

# INDICATION OF INTEREST

in applying to operate a  
Partnership School | Kura Hourua opening in 2014

**180 Degrees Trust School**

ISSUED 14 DECEMBER 2012

DUE 1 FEBRUARY 2013

Please send the completed document and direct all questions to  
[chair@partnershipschools.education.govt.nz](mailto:chair@partnershipschools.education.govt.nz)

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The Education Amendment Bill sets out the legal framework for Partnership Schools | Kura Hourua and is currently being considered by the Education and Science Select Committee. The Select Committee is due to report back to Parliament by 18 April 2013.

The application process for Partnership Schools | Kura Hourua is subject to the passage of the Education Amendment Bill through the House of Representatives.

Information supplied in this indication of interest will be subject to the Official Information Act and may be scrutinised by a Select Committee or external agencies (e.g. Office of the Auditor General). All parties submitting an indication of interest should assume that the full content of their submission will be released in due course.

## SCHOOL CONTACTS AND PROFILE

In completing this Indication of Interest please single click on the shaded text box and type in your text.

### Proposed School

**Name** 180 Degrees Trust School

### Proposed Sponsor

*Sponsor is the formal term for the entity that contracts with the Crown to operate a Partnership School / Kura Hourua. The sponsor of a Partnership School has to be a "body," such as a board, trust, company, or other legal entity.*

*The sponsor is able to delegate any of their responsibilities to a third party, for example they may nominate a person to manage the school from day to day, but they are ultimately responsible for the contract with the Crown.*

*Despite the name, the sponsor is not necessarily required to provide funding for the school, although they may do so.*

**Name** 180 Degrees Trust

### Primary Contact

*Identify the person who will be the **primary point of contact** for your team. This individual will serve as the contact for all communications, scheduling, and notices regarding your indication of interest.*

**Name** Jeremy Nurse

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### School Profile

**School Type (e.g. primary, middle, secondary, bilingual, immersion)** Secondary

**Proposed location** Sydenham, Christchurch

**Year levels in first year of operation** Years 9,10, 11, 12,13

**Year levels at full enrolment** Years 9-13



## A. STATEMENT OF PURPOSE AND GOALS

### 1. Purpose

Why do you propose to open this school?

180 Degrees Trust specifically work with disadvantaged students and their families/Whanau who struggle with education and every-day life. These young people typically come from low-socio-economic and different cultural backgrounds that are in need of extra support and education. The trust's two divisions are –

- 1) 180 Degrees Trust High Country Camps and Mentoring (HCCM) - 10-17yrs.  
HCCM supports young people in the youth justice system through intense 1-1 mentoring and court supervised camps. We also support other YP and their families/Whanau.
- 2) 180 Degrees Alternative Education School (180AE) - 13-16yrs.  
180 AE caters for 13-16yrs that are referred through the Ministry Of Education (MOE).

We would like to establish a school that is open for the HCCM young people who are positively engaging and are ready to have more educational opportunities without any of the barriers or restrictions that currently occur. Some of these young people are already waiting at our door for education, however we cannot provide this until we have the Partnership Schools funding and policy arrangements.

In 180 AE we often find that some students are not ready to engage in school until they have resolved other issues (i.e. drug and alcohol issues, anger problems, family relationships, behavioural challenges). We would like to enable the HCCM staff to support our students in the school as they have the skills to help resolve these other prevailing issues. We would also like to offer the support and education to those students who are over 16yrs of age and are now ready to engage in education.

We propose to join both successful programmes for a more wrap around service where the individual and family/Whanau is better supported in a proactive educational environment.

Describe the school's distinctive mission/vision and how will it enable student engagement and achievement.

Through providing the types of opportunities and experiences our young people would not typically have access to, we challenge their perception of the world and how they can positively contribute within society. The young people and 180 Degrees staff naturally develops positive trusting relationships through these experiences. As a result of this interaction the students motivation, engagement and 'by in' enhances the individuals achievement and personal development.

## 2. Goals

What are the school's performance goals and how will these be measured?

We aim to provide as much freedom for learning and development as possible and deliver the best outcomes for the students. As each student has different needs and talents, we will work with them and their family/whanau with a strength based approach that is centred around the students identified goals.

