

2009 Central Regional Health School Annual Report

Mission Statement

Providing innovative, continuous, quality education for students with high health needs (or resident at Lower North Youth Justice Residence) who cannot attend school

Central Regional Health School (CRHS) was established in 2000 to provide teaching and learning programmes for students unable to attend their regular schools as a result of their high health needs. The students may be in hospital or at home. In 2004 the role was extended to include students who are resident at the Lower North Youth Justice residence in Palmerston North.



Joshua with the computer he is building at the Regional Rangatahi Adolescent Inpatient Service

*Members of the Board of Trustees
For the year ended 31 December 2009*

CRHS Board of Trustees and their Occupations and Business Interests – 2009

Dianne Armstrong CBE Board Chair	Business Development Manager Arthritis New Zealand
Business Interests	Nil Appointed by the Minister of Education until the close of the day before the new Ministerial appointed trustees take office.
Ron Mulligan	Trusteeship Adviser, NZSTA
Business Interests	Nil Appointed by the Minister of Education until the close of the day before the new Ministerial appointed trustees take office.
Lois Dawson- Mikaere	Public Health Nurse, Hawke's Bay District Health Board.
Business Interests	Nil Appointed by the Minister of Education until the close of the day before the new Ministerial appointed trustees take office.
Jen Trow (until February)	Faculty Registrar, Faculty of Health, Science and Technology UCOL- Universal College of Learning
Business Interests	Nil Appointed by the Minister of Education until the close of the day before the new Ministerial appointed trustees take office.
Helen Jackman	Education Advisor Rural Education, Accent Learning, Victoria University of Wellington
Business interests	Nil Appointed by the Minister of Education until the close of the day before the new Ministerial appointed trustees take office.

Kareena Bryant

Administrator

Business Interests

Nil

Co-opted to represent the views of parents until 16 May 2010

Jane Booth
(From July 2009)

Training co-ordinator
NZ Red Cross

Appointed by the Minister of Education until the close of the day before the new Ministerial appointed trustees take office.

Joyce-Anne Raihania
(From September 2009)

Senior Advisor Governance
Regulation and Governance Directorate
Ministry of Health

Co-opted to represent the views of Māori until 16 May 2010

Cathie Trotter (Staff Trustee)
(Until February 2009)

Teacher – Central Regional Health School

Business Interests

Nil

Elected to the Board until 22 April 2009

Kerry Wiles (Staff Trustee)
(From May 2009)

Teacher – Central Regional Health School

Business Interests

Nil

Elected to the Board until 16 May 2010

Ken McIntosh (Principal)

School Principal - Central Regional Health School

Business Interests

Trustee – Parham Hill Trust



Selina aged five with her CRHS teacher Steph



Selina practising her reading

2009 STAFF

Ken McIntosh (Principal)

Wellington

Lindy Riches (Assistant Principal)

Palmerston North

Health Teachers

Kerry Wiles

Puketiro Centre, Porirua

Barbara Phipps Black

Wellington Hospital

Keith Connor

Russell Tce

Sue Rowell

Hutt Hospital

Cathie Trotter

Hawke's Bay Hospital

Lyn Corkran

Hawke's Bay Hospital (Study leave 2009)

Sally Biss

Hawke's Bay Hospital

Rochelle Collins

Wanganui Hospital

Lisa Thompson

Team Leader – Mental Health

Steph Algie

Palmerston North Hospital

Alison Roberts

Kapiti Coast

Terence Thompson

CRHS –City

Ardelle Tawharu

CRHS - City

Fiona Wright

Regional Rangatahi Adolescent Inpatient
Service (RRAIS)

Nyla Ramsay (Part time)

Marton

Catherine Hall (Part time)

Wanganui

Suzanne Jarvis (Part time)

Masterton

Janne Finlayson (Part time)

Masterton

Debbie Dennes (Part time)

Greytown

Elizabeth Couchman (Part time)

Kapiti Coast

Clare Perkins (Part time)

Kapiti Coast

Robyn Grant (Part time)

Kapiti Coast

Sarah Smart (Part time)

RRAIS

Bharat Pancha (Part time)

CRHS - City

Lower North Youth Justice Teachers (LNYJ)

Hohepa Waru

Team Leader

Mandy Blight

Teacher

Nina Pilkington

Teacher

Racheal Malton

Teacher

Alastair Cox

Teacher

Lauris Glazebrook
James Pearse
Richard Kupa
Isobel Holdaway

Teacher
Teacher
Teacher
Part time Teacher

2009 SUPPORT STAFF

Bernardine Castle
Tracey Irwin
Lorraine Smith
Kathryn Allcock
Sharon Marshall
Hollie Martin
Karen Chow
Sharon Dempsey

Administration Officer – Russell Tce
Administrative Support – Russell Tce
Support staff – Wanganui
Support staff – Hawke's Bay
Support Staff – CRHS – City
Support Staff - LNYJ
Support Staff – CRHS - City
Support Staff - Owhango



Amelia and Sophie at Bird Rescue.



