



## CLUSTER 16 - NAWTON SCHOOL



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Ros Lugg  
Director Learning Staircase Ltd  
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12.12.12

Dear Ros

### **Re: Steps programme, Maori Immersion School, Hamilton**

As part of cluster 16's on-going accountability and efficacy for service delivery to our clients, it is incumbent upon me to provide you with some feedback on the usage and capacity of the STEPS learning programme to support students in full immersion Maori Medium environment.

The Maori immersion school (name will be provided once official permission is given by the school) within Hamilton provides a significant range of programmes to support students to improve educational outcomes. Especially those with identified special needs. One of its many challenges was accessing programmes which catered for students in full immersion schools.

As a referral to Cluster 16, I along with Whaea Tinirau Barlow, were able to access the use of the STEPS programme and develop a strategy for this school to support students with "English" as a separate subject. Year 9 and 10 students with special requirements were identified and placed in a timetable to maximise teacher support capability. The teacher aide was given training (by RTL B), logistical support (Learning Staircase), and regular monitoring to access and implement the programme. At no cost to the Kura.

With this support, students on this intervention (and you will recall we only implemented this approach Mid-May 2012) showed, within their latest Asttle data a 2 to 3 level improvement in language acquisition, understanding and there were some other additional benefits which we did not foresee and that was the improvement in Pangarau (mathematics) as well.

In speaking with the Associate Principal Raewyn Mahana, SENCO of the school, she is delighted with the students level of growth within a short time. The Wharekura has indicated that it will supply each students individual Asttle records so that we may conduct an analysis of the information to determine next step developments within the programme.

The capability of STEPS, is the ability to convert English to Te Reo and back again using student voice, inflection and sentence construction. This made the ability to support students within the programme significantly easier. Accessing such resources especially effective computer programmes is, as you know, costly to some schools.

In working with you over this year, Learning Staircase has placed its philosophy of supporting students above its economic considerations. This sort of thinking will not expand your business empire but you are to be applauded for such a bold step. I know from talking to other RTL B across the Motu that Learning Staircase has significantly lowered its pricing to cater for schools in quake damaged Christchurch and that

you personally have given an undertaking to support New Zealand schools first.

You and your organisation have moved “outside the box” to support us here in Hamilton. I look forward to continuing a long and fruitful relationship.

Naku Noa

Vincent James Ridgway

RTL

Cluster 16

Hamilton