

Enrolment Scheme

The guidelines for development and operation of enrolment schemes are issued under section 11G (3) of the Education Act 1989 for the purpose of describing the basis on which the Secretary's powers in relation to enrolment schemes will be exercised.

Purpose and Principles

- A. To avoid overcrowding or the likelihood of overcrowding at the school;
- B. To ensure that the selection of applicants for enrolment at the school is carried out in a fair and transparent manner; and
- C. To enable the Secretary to make best use of existing networks of State schools.

In achieving its purpose, an enrolment scheme must, as far as possible, ensure that:

- A. The scheme does not exclude local students: and
- B. No more students are excluded from the schools than is necessary to avoid overcrowding.

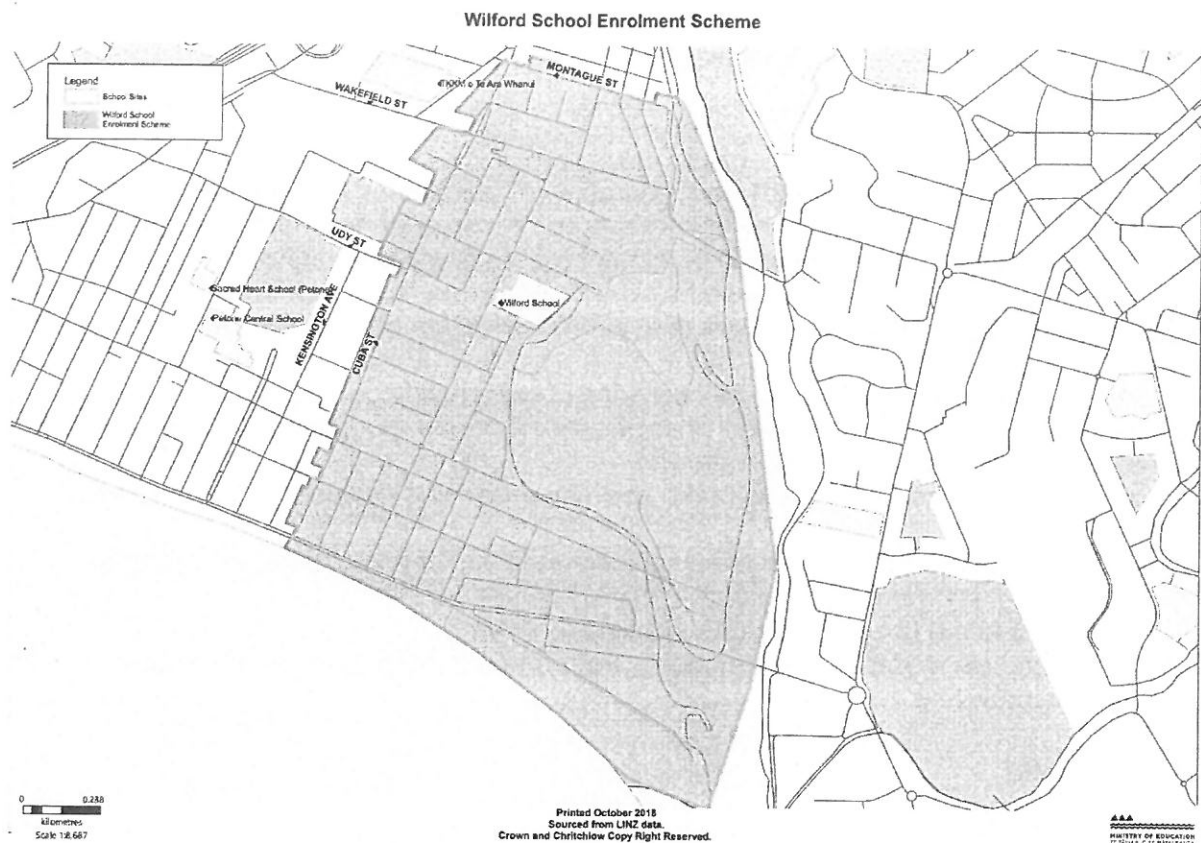
Home Zone

All students who live within the home zone described below shall be entitled to enrol at the school (All numbers are inclusive).

