

unrelenting stand for personal greatness, it's 'cool' to be successful, solid and reliable standards that are never allowed to be grey, te reo Māori is loved by everyone, it's 'cool' to be Māori, pushed to realise personal potential, acknowledge talent, expect everyone to be brilliant, pushed with love to prove we can do things we thought we couldn't, part of a whānau that cares about one another always not matter what, respected and loved for everything we are and everything we are not.

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 have surveyed whānau, had several wānanga with the BOT, Staff and Students and we have presented the concept to grandparents and kaumatua and all have embraced the concept with excitement and were inspired by the potential this will provide for their tamariki and Māori in general and the resulting positive impact that it could provide for their own Whānau, Hapū, Iwi, Aotearoa generally and the World.

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

More of the same but widening the audience to other potential communities and to some corporates and anyone who would like to listen to the potential this could provide for our own community or as a model for others.

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

Brilliance Parties – to celebrate the success of their children

Homework Parties – to share ways to support their child at home

Parenting Support

Connect the community via IT – to share knowledge and be tuned into their child's learning journey

Create Traditions and Learning Opportunities that the community support, enjoy, love, inspire

Help them see that the brilliance of their child, is their brilliance too

- Describe the relationships, if any, that you have established to generate engagement in and support for the proposed school. This can include businesses and organisations beyond the immediate geographical community.

We do and have always been community players and contributors, this will be developed further if need be for the purpose of this indication of interest. We have active support from a range of community businesses and organisations that is illustrated both by being spoken positively about and by donations, service and product assistance.

Evaluation

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.

C. OPERATIONS PLAN

1. Leadership and Governance

List the known members of the school's proposed governing board and leadership team including their roles within the school. Include a brief description of the qualities, competencies and qualifications that each person brings to their role. Please provide as **Attachment 1**.

Evaluation

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.

2. Staffing

Provide as **Attachment 2**, an indicative staffing chart for the school. The staffing chart should identify positions to be established in 2014 as well as positions to be added in future

years. This information should include proposed:

- school leadership
- teaching positions
- support staff, and
- operational staff.

Please include the nature of qualification/experience which will be expected for each group. This chart should only identify positions, not specific individuals.

Evaluation

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

3. Proposed Enrolment

Complete the following table for the year levels your school intends to serve.

Year Level	Student Numbers					At Capacity
	2014	2015	2016	2017	2018	
1	15	15	15	15		30 - 50
2	15	15	15	15		30 - 50
3	18	18	18	18		30 - 50
4	20	20	20	20		30 - 50
5	20	20	20	20		30 - 50
6	20	20	20	20		30 - 50
7	18	18	18	18		30 - 50
8	20	20	20	20		30 - 50
9	15	15	15	15		30 - 50
10	15	15	15	15		30 - 50
11		20	20	25		30 - 50
12			20	25		30 - 50
13				25		30 - 50

Describe the rationale for the number of students and year levels served in 2014 and the basis for any planned growth.

We have been conservative with these numbers and they are based on the current roll with a few extras added and focusing only on adding yr 's 9 and 10 in 2014.

Evaluation

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

4. Proposed Facilities

What facilities will you need to accommodate your school at set-up and at full enrolment?

Innovative healthy buildings, large spaces transformed into effective learning environments but potentially three set areas, admin, specialist (such as gym / performing arts space) and general teaching space.

Where we are currently located - there is more land beside it and ideally we would be resourced to purchase that and purpose build beside our full primary school. We could also share admin resources or other to benefit economically and efficiently.

Describe how you intend securing these facilities.

Government Funding and other Funding options would be targeted

Evaluation

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.

D. BUSINESS PLANNING

Establishing a Partnership School | Kura Hourua will require expertise in areas such as:

- financial management
- fundraising and development, and
- accounting.

How will you access this expertise?

We already possess these skills and have executed and illustrated that by building the current school, setting it up as an establishment school that had private status initially and then gained status three years later as a state funded full primary kura kaupapa. If we needed more skills than we have, we would seek expert advice and assistance. We have also targeted and sought these specific skills for our Board.

Describe any partnership arrangements that you have in place or planned to support the business plan and the operation of the school.

Nothing official as yet.

Evaluation

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.

