



Briefing Note: Final Readiness Review of Round 3 Partnership Schools

Date: 12 June 2017	To: Hon Nikki Kaye		Priority: Medium
	To: Mr David Seymour		
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	[REDACTED]	Tracking Number:	1066281

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Summary

- The Education Review Office (ERO) has submitted a Readiness Review letter for each of the two round three Partnership Schools to the Ministry of Education.
- For Te Aratika Academy, ERO found that preparatory work prior to opening has been well managed, and the teaching team is working hard to set up the learning programmes for students. The school needs further support to cater for the needs of its foundation students.
- For Te Kōpuku High, ERO found that preparatory work prior to the schools opening was well managed, and the school is well prepared to cater for its students needs.
- Governance Facilitator support has been extended in each school on ERO's recommendation to provide ongoing support for the remainder of 2017.

Karl Le Quesne
Acting Deputy Secretary, ELSA
Ministry of Education

1.2 / 0.6 / 1.7

Background

1. Two schools were contracted as Partnership School | Kura Hourua (PSKH) as part of round three procurement activities:
 - Te Aratika Academy (Sponsor: Te Aratika Charitable Trust).
 - Te Kōpuku High (Sponsor: Kia Ata Mai)
2. Both schools opened for Term 1 on Tuesday 7 February 2017. Overall, both sponsors were well placed to open their schools on the scheduled opening date.
3. During the establishment phase, both sponsors experienced challenges relating to their premises:
 - Te Aratika Academy signed a lease to co-locate with Mangateretere School. Delays in confirming this site impacted enrolments, and the school's starting roll was 18. The roll at 1 June was 23. The sponsor anticipates building to 50 students during 2017, and has been holding regular hui with whānau and the local community.
 - After some delay, Te Kōpuku High secured resource consent from the Hamilton City Council to use its proposed premises. As it is based in an industrial area but used for educational purposes, it is required to comply with special conditions imposed to ensure the safety of students. The resource consent limits the school to 110 students, which is below their maximum roll of 300. The school is at the 110 student limit and has a waiting list, but is unable to accept further students due to the restriction. The school's site is suitable for the maximum roll of 300 students, and the sponsor intends to apply to increase the limit specified in the consent later in 2017 in order to be able to enrol an additional cohort in 2018.
4. The two Round three schools were provided with Governance Facilitators who provided support to the sponsors during the establishment period. Governance Facilitators are contracted to work with sponsors to guide them in relation to all governance and management facets of operating a school.

ERO Readiness Reviews

5. In accordance with usual procedure, the Ministry of Education (the Ministry) and the Education Review Office (ERO) agreed that ERO would review the planning, processes, systems and procedures so far developed by the sponsors and management teams of each of the two new PSKH. This included identifying any gaps, risks and priority areas to be addressed, and assessing whether plans are achievable.
6. ERO has been working with the sponsors and management teams of each of the schools since the end of October 2016, and its reviews included onsite visits. ERO also reviewed and provided feedback on the operative policy documents submitted by each sponsor.
7. Interim Readiness Review letters for the two new schools were provided to you on 10 February 2017 [METIS 1045526 refers]. You also approved both schools' operative documents at that time.
8. Overall, the Interim Readiness Review noted good progress with regard to Te Kōpuku High, and satisfactory progress with regard to Te Aratika Academy.

9. ERO has now completed its final Readiness Review of each of the schools. The final Readiness Review for Te Aratika Academy is attached at Annex one and the final Readiness Review for Te Kōpuku High is attached at Annex two.
10. ERO's key findings are summarised below:

