

Partnership Schools | Kura Hourua

**Ministry Evaluation Support Team
Evaluation Findings by Application**

19 May 2013

Content

1	180 DEGREES TRUST	6
1.1	OVERVIEW	6
1.2	APPLICANT'S PURPOSE AND GOALS (EXTRACTED FROM APPLICATION)	6
1.3	INITIAL EVALUATION RESULTS.....	6
1.4	APPLICATION SWOT	6
1.5	REVIEW OF APPLICANT ORGANISATION.....	7
2	ADVANCE TRAINING CENTRES LIMITED	8
2.1	OVERVIEW	8
2.2	APPLICANT'S PURPOSE AND GOALS (EXTRACTED FROM APPLICATION)	8
2.3	INITIAL EVALUATION RESULTS.....	8
2.4	APPLICATION SWOT	9
2.5	REVIEW OF APPLICANT ORGANISATION.....	9
2.6	ERO REPORT SUMMARY.....	10
3	AL-NOOR CHARITABLE TRUST.....	11
3.1	OVERVIEW	11
3.2	APPLICANT'S PURPOSE AND GOALS (EXTRACTED FROM APPLICATION)	11
3.3	INITIAL EVALUATION RESULTS.....	11
4	AOTEAROA YOUTH INITIATIVE TRUST	13
4.1	OVERVIEW	13
4.2	APPLICANT'S PURPOSE AND GOALS (EXTRACTED FROM APPLICATION)	13
4.3	INITIAL EVALUATION RESULTS.....	13
5	BROSIR.COM	15
5.1	OVERVIEW	15
5.2	APPLICANT'S PURPOSE AND GOALS (EXTRACTED FROM APPLICATION)	15
5.3	INITIAL EVALUATION RESULTS.....	15
6	CHRISTIAN CITY CHURCH (C3 CHURCH AUCKLAND)	16
6.1	OVERVIEW	16
6.2	APPLICANT'S PURPOSE AND GOALS (EXTRACTED FROM APPLICATION)	16
6.3	INITIAL EVALUATION RESULTS.....	16
7	C-ME MENTORING FOUNDATION TRUST.....	17
7.1	OVERVIEW	17
7.2	APPLICANT'S PURPOSE AND GOALS (EXTRACTED FROM APPLICATION)	17
7.3	INITIAL EVALUATION RESULTS.....	17
7.4	APPLICATION SWOT	18
7.5	REVIEW OF APPLICANT ORGANISATION.....	18
8	DAVIDIC CENTRE.....	20
8.1	OVERVIEW	20
8.2	APPLICANT'S PURPOSE AND GOALS (EXTRACTED FROM APPLICATION)	20
8.3	INITIAL EVALUATION RESULTS.....	21
9	DESTINY SCHOOL.....	22
9.1	OVERVIEW	22
9.2	APPLICANT'S PURPOSE AND GOALS (EXTRACTED FROM APPLICATION)	22
9.3	INITIAL EVALUATION RESULTS.....	22
9.4	APPLICATION SWOT	23
9.5	REVIEW OF APPLICANT ORGANISATION.....	24
9.6	ERO REPORT SUMMARY.....	24

10	DUNEDIN DISCOVERY WORKING GROUP.....	26
10.1	OVERVIEW	26
10.2	APPLICANT'S PURPOSE AND GOALS (EXTRACTED FROM APPLICATION).....	26
10.3	INITIAL EVALUATION RESULTS	26
11	GISBORNE GIRLS HIGH SCHOOL.....	27
11.1	OVERVIEW	27
11.2	APPLICANT'S PURPOSE AND GOALS (EXTRACTED FROM APPLICATION).....	27
11.3	INITIAL EVALUATION RESULTS	27
11.4	APPLICATION SWOT.....	27
11.5	REVIEW OF APPLICANT ORGANISATION	28
11.6	ERO REPORT SUMMARY	28
12	HE PUNA MARAMA TRUST	30
12.1	OVERVIEW	30
12.2	APPLICANT'S PURPOSE AND GOALS (EXTRACTED FROM APPLICATION).....	30
12.3	INITIAL EVALUATION RESULTS	30
12.4	APPLICATION SWOT.....	31
12.5	REVIEW OF APPLICANT ORGANISATION	31
13	KIRIKIROA MARAE RESERVATION.....	33
13.1	OVERVIEW	33
13.2	APPLICANT'S PURPOSE AND GOALS (EXTRACTED FROM APPLICATION).....	33
13.3	INITIAL EVALUATION RESULTS	33
14	MANUKAU CHRISTIAN CHARITABLE TRUST	34
14.1	OVERVIEW	34
14.2	APPLICANT'S PURPOSE AND GOALS (EXTRACTED FROM APPLICATION).....	34
14.3	INITIAL EVALUATION RESULTS	35
14.4	APPLICATION SWOT.....	35
14.5	REVIEW OF APPLICANT ORGANISATION	36
14.6	ERO REPORT SUMMARY	36
15	MONTESORI 3-6.....	38
15.1	OVERVIEW	38
15.2	APPLICANT'S PURPOSE AND GOALS (EXTRACTED FROM APPLICATION).....	38
15.3	INITIAL EVALUATION RESULTS	38
15.4	APPLICATION SWOT.....	39
15.5	REVIEW OF APPLICANT ORGANISATION	39
16	MOTUEKA RUDOLF STEINER SCHOOL TRUST	41
16.1	OVERVIEW	41
16.2	APPLICANT'S PURPOSE AND GOALS (EXTRACTED FROM APPLICATION).....	41
16.3	INITIAL EVALUATION RESULTS	41
17	NGĀ KĀKANO O TE KAIHANGA KURA	43
17.1	OVERVIEW	43
17.2	APPLICANT'S PURPOSE AND GOALS (EXTRACTED FROM APPLICATION).....	43
17.3	INITIAL EVALUATION RESULTS	43
17.4	APPLICATION SWOT.....	44
17.5	REVIEW OF APPLICANT ORGANISATION	45
17.6	ERO REPORT SUMMARY	45
18	NGATIWAHANGA KI WHANGARURU WHENUA TOOPU TRUST.....	47
18.1	OVERVIEW	47
18.2	APPLICANT'S PURPOSE AND GOALS (EXTRACTED FROM APPLICATION).....	47
18.3	INITIAL EVALUATION RESULTS	47

18.4	APPLICATION SWOT	48
18.5	REVIEW OF APPLICANT ORGANISATION	49
19	ORA CHARITABLE TRUST.....	50
19.1	OVERVIEW	50
19.2	APPLICANT'S PURPOSE AND GOALS (EXTRACTED FROM APPLICATION).....	50
19.3	INITIAL EVALUATION RESULTS	50
19.4	APPLICATION SWOT.....	51
19.5	REVIEW OF APPLICANT ORGANISATION	52
20	PACIFIC PEOPLES' ADVANCEMENT TRUST	53
20.1	OVERVIEW	53
20.2	APPLICANT'S PURPOSE AND GOALS (EXTRACTED FROM APPLICATION).....	53
20.3	INITIAL EVALUATION RESULTS	54
20.4	APPLICATION SWOT.....	54
20.5	REVIEW OF APPLICANT ORGANISATION	55
21	RISE UP TRUST	56
21.1	OVERVIEW	56
21.2	APPLICANT'S PURPOSE AND GOALS (EXTRACTED FROM APPLICATION).....	56
21.3	INITIAL EVALUATION RESULTS	56
21.4	APPLICATION SWOT.....	56
21.5	REVIEW OF APPLICANT ORGANISATION	57
22	ROAR MINISTRIES CHARITABLE TRUST	58
22.1	OVERVIEW	58
22.2	APPLICANT'S PURPOSE AND GOALS (EXTRACTED FROM APPLICATION).....	58
22.3	INITIAL EVALUATION RESULTS	58
23	RUDOLPH STEINER SCHOOL TRUST MANAWATU	59
23.1	OVERVIEW	59
23.2	APPLICANT'S PURPOSE AND GOALS (EXTRACTED FROM APPLICATION).....	59
23.3	INITIAL EVALUATION RESULTS	59
24	SYMCOMM LIMITED.....	60
24.1	OVERVIEW	60
24.2	APPLICANT'S PURPOSE AND GOALS (EXTRACTED FROM APPLICATION).....	60
24.3	INITIAL EVALUATION RESULTS	60
25	TE AWANUI INSTITUTE	62
25.1	OVERVIEW	62
25.2	APPLICANT'S PURPOSE AND GOALS (EXTRACTED FROM APPLICATION).....	62
25.3	INITIAL EVALUATION RESULTS	62
26	TE KOHAO HEALTH LIMITED	63
26.1	OVERVIEW	63
26.2	APPLICANT'S PURPOSE AND GOALS (EXTRACTED FROM APPLICATION).....	63
26.3	INITIAL EVALUATION RESULTS	63
26.4	APPLICATION SWOT.....	64
26.5	REVIEW OF APPLICANT ORGANISATION	64
27	TE KURA O NGĀ TAUTŌHITO	66
27.1	OVERVIEW	66
27.2	APPLICANT'S PURPOSE AND GOALS (EXTRACTED FROM APPLICATION).....	66
27.3	INITIAL EVALUATION RESULTS	66
28	TE RUNANGA O TURANANUI A KIWA	68
28.1	OVERVIEW	68

28.2	APPLICANT'S PURPOSE AND GOALS (EXTRACTED FROM APPLICATION).....	68
28.3	INITIAL EVALUATION RESULTS	68
28.4	APPLICATION SWOT	68
28.5	REVIEW OF APPLICANT ORGANISATION	69
29	TE TANIWHA YOUTH CHARITABLE TRUST	70
29.1	OVERVIEW	70
29.2	APPLICANT'S PURPOSE AND GOALS (EXTRACTED FROM APPLICATION).....	70
29.3	INITIAL EVALUATION RESULTS	70
30	TE WAKA HOURUA O MATAARIKI.....	71
30.1	OVERVIEW	71
30.2	APPLICANT'S PURPOSE AND GOALS (EXTRACTED FROM APPLICATION).....	71
30.3	INITIAL EVALUATION RESULTS	71
31	THE BRIDGE ACADEMY	72
31.1	OVERVIEW	72
31.2	APPLICANT'S PURPOSE AND GOALS (EXTRACTED FROM APPLICATION).....	72
31.3	INITIAL EVALUATION RESULTS	72
32	THE KAI TECH CHARITABLE TRUST	73
32.1	OVERVIEW	73
32.2	APPLICANT'S PURPOSE AND GOALS (EXTRACTED FROM APPLICATION).....	73
32.3	INITIAL EVALUATION RESULTS	73
33	UPPER VALLEY EDUCATION TRUST	74
33.1	OVERVIEW	74
33.2	APPLICANT'S PURPOSE AND GOALS (EXTRACTED FROM APPLICATION).....	74
33.3	INITIAL EVALUATION RESULTS	74
33.4	APPLICATION SWOT	74
33.5	REVIEW OF APPLICANT ORGANISATION	75
33.6	ERO REPORT SUMMARY	76
34	VILLA EDUCATION TRUST	77
34.1	OVERVIEW	77
34.2	APPLICANT'S PURPOSE AND GOALS (EXTRACTED FROM APPLICATION).....	77
34.3	INITIAL EVALUATION RESULTS	77
34.4	APPLICATION SWOT	77
34.5	REVIEW OF APPLICANT ORGANISATION	78
34.6	ERO REPORT SUMMARY	79
35	WHAKAWĀTEA KAPOREIHANA.....	80
35.1	OVERVIEW	80
35.2	APPLICANT'S PURPOSE AND GOALS (EXTRACTED FROM APPLICATION).....	80
35.3	INITIAL EVALUATION RESULTS	80
	NON COMPLIANT APPLICATIONS.....	81
36	PACIFIC CHRISTIAN SCHOOLS.....	81
37	TOTARA BI-LINGUAL JUNIOR SCHOOL	81

1 180 Degrees Trust

1.1 Overview

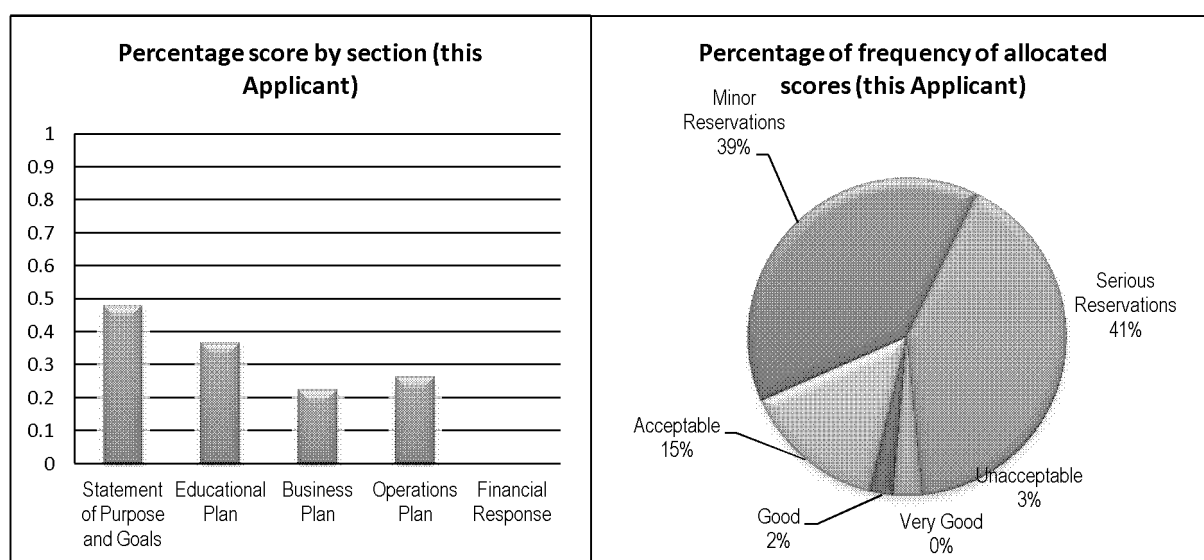
Sponsor Name	180 Degrees Trust
School name	Not stated
Where	Christchurch
Org Background	Alternative Education
Org type	Trust
Priority group	Low Socio-Economic
Year level	Yr 9-13
Number of students (max)	100

1.2 Applicant's Purpose and Goals (extracted from Application)

The 180 Degrees Trust educates and supports at risk young people and their Families/ Whānau by encouraging them to reach their full potential. 180 Degrees Trust specifically works with disadvantaged students and their families/Whānau 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 for extra support and education.

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.

1.3 Initial Evaluation Results



1.4 Application SWOT

Overall Comments	A generally poor application overall. Mission, vision and educational plans were in the upper quartiles and business and operational plans were in the lower quartiles.
Application	The application was not finished to a high standard and was missing a large amount of information. Where information was provided it was generally sensible and logical but lacked explanation, justification and evidence.