With a rescued Harrier Hawk



Amelia and a Kiwi

Board Report

A Decade of achievements

In December current and past Trustees, staff and friends celebrated 10 years since the commencement of the Central Regional Health School. It was fascinating to look back from those earlier days and contemplate the path the school, staff and trustees had undertaken to 2010. Who would have thought in 2000 that the school would now be providing education from so many different sites and responding to the varied educational needs of our community.

The Board accepted with regret Jen Trow's resignation early in the year and welcomed two new members to the Board. The contribution of all Trustees is imperative to ensure the governance of the school is strategic and effective.

The school underwent an ERO review during the year and were delighted with the positive result achieved. This report is testament to the work of the Principal, teachers and Board.

We have watched with interest the proposed changes being introduced by the Minister of Education. In many ways it appears these changes will have limited impact on our teaching and assessment of students but we will discuss any impact on our ability to report progress of students.

Trustees continue to enjoy the success stories we receive from all our teaching staff but in particular from our City campus and LNYJ where achieving success is often measured in tiny steps.

We continued to talk to our colleagues in the two other Regional Health Schools and spent a seminar day discussing about the ongoing challenges of lack of awareness of our services. It is frustrating to hear of students who are away from their regular school and no one has referred them to us. This is despite the efforts of all our staff to raise awareness with local schools. The solution to date has not been found but we continue to search and remain hopeful that a national computer programme may give an 'alert'.

The outcome of the day was agreed goals that were focused on Marketing of our schools and the soon to be released discussion document 'Special Education review'.

As a Board we have received comprehensive reports from the Principal on staff Professional Development and the range of presenters continues to ensure our staff receives the highest calibre of support possible.

Principal

We celebrated 10 years with Ken McIntosh as our Principal and we are conscious of his keen oversight of our finances and staffing that ensure we are

able to respond to local student needs immediately. Trustees consider we are in a fortunate position that with clear budgeting we have to date not been faced with resourcing dilemmas others schools may have to confront.

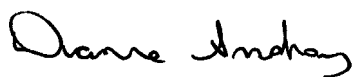
Board Meetings

Trustees continue to travel to meetings and give up one day of their weekend on a monthly basis. Geographical distance and flight times pose challenges in face to face communication and the ability of everyone to all attend functions, meetings and events in Wellington. This challenge is sometimes not recognised by our colleagues in schools and means ‘social’ interaction is limited. Changes in Trustee membership brought new discussion and questions to meetings which is a positive step in ensuring we don’t become insulated. We have also welcomed the opportunity to have direct bi-cultural support around the table.

Appreciation

To Ken, and all the CRHS staff – our gratitude for a job VERY well done as recognised in our ERO review. To trustees once again my personal thanks for your support, contributions at meetings and dedication to the work of the school.

The challenges for the Central Regional Health School continue but we have a decade of successes to celebrate.



Dianne Armstrong
Chairman
31.12.09



Sarah a Year 13 student produced this amazing work for her Year 13 Folio.

Principal's Report – 2009

This report marks a milestone in the life of Central Regional Health School – it is ten years since the school was established as part of the Special Education 2000 policy. The school marked the occasion at the end of the year with an informal function and a dinner.

It was a useful time to reflect on some key events since 2000 and celebrate the special place CRHS has within the education system. Over 4000 students have been admitted to the school – 3126 health and 893 at the Lower North Youth Justice Residential Centre (LNYJ). The staff has grown from 8 working in hospitals to now well over 30 working at 12 sites – since 2000 there are new sites in Russell Tce, the Regional Rangatahi Adolescent Inpatient Service (RRAIS), Kapiti, CRHS –City, LNYJ and in Wairarapa. Teachers have prepared and evaluated thousands of individual programmes with students, their families and regular schools.

CRHS has always been committed to inclusion, advocating in the best interests of the student and to working in partnership. It is when we work in partnership with students and their families, and with other agencies, that we know we achieve the best results.

As the school has grown it has developed into three strands – health, mental health, and youth justice. Students in each strand have needs particular to their circumstances but also common needs. CRHS staff are dedicated to achieving success for students irrespective of the challenges the students face. They achieve this through being knowledgeable of the curriculum, skilled in the pedagogy of teaching, respectful of students and their families, and committed to partnership.

The number of students presenting with a mental health condition has steadily increased over the years. We are now also seeing a similar trend where students on the autistic spectrum are being referred with comorbid conditions – usually anxiety and/or depression. The Board are aware of this trend and will be exploring ways that the needs of these students, who meet the criteria for admission to the school, can be better met and the impact this may have on the wider school.

During 2009 a revised management structure was introduced to ensure all staff are supported. An Assistant Principal (Lindy Riches) was appointed. Lindy is based at LNYJ and effectively manages the CRHS operation there on a day-to-day basis. Lisa Thompson is Team Leader for the teachers working at RRAIS and CRHS – City. Lisa has been successful in establishing CRHS –City as an innovative and unique service for students with chronic mental health conditions. The health teachers have a well established system of localized management working with the Principal. This structure is working well and ensures staff are able to focus on delivering the curriculum to students.

