



# Te Kete Aronui

## Social Return on Investment Report

*Report Prepared for Te Pūtea Whakatupu Trust*



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Te Kete Aronui: Social Return on Investment Report

Outcomes Measurement, Insights and Impact Team  
Whānau Ora Commissioning Agency (WOCA).

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# MIHI

*Nāu e lo e  
te pūkenga, te wānanga, nāu e lo e*

*I takahia atu rā e Tāne-nui-a-Rangi te ara whānui  
Te aratiatia ki te toi o ngā rangi e  
Ko te hōkai nuku, ko te hōkai rangi  
Ko te hōkai a Tāne  
I rokohina atu rā  
Ko lo Matua Kore anake e  
I riro iho ai ngā kete o te wānanga  
Ko te kete Tuāuri  
Ko te kete Tuātea  
Ko te Kete Aronui  
Ka tiritiria, ka poupoua kia Papatūānuku  
Kia puta te ira tangata ki te whaiao  
Ki te ao mārama e.*

*Haumi e!  
Hui e!  
Tāiki e!*

*Ahu mai ai te wairua o te tamaiti  
Mai i ngā Rangitūhāhā e  
E te tamaiti o te aroha  
He kākano koe i ruia mai i Rangiātea  
I hono tāngaengae tō wairua ki tō tinana.  
E te tamaiti o te aroha*

Ko Ranginui e tū iho nei, Ko Papatūānuku e takoto nei,  
Ko Tāne te poutokomanawa e tokona ai a Rangi ki runga,  
a Papa ki raro. Ko tātou te ira tangata e takahi tonu nei  
i te ara whānui.

Ki ngā riro tītapu e takoto mai rā ki ngā marae maha. Koutou te tini  
kua huri tuarā ki te kāpunipunitanga o te Kahurangi. Nei rā mātou  
te tūohu nei, nei rā mātou te tangi nei. Haere atu rā koutou, haere  
atu rā, moe mai rā. Tātou ngā kanohi ora e takahi tonu ana i te ara,  
tēnā koutou, tēnā koutou, tēnā koutou katoa.

Kei ngā whānau, ngā tamariki e whakapeto ngoi ana kia tūwhera  
te ao ki ā tātou tamariki, mokopuna mā tēnei kaupapa o 'Te Kete  
Aronui', ahakoa ngā taupēhitanga o te wā. Ka tūpou te rae ki  
a koutou katoa. Ko koutou tērā e whakaaro nui ana kia  
whakatinanatia ngā moemoeā, ngā wawata kia puāwai ai te  
pitomata o te tamaiti. Anei rā ngā mihi matakui kōi ki a koutou  
katoa.

Huri noa, huri noa, Tēnā koutou katoa.



## FOREWORD

For our young Māori generation to have a fighting chance of a bright future, they need an education system that works for them and with them. The current system has failed to deliver on both accounts. In 2011, Te Whānau O Waipareira collaborated with Te Pūtea Whakatupu Trust and created Te Kete Aronui, a system that would work because it understood us.

Te Kete Aronui is a targeted literacy and numeracy service delivered through our Whānau Ora Network in four areas of Aotearoa: West Auckland (Waipareira), South Auckland (MUMA), Waikato (Te Kōhao Health) and Wellington (Te Rōpū Āwhina).

We want to expand our reach of Te Kete Aronui so that a new playing field exists for our tamariki to learn, to speak te reo, to be immersed in their culture enveloped with whakawhanaungatanga and manaakitanga. Te Kete Aronui is guiding our babies to brighter futures with the right support, the right knowledge and the confidence to embrace who they are and where they come from. That way they can set their path for where they are going.

Mainstream education fails to acknowledge the diversity that walks into classrooms every day, putting our tamariki at risk of falling through the cracks and becoming another statistic. Our collaboration with Te Pūtea Whakatupu Trust is proof that our existing education system does not and will not work for Māori with its 'one size fits all' approach. Look around you; we live in a melting pot of various cultures, societal requirements and standards of living. Te Kete Aronui is clear evidence of the change that is required after a successful decade with tailor-made education facilities, practitioners and resources in a culturally appropriate environment for our younger generation. They are our future. They are your future. I put the challenge to the Government that they catch up to our forward way of thinking.

This Social Return on Investment Report succinctly outlines the positive and long-term benefits of Te Kete Aronui. This report is evidence of change required and also proof of the financial value associated with this programme having a greater reach to capture as many of our tamariki as possible.

Over 800 of our young people have so far gone through our programme and you will read how much impact it has had on their lives. They are more confident and motivated with improved numeracy and literacy skills. Their comprehension and language abilities are exemplary. They feel like they have mana.

Mana is how we give rather than how we take, and it is through Te Kete Aronui that we are giving our children the well-grounded education they deserve.



**Hon. John Tamihere**  
CEO, Whānau Ora Commissioning Agency





## HEI KUPU WHAKATAKI

Te Pūtea Whakatupu Trust has been privileged to play a small role in this transformative programme for young Māori. Te Kete Aronui embodies a Māori centred, mana-enhancing approach to education, one embedded with tikanga – a programme developed by Māori, for Māori.

We have seen how initiatives born of, and delivered through, our Māori learning communities, position tamariki to succeed and thrive as Māori. The national research report, Te Kura Huanui: The treasures of successful pathways, acknowledged the profound successes of Māori-medium education for our tamariki.

As well as ensuring Māori learners have equitable access to quality education, Māori learners thrive when their identity, language and culture are embedded in learning, and they have a strong sense of their identity as Māori.

In April 2021, Te Pūtea Whakatupu published a report on the effects of COVID-19 on Māori educational outcomes. It delved into the impacts of colonisation on Māori education, and also the impacts of child poverty and the digital divide such as access to consistent internet and devices, on the learning outcomes for our tamariki.

This is a prime example of where educational inequity issues have been exacerbated – not created – by the pandemic. Our research also highlighted that achieving economic equity with mainstream New Zealand requires at least 3,800 more rangatahi Māori every year to gain university entrance – more than twice the 2019 numbers.


We know that the funding of Māori-led initiatives and the utilisation of existing mātauranga and tikanga knowledge structures are fundamental to the future success of our tamariki, and ultimately to us as a people.

Through international best practice methodologies, this SROI quantifies the social impact delivered for participating tamariki and their whānau – impact which they would have otherwise been unable to receive in some instances without targeted interventional programmes such as Te Kete Aronui.

This is a vital function in the pathway to change; we must validate our purpose with evidence. If we are to truly transform the educational outcomes for tamariki Māori, we need to earn the right to be aspirational; and the price we must pay is evidence.

To achieve this, we need to not only continually invest in unique delivery programmes like Te Kete Aronui, but also, bridge the information gap with high-quality research and data. Our goal is to lift our tamariki up, provide them with the tools to move forward in their careers and their lives, and believe that nothing is out of their reach.

We have a momentous challenge on our hands, but I am optimistic that through targeted investment in evidence-based, Māori-led initiatives, we can shine a light on the pathway to resilience and prosperity for Māori.



**Te Pūoho Kātene**  
Kaihautū, Te Pūtea Whakatupu Trust

“Poipoia te kākano  
kia puāwai”

*Nurture the seed, and it will blossom*



# EXECUTIVE SUMMARY

Literacy and numeracy skills form the basis of learning and are crucial for tamariki to engage in education and participate in life. The positive long-term impacts of education on current and future well-being, income and employment are well documented. These skills underpin workforce participation and productivity. They also contribute to a broader range of social and health outcomes for well-being.

The education landscape in Aotearoa has progressed, but recent years have shown declining rates and persistent disparities in educational outcomes, especially for tamariki Māori, which require action. Inequalities due to access, ethnicity, poverty and other social factors shape the learning crisis. These hinder tamariki from keeping up with their peers, impeding them from a fairer chance in their educational journey. The present context and data for the education landscape impelled the call for a supportive and preventive solution to address a host of deep-rooted issues and inequities in tamariki Māori learning needs and achievement.

Achieving better education outcomes for tamariki requires more than the business-as-usual approach. After extensive independent research into Māori numeracy and literacy and a single-minded focus on advancing urban Māori populations nationally, Te Kete Aronui (TKA) was developed. TKA provides an innovative solution to target and accelerate the learning needs and achievement of tamariki Māori. TKA is an education programme to improve the literacy and numeracy of tamariki Māori aged 5–13 years.

Te Pūtea Whakatupu Trust (TPWT) is a Māori charitable trust formed under the Māori Fisheries Act 2004. It describes its purpose as ‘the sustenance of Māori identity’. As part of a broader review, TPWT made a strategic decision which resulted in a sharpened focus on three specific whāinga;

- **Ngā uri whakatupu:** future-proof the next generation for the 22nd century
- **Ngā ako:** mentoring & governance training for Māori
- **Te hononga ki ngā rangi hou:** blue skies horizon, innovation & research.

This strategic imperative included a commitment to invest in literacy and numeracy programmes targeted towards improving educational outcomes for tamariki in Years 1–8, geographically located in high-need areas. Te Pūtea Whakatupu Trust funded the Whānau Ora Commissioning Agency to deliver the TKA Programme via four urban Whānau Ora providers in the North Island (in the Auckland, Waikato and Wellington regions) from 2019 to 2022.

Whānau Ora Commissioning Agency (WOCA) proposed analysing the value of the change created by TKA for tamariki Māori and their whānau to justify further investments. The Social Return on Investment (SROI) framework was identified as an appropriate approach to assess and measure the social and economic value created by the TKA Programme. In December 2020, WOCA engaged with TPWT to co-fund an SROI analysis and report of the TKA Programme.

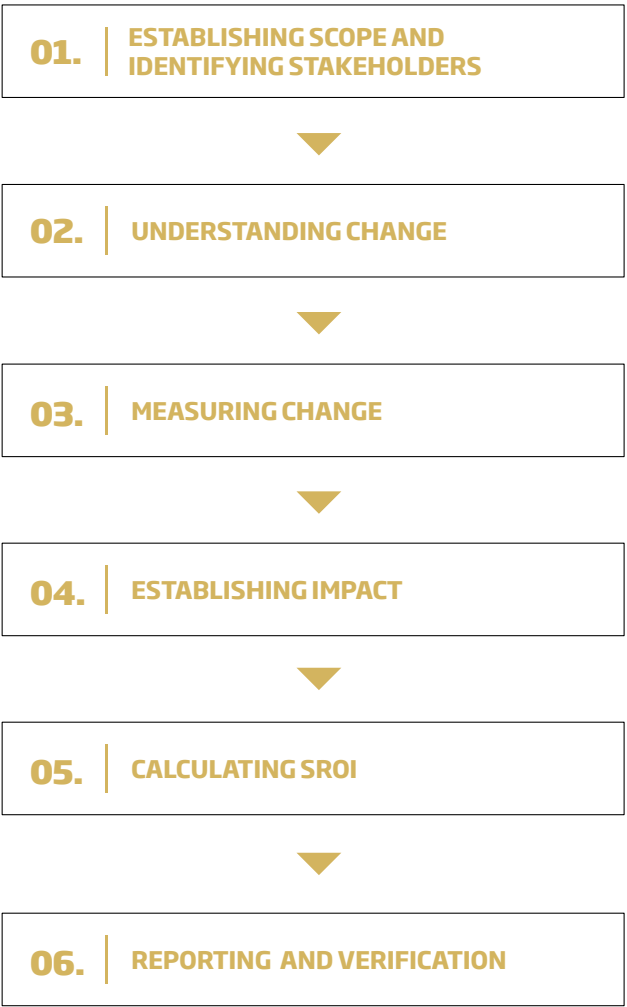
The Outcomes Measurement, Insights and Impact Team at WOCA prepared this SROI report. It describes and presents the value (social and economic) tangibly created by the TKA Programme using the SROI methodology. The report will support WOCA and its providers to reflect on and improve their impact, and build a case for funders and decision-makers to make better-informed decisions for further funding of such programmes.

## Research Methodology

Social Return on Investment (SROI) is an internationally recognised methodology used to understand, measure and account for the broader concept of ‘value’ and incorporates social, environmental and economic impacts. It is developed from social accounting and cost-benefit analysis. It serves as a powerful means to tell the story of change and impact. The seven social value principles underpin the six broad stages of the SROI.

These stages involve identifying and measuring outcomes and, where appropriate, applying financial proxies to represent those outcomes. The overall value of the outcomes is calculated and then compared to the investment required to generate them, indicating cost-effectiveness or SROI.

### STAGES OF SROI



This analysis follows the SROI methodology and takes a prudent approach to fulfil the objectives. This report is a Forecast SROI analysis. It forecasts the value TKA will create from 2019 to 2022. In this SROI analysis, data and information from the TKA Programme and cohort of 2019 have been assessed and extrapolated for four years.

On consultation with the Project Steering Committee and analysing existing information, the following are identified as key stakeholders of the programme:

- Tamariki (5–13 years old), and their whānau
- TKA kaiako and programme managers
- Schools and teachers
- Social Workers in Schools (SWiS), school nurses, Resource Teachers Learning and Behaviour (RTLb) and kaiārahi
- Whānau Ora Commissioning Agency
- Whānau Ora providers delivering TKA – Te Whānau o Waipareira, Manukau Urban Māori Authority (MUMA), Te Rōpū Āwhina ki Porirua (TRA) and Te Kōhao Health
- Funders
- Ministry of Education and other Government agencies.

Next, the programme was explored by reviewing relevant literature, reports and engaging with key stakeholders. Stakeholders were interviewed to help identify and understand what changes (or outcomes) they experience as a result of the programme. These brought to light the nuances of the programme, its approach and delivery across the four sites.

It revealed a range of outcomes, which were verified and measured with relevant stakeholders via surveys, after which valuation filters (deadweight, duration, displacement and attrition) were applied. Following, appropriate financial proxies were identified via stakeholder consultation and secondary research. Lastly, the SROI ratio calculates the value of the outcomes relative to the value of the investment to establish the social impact of the TKA Programme.

The limitations and considerations of the study, especially those posed by COVID-19 and associated safety measures restrict the comparison of change over time for tamariki. However, moving forward, WOCA and TPTW can follow-up, verify or evaluate cohort progress better based on the findings of this analysis. This analysis will support continuous improvement of the programme and tracking of the cohort’s progress.



Te Kete Aronui (TKA) Programme

Te Kete Aronui Programme provides holistic education support to tamariki to achieve improved and sustained numeracy and literacy skills. The programme consists of assessments, enrolment processes, whanaungatanga with the tamariki and their whānau, creating individualised plans and learning programmes for each child, teaching sessions and continuous review of tamariki progress and needs. The teaching classes are series of weekly one-hour numeracy and literacy sessions. Each provider usually delivers two classes per day with 2-3 sessions per week. Tamariki are enrolled in either numeracy or literacy or both sessions depending on their learning needs.

Key to the success of TKA is its unique approach that underpins its delivery. TKA integrates Whānau Ora, kaupapa Māori, commissioning and flexibility to provide an inclusive and fun learning environment through its capable kaiako and by working closely with other stakeholders. A holistic approach to education that addresses factors influencing tamariki learning needs and achievement provides a path to more sustainable outcomes. A safe and fun environment with appropriate teaching methods supports child-centred teaching and learning. These factors have enabled kaiako to accommodate different capabilities and learning styles of tamariki and offer flexibility to respond to the whānau and community contexts.

*" We found the programme for our kids was outstanding. And I'm speaking from a principal view of what I saw happening in the class, which was collaborative learning, shared successes, enjoyment. Certainly, a really strong element of enjoyment for the kids. And of course, the more they enjoy it, the more they're going to engage with it. "*

– School Principal

Social Return on Investment:  
Impact of Te Kete Aronui Programme

The SROI analysis revealed the story of change and value created by the TKA Programme. The most significant changes are seen to be experienced by tamariki and their whānau. These outcomes include:

- ✓ Tamariki are more confident and motivated
- ✓ Tamariki enjoy learning
- ✓ Tamariki have improved numeracy and literacy skills
- ✓ Tamariki have improved comprehension and language skills
- ✓ Tamariki have a greater sense of achievement
- ✓ Tamariki have improved behaviour
- ✓ Tamariki and whānau feel supported
- ✓ Whānau understand and engage in tamariki learning more
- ✓ Whānau are happy and proud of tamariki progress.

*No potential negative outcomes were observed or reported during this analysis. This can be further investigated in a follow-up analysis or if this forecast is evaluated in the future.*

INVESTMENT - **\$4,102,500**  
over four years.

This includes discretionary expenses for deliverables, resources, operations and cost of skilled kaiako and programme managers. It includes venue hire and infrastructure, education resources (laptops, books, stationery) and licenses, koha (prizes/gifts) and kai.

VALUE CREATED - **\$7,069,259**  
of value generated by the TKA Programme  
in four years.

SROI RATIO - **1.72:1**





80%

Tamariki feel confident after the programme



57%

Tamariki feel more comfortable with Te Reo after being on TKA

78%

Tamariki feel more comfortable with English after being at TKA



85%

Tamariki enjoy school more



80%

Tamariki say they're doing better in school

64%

Whānau report their tamariki and whānau feel more supported

71%

Whānau say their tamariki behave better

\$ 7,317,269

Value Created

\$ 4,102,500

Invested

SRI RATIO 1.72:1

For each \$1 invested in the TKA Programme, a total of \$1.72 of value is created.



70%

Tamariki enjoy reading, maths and writing more now



82%

Tamariki like challenging themselves, can ask questions and ask for help now



75%

Whānau observe their tamariki enjoy learning more now

71%

Whānau understand their tamariki learning needs better



88%

Tamariki show positive changes in literacy skills

The forecast value created over four years exceeds the investment.

This value accrues to the stakeholders based on the financial values attributed to the outcomes they experience (taking into account other factors and accounting filters). It is a conservative estimate and does not include the long-term benefits to children and young adults and the value created for the government and other state agencies as a result.





## Conclusion

A programme like Te Kete Aronui contributes to child well-being and improving living standards by reducing the social and fiscal cost caused by culture and identity loss, truancy, unemployment, crime, risky behaviours, poor health and health behaviours. Also, Te Kete Aronui offers a potential opportunity to break intergenerational cycles of inequity and poverty. These constitute a significant predictor of lifetime resource use, resulting in substantial costs in the education, health, justice and welfare sectors.

