

Request for Application to operate a Partnership School | Kura Hourua opening in 2019 (Round 5)

Stage Two – Response Form (Priority Learner)

Close Date - Tuesday 9 May 2017 at 5pm

Applicant: The Manukau Urban Māori Authority Incorporated (MUMA)

School Name: Te Wharekura o Waatea

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APPENDICES		In a separate PDF, as per RFA instructions

Requirements for Response document

Please write clearly and succinctly.

We are looking for facts and evidence within your response.

Your response should be no more than 100 A4 single sided pages with text no smaller than Arial font 10. This includes all sections of the document including the front cover and declaration sections (but not the suggested appendices list or the financial submission)

You should not make changes to the template.

1. Contact Details

Contact person:	Wyn Osborne			
Position:	GM – Operations, MUMA Executive Director, Te Whare Wānanga o MUMA Ltd.			
Phone number:	09 277 7866			
Mobile number:	[REDACTED] s 9(2)(a) OIA			
Email address:	wyno@muma.co.nz			
Is the contact person authorised to negotiate?	Yes	<input checked="" type="checkbox"/>	No	

2. Sponsor organisation

Complete the following table detailing the organisation that will, if successful, be named as the sponsor of, and will operate, the school ("**Sponsor**").

You must complete this section to the extent possible, even if the Sponsor is yet to be established. If the information about the Sponsor is not yet known or decided it will need to be provided as early as possible in the application process in order for it to be approved as a Sponsor. If the Sponsor will rely on experience or attributes of the Applicant it will need to be made clear how they will be shared or made available to the Sponsor.

2.1 Summary of Key Information

	Area	Response
a	Status of Sponsor	Already established
b	Full legal name of Sponsor or proposed name, if yet to be established (if known)	The Manukau Urban Māori Authority Incorporated (MUMA)
c	Trading name (if different to the above)	Not applicable
d	Year established (if applicable)	1986
e	Name of parent organisation	Not applicable
f	Physical address	Manukau Urban Māori Authority Incorporated 5 Shirley Road, Papatoetoe, Auckland, 2025, New Zealand
g	Postal address	Manukau Urban Māori Authority Incorporated 5 Shirley Road, Papatoetoe, Auckland, 2025, New Zealand
h	Website (if applicable)	www.muma.co.nz www.waatea.school.nz
i	Location of head office	Manukau
j	Country of residence	New Zealand
k	Type of entity (legal status)	Incorporated Society – Charitable
l	Registration Type(s)	Registered charitable entity
m	Registration number	294854

	Area	Response
n	Current directors, officers, trustees, etc.	<p>MUMA Directors are Willie Wakatere JACKSON and Rodney Wyn OSBORNE.</p> <p>Additional key personnel or subcontractors/suppliers relevant to this application are:</p> <ol style="list-style-type: none"> 1. Tania Rangiheuea, Te Kura Māori o Waatea 2. Barbara Ala'alatoa, Sylvia Park School 3. Stephanie Tawha, Māngere Bridge School 4. Rangi McLean, Hāpai Te Hauora and Manurewa Marae 5. Glenn McKay, Te Whare Wānanga o Awanuiārangi 6. Raewyn Tipene, He Puna Marama Trust 7. Hone Whaanga, Te Wānanga o Aotearoa 8. Dr Chris Cunningham, Massey University 9. Ariana Potaka, CEO Aka Associates and E2 Young Engineers 10. Dr Pauline Kingi CNZM, Educational Advisor.
o	Other key relevant personnel or proposed personnel (e.g. directors, officers, trustees etc.) if the Sponsor entity is yet to be established	Not applicable – the Sponsor (MUMA) is already well established.
p	Sponsor's significant experience	<p>Our most significant experience is that we already operate a Partnership School, Te Kura Māori o Waatea, via our MUMA subcontract company Te Whare Wānanga o MUMA Ltd. This is currently delivering in a primary school capacity and the aim of this Round 5 Application is to extend our operation to embrace secondary school delivery via a secondary school component - Te Wharekura o Waatea (abbreviated as simply Wharekura).</p> <p>We have been successful in securing previous contracts from Ministry of Education, Te Puni Kōkiri, Ministry of Social Development, Department of Corrections, Ministry of Justice, Ministry of Health etc.</p> <p>This activity covers the gambit of education, early childhood, youth social work, justice, etc. These services, with Whānau Ora at the forefront, are proof of our track record.</p>

	Area	Response
q	List the other key current activities (including business activities) of the Sponsor Shareholders, members or Beneficiaries of the Sponsor	<ol style="list-style-type: none"> 1. Whānau Ora provider 2. Reintegration Support provider 3. Restorative Justice provider 4. Sponsor – Te Kura Māori o Waatea 5. Sponsor – Waatea Early Childhood Centre 6. Broadcaster – waatea603am 7. News provider – waateanews.com 8. Emergency Housing provider
r	Shareholders, members or Beneficiaries of the Sponsor	<p>The beneficiaries of MUMA are clearly the whānau and organisations in South Auckland who use our services.</p> <p>In the more formal sense, we have no shareholders, other than MUMA itself, but the companies under the MUMA umbrella are beneficiaries of our activity i.e., by focus area:</p> <ul style="list-style-type: none"> • Education – Te Whare Wānanga o MUMA Ltd. • Housing – Ngā Whare Waatea Ltd. • Broadcasting – UMA Broadcasting Ltd. <p>MUMA Incorporated operates the social services side of our activities.</p>
s	Confirmation of support	<p>Yes. Organisations in South Auckland who use our services are showing their support by providing accommodation and facilities on an attractive rental basis. They are:</p> <ul style="list-style-type: none"> • Ngā Whare Waatea Marae • Manurewa Marae <p>As this is premises-related, Manurewa's assurances and letter-of-support can be found in Appendix H.</p> <p>A special form of support comes from tertiary partner organisation Te Whare Wānanga o Awanuiāangi. A formal partnership will be formulated between them and our delivery subcontractor, Te Whare Wānanga o MUMA Ltd., when our Round 5 PSKH funding application is successful. Their letter-of-support can be found in Appendix A</p> <p>Other letters-of-support relate to support from some associated and specialist organisations and can be found in Appendix A.</p>
t	Is the Sponsor a TEI?	No. MUMA is not a TEI, but our partner, Te Whare Wānanga o Awanuiāangi is a TEI.