Te Aratika Academy

- Governance is good, and the sponsor is being well supported by the Governance Facilitator.
- There is very good student engagement, students are all priority learners, and many have a history of poor attendance and disengagement.
- Staff weren't appointed until just before the school opened, and so it has been challenging for teachers to prepare for students. The required assessments and learning plans weren't yet completed for all students during the period of the final Readiness Review.
- The sponsor has applied for Consent to Assess from the New Zealand Qualifications Authority (NZQA) but this process will take some months, and this limits the school's ability to access students' NZQA records.
- Staff will need ongoing support to develop the individualised learning that underpins the school's curriculum.
- Initial testing indicates most students are achieving in a range from Level 2 to Level 4/5 of the New Zealand Curriculum. Regular individual and small group instruction in literacy and numeracy needs to be started as soon as possible to meet the range of students' learning needs.
- A framework for performance management is in place but needs further development – it hadn't yet been implemented at the time of ERO's final visit.
- Premises are suitable, and the sponsor has made minor modifications to provide suitable learning spaces. Resources and suitable health and safety provisions are in place for both staff and students.
- Hui are being held with whānau to discuss each student's learning goals and programmes, and the school is careful to ensure these are accessible to whānau.
- There are good connections in the education community, industry, and Ngāti Kahungunu.
- Priority areas that need to be addressed:
 - Gather a range of assessment and prior learning information about each student to inform their individual learning plans.
 - Develop and implement individual learning programmes, including regular and intensive literacy and numeracy instruction where required.
 - Implement appropriate assessment, monitoring and reporting processes.
 - Implement a performance management process that includes appraisal for teachers that meets Education Council requirements.
- ERO concluded that preparatory work prior to opening has been well managed, and the teaching team is working hard to set up the learning programmes for students. The school needs further support to cater for the needs of its students. This is being addressed by extending the contract with the governance facilitator.

Te Kōpuku High

- Students are very well settled and engaged in their learning with good access to learning resources, and the induction process was effective.
- The school is located in an industrial area, and premises have been appropriately adapted for the educational programme. Its proximity to industry will support the school's STEM emphasis and focus on future learning and employment pathways.
- The resource consent process has been expensive and time consuming, and is a risk to the school's future planning if it needs to be negotiated annually. The sponsor is meeting council requirements, including recording how students are commuting to school each day. They take safety seriously and have good procedures in place.
- The governance facilitator has supported the sponsor to set up an appropriate governance structure and to set up a draft performance management system. The sponsor would benefit from continued support and monitoring during the first year of operation. This is being addressed by extending the contract with the governance facilitator.
- Teachers have carefully and effectively planned the curriculum programme, and have made strong educational connections.
- Assessment and curriculum knowledge is highly expert, students have been grouped for instruction according to current learning levels, and their performance is monitored electronically.
- Whānau are actively engaged in students' learning using a strengths based approach based on students' interests and potential.
- Next steps that need to be addressed are:
 - Implement the appraisal process.
 - Work with Hamilton City Council to secure resource consent for a longer period to provide certainty for future planning.
- ERO concluded that the preparatory work prior to the schools opening was well managed, and the school is well prepared to cater for students needs.

Release of Information

11. We recommend this briefing paper form part of the next scheduled proactive information release. We will consult with your Office ahead of the release.

Annexes

Annex 1: ERO Readiness Review letter for Te Aratika Academy

Annex 2: ERO Readiness Review letter for Te Kōpuku High.

Annex one: ERO Readiness Review for Te Aratika Academy

Annex two: ERO Readiness Review for Te Kōpuku High



Education Review Office
Te Tari Arotake Mātauranga

New Schools Readiness to Open Report

Te Kōpuku High

Location: Hamilton

MoE Profile Number: 751

Readiness Review

March 2017

Background

The Ministry of Education (MoE) commissioned the Education Review Office (ERO) to conduct a review of preparation work in order to help determine the readiness of Te Kōpuku High to open.

Terms of reference

The MoE asked ERO to review aspects of:

- governance and management
- professional leadership
- teaching and learning

as outlined in the First Schedule of the Memorandum of Understanding.

Methodology

Over the course of five months, ERO has met a number of times with the Sponsor, Tumuaki and governance facilitator, and read documents developed to guide the school's operation, to evaluate Te Kōpuku High's progress towards readiness to open. ERO also met with teachers and other staff, spoke with students and observed the programme in action in March 2017.

An interim report was prepared for the MoE in December 2016 to provide information on progress to date.

Findings

Te Kōpuku High was approved in August 2016 as a coeducational composite secondary school located in the Hamilton area. The establishment of the partnership school |kura hourua is to be phased in over five years to a maximum roll of 300 students. The vision of the Sponsor, Kia Ata Mai Trust, is to provide Māori students with a culturally rich educational experience that supports each of them to assume responsibility for their own learning and achieve success. Students have the opportunity to develop strong language and literacy skills in Māori and English that underpin their group and individual project-based learning.

