	9	7.7	19	10.2	8	2	1.4	4	11.9	8.4
Other	2	4	12	5	16	11	0	5	0	0	23	78
	0.3	1	2	0.6	2.3	1.8	0	2	0	0	2.5	1.1

PAPATOETOE SCHOOLS ETHNIC COMPOSITION 1ST MARCH 2007

	NORTH	SOUTH	EAST	WEST	CENTRAL	PUHINUI	HOLY CROSS	SEVENTH DAY ADVENTIST	KINGSFORD	KEDGLEY	PAPATOETOE INTERMEDIATE	TOTALS
ROLL	700	530	474	745	658	533	583	294	400	716	909	6542
European	62	40	93	61	108	67	67	22	0	36	98	654
	8.9	7.5	19.6	8.1	17.0	12.5	11.4	7.4	0	5.0	10.7	9.9
NZ Maori	186	133	67	173	89	113	67	13	47	181	191	1290
	26.6	25	14.1	23.1	13.1	21.2	11.4	4.4	11.7	25.2	21	19.2
Samoan	146	87	89	176	43	84	252	76	124	141	145	1363
	20.9	16.4	18.7	23.7	6.5	15.0	43.2	25.8	31	19.6	16	20.8
Tongan	69	69	36	51	11	27	100	46	121	100	64	694
	9.9	13.0	7.5	6.8	1.6	8.5	17.1	15.6	30.2	13.9	7	10.6
Cook Island	34	29	19	33	21	20	8	109	74	61	45	453
	4.8	5.4	4.0	4.4	3.0	4	1.3	37.0	18.5	8.5	5	6.9
Other Pacific Islands	40	13	4	17	14	7	0	3	18	60	20	196
	5.7	2.4	0.08	2.2	2.1	1	0	1.0	4.5	8.4	2	2.9
Indian	113	114	100	177	243	172	27	7	11	102	234	1300
	16.1	27.01	21.0	23.7	38.	32.2	4.6	2.3	2.7	14.2	25.7	19.8
Asian	50	45	31	35	115	56	0	0	5	34	113	484
	7.1	8.4	6.5	6.7	16.7	10.5	0	0	1.2	4.7	12.4	7.3
Other	0	0	35	7	16	0	62	18	0	0	0	137
	0	0	7.3	0.09	2.4	0	11.0	6.1	0	0	0	2.0

OVERALL:	European	Maori	Pasifika	Indian
2007	9.9	19.2	41.2	19.8
2005	12.2	19.8	40.1	18.0

Year Class 1 (5 Year Olds)	Mid Year		Annual	
Subjects	No in class Position	20 9th	No in class Position	20 9th
	Total	Gained	Total	Gained
Hindi Oral				
Reading.....	20	19	20	13
Spelling.....	20	13	20	16
Hindi 1.....	40	34	40	35
Hindi 2				
HINDI TOTAL	80	66	80	64
English Oral		A		A
Reading	20	18	20	13
Spelling	20	14	20	17
English 1	40	34	40	33
English 2				
ENGLISH TOTAL	80	66	80	63
MATHS TOTAL	40	40	40	38
Social Studies / Science.....				
Elementary / Basic Science.....				
GENERAL TOTAL				
Art and Craft		A	A	
Physical Education		A	A	
Gardening		A	A	
GRAND TOTAL	200	172	200	165
Percentage		86%		82.5%

MID YEAR REPORT	
Progress:	Good
Conduct:	Good
Attendance:	4/93 absent
General Comments:	He is a very neat worker. Has performed well. Good at sports.
Head Teacher:	Date: 25/6/....
Class Teacher:	Date: 23/6/.....
Parents Signature:	Date: 27/6/....
ANNUAL REPORT:	
Progress:	
Conduct:	Good
Attendance:	12/194 absent
General Comments:	A capable student. More effort will make him pass with better marks.
Head Teacher:	Date: 28/11/....
Class Teacher:	Date: 27/11/....
Parents Signature:	Date: 4/12/.....