	Area	Response
u	Does the Sponsor also operate an ECE?	Yes. We operate the Waatea Early Child Centre via our MUMA subcontract company Te Whare Wānanga o MUMA Ltd.

2.2 Outline the track record of the Sponsor organisation that demonstrates it can operate a partnership school

MUMA is already contracted as Sponsor of a Partnership School for Years 1 to 8. Te Kura Māori o Waatea was one of the successful Round 2 applicants and opened in February 2015. The kura had just four months from signing the contract to being open for learning. Since opening, the kura has made dramatic progress with creating a kaupapa Māori learning environment delivering English medium bi-lingual education while successfully supporting high student achievement rates. Te Kura Māori o Waatea is on track to get 85% of students at or above the National Standards target by 2018.

By 2019, if successful in this round, MUMA's Partnership Schools will be delivering learning to Years 1 to 7 and Years 9 and 10, and in 2020 we will be operating Years 1 to 11.

MUMA draws success from its model which is marae-based with strong whānau support. Our philosophy is whole-of-child, whole-of-whānau and is informed by kaupapa Māori principles. In our lower years, we also reference Waldorf philosophies through a strong focus on whole child, creative arts and music (waiata) as core learning foundation stones.

We consider our expansion into Years 9 through to 13, via Wharekura, to be a natural extension of our commitment to the whānau and tamariki of our Early Childhood Centre and Te Kura Māori o Waatea. We are confident that we have the skills and leadership to create the ideal setting for excellence in learning outcomes.

Our comprehensive partnership with Te Whare Wānanga o Awanuiārangi, and longstanding strong relationship with Te Wānanga o Aotearoa, will create seamless pathways from early childhood education through primary and secondary years, and on to undergraduate and postgraduate-level tertiary study. We know that not all students will complete the full extent of this journey. They will, however, be surrounded by the role models, conversations and encouragement required to inspire them on to the level and field of academic study and achievement that the student and their whānau feel is appropriate for them.

2.3 Outline the capacity of the Sponsor to run the partnership school alongside any other business operations it may have

We are aware from experience that a partnership school can be complex and resource intensive to establish and to operate. Demonstrate that you have the capacity to undertake the activity of establishing and running a school, and meeting contractual obligations, alongside any other business activities you may operate.

We know how 'resource intensive to establish and to operate' a partnership school is – yet we managed this for the primary school component of our Te Kura Māori o Waatea in just four months in 2014/ 2015.

An Early Childhood Centre (ECE) is also 'resource intensive to establish and to operate' – yet we successfully accomplished that at the same time as our partnership school.

These institutions are not just surviving or slowly gaining momentum, they are thriving. In the first ERO report for Te Kura Māori o Waatea we have the comment:

Ongoing governance support from the sponsor has helped school leaders to deal effectively with the complexity of establishing a new school, including staffing changes. Focused strategic thinking is evident in sponsor documents.

Their intention to refine their vision for the kura as they consolidate initial growth is designed to help them more exactly meet community aspirations for their children.

That Sponsor is MUMA Incorporated and the secret to our success lies in two main factors:

1. Whānau Ora is central to all that we do
2. Our business model is optimised for diverse community activities.

Examining each of these in turn:

Whānau Ora: Through the Whānau Ora experience and approach, our education services are provided as part of a wrap around service (as opposed to being provided in isolation). This sets us apart from other educators as we are able to support each tamariki and their whānau holistically. It also helps with capacity and education management – when it comes to family issues and pastoral care aspects, that can be so time-consuming in low decile schools, our teachers have the support of our comprehensive Whānau Ora infrastructure. This community and family integration is an advantage that even upper decile schools do not enjoy.

Business Model: At MUMA Incorporated we are not educators. Nor are we broadcasters or housing developers. What we understand is governance, business, management and relationship building, plus the provision of back office support services such as finance, personnel, property management and IT.

We understand what we, MUMA the umbrella company, are good at and we create separate entities for the specialist activities. So, the education entity in our group is Te Whare Wānanga o MUMA Ltd. In that entity, we have found the best educators, and school and ECE administration staff possible. They can focus on teaching and operating the school and ECE, knowing that they can rely on MUMA for:

- Governance
- Establishing valuable formal relationships
- Providing direction/ referral to other services where necessary
- Support in personnel management, accounting, premises and systems

Again, this is a huge advantage not enjoyed by even upper decile state and private schools.

The success and longevity of our cultural and business approach addresses the question of 'meeting contractual obligations, alongside any other business activities you may operate.'¹ More background, that further illustrates this, is provided below.

Incorporated in 1986 as an Urban Māori Authority, MUMA is firmly established as a source of community responsiveness and leadership. We are an organisation established by Māori for Māori, and lead a number of national debates regarding the status and identity of urban Māori and Māori development. Activities include the following:

- We are a founding partner and main contributor to the National Urban Māori Authority (NUMA) – owner of Te Pou Matakana – the North Island Whānau Ora

Commissioning Agency

- We are a leading Whānau Ora provider
- We have existing contracts, programmes and alliances with most Government Agency business units
- We have relationships at all levels with the New Zealand Police, the Ministry of Justice and the Department of Corrections
- In conjunction with the Ministry of Social Development and Housing Corporation NZ, we are in the final stages of planning the development and provision of 90 emergency and social houses at Ngā Whare Waatea marae.