The visits from the Education Review Office (ERO) in August (whole school) and October (LNYJ) were highlights for the year. It has been 10 years of dedicated work to get the school to the stage it is at now. To have ERO recognize the success of the school was professionally and personally satisfying for us all. A copy of the Community page is appended to this report.

Thank you to the Board, staff, students and their families, and the numerous other agencies who have contributed to the success of Central Regional Health School.

Ken McIntosh

K B McIntosh
Principal
31.12.09



Jaagruti making Happy Face Biscuits with her CRHS Teacher Nyla

6 October 2009

To the Parents and Community of Central Regional Health School

These are the findings of the Education Review Office's latest report on Central Regional Health School.

Central Regional Health School (CRHS) provides individualised programmes for years 1 to 13 students who have high health needs, behavioural or social challenges. The school's wide geographical area encompasses the central and lower North Island and incorporates several sites, as well as students requiring tuition in hospital, in dedicated residential facilities or in their own homes. The most recent addition to the school is CRHS-City, opened in 2008 to provide a Wellington-based site for teenagers with mental health issues. Most students remain on their regular school roll while they receive support from CRHS teachers.

At the time of this ERO review, the majority of CRHS students were New Zealand European/Pākehā and a further 21% were Māori. There is a school-wide focus on potential that is impacting positively on Māori engagement and achievement. ERO recommends that staff continue to build effective partnerships with whānau.

Throughout CRHS there is a clear focus on inclusive education. Teachers are diligent, caring and optimistic in their approach, assisting students and their families to identify and work toward goals and aspirations. High quality individual education plans (IEPs) form the basis of planning, teaching, monitoring, assessment and review for every child. Regular meetings are held to discuss progress and to set new goals with other agencies, regular schools and with parents, supporting students' holistic needs in a collaborative partnership.

The principal ably leads the school with an affirming and supportive leadership style, and is a strong advocate for staff and students. He is pivotal in maintaining open and regular communication at all levels. This is a necessary, yet complex task, due to the great geographical distance between each site. This review identified a need to consider ways to further enhance and increase existing opportunities for teachers to receive feedback based on observations of planning and practice.

The Board of Trustees demonstrates a high level of commitment and varied experience, fostering strong governance and strategic direction for CRHS. Management and trustees work effectively toward common goals. The board is kept well-informed of initiatives and resourcing needs, which are generously supported. The school has a good reporting history with ERO.

Purposeful self review informs decision making. The board, managers and staff are focused on improvement. Comprehensive policies, systems and procedures provide a robust guiding framework for staff, students and parents. Teachers are encouraged to actively reflect on their practice and to trial new methods of assessment, planning and teaching. The school hopes to maximise

outcomes for students by using key competencies as a focal point for programme development, providing a personalised approach.

Affirming and collegial relationships throughout CRHS are integral to the success of teaching and learning. Student well-being and safety are at the forefront of practice. Since the 2006 ERO review, significant improvement in the levels of engagement and behaviour of students at Lower North Youth Justice may be attributed to the collective focus, energy and commitment of staff, board and the CRHS community. All staff are responsive to the strengths, needs and interests of students and their families, fostering positive outcomes for all.

Future Action

ERO is confident that the board of trustees can manage the school in the interests of the students and the Crown and bring about the improvements outlined in this report.

ERO is likely to carry out the next review in three years.

Dr Graham Stoop
Chief Review Officer



Dahnee and her beans

2009 Annual Plan – Analysis of Variance

Goal 1: Implementing the New Zealand Curriculum

To work with an education adviser from *VicLink* to prepare to make changes to school practices with the implementation of the New Zealand National Curriculum

Actions	Expected Outcome	Delegation and Timeline	Comments
<ul style="list-style-type: none"> Develop a communication system to ensure all staff have access to the latest research and support material available 	<ul style="list-style-type: none"> All staff will be aware of, have opportunities to discuss, and plan from all relevant material 	<ul style="list-style-type: none"> Principal and unit holder 2009-2011 	Completed
<ul style="list-style-type: none"> To use the key competencies as the basis of the student programmes 		<ul style="list-style-type: none"> 2009 – 2010 	Work progressing
<ul style="list-style-type: none"> Lead the staff in change management through process 	<ul style="list-style-type: none"> On-going assessment of where we are in relation to the curriculum, what is needed and how we will implement it over the next few years 	<ul style="list-style-type: none"> Principal and unit holder 2009-2011 	Work progressing

Goal 2: School Organisation

To review existing organisation structures, consider options and the implications then, if necessary, implement change..