The scheme starts at the corner of Montague and Cuba Streets and then runs along Montague Street, all address on Montague Street on both sides are in zone. The scheme then continues until it meets the Hutt River and then runs south along the river bank to the Petone foreshore. The scheme then runs along the Petone foreshore toward Cuba Street. The scheme then continues up Cuba Street (both sides of Cuba street are included) until Cuba Street meets Montague Street.

197 to 247 The Esplanade are in zone
1 to 21 Odd and 2 to 26 Even on Fitzherbert Street are in zone
1 to 33 Odd and 2 to 24 Even on Tama Street are in zone
1 to 29 Odd and 2 to 26E Even on Mudie Street are in zone
39 to 97 Odd and 56 to 100 Even on Wakefield Street are in zone
349 to 471 Odd and 440 to 486 Even on Jackson Street are in zone
17 - 91 Odd and 20 - 80 Even on Adelaide Street are in zone.

All residential addresses on included sides of boundary roads and all no exit roads off included sides of boundary roads are included in the scheme unless otherwise stated.



Proof of residence of a property within the home zone will be required (for example a copy of a utility bill with the name of a parent or guardian and an address within the home zone, covering the date of enrolment or earlier). Where a property has two or more entrances on different streets, or where the actual address of a property is in dispute, only the rateable address as recognised by the local City Council will be considered to determine if the property is in or out of zone.

Special Programmes

Students who live within the school's home zone and meet the criteria for enrolment in the special programme will be enrolled ahead of out of zone students.

Wilford School operates the following Special Programme:

Ngā Puāwai – Māori Immersion Unit

The criteria for acceptance into the Unit are as follows:

Ngā Puāwai is a Māori immersion (Level 1 – Ministry of Education Immersion Language level) unit that specifically caters for tamariki Te Reo Maori language.

Students who wish to enrol in Ngā Puāwai at Wilford School will comply with the following priorities and entry criteria. The maximum number of students that can be accommodated at any one time is currently limited to up to 50 students in Years 1-8.

Priority Entry into the Ngā Puāwai Unit

The Board of Trustees has set out criteria on which students will be accepted into Wilford School's Special Programme. This includes procedures to determine which students from outside the school's enrolment scheme will be enrolled, if there are still places available after all in-zone students have been enrolled.

All applicants shall undertake an interview to assess their level of Te Reo Māori proficiency. The interview process will use documented methodology approved by the Board of Trustees and Whānau.

Priority One: Eligibility with Te Reo Māori Proficiency and Living In-zone

Priority will be given to applicants who meet the Te Reo Māori proficiency criteria and whose addresses are in-zone. The primary purpose is to assess the level of language competency of each applicant to ensure the child is able to comprehend the teacher's teaching instructions, to speak in Te Reo and to make sure that appropriate learning strategies can be developed to support the tamariki upon entry into Wilford School.

Priority Two: Eligibility if more eligible applications than places available

If there are more eligible out of zone applicants than places available in the Special Programme, the priority will be given using the Scoring System in the table set out below. Highest ranked applicants will be offered places ahead of lower ranked applicants.

Priority Three: Eligibility amongst applicants who have equal number of points

If there are more applicants with the same score than there are places available, then selection within that group will be by a ballot. The ballot will be conducted in accordance with the instructions issued by the Secretary for Education under Section 11G(1) of the Education Act 1989. Parents will be informed of the date of any ballot by notice in a daily or community newspaper circulating in the area served by the school.

	Scoring System	Score for Year 1-8 students
1	Proficiency in Te Reo Māori language	0-10
2	Siblings of current tamariki in Ngā Puāwai, a tamariki of an employee of the board of the school or a tamariki of a member of the board of the school whose whānau, parents, or caregivers adhere to Ngā Puāwai supporting principles.	4
3	Siblings of former tamariki in Ngā Puāwai whose whānau, parents, or caregivers adhered to Ngā Puāwai supporting principles during the time the former tamariki was enrolled in the unit.	3
4	Applicants who have attended Kohanga Reo preschool on a regular basis for at least the preceding year	3
5	Applicants who have attended any other Māori Immersion kura, or Māori Bilingual class at another kura	1
6	Tamariki of a former student in Ngā Puāwai	1

Notes:

Criteria 1. Proficiency in the Te Reo will be assessed using documented methodology developed by Whānau Hui (and approved by the Board of Trustees). The proficiency of an applicant will be ranked on a scale of zero to ten, zero being no ability and ten being fluent in Te Reo Māori. The score given to any applicant will be determined by an independent person or persons appointed by Ngā Puāwai Whānau (with the approval of the Board of Trustees). The decision will be final (i.e. not subject to appeal). Highest ranked applicants will be offered places ahead of lower ranked applicants.