MUMA has been providing social services to the Māngere community for more than 25 years. We have approximately 600 whānau enrolled in Whānau Ora and seven workers dedicated to these whānau full time.

We are a large, experienced and well-managed organisation with a strong community focus. By using Whānau Ora as our service framework, our service delivery is proven, culturally-sensitive and holistic. We are managed by kaupapa and live Māori values, fostering Te Reo.

Managing the Potential Impact on Te Kura Māori o Waatea

Our existing partnership school is a special case of 'other business activities you may operate.' The Ministry will be keen to ensure that activity on the Wharekura has no adverse impact on the current partnership school (or our ECE for that matter).

Three key factors, implicit in our model, help to mitigate risk to Te Kura Māori o Waatea:

1. Wharekura is not a large school. It is largely self-contained, with its own Academic Lead, and its introduction is measured and involves phases.
2. With operation across two marae and Awanuiārangi, we are utilising surplus classroom capacity and will not impinge on the primary school's space
3. Our business model brings economies-of-scale. We can afford to have a full-time Business Manager assisting our education operations. We can afford a full-time Principal to lead the education side. Even just in our education subsidiary (Te Whare Wānanga o MUMA Ltd) we have these economies and benefits – and then there are the wider support aspects of the MUMA umbrella (governance and commercial support, etc.).

2.4 If the Sponsor is yet to be established, provide a detailed Sponsor establishment implementation plan, which references all steps and actions necessary and timeframes for establishing the Sponsor in advance of the contract being signed (expected to be in August 2017)

Not applicable – MUMA is the Sponsor and we are well-established.

3. Applicant organisation

- If this application has been submitted by the proposed Sponsor detailed in section 2 above, you do not need to populate the tables in sections 3.1 to 3.4 below, but you must complete the tables in sections 3.5 to 3.9.
- If this application is being submitted by an applicant who is yet to establish the Sponsor (i.e. because the legal entity is yet to be established), you must complete this section 3 in its entirety.

This Application is submitted by MUMA, as sponsor. Therefore, we do not need to complete tables 3.1 to 3.4. Please go to 3.5.

3.1 Profile of applicant organisation

As we are looking for this application to be self-contained, please include the following information.

If the application has been submitted by a joint venture or a consortium, please copy and paste the table below and populate it for each joint venture or consortium member.

	Area	Response
a	Name of organisation	Not applicable
b	Type of organisation	
c	Relationship to the Sponsor	
d	Registration type(s) and Registration number (s) (if applicable)	
e	Name of parent organisation (if applicable)	
f	Current directors, officers, trustees etc	
g	Year established	
h	List your key current activities	
i	List key personnel relevant to this application who will be involved in the establishment and/or ongoing operation of the school, including your proposed school leader, if known	
j	List your significant experience relevant to this application to operate a partnership school	
k	Total no. of staff in NZ	
l	Shareholders, members or beneficiaries	
m	Confirmation of support	
n	Legal advice	
t	Is the Applicant an TEI?	
u	Does the Applicant also operate an ECE?	

3.2 Outline the role the Applicant organisation will play in relation to this application, the establishment of the Sponsor, or the establishment and/or operation of the partnership school.

Not applicable

3.3 Outline the track record of the Applicant organisation that will enable it to assist and/or achieve the role described in section 3.2 above.

Not applicable

3.4 Outline the capacity of the Applicant organisation to assist the Sponsor to run the partnership school alongside any other business operations it may have.

We are aware from experience that a partnership school can be complex and resource intensive to establish and to operate. Demonstrate that you have the capacity to undertake the activities required to establish and run a school, and to meet contractual obligations, alongside any other existing or anticipated business activities.

Not applicable

3.5 Proposed subcontractors

Disclosure: Applicants must indicate and provide details below if they intend to sub-contract any part of the application requirements to any person or organisation, who is not an employee.

Copy and add more tables as required

Will the Sponsor sub-contract any part of the operation of the proposed partnership school to other parties?

Response:

Yes. (If yes, please provide details below)

Sub-contractor #1

Sub-contractor name:	Te Whare Wānanga o MUMA Ltd.
Address:	5 Shirley Road, Papatoetoe, Auckland, 2025, New Zealand
Specialisation:	As per the Te Whare Wānanga o MUMA Ltd formal constitution: <i>The Purpose of the Company is to advance education by establishing and operating schools and early childhood education centres.</i>

<p>Describe the deliverables the sub-contractor will be responsible for:</p>	<p>We intend to subcontract Te Whare Wānanga o MUMA Ltd to operate Wharekura alongside their existing Kura Māori (Years 1 to 8) and Early Childhood Centre. This entity will provide:</p> <ul style="list-style-type: none"> • Educational administration (enrolments, etc.) • Curriculum setting and teaching delivery • Educational assessment • Educational reporting to the Ministry (MUMA handles the contractual aspects) • Staffing (informed by lessons learned from our primary school) • Pastoral care (Whānau Ora) • The Marae setting as a critical enabler • Community connections (though MUMA is at work here, too) • Local Community leadership (though MUMA is at work here, too). <p>Te Whare Wānanga o MUMA Ltd will partner formally with Te Whare Wānanga o Awanuiārangi after the Round 5 PSKH applications is successful. The letter-of-support from Awanuiārangi can be found in Appendix A. The form of partnership will be decided after contract award and, as it relates to the senior year levels, we have significant time in which to finalise this.</p> <p>The form our Heads-of-Agreement takes with Awanuiārangi will be based on what works best for our students and staff. It may be a formal MOU or it could be limited to arrangements to use Awanuiārangi facilities, receive mentoring/ advice and access certain units of coursework. However this is coached, the benefits we will gain are in:</p> <ul style="list-style-type: none"> • Accreditation framework • Academic rigour • Customised position descriptions for teaching staff • Tertiary pathways and associated mentoring/ advice • Facilities and coursework access.
<p>Provide evidence that the proposed subcontractor is willing to provide these services (e.g. a Memorandum of understanding).</p>	<p>Te Whare Wānanga o MUMA Ltd. is a MUMA subsidiary i.e. our own company expressly established to deliver our educational services. As such, we know they are willing to provide these services – it's implicit in their constitution.</p> <p>As already noted, the benefit of this arrangement is that Te Whare Wānanga o MUMA Ltd. can focus on education while MUMA provides governance and core commercial support.</p>










3.6 Financial information

If the application has been submitted by a joint venture or a consortium, please copy and paste and complete the following table for each joint venture or consortium member.