Strengths	<p>The application was clearly grounded in the needs of extremely at-risk young people, and appears to be doing excellent work in reengaging students that have been identified through the justice system.</p> <p>The application demonstrated a range of useful partnerships that would likely add value to the future employment prospects of its students.</p>
Weaknesses	<p>Educationally, this application did not always demonstrate a keen understanding of pedagogy and educational best practice. It was unclear from the application whether students would receive a truly broad and balanced educational offering.</p> <p>The application was not able to describe how their approach would result in improved outcomes for their students. Due to the high needs of their current intake, targets were focused on reengagement and did not always reflect the sponsor's aspirations for achievement and outcomes.</p> <p>Operational and business plans were weak, particularly around the organisation of the school and did not demonstrate the capacity and capability of the sponsor in delivering improved outcomes.</p>
Panel's Comments	<p>It was not always clear from the application whether the sponsor had thought through the implications for converting the current Alternative Education programme into a fully-functioning school, or how that would affect their approach to teaching and learning in this context.</p> <p>The application showed a good insight into the needs of at-risk youth, but did not display a strong understanding of the cultural needs of Māori and Pasifika students, who comprise a large cohort of their existing students.</p> <p>It was not always clear that this applicant was aware of some of the elements of running a successful school.</p>

1.5 Review of Applicant Organisation

Organisational profile	Overall	Green	Charitable Trust - Registered
	Year established		2007
	No of Staff		7 (all trustees)
	No of Locations		1
Company Overview	Overall	Green	Disadvantaged Youth Alternative Education
Commitments	Overall	Green	MSD for Youth services, Contract with MoE for AE (14 places)
Probity	Overall	Green	Nil
Nominated Partners	Overall	Amber	2 nominated (Tait and Weft Knitting) but has not identified the role they would play
Financial Summary	Overall	Green	Section 9(2)(b)(ii) OIA
	Accounts provided		Yes
Quality Assurance	Overall	Amber	Limited quality systems referenced, but is subject to annual CYF audit. Likely could be developed to desired standard
Health and Safety	Overall	Green	universally affirmative
	Written EHS Policy		Yes
	Formal EHS training		Yes
	Emergency Procedures plans		Yes
Referees	Overall	Green	CYF & AE contract managers + 1 individual
	No of Referees provided		3

2 Advance Training Centres Limited

2.1 Overview

Sponsor Name	Advance Training Centres Limited
School name	None provided
Where	Albany
Org Background	Limited Liability Company
Org type	Private Training Establishment
Priority group	Low Socio-Economic/Māori/Pasifika
Year level	Yr 9-13
Number of students (max)	100

2.2 Applicant's Purpose and Goals (extracted from Application)

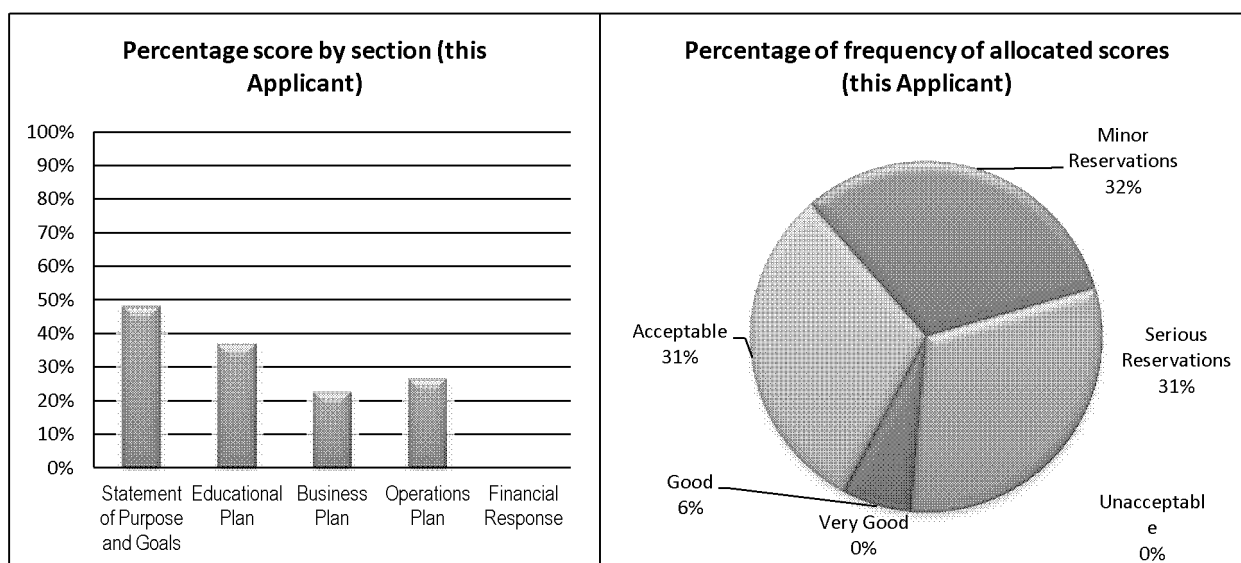
The Distinctive Nature of ATC Military Prep School.

The school utilizes the ethos and training methodology of the military in order to achieve, especially for students/recruits from disadvantaged backgrounds, attitudinal and academic excellence that facilitates multiple exit points into a broad range of further training or employment options. The school benefits the education system by providing a model that is in whole or part, nationally able to be replicated.

- High Expectations to Achieve Excellence
- Honour and Integrity
- School Pride
- Embrace Diversity
- Discipline and Respect

The School Mission - To develop young men and women to become productive, responsible citizens of New Zealand. We will strive for excellence in all tasks, will unlock the potential of each individual and create a positive pathway for their future.

2.3 Initial Evaluation Results



2.4 Application SWOT

Overall Comments	A generally strong application overall. Mission and vision ranked in the lower quartile but all other sections were ranked in the top quartile.
Application	The application was generally well put-together and reasonably presented. Most sections contained the required information and were tailored to the criteria appropriately.
Strengths	<p>The application showed strong and well-reasoned partnerships that would likely add value to the student experience.</p> <p>Educationally, the application was strong and performed well in curricular matters. Business and operations plans were generally strong and demonstrated a good understanding of best practice in the PTE environment. Systems and processes were present and were generally consistent with a well-run institution.</p>
Weaknesses	<p>The mission and vision were very weak in comparison to other applications that scored similarly. It was not always aspirational and did not appear to be conducive to improved student outcomes. The sponsor failed to articulate their current track record in enough detail to be compelling.</p> <p>Stakeholder input into school decisions was not covered in enough detail to suggest there would be robust plans to have transparent arrangements in place by 2014. Community, student and whānau engagement were weak.</p> <p>The role of the sponsor was not articulated clearly, and governance was not as strong as it might have been. They did, however, include a good justification for the adoption of a for-profit model.</p>
Panel's Comments	<p>The application was not as strong as others in articulating how their mission, vision and philosophy would help deliver improved outcomes for priority students, particularly Māori and Pasifika, as it did not cover cultural identity in great detail.</p> <p>The application appeared to be geared towards a no-tolerance policy regarding behaviour management and suspensions/expulsions. Although this is consistent with the school's military ethos, it raises concerns about the 'counselling out' of difficult students as occurs in some charter schools abroad.</p> <p>There remain some concerns about the ease of access to the school for priority groups, given its location in an affluent area of North Auckland. However, the application does acknowledge and try to address this.</p>

2.5 Review of Applicant Organisation

Organisational profile	Overall	Green	Limited Liability Company - Privately owned by the Hyde Family
	Year established		2000 (though under previous owner was providing training from 1991)
	No of Staff		22
	No of Locations		6
Company Overview	Overall	Green	PTE - Military Preparation
Commitments	Overall	Green	TEC Funded Youth Guarantee, Foundation Focused Training Opportunities, Student Achievement Component level 1 & 2. MSD funded YJ and work programmes. school funded delivery of STAR and gateway courses.
Probity	Overall	Green	Nil
Nominated Partners	Overall	Green	Do not plan to subcontract. Nature of organisation suggest this should not cause concern
Financial Summary	Overall	Green	[REDACTED]
	Accounts provided		Unaudited accounts provided s 9(2)(b)(ii) OIA

Quality Assurance	Overall	Green	NZQA registered and accredited. Systems appear appropriate for operating a school
Health and Safety	Overall	Green	universally affirmative
	Written EHS Policy		Yes
	Formal EHS training		Yes
	Emergency Procedures plans		Yes
Referees	Overall	Green	NZDF & MSD contract managers + 1 parents of student
	No of Referees provided		3

2.6 ERO Report Summary

2.6.1 Type of Report:

Tertiary Education Organisation (TEO) Report

2.6.2 Report Date:

August 2010

2.6.3 Key Findings:

Achievement and Progression:

- NZQA is highly confident in the educational performance of ATC. Students achieve excellent results
- ATC consistently exceeds the Tertiary Education Commission (TEC) standards for achievement and labour market outcomes
- Students improve in literacy and numeracy. Students achieve well in NCEA and are prepared well for their careers
- The standard of teaching is excellent and the staff are role models for students
- Pastoral support is effective and students feel safe and supported

Priority Groups:

- ATC is effective in teaching Māori students. More than 60% identify themselves as Māori
- Results for Māori are 3% higher than those of other students

Organisational:

- The school's governance and management is rated excellent in supporting student achievement
- Staff recruitment and development is effective

Areas for Improvement:

- Although self-assessment is excellent, it is highlighted as an area for improvement

2.6.4 Next Review:

- Four years

3 Al-Noor Charitable Trust

3.1 Overview

Sponsor Name	Al-Noor Charitable Trust
School name	TA An-Nur Kiwi Academy: Dunedin
Where	Dunedin
Org Background	Early Childhood Education
Org type	Trust
Priority group	Low Socio-Economic
Year level	Yr 1-13
Number of students (max)	150

3.2 Applicant's Purpose and Goals (extracted from Application)

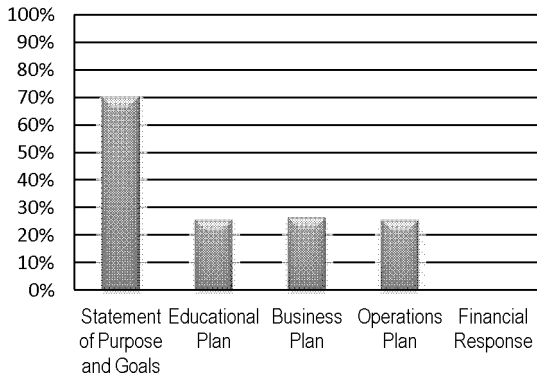
AKA Vision - To foster the holistic development of every learner in order to become fully functioning and constructive member of New Zealand society and promote a culture that is supportive of learning based on social belief in the importance of education and its "underlying moral purpose".

AKA Mission - To provide all learners with a meaningful and high standard of education by effective and dedicated educators aiming to promote and achieve excellence by using techniques which will promote critical thinking and responsible decision-making which will inculcate sound Islamic moral values and attitude. AKA will do the following to achieve its mission:

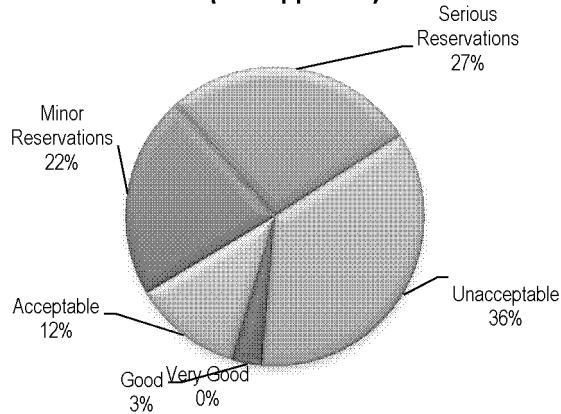
- The process of learning should be enjoyable, active and dynamic.
- We acknowledge that students come to us with a wide variety of learning styles, academic abilities, and linguistic and cultural experiences.
- An explicit commitment is made to continuing staff professional development to encourage teaching methods that are creative, varied and flexible.
- We endorse the philosophy of holistic education based on Islamic faith.
- We promote community service throughout the school.
- Problem solving, discovery, creativity and self-direction characterize our work at all levels.
- Success is recognized, valued and celebrated in a variety of ways at many different levels.
- There is a spirit of partnership involving the students, staff, and parents in whom each individual feels welcomed and valued.
- In addition to academics, the social climate of the school, in and out of class, encourages the development of international understanding, commitment to community service and cooperation with diverse cultures.

3.3 Initial Evaluation Results

Percentage score by section (this Applicant)



Percentage of frequency of allocated scores (this Applicant)



4 Aotearoa Youth Initiative Trust

4.1 Overview

Sponsor Name	Aotearoa Youth Initiative Trust
School name	Ruamahanga Community School
Where	Featherston
Org Background	Alternative Education
Org type	Trust
Priority group	Low Socio-Economic/Māori
Year level	Yr 9-13
Number of students (max)	200

4.2 Applicant's Purpose and Goals (extracted from Application)

The Ruamahanga is the most important river in the Wairarapa. Rising in the forested country of the northern central Tararua Range on the eastern slopes of Mount Dundas (4,935 ft), it flows into the open country of the Wairarapa lowlands west of Mauriceville, passes close to the north-west of Masterton, the principal town of the Wairarapa, and thence southwards on the eastern side of the Wairarapa Plains, where it passes through Lake Wairarapa on its way to Lake Onoke, a beach bar-dammed lagoon on the shore of Palliser Bay.

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:

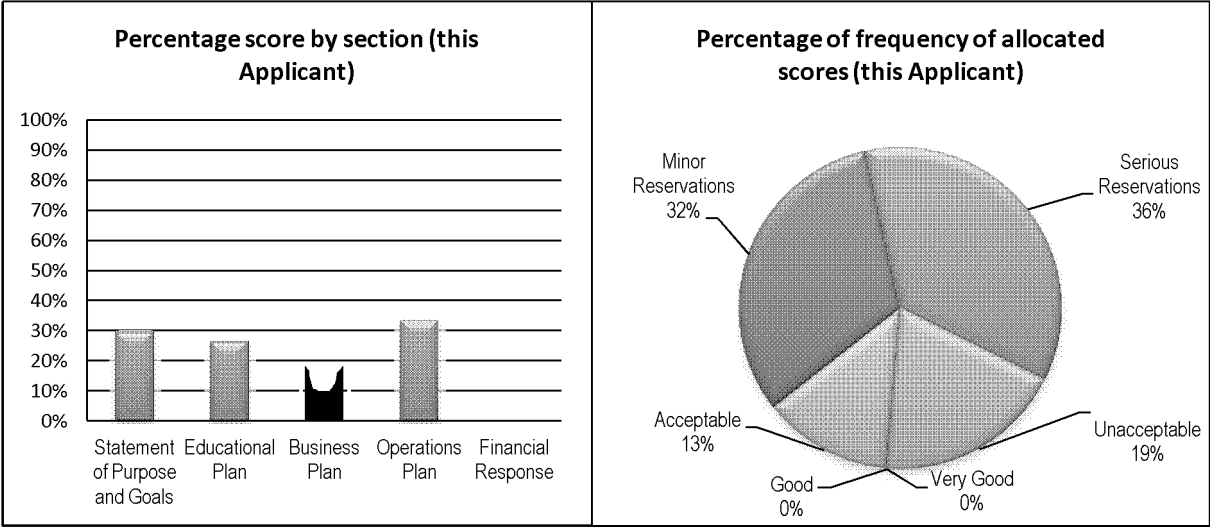
- Behavioral problems
- Mental health clients
- Alcohol and drug issues
- Young offenders

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, behavioral 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.