The school opened with 110 students, spread evenly over Years 7 to 9. Students came from 38 contributing schools, mostly mainstream schools though some had prior experience in Māori medium education. The students are very well settled and well engaged in their learning. The induction process was effective. An intensive three week programme was planned to help students build relationships with peers and adults, understand the principles and processes of the school's curriculum and become immersed in the school's cultural context. Students particularly value the high trust model, their relationships with teachers and the choices they have within the curriculum design.

Sited in an industrial area, the premises have been thoughtfully adapted and landscaped to provide appropriate, flexible learning spaces for the educational programme the school offers. There are ample spaces for arts, photography, technology, IT, physical activities (gym and fitness room), individual and small group instruction and recreation. The proximity of industry will support the school's emphasis on STEM subjects and future learning and employment pathways. All students are

confidently using their own device in their learning. Students have good access to learning resources.

The Trust has had a fraught process to get resource consent from the Hamilton City Council to operate as a school premises. This has been both expensive and time-consuming. It poses a risk to the school's future planning if the consent needs to be renegotiated annually, and if the timing of that process impedes future enrolments. The school is meeting the Council's operating requirements, including keeping records about how each student travels to and from the school each day. The Sponsor and Tumuaki take the potential risks to student safety very seriously and have put in place procedures to keep students and their whānau safe on the roads and footpaths around the school. They are planning to provide their own bus transport in the future. The data they are gathering about students' transport arrangements should enable them to put a convincing case to the Council later this year.

The governance facilitator has worked closely with the Sponsor to set up an appropriate governance structure that keeps the Kia Ata Mai Trust Board as a separate entity from the Te Kōpuku High Board and enables the key people to manage any potential conflicts of interest. He has also provided advice on setting up a draft performance management system, including appraisal of the Tumuaki and staff. The school board and Tumuaki would benefit from continued support from the governance facilitator during the first year of operation as these processes are implemented and embedded.

Kia Ata Mai Trust employed the teachers during the term prior to the school's opening and this has resulted in their carefully planned and effective induction to the school's vision and curriculum. High levels of collaborative planning and teaching are evident in the programme. Staff (learning facilitators and coaches) are developing a deep understanding of the curriculum model and mode of delivery. They are working towards making strong educational connections within and across the compulsory and project-based learning so that students can realise their "greatness". This process will become stronger as staff become more familiar with students' strengths and interests and also with the potential of the curriculum model.

The Tumuaki and Kia Ata Mai Trust bring high levels of expertise in assessment and curriculum knowledge. The teachers have used the assessment information gathered during the enrolment phase as well as during the first few weeks of 2017 to group the students for instruction in te reo Māori/English and mathematics according to their current learning levels. Teachers use a computer programme to monitor students' learning activities and progress electronically. The student management system, KAMAR, is operating but ongoing adaptations are being made to make the programme fit for purpose for this school's context.

The Tumuaki and staff are actively engaging whānau in their children's learning journey. They are taking a strengths-based approach based on children's interests and potential. A recent whānau hui helped parents to understand the curriculum model better, in particular, the extent to which it is based on children's choices, passions and strengths. They are planning to keep whānau informed about their children's progress through a combination of face-to-face meetings, written reporting and parents' access to the school's intranet.

Priority areas to be addressed

Key next steps for the school are to:

- implement the appraisal process
- work with the Hamilton City Council to secure resource consent for a longer period, to give the school more certainty with its future planning.

Conclusion

Preparatory work to ensure the opening of Te Kōpuku High in February 2017 has been very well managed by the Sponsor and Tumuaki, supported by the governance facilitator. The school is well prepared to cater for the needs of its foundation students.