<ul style="list-style-type: none"> To review the existing organisation structure 	<ul style="list-style-type: none"> Clear description of the existing structure and how the available resources are used will for the basis for recommendations 	<ul style="list-style-type: none"> Principal May 	Completed
<ul style="list-style-type: none"> To prepare options/preferences for an organisational structure 	<ul style="list-style-type: none"> Options for the structure and the benefits /risks will be presented to the Board for consideration and adoption Plan for implementing change (if necessary) prepared 	<ul style="list-style-type: none"> Principal July 	Completed

Goal 3: CRHS profile and branding

To increase the CRHS profile within the community

Actions	Expected Outcome	Delegation and Timeline	Comments
<ul style="list-style-type: none"> To be aware of all possibilities for promoting the school to interested groups and report to the Board as opportunities arise. 	<ul style="list-style-type: none"> Promotion activities noted and actions taken as required. (E.g. Newspapers, TV, Weekly magazines) 	<ul style="list-style-type: none"> On going All staff and Board 	Completed
<ul style="list-style-type: none"> Liaise with educational and health professionals and other agencies to ensure they have a better understanding of the services Central Regional Health School provide, and they have information available for their students/ patients/ clients. 	<ul style="list-style-type: none"> Contact by a staff member or the principal will be made with education and health professionals or agencies at least once a year. (E.g. Attend local meetings of SENCOS, Principals, School Guidance Counsellors, GPs, public health nurses, truancy officers, specific health conditions support groups.) Health teachers hand deliver pamphlets to the local schools) Agencies will have CRHS pamphlets. 	<ul style="list-style-type: none"> All staff On going 	Work progressing

Goal 4: Māori Community Inclusion

To increase the school's profile within the Māori community.

<ul style="list-style-type: none"> To establish contact with Māori education providers 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Principal 	Completed
<ul style="list-style-type: none"> Review and revise plan 	<ul style="list-style-type: none"> Plan revised 	<ul style="list-style-type: none"> Triennial 	Yet to be completed
<ul style="list-style-type: none"> Highlight service CRHS provides, to specific Māori education providers 	<ul style="list-style-type: none"> Make visits to Kura Kaupapa schools and Māori immersion units 	<ul style="list-style-type: none"> Triennial 	Completed

Goal 5: Electronic Records

To implement and maintain electronic systems for student records and comply with any legislative requirements or directives from the Ministry of Education

<i>Actions</i>	<i>Expected Outcome</i>	<i>Delegation and Timeline</i>	<i>Comments</i>
<ul style="list-style-type: none"> Develop school database to meet the specific needs of the school 	<ul style="list-style-type: none"> Database under constant review and modification as required Audit requirements met 	<ul style="list-style-type: none"> On going As advised 	Completed
<ul style="list-style-type: none"> Comply with any legislative requirements or directives from Ministry of Education 	<ul style="list-style-type: none"> Compliance achieved 	<ul style="list-style-type: none"> On going 	Completed

Goal 6: CRHS -City

To work in partnership with health providers, within the Greater Wellington Region to provide programmes to deliver quality teaching and learning as part of a multidisciplinary process for students with chronic mental health conditions.

<ul style="list-style-type: none"> Work with Hutt Valley DHB staff to provide resourcing. 	<ul style="list-style-type: none"> HVDHB will fund a support staff position 	<ul style="list-style-type: none"> April 2009 	Not completed
<ul style="list-style-type: none"> Agree to specific goals and milestones with key stakeholders to form the basis for review and reporting 	<ul style="list-style-type: none"> Agree to specific goals and milestones with key stakeholders – students and their families and CCDHB and MoE Agree to timelines and process for review and reporting 	<ul style="list-style-type: none"> April 2009 April 2009 	Work progressing

Goal 7: Board and/or Board Chair Succession

To ensure a smooth and prompt transition when there is a change of Board and/or Board Chair.

<ul style="list-style-type: none">• Induction of new trustees as they arrive	<ul style="list-style-type: none">• Succession will be planned to ensure smooth and prompt assimilation into Board of Trustees ethos	<ul style="list-style-type: none">• Board to establish appropriate file of background information. Basic file stored at School. Updated when required	Work progressing
Actions	Expected Outcome	Delegation and Timeline	Comments
<ul style="list-style-type: none">• Induction of new Board Chair	<ul style="list-style-type: none">• Succession will be planned to ensure smooth and prompt transition	<ul style="list-style-type: none">• Board to establish appropriate file of background information, Basic file stored at School. Liasion and briefing between retiring and incoming Chair when changeover occurs.	Existing Board Chair retains the position

Goal 8: Lower North Youth Justice (LNYJ)

To work in collaboration with Child Youth and Family and LNYJ to deliver quality teaching and learning programmes to students resident at LNYJ and establish expectations and guidelines for effective intersectorial communication.

<ul style="list-style-type: none"> Establish expectations and guidelines for effective intersectorial communication 	<ul style="list-style-type: none"> Feedback to group reviewing the MDT Participation in consultation at national level with MoE and CYF Guidelines and processes will be documented, implemented, reviewed and evaluated as required. 	<ul style="list-style-type: none"> Principal July 2009 	Work progressing
<ul style="list-style-type: none"> In collaboration with CYF establish a process for the development of a plan that covers all aspects of a student's programme and transition arrangements 	<ul style="list-style-type: none"> Participation in consultation at national level with MoE and CYF Guidelines and processes will be documented, implemented, reviewed and evaluated as required. 	<ul style="list-style-type: none"> Principal December 2009 	Work progressing
<ul style="list-style-type: none"> Document and implement effective transition practices 	<ul style="list-style-type: none"> Investigate and trial models supporting effective transition Review and evaluate models 	<ul style="list-style-type: none"> Principal December 2009 	Work progressing
Actions	Expected Outcome	Delegation and Timeline	Comments
<ul style="list-style-type: none"> To be part of the consultation, planning and development for redevelopment and expansion at LNYJ 	<ul style="list-style-type: none"> School consulted and the views of the school will be reflected in the outcomes 	<ul style="list-style-type: none"> Consultation and planning 2009 	Work progressing