4.3 Initial Evaluation Results



5 BroSir.com

5.1 Overview

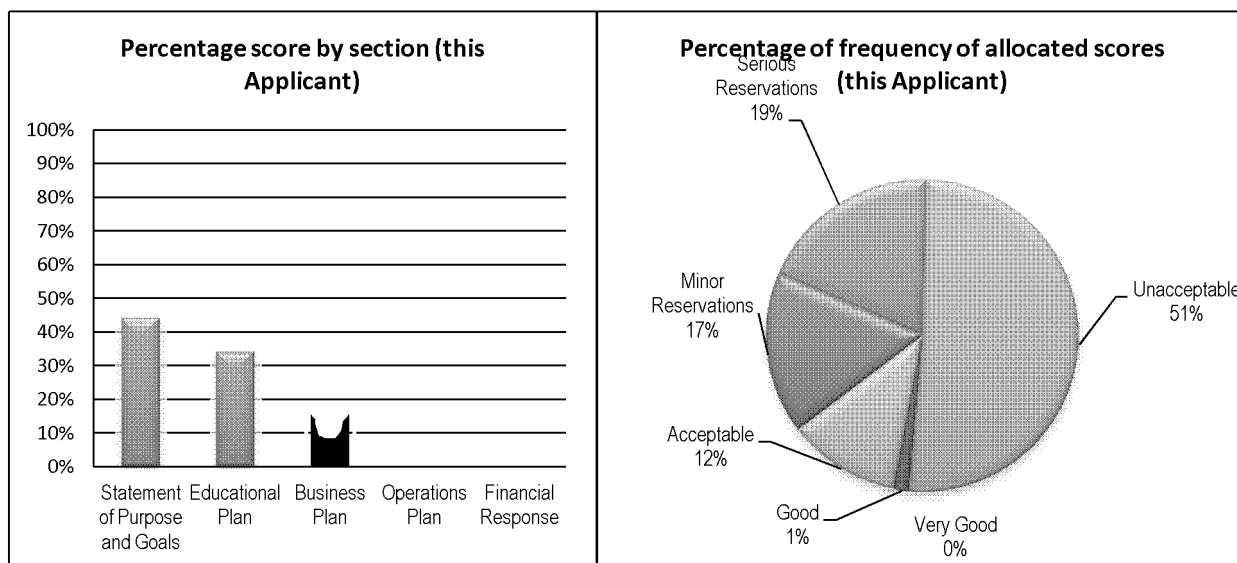
Sponsor Name	BroSir.com
School name	Adamas School
Where	South Auckland
Org Background	Youth development
Org type	Trust
Priority group	Low Socio-Economic/Māori
Year level	Yr 9-13
Number of students (max)	100

5.2 Applicant's Purpose and Goals (extracted from Application)

Adamas [meaning unconquerable, and invincible from the Ancient Greece era], is an innovative educational model which plans to be New Zealand's solution to a radically efficient learning environment and led by education pioneer Thomas Pietkiewicz, who has also been a successful entrepreneur, and is a secondary school trained teacher. Through successful consultation with the Ministry of Education, the school will be desirably located in a community that contains the strongest need based on geographical statistical analysis, as well as any other community that denies students the opportunity to advance themselves or where the Ministry sees fit. Adamas will strive to bring together High School and post-secondary education in one place (which will also be virtual), seeking to create a seamless transition for students wishing to enter the workforce, apprenticeship, college, or university. The additional focus on building community, will result in differentiation of our instruction and utilize the help of intervention specialists.

Adamas High School's distinctive purpose is to be a 'School Without Failure' and an 'Educational Academic Advancement Facility', which will strongly emphasise programmes linked with the dominant cultural initiative known as 'Connecting Generations'...

5.3 Initial Evaluation Results



6 Christian City Church (C3 Church Auckland)

6.1 Overview

Sponsor Name	Christian City Church (C3 Church Auckland)
School name	None provided
Where	South Auckland
Org Background	Youth Development
Org type	Trust
Priority group	Low Socio-Economic/Māori/Pasifika
Year level	Yr 1-7
Number of students (max)	356

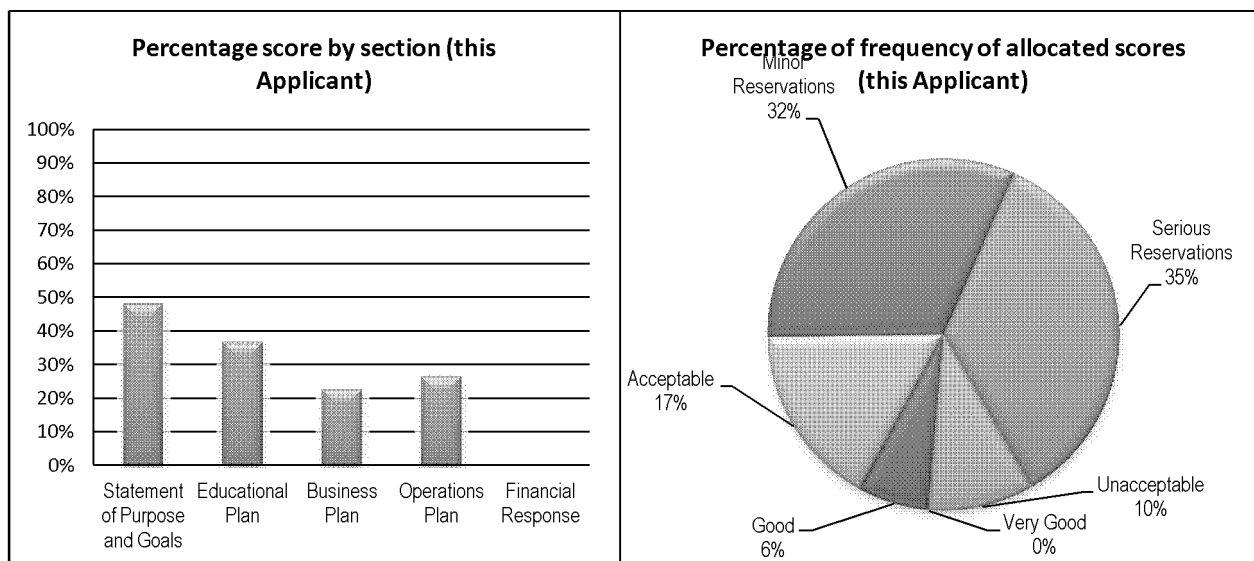
6.2 Applicant's Purpose and Goals (extracted from Application)

C3 School's Vision is:

- To provide our students with the opportunity, nourishment, skills and hope, to become successful and fulfilled individuals in life.
- To prepare our students for the next stage of their life with essential knowledge and mental fortitude that allows them to succeed.
- To serve our students and the greater community, and bring resources together for the betterment of the future generation.

To become a successful and fulfilled individual, we believe there are two ultimate components: Education and Attitude. We believe that lasting student engagement and achievement is achieved through the delivery of these two components.

6.3 Initial Evaluation Results



7 C-ME Mentoring Foundation Trust

7.1 Overview

Sponsor Name	C-Me Mentoring Foundation Trust
School name	Na Koro Ni Vuli
Where	Otahuhu
Org Background	Youth Development
Org type	Trust
Priority group	Pasifika
Year level	Yr 9-13
Number of students (max)	135

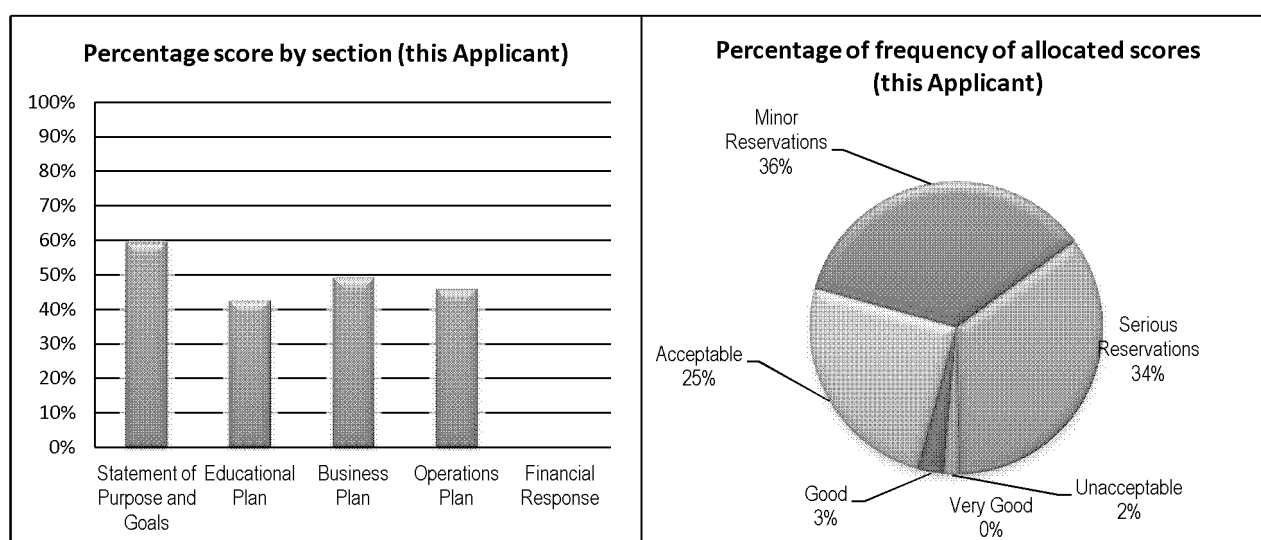
7.2 Applicant's Purpose and Goals (extracted from Application)

Na Koro Ni Vuli will provide a distinctive schooling option in South Auckland for the communities and families of Pasifika, Māori and high needs population who otherwise are not successfully engaging with the current mainstream education system.

The proposal to establish Na Koro Ni Vuli is one response to the concerns of these groups. It is a schooling option that has been developed following extensive consultation with Pacific Island communities in South Auckland.[1]

Na Koro Ni Vuli's defining features reflect the aspirations of these communities for the educational experiences they would like made available to their young people. A significant feature of Na Koro Ni Vuli is the focus on trades and its intent to focus its enrolments on senior level Pasifika and Māori students with an interest in and an affinity for this sector. It is important to emphasise that this focus on the trades is not suggesting that all Pasifika and Māori students should confine themselves only to this sector. It is simply recognition of the appeal of the trades to many Pasifika and Māori young people and their families and the high level of interest from the trades industry sector itself in engaging further with Pacific Island communities and building on the relationships and initiatives that already exist.


7.3 Initial Evaluation Results



7.4 Application SWOT

Overall Comments	A generally strong application overall. Mission, vision and educational plans ranked in the upper quartile. Business and operations plans were ranked in the top quartile.
Application	The application was generally well put-together and reasonably presented. Most sections contained the required information and were tailored to the criteria appropriately.
Strengths	<p>The mission and vision were highly aspirational, based on sound evidential principles and were well-researched and justified.</p> <p>The establishment and implementation was generally strong and demonstrated the capacity and capability of the sponsor, and would likely be conducive to an open school in 2014.</p> <p>Operational policies also contained reasonable plans for implementation, which very few groups presented well. Overall, it appeared that there were members of the sponsor group that had a great deal of organisational capability.</p>
Weaknesses	<p>The educational plan was comparatively weak and did not show the level of pedagogical and theory-based understanding that was required. Although the organisation has had some success in mentoring young people, it was not always clear whether this would contribute to improved outcomes for priority students.</p> <p>The curriculum and proposed teaching and learning environment were not presented in enough detail to be truly compelling as an educational model.</p> <p>Policies around behaviour management did not display an understanding of best practice and positive behaviour for learning.</p>
Panel's Comments	<p>The panel felt that this was an application that was highly aspirational and based around a distinctly Pasifika-based model that would likely be a supportive and culturally appropriate environment for its students.</p> <p>Members of the panel were aware of the lead applicant and the vital community work provided by the trust, but felt that educationally the application was lacking.</p>

7.5 Review of Applicant Organisation

Organisational profile	Overall	Green	Registered Charitable Trust
	Year established		2008
	No of Staff		5
	No of Locations		1
Company Overview	Overall	Green	Trades at school provision to 16 schools and 80 students
Commitments	Overall	Green	PIA contract to deliver Pacific Employment Support Services
Probity	Overall	Green	Nil
Nominated Partners	Overall	Green	Manukau Institute of Technology to deliver workshop practical across offered trades
Financial Summary	Overall	Green	
	Accounts provided		Accounts provided s 9(2)(b)(ii) OIA
Quality Assurance	Overall	Amber	Referenced some simplistic quality management systems. May require development to operate as a PSKH
Health and Safety	Overall	Green	Overall affirmative - Nature of curriculum would require comprehensive systems to be in place as a PSKH
	Written EHS Policy		Yes

	Formal EHS training		Yes
	Emergency Procedures plans		Yes
Referees	Overall	Green	MIT and 2 x community trust (ASB Community Trust - Funding Manager) and West Fono Health Trust
	No of Referees provided		3

8 Davidic Centre

8.1 Overview

Sponsor Name	Davidic Centre
School name	None provided
Where	Wellington
Org Background	Youth Development
Org type	Trust
Priority group	Low Socio-Economic/Māori/Pasifika
Year level	Yr 1-7
Number of students (max)	?