SROI is much more than a single figure. The analysis highlights how the unique delivery model yields substantial social and financial benefits for tamariki, whānau, community and the government over the forecast period. The analysis also presents the success factors, challenges and opportunities to inform and develop strategies for upscaling and improving Te Kete Aronui and its processes.

This report provides evidence of the positive impact and value created by the programme for tamariki and their whānau. It provides clear investment logic to grant makers, funders and institutions regarding the efficacy of capital use through this programme to deliver targeted, customised educational outputs for tamariki Māori and their whānau. Efforts to expand such programmes widely across New Zealand, especially for tamariki Māori, should be encouraged and strengthened.



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## SECTION ONE

## INTRODUCTION



Te Kete Aronui (TKA) is an education programme designed and developed to deliver numeracy and literacy services to tamariki aged 5 to 13 years to improve educational outcomes for tamariki Māori and whānau. Te Pūtea Whakatupu Trust<sup>1</sup> (TPWT) supported the kaupapa and funded Te Whānau o Waipareira from 2011 to 2013 to deliver TKA.

It was followed by an expanded pilot implementation in 2018, focusing on the urban Māori population. Whānau Ora Commissioning Agency (WOCA)<sup>2</sup> implemented this pilot through its network of providers, National Urban Māori Authorities in the North Island. An evaluation of the pilot highlighted the positive success achieved by the programme within a relatively short implementation timeframe for tamariki and their whānau. In 2019, TPWT commissioned WOCA to extend the programme to four Urban Māori Authorities – West Auckland, South Auckland, Waikato and Wellington. This investment in the programme is from 2019 to 2022. The programme engages with more than 200 tamariki and their whānau per year to support positive education and learning outcomes in this course.

WOCA invests in social outcomes for whānau (and the wider community) by its commissioning for outcomes approach. This entails identifying needs and opportunities for whānau and developing pathways to create positive, sustainable change for them and with them. To this end, WOCA proposed an analysis of the value of the change created by Te Kete Aronui Programme for tamariki and their whānau to justify any further investments.

The Social Return on Investment (SROI) framework was identified as an appropriate approach to assess and measure the social and economic value created by the TKA Programme. In addition to understanding the value for money and considering opportunity costs for funders, SROI helps to understand and structure activities and organisations for continuous improvement. In December 2020, WOCA and TPWT agreed to co-fund an SROI analysis and report of the TKA Programme.

This SROI report is prepared by the Measurement, Insights and Impact Team at WOCA. It describes and presents the value (social and economic) tangibly created by the TKA Programme using the SROI methodology. The report will support WOCA and its providers to reflect and improvise their impact and build a case for funders and decision-makers to make more informed decisions for any further funding of such programmes.

<sup>1</sup> Te Pūtea Whakatupu Trust (TPWT) is established under the Māori Fisheries Act 2004 as part of the settlement of Māori fishing rights claims. As an independent charitable trust, its role is to provide strategic leadership in education, training and workforce development for Māori and to manage TPWT's Fund made available for these purposes.

<sup>2</sup> Whānau Ora Commissioning Agency (formerly known as Te Pou Matakana) serves whānau across Te Ika-a-Māui since 2014. The vision of Whānau Ora Commissioning Agency is tautokona te whānau, kia angitu, kia whai hua – supporting whānau success through Whānau Ora. It is the North Island commissioning agency providing health, social, education and justice services to whānau Māori and their communities. It has a network of organisations and providers, which enables WOCA to facilitate programmes and services that focus on meeting needs and aspirations of whānau. WOCA and its partners follow the Whānau Ora approach to achieve better outcomes and create positive changes. They also have contracts with Government agencies to provide support services for their communities, including the National Truancy contract with the Ministry of Education.



## REPORT STRUCTURE

This report describes the process undertaken to understand Te Kete Aronui Programme and its impact. It tells a powerful story of its value and discusses the implications and actions to develop policy and practices to scale the depth and reach of the programme. This report intends to foster the application of SROI and its use as a tool to inform and improve the value of activities and investments made for tamariki and whānau well-being.

The structure of the report is outlined below.

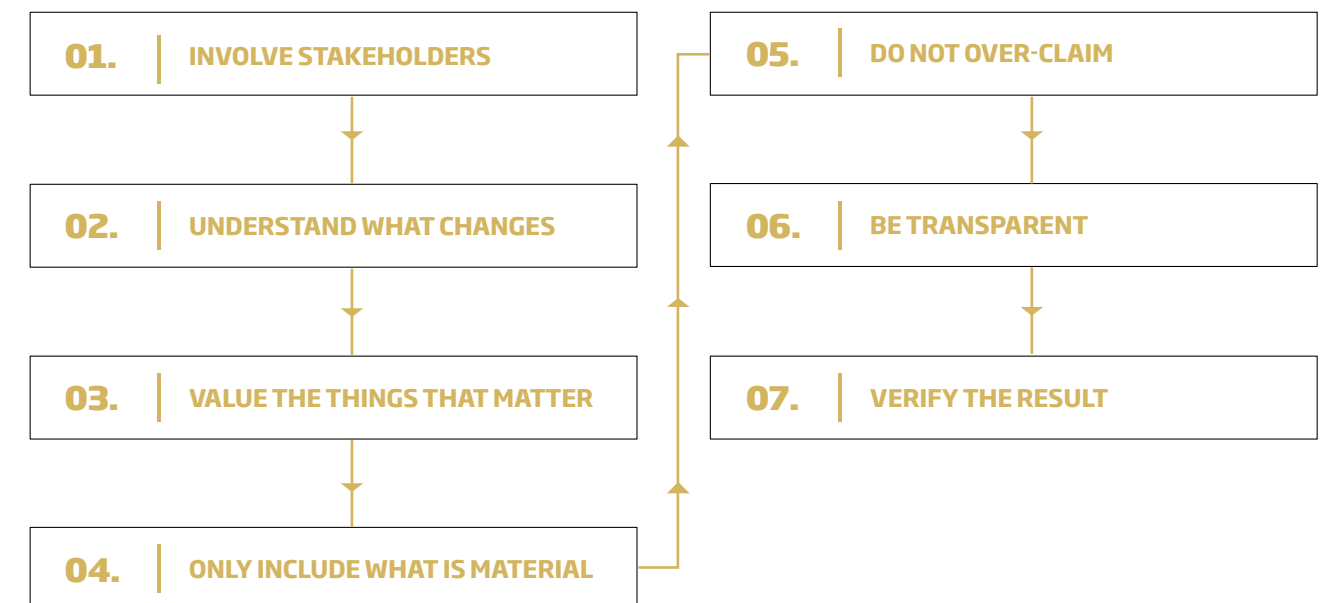
- **Section 1, Introduction:**  
Presents the report purpose, outline and the research methodology used
- **Section 2, Te Kete Aronui Programme:**  
Describes the programme background, approach and its delivery
- **Section 3, Social Return on Investment of Te Kete Aronui:**  
Illustrates the impact and value created by the programme
- **Section 4, Discussion and Recommendations:**  
Synthesises the findings and draws insights from the analysis
- **Section 5, Appendix:**  
Provides additional information referenced throughout the report.

## RESEARCH METHODOLOGY

Social Return on Investment (SROI) is an internationally recognised methodology used to understand, measure and value the impact of a programme or organisation.

The SROI framework<sup>3</sup> helps to measure and account for the broader concept of 'value' and incorporates social, environmental and economic impacts. It is developed from social accounting and cost-benefit analysis. It is an outcomes-based measurement approach that helps organisations understand and quantify the impact they create. It serves as a powerful means to tell the story of change and impact. It helps answer the question, "how much of a difference is being made?"

SROI is underpinned by the following seven social value principles:



The social value principles guide the analysis and ensure it is robust, transparent and consistent and yet allows flexibility to identify and measure the varied experiences of the different stakeholders.

This report and analysis follows the SROI methodology and takes a prudent approach to fulfil the objectives of the study. This section describes the parameters for the SROI analysis of the Te Kete Aronui Programme, including the project methodology, the scope of the analysis, limitations and considerations.

<sup>3</sup> New Economics Foundation 'NEF' (2004). Social Return on Investment: Valuing what matters. London: New Economics Foundation.



# ESTABLISHING SCOPE AND IDENTIFYING STAKEHOLDERS

After reviewing existing documentation and consultation with the Project and Steering Committee, the scope and objectives of the SROI analysis were established.

## Scope of Analysis

This report is a forecast analysis. It forecasts the value TKA will create over four years from 2019 to 2022. In this SROI analysis, data and information from the TKA Programme and cohort of 2019 have been assessed and extrapolated for four years. Due to the disruption caused by COVID-19 in 2020, it was uncertain to establish the plurality of the cohort being single or multiple. However, documentation review, cohort analysis and engagement with kaiako suggest that most of the tamariki on the programme are rolled into the next year cohort. A new participant replaced any tamariki exiting the programme, but these percentages suggested as relatively low. Hence, this SROI analysis considered a single cohort tracked across four years. A future task for WOCA and TPWT is to refine existing measurement tools to gather the evidence to ascertain that the value described in this report through SROI analysis has occurred.

## Objectives of Analysis


The analysis aims to meet the following objectives:


- To understand the TKA Programme
- To assess the impact of the programme
- To demonstrate and share the value created to seek further funding
- To gain insights to support improving the impact of the programme.


## Key Stakeholders


Identifying stakeholders is the primary step of engagement with stakeholders in an SROI analysis. All groups that may affect or be affected by the programme, regardless of whether positive or negative, expected or unexpected, and direct or indirect, were comprehensively considered to identify the impact of the TKA Programme.


The following are identified as key stakeholders of the programme:


Tamariki and their whānau


TKA kaiako and programme managers


Schools and teachers

SWiS<sup>4</sup>, school nurses, RTL<sup>5</sup> and kaiārahi

Whānau Ora Commissioning Agency

Whānau Ora providers delivering TKA – Te Whānau o Waipareira, Manukau Urban Māori Authority (MUMA), Te Rōpū Āwhina ki Porirua (TRA) and Te Kōhao Health

Funders

Ministry of Education and other Government agencies.

# UNDERSTANDING CHANGE MEASURING CHANGE

A mixed method approach (using both qualitative and quantitative data) was used to understand the programme and its impact.

The programme was explored by reviewing relevant literature and performance reports, case studies, and stakeholder engagements. It should be noted that limitations brought about by COVID-19 safety measures affected access and engagement with potential participants especially tamariki and whānau.

Initial stakeholder consultations consisted of group discussions and In-depth interviews with stakeholders. The SROI team interviewed approximately 30 key stakeholders with support from the Whānau Ora providers. The interviews comprised of six TKA kaiako, one SWiS, two school teachers, two school principals, four programme managers, five whānau and eight tamariki via face-to-face and online (Zoom) modes (see Appendix A4 for interview schedules). The process for selecting interviewees (especially tamariki and whānau) was driven by the Whānau Ora providers.

The data review and stakeholder consultations brought to light the nuances of the programme, its approach and delivery across the four sites. It revealed a range of outcomes due to the programme for all the stakeholders. Throughout the process, attention was paid to consequences likely to occur: intended and unintended; positive and negative. These changes are represented in the Programme Logic Model (Appendix A6).

The interviews and documentation review provided insights into the programme and understanding its theory of change.

At the start of the analysis, a draft Programme Logic Model was prepared to ensure relevant data was collected from all key stakeholders. The different changes experienced by tamariki and whānau were measured and validated via surveys (See Appendix A5 for survey templates), existing assessment data (numeracy and literacy tests and kaiako observations) and case studies.

This stage was carried out amidst the COVID-19 lockdown and associated safety measures which limited the access to and engagement with whānau and tamariki. Despite these limitations, a total of 37 surveys (23 tamariki, 14 whānau) were collected in three weeks. Although these constitute a sample of approximately 10% of the cohort, they are well represented across the four sites of programme delivery and validated by the stakeholders.

The Programme Logic Model was refined based on the findings from the research and stakeholder consultations. Appendix A6 represents the Programme Logic Model with the most significant outcomes experienced by whānau and tamariki.

<sup>4</sup> Social Workers in Schools (SWiS) is a Government funded community social work service available in most decile 1-3 primary and intermediate schools and kura kaupapa Māori.

<sup>5</sup> Resource Teachers: Learning and Behaviour (RTL<sup>B</sup>) are funded to work with teachers and schools to support the achievement of students in Years 1-10.

## ESTABLISHING IMPACT

The stakeholder outcomes included in the SROI analysis represent the most likely significant outcomes of the TKA Programme over four years for the key stakeholders: tamariki and whānau. These outcomes are described under Tamariki and Whānau Outcomes in Social Return on Investment: Impact of Te Kete Aronui.

Following the principle of materiality and not to over-claim, the material outcomes and their relative importance is understood. Once this is ascertained, Valuation Filters (SROI filters) are applied to different financial proxies to present an accurate view of the value expected to be created through the programme or activity. These include considering who else may have contributed towards the change, the duration of the change the adverse effects of the change, and what would have happened without the organisation or activity (Refer to Appendix A7, SROI: Valuing Change, Valuation Filters, for more detail). In this analysis, these filters have been estimated by stakeholder consultation, observation and secondary research.

One of the social value principles is to 'Value the things that matter'. Financial proxies approximate the value of an outcome from the stakeholders' perspective. In this analysis, financial proxies have been informed by consultations with stakeholders, discussions with the TKA Programme management, available data and other SROIs. These values are subject to and informed by the stakeholders (whānau and kaiako) of the programme and validated with secondary research.

This analysis used the revealed preference technique for valuation. This technique looks at the market price of a similar service, programme or activity that could achieve a similar outcome for the stakeholder. Other methods used in the analysis include potential resource reallocation from changes in demand for services and cash transactions. Different techniques for valuing outcomes are outlined in Appendix A7, Valuation Techniques. The different financial proxies used for the identified material outcomes in this analysis are summarised in Appendix A7, Financial Proxies used in the SROI Analysis. This stage of the SROI methodology helps to understand the impact of the programme. It also helps derive the value created by the programme in monetary terms.

## CALCULATING SROI

The SROI ratio is a comparison of the value of the outcomes to the value of the investment. The previous stages of the SROI methodology discussed so far led to the derivation of a forecast adjusted present value (Refer to Appendix A7, SROI: Valuing Change, Adjusted Value for more details).

The total value created compared to the total investment in the programme generates a benefit to cost ratio, SROI ratio.

**The ratio score outlines for every dollar invested, how many dollars of social value/return have been created.**

$$\text{SROI Ratio} = \frac{\text{Present Value of Total Value Created}}{\text{Present Value of Investment}}$$

A SROI ratio of 2:1 means that two dollars of benefit have been created for the project's stakeholders for every dollar invested in a project. It should also be noted that despite rigorous data collection, analysis and calculation, the SROI ratio is still an estimate of true value to the participant community and is prone to error. The sensitivity analysis explored how robust the SROI ratio is by adjusting variables in the calculation.

Although SROI provides a ratio of return on investment, it is much more than a single figure. It constructs a story of qualitative and quantitative change among the key stakeholders. The SROI Ratio of this analysis is demonstrated in SROI Ratio: Valuing Outcomes under Social Return on Investment: Impact of Te Kete Aronui.

## CONSIDERATIONS AND LIMITATIONS OF THE STUDY

Ethical considerations are addressed for the study. An ethics approval is obtained from the Waipareira Ethics Committee (Appendix A3) to ensure privacy, safety, transparency and cultural competency for the analysis and report.

Within the SROI framework, changes and outcomes have been identified and verified by the stakeholders. It should be noted that this study is limited to the outcomes of the TKA Programme delivered by Whānau Ora Commissioning Agency and its four providers. Thus, the measure and value of change is subject to and adjusted to the perspectives and experiences of stakeholders in this programme only. In this analysis, although tamariki are the primary stakeholders experiencing change, the value of the outcomes is understood and verified by whānau, kaiako and the programme managers. The social return on investment figures of this programme should not be compared with that of a different programme because the perceptions and resulting benefits to the beneficiaries of other projects will vary.

Due to restrictions and challenges posed by COVID-19, the sample size for stakeholder engagement was restricted in the given period of analysis. This analysis was limited to possible and most feasible modes of engagement with available stakeholders via interviews and surveys. The restrictions imposed by COVID-19 lockdowns and unavailability of data revealed that the probability of data from one cohort to another do not constitute a comparable time series. However, the social value principles and SROI methodology can be applied going forward and can inform continuous improvement efforts and tracking of intra-cohort progress. It opens an opportunity to evaluate the findings of the analysis in the future with the whole or a bigger cohort and well-documented data.





SECTION TWO

# TE KETE ARONUI PROGRAMME

Literacy and numeracy skills form the basis of learning and are crucial for tamariki to engage in education and participate in life. The positive long-term impacts of education on current and future well-being, income, and employment are well documented.

Literacy and numeracy skills are essential for navigating day-to-day life and to shape thinking and resilience. These skills underpin workforce participation and productivity. They also contribute to a wider range of social and health outcomes for well-being.

**Te Kete Aronui is an education programme aimed to improve the literacy and numeracy of tamariki Māori aged 5 - 13 years. The programme provides a platform to support children reach their fullest potential, nurture human capital and the future of Aotearoa.**

## EDUCATION LANDSCAPE FOR TAMARIKI MĀORI

The education landscape in Aotearoa has progressed over the decades but recently data has shown declining rates and persistent disparities in educational outcomes of tamariki that require attention and action. These differences across geographic locations, socio-economic gradients, ethnicity, language and disability highlight the efforts needed to build a place where each child reaches its full potential.

Over the past decade, international surveys (Trends in International Mathematics and Science Study) have shown a slow decline in the performance of New Zealand students. The average scores in reading and maths are decreasing<sup>6</sup>. In 2019, New Zealand recorded falling scores for 9 and 13-year-olds and its lowest scores in the Programme for International Student Assessment (PISA) tests of reading, maths and science among 15-year-olds.