Goal 9: Sponsorship/grants

To work in collaboration with the other RHS to secure sponsorship/grants funding to ensure additional programmes and equipment are available

<ul style="list-style-type: none">• Written sponsorship/grants document prepared to include benefits available e.g. naming rights, signage on vehicles, media• List of companies to be approached be prepared	<ul style="list-style-type: none">• Document prepared and sent• Meetings established with prospective sponsors• Decision made on offers• Written document sent• Follow up meetings• Accountability met	<ul style="list-style-type: none">• On going• Board Chair/Principal and others as appropriate	Not progressed due to a change in RHS direction
--	---	--	---

Goal 10: Numeracy

To maintain the development of numeracy knowledge and strategies from year 1 to year 14

<ul style="list-style-type: none">• Maintain teachers' active engagement in numeracy teaching and learning;	<ul style="list-style-type: none">• Increased student engagement and independence in mathematics learning	<ul style="list-style-type: none">• Principal• On going	Completed
---	---	--	-----------

2009 Facts and Figures

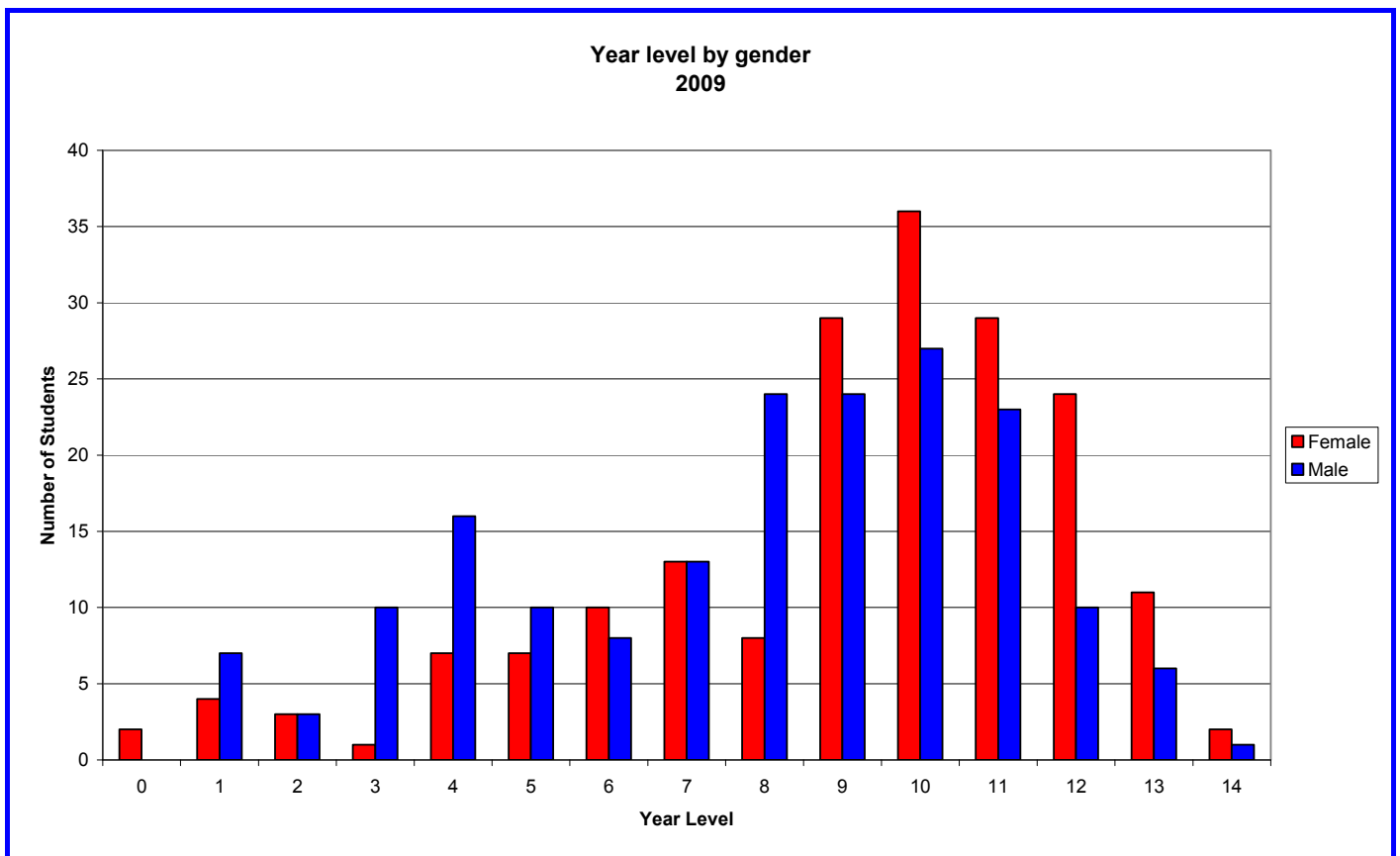
- Teachers prepared over 600 individual education plans for students
- CRHS staff travelled over 130 000 kms to work with students
- There were 368 admissions to the roll (384 in **2008**, 386 in **2007**)
- The roll reached 100 in the week ending 01-03-08
- The roll reached 100 in **2008** on week ending 07-03-07 and in **2007** on week ending 23-02-07
- The average length of time students were on the roll was 29 weeks.
- The average length of time students were on the roll in **2008** was 27 weeks. In **2007** it was 26 weeks, **2006** it was 23 weeks, **2005** it was 20 weeks and in **2004** the average was 19 weeks
- Students who were also enrolled in Correspondence School courses numbered 156 in 2009, 146 in 2008, 155 in 2007, 130 in 2006, 121 in 2005, 97 in 2004.