While our application has not been submitted by a joint venture or a consortium, the role of our subcontracting subsidiary, Te Whare Wānanga o MUMA Ltd., is central to our model. Accordingly, the Authorisation Board may be interested in a separate statement of the financials of Te Whare Wānanga o MUMA Ltd.

The same is also true for the proposed partner for Te Whare Wānanga o MUMA Ltd., i.e. Te Whare Wānanga o Awanuiārangi. A financial information table is provided for MUMA Inc. and each of these other two involved entities.

MUMA

<p>Current financial status:</p>	<p><i>Provide a brief description of the organisation's current financial status and level of stability</i></p> <p>MUMA operates a centralised financial management model with a strong back office team of accounts staff. This model has operated successfully for a number of years.</p> <p>To support robust decision-making and effective financial control, MUMA has an extensive policy and procedure framework for managing and monitoring its financial and employment activities.</p> <p>A strong risk management focus is built into this framework, along with regular auditing activities to ensure that the framework is operating effectively throughout the organisation. Further proof of our financial strength and stability is:</p> <ul style="list-style-type: none"> • Our imminent MSD Level 2 Approval evidences our capability in this regard. •  • The support of our bankers and our operation of a number of business subsidiaries. • Our steady growth over the last seven years, increasing revenue across the group from \$  in 2010 to nearly \$  in 2016. 						
<p>Gross revenue:</p>	<p><i>State the gross revenue for the last two financial years:</i></p> <table border="1"> <tr> <td data-bbox="544 1749 831 1883"> <p>Group gross revenue for the last two years</p> </td><td data-bbox="831 1749 1118 1883"> <p>2016</p> <p>2015</p> </td><td data-bbox="1118 1749 1398 1883">  </td></tr> <tr> <td data-bbox="544 1883 831 2016"> <p>Parent gross revenue for the last two years</p> </td><td data-bbox="831 1883 1118 2016"> <p>2016</p> <p>2015</p> </td><td data-bbox="1118 1883 1398 2016">  </td></tr> </table>	<p>Group gross revenue for the last two years</p>	<p>2016</p> <p>2015</p>		<p>Parent gross revenue for the last two years</p>	<p>2016</p> <p>2015</p>	
<p>Group gross revenue for the last two years</p>	<p>2016</p> <p>2015</p>						
<p>Parent gross revenue for the last two years</p>	<p>2016</p> <p>2015</p>						

Copy of latest annual report attached?	No – don't currently report
Is the organisation in dispute with any trade union?	No

Te Whare Wānanga o Awanuiārangi

Current financial status:	<p><i>Provide a brief description of the organisation's current financial status and level of stability</i></p> <p>Te Whare Wānanga o Awanuiārangi is a large tertiary operation with a campus presence in Whakatane, Auckland (Manukau) and Northland.</p> <p>Their financial stability is beyond doubt and not of concern to this Application as MUMA involvement will be a very small portion of their activity.</p>								
Gross revenue:	<p><i>State the gross revenue for the last two financial years:</i></p> <table> <tr> <td>Gross revenue for the last two years</td><td>2016</td><td></td></tr> <tr> <td></td><td>2015</td><td></td></tr> </table>			Gross revenue for the last two years	2016			2015	
Gross revenue for the last two years	2016								
	2015								
Net profit (surplus) and Net Assets:	<p><i>State the net profit (or surplus) for the last two financial years and the total value of net assets as at the closing date of the last financial period.</i></p> <table> <tr> <td>Net profit (surplus) for the last two years</td><td>2016</td><td></td></tr> <tr> <td></td><td>2015</td><td></td></tr> </table> <p>Closing net assets: </p>			Net profit (surplus) for the last two years	2016			2015	
Net profit (surplus) for the last two years	2016								
	2015								
Last audited financial accounts:	31 December 2015								
Copy of latest audited accounts attached?	No – annual report can be found at http://www.wananga.ac.nz/about/publications and is a large document.								
Copy of latest annual report attached?									
Is the organisation in dispute with any trade union?	No								

3.7 Referees

Please supply the details of three referees. Referees provided should be able to attest to your organisation's capability in the areas of education, business and community engagement.

Please do not provide employees of the Ministry of Education, Education Review Offices, or E Tipu e Rea as referees.

Referee #1	
Name of organisation:	He Puna Marama Trust
Name of referee:	Raewyn Tipene Chief Executive Officer, He Puna Marama Trust
Telephone:	██████████ s 9(2)(a) OIA
Email:	rj.tipene@mokonzo.co.nz
Relationship:	<p>As a successful Round One Partnership School applicant, Raewyn has provided significant mentoring and support for the Tumuaki of Te Kura Maori o Waatea.</p> <p>Raewyn is aware of MUMA's role within the urban Maori movement and its leadership role with the National Urban Maori Authority (NUMA). She is also aware of our educational strategies which mirror in some ways He Puna Marama Trust.</p>
When:	Throughout the development of our Kura and ECC during 2014 and their operational phases throughout 2015, 2016 and 2017.

Referee #2	
Name of organisation:	Ex-Te Puni Kokiri, Pauline is now a Professional Director
Name of referee:	Dr Pauline Kingi CNZM
Telephone:	██████████ s 9(2)(a) OIA
Email:	██████████
Relationship:	<p>As the Regional Manager of Te Puni Kokiri, Pauline has supported and worked with MUMA for over 20 years. This has included many projects and the funding of a raft of services as well as community hui and facilitation.</p> <p>Pauline can attest to MUMA's business and community engagement capabilities which include many years of delivering driver education, secondary school mentoring and Private Training Establishment level courses.</p>
When:	Throughout the development of our kura during 2014 and beyond.