Te Kura Amorangi o Whakawātea

Proposed Governing Board and Leadership Team

Attachment 1

These are a very brief description of the qualities, competencies and qualifications that each person brings to their role

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Te Kura Amorangi o Whakawātea

Proposed Leadership Management & Staff

Attachment 2

STRUCTURE

At board level:

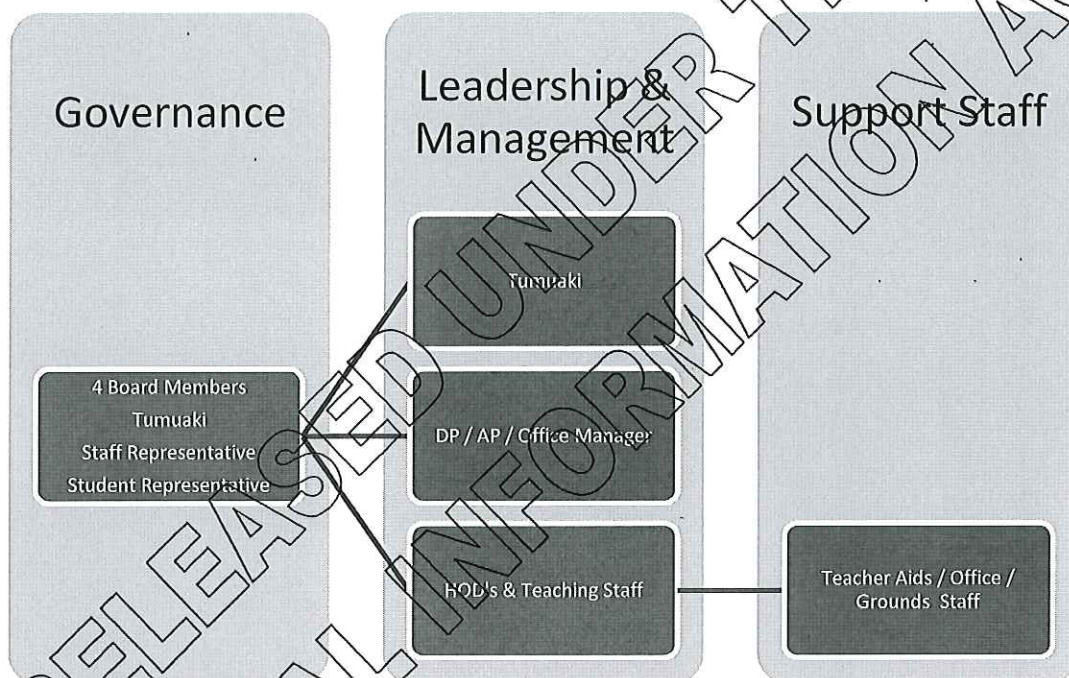
Board – 4 members

Staff / Student Representative

Tumuaki - in attendance

Teaching and Support Staff

STURCTURE - OVERVIEW



POSITIONS 2014

Tumuaki / Principal

Tumuaki Tuārua / Deputy Principal

Kaiako / Teacher x 4 – literacy, numeracy, sciences & arts, IT & health / PE

Teacher Aid x 1 - 2

Office / Finance Manager

Office Assistant

Grounds & Maintenance

STAFFING CHART 2014

Tumuaki	DP / AP Office / Finance Manager	Literacy HOD Teacher (could be one in the same)	Numeracy HOD Teacher (could be one in the same)	Science & Arts HOD Teacher (could be one in the same)	IT, Health & PE HOD Teacher (could be one in the same)
	Office Assistant & Grounds	Teacher Aid / s across the curriculum			

STAFFING CHART FOR FUTURE POSITIONS BEYOND 2014

Tumuaki	DP / AP Office / Finance Manager	Literacy HOD Teacher (could be one in the same)	Numeracy HOD Teacher (could be one in the same)	Science & Arts HOD Teacher (could be one in the same)	IT, Health & PE HOD Teacher (could be one in the same)	Subjects, options and extra classes will be added as the school grows & the resulting need for more appropriate staff.
	Office Assistant & Grounds	Teacher Aid / s across the curriculum				More support staff as the school grows

As the school develops and grows we would assess where the greatest need is and ensure that is well resourced, at the same time growing education options and more specialist areas. If these were difficult to access in house we would seek outside assistance or use IT options to gain the access we desired. As this occurs we will invariably add to our support staff team.