Appendix one: Readiness Profile Te Kōpuku High

Matters to address	Progress	Comment
The vision and direction for the school is developed and reflected in all documentation for the school.	√	Strength
Planning and practices show responsiveness to the needs of Māori students, Pasifika students and students with special education needs/additional learning needs.	√	Focus is on Māori students. Additional learning needs have been identified. Responsive programmes.
Processes for planning and reporting, and self review are being developed.	Progressing	Aware of requirements.
Processes to ensure students settle effectively into the new school have been developed and are being implemented.	√	Effective induction process.
Systems for assessing, analysing and reporting on student achievement are being developed.	√	
A set of key policies and procedures is in place to ensure the health and safety of staff and students, and there is a programme in place to develop others that may be needed.	√	
There is an efficient management structure with suitable governance interface, appropriate structures and delegations.	√	Potential conflicts of interest being managed effectively through Trust structures.
School leaders are developing shared beliefs about desired teaching and learning approaches amongst school leadership and staff.	√	
A school curriculum and programmes are being developed to reflect the needs of students and sufficient planning is in place to guide learning as the school opens.	√	
The school is staffed appropriately to provide the desired programme and staff induction is planned.	√	
Performance management systems for staff are being developed.	Developing	Procedures in draft but yet to be implemented.
A disputes procedure has been developed	√	
Effective systems are in place to monitor student engagement, including a student management system.	√	
An enrolment scheme and enrolment procedures are in place.	√	
Policies and procedures for managing school finances and a draft budget are in place.	√	
Staff and students have access to appropriate furniture and equipment, teaching materials, library, resources, ITC.	√	
There is a plan for the operation and maintenance of the school premises.	√	

New Schools Readiness to Open Report

Te Aratika Academy

Location: Mangateretere, Hawkes Bay

MoE Profile Number: 750

Readiness Review

March 2017

Background

The Ministry of Education (MoE) commissioned the Education Review Office (ERO) to conduct a review of preparation work in order to help determine the readiness of Te Aratika Academy to open.

Terms of reference

The MoE asked ERO to review aspects of:

- governance and management
- professional leadership
- teaching and learning

as outlined in the First Schedule of the Memorandum of Understanding.

Methodology

Over the course of five months, ERO has met a number of times with the Sponsor, director and governance facilitator to evaluate Te Aratika Academy's progress towards readiness to open. ERO also met with teachers and other staff, spoke with students and read documents developed to guide the school's operation.

An interim report was prepared for the MoE in December 2016 to provide information on progress to date.

Findings

Te Aratika Academy was approved in August 2016 as a senior secondary school for boys, to be located in the Hawkes Bay. The establishment of the partnership school |kura hourua is to be phased in over three years, beginning with students in Year 11. It aims to provide foundation education and construction and infrastructure education pathways to employment opportunities for Māori and Pasifika youth.

The school opened in February 2017 and had 20 students enrolled in March. The school plans to meet its minimum roll of 50 students by the end of 2017. It operates out of Mangateretere School, in premises leased from the Ministry of Education. It is meeting its staffing requirement of having 50% of the curriculum taught by teachers holding a current full practising certificate. Limited Authority to Teach is being sought for two learning coaches/mentors.

The school is efficiently governed by the Te Aratika Charitable Trust Board under the guidance of the experienced governance facilitator. An Advisory Group also supports the Academy. The Board Chair is working closely with the Director of School to ensure that the Trust's vision is realised. A Head of Learning is the professional leader, with responsibility for the delivery of the programme of learning.

The students have settled in very well following an initial powhiri and noho marae stay for the first week. Students ERO spoke with were enthusiastic about the opportunities they hoped the school would offer them. They are attending regularly and committed to the long day and the culturally responsive programme. All students are priority students and many had attended erratically at previous schools or become disengaged. They are responding well to the support and encouragement of staff. Relationships among the boys and between them and the adults are respectful. The boys are ready to learn and proud to be part of the Academy.

The late appointment of staff has made it challenging for the two teachers to develop the personalised learning programmes that are needed for the students. They have not yet completed assessments of foundation literacy and numeracy skills, using e-asTTle, for all students. They also have limited information about the prior learning and credits of the students, some of whom are in Year 12, with Level 1 NCEA already achieved. They have applied for Consent to Assess from NZQA but this process is likely to take some months. This limits the school's ability to access students' NZQA records. They intend to use Te Aho o te Kura Pounamu, the Correspondence School (Te Kura), programmes for individual learning programmes once they have set up the individual learning plans to guide students' pathways and help them achieve the Te Aratika Academy Graduate Profile.

Ongoing work is needed to ensure that all staff understand how to create individualised learning that underpins the design of the school curriculum. Project based learning is underway but the approach as yet is not sufficiently responsive to the individual needs, abilities and interests of the students. Initial testing indicates most students are achieving in a range from Level 2 to Level 4/5 of the New Zealand Curriculum. Regular individual and small group instruction in literacy and numeracy needs to be started as soon as possible to meet the range of students' learning needs.