Referee #3	
Name of organisation:	New Zealand Qualifications Authority
Name of referee:	Merepaea Manukau, Strategic Relationship Manager, Quality Assurance Division
Telephone:	[REDACTED] s 9(2)(a) OIA
Email:	[REDACTED]
Relationship:	<p>The Strategic Relationship Manager for Maori, Merepaea works with wananga and across the education sector building relationships and providing access within the Quality Assurance Division/NZQA. A key focus of her work is to ensure that specialised consideration of the Maori learner is embedded into education processes to enable success.</p> <p>For over 10 years Merepaea has been involved in tertiary education initiatives and projects that focuses on Maori in education, Te Reo Maori and student achievement. As a leading Maori language expert she contributes to learning across wananga sites and is instrumental in our relationship with Te Wananga o Awanuiarangi.</p>
When:	Current and since kura began

Referee #4	
Name of organisation:	Tertiary Education Commission
Name of referee:	Kim Ulberg Operations Directorate
Telephone:	[REDACTED]
Email:	s 9(2)(a) OIA [REDACTED]
Relationship:	Tertiary Education Commission
When:	Current and since kura began

3.8 Current and recent government contracts

Please provide a list of all (including current) government contracts the Applicant holds or has held within the last 12 months. If the application has been submitted by a joint venture or a consortium, please copy and paste the table for each member of the joint venture or consortium. Add more rows onto the bottom of table if needed.

Note: we may contact the contract manager(s) at the relevant Government Agency during the due diligence process in relation to your organisations performance under the contract.

Government Agency Name	Contract Title	Contract Manager Name address and phone number	Total value of Contract (\$)	Contract Term (i.e. start and end date)
Te Pou Matakana (Te Puni Kōkiri)	Whānau Ora			01-Jul-16 – 30-Jun-17
Te Pou Matakana (Te Puni Kōkiri)	Whānau Direct			01-Jul-16 – 30-Jun-17
Ministry of Education	Partnership School/ Kura Hourua			01-Jan-15 – 31-Dec-20
Ministry of Education	Early Childhood Service (50 registered places)			26-Jun-14 – 31-Mar-16
NUMA (Ministry of Justice)	Restorative Justice Services			01-Jul-15 – 30-Jun-17
NZ Police	Marae Community Justice Panel			01-Jul-16 – 30-Jun-17

s 9(2)(a) OIA

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

Government Agency Name	Contract Title	Contract Manager Name address and phone number	Total value of Contract (\$)	Contract Term (i.e. start and end date)
NUMA (Department of Corrections)	Out of Gate Reintegration			01-Sep-16 – 30-Jun-18
NUMA (Department of Corrections)	Reintegration Support for Short Stayers			01-Feb-15 – 31-Jan-18
NUMA (Department of Corrections)	Tiaki Tangata			01-Jul-15 – 30-Jun-18
Commission for Financial Capability	Financial Capability			20-Aug-15 – 30-Nov-15
Te Māngai Pāho	Waatea 603am Operations Grant			
Te Māngai Pāho	News & Current Affairs contract			
Ministry of Social Development	Family Centred Services			01-Jul-16 – 30-Jun-17
Ministry of Social Development	Building Financial Capability			01-Nov-16 – 30-Jun-19
Te Puni Kōkiri	MUMA Mahi (Employment Services)			23-May-16 – 15-Jun-17
Te Pou Matakana	Pou Hākinakina			01-Jul-16 – 30-Jun-17
Ministry of Education	Targeted Assistance for Participation – ECE placement			30-Jun-15 – 01-Jul-17

s 9(2)(a) OIA

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

3.9 Probity Requirements

We are seeking full disclosure in relation to any person or organisation that will have an ownership, management or operational function within in the proposed Partnership School. This includes the Sponsor and/or Applicant (if they are different entities) and their shareholders or trustees, key staff, and subcontractors. In relation to the above entities or persons, you must declare any pending claims or cases, or court judgments or decisions within the last 6 years. Add more rows onto the bottom of table if needed.

a	List any pending claims or cases	None
b	List any court judgments or other decisions made in the last 6 years	None


4. The Proposed School

The model for the proposed Wharekura has developed since the Expression of Interest document. We have refined our thinking in regard to the critical success factors and strengthened the model based on the following:

1. Low capital requirement – marae-based: the ability to grow the school without large injections of capital or debt creates a more sustainable model. Replicating our approach at Nga Whare Waatea at other marae will allow us to develop our facilities management expertise relevant to operating a distributed campus model. We have selected Manurewa Marae as the second marae for a number of reasons including:
 - a. Availability of vacant and/ or under-utilised facilities, including classrooms (subject to agreement by MoEd)
 - b. Capability to support marae-based wrap around services
 - c. Strategically aligned – shared board members on MUMA, Te Whare Wānanga o MUMA Ltd and Manurewa Marae
 - d. High concentration of Māori within surrounding community
2. Low capital requirement – linkages to tertiary resources: the ability to link with a tertiary provider and leverage their resources has a two-fold benefit:
 - a. It supports the low capital model
 - b. It creates real linkages with tertiary and facilitates the progression of students along their educational pathway. The barriers for students created at transition points are removed under this model
3. Centralised and standardised model of curriculum delivery: MUMA, as Sponsor, is expecting Te Whare Wānanga o MUMA Ltd to develop learning methodologies that are very effective, well-documented, replicable and scalable. The two-marae campus model in the lower years will challenge and extend the frameworks required to drive sustainable educational excellence capable of achieving a step change for Māori rates of Student Achievement. All staff required by the Wharekura at both marae will be employed by Te Whare Wānanga o MUMA Ltd. The technology required to support this model is readily available
4. Whole-of-child, whole-of-whānau – the wrap around model: the ability to replicate our model at Manurewa Marae is greatly enhanced due to the underlying capability already being familiar and in place. Manurewa Marae whānau will be employed to provide localised whānau support to make use of the existing community and whānau linkages.