8.2 Applicant's Purpose and Goals (extracted from Application)

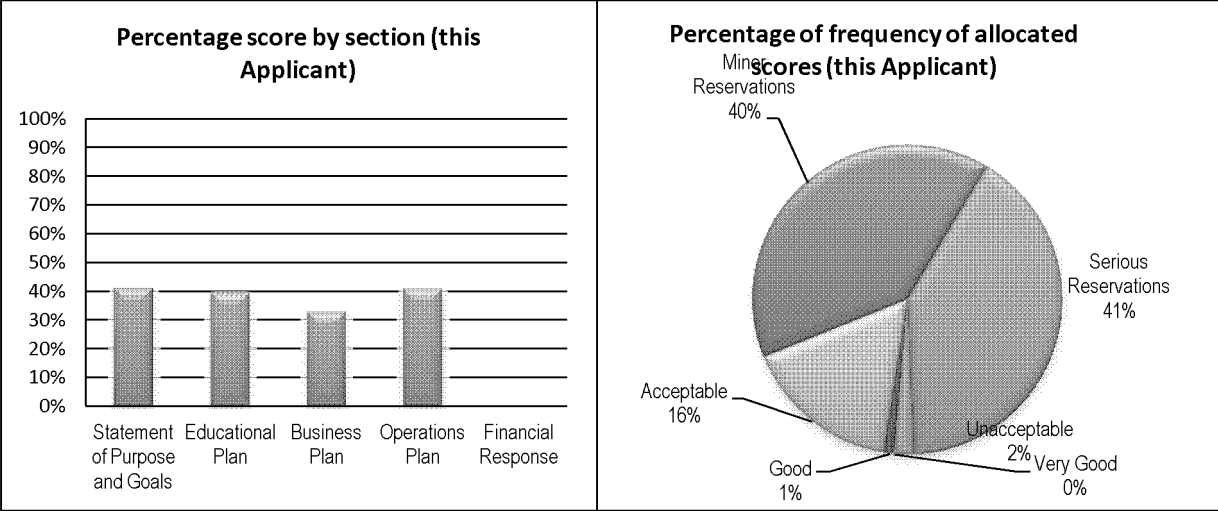
The New Zealand education system is considered to be world leading in many respects. However, there are groups of students who are not reaching their potential in education. These are Māori, Pasifika, students from low socio-economic backgrounds, and students with special education needs. Together they make up the Government's priority groups of students. Too many students from the priority groups are not getting the qualifications and skills they need to participate in a modern economy. The cost of this educational underachievement is high for New Zealand families and whānau, communities and nation. While New Zealand schools perform very well for many of their learners - there is also a history of underachievement - almost 9,000 New Zealand 15 year-olds (or 14 %) are at the lowest levels of reading literacy according to the Programme for International Student Assessment.¹

The Government has set an ambitious target of 85% of 18 year olds having NCEA Level 2 or an equivalent by 2017. This will require new and innovative approaches of tackling educational underachievement. The current school system does not perform well for Government's four priority groups in education: Māori, Pasifika, children from low socio-economic areas and children with special needs. In 2011 provisional data, for example, 68% of all 18 year-olds achieved NCEA level 2 or equivalent, but only 51% of Māori and 63% of Pasifika students did so.² The graph below shows the trend of school leavers (by ethnicity) achieving NCEA level 2. Since 2003, Māori and Pasifika school leavers achieving NCEA level 2 have been slowly increasing, however, the fact remains that the failure rates of both Māori and Pasifika affect the overall national average

Davidic Centre is a faith-based Community in central Wellington, New Zealand and serves in the Kingdom Community Network, a sector of a global network 'Congress-WBN'⁴.

Congress-WBN (C-WBN) is a unique, global, faith-based organisation headquartered in Trinidad and Tobago. The Congress is focused on effecting human, social and national transformation through the propagation of clearly defined moral, ethical, and values-based principles, patterns, and approaches. It is composed of eight sectors of strategic global initiatives involving networks of professional groups, educational institutions, businesses, churches, individual national leaders, university students, and global technology initiatives. The President and Founder is Dr. Noel Woodroffe who functions out of the primary base in the Caribbean. C-WBN operates on every continent and in over 90 nations with executive offices in Trinidad and Tobago and London.

8.3 Initial Evaluation Results



9 Destiny School

9.1 Overview

Sponsor Name	Destiny School
School name	Destiny School
Where	Wiri
Org Background	Independent School
Org type	Trust
Priority group	Māori/Pasifika
Year level	Yr 1-13
Number of students (max)	300

9.2 Applicant's Purpose and Goals (extracted from Application)

We will enable students typically derived from disadvantaged backgrounds and educate them to become academics, professionals with relevant degrees, entrepreneurs and career-minded individuals. They will be resilient in outlook, sound in character and set goals that firmly structure them towards Tertiary Education (Trade Training - University), which in turn will enable them to have successful careers and businesses.

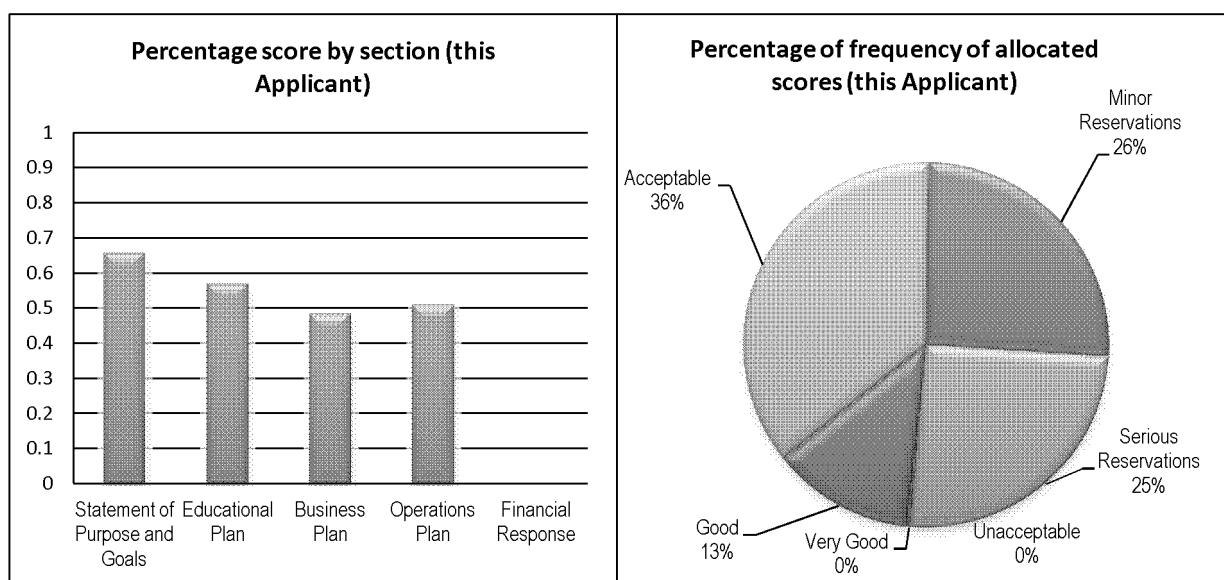
In addition, our students will be leaders in their families and local community. They will be generationally-minded and equipped to break cycles of defeat and poverty to create genuine hope and aspirations for their future and the next generation.

Vision Statement - To empower students to fulfil their God-given potential through character based learning and academic excellence in education

The goals of destiny school are:

- To reverse trends of academic underachievement in disadvantaged communities, particularly amongst Māori and Pasifika children thereby setting new benchmarks in academic expectation and achievement
- Academic excellence in education engagement and achievement for all students
- A moral vision based on sound Christian doctrine that produces integrity of character, mental resilience and emotional maturity
- Professional, effective goal-driven leadership
- Qualified, effective and inspiring teachers
- Strong partnerships between parents, school and community
- Students will have a strong sense of God-given identity and purpose, i.e. that they are special and possess unique gifts and talents, and that they have something great to achieve in life
- Graduates will be socially and academically relevant to New Zealand's social and economic goals as tertiary students, employees, business owners or entrepreneurs
- A safe, exciting and highly motivated culture that sets high standards and expectations in an environment that rewards success and learns from failure

9.3 Initial Evaluation Results



9.4 Application SWOT

Overall Comments	A strong application overall. All sections were ranked in the top quartile.
Application	The application was polished, professional and well put-together. Most sections were finished to a very high standard, contained all of the relevant information and made use of evidence and best practice.
Strengths	<p>The mission and vision statement was excellent and clearly communicated the values and purpose of the school. Evidence was used well and the applicant was one of the few to score highly in criteria around track record and pedagogical leadership.</p> <p>The application focused on the needs of Māori, Pasifika and students from low socio-economic backgrounds and showed a good understanding of how to overcome the barriers to achievement for these students.</p> <p>The applicant's justification for the curriculum selected was strong and clearly linked to their mission and vision statements, which very few groups were able to do effectively.</p> <p>Community engagement and plans to access the community in meaningful ways were present and well-explained.</p> <p>The school's plan for assessment was highly detailed, effective and reflective of best practice.</p> <p>The application clearly states that non-church members are welcome to attend the school and that several current students are non-church members (including one who is Sikh).</p>
Weaknesses	<p>As an existing school, some policies such as Health and Safety were weak.</p> <p>The application did not demonstrate the wealth of partnerships needed to add value to the learning environment, and plans to secure these were either in infancy or not included.</p>
Panel's Comments	<p>The panel felt that this was a very strong application and demonstrated a level of overall quality that was matched by few other applications.</p> <p>The application was culturally aware and demonstrated a good understanding of the local community, although partnerships could have been improved and the panel felt that this would be key in ensuring the school did not operate in isolation.</p>

9.5 Review of Applicant Organisation

Organisational profile	Overall	Green	Registered Charitable Trust
	Year established		2003
	No of Staff		11
	No of Locations		1
Company Overview	Overall	Green	Private School Yr 1-13 and affiliated Cambridge College
Commitments	Overall	Green	Nil
Probity	Overall	Green	Nil
Nominated Partners	Overall	Green	Nil
Financial Summary	Overall	Green	
	Accounts provided		Accounts provided s 9(2)(b)(ii) OIA
Quality Assurance	Overall	Green	No issues noted
Health and Safety	Overall	Green	Universally Affirmative
	Written EHS Policy		Yes
	Formal EHS training		Yes
	Emergency Procedures plans		Yes
Referees	Overall	Green	MUMA, Auckland University, local School
	No of Referees provided		3

9.6 ERO Report Summary

9.6.1 Type of Report:

ERO Private School Education Report

9.6.2 Report Date:

October 2009

9.6.3 Key Findings:

Achievement and Progression:

- Students starting school make accelerated progress and achieve well in reading and writing
- Achievement in reading varies across the spectrum but more than 50% are achieving at or above nationally appropriate levels
- The principal has highlighted that mathematics is an area for development
- Standards of tuition are rated as good
- Teachers and students share high expectations and parents receive honest reporting of progress

Priority Groups:

- 65% Māori, 20% Pasifika
- The school meets its requirements for commitment to the principles of the Treaty of Waitangi, as well as patriotism and loyalty
- Strategies for Māori and Pasifika achievement incorporate tikanga

Organisational:

- The school is effectively led by its principal and the school is well-staffed with qualified and registered teachers
- Appraisal systems are well-established and CPD opportunities are evident
- Premises and facilities are conducive to student learning
- The school meets its statutory obligations

Areas for Improvement:

- Staff should investigate ways to use assessment and data to aid learning and work more collaboratively
- The principal should use analytical commentary to interrogate data and identify patterns of achievement
- The principal and manager should review the impact of the wide variety of programmes provided at the school

9.6.4 Next Review:

- Not stated
-

10 Dunedin Discovery Working Group

10.1 Overview

Sponsor Name	Dunedin Discovery Working Group
School name	None provided
Where	Dunedin
Org Background	Social Services
Org type	Trust
Priority group	Low-Socio Economic
Year level	Yr 1-7
Number of students (max)	50

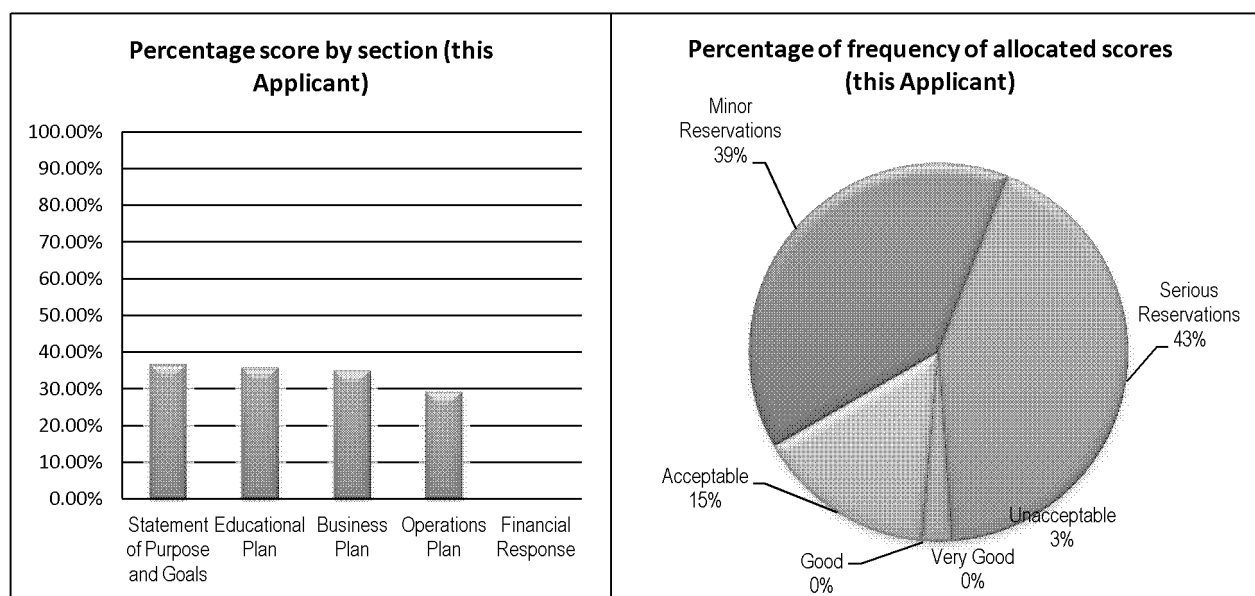
10.2 Applicant's Purpose and Goals (extracted from Application)

The purpose of establishing a Discovery school in Dunedin is to provide an alternative education route for those students who feel disenfranchised by the mainstream education system. The number of students who, for reason of ability, culture, learning style or background, are made to feel either uncomfortable or unwelcome in the traditional classroom is unacceptably high.

Our goal is to offer an approach in which students and whānau have a significant input into the planning of learning experiences, into the selection of presentation modes and the audience for published work. Students and family/ whānau take an active part in the evaluation of learning progress.

This proposal has emerged from a growing desire in the community for alternative education and the community will continue to play a key role in the operation and culture of the school.