Across New Zealand, there is also a notable gap in literacy and numeracy outcomes between Māori and European students<sup>7</sup>. Māori or Pasifika students' achievements in mathematics, reading and writing are lower than Pākehā students<sup>8</sup>. When comparing schools across deciles, there is little overall progress to report on overcoming inequalities in educational achievement in 2019. The achievement gap<sup>9</sup> widened between 2017 and 2018, from 13.7% to 14.1%, continuing a widening trend since 2016.

Any progress being made to close the gaps is seen through declining achievement among students in socio-economically advantaged schools rather than rising achievement for students of schools in disadvantaged areas.

The percentage of Māori leaving school with less than NCEA Level 1 reduced by 25%, but the proportion is still 2.5 times higher than for non-Māori school-leavers<sup>10</sup>. Differences in achievement between Māori and Pasifika students (from low socio-economic status) and others are apparent and can represent one to two years of progress.

In 2019, the regular school attendance rate for Māori students was 43.8%, while Pākehā students had 61.3% attendance. In 2020, the attendance rate showed improvement by 7.4% for Pākehā students while only 3.7%

for Māori students<sup>11</sup>. While there are reductions in disparity for Māori in education and employment, there is too little improvement in overall disparity. The Not in Education, Employment, or Training (NEET) rate for young Māori is still nearly twice as high as the rate for non-Māori<sup>12</sup>.

The association between poverty and education is well documented<sup>13</sup>. Children from less wealthy families have less access to education services and resources. Furthermore, poverty poses additional challenges of poor health, nutrition, housing and family-peer relationships. According to New Zealand child poverty statistics in 2020, 18.5% of Māori children lived in households with less than 50% of the median household income. Simultaneously, almost 1 in 5 Māori children (19.0%) lived in households without 6 or more of the 17 basic needs. The data shows that nearly half of the children experiencing material hardship were Māori<sup>14</sup>.

The disadvantages that accompany education achievement may be exacerbated by disability status when the language of learning and teaching is not a child's primary language. A 'sense of belonging' and 'feeling safe' are other factors that significantly shape a child's well-being in New Zealand. Māori students have reported a lower sense of belonging at school, impacting the effectiveness of literacy education<sup>15</sup>.

As evidenced, the learning crisis is affected by disparities, ethnicity, poverty and other social factors. These hinder vulnerable tamariki from keeping up with their peers, giving them a less fair chance in their educational journey. Without strong foundations and motivation to learn, children risk going through a cycle of underperformance, repetition and, eventually, dropout. This affects learning achievement and the long-term benefits for an individual and country's well-being.

<sup>6</sup> Education Counts. (2019). *PISA 2018*. Ministry of Education.  
<sup>7</sup> Sutherland D. (2019). "Literacy Proficiency among Students in Aotearoa - New Zealand: Why the Gap between Māori and Pākehā?". In *Perspectives on Indigenous Writing and Literacies*. Leiden: The Netherlands: Brill  
McNaughton S. (2020). *The literacy landscape in Aotearoa New Zealand*. Auckland: Office of the Prime Minister's Chief Science Advisor.  
<sup>8</sup> Ministry of Education. (2018). *Achievement and progress in mathematics, reading and writing in primary schooling. Analysis of e-asTTle assessment data, 2011 to 2016*. Wellington: Ministry of Education.  
<sup>9</sup> Measured by the proportion of students from deciles 1-3 and deciles 8-10 schools who left without NCEA Level 1 or higher  
<sup>10</sup> Tanielu, R., Barber, P., & Wijeyasingha, V. (2020). *Tangata Whenua, Tangata Tiriti, Huia Tangata Kotahi: State of the Nation Report*. Auckland: Social Policy & Parliamentary Unit, The Salvation Army.  
<sup>11</sup> Education Counts. (2019). *Attendance*. Ministry of Education.  
<sup>12</sup> Tanielu, R., Barber, P., & Wijeyasingha, V. (2020). *Tangata Whenua, Tangata Tiriti, Huia Tangata Kotahi: State of the Nation Report*. Auckland: Social Policy & Parliamentary Unit, The Salvation Army.  
<sup>13</sup> Education Counts. (2021). *Children living in low income households*. Ministry of Education.  
<sup>14</sup> Statistics NZ. (2021). Latest release of child poverty statistics - corrected.  
<sup>15</sup> McNaughton, S. (2020). *The literacy landscape in Aotearoa New Zealand*. Auckland: Office of the Prime Minister's Chief Science Advisor.



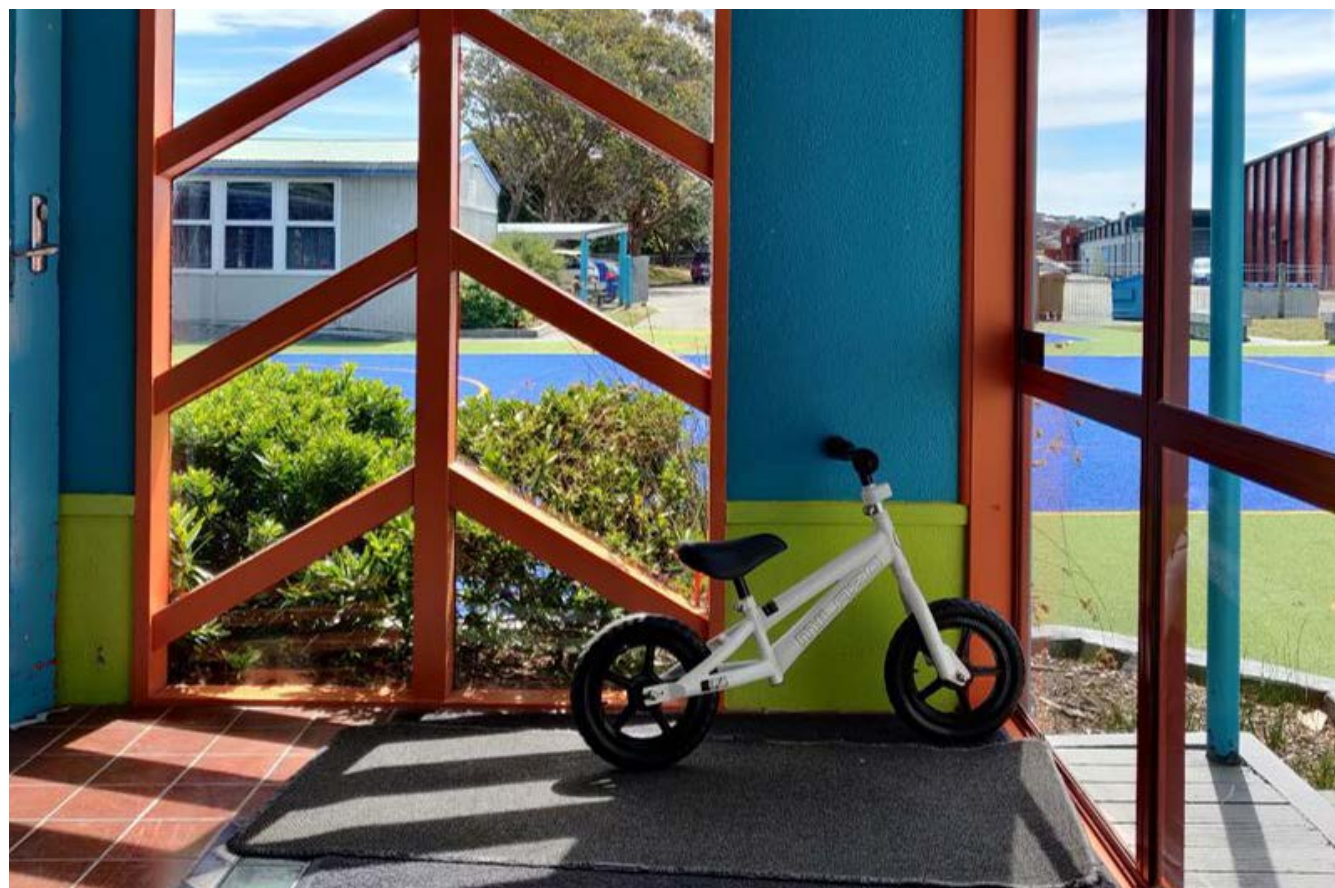
## BACKGROUND

The present context and data of the education landscape impelled the call for a supportive and preventive solution to address a host of deep-rooted issues and inequities in tamariki learning needs and achievement.

After extensive independent research into Māori numeracy and literacy and a single-minded focus on advancing Urban Māori populations nationally, Te Kete Aronui was developed as a programme grounded in best practice literacy and numeracy research and evaluation<sup>16</sup>.

In 2011, TPWT funded Te Whānau o Waipareira to deliver the TKA Programme (2011 to 2013), providing numeracy and literacy services to tamariki aged 5–13 years to achieve improved educational outcomes for tamariki Māori and whānau. In 2018, TPWT made a strategic decision to re-invest in literacy and numeracy programmes targeted towards improving educational outcomes for tamariki in Years 1 to 8, located in high need areas<sup>17</sup>. This investment decision was part of a broader strategic review carried out by TPWT, which resulted in a sharpened focus on four specific wāhanga.

In 2018, Whānau Ora Commissioning Agency was contracted by Te Pūtea Whakatupu Trust to deliver the programme as a pilot by Te Whānau o Waipareira and Manukau Urban Authority. An evaluation of the pilot<sup>18</sup> demonstrated some positive successes and changes in literacy and numeracy outcomes for tamariki and whānau within a short timeframe. In 2019, through additional investment from TPWT, this programme was extended to be delivered across four areas, West Auckland, South Auckland, Waikato and Wellington, in addition to two more urban Māori centres until 2022.



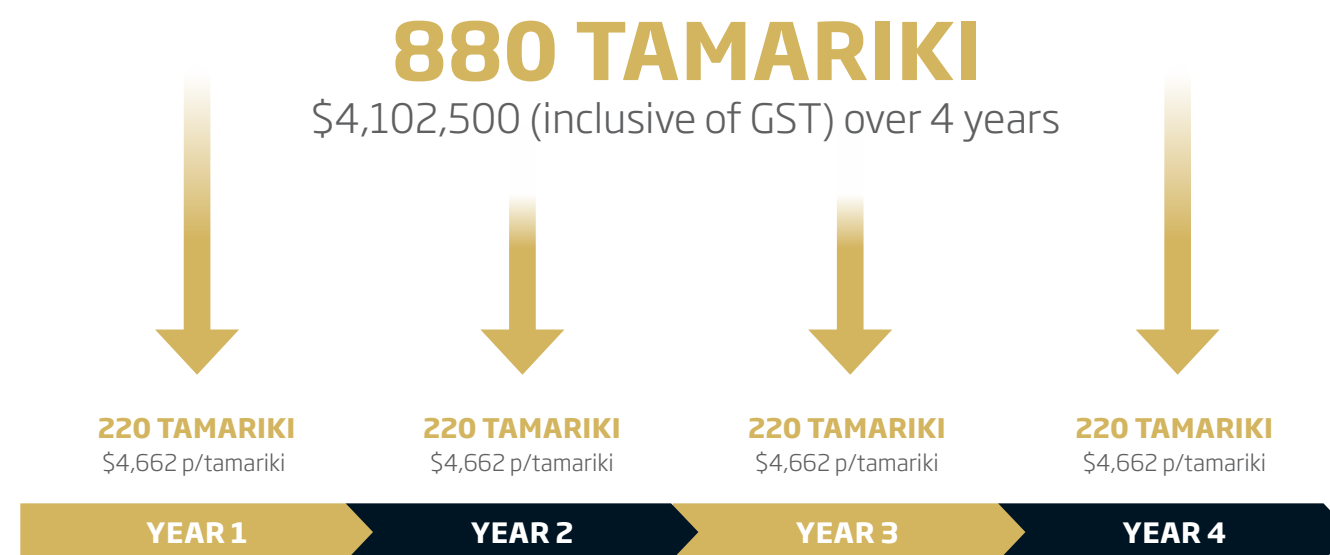
## FUNDING

In December 2018, Te Pūtea Whakatupu Trust contracted Whānau Ora Commissioning Agency to deliver the TKA Programme.

The investment by TPWT in literacy and numeracy programmes is funded under their strategic goal - Te Whāinga Tuatahi - Future Proof the Next Generations for the 22nd Century<sup>19</sup>. The TKA Programme is commissioned through WOCA's network of Whānau Ora providers in North Island to improve tamariki education outcomes.

In 2019, WOCA established four numeracy and literacy service sites to meet the tamariki cohort targets<sup>20</sup> every year till 2022. WOCA commissions the programme through four Whānau Ora providers - Te Whānau O Waipareira, Manukau Urban Māori Authority, Te Kōhao Health and Te Rōpū Āwhina ki Porirua.

**Over four years, a total of 880 tamariki will engage with TKA. This denotes an average of 220 tamariki per year. TPWT has invested a total of \$4,102,500 (inclusive of GST) to deliver TKA for four years, 2019 - 2022. This implies approximately \$4,662 per tamariki every year.**



The investment includes components that are financial and non-financial funding and resources. The expenditure per programme includes discretionary expenses for deliverables, resources, operations and cost of skilled kaiako and programme managers. It includes venue hire and infrastructure, education resources (laptops, books, stationery) and licences, koha (prizes/gifts) and kai.

<sup>16</sup> Te Maro, P. (2013). Ko Te Kete Aronui Report: Evaluative Research of the Te Kete Aronui/Kip McGrath Literacy and Numeracy Programme. Unpublished report.

<sup>17</sup> KPMG. (2018). Te Pūtea Whakatupu Trust Business Case Support. Unpublished report.

<sup>18</sup> Grootveld, C., & Brown, T. (2018). *Formative evaluation of numeracy and literacy programmes*. Wellington: Te Pūtea Whakatupu Trust.

<sup>19</sup> Sourced from <https://www.tpwt.maori.nz/nga-whainga/>

<sup>20</sup> Tamariki cohort targets: 2019 - 200 ; 2020 - 270 , 2021 - 320 and 2022 - 90.



## PROGRAMME DELIVERY

The programme is targeted to Māori tamariki aged 5 to 13 years old studying in Year 1 to 8 and living within operational areas (Auckland, Waikato and Wellington regions) of the Whānau Ora providers. Tamariki are referred to the programme via internal services of the Whānau Ora providers, walk-in from word of mouth and whānau referrals. Some tamariki are referred via school and kaiako networks.

Tamariki come from varying backgrounds. Their local communities experience significant material and social hardship and poverty. Most of the tamariki and their whānau reside in decile 1-4 areas and have high socio-economic needs. Many tamariki come from whānau with housing issues. Housing is a critical issue, and many families live in temporary or emergency housing. This has shown to cause high mobility of tamariki between schools. The transient nature of the school community has a massive impact on student learning. Some tamariki on the programme have behavioural issues (such as ADHD, dyslexia, autism), impaired ability (hearing, sight) or are placed with Oranga Tamariki. Tamariki study in different schools ranging from mainstream English and Māori medium to Kura Kaupapa Māori. Many of the tamariki are bilingual. They speak Te Reo and English with varying proficiency, sometimes one more dominant than the other.

TKA is delivered at four different sites in different settings. One provider runs the programme at a community centre, one at school and two at the providers' site (one has changed from a provider office setting to a school setting). More details of delivery of the programme by each provider is given in Appendix A2.

TKA is delivered by professionally trained and bilingual kaiako. Programme managers and a WOCA Relationship Manager supervise the programme operations. The programme is supported by school kaiako, SWIS, RTLB, school nurses, whānau and volunteers at the different sites subject to the relationship with the Whānau Ora providers. Whānau Ora Kaiārahi, along with kaiako, help provide wrap-around support to tamariki and their whānau.

The programme consists of assessments, enrolment processes and whanaungatanga with the student and their whānau, creating individualised plans and learning programmes for each child, teaching sessions and continuous review of tamariki progress and needs. The teaching classes are series of weekly one-hour numeracy and literacy sessions. Each provider usually delivers two classes per day with two to three sessions per week. Tamariki are enrolled in either numeracy or literacy or both sessions depending on their learning needs.

**Whanaungatanga** – This is a crucial component in students' and their whānau transition into the Te Kete Aronui Programme. It involves all students and kaiako getting to know each other better and building a trusted relationship. It consists of playing games, doing exercises or asking them about their day so that tamariki get ready for the lessons. These activities last for about 5-10 minutes. At times, it involves giving tamariki nametags and asking them to write an emotion related to how they feel on arrival to class and on finishing class. In addition, the provision of kai, koha, tikanga and kaupapa Māori elements strengthen whanaungatanga.

**Enrolment and assessment** – Before engaging with the programme, tamariki are assessed to ascertain at what level the student is reading, writing or comprehending (literacy) and operating at numeracy. Tamariki are assessed using different reading and writing tests including Probe, Schonelle, Burt, PM Benchmark, Colour wheel, e-asTTle and Running Records. Numeracy assessments include GLOSS, Knowledge Test and CLAN.

Based on these assessments, students are levelled as prescribed by the NZ Curriculum Achievement objectives for each level<sup>21</sup>. The results are measured, and tamariki and their whānau are informed of the learning needs and the programme. After that, they are enrolled on consent.

<sup>21</sup> Sourced from <https://assessment.tki.org.nz/Overall-teacher-judgment/Definitions-of-achievement/Expected-levels-of-progress-through-the-curriculum>.

<sup>22</sup> Individual learning workbooks, handbooks or pre-defined workbooks and sheets.

<sup>23</sup> Such as the STEPSWeb Programme and Sunshine Online.

**Learning plans** – Based on the assessments, individual learning plans and goals are prepared for each tamariki. It takes about 30 hours to prepare these for each tamariki for one term. Each student begins the lessons as per their individual planned learning pathway.

**Teaching/Tutoring** – Literacy and numeracy classes are held almost two to three times a week at each site. There are usually two to three sessions of 8-12 tamariki each in a day. These sessions are run after school or within school hours (dependent on delivery site). There is a range of abilities of tamariki within the classes. As the tamariki start engaging, tutors introduce changes to enhance their educational experiences. The teaching sessions are individualised sessions run in groups in a classroom-like setting. They are delivered by a combination of face-to-face, virtual (Zoom), paper-based<sup>22</sup> and digital learning<sup>23</sup>. Some of the booklets and workbooks are customised to each child with a break-down of tasks. Kaiako get in previous homework and assist each of the students in getting started on their programme.

