

# PARTNERSHIP SCHOOLS | KURA HOURUA

## IOI EVALUATION

**PROPOSED SCHOOL: AHIKAA**

**Proposed Sponsor: Entrepreneurship New Zealand Trust**

**School** Ahikaa  
**Proposed location** Pito-one, Lower Hutt  
**Year levels in first year of operation** 9-13  
**Year levels at full enrolment** 9-13

SUMMARY	Meets	Approaches	Barely	Not Provided
<b>STATEMENT OF PURPOSE AND GOALS</b>				
<b>EDUCATIONAL PLAN</b>				
Proposed Student Population and Educational Need				
Learning Environment, Teaching and Curriculum				
Community and External Engagement				
<b>OPERATIONS PLAN</b>				
Leadership and Governance				
Staffing				
Proposed Enrolment				
Proposed Facilities				
<b>BUSINESS PLANNING</b>				

**STATEMENT OF PURPOSE AND GOALS**

**Purpose and Goals**

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.

	Approaches	Below	Not provided
<b>Strengths</b>	<ul style="list-style-type: none"> <li>• Your proposal articulates a clear intention to establish a programme which will allow young people to achieve success as Maori.</li> <li>• You have identified specific measurable performance goals and broader objectives which are based on the five primary principles which are articulated for the proposed school.</li> </ul>		
<b>Area for Development</b>			

**EDUCATIONAL PLAN**

**Proposed Student Population and Educational Need**

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 Maori, Pasifika, learners from low socio-economic backgrounds and learners with special education needs.

	Approaches	Below	Not provided
<b>Strengths</b>	<ul style="list-style-type: none"> <li>• As an existing organisation Ahikaa attracts students who have not succeeded in mainstream education provision and have often been excluded from school, exiting the system of their own accord and/or had involvement with the youth justice system.</li> <li>• A range of challenges faced by potential students have been identified.</li> </ul>		
<b>Area for Development</b>	<ul style="list-style-type: none"> <li>• If the school is established and is successful is would it attract students who don't fit the above profile and would that create an issues or tension?</li> </ul>		

### Learning Environment, Teaching and Curriculum

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.

	Approaches	Below	Not provided
<b>Strengths</b>	<ul style="list-style-type: none"> <li>• As you have described it the planned curriculum links with the New Zealand Curriculum with specific, specialist foci including Business Entrepreneurship.</li> <li>• The expectation is that the school would engage students and improve achievement by providing an approach which closely relates to the students' world.</li> </ul>		
<b>Area for Development</b>	<ul style="list-style-type: none"> <li>• If you decide to proceed to full application the assessment strategies and tools will need to be developed and detailed. How would these differ between years 9 – 10 and years 11 – 13?</li> </ul>		

### Community and External Engagement

Reviewers will be looking for:

- evidence that your choice of location and proposed student population is based on some genuine community engagement and identified support
- an understanding of ways to engage with the proposed community, including parents, and
- steps that have been taken to secure support from the wider community (can be very broad).

	Approaches	Below	Not provided
<b>Strengths</b>	<ul style="list-style-type: none"> <li>• Your submission details steps which you have already taken to gain support from iwi, hapu and whānau. There is a clear intention to use iwi, hapu and whānau structures and processes to support the programme.</li> <li>• As an existing programme Ahikaa has processes in place for whānau engagement. This also enables the identification of a large number of existing operational relationships.</li> </ul>		
<b>Area for Development</b>			

**OPERATIONAL PLAN**

**Leadership and Governance**

Reviewers will be looking for evidence of:

- a clear organisational structure with personnel who are capable of contributing the wide range of experience and expertise that will be needed to oversee the establishment and operation of a successful school; and,
- evidence of an understanding of the differentiation between governance and management.

	Approaches	Below	Not provided
<b>Strengths</b>	<ul style="list-style-type: none"> <li>• The proposal shows that Ahikaa has an existing board with legal, business and educational experience. This is supplemented by access to contractors and advisors with financial expertise.</li> </ul>		
<b>Area for Development</b>			

**Staffing**

Reviewers will be looking for a staffing chart that clearly identifies roles that will support the statement of purpose and goals of the school.

	Approaches	Below	Not provided
<b>Strengths</b>	<ul style="list-style-type: none"> <li>• The submission provides current staffing details</li> </ul>		
<b>Area for Development</b>	<ul style="list-style-type: none"> <li>• If you proceed to full application you would need to develop a staffing plan which shows proposed roles, required qualifications, experiences and personal attributes.</li> </ul>		

**Proposed Enrolment**

Reviewers will expect a table which demonstrates sustainable growth and a rationale which supports the statement of purpose

	Approaches	Below	Not provided
<b>Strengths</b>	<ul style="list-style-type: none"> <li>• The submission proposes commencing with 50 students and build to capacity of 100.</li> </ul>		
<b>Area for Development</b>	<ul style="list-style-type: none"> <li>• The question will be as you build numbers in years 9 and 10 and these students progress through to years 11 – 13 will this compromise your ability to enrol students coming out of mainstream provision at years 11 and 12? Would you be looking to pathway successful students from year 10/11 to other provision?</li> </ul>		

### Proposed Facilities

Reviewers will expect to see evidence that you know what facilities you need to support your school as it develops and how you will go about securing these.

	Approaches	Below	Not provided
<b>Strengths</b>	<ul style="list-style-type: none"> <li><i>Ahikaa is established in an existing facility which would require a small amount of modification to accommodate the capacity toll.</i></li> </ul>		
<b>Area for Development</b>			

### BUSINESS PLANNING

Reviewers will be looking for evidence that:

- the school has access to financial expertise, and
- partnerships are appropriate and support the statement of purpose and goals.

	Approaches	Below	Not provided
<b>Strengths</b>	<ul style="list-style-type: none"> <li><i>The submission shows established and proven financial processes and access to expertise.</i></li> <li><i>Ahikaa has established relationships with iwi organisations, local government, local businesses and communities.</i></li> </ul>		
<b>Area for Development</b>			

RELEASED UNDER THE OFFICIAL INFORMATION ACT