

INDICATION OF INTEREST

in applying to operate a

Partnership School | Kura Hourua opening in 2014

ISSUED 14 DECEMBER 2012

DUE 1 FEBRUARY 2013

Please send the completed document and direct all questions
to chair@partnershipschools.education.govt.nz

CONTENTS

1. Foreword from the Chair of the Partnership Schools | Kura Hourua Working Group
2. Indicative Timeline
3. School Contacts and Profile
4. Statement of Purpose and Goals
 - A. Purpose, Mission/Vision
 - B. Goals
5. Educational Plan
 - A. Proposed Student Population and Educational Need
 - B. Learning Environment, Teaching and Curriculum
 - C. Community and External Engagement
6. Operations Plan
 - A. Leadership and Governance
 - B. Staffing
 - C. Proposed Enrolment
 - D. Proposed Facilities
7. Business Planning

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.

RELEASED UNDER THE
OFFICIAL INFORMATION ACT

FOREWORD FROM CATHERINE ISAAC

The Partnership Schools |Kura Hourua Working Group is pleased to invite groups interested in establishing a Partnership School |Kura Hourua to provide some initial information about their potential proposals. This process is designed to help you understand what is likely to be required in the formal application process, and to help you prepare for it.

The Working Group will not be responsible for running the formal application process, or for making final recommendations on which applications the Minister of Education should accept. This process will be conducted by an Authorisation Board established for that purpose. No formal or final decisions will be taken until after the Education Amendment Bill has been finalised and passed.

The Working Group is however willing to assist and support applicants in this preliminary process, and if you are interested or think you might be interested in establishing a Partnership School, we warmly encourage you to complete this indication of interest form as a first step. You can learn more about the Working Group and its members here: <http://partnershipschools.education.govt.nz/Who-we-are>.

When you have completed the form please forward it to me at chair@partnershipschools.education.govt.nz by 1 February 2013. The Working Group will provide constructive feedback to all participants who submit indications of interest. If you have difficulty in completing any sections you can provide partial responses or leave the section blank. If you have any questions please also send them to me.

Please note that participation in the IOI process is optional. Interested parties who do not submit an IOI will still be able to submit a full application when these are called for (see indicative timeline on the next page).

Catherine Isaac

CHAIR

Partnership Schools |Kura Hourua Working Group

INDICATIVE TIMELINE

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.

2012	
14 December	Indications of interest
The Partnership Schools Working Group invites indications of interest from potential sponsors.	
2013	
24 January	Submissions to Science and Education Select Committee close
The Science and Education Select Committee is considering the Education Amendment Bill which provides for the establishment of Partnership Schools Kura Hourua.	
1 February	Indications of interest (IOI) due
All indications should be received by the Partnership Schools Working Group by 4:30 p.m. on 1 February 2013. They must be submitted on the correct form and emailed to chair@partnershipschools.education.govt.nz .	
15 February	IOI review completed
All IOIs will be reviewed by the Partnership Schools Working Group. Feedback will be provided to potential sponsors.	
1 March	Publication of application information / Request for proposals
The Partnership School Authorisation Board will publish provisional application information and invite proposals.	
12 April	Proposals due
All proposals must be received by the Partnership School Authorisation Board by 4:30 p.m. on 12 April 2013. They must be submitted on the correct form and sent by email to the specified address.	
12 - 26 April	Review of proposals by Authorisation Board
Members of the Authorisation Board will individually review and assess proposals. This individual review will be followed by a group debriefing and collation of reviews.	
29 April - 1 May	Interviews with Authorisation Board

Sponsors and key staff involved in the operation of the school / kura will be interviewed by the Authorisation Board.

2 May - 15 May Preparation of report and advice to Ministers

The Authorisation Board will prepare advice for the Minister of Education on each of the proposals to inform her decision on which can proceed to establishment.

31 May Decision announced by Minister of Education

The Minister of Education will announce which applicants have been successful in their application to open a Partnership School/Kura Hourua in 2012. Unsuccessful applicants will be able to submit an IOI for the 2015 establishment round. This round is likely to commence in August 2012.

28 June Contracts Signed

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

Whakāriori Community 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

Aotearoa Youth Initiative 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

S 9(2)(a) OIA

Mailing Address

S 9(2)(a) OIA

Phone: Day

S 9(2)(a) OIA

Cell phone: S 9(2)(a) OIA

Email

S 9(2)(a) OIA

Fax

[Click here to enter text](#)

School Profile

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

Secondary

Proposed location

Masterton

Year levels in first year of operation

9-12

Year levels at full enrolment

9-13

RELEASED UNDER THE
OFFICIAL INFORMATION ACT

A. STATEMENT OF PURPOSE AND GOALS

1. Purpose

Why do you propose to open this school?