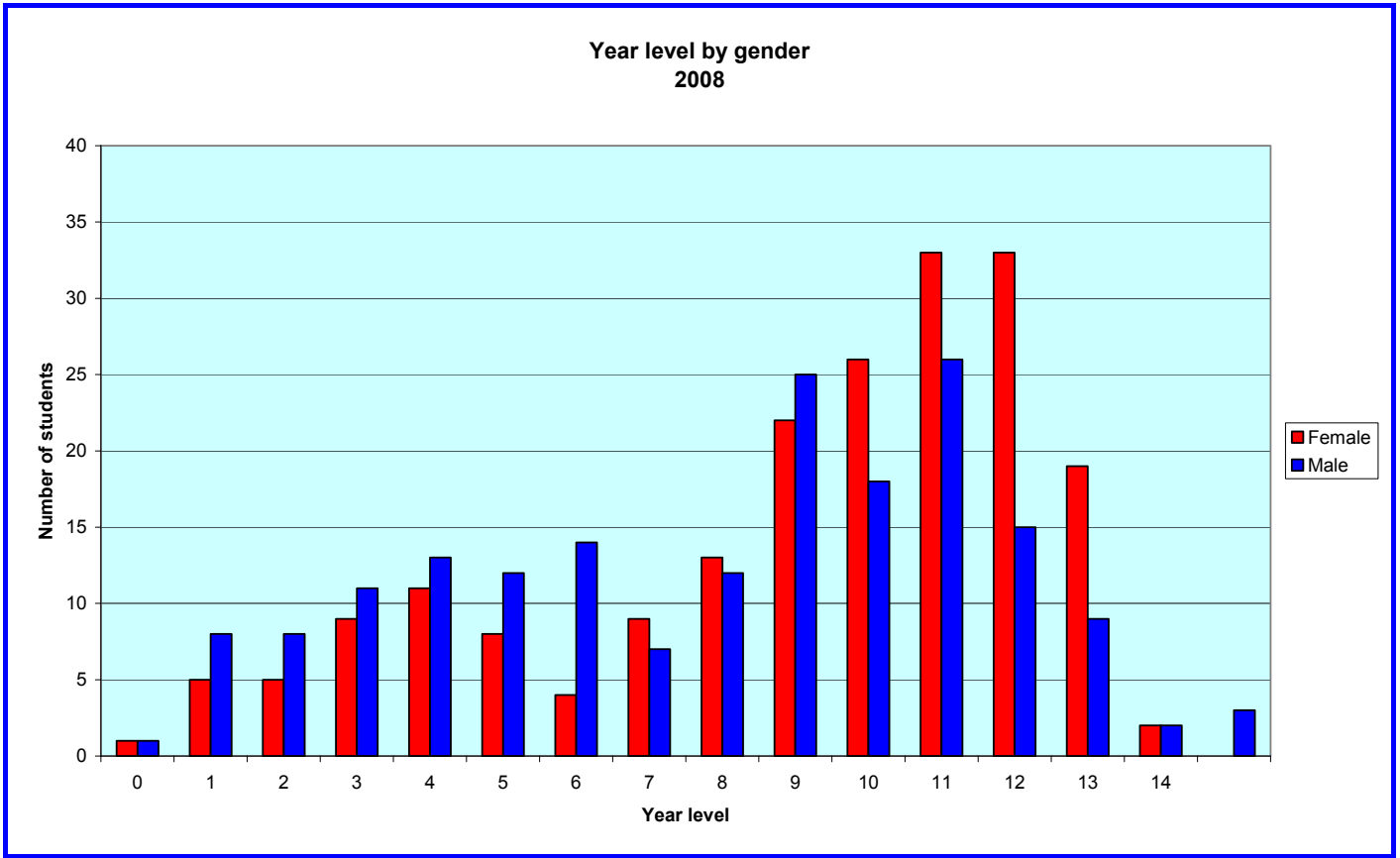
The following table shows the number and ethnicities of students enrolled and the weeks enrolled.