Besides classroom learning, the programme includes an aim to have Education Outside the Classroom (EOTC) components to broaden the children's experience and worldview. Some of these activities include a visit to the library, city centre and outdoor activities.

**Reassessment** – Reassessments of tamariki are done quarterly to track their progress and needs and provide relevant support accordingly.

**Systemic review** – This refers to incorporating feedback from students, whānau, Te Kete Aronui team and other key stakeholders to ensure that best practices are implemented and that students achieve their goals. A commitment to constantly improving the quality of services has led to streamlined processes. It also includes recording and managing data and reports regularly.

**Referrals and support** – The Whānau Ora approach to delivery entails assessing whānau and tamariki needs, not limited to education. After assessment, they are referred to relevant services and have resources provided to support tamariki educational needs and outcomes. Education resources such as Chromebooks, stationery and books are often supplied along with food parcels for the whānau. Connection to support services through referral to food bank, counselling services, RTLBs and health services for tamariki are common. Support also includes advocating for tamariki and whānau with schools and other agencies and building relationships to help them navigate through barriers in the system.





## UNIQUE VALUE PROPOSITION

Te Kete Aronui Programme by the Whānau Ora Commissioning Agency is an educational intervention that uses certified tools recognised by the Ministry of Education with its own unique approach. The commissioning approach, Whānau Ora model, kaupapa Māori methods and the creation of a safe and inclusive model of learning by capable kaiako underpin the uniqueness and success of the programme.

### Commissioning and flexibility

WOCA commissions the TKA Programme based on high Māori urban population. The common objective is to support tamariki to achieve better education outcomes. Each provider has adapted the programme to best respond to their community. The model provides flexibility to adapt and change to circumstances and needs. This has also helped kaiako to understand their students better and help improve their participation in learning. For instance, one of the providers delivers the programme out of a community centre in an area with high needs, thus reducing the barriers to access and transportation for tamariki and their whānau. Another provider runs TKA out of a school setting in a decile 1 community to offer better access and engagement of students within school hours and reduce attrition. An established network within the community and with schools prompted one provider to run TKA out of its organisation's office site. The ease of access, trust and recognition allowed easy referrals and provision of the programme to tamariki. Flexibility has allowed another

provider to start delivering the programme out of its organisation's office site then in 2019 moved to a school-based delivery model in response to the community, school's demand and COVID-19 circumstances. Besides the delivery site, the programme is flexible in adapting the best mode of learning for tamariki. The kaiako delivers the programme in a range of methods from traditional face-to-face paper-based learning to the use of digital learning platforms (such as STEPSWeb and Sunshine Online) and virtual classroom sessions (via Zoom). The programme is delivered in one method or a combination of methods based on the kaiako and programme managers' informed judgement of what works best for tamariki in the given settings (resources, circumstances and location) and their learning capability.

The flexibility of the commissioning model has enabled each provider to develop a delivery model to best respond to their community needs and offer better support for the education and well-being needs of tamariki and whānau.

*"It was really hard last year during COVID19. We changed it from being after school, where we would bring them (tamariki) into our office space, we'd have a classroom set up down there, and we'd do the pickups, and we'd cook them afternoon tea, or pretty much dinner, and then we dropped them off."*

*"But because of COVID, we had to change, so it meant coming full time into the schools. It was easier because a lot of the time after school was transporting the children, getting food ready, and maintaining the classroom's stability. This way, I was able to move during the day and just go and promote the lessons, and we built good relationships with the teachers and principal. But I think that was a better approach to the programme. The kids got more out of it, and it was more consistent."*

– Kaiako, TKA

### Whānau Ora approach

It is well documented that a child's general well-being can affect their education and learning. TKA delivers with a Whānau Ora approach – a holistic approach to look at the tamariki and their whānau well-being and to support them with services and resources accordingly. This has shown to be effective and make sustainable, positive changes in tamariki learning.

Most of the tamariki come from lower decile schools and communities. Barriers such as transportation, healthy food, safe housing and keeping warm are common. Kaiārahi assess and record tamariki health. This helps draw a better picture of the factors potentially affecting tamariki learning. The Whānau Ora approach empowers whānau to mitigate barriers and challenges they may face by wrapping around relevant support services and resources.

*"Learning comes a long way down the track when it comes to operating and educating in a decile 1 school. Feeding kids, keeping them warm, keeping them happy, making them feel safe, are all baseline, but essential elements before we can move onto the learning."*

*You've got kids coming in with a number of things going on in their lives. And that is they haven't got access to food and their homes are cold in winter and all sorts of things that come with poverty. Yet they can come to school with this programme and succeed, and succeed to a really high level."*

*The kaupapa I put out to every person that walks in is to say that the school belongs to you, you're part of the wider whānau group here. And people come in, agencies and that, and I say to them, don't make an appointment, don't even ring to make an appointment, just come in."*

– School Principal

### Kaupapa Māori practice

It is difficult to describe how the Whānau Ora providers deliver the programme in an environment that is 'Māori' without reducing culture to a set of limited practices. Services are delivered in a culturally affirming environment, making it more effective in engaging with whānau Māori and communities.

The providers have created a culture where the programme delivery is consistent with Māori values and tikanga. Visible expressions of culture like the use of Te Reo Māori during teaching with the incorporation of karakia, waiata, whakapapa and ngā āhuatanga Māori create a safe space for expressing and being confident with tamariki identity. It is seen that providing education in a kaupapa Māori environment can use cultural bases to improve the well-being of students<sup>24</sup>. The Māori Education Strategy, Ka Hikitia, also reinforces the role of Māori identity, language and culture for successful education for Māori students<sup>25</sup>. Similarly, the practice of the 'tuakana-tēina' model helps build tamariki relationships and leadership skills.

The programme embeds the principles of manaakitanga (hospitality), tautoko (support), whakawhanaungatanga (relationships, belonging, connectedness), and tino rangatiratanga (self-determination, autonomy, self-preservation) into its delivery and operation. These positive Māori behaviours and values are modelled by the kaiako and seen to be reciprocated by tamariki on the programme unconsciously.

*"You're talking about maintaining the mana of the kids, supporting them, not directing, and that they're together with a tuakana-tēina process which ... it gives them leadership. It teaches them leadership skills, teaches them responsibility to look after the little ones and find that education can be fun."*

– Programme Manager, TKA

*"The school, the Kura, is actually on a marae, then they do have a lot of that. Like, they do karakia and prayers and things before all their meals. They've got that all the time, right through all day."*

– Kaiako, TKA

<sup>24</sup> McNaughton, S. (2020). *The literacy landscape in Aotearoa New Zealand*. Auckland: Office of the Prime Minister's Chief Science Advisor.

<sup>25</sup> Ministry of Education. (2021). *Ka Hikitia – Ka Hāpaitia, The Māori Education Strategy*. Wellington: Ministry of Education.



Role of Kaiako

The kaiako are a central component of the programme. Their role is beyond a teacher who only supports students in classroom sessions. The kaiako role is also influenced by the role of Whānau Ora Kaiārahi <sup>26</sup>. They provide whānau-centred support beyond tamariki and respond to the whole whānau needs and aspirations even outside normal contractual expectations. This implies assessing and understanding the tamariki education needs from a well-being lens and identifying areas that restrict or promote their learning and well-being. For example, observing if a child’s reading difficulties are because of reading skills, poor vision or other issues and providing the required support. This holistic view is discussed further under the Whānau Ora approach subsection.

*“And I think that’s a really valuable thing with a programme, [understanding each student’s issues and personalising solutions] and it is even more one to one. Our kura’s really lucky because we’ve got low numbers in the classes as well, so they are getting more interpersonal.”*

– Kaiako, TKA

Kaiako teach tamariki for a prescribed 40–60 minutes per session, and also provide support with goals and activities to assist tamariki learning outside of learning time. As they review and assess tamariki, they better understand the tamariki educational level and needs. When the tamariki level and reports do not align, kaiako spend more time with each student to make a personalised plan (if required) and help them achieve their goals.

*“As a teacher, those little things, just those little bits of information like a particular child might have been a bit slow on the programme today, they didn’t do as much as I thought that they would have gotten through in their work. And she’ll [the school teacher] say something like, they didn’t bring their glasses, they had a late night last night because they had to go and stay at their nan’s last night or the parents ... all those little things matter as to how and why the kids are the way that they are at that particular time. They might not be interested, and they might not be engaging. Well, that’s because something else might be going on for them.”*

– Kaiako, TKA

The kaiako delivering the programme are highly skilled in numeracy and literacy teaching and hold an added advantage of being bilingual. Their proficiency in both languages, especially Te Reo Māori, has shown to help understand and improve the language of the tamariki. They can translate and teach in both mediums for tamariki coming from different schools. The tamariki and whānau on the programme described kaiako as approachable, fun and trustworthy. The kaiako explore ways to draw and keep tamariki attention and interest in learning with kai, koha and incentives, wearing ‘young and trendy’ clothes, playing sport or art with them. This has helped to build a trusted and engaging relationship with tamariki.

*“The resources we have are experienced teachers coming in who know how to tap into those databases to give that structure, that curriculum infrastructure if you like. And more importantly, we’re talking about people, teachers that are wanting to give back. That’s the difference ... and our area is taking children that are more vulnerable.”*

– Kaiako, TKA

*“You come in, she [kaiako] embraces the kids, and I love that because that’s how we are at home. So, I feel comfortable coming in and just seeing her, and it’s one of those things where you like, text a friend, sort of thing. I’m like that with her. So, having that relationship with her is great, especially for my kids.”*

– Whānau, TKA

It is also observed that in some instances, kaiako check-in or support tamariki even after they exit the programme, such as to help them transition to a new school or college. Having someone they can reach out to whenever needed gives tamariki confidence and makes them hopeful about the future, encouraging them to try harder to reach their goals and aspirations.

*“Those ones that were year eight and they’ve gone onto college this year, still see them around, and they’ll still email me on how well they’re doing. And I’ve always said to them, if you need the help, let us know. And so, R. [the school teacher] and I, we always make sure that the children know that we’re here even if you’ve moved onto another school. So, last week, one of them emailed me and said that she was having trouble with a couple of maths equations. And I say, right, we’ll Zoom*

*you, I will Zoom you this afternoon when I get home from work. Zoomed her, walked through the steps and did the work with her and then she handed it in the next day. Emails me back the next day, and she’s like, I passed! I passed my maths test. Just little things like that. It’s all those little things that matter. Those little milestones. To some people, they might not seem like much, but to kids like these kids, it’s huge. It’s huge!”*

– Kaiako, TKA

A safe and fun learning environment

TKA is always seeking strategies to create a safe and fun learning environment to foster tamariki learning. The impact of creating a happy and safe environment for tamariki learning is seen to be huge. Many whānau refer to the environment at TKA as a reason their children can progress well and behave better than before. Kaiako also described how they created a fun and relaxed way of practice for tamariki that not only helped to engage them more but also led to better educational and social changes in tamariki.

TKA has a child-centred, inclusive approach with a well-designed learning plan promoting holistic learning and development. It creates a space where tamariki are encouraged to and not afraid to be and express themselves. They are allowed to make mistakes and find solutions and seek help when required. The trusted relationship with the kaiako, flexibility, kaupapa Māori and Whānau Ora approaches underpin the creation of a safe and fun learning environment for tamariki to thrive.

*“I think it’s a safe, healthy, educational learning environment where the kids don’t feel pressured and they’re succeeding more.”*

–Programme Manager, TKA

*“The children can learn at their own pace. They’re not directed by a teacher to finish this project, that project. They can move through the applications when they want to when they’re ready. There’s a lot of competitiveness and I think that drives the tamariki to want to learn.”*

–Programme Manager, TKA

*“So, they were still coming in and traditionally waiting for the teacher to tell them everything. We were trying to create an environment where they could ask anything they wanted to do or try to do that. I mean, you’ve got to remember these kids that we had, that we had literally targeted, were kids that weren’t doing this in school. Who felt they couldn’t ask a question, they had to just wait.”*

–Kaiako, TKA

*“It’s not always going to be as easy as sitting down in the classroom and a Chromebook. Sometimes they need a little bit of energy released and so quickly, let’s go and have a game. And then come back in, now are you ready? And they’re like, yes, we’re ready.”*

– Kaiako, TKA

*“They [her tamariki] might look like they’re shy now, but they shine in there, and that’s because they make them feel included, and they’re welcome. And that’s the most important thing, is actually making them feel welcomed.”*

–Whānau, TKA

Collaboration

Throughout the delivery, TKA takes a collaborative approach. It encompasses school teachers, schools, principals, SWIS, RTLB, other education sector stakeholders and Whānau Ora Kaiārahi. At some sites, kaiako interact and work together with school teachers and schools to share the opportunities available for students in the programme and advocate for tamariki who need extra support. This relationship is reciprocated with school teachers informing and sharing tamariki progress with TKA kaiako and working together to support them. In addition, whānau are engaged in the programme to inform and participate in their child’s education and learning and align to the expectations and values.

*“I went [to the school teachers] and said, well these are the kids on the programme. Last year it was a bit more ... it’s sort of been a bit slow with the teachers. Now I think the teachers are well aware that they can come and say.”*

–Kaiako, TKA

*“We needed to make sure the programme we were working on was going to be consistent with the learning of what the children were doing at school.”*

–Kaiako, TKA

*“So, the SWiS worker and the kaiako work collectively to make sure that their kids were managed and that they could be supported moving through if they had a bit of difficulty. They use the concept of the tuakana-tēina, so some of the other ones would, depending on the situation, would be seated next to someone a bit younger and so they could guide them through.”*

–Programme Manager, TKA

<sup>26</sup> Kaiārahi (navigator) is a central role in Whānau Ora services. They assess whānau needs and goals, connect and help them navigate through the relevant services and resources to achieve their goals and aspirations.



# TE KETE ARONUI 2019

Delivered by Te Whānau o Waipareira, Te Kōhao Health, Te Rōpū Āwhina ki Porirua and Manuaku Urban Māori Authority

## 4 URBAN SETTINGS

- West Auckland
- South Auckland
- Waikato
- Porirua/Wellington


## DELIVERY SITES



Community centre

7

Kaiako



Schools

4

Programme Managers



Organisation office sites

1

Relationship Manager

## OTHER SUPPORT

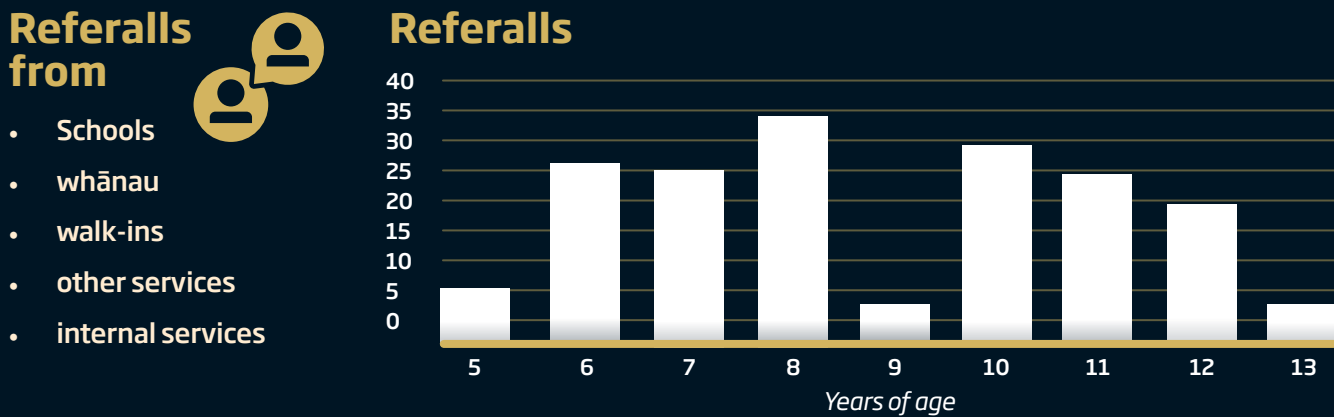
SWIS, RTLb, volunteers, kaiārahi, school, teachers

More than 15 schools – Kura & Mainstream

Mostly in deciles 1 - 4



## 188 TAMARIKI INVOLVED



### Numeracy Assessment

GLOSS, Knowledge Test and CLAN

300+ Assessments recorded (Initial & follow ups)

### Literacy Assessment

(reading, writing, comprehension and oral)  
Probe, Schonelle, Burt, PM Benchmark, Colour wheel, e-asTTle and Running Records

150+ Learning plans prepared

### TEACHING MODE

- Individual and group learning
- Face to face and virtual setting
- Paper based and online applications

### NUMERACY & LITERACY SESSIONS AT EACH SITE

40-60 minutes each week

2-3 sessions per day

2-3 times a week

TOTAL

more than 400 minutes per year

## WHANAU INTERACTIONS AND SUPPORT

## WRAP-AROUND SUPPORT AND RESOURCES

Counselling, food packs, hygiene packs, parenting programmes, Whānau Direct<sup>27</sup>, Chromebooks, Stationary

<sup>27</sup> Whānau Direct is a financial aid (up to \$1000) provided by WOCA and its Whānau Ora providers to support whānau in crisis or for essential needs.



## FAVOURITE THINGS ABOUT THE PROGRAMME

learning new things and correcting my mistakes. Improving things.

My Kaiako Arongo & Mātua Silione

online reading

playing games with cards and dice and math

Sunshine Online

He maori

i like the stickers.

how the kaiako are so kind to the tamariki

learning new words and getting quizzed on.

Both my Kaiako :)



## CASE STUDY

T.M. was a tamaiti on the TKA Programme. Other tamariki were bullying him at school. He also had a hearing problem. Despite seeking treatment for his hearing and trying to get support from the teacher at school, he was not willing to attend school. He was withdrawing.