10.3 Initial Evaluation Results



11 Gisborne Girls High School

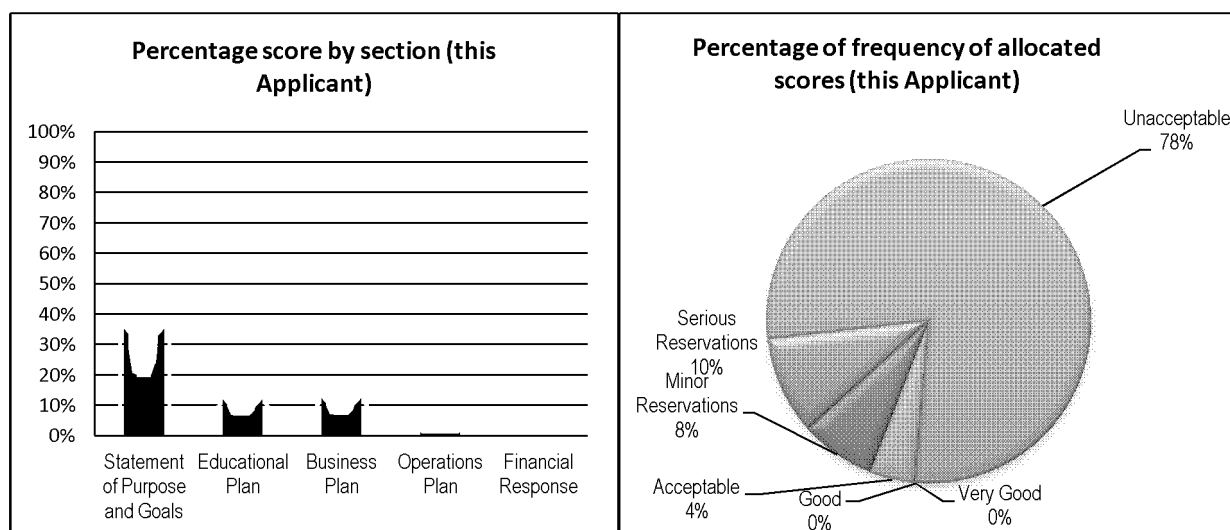
11.1 Overview

Sponsor Name	Gisborne Girls High School
School name	Tairawhiti Services Academy
Where	Gisborne
Org Background	State School
Org type	Board of Trustees
Priority group	Māori/Pasifika
Year level	Yr 9-13
Number of students (max)	50

11.2 Applicant's Purpose and Goals (extracted from Application)

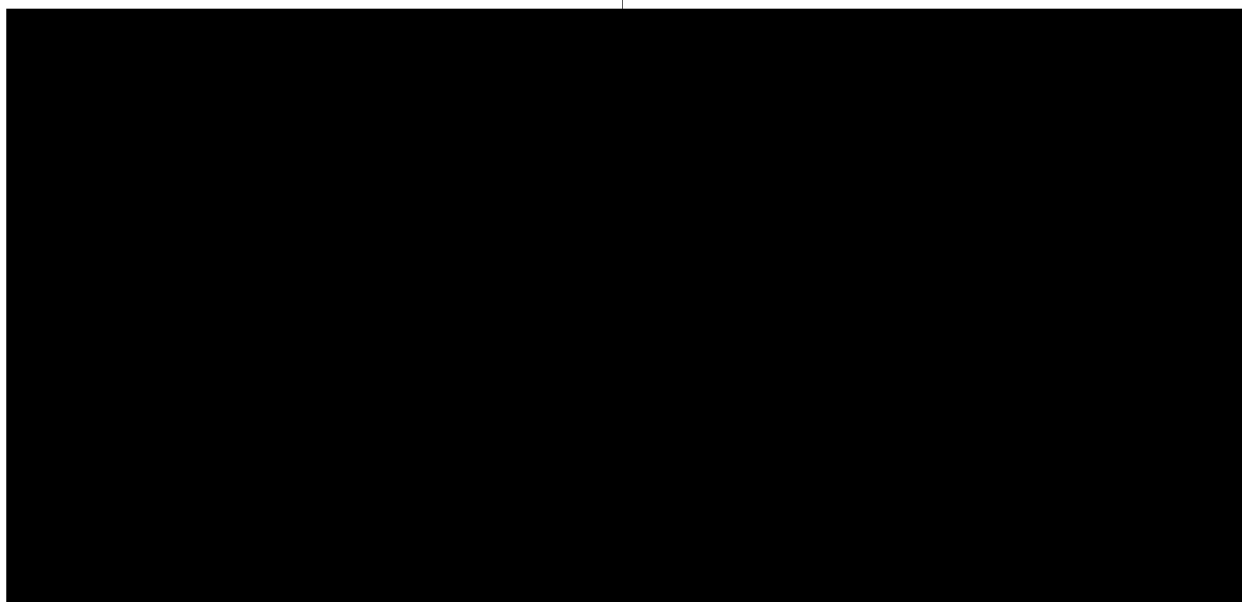
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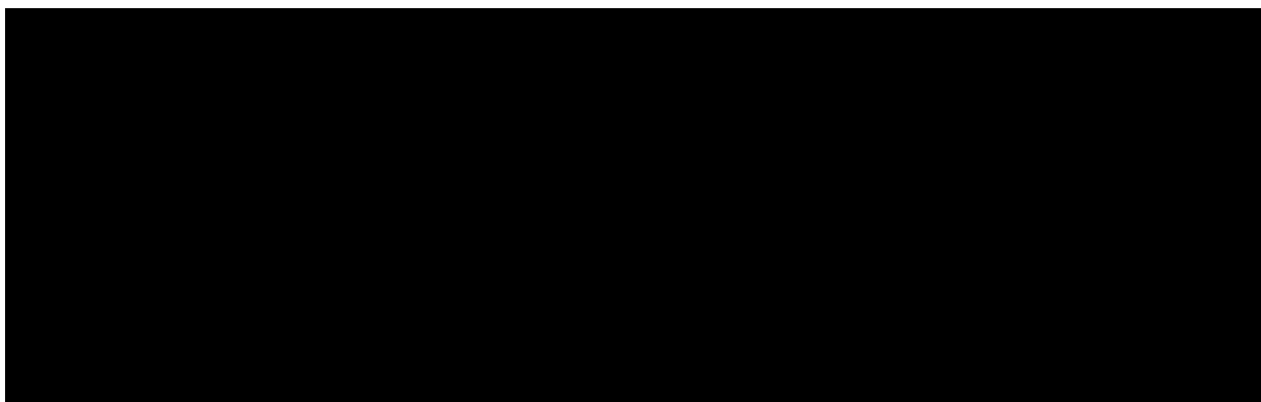
11.3 Initial Evaluation Results



11.4 Application SWOT

s 9(2)(b)(ii) OIA





s 9(2)(b)(ii) OIA

11.5 Review of Applicant Organisation

Organisational profile	Overall	Green	Registered Charitable Trust
	Year established		Services Academy established in 2012
	No of Staff		11
	No of Locations		1
Company Overview	Overall	Green	State School - proposed charitable trust
Commitments	Overall	Green	currently servicing 62 students
Probity	Overall	Green	Nil
Nominated Partners	Overall	Green	GGHS - provision of FTTE to NCEA level 3, Tertiary contract provision of FTTE for NCEA level 3-4
Financial Summary	Overall		No details provided
	Accounts provided		No details provided
Quality Assurance	Overall	Amber	Under GGHS - presumably if trust created there will be an agreement to use GGHS systems under licence
Health and Safety	Overall	Green	Universally Affirmative - presumable GGHS systems
	Written EHS Policy		Yes
	Formal EHS training		Yes
	Emergency Procedures plans		Yes
Referees	Overall	Amber	GGHS Board Chair, Tertiary subcontractor and MP (original provider of funding for academy). Would require alternate referees that are not intended to be part of the school
	No of Referees provided		3

11.6 ERO Report Summary

11.6.1 Type of Report:

Services Academy Special Review

11.6.2 Report Date:

September 2011

11.6.3 Key Findings:

Achievement and Progression:

- Students' learning and behaviour are well managed. They develop respectful relationships with the directors and with each other. They work collaboratively and develop good team skills.
- Students are making good progress in learning and academic achievement and participate positively in classroom learning activities
- The academy is providing students with renewed interest in school and a sense of purpose and achievement

Priority Groups:

- 60% Māori, 4% Pasifika
- Many are students who have had limited success in their learning and are at risk of underachieving
- Some have had difficulties in mainstream education and are looking for new learning opportunities
- The academy is strongly based on tikanga Māori

Organisational:

- Directors provide a high level of pastoral care and make regular contact with parents and caregivers
- Robust self review is a feature of the academy

Areas for Improvement:

- Evaluation of the academy programme should include more information on student retention and leaver destinations.
- A management plan with annual goals, together with a job description, should be developed as a basis for formalising the appraisal of staff
- A strategic focus would help to identify areas for staff development and prioritise areas for review.

11.6.4 Next Review:

- Not stated
-

12 He Puna Marama Trust

12.1 Overview

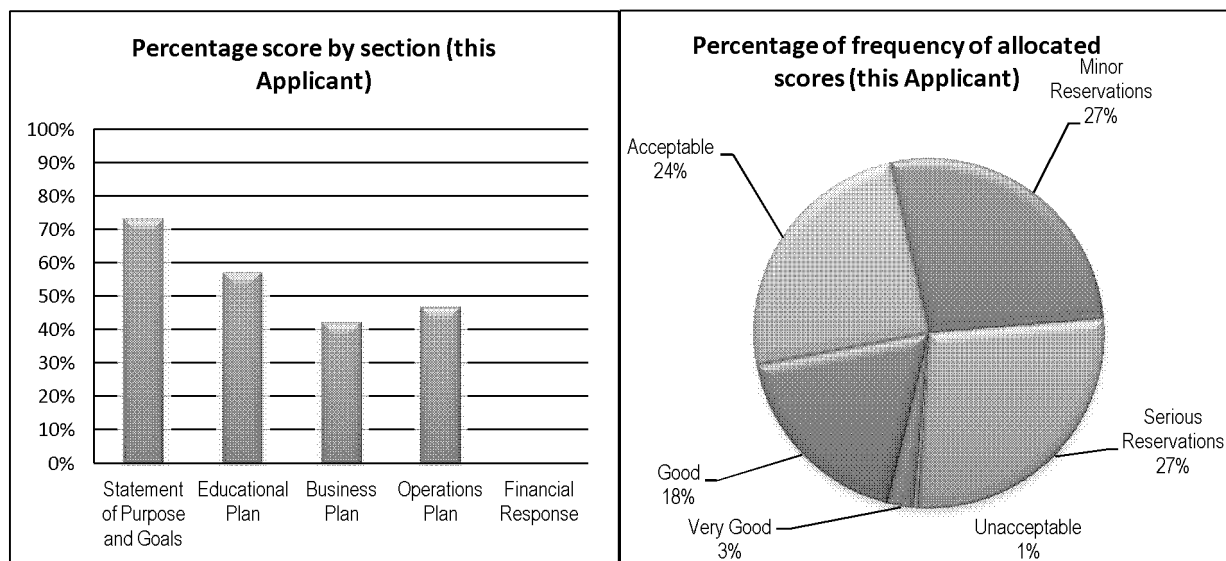
Sponsor Name	He Puna Marama Trust
School name	None provided
Where	Whangarei
Org Background	Early Childhood Education
Org type	Trust
Priority group	Māori
Year level	Yr 7-13
Number of students (max)	300

12.2 Applicant's Purpose and Goals (extracted from Application)

He Puna Marama Trust as sponsor seeks to establish a new educational model that will 'brave' the 'expanses of underachievement' in Māori education to produce a new era of elevated Māori success in Tai Tokerau. The Academy pays tribute to the 28 (Māori) Battalion's A Company made up of men from the North. The 28 (Māori) Battalion are revered throughout Māori communities and provide the korero, structures images and ethics for the Leadership Academy.

Unlock the potential of our rangatahi while honouring the deeds of our tupuna. To raise the achievement level of a new generation of Māori so that they may contribute to and benefit from a global world. Fulfil our ability to raise generations of Ngapuhi who are confident, competent and capable so that they may find their place on the marae and their place in the world.

12.3 Initial Evaluation Results



12.4 Application SWOT

Overall Comments	A strong application overall. All categories were in the top quartile and this application had the strongest mission and vision as well as education plan.
Application	<p>The application was finished to a high standard and was easy to follow and understand. Most of the required information was provided in relation to the criteria.</p> <p>Most of the applicant's claims were explained, evidenced and justified to a high standard in comparison to other applications.</p>
Strengths	<p>The mission and vision were highly aspirational and were considered to be likely to be conducive to improved outcomes for students in the area. The mission conveyed a sense of purpose for the school based on the historic underachievement of Māori students in the area.</p> <p>The education plan generally demonstrated how their approach to teaching and learning would facilitate improved outcomes for their students.</p> <p>The applicant showed a deep understanding of the region's cultural context, and identity-building was at the forefront of the school.</p>
Weaknesses	<p>For a school so obviously based in the community, the role of volunteers in the school was explained poorly and it was not clear whether the group had thought this aspect of the school through.</p> <p>The business and operations plan were comparatively weak and did not demonstrate the capacity and capability of the sponsor, particularly around their understanding of staffing matters.</p> <p>Key policies that should be in place, such as Health and Safety, were not included or only covered at a high level.</p>
Panel's Comments	<p>The panel felt that this was one of the strongest applications received.</p> <p>The application demonstrated a keen awareness of cultural identity and appeared keen to foster a sense of belonging and pride in their local area.</p>

12.5 Review of Applicant Organisation

Organisational profile	Overall	Green	Registered Charitable Trust
	Year established		1997
	No of Staff		55
	No of Locations		7
Company Overview	Overall	Green	Originally ECE, in 2008 started leadership academy for building Māori leaders
Commitments	Overall	Green	PAFT, Hostel (40 rangatahi) funded by the ASB community trust, 4 licensed ECE centres, various other MSD funded programmes
Probity	Overall	Green	Nil
Nominated Partners	Overall	Green	Subcontractors appear directly linked to running of school
Financial Summary	Overall	Green	
	Accounts provided		2011/2012 accounts provided. s 9(2)(b)(ii) OIA
Quality Assurance	Overall	Green	Uses ERO for ECE, refers to formal QMS and linked to the trusts charter
Health and Safety	Overall	Green	Universally Affirmative
	Written EHS Policy		Yes

	Formal EHS training		Yes
	Emergency Procedures plans		Yes
Referees	Overall	Amber	Funding provider, lwi relationship and nominated partner. Would need to provide alternate referee to avoid perceived conflict
	No of Referees provided		3