4.1 Key information

a	Proposed name of the school	Te Wharekura o Waatea		
b	Will the school be a primary, secondary, or composite	We already operate the primary component of Te Wharekura o Waatea. This Round 5 application covers the secondary component i.e. our school will become a composite school.		
c	Class/year levels for which education may be provided at the school	This application applies to Years 9 to 13 – our school already successfully operates Years 1 to 8.		
d	Proposed Opening	50 i.e.:	Proposed Maximum	250

	Roll	<ul style="list-style-type: none"> • Year 9 – 25 • Year 10 – 25 	Roll	
e	Will all or any of the class levels of the school be single-sex	No – our school is coeducational		
f	Proposed location § 9(2)(b)(ii) OIA			
g	Summarise any religious, philosophical, or other distinguishing characteristics of the school			
		<ul style="list-style-type: none"> • English Medium/ Bilingual • Marae-based • Family and community integration via Whānau Ora as a basis for both the student's education roadmap and pastoral care 		

4.2 Distinctive mission, vision and special character

4.2.1 Expand on the school's special character and distinctive concept.

Response

Prior to establishing our primary school, Te Wharekura o Waatea, our stated vision was:

- It is the role of our kura to provide a student-focused learning environment that serves the unique requirements of each student.
- The curriculum of the school is founded on principles of tikanga and draws upon proven child development theories and strategies that incorporate a holistic view of the child.
- The school acknowledges the importance of the role of whānau and provides a supportive role by being closely aligned, and with direct access, to Whānau Ora services.
- The role of the kura is one of Te Poutoko Manawa for the surrounding community – a vibrant and active contributor to the heart and life of the marae and wider community.
- The kura will develop well-rounded, socially adept and culturally aware individuals capable of operating across two worlds, te ao Māori and te ao pākehā.
- Our teaching philosophy will be recognised as an approach capable of achieving significant impact on each student's engagement and achievement, particularly where their home circumstances place their academic performance at risk.
- The leadership of the kura will be sought out by other community-based organisations wanting to understand and replicate our model.
- The classrooms will be a place of creativity and activity, and where student engagement is visibly high.

We are proud that the current school has progressed so well and we can point to either fulfilment or strong progress in every dimension of this early vision. Our 'special character

and distinctive concept' are implicit in the list above and apply equally to, Te Wharekura o Waatea, the proposed secondary school extension:

1. MUMA believes that being marae-based and whole-of-student, whole-of-whānau focused are unique innovations within the education sector. As already discussed, Whānau Ora underpins all that we do.

In discussion with whānau, an educational roadmap is established for each learner, from the beginning of their time with us – in the same way our Whānau Ora workers map a path for the whole whānau.

Should there be a need for pastoral care and help to resolve issues, at the individual student level, then we can tap into the whole wrap around Whānau Ora support mechanism – ensuring that the student/ whānau get appropriate advice or referral.

2. Our business model means that the MUMA umbrella organisation handles governance, contractual matters and commercial functions such as property management, IT, etc. Educators can focus on education.

These factors make us unique and establish the character and flavour of our education delivery, but there are further concepts that set us apart – these are discussed next.

4.2.2 Provide a clear description of what sets your school apart from existing education provision. Include specific information on how you will use the flexibilities of the model

Response:

The partnership school model, combined with our own community integration and business model, give us the flexibility to:

- Work across several locations; realising a low capital expenditure approach
- Operate a blended education model which incorporates the best of classroom teaching with new technology self-teaching approaches
- Work with a tertiary partner, integrating post-secondary pathways and exposure to the tertiary environment into the senior years of our kura.

Considering each of these in-turn:

Multiple Locations and Low Capital Expenditure

Our kura will operate a blended model delivered at three separate locations.

1. At Ngā Whare Waatea Marae as the Wharekura addition to our successful Te Kura Māori o Waatea;
2. At Manurewa Marae, making use of existing school facilities that will be vacant and available during the second half of 2018
3. At the Manukau campus of Te Whare Wānanga o Awanuiārangi as a gateway to tertiary study.

To achieve an economic operation, with modest student numbers, a low-investment model requires a distributed learning delivery approach. To manage the possible risks associated with working across three different campus locations, the following features are incorporated:

A centralised model of teacher and	Our student management systems will be centrally administered and managed. Student achievement will be
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student management	centrally analysed and teaching plans generated from a single source.
A highly-prescribed teaching and professional development methodology	Our model draws from franchise thinking with teachers supported with curriculum delivery manuals and prescribed professional development to help create a consistency of capability, approach and delivery.
A staged roll out	Our approach is to stage the roll out in a way that minimises project risk. Stage 1 is recognised as a proof-of-concept stage and involves only one marae campus (Nga Whare Waatea). Processes are tested, reviewed and redeployed during this stage to ensure that the system delivers consistently for students and teachers. Stage 2 involves extending delivery to the second marae campus using these tested methodologies. The establishment of a Year 13 cohort at Awanuiārangi campus can run alongside these stages on a somewhat independent basis due to their experience as a tertiary provider.
Enlisting marae staff and personnel to contribute to and support the kura	A key to this model is creating easy-to-access pathways for marae staff and personnel. This may take the form of a kuia interacting with students at lunchtime or, a kaumatua supporting the teacher by speaking to an individual or group of students.

This approach turns the multiple campus model into a benefit, rather than a risk. We are leveraging all facets of our environment to ensure the best outcome for students and they will be stimulated by the variety implicit in the approach.