After going to the TKA after-school programme, he is happy. He is enjoying the classes and learning and making friends. He is more confident with maths, and his reading has dramatically improved. He has changed from being unhappy, down and lonely to feeling excited, happy and positive. Whānau also notice that his relationship with his younger siblings has improved, and he even helps them with their schoolwork. He can control his anger and communicate better at home. His whānau think the welcoming and safe environment at TKA and the one-on-one support offered to him have helped him increase his confidence in learning and be happy again.

*"He doesn't seek support, it's really difficult for him to put himself out there for support. But they treated him like he was their child and awhi'd him into learning, made it enjoyable for him. So, he loves that he's going there and he's playing games, he's learning new technology, how to use the computer. And that's the stuff that he brings home as well. He looks things up to research online. He's doing those kinds of things. But the biggest difference that we've seen is that he's a lot happier. I think in his classroom, teachers were too busy for him and they spoke too fast. Whereas Mātua and the kaiako that was with him last year took it slow. They were able to speak at his level and help him. And the kids that were at the table with them learning together, they really helped boost his confidence, that he was in a safe place. He was allowed to make mistakes. They didn't push him. It was like they really looked after his way of learning and his style of learning."*

– Whānau of T.M, TKA



## SECTION THREE

# SOCIAL RETURN ON INVESTMENT: IMPACT OF TE KETE ARONUI



Understanding and measuring the changes experienced by the stakeholders, tamariki and whānau substantiate the impact of the TKA Programme.

Preliminary changes for tamariki and whānau were identified through document analysis. These were verified and further explored via interviews with tamariki, whānau and kaiako interviews. Based on the interviews, surveys were administered to tamariki and whānau to verify and validate the most important changes experienced by them. Details on understanding and measuring the change have been discussed in Introduction: Research Methodology.

This section of the report describes the impact of the TKA Programme. It first defines the significant outcomes experienced by the tamariki and whānau and then presents the value of these outcomes by calculating the SROI Ratio.

Each outcome is described from the stakeholders' perspectives and is supported with anecdotes collected and substantiated by one-on-one interviews. These are further endorsed with quantitative information collected via surveys and secondary data (e.g., numeracy and literacy assessments).

**Note:** No potential negative outcomes were observed or reported during this analysis. This can be further investigated in a follow-up analysis or if this forecast is evaluated in the future. This analysis did not include participants who dropped out or did not complete the programme. Any changes (positive or negative) experienced by this group as a result of their enrolment or limited involvement in the programme will need to be assessed. This can be considered to verify in a follow-up or future evaluation study.



# TAMARIKI OUTCOMES

## Tamariki are more confident and motivated

Engagement in the TKA Programme and their ‘magic’ approach helps address some of the barriers to tamariki learning. The several barriers coupled with their difficult circumstances made tamariki feel ‘low’ and negative. Evidence from interviews, surveys and records show how TKA has helped tamariki gain confidence in themselves and show them they ‘can’ improve their learning and ‘can’ be successful.

The guidance and push provided by the kaiako and, the safe and fun learning environment boost tamariki morale. It has uplifted the ‘I am dumb’, ‘I can’t do this’, ‘It is impossible’ attitude to ‘I can do it’, ‘It is difficult, but I can try’, and ‘I am smart’. Tamariki can ask questions when they cannot understand something or have doubt. They are more outspoken and can express themselves better. TKA allows them to make mistakes and learn from them. The programme allows tamariki to learn at their pace and style and strive to their fullest potential.

Tamariki can set goals for themselves and plans to achieve them. They are more task and goal-oriented and can self-reflect and learn independently. The competitive nature of a group learning with peers and meeting their goals encourages healthy competition and keeps them determined. Tamariki invest more time and dedication in the programme. The use of medals, certificates and frequent appreciation on achievement of goals have been demonstrated to boost tamariki confidence and motivation to do better. Some tamariki mentioned that they did not want the silver, but only gold. Some also said how they wished to be top of the board and come first.

Whānau, tamariki and kaiako value these changes significantly. All whānau have noticed the increase in confidence of their tamariki#.

ALMOST  
**80%** of tamariki reported they feel confident after the programme.\*

**82%** of tamariki say they like challenging themselves, can ask questions and ask for help now.\*

# Responses from Whānau; Appendix A5, Whānau Survey.  
\* Responses from Tamariki; Appendix A5, Tamariki Survey.

*"With this programme, he came up to me every day, and he was telling me, 'Look, I got to this stage, and I've done it by myself' or 'Oh, I got one answer wrong, but I'm going to do it again'. He would never say that. He would never ever do that in the class."*

– School Teacher, TKA

*"You can see where you're coming in the class, and that really pushed him to want to do better because he wanted to do better than the other kids, which was good. It was good motivation."*

– Whānau, TKA

*"The competitive nature is crazy. Crazy. These kids, they would come in at eight o'clock. School starts at ten to nine here."*

– Kaiako, TKA

*"And he probably did it for maybe like, an hour straight, which got him off playing the PlayStation which was good. But he was really excited to try and get as much done as he could. ... So ... he was putting in a lot of effort at home to do it ... He really wants to push to beat the other kids. He was so motivated to do really, really well, which is awesome because I've never really seen him motivated in his education."*

– Whānau, TKA



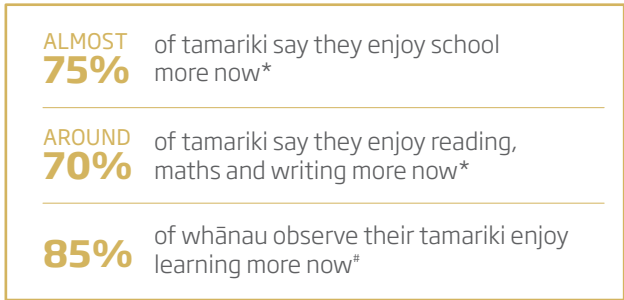
# Responses from Whānau; Appendix A5, Whānau Survey.  
\* Responses from Tamariki; Appendix A5, Tamariki Survey.



Tamariki enjoy learning

Te Kete Aronui creates a safe and fun learning environment that motivates tamariki to engage and participate more in learning. This is attributed to the enthusiastic kaiako, innovative learning methods and welcoming safe space where mistakes are seen as progress rather than failure. The curriculum is broken down into more manageable tasks for tamariki to understand better. Using two languages and individual learning plans helps ease tamariki and learn at their pace rather than pressured and set to fail. Tamariki are encouraged to believe in their capabilities and reassured of their potential to achieve more. Confidence and motivation foster tamariki engagement in learning in class and school. They do not see maths as boring, but a problem to be solved. Tamariki look forward to reading and writing classes and enjoy learning new words and stories. Tamariki have shown they set aside their own time for learning, before or after hours, and are keen for the next level to achieve.

Kaiako and whānau shared how the use of new strategies and tools keep tamariki interested. For example, digital applications, coloured workbooks and games have shown to keep tamariki more engaged and enjoy learning.



*“Beforehand ... He just did it because he had to and it was in class ..., but with this programme, he was putting in a lot of effort at home to do it.”*

– Whānau, TKA

*“She’s leaving the door at ten to eight to be on time for breakfast maths. It’s gone from one extreme to the other.”*

– Whānau, TKA

*“With the programme, it just fostered a real excitement to want to be doing it, to coming in. We’d have kids, we’d be doing our lesson and we’ve got other kids standing at the door from the other classes because they’re having a look and they want to see and they’re interested and they’re wondering and asking their teachers, going back and going, why aren’t we doing [that class]? Can we do it? It looks fun. We’ve had a look at it. Or if they’ve got older siblings that they were in on the lessons, the younger ones at home would be engaging in the programme with their older siblings because they want to.”*

– Kaiako, TKA

*“... the whole competitive side of it. They just couldn’t get through it fast enough to be the first one to finish and put their hand up ... So, there wasn’t one of them that got it first shot. It took them a couple of goes to come back around, they’d look at their errors and figure out, okay, this is where I need to look at, I need to work on these ones. And then they’d go back to it.”*

– Kaiako, TKA

*My favourite thing about the programme is that it goes like, easy to hard. So, when you start at the start, you could just level up, and then race your friends to the end.*

– Tamariki, TKA

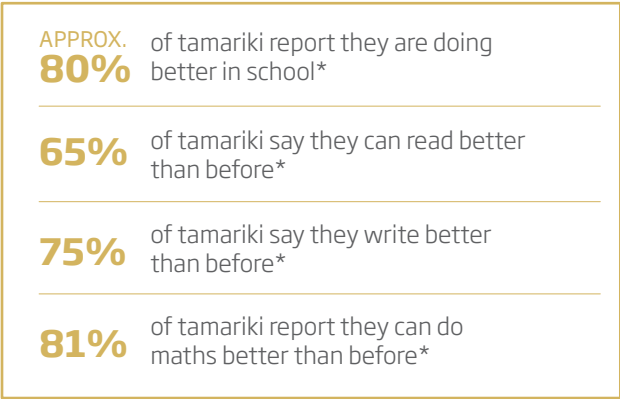
*“He wanted to get to class and he enjoyed the company, he enjoyed the kaiako. I think they were learning and they didn’t even realise sometimes because it was so much fun.”*

– Whānau, TKA

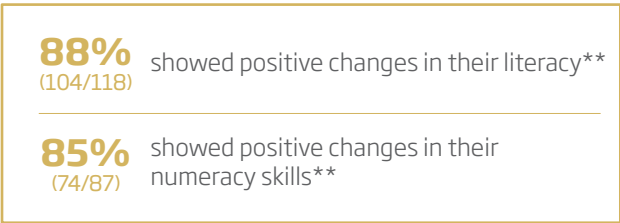
# Responses from Whānau; Appendix A5, Whānau Survey.  
\* Responses from Tamariki; Appendix A5, Tamariki Survey.

Tamariki have improved numeracy and literacy skills

Interviews and surveys with whānau, kaiako and tamariki and assessment data show evidence of tamariki improving their literacy and numeracy skills on the programme. Almost all whānau mentioned that their tamariki are doing better at maths, reading and writing. Kaiako also observe significant changes and shifts in tamariki learning. While some may show minor changes, some tamariki have successfully demonstrated moving up 18 months to their prescribed level of education. For some, the course acts as a booster or refresher to enhance and practice their skills.



Tamariki assessment data shows that out of the 188 tamariki enrolled on the programme, 70% (133) were followed up and reviewed. Of these:



# Responses from Whānau; Appendix A5, Whānau Survey.  
\*\*Results from tamariki literacy and numeracy assessments and kaiako observations.

*“I’ve had some students gain three years in reading age within the school year and they are the ones that are motivated and they were still on last year.”*

– Kaiako, TKA

*“Last time I didn’t get some of my times tables, and I know some of them now. And I know the divided by’s.”*

– Tamariki, TKA

*“So, that’s the greatest thing for me because it took me ages for X [her son] to actually do anything with reading and writing and that. Right now, he’s bumped up so many levels. Last year, at the start of the year, he started off as reading at like he was four years old. Now he’s up to par with where he’s meant to be and excelling a bit more because of the help from this programme.”*

– Whānau, TKA

*“It’s helped with phonics. All the pronouncing the words. I’ve seen everything that he’s learnt there, implemented into ordinary life. Like, even if it’s just reading street signs and everything, where he wasn’t doing it before. And my teaching skills aren’t up there. Yeah, they were experts in their field. They knew what they were doing, and they helped him tremendously.”*

– Whānau, TKA



Tamariki have improved comprehension and language skills.

Most of the tamariki on the programme were bilingual with varying proficiency in English and Te Reo Māori. While some could understand English, they did not know Te Reo Māori well, and others were vice versa. Some tamariki found it challenging to understand English, and this affected their literacy and numeracy skills. The medium of learning language has a strong influence on the learning capability of a child. At the same time, it shapes the oral skills and comprehension for social interactions and confidence and cultural identity.

The delivery of the teaching sessions in bilingual mode by the kaiako helped tamariki improve their ability to understand Te Reo Māori or English. They were able better comprehend what was being taught and at the same time learn new vocabulary. For example, the use of Te Reo Māori numbers or simple words helped tamariki from kura Māori to understand the resources in English better and helped English speaking tamariki pick up on Te Reo Māori and use it. This eventually improves their confidence and ability to relate and learn better. Whānau also mentioned the capability of kaiako to talk to the tamariki ‘at a level that they can understand,’ helped hone their language and comprehension skills.

- 57% of tamariki reported they feel more comfortable with Te Reo after being on TKA\*
- 78% of tamariki report they feel more comfortable with English after being on TKA\*

*“She [kaiako] utilised her Te Reo Māori to help explain things. So, it was very beneficial. It allowed him to learn things a lot faster because she could use both languages.”*

– Whānau, TKA

*“When I learn here it’s easier for me to understand what I’m learning at school!”*

– Tamariki, TKA

*“She only spoke Te Reo Māori, and we had to converse with her and then we had to actually get her to do some phonetic because they know their A, E, I, O, U ... And then we needed to get her to do the alphabet, phonetic sounding in that. Then what we did with her, we actually got her to start reading, and then we broke the words up. And so, we used the sight words for that ... What we got from that was an open, the child opened themselves up to us and started speaking a lot more English and started asking us questions. Because that’s the first thing, you want your children to do. Once they start asking questions, then you can actually get in there. That window’s open. Then we can start having that relationship.”*

– Kaiako, TKA

\* Responses from Tamariki; Appendix A5, Tamariki Survey.

Tamariki have a greater sense of achievement

Whānau and kaiako observe a brimming sense of accomplishment in their tamariki because of improved numeracy and literacy scores, increased confidence and ability to achieve set goals. They describe it as a sense of pride and achievement in tamariki as they realise their capability and prove to themselves that they can do it. Tamariki display positive feelings by sharing their certificates, gold medals and progress chart achievements with kaiako, friends and whānau.



*“In the beginning he found it really hard to read words that were more than four or five letters, to spell words that were more than three or four letters. Come the end of the year, and you know how the programme generates your certificate and shows you how many bronze, silver, golds and all those kinds of things. And I printed off all the stats for the class and he got to see his name on the graph and it shows in colour, this is where you started and this is where you have gotten to. And it shows, okay, you might have started on level A, and you’re now at level C, And he’s sitting there, and he’s crying. He just didn’t realise. He didn’t realise that he could do it.”*

– Kaiako, TKA

*“Me and some of my friends, we would always challenge each other who had the most medals, gold medals. I don’t have any silvers.”*

– Tamariki, TKA

*“I just sometimes, just show off in front of them [friends]!”*

– Tamariki, TKA

*“You get a medal. Every stage and every day. And she got that medal, and she’ll come find you in the class and be like, look, I got medal! So, every medal, she would show me, all 200 medals, I’ve seen them all.”*

– Kaiako, TKA

*“I feel good about I’m getting some more questions right and stuff.”*

– Tamariki, TKA



## Tamariki have better behaviour

Interviews with whānau, kaiako and school teachers and surveys revealed that 71% of whānau said their tamariki showed a positive change in their behaviour. Whānau and kaiako observed improved moods and greater enthusiasm in the children when they arrived at the class or school. They come to class happier and enjoy play and daily activities. Tamariki can express their emotions and thoughts easier and follow instructions. Whānau and kaiako also report improvement in tamariki attention and focus span. They can make their own plan, follow a routine and can multi-task. A number of the tamariki referred to TKA have some behavioural difficulties. But over the course of TKA, the teachers and whānau described how they saw a considerable improvement in their behaviour due to engagement with TKA and the support they received from kaiako or SWiS (collaborating with the TKA kaiako). The programme has helped strengthen tamariki social and emotional development.

**71%** of whānau reported that tamariki showed a positive change in their behaviour\*

*"It's helped really well with her concentration because she, at the beginning of last year, she had a couple of behavioural issues. She would be quite boisterous and quite loud and things like that, and a bit of a distraction to the other kids. But, I know that in helping her with the programme started to settle her down, because we don't have time to muck around. And the more you muck around in the class, the more ahead your mates next to you, because they're so competitive. They're going to get ahead. You want to be as close to, if not in the same pā, as your classmates."*

– Kaiako, TKA

*"Definitely a big change in their behaviour and how they see the school setting, especially when it comes down to behaviour."*

– SWiS

*"He's a lot harder to anger [now]. Because he used to get grumpy quite fast when he was at school. Now it takes a lot because he's happier, I suppose. I'm not sure, but that's what I've seen, is that he's a lot happier ... he's talking more. So, when we hear new words it means something to use because he never used to talk so much. So, we can identify, that's a new word."*

– Whānau, TKA

*"One tamaiti didn't want to talk, who still may struggle because he's always trying to work out what people are saying to him and they were used to people talking at them. And this child is now talking, whether it be Te Reo Māori or Pākehā. And you could see them literally asking a question, but it took every little emotional way to converse with me. And so, those are small things, but they are, for them, they are huge. For them to be able to open a book without being asked."*

– Kaiako, TKA

Tamariki are seen more comfortable interacting with others – at home and school. They are learning to share and work in groups and enjoy playing with their friends. Also, some of them feel more at ease when making new friends and interacting with others. They have become more sociable. Some whānau mentioned that their tamariki model positive relationships with their siblings at home by sharing and helping them with their learning. The positive and safe environment has enabled tamariki to build positive relationships with their peers. Moreover, the tamariki report loving the help and support of the kaiako.