We are hoping to identify at risk youth as our main body of students. In this instance at risk youth are identified as youth with:

- Behavioural problems
- Mental health clients
- Alcohol and drug issues
- Young offenders

Also included in this group are youth that have been expelled or excluded from local mainstream education and are unable to be accepted at another school.

While many of these students may end up in alternative education, many slip through the gaps. We want to create a school where these students are accepted and both their health and educational needs are met.

We will create an environment that will meet the needs of all students. Most at risk students tend to have critical 'gaps' in their education especially in literacy and numeracy.

In most cases many of these gaps are caused through behavioural difficulties including anger, young offending, mental health issues, and truancy and family situations. In some case this has caused total disengagement from mainstream schooling.

Our curriculum along with our support services will work towards positive outcomes for students by identifying current health, behavioural and educational issues that are creating barriers for learning. The plan is to breakdown these barriers to create supportive strategies that will assist the students to become engaged and successful learners.

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

Mission

We will provide an inclusive and culturally diverse teaching and learning environment that will foster and engage all students in a wide range of learning opportunities.

Vision

Maintain effective relationships based on tolerance, respect and honesty within a diverse community

Show resilience and flexibility to overcome challenges

Be confident in their own identity

Values

Whanaungatanga- school, students, family, community

Manakitanga- building concern for others, respect, kindness, responsibility, compassion

Hauora-wellbeing, using the 4 concepts of the whare tapa wha

2. Goals

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

- Improved outcomes in Literacy and Numeracy
- Improved learning by ensuring that students have an effective teacher
- Critical thinking and inquiry learning will be fostered throughout the teaching and learning programme
- The New Zealand Curriculum will be embraced in all teaching and learning programmes
- We will encourage the individuality of each student
- Up to date teaching and learning pedagogy will be used to develop all teaching and learning programmes
- Knowledge of te ao Maori will be implemented into the teaching and learning programme
- Improved attendance for all students

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.

In 2012 274 students were stood down, suspended or excluded in the Masterton District, 150 of these cases included violence, abuse and violent behaviour.

There is a high youth suicide rate and young offending rate in the Masterton district. 15% of children under the age of 15 have been diagnosed with a mental health condition.

There are currently 7 secondary schools in the Masterton District (this includes Carterton and South Wairarapa). 3 of these schools are state schools, 4 are state integrated. There are 2 alternative education providers (with a district total of 18 placements) that use Te Kura to deliver their programme; alternative education is only available to students between the ages of 13-16 years. In 2010 63% of AE students were Maori.

Educational needs may include:

- Gaps in literacy and numeracy or other curriculum areas. Some students may be working well below the appropriate curriculum level for their age and struggle to keep up in mainstream education.
- High truancy rates due to non engagement in school.
- Barriers to learning brought on by disengagement due to behavioural disorders or learning delay, mismatching between their levels of achievement and teaching levels.

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

These students can be difficult to engage with due to a number of issues, they tend to have other social issues that have not been addressed or supported. These issues can include diagnosed or undiagnosed mental health, behavioural problems, alcohol and drug issues that create learning difficulties due to short term or long term effects. They may also have learning difficulties.

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.

Key Teaching Practices

Inquiry Learning

Inquiry learning will develop skills that enable students to locate, gather, analyse, critique and apply information to a wide range of contexts.

- Throughout the programme students will be actively supported by the teaching staff in the acquisition of relevant skills
- Students are engaged in learning
- Students deepen or gain understanding of core concepts
- Students will access a range of information sources

Critical Thinking Skills

- Critical thinking involves activities requiring examining, questioning and challenging taken-for-granted assumptions. Critical action requires students acting on their findings.
- Implemented within the learning programme will be the use of strategies that promote critical thinking. These include graphic organisers, mind mapping, six thinking hats, Blooms taxonomy, learning styles, and multiple intelligences.

Cooperative Learning

The elements of cooperative learning are positive interdependence, face to face interaction, individual accountability, social skills and group processing.

Using cooperative learning strategies students will develop the following skills: constructive thinking skills, social competencies, motivation, social support, psychological health, self esteem, positive interpersonal relationships and intergroup relationships.

Reciprocal Teaching

Reciprocal teaching takes place in a small group context. Teacher and students take turns at being teacher or leading the dialogue while focusing on defined segments of shared text. The teacher role is rotated among group members to ensure each has a turn each session. When well implemented, reciprocal teaching has been shown to improve students skills in reading comprehension, meta-cognition, social participation and self management.

Evaluation

Self review of the teaching and learning programme will be completed each term. It will be