	Students enrolled				Weeks enrolled				Average weeks enrolled			
	Female		Male		Female		Male		Female		Male	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
African				2				6				3
American/African		1				5				5		
Armenian	1	1			9	17			9	17		
Asian		1	3			13	61			13	20	
Australian	1	1	2	1	5	20	36	56	5	20	18	56
British	2				45				23			
Cambodian	1	1		1	9	25		5	9	25		5
Canadian	1				2				2			
Chinese			1	1			13	9			13	9
Cook Island	2	3		2	33	9		11	17	3		6
Cook Island Māori	1	1		1	3	7		10	3	7		10
Dutch		1		3		30		25		30		8
English	1	1			16	68			16	68		
Ethiopian			2				20				10	
European	1	6	8	9	0	71	328	341	0	12	41	38
Fijian		1				5				5		
Filipina			1				8				8	
Indian	3	6	2	1	191	279	21	15	64	47	11	15
Iraqi			2				16				8	
Italian		1				6				6		
Libyan			1				2				2	
NZ European	148	134	99	99	4864	4530	2910	3496	33	34	29	35
NZ Māori	29	22	49	42	605	682	820	867	21	31	17	21

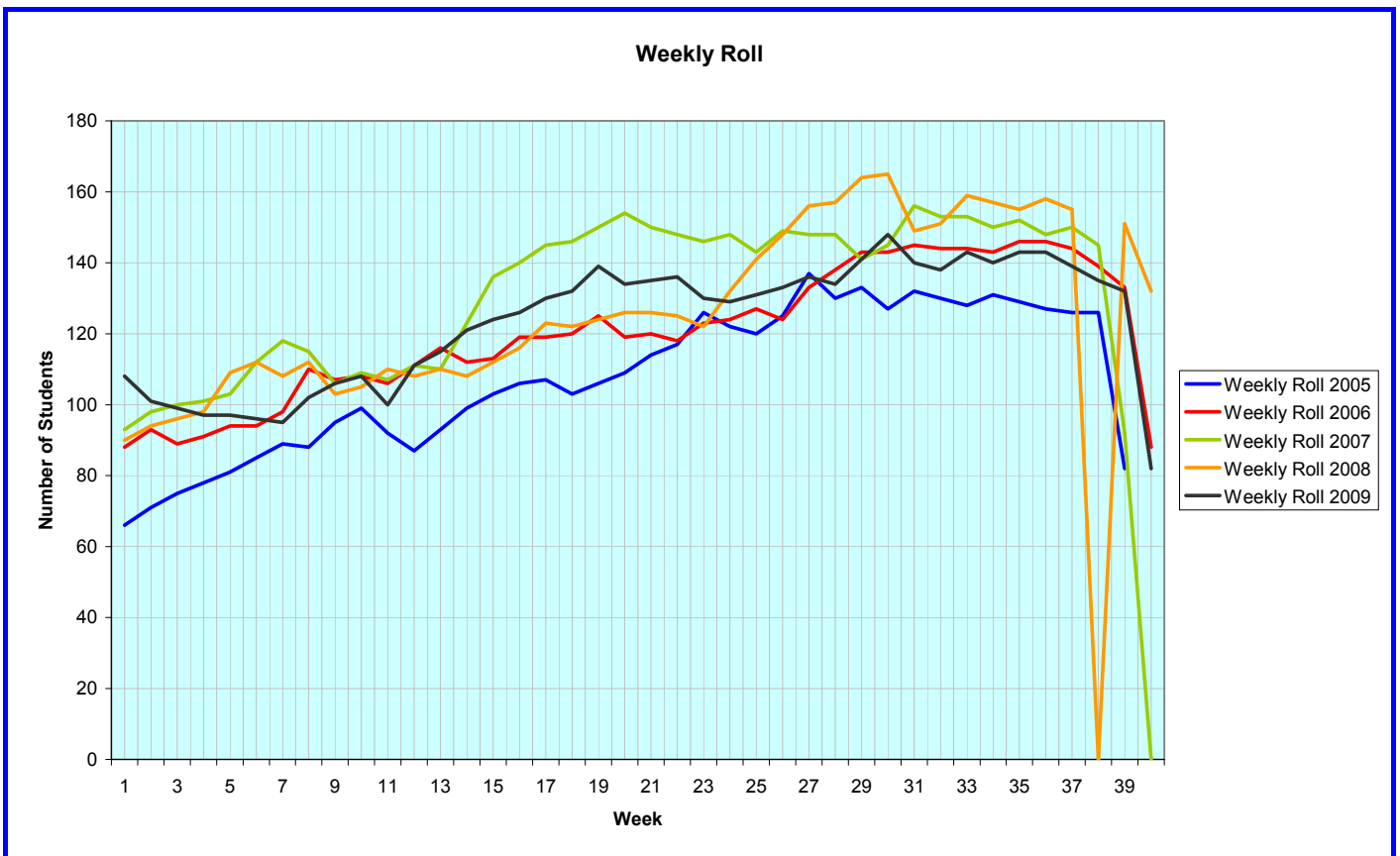
Other			1				37				37	
Pacific Island			2				31				16	
Russian			1				11				11	
Samoan	5	2	7	13	74	10	66	98	15	5	9	8
Scottish				1				39				39
Singaporean		1				8	4			8		
Somali			1								4	
South African				1				1				1
Tokelauan	2	2	2	2	9	12	24	12	5	6	12	6
Tongan	2			3	13			15	7			5
Grand Total	200	186	184	182	5878	5797	4408	5006	29	31	24	28

The following graphs show the number of students at each year level for 2009 and 2008.