*"When he was at school without support tutoring, he would come home and he'd pick on his siblings, the sisters. But now, he's got this, been to Te Kete Aronui, he's happier so his relationships with his younger siblings ... it's happy, it's fun, they play more, and he teaches them ... So, what he's learnt in Te Kete Aronui, so they give him sheets of homework to do, he'd bring that home and we'd help him and he'd teach his sisters. And his sisters are also at a different kura kaupapa and so it's really good to see him teaching, when he was the one that was initially really having difficulties or struggling with it."*

– Whānau, TKA

*"They're all doing the same programme, so they're able to help one another and I think that's helped with their personal relationship, peer relationship"*

– SWiS

*"You form good friendships with like-minded kids who are on the same level as him and nobody was made to feel whakamā or shy. And I'm truly grateful that the programme was available to us."*

## – Whānau, TKA





*"I feel like it's helped my kids in so many ways. At home, with the family, everything. Even coming during COVID, dropping a parcel off. That was, to my mother-in-law, she was like, Oh my gosh, what? Just someone actually helping and supporting us while that was going on. I just hope it doesn't end."*

### – Whānau, TKA



### Tamariki and whānau feel supported

The Whānau Ora approach views tamariki and their whānau as a whole rather than as an individual. The programme wraps around a bundle of services and resources for the whānau and tamariki to access and empowers them to achieve the best educational outcomes. These services may vary from specialised services (e.g., counselling) to health, social and Kaiārahi services. TKA also helps tamariki seek access to essential resources, including Chromebooks, food packs, warm clothing and transportation. During the COVID-19 lockdown, TKA supported whānau with care packages and Whānau Direct funding to mitigate risks and alleviate unfortunate circumstances affecting tamariki education and progress.

The kaiako not only deliver the programme but also work with tamariki and whānau to understand the circumstances and needs of tamariki. They build a plan around them and their whānau and provide them with support to access different services and resources. In some instances, they also advocate for them with agencies and schools. Also, the delivery of the programme in the 'kaupapa Māori' way and by a Māori organisation made them feel included and reassured. There have also been instances where whānau and kaiako mentioned that kaiako still support tamariki after exiting the programme, through Whānau Ora services, to give them extra confidence or push required to succeed further.

**64%** of whānau report their tamariki and whānau feel more supported\*

*"And we have one of our children that was going through a tough time in one of the schools. And then being able, this organisation had resources that they could nurture that boy into a school. I can say he was surrounded with a lot of support and those are the resources outside of our classroom that we had created that environment to be ... We had counselling for that young man. They were provided from them [provider]. We had professionals that ... that I felt I couldn't do because I didn't know the full picture around the home, and it isn't for me to do that anyway because my focus was the programme. But to be able to hand this young man and the parent over to this group of people and to see this boy walk in and say and tell us that he's now enrolled, and he feels happy about the school and how it is to know that we were a part of that."*

### – Kaiako, TKA

*"[I] check if the child is at the right level, and there are many, we could see that wasn't happening for various reasons. It could be money, it could be health ... our whānau being a little bit shy. And these are real things, and I think this organisation has seen that and they're working with children that are in alternative schools, that the school can't actually even look after. It's not the school's fault. They're not equipped in that way. And if that's happening, you've got to remember what's happening with their health issues, what's happening in the home itself. It all stems from the home."*

### – Kaiako, TKA



# WHĀNAU OUTCOMES

## Whānau understand and engage in tamariki learning more

TKA engaged with whānau giving regular updates on tamariki progress either face-to-face, through phone calls or reports. The kaiako informed whānau of the status of their tamariki learning and helped them understand their needs better. When whānau had more knowledge about what tamariki were learning or required, they felt more empowered to seek support and resources and help tamariki with their education. The kaiako also informed them of the various services and resources available to support their tamariki learning and helped advocate for them.

In some instances, this engagement between kaiako and whānau has helped build better relationships and understanding with schools. One whānau mentioned they could see the programme's benefit for their child's learning and even tried to encourage their school to get on board with it or ask the school how they can help better with the education of their tamariki. Some other whānau have described how they learned new things that they wished they knew earlier. This eventually benefits tamariki, as their whānau are more aware and knowledgeable about how they can help them achieve their learning aspirations.

*"I had to write a report on those children for what they did, and then I'd have that conversation, always putting it into perspective on where those children were. Here is the school report; here is our testing. And the parent would then engage with their teachers and go back and say, well, you know, how can I help my child? And we're talking about going back into schools feeling as though they've had that confidence in talking to us."*

– Kaiako, TKA

A better understanding of tamariki learning needs and progress has led to whānau being more engaged with tamariki learning where possible. Sometimes it meant sitting with them and learning together, while at times, it meant being there for tamariki when they required help. For some whānau who are inclined to assist with tamariki learning,

*"It's like I can kind of pinpoint where I need to help them, at home especially. Because it was really frustrating at first, not being able to know what is going on at school and how do I help my child.... During the lockdown last year actually helped with the connection that I have with my kids, especially with school."*

– Whānau TKA

*"I actually get a meeting with whaea and with mātua. They sit me down and they go through what is in the programme. Like ... we'll be focusing on this. So, it kind of has step-by-step guide as to what they're going to actually learn for that time that they're here. So, they have a timeline as well, which is great and it works for the whole year."*

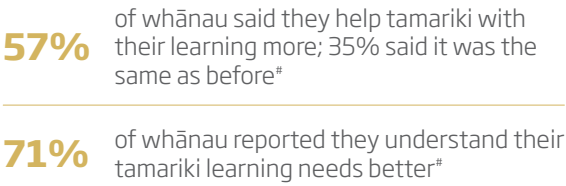
– Whānau, TKA

*"Both him and I learnt about phonics. So, even as he was learning, I could learn alongside him and then continue on the education at home. The teachers were also encouraging him to teach me. I would say to them, how can I continue this at home? How can I encourage him at home?"*

*"So, they [kaiako] gave me these tips I never even thought of. Like, I wanted him to learn how to write more, and they said, well Whaea, how about he talks to you and write down the story. So, it was a way that we both worked together to get the same goal achieved. That encouraged him to talk more because he did have a small speech impediment, so he was quite shy to speak. But through this programme, he's really come out of his shell."*

– Whānau, TKA

kaiako provides strategies and ways to help tamariki. The strong relationship between whānau and TKA is significant. It creates a better transition between a child's learning at home and their school and TKA experience. It also helps establish practices and interactions between whānau and the school/education system that can continue throughout the child's entire educational experience, significantly improving overall academic achievements.



## Whānau are happy and proud of tamariki progress

All whānau expressed immense joy in seeing their tamariki progress. Whānau described progress in various aspects like confidence, learning and engaging in activities to express themselves and do tasks on their own. They were proud of how far their tamariki have come and were grateful to TKA for it. Whānau also highlighted how pleased they were with the programme and their tamariki achievement and how they wished they could have their other children benefit from it.

*"That's the thing, it's an awesome programme. If not, then I probably would go somewhere else. She's doing quite well at school too, so I feel the programme–Yeah, the programme's really helped her."*

– Whānau, TKA

*"We're thrilled with where he's coming, where he is now."*

– Whānau, TKA

*"In college, especially with NCEA, you have to have certain credits for it. I feel confident now that the kids are going to do well moving forward. That's the most important thing."*

– Whānau, TKA





# SOCIAL RETURN ON INVESTMENT RATIO: VALUING OUTCOMES

The purpose of valuation is to reveal the value of outcomes – to determine the significance of an outcome and deduce an appropriate financial value. The ability of SROI to monetise outcomes allows prioritising outcomes and comparing the benefits and costs of an intervention in a consistent language.

Following the identification of tangible and material outcomes, stakeholders were then asked to prioritise them in order of relevance and significance. After which, monetary values for each material outcome were explored with stakeholders (whānau and kaiako). In this SROI analysis, two valuation approaches were used – “Revealed Preference” and “Cash Transaction”. Rigorous secondary research was undertaken to confirm the agreed financial values and calculate their cost/value to ensure credibility. Appendix A7, Valuation Techniques provides more information on other techniques used for SROI valuation. The Total Value Created<sup>28</sup> or the overall value of the change (outcomes) experienced through the TKA Programme, is calculated after the application of financial filters like attribution, deadweight, displacement, drop-off and duration. A discount rate is also applied to get the present value which reflects the present-day value of benefits projected into the future (See Appendix A7 for details of the valuation process).

**SROI Ratio:** The SROI ratio is calculated by dividing the total value created of the outcomes by the total value of the inputs.



**SROI Ratio**

=

*Present Value of Total Value Created*

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*Present Value of Investment*

FORECAST SROI FOR FOUR YEARS	
Total Value Created <sup>28</sup>	\$ 7,317,269
Total Present Value <sup>29</sup>	\$7,069,259
Total Investment Value	\$ 7,317,269
Social Return on Investment	1.72

The result of 1.72:1 indicates that **for each \$1 invested in TKA Programme, a total of \$1.72 of value is created.**

- Based on the application of the principles of the SROI framework, the result demonstrates that
- Te Kete Aronui creates positive and significant impact
  - The value created (impact) exceeds the investment
  - For every \$1 invested in the programme, an additional 72 cents are returned

Although there are inherent assumptions within this analysis, consistent application of the principle not to over-claim leads to the potential under-valuing of some tangible outcomes based on issues such as duration of impact. In line with this principle, this SROI has not considered the value for the children and youth in the long term and value government and state agencies receive, with a potential reduction in behavioural issues, increased mental health, fewer youth in prison, less poor health, and less unemployment and use of social services and benefits.

**Note:** The analysis is demonstrated in a detailed impact value map (See Appendix A8). The various assumptions and valuations used in this analysis can be discussed with the Project team at WOCA on request.

<sup>28</sup>The total value created is the sum of the changes in the forecasted period of four years.  
<sup>29</sup>Total Present Value is calculated by dividing the the total value in respective years with the discount rate for the forecast period of four years.



## CASE STUDY

M.B., a tamaiti on the programme, has ADHD<sup>30</sup> and dyslexia<sup>31</sup>, which sometimes makes it challenging for him to complete daily activities. Due to these issues, he would become angry, which tends to be exaggerated by his sister, who also attends the same class. Initially, M.B.’s assessment showed that he was two years behind his peers in numeracy and literacy. However, he is now achieving at a Level 8, months ahead of his initial assessment, with the continued support. M.B.’s confidence has grown, and one can see the excitement when he continues to perform and pass a level and get a gold medal.

<sup>30</sup> Attention Deficit Hyperactivity Disorder (ADHD) is a brain disorder that affects attention.  
<sup>31</sup> Dyslexia is a learning disorder that involves difficulty reading



SECTION FOUR

# DISCUSSIONS & RECOMMENDATIONS



Te Kete Aronui Programme provides holistic education support to tamariki to achieve improved and sustained numeracy and literacy skills.

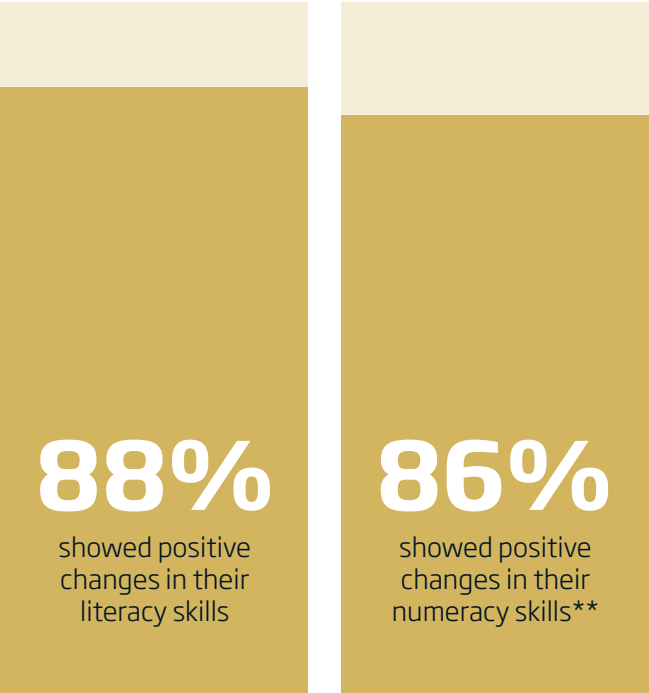
The programme currently funded by Te Pūtea Whakatupu Trust has been commissioned by the Whānau Ora Commissioning Agency to four urban Whānau Ora providers in North Island (in Auckland, Waikato and Wellington regions) since 2019.

*It's hard to put into words how powerful the programme is when you're taking this set of kids, putting them into the programme and seeing the huge successes they've had. So, something about that programme just clicks.*

– School Principal

In 2019, the TKA Programme engaged with around 190 tamariki from different schools and deciles. The cohort comprised boys and girls between 5-13 years of age. Tamariki engaged in numeracy and literacy classes depending on their assessment scores and needs. Over the year, TKA conducted more than 300 assessments (initial and review) to assess tamariki progress and approximately 70% of tamariki were closely monitored<sup>32</sup>. Of these, 88% (104/118) showed positive changes in their literacy skills, and 86% (74/87) showed positive changes in their numeracy skills<sup>\*\*</sup>. The programme met more than its objective of improving numeracy and literacy skills in tamariki.

TKA conducted more than 300 assessments (initial and review) to assess tamariki progress and approximately 70% of tamariki were closely monitored<sup>32</sup>. Of these...



<sup>32</sup>The total value created is the sum of the changes in the forecasted period of four years.  
<sup>\*\*</sup>Total Present Value is calculated by dividing the the total value in respective years with the discount rate for the forecast period of four years.



## VALUE CREATED

The SROI analysis highlights and affirms the tangible impact of the programme on tamariki and their whānau beyond learning outcomes. In addition to improving numeracy and literacy skills in tamariki, Te Kete Aronui has increased the confidence and motivation of tamariki and made learning more enjoyable.

Tamariki show more engagement and enjoy learning and have been performing better than before. They can understand better and have better language skills (English and Te Reo Māori). Their behaviour has improved, and they can break down tasks and achieve goals on their own. Tamariki show a strong sense of achievement and are happier. Whānau report being happy and proud of their tamariki progress and achievements. They are more aware of their children's learning needs and engage and help with their learning more. Tamariki and whānau feel supported with the educational and other wrap-around support on the programme. Tamariki advocating for the programme and inviting others and peers to join it also reveals the success of TKA. Some whānau report to have enrolled their other tamariki in the programme after seeing its effect and success on one child.

*I'd like to see it go longer and more often. The improved learning was outstanding. It was out of this world.*

– School Principal

*Because he was getting so much out of it, he was advocating for the programme too, so his friends were starting to come along. Yeah, and it's purely from him. It wasn't from me.*

– Whānau, TKA

*The analysis demonstrates that TKA is creating a positive impact on its stakeholders. The value of the benefits accrued from the programme exceeds the investment in it.*

**For every \$1 invested in the programme, \$1.72 of value is created.**

### Long-term Benefits for Government and State Agencies

Research shows that investments in early education bring returns that far exceed their initial costs, producing multiple benefits for children, education systems and societies. This was restated by different stakeholders of the TKA Programme.

Te Kete Aronui sets the stage for a positive transformation in learning outcomes throughout a child's lifetime, especially vulnerable tamariki Māori. TKA supports tamariki to move more efficiently through the education system, reducing the need for remedial efforts and resources to make up for lost learning and educational experiences. With critical literacy and numeracy skills, tamariki are more likely to develop the skills for the modern job market. It also includes strengthening critical thinking, collaboration, resilience and creativity. It places tamariki on an equal footing with their well-off peers, thus reducing disparities. The programme also helps to foster Māori identity and contribute to strengthening cultural capital. In the long run, the programme supports and nurtures human capital by building a highly educated, skilled workforce with more earning potential for economic growth.

A programme like Te Kete Aronui contributes to the child well-being and living standards framework by reducing the social and fiscal cost of culture and identity loss, truancy, unemployment, crime, risk behaviour, and poor health and behaviours. In addition, TKA offers a potential opportunity to break intergenerational cycles of inequity. These constitute a significant predictor of lifetime resource use, which results in substantial costs in the education, health, justice and welfare sectors. Thus, in this analysis, the positive outcomes because of the TKA Programme act as protective factors to delay these adverse effects in the long term.

## SUCCESS FACTORS

Key to the success of Te Kete Aronui is its unique approach that underpins its delivery.

TKA integrates Whānau Ora, kaupapa Māori and commissioning flexibility to provide a safe, inclusive and fun learning environment through its capable kaiako and by working closely with other stakeholders. A holistic approach to education to address factors influencing tamariki learning needs and achievement provides a path to more sustainable outcomes. This creates a safe and fun environment with appropriate teaching and learning materials that support child-centred teaching and learning. Teachers are able to accommodate children's different capacities and learning styles and have flexibility to respond to the community contexts. In addition, a collaborative approach with Whānau Ora Kaiārahi, schools, SWIS, RTLB's and other education stakeholders encompasses a systems approach to the operation of TKA. The programme engages with whānau to support their understanding and engagement with tamariki learning in school and at home. TKA has helped to ensure coherence and continuity in learning for tamariki.

## CHALLENGES

Amidst the success of the programme, this analysis identified some challenges faced by the TKA Programme.

Funding to provide more access to digital resources and health and social support services for tamariki and their whānau was seen as a challenge. It is observed that the demand for the programme is growing. Given the fixed cohort numbers and resources, providers face difficult decisions in selecting tamariki to be included in the programme. Also, there is a growing request to scale the programme, and increase the number of students and frequency of sessions. The transient nature of whānau accommodation and socioeconomic status of whānau cause attrition and disengagement with the programme for some tamariki. The programme identifies the opportunity to engage with more whānau and get them more involved in tamariki education. There is also an opportunity for more collaboration with schools, teachers, volunteers and other stakeholders to streamline the programme's operation and best support tamariki learning.

Kaiako have found it challenging to engage with tamariki with moderate to severe behaviour issues due to resource constraints. It is also observed that more education resources in Te Reo Māori will help to strengthen delivery and learning. The COVID-19 pandemic further exacerbated these challenges. Prominent among them was access to digital resources and seeking novel ways to engage with tamariki during lockdowns. The effect of lockdown on whānau situations also highlighted the material hardships and risks to tamariki learning and education.

The programme has been able to combat the challenges with collaborative and innovative methods. Nevertheless, TKA provides a window of opportunities and improvement to maximise the programme's impact on tamariki Māori and whānau.



# RECOMMENDATIONS AND FUTURE DIRECTION

Achieving better education outcomes for tamariki requires more than the business-as-usual approach. A programme like Te Kete Aronui provides an innovative solution to target and accelerate the learning needs and achievement of tamariki Māori.