13 Kirikiriroa Marae Reservation

13.1 Overview

Sponsor Name	Kirikiriroa Marae Reservation
School name	Māori and Pacific Leadership Academy
Where	Hamilton
Org Background	Education and Social Services
Org type	Trust
Priority group	Māori
Year level	Yr 9-13
Number of students (max)	75

13.2 Applicant's Purpose and Goals (extracted from Application)

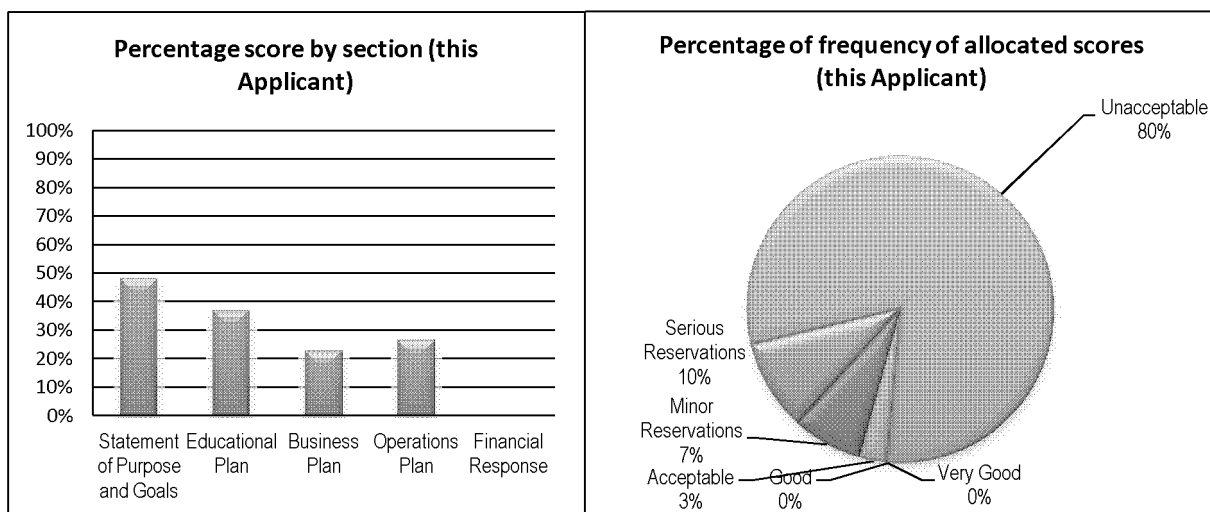
Vision - Intelligent, creative, caring and courageous future leaders.

Mission - To enlighten, inspire, and empower our young scholars to realise their full potential.

Objectives:

- Vision – to share the same vision
- Fanau – to embrace fanau
- Culture – to engender cultural pride
- Spirit – to free the spirit
- Heart – to nurture a caring heart
- Mind – to challenge the intellect
- Body/Physical – to cherish health and wellbeing
- Context/Environment – to be dynamic and resilient
- Leadership – to be audacious and strategic
- Resources – to be innovative, enterprising and sustainable.

13.3 Initial Evaluation Results



14 Manukau Christian Charitable Trust

14.1 Overview

Sponsor Name	Manukau Christian Charitable Trust
School name	None provided
Where	Manukau
Org Background	Education and Social Services
Org type	Trust
Priority group	Māori/Pasifika
Year level	Yr 1-13
Number of students (max)	150

14.2 Applicant's Purpose and Goals (extracted from Application)

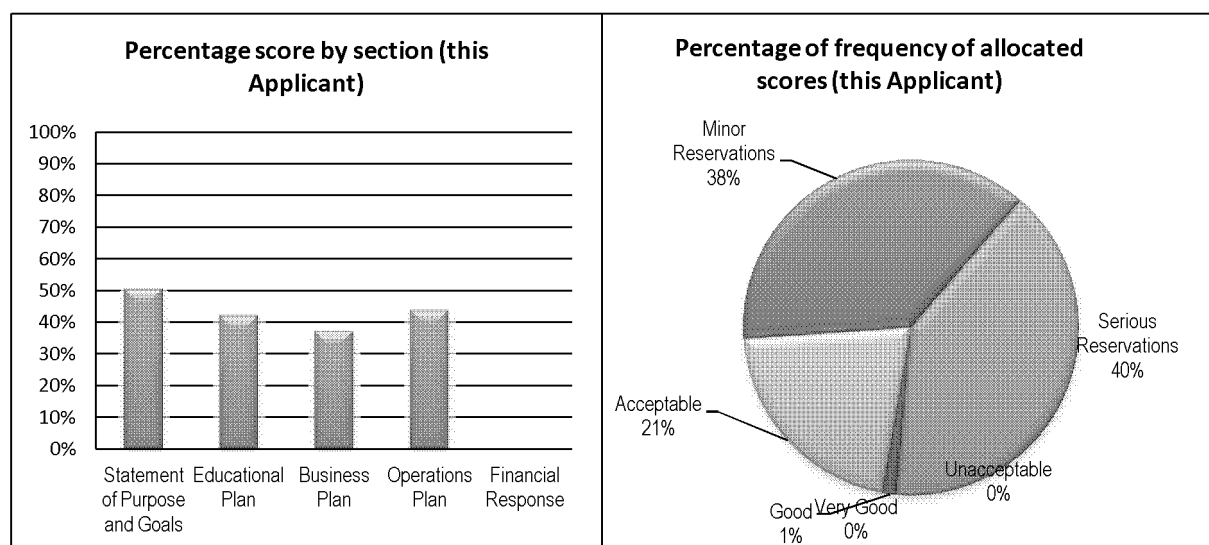
The Manukau Christian Charitable Trust (MCCT) is passionate about helping all children and their whānau and aiga across the Manukau region, regardless of their religion, cultural background, socio-economic circumstances and home environment to reach their full potential. We aim to see every child equipped with the best education available to succeed in life. Too many children from our local area have sadly disengaged from the state education system and are failing to reach the standard they are capable of. In particular, our community has a large number of Māori, Pasifika and low income children that have fallen or are falling behind the levels of literacy and numeracy their cohort is achieving.

Many are retreating on a path out of education into a tragic cycle of unemployment, crime and gangs. Our goal is to prevent children from sliding down that slippery slope and to rescue those who have, in a non-judgemental way, and journey together with them back towards a positive future. Our gifted highly qualified team of Māori, Pasifika, Pakeha, Asian and Indian staff are dedicated to providing the level of academic, social, sporting and spiritual assistance that the children and their whānau need to make them into powerful contributing community leaders of the future. At all times we aim to show God's love for all peoples, regardless of their different faith, as we serve in our community.

Furthermore, South Auckland has the greatest percentage of Christians in the country, yet due to family incomes being the lowest in the country most are unable to afford to give their children a Christian-philosophy based education. This is especially true for Pacific Island peoples where the church functions as the cornerstone of their community. A Manukau Christian Charitable Trust sponsored Partnership School will provide the opportunity for hundreds of these families to give their children a Christian-based education they are currently unable to afford.

We believe the great Māori visionary Sir Apirana Ngata's reflection to a young Māori child holds much truth for us today as we work with Māori and Pasifika children as well as children from low-socio economic backgrounds.

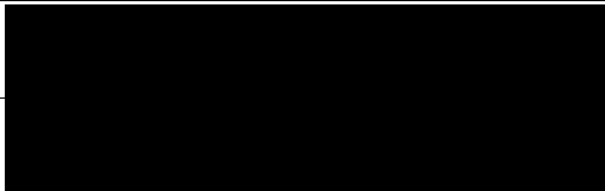
14.3 Initial Evaluation Results



14.4 Application SWOT

Overall Comments	This application was moderately strong overall. Mission and vision, education plan and business plan were ranked in the upper quartiles and the operations plan was ranked in the top quartile.
Application	<p>The application was not always easy to follow and vital information was not present or was difficult to locate. A number of sections were incomplete.</p> <p>The application did not always justify claims and use evidence correctly and appeared to take their existing systems and processes as read rather than explaining them in full.</p>
Strengths	<p>The application showed a generally good understanding of the community they would be operating in and showed some understanding of the needs of priority students.</p> <p>The business and operations plans were generally strong and showed some of the organisations capacity and capability.</p>
Weaknesses	<p>The application was not clear on how their methods would help overcome the barriers to learning for priority students. Too often they made claims that they would improve outcomes without describing how this would be achieved.</p> <p>The application was less clear about their plans for community engagement and support and did not always show their insight into how they might reach these students.</p> <p>When applied against the criteria, almost the entire application fell between acceptable and major reservations.</p>
Panel's Comments	<p>The panel considered this to be a reasonable application that, although generally sensible and logical did not always display an aspirational and passionate approach to improving outcomes for priority students. Additionally, it did not adequately communicate how it would raise outcomes for all students.</p> <p>The application was not always clear on how the Christian character of the school would be reflected in day-to-day life, such as how it would influence the curriculum. In some sections it was presented more fully, and the panel were able to see how the school's character would form the basis for their educational philosophy.</p> <p>The organisation behind this application have experience in running ECE centres in the area but did not show a deep understanding of pedagogical or curriculum-based educational theory.</p>

14.5 Review of Applicant Organisation

Organisational profile	Overall	Green	Registered Charitable Trust
	Year established		2002
	No of Staff		50
	No of Locations		4
Company Overview	Overall	Green	Education (ECE/OSCAR) and social services based on a christian philosphy
Commitments	Overall	Green	80 person preschools in Flatbush and Clendon (new), 40 person preschool in Manurewa, 40 person daily OSCAR, youth groups, midwifery etc
Probity	Overall	Green	Nil
Nominated Partners	Overall	Green	
Financial Summary	Overall	Green	
	Accounts provided		2011/2012 accounts provided. s 9(2)(b)(ii) OIA
Quality Assurance	Overall	Green	Systems referenced suggest will be able to meet standards expected of a PSKH
Health and Safety	Overall	Green	Universally Affirmative
	Written EHS Policy		Yes
	Formal EHS training		Yes
	Emergency Procedures plans		Yes
Referees	Overall	Green	Fellow church, School and another trust all providing collaborative education services to the Governments PLG's
	No of Referees provided		3

14.6 ERO Report Summary

14.6.1 Type of Report:

ERO ECE Review

14.6.2 Report Date:

January 2011

14.6.3 Key Findings:

Achievement and Progression:

- Children engage in cooperative and dramatic play
- Literacy and numeracy opportunities are interwoven throughout the programme and children use the literary resources to support their play
- Interactions between staff and children are positive and affirming
- The teaching team has a well developed cycle for programme planning

Priority Groups:

- 5% Māori, 87% Pasifika

- Te reo Māori is used frequently by staff. The ECE centre understands and values the identity, language and culture of Māori children and their whānau

Organisational:

- The centre is well resourced. A wide variety of suitable, adaptable and challenging equipment, relevant to the children's developmental strengths and interests, is available
- Staff work well together as a team to ensure that the day runs smoothly. Sessions are organised and well managed

Areas for Improvement:

- Develop an overarching philosophy statement to which both staff and parents subscribe
- Although parents and children value the children's portfolios, many of these records do not show the child's sequential progress and development. Comments from staff could be improved so that they note the learning taking place, rather than describing the activity
- Staff need to consider how they can better challenge and extend children's thinking and learning by using more complex questions and more interesting language. Currently, some opportunities for children's learning are lost when questions are kept too simple
- Professional development to gain a greater awareness of the potential of well planned self review would give staff the opportunity to evaluate the flow of programme and effectiveness of their professional practices

14.6.4 Next Review:

- Three years

15 Montessori 3-6

15.1 Overview

Sponsor Name	Montessori 3-6
School name	None provided
Where	Napier
Org Background	Early Childhood Education
Org type	Limited Liability Company
Priority group	Māori
Year level	Yr 1-7
Number of students (max)	100

15.2 Applicant's Purpose and Goals (extracted from Application)

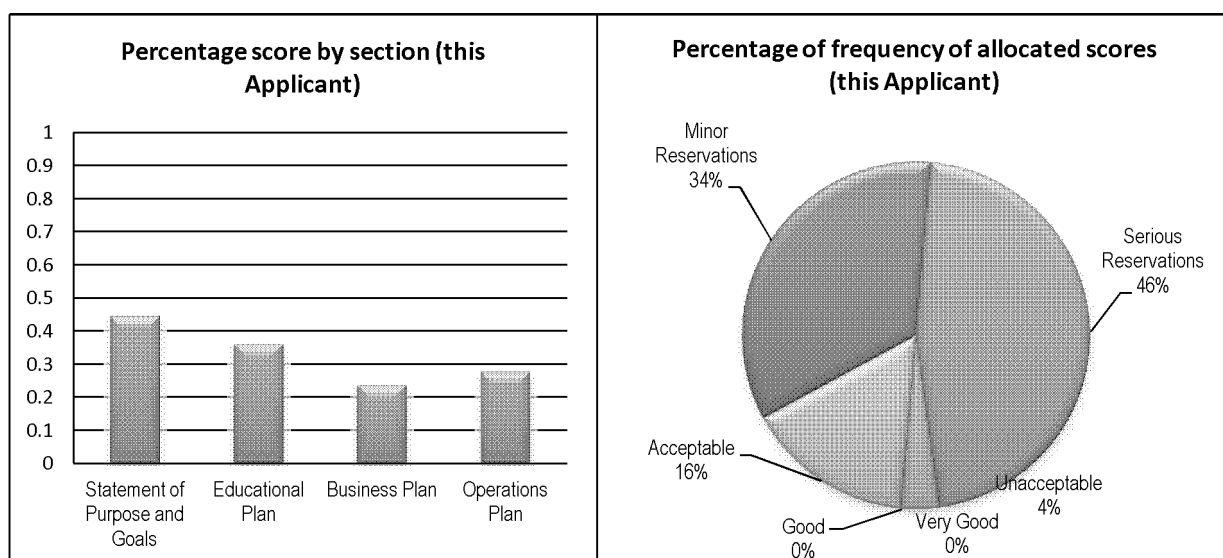
Mission - Montessori 6-12 provides all families with a culturally inclusive Trilingual Montessori environment that encourages all children to be responsible for their learning and competent in Speaking, Reading, Spelling, Writing and Moths in English, Te Reo Māori and Spanish.

Vision - Over the six year cycle we help the children of Montessori 6-12 to become intrinsically motivated, self directed, trilingual learners, confident in themselves and their strengths, culturally aware and respectful of others and competent in their curriculum knowledge locally, nationally and internationally.

Student engagement is the crux of Montessori because the method empowers the learner to choose their work and through that process (metacognition) they become self directed. During the uninterrupted three hour work cycle each morning the learner also decides how long they will invest in that particular work which allows them to be intrinsically motivated, immersed in their learning, to develop concentration and to manage their time. Learning becomes more like a smorgasbord as opposed to a set menu. Learning becomes more enjoyable because learners have control over their learning.