This graph shows the roll numbers for each week of the school year for the last five years.



Roll Statistics for LNYJ

Days on Roll

	2007	2008	2009
Number of Admissions	202	204	181
Average no of days on roll	47	48	48
Range	211 to 0	329 to 0	512 to 0
Median	36	31	29

Ethnicity	2007	2008	2009
Information not supplied	19	32	7
Australian	2		
British	1	1	
Cook Island	3	1	1
Cook Island Māori	7	6	3
European			4
Fijian			1
Fijian Indian	1		1
Korean			
Niuean		2	1
NZ European	37	46	40
NZ Māori	118	107	107
Other	2		
Pacific Island	1		1
Polish			1
Samoan	6	5	9
Tokelauan	1	1	3
Tongan	4	3	2



The results of a weaving course held at LYNJ.

Central Regional Health School

Standards Gained at LNYJ

2009

Provider ID: 1630 = CRHS 7201= Agriculture NZ

Provider ID	Std Number	Version	Number Passed	Std Type	Std Level	Std Value	Std Title
1630	504	4	43	U	1	2	Produce a CV (curriculum vitae)
1630	2977	3	2	U	1	4	Read texts for practical purposes
1630	3483	4	29	U	1	5	Fill in a form
1630	3483	5	18	U	1	5	Fill in a form
1630	5223	3	3	U	1	2	Use formulae and equations to solve problems
1630	5224	4	24	U	1	2	Use decimals and percentages to solve problems
1630	5225	4	12	U	1	2	Use fractions, ratio, and proportion to solve problems
1630	5226	3	10	U	1	2	Construct and use tables and graphs
1630	5227	4	24	U	1	3	Solve problems involving money
1630	5229	3	3	U	1	2	Use geometry to describe situations and solve problems
1630	5231	4	4	U	1	2	Use constructions and make drawings for geometrical situations
1630	5232	3	30	U	1	2	Determine probabilities in practical situations
1630	5236	4	2	U	1	2	Use Pythagoras' Theorem and trigonometry to find unknowns in right-angled triangles
1630	5242	3	2	U	1	2	Determine probabilities
1630	5251	4	1	U	2	3	Choose and apply trigonometric methods to solve problems involving lengths and angles
1630	7879	4	16	U	1	2	Whakamaha whiri
1630	8489	3	69	U	1	2	Solve problems which require calculation with whole numbers
1630	8489	4	1	U	1	2	Solve problems which require calculation with whole numbers
1630	8490	3	35	U	1	2	Solve problems using calculations with numbers expressed in different forms
1630	8491	3	42	U	1	2	Read and interpret information presented in tables and graphs
1630	8492	4	56	U	1	3	Use standard units of measurement
1630	8812	4	7	U	1	4	Produce transactional written text in simple forms
1630	8813	4	1	U	1	4	Produce poetic written text in simple forms
1630	8816	4	4	U	1	3	Deliver transactional oral text
1630	10792	2	10	U	1	3	Write formal personal correspondence
1630	10792	3	7	U	1	3	Write formal personal correspondence
1630	11880	3	33	U	1	2	Use safe hygiene practices with food

Provider ID	Std Number	Version	Number Passed	Std Type	Std Level	Std Value	Std Title
1630	11883	3	14	U	1	2	Participate in the preparation and serving of a light meal, and in cleaning up afterwards
1630	11890	3	8	U	1	3	Use a calculator to assist with functional numeracy
1630	11891	3	1	U	1	3	Demonstrate functional knowledge of measuring length
1630	11892	3	1	U	1	3	Demonstrate functional knowledge of measuring volume
1630	11894	3	4	U	1	4	Demonstrate functional knowledge of measuring time
1630	11900	3	14	U	1	4	Retrieve, produce, save, and print text on a computer
1630	11923	3	21	U	1	3	Participate in the powhiri process
1630	12417	3	1	U	1	2	Present a static image using verbal and visual
1630	18689	3	18	U	1	4	Whakamarama i nga tikanga a te Whare Pora
1630	18975	1	3	U	1	2	Demonstrate knowledge of science in sport
1630	20662	1	2	U	1	2	Make estimates of measurements with common units
1630	21611	1	1	U	1	2	Follow instructions to carry out a practical scientific activity, and report on the activity
1630	25060	1	2	U	1	6	Independently read texts for practical purposes and to gain knowledge
7201	6916	5	20	U	2	5	Demonstrate knowledge of the Approved Code of Practice relating to chainsaw use
7201	19044	1	25	U	2	4	Describe the legal requirements and occupational hazards associated with tractor use
7201	19057	1	25	U	2	4	Demonstrate knowledge of the safe operation of a motorcycle and an SPV/ATV
7201	19126	1	5	U	2	2	Demonstrate knowledge of non-electric fences, and hazards in fencing
Standards	44		653			1840	Student Credit Value