## Life-course approach

In recent years, students’ declining scores and achievement have led the Ministry of Education to unveil new standards to achieve NCEA qualifications from 2023. Tertiary Education Commission found that 40% of teens with NCEA Level 2 failed a basic adult literacy and numeracy test, which led to developing these standards to set benchmarks to appropriate levels. This implies further difficulties for tamariki with current learning needs, and initial differences in literacy knowledge and skills that will continue to be exaggerated.

A life-course approach to support tamariki education is recommended. This means considering how to optimise learning and development across all ages – rather than looking at isolated, limited or piecemeal solutions. This will enable children to get a better start and be better prepared to smoothly transition to higher education.

## Scale-up

The success of the programme provides an opportunity to expand its reach in breadth, scale and depth. This suggests increasing the number of tamariki on the programme, expanding the age bracket and growing into more urban settings as per needs, demands and resources available.

*“If we could somehow have it more and on a more regular basis and perhaps down some levels, because it was our year seven/eights. If we could get it into the five/sixes as well, I would be really keen ... So, if you put more kids in, based on the data we’ve seen already, you’re increasing the amount of kids who are going to experience huge success.”*

– School Principal

## Learning methods and digital literacy

The use of digital tools and literacy among tamariki is highly recommended to keep up with the new technology and skills. Incorporating a digital component within TKA will be helpful to foster the skills and mode of learning. However, the educational inequities that existed before COVID-19 were exacerbated and brought to the fore, particularly the digital divide and in equitable access to devices and Wi-Fi connectivity<sup>33</sup>. These are seen as key infrastructural barriers to digital scale-up, and addressing this should be part of any potential growth and resourcing plan in the future.

The programme should continue to be flexible and innovative in teaching and learning in an inclusive and safe environment. Furthermore, Māori medium support and sharing of Te Reo resources have been suggested through engagement with stakeholders in the programme to ease learning for tamariki from Māori medium and those who like to pick up the language. At a policy level, more English and Māori medium education resources and assessments should be developed and resourced to support tamariki Māori equally, irrespective of their mode of learning language.

*“I often say that we need to ensure our kids are getting an equitable access to digital tools, probably more so than higher decile schools. Because those kids go home, they’ve got the digital tools, they’ve got the internet, and they’re just using it naturally. Where our kids walk out, they haven’t.”*

– School Principal

## Whānau and school engagement

The strong relationship between families and education stakeholders like schools and TKA is significant. It creates a better transition between tamariki learning at home and school. Itequips whānau with knowledge of what better education tamariki require and encourages them to advocate for it. Efforts to increase and strengthen engagement between whānau, schools and TKA is recommended. This may vary across providers but was identified as a significant opportunity by kaiako and programme managers.

*“I reckon, because of my past work, we used to write reports. So, when the child would come in, we’d get a report from the school. And when the child would go back to school, then we’d write a report out. Both education providers are on this same page, this child has a really smooth transition through their education journey.”*

– Kaiako, TKA

## Systemic and Holistic Approach

Providing quality educational opportunities to tamariki requires mobilising a wide range of partners, including private and non-governmental organisations. A systemic approach to education is essential to enable children to explore their full potential and opportunities. This may include working closely with other sectors, including health, nutrition and social services, to make education more holistic, accessible and effective. Activities such as school lunch programme and providing nutritious meals and facilities in schools have shown to encourage children’s participation in education programmes and learning. The Whānau Ora approach to delivery has shown to drive the success of the programme and education outcomes for tamariki. Further endorsement of this approach in future will enable sustainable outcomes for tamariki and whānau.

## Sharing of Practices

The kaiako, school teachers and programme managers highlighted the potential benefit of sharing practices amongst one another, which would help them learn and develop appropriate resources and diagnostic tools. Further professional development and training of kaiako is encouraged to keep up with tamariki learning and innovative methods to engage and support. Investments in quality assurance and teaching and learning materials are recommended to facilitate education outcomes for tamariki.

## Reporting and Monitoring

Regular and accurate data through rigorous reporting and monitoring systems will be essential to understand and amplify practices and their impact. As the programme implementation progresses, improving the availability and reliability of routine data can support better planning and processes.

## Conclusion

In conclusion, this report demonstrates that the benefits of Te Kete Aronui extend beyond improving the literacy and numeracy skills of tamariki. It holds the potential to support tamariki Māori to grow into productive adults by providing foundational skills that the modern job market demands, including critical thinking, collaboration, effective communication, negotiation, self-management, resilience and creativity. It provides a platform to support child well-being, and build and strengthen cultural capital, and gives it a powerful opportunity to break intergenerational cycles of inequity.

<sup>33</sup>Aiko Consultants Limited. (August 2020). The effects of COVID-19 on Māori education outcomes. Wellington: Te Pūtea Whakatupu Trust.





“ Ko te ahurei o te  
tamaiti, ārahina ā  
tātou mahi katoa ”

*The uniqueness of a child guides all  
of our work*



SECTION FIVE

# APPENDIX

## APPENDIX A1: GLOSSARY OF TERMS

- Attribution:** An assessment of how much of the outcome was caused by the contribution of other organisations or people.
- Deadweight:** A measure of the amount of outcome that would have happened even if the activity had not taken place.
- Discounting:** The process by which future financial costs and benefits are recalculated to present-day values.
- Displacement:** An assessment of how much of the outcome has displaced other outcomes.
- Drop-off:** The deterioration of an outcome over time.
- Duration:** How long an outcome lasts after the intervention, such as the length of time a participant remains in a programme.
- Financial value:** The financial surplus generated by an organisation in the course of its activities.
- Impact:** The difference between the outcomes for participants, taking into account what would have happened anyway, the contribution of others and the length of time the outcomes last.
- Inputs:** The contributions made by each stakeholder that is necessary for the activity to happen.
- Kaiako:** Teacher.
- Kaupapa:** Purpose, topic, policy.
- Karakia:** Incantation, ritual chant, prayer.
- Marae:** Courtyard or open area in front of the meeting house (wharenuī) but also used to describe the complex of buildings around the marae.
- Materiality:** Information is material if its omission has the potential to affect the readers’ or stakeholders’ decisions.
- Monetise:** Assign a financial value to something.
- Net present value:** The value in today’s currency of money that is expected in the future minus the investment required to generate the activity.
- Outcome:** The changes resulting from an activity. The main types of change from the perspective of stakeholders are unintended (unexpected) and intended (expected), positive and negative change.
- Outputs:** A way of describing the activity in relation to each stakeholder’s inputs in quantitative terms.
- Outcome Indicator:** Well-defined measure of an outcome.
- Proxy:** An approximation of value where an exact measure is impossible to obtain.
- Present Value:** The worth of a future amount of money or payments determined as of the date of valuation
- Scope:** The activities, timescale, boundaries and type of SROI analysis.
- Sensitivity Analysis:** Process by which the sensitivity of an SROI model to changes in different variables is assessed.
- Social return ratio / SROI ratio:** Total present value of the impact divided by total investment.
- Stakeholders:** People, organisations or entities that experience change, whether positive or negative, as a result of the activity that is being analysed.
- Tikanga:** Correct procedure, habit, lore, way, right.
- Whānau:** Family, friends
- Whānau Ora:** Government whānau-centred strategy to assist families to reach their aspirational goals.
- Whanaungatanga:** Relationship, kinship ties, sense of family connection.



## APPENDIX A2: TE KETE ARONUI PROGRAMME DELIVERED BY WHĀNAU ORA PROVIDERS

In 2019, Te Pūtea Whakatupu Trust funded Whānau Ora Commissioning Agency to provide the Te Kete Aronui Programme through its network of partners. Four Whānau Ora partners were contracted to deliver the programme across four areas in the North Island. This section briefly outlines the TKA Programme delivered by each of the four providers.

### Te Whānau o Waipareira

Te Whānau O Waipareira (TWOw) is a community based, urban Māori Whānau Ora organisation providing health, education and social services and support to whānau in West Auckland. TWOw piloted the TKA Programme in 2018.

Since 2019, it has been delivering the programme under the co-investment contract between WOCA and TPWT.

The TKA Programme is delivered as an after-school programme for tamariki 'devalued' in the system in the West Auckland area. Tamariki aged 5–13 years (Year 1–8) are referred via internal services, word of mouth and walk-ins. The tamariki come from more than seven schools (English and Māori medium) in the West Auckland area.

The programme is run at the Waipareira Trust (off school site) by two kaiako. It delivers three to four weekly numeracy and literacy sessions to a group of 10–12 tamariki. At TWOw, a combination of digital and hands-on classroom-based learning approach is used. Individual handbooks are prepared for each tamariki along with online StepsWeb programme. During COVID-19 lockdowns, online sessions and tamariki education packs were prepared and dropped off to continue learning for tamariki. In addition to learning sessions, TWOw works closely with whānau to provide wrap-around support to whānau and tamariki to support better education and learning outcomes for tamariki.

In 2019, TWOw engaged with 99 tamariki, of which 39% were involved in literacy classes only, 3% in numeracy classes only and 58% in both. Of the entire cohort, 57 regularly participated in learning sessions and their progress was assessed and monitored. Of them, 75% showed positive shifts in literacy, and 58% showed positive shifts in numeracy. In 2020, TWOw furthered its engagement with a cohort of 135 tamariki.



**TE WHĀNAU O WAIPAREIRA**  
KOKIRITIA | ROTO | TE KOTAHITANGA  
Progressively Act in Unity

### Manukau Urban Māori Authority

Manukau Urban Māori Authority (MUMA) is an urban Māori organisation providing Whānau Ora services to whānau and communities in South Auckland. MUMA delivered the TKA pilot programme in 2018, following its current operations under WOCA and TPWT contracts.

Since 2019, the programme has been delivered at Te Kura Māori o Waatea, a decile 1 English medium school that provides bilingual education in Mangere, South Auckland. It is supported by the School Principal and two kaiako, who manage and deliver literacy classes to tamariki aged 5–13 years old. TKA is delivered via Virtual and face-to-face classes, four times a week, with two to three sessions per day (40 minutes each). A literacy handbook is developed for children, parents and teachers in addition to the Te Kete Aronui resources. Sunshine books are used to facilitate learning too. The programme works closely with the school nurses, RTLBS, Kaiārahi and school teachers to provide appropriate resources and services to the tamariki and their whānau. The programme engages with whānau to inform and guide their tamariki education needs and progress.

In 2019, MUMA received more than 50 referrals and engaged with 37 students whose progress was tracked throughout the year. Of these, ten students moved out or left the programme due to varying reasons. In total, 85% of tamariki showed a positive shift in literacy skills. In 2020, MUMA expanded the TKA Programme to one more school in South Auckland with an overall cohort target of 75 tamariki.



### Te Kōhao Health Trust

Te Kōhao Health is a marae-based Whānau Ora organisation providing health, social, educational, and justice services to the whānau and communities in the Waikato region. Te Kōhao is contracted to deliver TKA from February 2019. After setting up and preparing resources and infrastructure, Te Kōhao started engaging with tamariki in Sept 2019. Over 75 tamariki referred through whānau expressed an interest in attending the programme. The majority of taurira came from a Kura kaupapa Māori and five mainstream (decile 1–4) schools close to the community centre.

From 2019 to June 2020, the programme engaged with 25 tamariki, of which 24 actively participated and were assessed regularly. Te Kōhao delivered both literacy and numeracy sessions to the tamariki at the Enderley Community Centre. Two kaiako offered two sessions per day, three times a week, with both computer and paper-based activities. Te Kōhao's Kaiārahi supported TKA whānau to navigate through other Whānau Ora services. They worked closely with whānau to provide support and progress updates of tamariki learning. The programme worked alongside Kaiārahi and also built relationships with the schools and teachers to support whānau and tamariki needs. Almost 88% (21/24) students showed improvement in literacy skills and 96% showed improvement in numeracy skills.

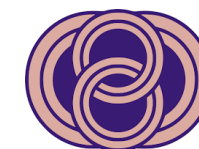


### Te Rōpū Āwhina ki Porirua

Te Rōpū Āwhina (TRA) ki Porirua provides Whānau Ora services and support to Whānau and communities in Porirua, Te Tai Hauāuru region. It is contracted by WOCA to deliver the Kete Aronui programme to 25 tamariki in Years 1–8 in the area.

In 2019, TRA delivered numeracy and literacy sessions to 21 tamariki as an after-school programme at the TRA centre in Porirua. Tamariki were referred by schools and services and came from decile 1–4 areas. Most of the enrolled tamariki were from their local Te Kura Māori o Porirua and mainstream schools: Brandon Intermediate, Russell, Winley, Plimmerton, and Corinna schools. TKA also engaged with tamariki in Oranga Tamariki care.

The kaiako delivered two to three sessions per week via the digital learning platform of the StepsWeb Programme. TRA provided transportation (pick-up and drop-off) to tamariki on the programme. TKA works closely with Kaiārahi and schools to improve education and well-being outcomes for tamariki. In 2019, 71% (15/21) of engaged tamariki showed improvement in literacy skills, and 90% (19/21) showed improvement in numeracy skills. From 2020, the TKA Programme is run at two school sites. The school-based delivery model has been successful to meet the community needs and circumstances. It works closely with SWIS and School kaiako to seek the best approach to address tamariki learning outcomes.





## APPENDIX A3: ETHICS APPROVAL

Professor Te Kani Kingi  
Chair: Waipareira Ethics Committee  
[Tekanikingi1@gmail.com](mailto:Tekanikingi1@gmail.com)

Re: Te Kite Aromui

Thank you for providing me with the information requested and in relation to previous correspondence on this project.

Having reviewed this material, I am pleased to inform you that the project has now been approved.

All the best for this important initiative.

Noho ora mai



Professor Te Kani Kingi  
Chair: Waipareira Ethics Committee





## APPENDIX A4: INTERVIEW SCHEDULES

The following are the interview schedules used to explore and understand the programme with key stakeholders.

### Kaiako and School Teachers

- **Introduction**
  - Why we are doing this study
  - Reiterate that we want you to speak openly and be sincere in expressing your opinions
  - Tell us something about yourself
- **TKA Programme**
  - How long have you been a part of it? Since when?
  - What is your understanding of this programme?
  - How would you describe the TKA Programme?
  - What is your role in TKA? What kind of activities have you been a part of?
  - How is the programme different? Has it delivered differently (Kaupapa Māori way)? Why is this important?
  - Tell us about the things you do above the programme's contract expectations.
- **Impact of the Programme**
  - Do you see/have heard any changes in tamariki who are with TKA? How would you describe these changes? Please elaborate, e.g., do tamariki do anything differently? If yes, what do they do differently?
  - Have there been any changes that you did not expect or were outside the focus of the programme?
  - Of all the changes you have seen, which would you say are the most important ones?
  - Do you think this change would last? How long do you think it would last?
  - What can be done for these changes to last longer?
  - What other things could contribute to the changes you have seen in tamariki?
  - Do you see any changes in their whānau since TKA? If yes, how would you describe these changes?
  - Is there anyone else who benefits from the programme?
  - Have there been any changes in your lives since TKA?
  - Is there anything else you would like to add or speak about?

### Tamariki

- **Introduction**
  - Why we are doing this study
  - Reiterate that we want you to speak openly and be sincere in expressing your opinions
  - Tell us something about themselves, whānau, school, likes/dislikes.
- **TKA Programme**
  - When did you start with the programme?
  - What do you do in the programme?
  - What do you like the most about it?
  - What do you not like about it?
- **Impact of the Programme**
  - Do you like learning? Before? Now? (Do you think you can learn better now?)
  - How are you doing at school? With class? How is it different from the past?
  - Have there been any changes in you since TKA? How would you describe what has changed in your lives? (In personal terms- speaking about themselves, family members, their relationships with classmates)
  - Since TKA, do you do anything differently (at school?) from before? If yes, what do you do differently?
  - Is there anything else you would like to add or speak about?

### Whānau

- **Introduction**
  - Why we are doing this study
  - Reiterate that we want you to speak openly and be sincere in expressing your opinions
  - Tell us something about yourself- whānau, situation
- **TKA Programme**
  - How did you hear about TKA?
  - When did your tamariki start the programme?
  - How would you describe the TKA Programme?
  - What kind of activities do they do? Have you been a part of any activity? If yes, what type of activities?
  - Were you engaged in the programme? If so, how?
  - Did you or your whānau receive any support?
  - What do you like most about the programme?
- **Impact of the Programme**
  - Have you seen changes in your tamariki since TKA? What type of changes?
  - Please elaborate on the changes you see in your tamariki
  - Does your tamariki do anything differently today as result of the programme? If yes, what do they do differently?
  - Of all the changes you have seen, which would you say are the most important ones?
  - Are you happy with your tamariki progress/ achievement?
  - Do you think your tamariki like learning better than before?
  - Has anything changed for you (as whānau) since being part of TKA? - positive, negative
  - How would you describe what has changed in your lives? (in personal terms - speaking about themselves, family members)
  - Has the programme changed your relationship/ engagement with your tamariki school?
  - Has there been any change that you did not expect?
  - Do you think these changes will last? How long do you think it would last?
  - Is there anything else you would like to add or speak about?



## APPENDIX A5: SURVEY TEMPLATE

The following are the survey templates used to assess and record the changes experienced by the stakeholders.

### Whānau Survey

#### Kia Ora!

Through the conversations we have had with many of you, we have learnt about the changes for you and your tamariki because of the TKA Programme.

This survey is to help us understand how the programme has worked for you and your tamariki. This survey has a few questions, for which we would really appreciate your answers. If there are any other changes you have experienced (other than the ones stated) as being a part of the TKA Programme, you can state them in the last section. All your answers will remain confidential. If you require any further information on this, please contact us.

Your feedback is important.

*It is your choice to take part in this study. If you do not want to take part, you don't have to give a reason. Not taking part will in no way impact your ability to access support or services. If you do want to take part now but change your mind later, you can pull out of the study at any time.*

If you have any other questions about the study, please feel free to ask at any stage, or you can contact a member of the research team below.

If you and your tamariki agree to take part in this study, you will be asked to sign the Consent Form.

Ngā mihi nui.

#### CONSENT FORM

I have read the information sheet, and I consent for my tamariki and myself to be part of the survey.

Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Please answer the following questions:

Which city or town do you live in? \_\_\_\_\_

How many of your tamariki have done or are doing the programme? \_\_\_\_\_

#### As a result of Te Kete Aronui Programme,

1. My tamaiti/tamariki is doing better at maths.	<div><div></div><div>Yes</div></div>	<div><div></div><div>Same as before</div></div>	<div><div></div><div>No</div></div>
2. My tamaiti/tamariki is doing better at reading.	<div><div></div><div>Yes</div></div>	<div><div></div><div>Same as before</div></div>	<div><div></div><div>No</div></div>
3. My tamaiti/tamariki is doing better at writing.	<div><div></div><div>Yes</div></div>	<div><div></div><div>Same as before</div></div>	<div><div></div><div>No</div></div>
4. My tamaiti/tamariki is more confident than before.	<div><div></div><div>Yes</div></div>	<div><div></div><div>Same as before</div></div>	<div><div></div><div>No</div></div>
5. My tamaiti/tamariki behaves better than before.	<div><div></div><div>Yes</div></div>	<div><div></div><div>Same as before</div></div>	<div><div></div><div>No</div></div>
6. My tamaiti/tamariki enjoys school more than before.	<div><div></div><div>Yes</div></div>	<div><div></div><div>Same as before</div></div>	<div><div></div><div>No</div></div>
7. My tamaiti/tamariki received support with education such as stationery, uniforms, books, laptops/Chromebooks, and glasses.	<div><div></div><div>Yes</div></div>	<div><div></div><div>Same as before</div></div>	<div><div></div><div>No</div></div>

Please explain. \_\_\_\_\_



8. I understand my tamaiti/tamariki learning needs better than before.

Yes

Same as before

No

9. I help my tamaiti/tamariki with their learning more than before.

Yes

Same as before

No

10. I am happier with my tamariki's progress.

Yes

Same as before

No

11. Has your whānau received any support through TKA?

Yes

Same as before

No

Please explain. \_\_\_\_\_

12. What do you like most about the programme?

Yes

Same as before

No

Importance of changes

- Please rate on the scale below how important these changes are for you.
- After rating the importance of the changes, please rank each of these changes relative to each other.

Rank the changes from 1 to 10. [Most important = 1, and Least important = 10]

	Not important at all	Somewhat important	Very important	Not Applicable	RANK (1-10)
1. Tamariki doing better at maths	<div></div>	<div></div>	<div></div>	<div></div>	
2. Tamariki doing better at reading and writing	<div></div>	<div></div>	<div></div>	<div></div>	
3. Tamariki is more confident	<div></div>	<div></div>	<div></div>	<div></div>	
4. Tamariki behaviour has improved	<div></div>	<div></div>	<div></div>	<div></div>	
5. Tamariki enjoy class and school more	<div></div>	<div></div>	<div></div>	<div></div>	
6. Tamariki get other educational support	<div></div>	<div></div>	<div></div>	<div></div>	
7. You can understand tamariki learning needs better	<div></div>	<div></div>	<div></div>	<div></div>	
8. You help tamariki with their learning more	<div></div>	<div></div>	<div></div>	<div></div>	
9. You are happy with your tamariki progress	<div></div>	<div></div>	<div></div>	<div></div>	
10. Whānau feel supported	<div></div>	<div></div>	<div></div>	<div></div>	

Is there anything you would like to add or say?

**\*\* Thank you for your time \*\***



# APPENDIX A5: SURVEY TEMPLATE

The following are the survey templates used to assess and record the changes experienced by the stakeholders.

## Tamariki Survey

### Kia Ora!

Please can you help us answer these questions?  
Ngā mihi nui.

How old are you?

What year are you in at school?

Which city or town do you live in?

### After coming to Te Kete Aronui Programme,

1. I can read better than before.

☐

Yes

☐

Same as before

☐

No

2. I can write better than before.

☐

Yes

☐

Same as before

☐

No

3. I can do maths better than before.

☐

Yes

☐

Same as before

☐

No

4. I understand what the teachers teach  
in class more now.

☐

Yes

☐

Same as before

☐

No

5. I feel more confident than before.

☐

Yes

☐

Same as before

☐

No

6. I can ask for help when I don't understand

☐

Yes

☐

Same as before

☐

No

7. I enjoy maths more than before.

☐

Yes

☐

Same as before

☐

No

8. I enjoy reading more than before.

☐

Yes

☐

Same as before

☐

No

9. I enjoy writing more than before.

☐

Yes

☐

Same as before

☐

No

10. I am doing better in class than before.

☐

Yes

☐

Same as before

☐

No

11. I enjoy challenging myself to do better.

☐

Yes

☐

Same as before

☐

No

12. I feel more comfortable with English than before.

☐

Yes

☐

Same as before

☐

No

13. I feel more comfortable with Te Reo Māori than before.

☐

Yes

☐

Same as before

☐

No

14. I enjoy school more now.

☐

Yes

☐

Same as before

☐

No

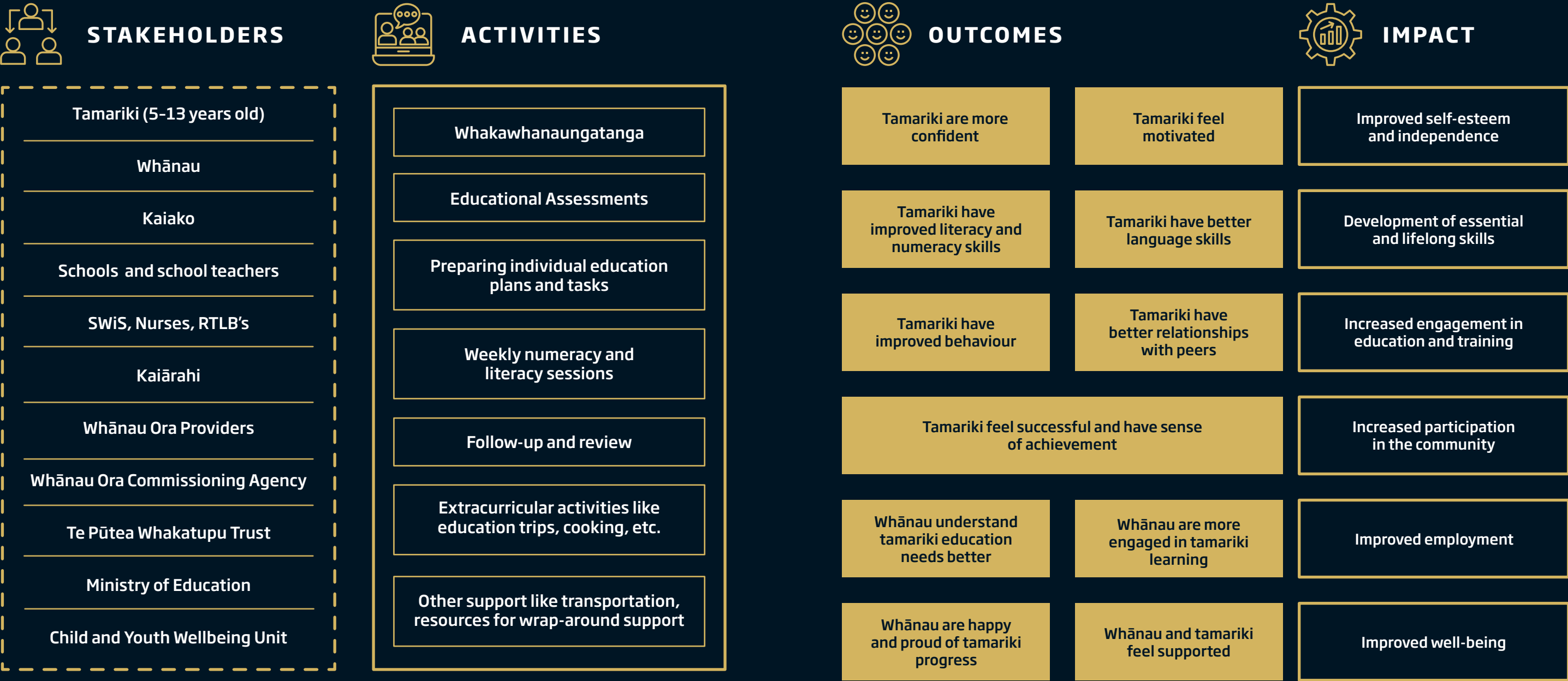
15. What do you like most about the programme?

**\*\* Thank you for your time \*\***



# APPENDIX 6: TE KETE ARONUI PROGRAMME LOGIC MODEL

## TE KETE ARONUI





## APPENDIX A7: SROI - VALUING CHANGE

SROI methodology holds the distinct ability to ‘value’ changes experienced by the stakeholders. The seven social value principles guide this valuation. SROI valuation refers to ‘Value the things that matter’ by assigning financial proxies to approximate the value of an outcome from the stakeholders’ perspective.

After understanding the theory of change and most important outcomes for the stakeholders, financial proxies are assigned.

In this study, financial proxies have been informed by consultations with stakeholders, discussions with the TKA Programme management, available data and literature. Before applying a financial proxy, the relative importance of outcomes was understood. Once this is ascertained an appropriate financial proxy can be found using different valuation techniques.

### Valuation Filters

To present an accurate view of the value expected to be created through the programme or activity, valuation filters (SROI filters) are applied to different financial proxies. This is in accordance with the Social Value principle to not over-claim. The following SROI filters were considered for this analysis:

- **Deadweight:** An estimation of the value that would have been created if the activities from the programme did not happen. To estimate deadweight for the current analysis, stakeholder consultations and desktop research were completed to understand the context and nature of outcomes.
- **Attribution:** Estimates how much change was as a result of other stakeholders or activities, which were not included in the investment. An understanding of the contribution of others to each outcome was determined through stakeholder consultations and research.
- **Displacement:** An assessment of how much of the activity displaced other outcomes. Stakeholder consultations and desktop research were completed to identify if any of the outcomes displaced other activities.
- **Duration and drop-off:** Duration refers to how long an outcome lasts for, and drop-off refers to how the value of the outcome reduces over time.

### Valuation Techniques

Financial proxies are used to value an outcome where there is no market value. The use of proxies in this SROI forms a critical component of the valuation exercise as most of the outcomes identified have no market values. There are a number of techniques used to identify financial proxies and value outcomes. Importantly, within an SROI, the proxy reflects the value that the stakeholder experiencing the change places on the outcome. This could be obtained directly through stakeholder consultation, or indirectly through research.

Techniques for valuing outcomes are included in the table below.

TECHNIQUE	DESCRIPTION
Cash transaction	An actual cash saving or cash spent by the stakeholder group.
Value of resource reallocation	A programme or service results in outcomes that allow resources to be used in different ways.
Revealed preferences	<p>This is when a financial proxy is inferred from the value of related market prices. This can be achieved in the following ways:</p> <ul style="list-style-type: none"><li>• Is there something in a stakeholder’s group behaviour that will reveal the value of an outcome?</li><li>• Through stakeholder consultation, is there a similar service or programme that would achieve the same amount of change?</li></ul>
Stated preferences	<p>This is when stakeholders are explicitly asked how much they value an outcome. This can be done in a number of ways:</p> <ul style="list-style-type: none"><li>• Stakeholders are asked their ‘willingness-to-pay’ or ‘willingness-to-avoid’ to achieve the outcome. These are hypothetical cash transactions.</li><li>• Stakeholders are asked to make a choice based on a series of options presented to them through ‘participatory impact’ exercises. This can also be referred to as ‘choice modelling’.</li></ul>



Financial Proxies in the SROI analysis

The following table outlines the financial proxies used to value the material outcome identified in this forecast SROI analysis. These are derived from stakeholder consultation and secondary research.

OUTCOME		IDENTIFIED PROXY
1	Tamariki are more confident and motivated	<ul style="list-style-type: none"><li>• Art, drama and dance classes</li><li>• After school sports programme</li><li>• Holiday programme</li></ul>
2	Tamariki enjoy learning	<ul style="list-style-type: none"><li>• Kip McGrath Education Centre</li></ul>
3	Tamariki have improved numeracy and literacy skills	<ul style="list-style-type: none"><li>• Tutoring classes</li></ul>
4	Tamariki have improved comprehension and language skills	<ul style="list-style-type: none"><li>• English language classes</li><li>• Language workbooks</li></ul>
5	Tamariki have better behaviour	<ul style="list-style-type: none"><li>• Kids coaching using cognitive behaviour therapy</li></ul>
6	Tamariki and whānau feel supported	<ul style="list-style-type: none"><li>• Whānau Ora care packages</li></ul>
7	Whānau understand and engage in tamariki learning more	<ul style="list-style-type: none"><li>• Time cost of hours to engage and help in tamariki learning</li></ul>

Adjusted Value

The total adjusted value is the value calculated for each outcome, which takes into account the following components:

- **Quantity:** The number of stakeholders who will experience an outcome.
- **Financial proxy:** Value of the outcome described in monetary terms.
- **Valuation filters:** Accounting for whether the outcome would have happened anyway (deadweight), who else will contribute to the change (attribution), whether the outcome will displace other activities or outcomes (displacement) and the how long the outcome will last for (duration and drop-off).
- **Present value:** Estimating value by using discount rates for present-day value.





APPENDIX A8: IMPACT MAP



WHO AND HOW MANY?		AT WHAT COST?		WHAT CHANGES?	HOW MANY?	HOW LONG?	HOW VALUABLE?			HOW MUCH CAUSED BY THE ACTIVITY?				STILL MATERIAL?	
Stakeholders		Inputs		Outputs	Outputs		Duration of outcomes	Express the relative importance (value) of the outcome			Deadweight %	Displacement %	Attribution %	Drop off %	Impact calculation
					Outcome description										
Who do we have an effect on?	How many in a group?	What will/did they invest and how much (money, time)?	Financial value (for the total population for the accounting period)	Summary of activities	What is the change experienced by stakeholders?	How many expereince change?	How long (in years) does the outcome last for?	How important is this outcome to stakeholders? (e.g. on a scale of 1-10) (N.B. To make comparison between outcomes possible, your analysis should be consistent in the type of weighting used).	Valuation approach (monetary)	Monetary valuation	What will happen/what would have happened without the activity?	What activity would/did you displace?	Who else contributed to the change?	Does the outcome drop off in future years?	Number of people (quantity) times value, less deadweight, displacement and attribution
Who has an effect on us?										How important is the outcome to stake-holders (expressed in monetary terms)?					
Te Putea Whakatupu		Finances	\$4,102,500.00												
Whanau Ora Commisioning Agency ( includes four Whanau Ora providers and operations team)	5	Includes direct cash investments, staff cost, supervision time, resources, transportation, venue hire , management and reporting.		Whakawhanaungatanga Assessments Individual Learning Plans Learning Sessions Whānau Ora Support Referrals Reports Whanau engagement Other activities include transportation , other assessments. Graduation Ceremony											
Tamariki ( 5-13 years of age)  As per contract, 2019 -200 2020 - 270 2021 - 320 2022 - 90	880	Not valued as it is voluntary participation when referred.			Tamariki have improved numeracy and literacy skills	78%	3	3	<ul style="list-style-type: none"><li>Tutoring classes</li></ul>	\$4,000.00	20%	10%	20%	10%	\$396,688.70
					Tamariki enjoy learning	74%	3	2	<ul style="list-style-type: none"><li>Kip Mcgrath Education Centre</li></ul>	\$4,720.00	20%		20%	10%	\$491,208.35
					Tamariki are more confident and motivated	83%	3	1	<ul style="list-style-type: none"><li>Art, drama and dance classes</li><li>After school sports programme</li><li>Holiday programme</li></ul>	\$6,160.00	20%		20%	10%	\$716,488.35
					Tamariki have better behaviour	71%	3	4	<ul style="list-style-type: none"><li>Kids Coaching using Cognitive Behaviour Therapy</li></ul>	\$4,000.00	20%		30%	10%	\$351,680.00
					Tamariki have improved comprehension and language skills	78%	3	7	<ul style="list-style-type: none"><li>English language classes</li><li>Language workbooks</li></ul>	\$400.00	20%		30%	10%	\$38,528.00
					Tamariki and Whānau feel supported	64%	3	5	<ul style="list-style-type: none"><li>Whanau Ora care packages</li></ul>	\$500.00	10%		20%	0%	\$50,760.00
					Whānau understand and engage in tamariki learning more	72%	3	6	<ul style="list-style-type: none"><li>Time cost of hours to engage and help in tamariki learning</li></ul>	\$1,600.00	20%	10%	30%	0%	\$63,705.60
Whanau (may include one or more members of the whanau)	400	Not valued as it is voluntary participation when referred.	\$8,000.00	<div>TOTAL\$2,045,3353.39</div> <div>Present value of each year</div> <div>Total Present Value (PV)</div> <div>Net Present Value (PV minus the investment)</div> <div>Social Return (Value per amount invested)</div>											
TKA Kaiako	7 FTE	Costs included in Funding													
Project Manager	5	Costs included in Funding													
Schools	20														

TOTAL	\$2,045,3353.39
Present value of each year	
Total Present Value (PV)	
Net Present Value (PV minus the investment)	
Social Return (Value per amount invested)	

CALCULATING SOCIAL RETURN			
Discount rate -NZ Reserve Bank Official Cash Rate at 27 September 2020 - 5%			
2019	2020	2021	2022
Year 1	Year 2	Year 3	Year 4
\$396,688.70	\$357,019.83	\$321,317.84	\$289,186.06
\$491,208.35	\$442,087.51	\$397,878.76	\$358,090.89
\$716,488.35	\$644,839.51	\$580,355.56	\$522,320.01
\$351,680.00	\$316,512.00	\$284,860.80	\$256,374.72
\$38,528.00	\$34,675.20	\$31,207.68	\$28,086.91
\$50,760.00	\$50,760.00	\$50,760.00	\$50,760.00
\$63,705.60	\$63,705.60	\$63,705.60	\$63,705.60

\$2,109,058.99	\$1,909,599.65	\$1,730,086.25	\$1,568,524.18
\$2,109,058.99	\$1,909,599.65	\$1,730,086.25	\$1,493,832.55
			\$7,069,259.07
			\$2,966,759.07
			1.72



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