### Performance Goals – Academic, Physical, Developmental, Spiritual Milestones.

Individual Education and Development Plans will be created with each student to understand their interests and goals including steps necessary for achievement in the initial stages of intervention. Reviews of these will occur every second month to ensure the steps are being taken and if there are any changes necessary. These will help us measure performance.

Key goals will be a holistic view on the students life and development such as: Maths, English and History; Working towards independence (life skills, positive personal identity and esteem, hygiene, financial budgeting and saving, etc); anger management, drug and alcohol education (if these are deemed as an issue for them); vocational development and experience (including coping skills for scenarios that may be typical in employment), physical education; health and nutrition. The outdoor components teach the young people other important life skills such as Team work, Survival skills, helping out the group, nature and the physical world outside of the city.

Measurements will be made on how much the student develops and achieves these goals from the start of intervention through to completion. We already use these tools.

### Evaluation

Reviewers will be looking for a statements of purpose and goals which:

- are clear, focused and compelling
- are likely to produce high-quality outcomes
- express clear guiding principles, and
- are the driving force behind all other components of the IOI.

It needs to be clear to reviewers that the school's proposed educational, operations and business plans are all aligned in support of the purpose, mission/vision and goals.

Goals should be specific, measurable, attainable, relevant and time bound.

## B. EDUCATIONAL PLAN

### 1. Proposed Student Population and Educational Need

Describe the proposed student population and their educational needs.

Student Population:

These will be young people who do not fit within the main stream education system including all Māori, Pasifika, learners from low socio-economic backgrounds and learners with special education needs. The flexibility of our school class room, intensity of the mentoring, and the low student to teacher ratio will enable us to determine and provide the appropriate level of education. We will provide the educational needs necessary for the individual's specific areas of interest and need of



development. We aim to transition young people into training or employment and if appropriate we will help transition back into mainstream education.

Describe any challenges to learning that the proposed student population may face.

Behavioural challenges (e.g., ADHD, FASD, OD, mild intellectual disabilities, dyslexia, dyspraxia), learning difficulties, lack of positive support networks outside 180 Degrees Trust, lack of positive parental boundaries, resiliency, alcohol and or drug dependencies, anger management issues, previous negative experiences in education facilities. Exposure to neglect, physical and or emotional abuse. Often we need to help support the parents with their own anger problems and home life situation.

### Evaluation

Reviewers will be looking for statements that demonstrate:

- a knowledge of the educational and other needs of the proposed student population and the area in which the school will be located, and
- a clear intention to target and attract the Government's priority learners, including Māori, Pasifika, learners from low socio-economic backgrounds and learners with special education needs.

## 2. Learning Environment, Teaching and Curriculum

Provide an overview of the essential elements of the education programme of the proposed school, including key teaching practices and evaluation and assessment strategies.

We would like to initially adopt the NCEA programme that has predetermined evaluation and assessment procedures. This will need to be negotiated with Partnership Schools and the Ministry of Education to ensure we are able to use the NCEA programme.

In cases where NCEA does not cater for the needs of a Young Person, we will access qualifications through developing our own programme to help lift the level of the student so they can achieve NCEA credits. We will also use practical activities such as outdoor activities or sports; work experience; apprentices; pre requisites for some vocations i.e. site safe, OSH. Work experience and support when in employment to ensure achievement. We already use the physical environment to assist learning for those who find analytical thinking difficult.

Describe the curriculum that your school will use. If this is not the New Zealand Curriculum (NZC) or Te Marautanga o Aotearoa (TMOA) please describe how this aligns with the key elements of one of these documents.

The New Zealand Curriculum works to improve an individual in all aspects of their life. The NZC will be used to promote the holistic develop of our students.

Explain why you believe the education programme you are proposing will be successful in improving achievement for the proposed student population.

We currently have a high success rate in helping young people turn their lives around who are in the Youth Justice system. We also have a very successful Alternative Education Programme and would like to have the flexibility to help a wider range of young people.

Student achievement would be improved through an Individual Education Plan (IEP). This document



enables 180 staff members to set appropriate goals and outcomes with the students. Therefore the goals are realistic and relevant according to the individual. The education programme will be designed to meet the needs that the students have identified in their IEPs so progressive steps can be made towards the desired goals. This document allows the student to assess and evaluate their own development and achievement.

NCEA will also be used for certain areas of the education programme to enhance student employment prospects and as an additional assessment tool. NCEA will mainly be used for numeracy and literacy so the students reach an appropriate level for their age.