..... SCHOOL
EXAMINATION REPORT 200.....

NAME:.....

CLASS 3K

SUBJECTS	MID YEAR			ANNUAL		
	POSSIBLE MARKS	MARKS GAINED	CLASS AVERAGE	POSSIBLE MARKS	MARKS GAINED	CLASS AVERAGE
E. Reading	50			50	34	26
E. Spelling	25			25	20	12
E. Comp/Gram	100			50	44	33
E. Composition				50	39	27
ENGLISH TOTAL	175			175	137	98
V. Reading	50			50	37	29
V. Spelling	25			25	11	15
V. Comp/Gram	100			100	72	66
V. Comprehension						
V. TOTAL	175			175	120	110
Maths	100			100	81	59
H. Science	50			50	32	31
E. Science	50			50	43	34
S. Science	50			50	31	32
GEN GRAND TOTAL	150			150	106	97
GRAND TOTAL	600			600	444	365

POSITION: **OUT OF**

POSITION: 11th **OUT OF** 40

ATTENDANCE: 5/42 days absent

COMMENTS / CLASS TEACHER:

COMMENTS / CLASS TEACHER:

Sets himself a high standard of achievement

COMMENTS/HEAD TEACHER:

COMMENTS/HEAD TEACHER:

Good Effort.

PARENTS SIGNATURE:

PARENTS SIGNATURE:

PAPATOETOE WEST SCHOOL RESULTS OF COMMUNITY SURVEY 2006:

	M A O R I	E U R O P E A N	S A M O A N	N I U E A N	T O N G A N	C O O K I S L A N D	T O K A L A U N	I N D I A N	C H I N E S E	V I E T N A M E S E	A F R I C A N	T O T A L	R A T I N G	OVERALL PLACING	
Balanced Education	9	9	14	1	3	4	1	24	1	3	-	69	=4	Respect for Others	1
Success at Reading and Writing	7	11	12	-	3	2	1	23	4	5	1	69	=4	Honesty	2
Honesty	11	9	17	1	2	4	-	33	3	4	1	85	2	Good Work Habits	3
Respect for Property	11	9	8	-	-	2	-	10	2	1	1	44	13	Success Reading and Writing	4
Good Manners	6	3	12	1	1	2	-	31	5	5	1	67	=6	Balanced Education	5
Respect for Others	13	12	18	1	3	3	-	30	2	6	1	89	1	Good Manners	6
High Academic Standards	6	6	13	-	3	1	1	23	4	5	-	62	9	Good Self Esteem	7
Good Self Esteem	14	10	9	-	1	4	-	19	3	4	1	67	=6	Love of Learning	8
Good Work Habits	9	8	9	1	-	2	-	25	2	4	-	70	3	High Academic Standards	9
Numeracy Strengths	4	10	5	-	1	3	1	12	1	2	-	39	14	Work well with Others	10
Strong at Basics	6	6	7	-	2	2	1	20	2	1	-	47	12	Cultural Awareness	11
Love of Learning	11	6	13	1	1	4	1	21	3	3	1	65	8	Respect for Property	12
Cultural Awareness	9	8	9	1	2	3	1	16	-	2	1	52	11	Strong Basics	13
Speaks Correctly	2	-	4	-	2	1	-	17	3	-	-	29	15	Numeracy Strengths	14
Works Well With Others	12	-	11	1	-	4	1	20	5	4	-	58	10	Speaks Correctly	15
FORMS RETURNED:	19	15	33	1	5	4	1	55	4	9	1	147			