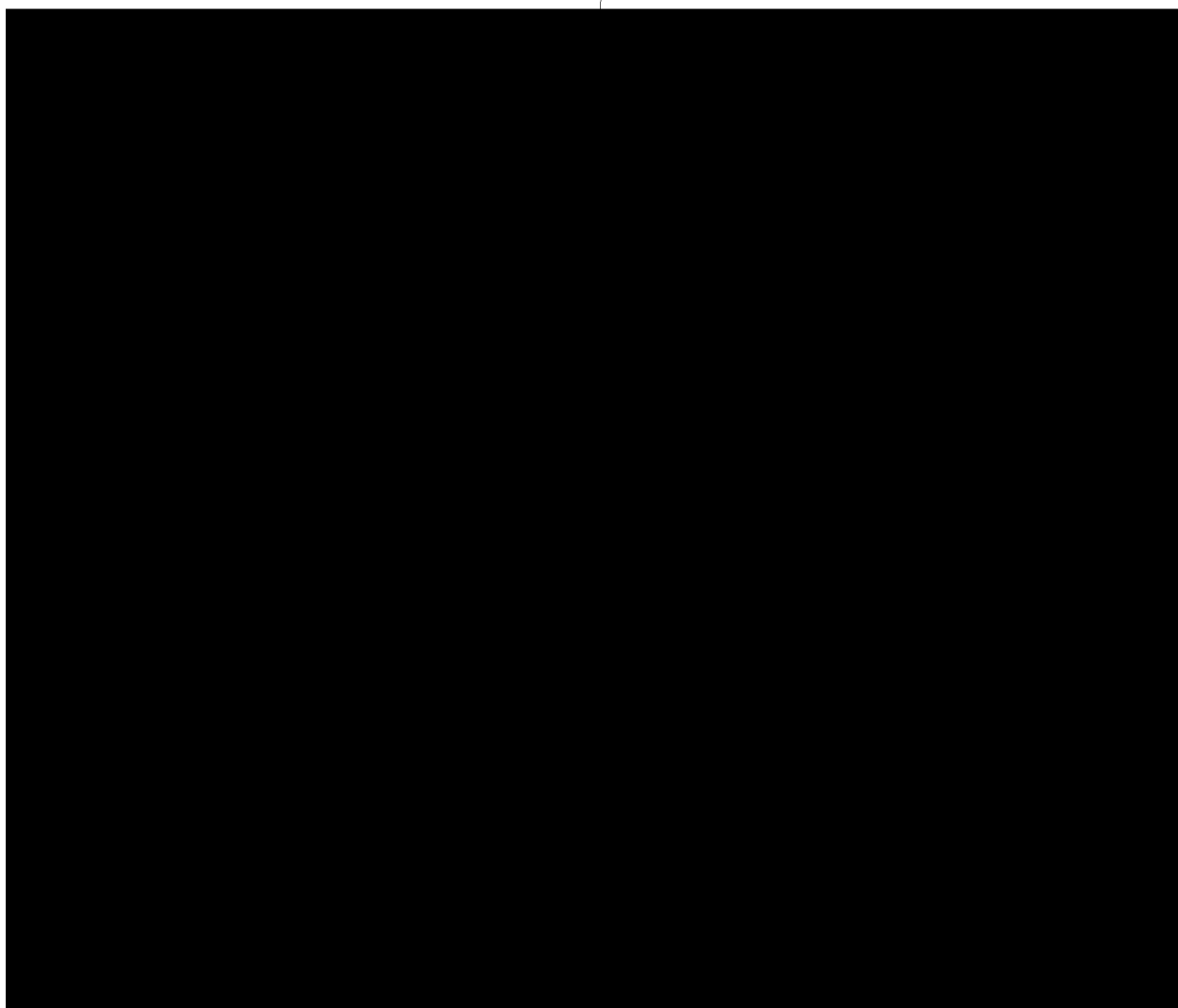
Student achievement is greater in Montessori schools which is why the USA government keep funding and creating more Montessori Charter Schools eg Monticello Montessori and keep expanding existing Montessori Charter Schools eg. Island Montessori School.

15.3 Initial Evaluation Results



15.4 Application SWOT

s 9(2)(b)(ii) OIA



15.5 Review of Applicant Organisation

Organisational profile	Overall	Green	Limited Liability Company
	Year established		2002
	No of Staff		8
	No of Locations		Napier
Company Overview	Overall	Green	Trilingual ECE (30 children) - 20 years experience as teacher and principal at decile 1 and 3 schools
Commitments	Overall	Green	Nil
Probity	Overall	Green	Nil
Nominated Partners	Overall	Amber	None nominated
Financial Summary	Overall		Not stated
	Accounts provided		Accounts not provided
Quality Assurance	Overall		No response provided except training: red cross and Montessori policies
Health and Safety	Overall	Green	Universally Affirmative
	Written EHS Policy		Yes - though completeness may be questionable

	Formal EHS training		Yes
	Emergency Procedures plans		Yes
Referees	Overall	Amber	Personal friend, Montessori NZ and Auditor of accounts. May require alternate referees that can vouch for the pedagogical quality of the proposed key person
	No of Referees provided		3

16 Motueka Rudolf Steiner School Trust

16.1 Overview

Sponsor Name	Motueka Rudolf Steiner School Trust
School name	None provided
Where	Palmerston North
Org Background	Early Childhood Education
Org type	Trust
Priority group	Māori/Pasifika
Year level	Yr 1-7
Number of students (max)	150

16.2 Applicant's Purpose and Goals (extracted from Application)

Our mission is to help students in the Motueka region achieve their educational potential and become responsible and caring individuals able to fully participate and contribute to New Zealand society. We will provide them with a world class Steiner education that is tailored to local conditions. We will nurture children and enrich community.

As a PSKH we will be able to remove the cost barrier and our physical limitations that currently prevent many low income and other disadvantaged families from enrolling.

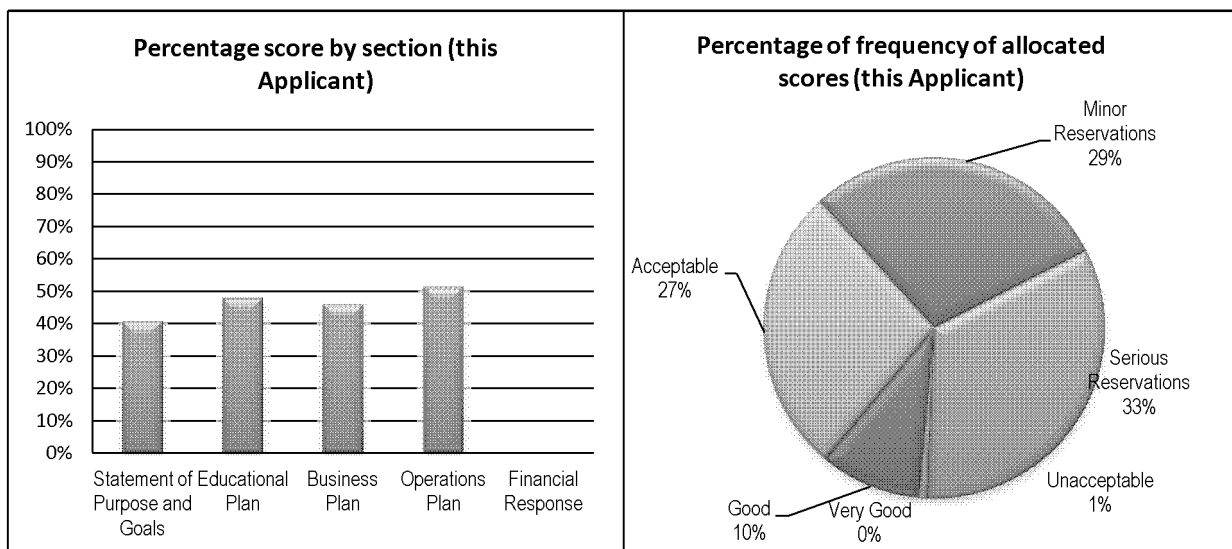
Student engagement is enhanced by the Steiner curriculum because it is based on developmental stages and specific age dependent needs of the students. The curriculum is holistic and integrated so that emotional, physical, academic and spiritual learning is always appropriate to the developmental stage.

Student engagement is further enhanced by referencing the teaching to both the local physical and cultural environment, and the wider global and historical context. Student engagement is facilitated by outdoor and hands on activities allowing students to learn through experience.

A pillar of student engagement is the positive relationship between school, student and family. We are more than just a school, we are an active engaged community that is supportive of the school and each other, we come together regularly to work, plan and celebrate the seasonal festivals. The parental and community commitment to the school sets a strong example to students of community building and belonging.

Student achievement is enhanced by student engagement plus quality teaching and stimulating learning environments. Support and training for teachers is promoted at all levels. The school is assisted by a group of Anthroposophical therapists and Doctor who provide students with physical and emotional support.

16.3 Initial Evaluation Results



17 Ngā Kākano o te Kaihanga Kura

17.1 Overview

Sponsor Name	Ngā Kākano o te Kaihanga Kura
School name	Nga Kakano
Where	Te Atatu
Org Background	Independent School
Org type	Trust
Priority group	Māori
Year level	Year 1 -13
Number of students (max)	213

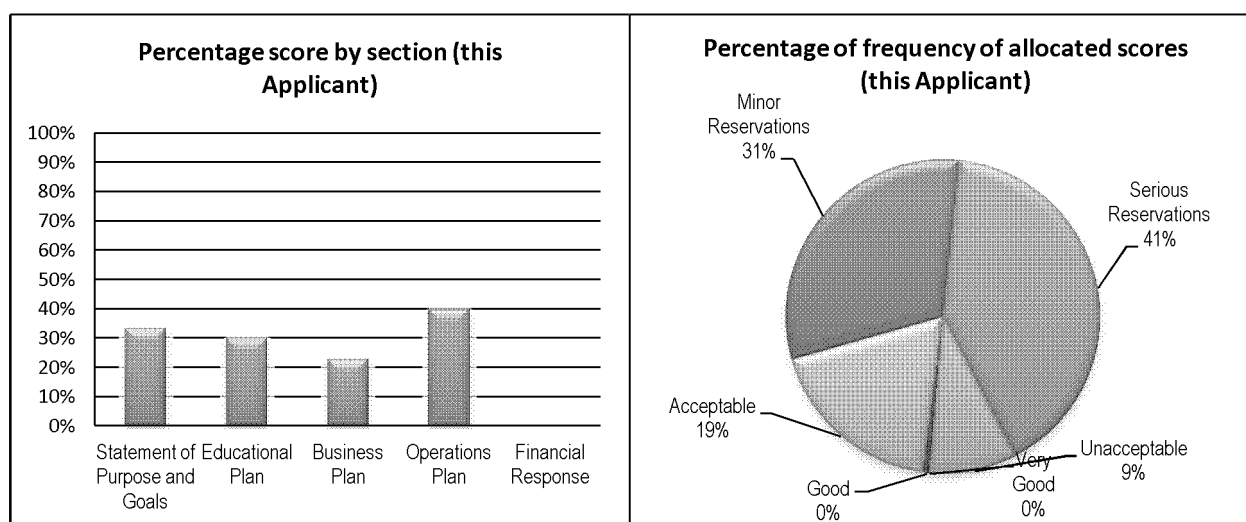
17.2 Applicant's Purpose and Goals (extracted from Application)

For 15 years, Ngā Kākano has operated successfully in transforming the life opportunities for a limited number of students who would normally achieve little in the traditional state school system. Gaining status and funding as a Partnership School would enable the teaching and learning approach of Ngā Kākano to extend to a more significant number of students.

Since its inception in 1998, the vision of Ngā Kākano has been to provide quality education to all students and remains to this day. The school is one mechanism through which the objects of the sponsor, Ngā Kākano O te Kaihanga Trust, are achieved. Specific Objects of the Trust include:

- To nurture and educate students in the ways of God within a bilingual and bicultural environment with Jesus Christ as the chief cornerstone.
- To deliver all educational programmes and instruction through the medium of both Māori and English, and to provide a curriculum that caters for all developmental stages from birth to school age.
- To provide a supportive and caring environment in which education can take place, and where parental involvement is encouraged, within the context of the established kaupapa.
- To affirm all students' self-respect, self-esteem, and self-worth within the supportive environment that promotes belief in Christian values.
- To provide sustenance and the means for obtaining sustenance, to people involved with the organisation.
- To express and promote Māori Christian philosophy based on Te Paipera Tapu (the Bible).
- To promote multicultural relations with those from the whānau and wider community to become an integral part of the community.
- To develop networks with other organisations to promote and enhance whānau and lifestyle in a positive manner.

17.3 Initial Evaluation Results



17.4 Application SWOT

Overall Comments	A generally poor application overall. The application ranked in the bottom quartile for mission and vision and both the educational and business plans were in the lower quartile. The operations plan ranked in the upper quartile.
Application	The application was poorly put-together and did not contain all of the information relevant to the criteria. Too often the applicant offered assertions that their methods would help improve outcomes without explaining how or why, or even referencing their current track record.
Strengths	<p>The application was strongest in sections dedicated to the employment of staff and surrounding quality assurance processes. It appeared that the sponsor was aware of the types of teachers it wanted to employ and was confident that their methods would produce these teachers.</p> <p>The sponsor clearly cares about their local students, who are likely from challenging backgrounds, although this was not offered or explained in the application itself.</p>
Weaknesses	<p>Although the application clearly focused on a student population likely to be from low socio-economic backgrounds, it did not explain the barriers to engagement and achievement faced by these students in enough detail to suggest they had a robust, evidence-driven model for improving outcomes.</p> <p>There were few partnerships in the local area, including agencies and other educational institutions, that the school proposed to work with to add value to the educational offer.</p> <p>Governance, management and the role of the sponsor was weak and did not demonstrate a robust system conducive to improved student outcomes.</p> <p>The majority of the application fell into Minor and Major Reservations categories, except at the back end where some policies and processes received Acceptable ratings.</p>
Panel's Comments	<p>Although well-meaning, the panel felt that this was a poor application that demonstrated little understanding of the requirements of the application process.</p> <p>Educationally, this was a weak application and showed little understanding of educational best practice. This was concerning as it was an existing school, and the panel expected that these policies would be in place already.</p> <p>The panel was concerned that the sponsor did not explain or reference their current track record as an independent school, so it was difficult to see if this school was providing for improved outcomes.</p>

17.5 Review of Applicant Organisation

Organisational profile	Overall	Green	Charitable Trust
	Year established		2002
	No of Staff		6
	No of Locations		Te Atatu South
Company Overview	Overall	Green	Composite Christian School
Commitments	Overall	Green	School
Probity	Overall	Green	Nil
Nominated Partners	Overall	Amber	Financial advisor and Td Kura o Pounamu (TCS). Unsure of extent of TCS role
Financial Summary	Overall	Amber	
	Accounts provided		Accounts Provided. s 9(2)(b)(ii) OIA
Quality Assurance	Overall	Green	Use ERO and NZQA Quality Assurance Systems
Health and Safety	Overall	Green	Universally Affirmative
	Written EHS Policy		Yes - though completeness may be questionable
	Formal EHS training		Yes
	Emergency Procedures plans		Yes
Referees	Overall	Green	MP, Lawyer, Iwi Trust
	No of Referees provided		3

17.6 ERO Report Summary

17.6.1 Type of Report:

ERO Private School Review

17.6.2 Report Date:

May 2011

17.6.3 Key Findings:

Achievement and Progression:

- Students are well cared for spiritually, emotionally and intellectually. They are positive learners, who experience success at one level in order to successfully move to the next
- Student tuition is satisfactory. Students are on task and engaged in learning
- Students have been successful participants in many prestigious speech competitions and sporting activities

Priority Groups:

- 80% Māori, 20% Pasifika
- Decile 1
- A number of students, who attend the kura, have been unsuccessful in mainstream education. For many of these students enrolling at Ngā Kākano has been a positive turning point

Organisational:

- Staffing is suitable for the age range of the students. Staff show high levels of commitment to the kaupapa of the kura
- Equipment is adequate for the delivery of the curriculum. There are times when senior students could be disadvantaged by a lack of equipment for practical classes in the sciences
- The kura manager has attested that he complies with section 35C (g) in respect being a fit and proper person to manage the school.
- There are systems for the school's managing body to be assured that its other statutory obligations are met.