Criteria 2. Applicants who are siblings of current tamariki in Ngā Puāwai will be assigned four points where whānau, parents or caregivers' adherence to Ngā Puāwai Supporting Principles have been met. If those requirements have not been met the score will be zero.

Criteria 3. Applicants who are siblings of former tamariki in the Ngā Puāwai will be assigned a score where whānau, parents or caregivers' adherence to Ngā Puāwai Supporting Principles had been met during the time the former student was enrolled in the Ngā Puāwai Special Programme. If those requirements were not met the score will be zero.

An applicant qualifying for points under criteria 2 is not eligible for points under criteria 3.

Criteria 4. This criteria is not applicable for applicants entering in Year 3 and above.

Criteria 5. An applicant qualifying for points under criteria 4 is not eligible for points under criteria 5.

Ngā Puāwai Unit Supporting Principles

By enrolling a child into Ngā Puāwai, a parent or caregiver is giving informed consent they will take an active role in supporting Ngā Puāwai Whānau.

The involvement of whanau, parents or caregivers is vital in the success of their tamariki learning in Ngā Puāwai. Therefore it is expected that parents or caregivers will support the tamariki learning in Ngā Puāwai, ensure that the child will have access to Te Reo support at home, and adhere to Wilford School guidelines – which includes:

1. Students in the Programme will have access to support outside the classroom through either:

- A a parent or caregiver they live with who is a proficient Te Reo speaker
Or
- B a parent or caregiver who is actively learning the Te Reo language
Or
- C a caregiver who has been employed/seconded to speak to the child in Te Reo at home
Or
- D Te Reo after school activities

2. Each parent/caregiver will actively participate to assist in the life of Ngā Puāwai. Examples of this include attending the regular Whānau meetings called by the teachers, joining and/or participating in the Whānau Hui activities, support for fundraising event of Whānau and School and participation in Whānau Hui.

It is acknowledged that, due to individual circumstances, one or more of these principles may not be reasonably achievable for some parents/caregivers. It is the responsibility of the parent/caregiver to raise any issues of this nature during the enrolment interview. Where appropriate, the items may be substituted and/or modified by agreement with the parent/caregiver, whanau leader of the Ngā Puāwai Programme and the appointed Whānau Representative.

Enrolment

All enrolments into the Special Programme must be approved by the Principal, Roopu Tiaki Whānau representative (or delegated Whānau member) and the Whānau teacher.

Students who live within the school's home zone will be enrolled ahead of out of zone students.

Out of Zone Enrolments

Each year the Board will determine the number of places which are likely to be available in the following year for the enrolment of students who live outside the home zone. The board will publish this information by notice in a daily or community newspaper circulating in the area served by the school and on the school website. The notice will indicate how applications are to be made and specify a date by which all applications must be received. The notice may indicate how many places are available.

Applications for enrolment will be processed in the following order of priority:

First Priority	Will be given to applicants who have been accepted for enrolment in the following special programmes approved by the Ministry for Education: <i>Ngā Puawai – Māori Immersion Unit Special Programme. Up to the maximum roll of 50 students.</i>
Second Priority	Will be given to applicants who are siblings of current students.
Third Priority	Will be given to applicants who are siblings of former students.
Fourth priority	Will be given to applicants who are children of former students.
Fifth priority	Will be given to applicants who are either a child of an employee of the board of the school or a child of a member of the board of the school.
Sixth priority	Will be given to all other applicants.

If there are more applicants in the second, third, fourth, fifth or sixth priority groups than there are places available, selection within the priority group will be by a ballot conducted in accordance with instructions issued by the Secretary under Section 11G(1) of the Education Act 1989.

Parents will be informed of the date of any ballot by notice in a daily or community newspaper circulating in the area served by the school.

Applicants seeking second or third priority status may be required to give proof of a sibling relationship.

Special Programmes

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First priority Will be given to applicants who are seeking enrolment in the Ngā Puāwai – Māori Immersion Unit up to the maximum roll of 50 students

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