<p>MAORI Good Self Esteem Respect for Others Works well with Others Honesty Respect for Property Love of Learning Balanced Education Good Work Habits Cultural Awareness Success in Reading and Writing Strong in Basics Good Manners High Academic Standards Numeracy Strengths Speaks Correctly</p>	<p>SAMOAN Respect for Others Honesty Balanced Education High Academic Standards Love of Learning Success in Reading and Writing Good Manners Works well with Others Good Work Habits Good Self Esteem Cultural Awareness Respect for Property Strong in Basics Numeracy Strengths Speaks Correctly</p>	<p>INDIAN Honesty Good Manners Respect for Others Good Work Habits Balanced Education Success in Reading and Writing High Academic Standards Love of Learning Works well with Others Strong in Basics Good Self Esteem Speaks Correctly Cultural Awareness Numeracy Strengths Respect for Property</p>
<p>OTHER ASIAN Good Manners Success in Reading and Writing High Academic Standards Works well with Others Respect for Others Honesty Good Self Esteem Love of Learning Good Work Habits Balanced Education Numeracy Strengths Speaks Correctly Strong in Basics Respect for Property Cultural Awareness</p>	<p>OTHER PASIFIKA Balanced Education Honesty Respect for Others Love of Learning Cultural Awareness Success in Reading and Writing Works well with Others High Academic Standards Good Self Esteem Numeracy Strengths Strong in Basics Respect for Property Good Manners Good Work Habits Speaks Correctly</p>	<p>EUROPEAN Respect for Others Success in Reading and Writing Good Self Esteem Numeracy Strengths Balanced Education Honesty Respect for Property Good Work Habits Cultural Awareness High Academic Standards Strong in Basics Love of Learning Good Manners Works well with Others Speaks Correctly</p>

SAMPLE
Year 6 Intermediate Examination Paper:

GENERAL SUBJECTS:

1. A safety rule to follow if your clothes catch fire is:
 - A. shout for help
 - B. roll over the flame
 - C. jump up and down
 - D. run out of the house

2. The **best** way to dispose of old tins and broken bottles is by:
 - A. burying
 - B. burning
 - C. recycling
 - D. composting





3. A cracked or broken bone is called a :
 - A. femur
 - B. sprain
 - C. skeleton
 - D. fracture

4. Which **one** of the following is an air-borne disease?
 - A. malaria
 - B. measles
 - C. filariasis
 - D. leptospirosis

5. Sera has pains in her stomach and frequently passes watery stool. Could she be Suffering from:
 - A. scabies
 - B. mumps
 - C. influenza
 - D. diarrhoea

SAMPLE
Year 6 Intermediate Examination Paper:

MATHS:

PROBLEM	WORKING	ANSWER
<p>Torika has two strips of paper. One strip is 0.5m and the other is 0.9m.</p> <p>What is the total length of the two strips of paper?</p>		_____
<p>Neelam has some fifty cent coins in her pocket. The total value of the coins is \$10.00.</p> <p>How many fifty cent coins does Neelam have in her pocket ?</p>		_____
<p>Saravina went to Dayram Shopping Centre to buy the items given below.</p> <p>1. 1.5kg Chicken  \$8.93</p> <p>2. 4kg Sugar  \$3.84</p> <p>3. 4kg Flour  \$2.65</p> <p>4. Pineapple  \$1.50</p> <p>How much would she pay for all the items ?</p>		_____
<p>Mrs Lee bought a cone of ice-cream for \$1.20.</p> <p>How much would she have to pay if she buys 4 cones of ice-cream ?</p>		_____

SAMPLE
Year 6 Intermediate Examination Paper:

VOCABULARY:

(10 MARKS)

A. Spelling:

Write the correct spelling of the following words on the lines:

1. resque _____
2. overcrouding _____
3. beleive _____
4. terified _____
5. aeroplain _____

(5 MARKS)

B. Words and Meanings:

Choose one word from the bracket that has the same meaning as the underlined word. Write the word on the line shown below.

1. The rough road was difficult to travel. [strong , hard].
2. The thief snatched the old lady's bag and ran off. [grabbed, held].
3. We should always share and not be greedy. [selfish, caring].
4. The All Blacks were badly beaten by the Fiji Sevens team. [hit, defeated].
5. We were delighted when the teacher granted us our request. [gave, allowed].

(5 MARKS)