As previously stated, some of the students that we currently cater for are often not ready to engage in education until they have overcome other issues that affect their ability to learn. The flexibility in our programme will allow the student time to address those issues and then approach a structured daily educational setting. We have access to the resources and services readily available to support the student and their families through these issues. This enables the young person to engage in education when it is appropriate and therefore a greater success and productive progression will be made.

The inclusive pedagogies and environment 180 staff provide enhances student achievement and success. Diversity and cultural heritage is promoted within the classroom and as a result, students develop a sense of self-worth and value. This also increases student achievement and success as they are exposed to an inclusive and positive environment where they feel confident and comfortable. The previous experience and understanding of our staff in dealing with these young people provides a huge advantage for the success of this school.

Explain how the key teaching practices and evaluation and assessment strategies described above will enable your school to meet its stated goals.

The practices and strategies we have previously mentioned are the tools we are currently using in our AE School. The successful transition of our students into either mainstream school or full time employment is evidence that these tools are working. Student progress in the school continues to increase each month. Attendance rates have increased from 78%-100% within a Term, 66% of students increased their literacy and numeracy achievement (IEP scaling system), 100% of our students that were transitioning out of AE reached their transition goal. This progress was assessed over Term 4 2012. This huge progress was made within a 9 week period, which shows these strategies are extremely effective. The certain students that have not been successful with us and therefore reduce our statistics are those that have heavy alcohol and drug dependencies and the other issues previously mentioned. Therefore if we established a school that collates quality education (180 AE) and support (180 HCCM) when appropriate for the student our success will only increase.

How will the learning environment look through the eyes of a learner in your school?

Proactive, strengths based, emphasis on the learner and their abilities, challenging yet supportive, dynamic and fun, inclusive pedagogies that enable all the cultures of our young people of Aotearoa, New Zealand.

## Evaluation

Reviewers will be looking for an overview which demonstrates the following qualities:

- The learning, teaching and curriculum overview is clearly presented and strongly supports the school's statement of purpose and goals.
- If the NZC / TMOA are not the core documents, there is a clear description of how

the proposed curriculum aligns with one of these documents and there is clear reasoning behind the selection of the proposed curriculum.

- There is a coherent explanation of why the proposed model will meet the needs of the proposed population.
- The strategies described in the learning, teaching and curriculum overview will enable the school to achieve its stated goals.

### 3. Community and External Engagement

Briefly describe the steps you have already taken to assess demand and/or support for the school and summarise your findings.

We receive on average three calls per week from parents whose children have either been excluded from a high school or are about to be excluded because of environmental factors affecting their schooling - they wish to enrol with 180. CYF and the Police are constantly asking us if we can accept outside enrolments in our 180 Degrees AE School - such is our reputation - unfortunately we are unable to. Expanding on this topic, many of the students on the MOE waiting list to enter an AE school choose 180 as their preferred school. Again, the AE Manager is the "gate keeper".

For five years we have successfully been operating an NGO for young people who are usually in the youth justice system or who are on the fringes thereof. The fact that we cannot consistently and quickly engage them in meaningful education indicates a large gap in the service in Christchurch.

What will be your next steps to secure parental support and student enrolments?

We will produce a brochure outlining the Aims and Objectives of our new 180 Degrees Trust School. This brochure will be circulated in Christchurch to high schools, AE schools, CYF and Youth Justice (YJ) Managers and their staff and Police. At the same time we will have an article and launch in the Christchurch Press. This publicity will be followed by addresses to CYF, YJ and Police as well as Rotary and Lions Clubs. We wish to work along-side mainstream education as a viable and practical option for those students who struggle with conventional classroom dynamics. A win/win for schools and the pupil.

In our 180 HCCM programme we usually have 12 - 15 clients engaging with us at any one time. Our statistics show that for those not yet 16 yrs of age 72% are not attending school. They have evaded the system and slipped through the net. Yet many of them call voluntarily at the 180 premises for companionship and advice. In actual fact they wish to learn and look on 180 as their home. Our Youth Coordinators/ mentors will meet with these young people and their families and offer them the chance to enrol.

We believe enrolments will be plentiful.

How would you engage with the parent community on an ongoing basis to ensure their engagement with, and support for, learning?

The Youth Coordinator/ mentor will collaborate with other community organisations and/or CYF to create plans and a strong support network of professionals that are necessary for optimal learning outcomes.