LEADERSHIP

Tumuaki - Principal

Qualities -

Passionate visionary, inspirational, a 'what will it take' attitude, child advocate, education advocate, lifelong learner, positive female role model, health conscious, pro-active lifestyle, reliable, supportive, decolonisation, political awareness, team player

Competencies -

Te reo Māori, tikanga Māori, mentor for first time principals, tumuaki, kaiako, boards, governance & management, social work, community participant, whānau, more than 8 year's experience, familiar with initiating projects

Qualifications -

Fully Registered Primary School Teacher, Master of Education, MBA, Whakapiki i te reo Māori, Master's – Tāhuhu Whakaakoranga

AP OR DP, HOD Technicraft / IT

Qualities -

Compassionate, inspirational, positive male role model, health conscious, pro-active lifestyle, reliable, supportive, decolonisation, political awareness, team player

Competencies -

Te reo Māori, tikanga Māori, HOD Technicraft at an area school, sport generally, more than 5 year's experience, familiar with initiating projects

Qualifications -

Qualified Tradesman, Primary and Secondary School Teacher, Whakapiki i te reo Māori

AP OR DP, HOD Sciences & The Arts

Qualities -

Passionate, inspirational, education advocate, positive female role model, reliable, supportive, political awareness, team player

Competencies -

Te reo Māori, tikanga Māori, tumuaki, kaiako, boards, governance & management, more than 5 year's experience

Qualifications -

Fully Registered Primary School Teacher, Master's – Tāhuhu Whakaakoranga

AP OR DP, HOD PĀNGARAU - NUMERACY

Qualities -

Passionate visionary, inspirational, hardworking, creative, pro-active lifestyle, reliable, supportive, decolonisation, political awareness, team player

Competencies -

Te reo Māori, tikanga Māori, mentor for pāngaru, acting tumuaki, kaiako, management, community participant, sport generally, music, art, more than 5 year's experience

Qualifications -

Primary School Teacher, Early Childcare, Whakapiki i te reo Māori

AP OR DP, HOD Te Reo Māori - LITERACY

Qualities -

Passionate, researcher, positive female role model, reliable, supportive, political awareness, team player

Competencies -

Te reo Māori, tikanga Māori, tumuaki, kaiako, boards, governance & management, more than 5 year's experience

Qualifications -

Qualified Registered Teacher, Whakapiki i te Reo Māori

TEACHING STAFF

IT / Technicraft

Qualities -

Passionate, positive male role model, innovative, networker, creative, visionary, enthusiastic, reliable, supportive, pro-active, IT, team player

Competencies -

IT, yachting, senior management, more than 5 year's experience

Qualifications -

Qualified IT, Teacher, MBA, currently studying

Te Reo Māori

Qualities -

Passionate, positive female role model, innovative, networker, creative, visionary, enthusiastic, supportive, pro-active, team player

Competencies -

Te reo Māori, tikanga Māori, Research, Teaching ECE, Primary & Tertiary, decolonisation, political awareness, more than 5 year's experience

Qualifications -

Qualified, Registered Teacher, Masters - Tāhuhu Whakaakoranga, Masters – Te Reo Māori

Early Childhood, Te Reo Māori, Social Sciences

Qualities -

Compassionate, inspirational, positive female role model, enthusiastic, reliable, supportive, loves learning, creative, team player

Competencies -

Te reo Māori, tikanga Māori, IT, Parenting Programmes such as The Incredible Years and much more, more than 5 year's experience

Qualifications -

Qualified Social Worker, Teacher

English

Qualities -

Dedicated, inspirational, hardworking, creative, pro-active lifestyle, reliable, supportive, team player, a great Pākehā

Competencies -

English teaching, mentor for junior teachers, acting AP / DP, teacher, management, community participant, design, more than 5 year's experience

Qualifications -

Qualified, Registered Teacher

John Motunau and Kurairangi Katene Kopa – Kaumatua

Unsurpassed, qualified and appropriate for this role

**SPECIALIST TEACHING ADVISORS – FRIENDS OR MENTORS IN RESIDENCE
OF Te Kura Amorangi o Whakawātea**

We have always been committed to seeking trained, skilled support when we need it and / or professional development to ensure we are capable of all tasks.

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