Areas for Improvement:

- Not stated

17.6.4 Next Review:

- Not stated
-

18 Ngatiwai ki Whangaruru Whenua Toopu Trust

18.1 Overview

Sponsor Name	Ngatiwai ki Whangaruru Whenua Toopu Trust
School name	Whangaruru Academy
Where	Whangaruru, Northland
Org Background	Early Childhood Education
Org type	Trust
Priority group	Māori
Year level	Yr 9-13
Number of students (max)	128

18.2 Applicant's Purpose and Goals (extracted from Application)

To provide a secondary schooling option in an authentic cultural, land and water environment that engages, excites and expects great things of every learner.

VISION - To develop youth into courageous motivated learners who are supported to reach their potential in whichever positive pathway they choose.

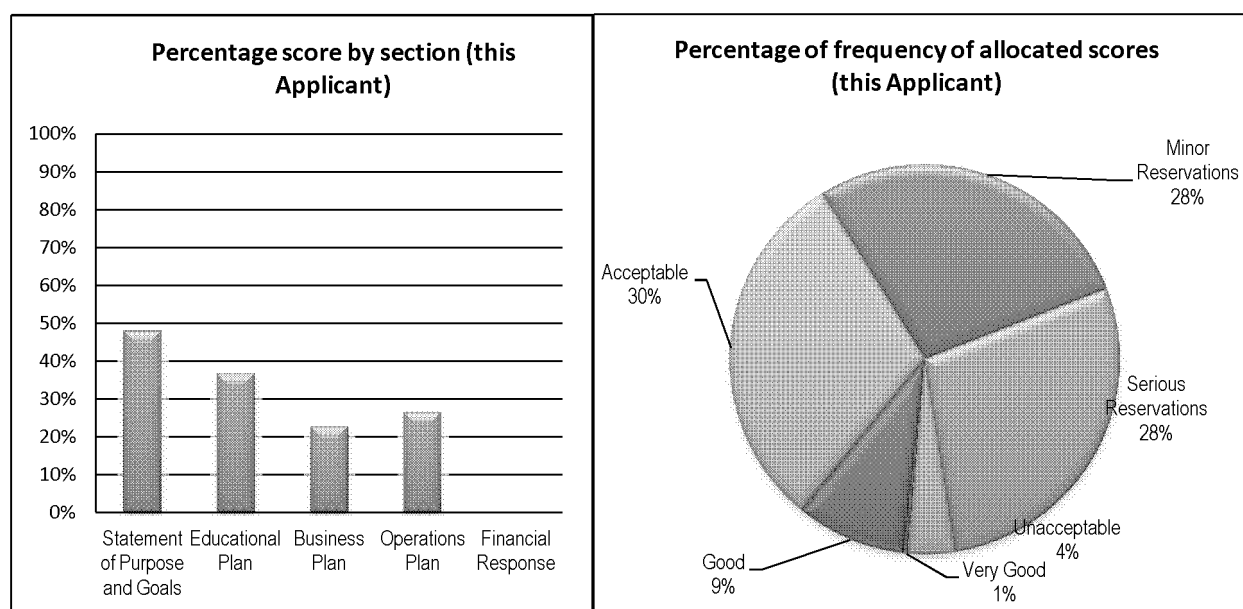
VALUES

- Empowerment Tautoko
- Respect people Whai whakaaro mo te tangata
- Respect the land Tiaki i te whenua
- Respect the water Tiaki i ngā wai
- Care for others and self Manaakitanga
- Self-reliance Mahia te mahi
- Relationship building Whakawhānaungatanga
- Self-esteem Tū maia
- Confidence Tū rangatira
- Personal progress and success Tou ake huarahi

GRADUATE PROFILE Our school supports engaged youth who will be:

- able to take their learning to whatever level they wish through personal, educated choices that are not limited by perceived failures or inadequacies
- well rounded, academic, practically minded, confident students with a strong work ethic
- confident through ability
- fully educated, guided and supported in their infinite career options
- confident and connected in te reo me ngā tikanga o Ngātiwai and their personal histories. (Durie, M. 2003)


18.3 Initial Evaluation Results



18.4 Application SWOT

Overall Comments	A strong application overall. Mission, vision and operations plan were ranked in the upper quartile and educational and business plans were located in the top quartile.
Application	The application was generally well put-together and easy to follow and understand. Most sections were included and finished to a high standard, but evidence could have been used more effectively.
Strengths	<p>The application was aspirational and clear. Although the group did not articulate why they believed the school was needed in enough detail, the information they provided suggested the proposed school would likely contribute to improved outcomes.</p> <p>There was an appropriate focus on a distinctly Ngatiwai kaupapa that was well-explained and effective. Cultural identity was at the forefront of the school at all times. The sponsor clearly knows the community well and has excellent links to existing organisations working within the local area.</p> <p>The focus on priority students was clear and compelling.</p>
Weaknesses	<p>The application suffered from a weak mission and vision statement that, although aspiring, did not adequately communicate the need for this school in the local area. The applicant did not dissect the educational issues in their local context to create a compelling argument for the establishment of the school, and the value-add of the organisation was not set out.</p> <p>The sponsor's approach to behaviour for learning and creating a safe environment for their students was not well-articulated.</p> <p>The application was at its weakest in sections to do with establishing policies and processes, which did not demonstrate the capacity and capability of the sponsor.</p>
Panel's Comments	<p>The panel felt that this was a strong application that understood the context that it was working in, even if the sponsor did not always make this clear in the application.</p> <p>The panel felt that if this school was to be established, it would likely contribute to improved outcomes for its students and help in regenerating the local area. This was a 'likeable' application, but there remain some capacity and capability issues which were not assuaged through the RFA process. The panel felt that at times more information or clarification was needed to accurately judge the application on its merits.</p>

18.5 Review of Applicant Organisation

Organisational profile	Overall	Green	Charitable Trust
	Year established		1997
	No of Staff		6
	No of Locations		Whangaruru (Bay of Islands)
Company Overview	Overall	Green	Trust to be supported by Karanga Manaia (which is arm of trust) and the Farm.
Commitments	Overall	Amber	Trust - minimal - courses in Te reo and transcription and recording of local iwi history, delivery of a YG agriculture programme to 16 and 17 year olds (with norttec) The Farm - working farm and school camps, outdoor adventure etc
Probity	Overall	Green	Māori land based claim transferring ownership to Ngatiwai Trust as legal representative of the tribe. Need to confirm legal relationship of NKWWTT with Ngatiwi trust?
Nominated Partners	Overall	Amber	Northtec - education to 16 and 17 year olds. Kamo HS - specialist senior subjects whilst the trust gets up to speed and to support a higher level of student socialisation (Sports etc). Unnamed tertiary education providers, NIWA, DOC and other. Question how this will be structured and the residual role of the trust.
Financial Summary	Overall	Green	
	Accounts provided		Accounts Provided. s 9(2)(b)(ii) OIA
Quality Assurance	Overall	Amber	Will require significant investment into developing systems appropriate for operating a PSKH
Health and Safety	Overall	Amber	Universally Affirmative
	Written EHS Policy		No - cites use of the Farm's systems, but imagine will require significant investment appropriate for operating a PSKH
	Formal EHS training		Yes
	Emergency Procedures plans		Yes
Referees	Overall	Green	University of Auckland, Māori language commission, and TPK
	No of Referees provided		3

19 Ora Charitable Trust

19.1 Overview

Sponsor Name	Ora Charitable Trust
School name	Te Kura Kete Ora
Where	Tauranga
Org Background	Education and Social Services
Org type	Trust
Priority group	Māori
Year level	Yr 9-13
Number of students (max)	100

19.2 Applicant's Purpose and Goals (extracted from Application)

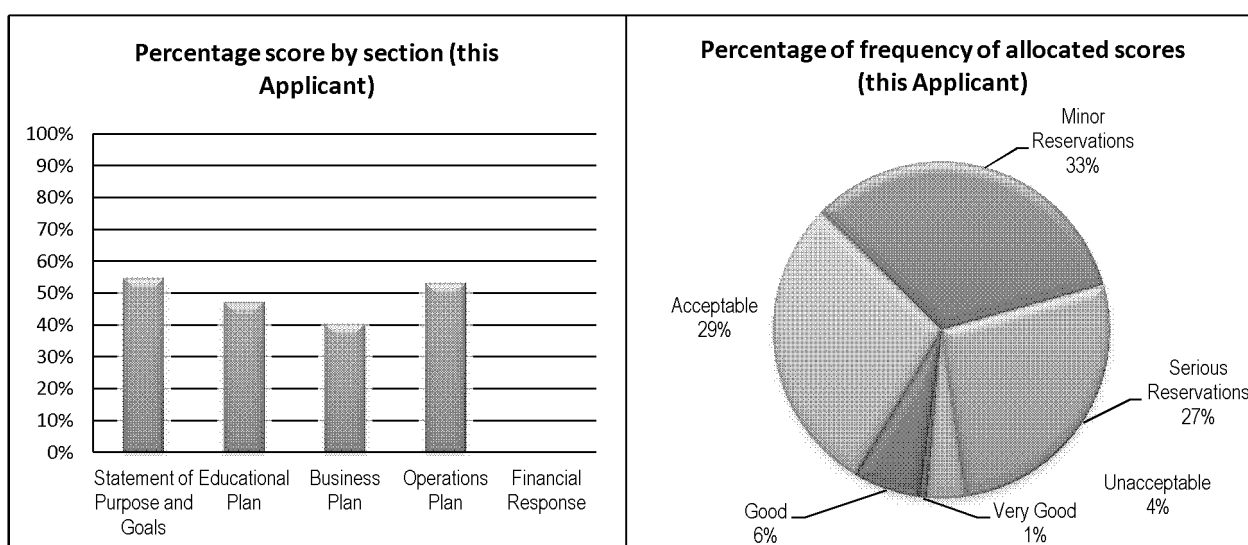
Māori young people are named as one of the target groups by the Partnership Schools / Kura Hourua terms of reference. We believe that 'Ka Hikitia' clearly articulates that if the education experience is going to be relevant for Māori learners, then the education programmes for Māori young people must be founded on the key components of 'language, culture and identity'.

We believe that Te Kura Kete Ora will uniquely meet the needs of Māori, Pasifika and Pakeha young people who have not been achieving in mainstream education. New Zealand's participation in PIRLS and TIMSS studies (2010/2011) indicates that while many New Zealand school students are reaching international education standards, a proportion of students, predominately Māori and Pasifika young people, are not achieving at comparable levels.

In responding to the need to seek new ways of effectively supporting education for Māori, Pasifika, Pakeha, young people with specific learning needs, and those from low socio-economic areas, who are not achieving in light of national curriculum standards, we propose to develop a learning community for young people and their whānau. Kura Kete Ora will be physically located on a 50 ha farm ten minutes south of Te Puke that borders the junction of the Kaituna and Mangarewa rivers. This whenua-based Kura Kete Ora will be well positioned to offer unique learning experiences by way of eight inter-linking kinesthetic orientated learning domains:

- Visual and Performing Arts
- Engineering, Mechanics and Building Construction
- Kaitiakitanga and Wairuatanga
- Kai Whenua, Horticulture and Apiary Science
- Horsemanship and Animal Training
- Sheep and Cattle Farming, and Dairy Farming (dairy cows or dairy goats)
- Sport and Hauora
- Whānau Awhi, Manaakitanga and Tautoko

19.3 Initial Evaluation Results



19.4 Application SWOT

Overall Comments	A generally strong application overall. Mission, vision and business plans were in the upper quartile and educational and business plans were in the top quartile.
Application	The application was generally complete but often too lengthy in its explanations. The applicant could have summarised the evidence in a clear and concise manner and create a direct, focused and compelling narrative, but often did not. However, the information provided was generally well-researched and sensible.
Strengths	<p>The application was educationally strong, and the rationale for a strengths-based approach to teaching and learning was reasonably compelling.</p> <p>Student transitions were covered in great detail, and represented generally robust plans for managing these. Few applications completed this section well.</p> <p>The school's policies for behaviour management, wellbeing, safety and suspensions were linked strongly to the vision and principles of restorative justice, creating a more compelling whole-school approach to policies and procedures.</p>
Weaknesses	<p>Although educationally strong, the applicant did not display a strong awareness of assessment for learning and best practice in the classroom environment.</p> <p>Robust plans for transparent governance and management were not presented, and the applicant did not demonstrate a sound understanding of the role of the sponsor in the operation of the school.</p> <p>How volunteers would add value to the learning experience was not interrogated, which seemed like a missed opportunity for a Trust that is clearly involved in their local area.</p>
Panel's Comments	<p>This was a well-researched and evidence-based application, which very few applications did. At times, evidence was presented but not dissected and occasionally strayed into a stating of issues rather than clear strategies for implementation. Where strategies were set out, they were generally strong and linked very well to the school's vision.</p> <p>The panel felt that this application was educationally strong, but there remain some concerns around the applicant's understanding of school structures and implementation plans.</p> <p>There were some concerns raised about the proposed site for the school, which was generally a poor section. Questions remained about accessibility for priority students and the length of the lease.</p>