The Blended Education Model

MUMA has explored proven innovations in regard to teaching methodology and classroom practices that add value. Any innovations that are introduced will be underpinned by the Waatea Way and deployed in an iterative manner so that any enhancements to learning delivery are well informed, a good fit and evidenced as being effective.

One of the innovations that will be explored once the school day and individual classes are stabilised using the Waatea Way is a blended format with students spending their day rotating through two different configurations. For about half of the day, students will be grouped in classes of approximately 25 (Group Time). For the remaining half students will be combined into groups of up to 50 students for Solo Time.

During Group Time the 25 students collaborate with each other for peer-to-peer learning while one teacher acts solely as a guide. When students enter the class, the teacher proposes a challenge, which the students then tackle in small groups by sketching out solutions, using the internet or other handouts the teacher provides. Students end by presenting their solutions to the class.

During Solo Time the students work independently through their content skills, using on-line programs like Khan Academy and other relevant learning programmes (Young Engineers). Teachers simply remind students of the skills they should be on pace to learn, where those resources can be accessed, and then give them autonomy to drive their own learning.

We will operate a 1:1 tablet program and we would expect students to leave the classroom and attend the local library or Te Whare Wananga o Awanuiarangi campus when their projects call for computer-based learning.

MUMA also will trial an Innovation Program. Teachers will use the Innovation Program to spark leadership qualities within their students. Once a year for two weeks, the school stops everything, and every child from Year 9 to Year 13 will work on a specific social challenge. They will then display their solution to this social challenge in a science-fair type of display, allowing the community to contrast a Year 9 student's approach to a Year 13's approach to the same challenge. The types of social challenges that will be selected are; making community gardens work; reducing landfills; making the community more cycle friendly; ways of making the elderly valued; how to improve community safety.

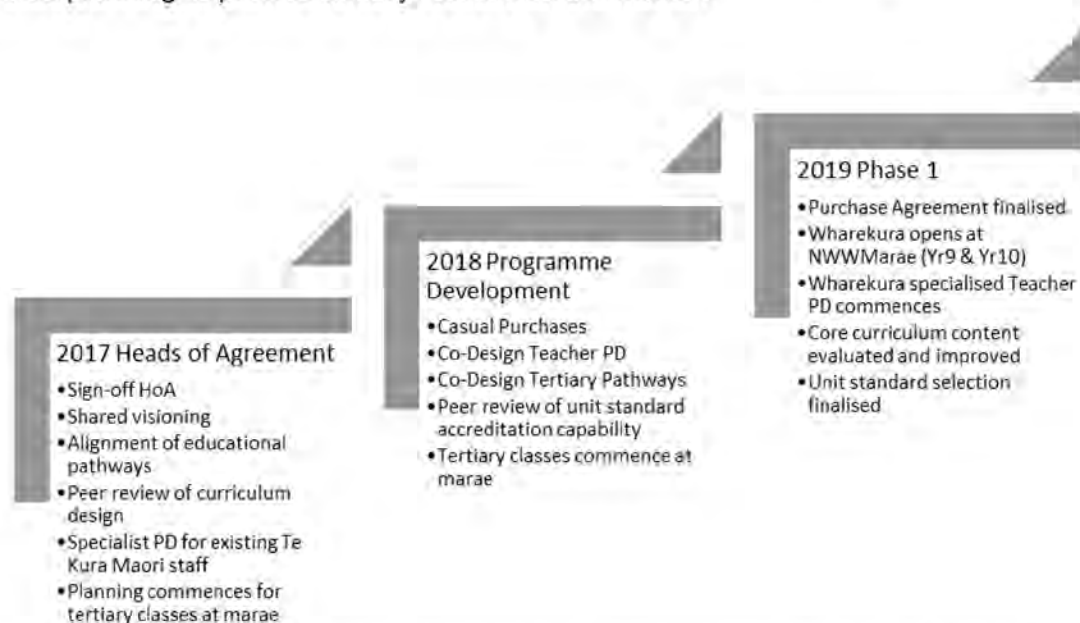
Working with a Tertiary Partner

We have already stated in our subcontractor section that Te Whare Wānanga o MUMA Ltd will partner formally with Te Whare Wānanga o Awanuiārangi after the Round 5 PSKH applications is successful. The letter-of-support from Awanuiārangi can be found in Appendix A. The form of partnership will be decided after contract award and, as it relates to the senior year levels, we have significant time in which to finalise this.

The form our Heads-of-Agreement takes with Awanuiārangi will be based on what works best for our students and staff. It may be a formal MOU or it could be limited to arrangements to use Awanuiārangi facilities, receive mentoring/ advice and access certain units of coursework. Whatever agreement we formalise, the benefits we will gain are in:

- Accreditation framework
- Academic rigour
- Customised position descriptions for teaching staff
- Tertiary pathways and associated mentoring/advice
- Facilities and coursework access.

The diagram overleaf captures the preparation and Phase 1 of this relationship development. Note that the relationship is broader than just that involving the school – we are also planning to provide tertiary classes on the marae.

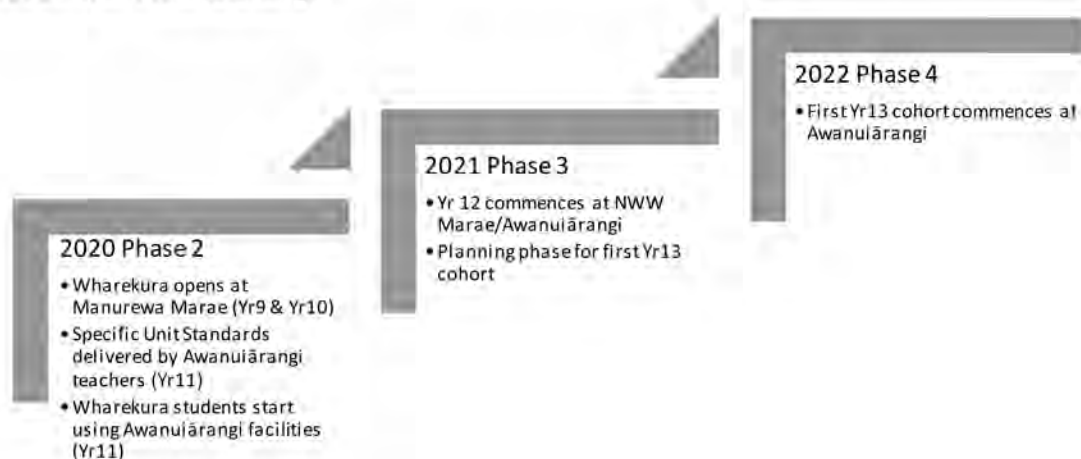


By sharing campus time between the marae and Awanuiārangi campus for Years 11 and 12,