A framework for performance management is in place but it needs further development to meet the professional needs of teachers and had yet to be implemented at the time of ERO's final visit.

The premises are suitable for the operation of the school. The Sponsor continues to modify the learning spaces and provide suitable learning resources to support the educational programme. Suitable health and safety provisions are in place to keep staff and students at both schools safe. ICT cabling is installed and internet access enabled in all spaces. Students were receiving their iPads shortly after ERO's visit. KAMAR is being used as the MoE approved student management system.

The Director and teachers are meeting all whānau individually in whānau hui to discuss the learning goals and programmes of their young people. They will visit whānau in their homes if there is any difficulty in their coming to the school. They have made positive connections in the education community, in particular with the Matariki Col and the Kura Kaupapa Col. Through Aratika Drilling, the Trust and Director have very good connections with industry. Staff and students have strong links with Ngāti Kahungunu.

Priority areas to be addressed

Key next steps for the school are to:

- gather a range of assessment and prior learning information about each student to inform their individual learning plans
- develop and implement individual learning programmes, including regular and intensive literacy and numeracy instruction where needed
- implement appropriate assessment, monitoring and reporting processes
- implement a performance management process that includes appraisal for teachers that meets Education Council requirements.

Conclusion

Preparatory work to ensure the opening of Te Aratika Academy in February 2017 has been well managed by the Sponsor, the governance facilitator and the director of the school. The new teaching team is working hard to set up the learning programmes for students. The school needs further support to cater for the needs of its foundation students.

Appendix one: Readiness Profile Te Aratika Academy

Matters to address	Progress	Comment
The vision and direction for the school is developed and reflected in all documentation	√	This is a strong and coherent aspect of all documentation.
Planning and practices show responsiveness to the needs of Māori students, Pacific students and students with learning needs.	√ –	The programme responds positively to the needs of Māori and the one Pacific student. The teachers need more support to respond to those students with identified learning needs.
Processes for planning, reporting and self review are being developed.	Developing	They are in the early stages of developing strategic planning, reporting and self review.
Processes to ensure students settle effectively are implemented	√	The students appear very well settled. The year started with a successful powhiri and noho marae for the first week.
Systems for assessing, analysing and reporting on student achievement are being developed	Developing	The teachers are still carrying out baseline testing in literacy and numeracy using e-asTTle. They have yet to document systems for assessing, analysing and reporting on student achievement.
Key policies and procedures are in place to ensure the health and safety of staff and students.	√	These are in place and being reviewed with staff and students.
There is an efficient management structure with suitable governance interface, appropriate structures and delegations.	√	The governance facilitator has provided good support for the Sponsor, Director and Trust Board in this work.
School leaders are developing shared beliefs about desired teaching and learning approaches among school leadership and staff.	Developing	There is more work to do to develop shared beliefs with the newly appointed staff.
A school curriculum and programmes are being developed to reflect the needs of students and sufficient planning is in place to guide learning as the school opens.	Developing	The overall school curriculum, weekly programmes and unit plans are well thought through. There needs to be more specific planning for personalised programmes for students, especially in literacy and numeracy.
The school is staffed appropriately to provide the desired programme and staff induction is planned.	√	The school has sufficient staffing for the current roll. Because most staff did not start until January, it has been a challenge for them to engage with the curriculum and develop detailed learning programmes for individual students.
Performance management systems for staff are being developed.	Yet to be developed	Two are fully certificated teachers. Their process needs to incorporate Education Council requirements (PTC).
A disputes procedure has been developed	√	

Effective systems are in place to monitor student engagement, including a student management system.	√	
An enrolment scheme and procedures are in place, as in Schedule 1 of the Sponsor's Agreement with the Crown.	√	
Policies and procedures for managing school finances and a draft budget for 2017 are in place.	√	
Students have access to appropriate furniture and equipment, teaching materials, library, resources, ICT.	Developing	IPads were being distributed on the day of our visit – 13/3. Intending to enrol individuals in Te Kura – process not yet completed. Limited resources apparent at present. ICT and internet operating.
There is a plan for the operation and maintenance of the school premises.	√	