one marae campus can serve the two classes. On days 1 to 3, Year 11 will attend school at the marae and Year 12 at the Awanuiārangi campus and on days 4 & 5 the students swap campuses, sharing the same classrooms.

By Year 13 tamariki will be based at Te Whare Wānanga o Awanuiārangi so that the transition to tertiary is straightforward for the student.

The diagram below captures this approach and Phases 2 through 4 of the relationship evolution with Awanuiārangi:



The partnerships with Te Whare Wānanga o Awanuiārangi is an innovation that we consider holds significant potential as the partnership and co-location relationship matures. Our longstanding relationship with Te Wānanga o Aotearoa also provides tertiary avenues.

More on How Our Approach Sets Us Apart

Our Wharekura will be founded on principles of Kaupapa Māori. The kura will continue the practice of engaging with the whānau of tamariki in a holistic manner with wrap around support so as to achieve academic excellence.

Te Wharekura will also build on and extend the underlying kaupapa Māori themes evident within the Early Childhood Centre and Te Kura Māori o Waatea.

4.2.3 What is the vision and mission statement of the school?

Response:

Currently the kura that gained approval in PSKH Round 2, Te Kura Māori o Waatea, operates at primary level i.e. Years 1 to 8. This is a well-regarded operation with positive ERO reports and solid progress towards goals.

The vision, mission, values and strategy we have established for current delivery is just as applicable to our proposed Year 1 to Year 13 composite school i.e. to our new Wharekura component. Our current vision, mission, values and strategy are on the Te Kura Māori o Waatea websites and are as follows:

Our Vision

Through the provision of a culturally-enriched, safe and whānau-centric learning environment, we will assist our tamariki and their whānau to develop a love of learning, together. Whānau will be eager and deeply engaged in their unique journey of exploration

and self-discovery.

Mission

Our mission is to develop well-rounded, socially adept and culturally aware graduates capable of operating across two worlds – te ao Māori me te ao Pākeha.

Values

Our kura values are:

- Aroha
- Whānaungatanga
- Ngākau nui
- Manaakitanga
- Rangatiratanga
- Whakarangatira

Strategic Goals

We will pursue the highest levels of student engagement and achievement by:

- Supporting the parents and the whānau to be the key enablers of student performance by:
 - being closely aligned, and with direct access to, Whānau Ora services
 - ensuring that the kura becomes Te Poutoko Manawa for the surrounding community
- providing a learning environment that is:
 - student-focused and that services the unique requirements of each student
 - a reflection of the vibrant and active life of the marae and wider community
- delivering a curriculum founded on:
 - principles of tikanga
 - proven child development theories and strategies that incorporate all aspects of the child
- developing a kura that is recognised for its performance and achievements by:
 - enlisting the support of the Sponsor to promote and celebrate the successes of the kura
 - holding ourselves to the highest possible operating standards

In addition to these public vision, mission and strategy statements the specific PSKH Round 5 mission we stated in our EOI still holds true i.e.:

Our mission is to open and operate a small, high-quality Kura Hourua within our low-income urban Māori community, in order to increase the academic performance of our underserved Māori students, develop highly effective teachers, and share successful practices with other educators. Our goal is to transform our community by closing the academic achievement gap and building the next generation of leaders.

- Provide excellent academics
- Make tertiary education the expectation not the exception
- Be affordably priced for whānau (under \$250 per year)
- Be sustainable
- Develop the capability to increase the scale and impact of a successful formula
- Successfully address the 'tail end' of student achievement where Māori are most featured.

At our kura, our aim is for every child to reach their full potential. We encourage our students to know who they are, where they come from, and to be proud of their identity, culture and language. We want tamariki at our kura to develop a lifelong love of learning.

5. Achievement of Contracted Outcomes

Accelerating the achievement of priority learners

In the following questions, we are seeking specific information on the difference that your school is expected to make to your targeted cohort of students.

It is important that information is both statistical and evidence based. Provide evidence, research and data analysis to support your response and include links to and/or electronic copies of evidence, research, data and analysis that supports your response.

You may consider using the following types of data in your response:

- NCEA achievement results and national standards achievement information
- Attendance data
- School retention rates/school leaver data
- Rates of stand downs and exclusions
- Tertiary pathway information (e.g. % of cohort proceeding to tertiary education)
- Vocation and career pathway data (e.g. % of cohort to enter employment post schooling, or NEET data)
- Other Workforce participation data

5.1 Priority Learner Requirement: Identify the priority student groups that will be targeted by your school. Enter percentage(s) in the table.

Note:

- **having 75% of your school's students from priority learner groups is a requirement of this process (and the contract)**

Māori	90 – 100%
Pasifika	0 – 10%
Low socio economic	100%
Students with special educational needs	0 – 5%

5.2 Describe the cohort of students that your school will target (be as specific as possible in your response)

Response:

The Wharekura is marae-based for years 9 to 12 and we would expect it to be particularly appealing to Maori students as a result. Our primary school (Years 1 to 8), Te Kura Maori o Waatea will be one of the main feeders into the Wharekura. All students at Te Kura Maori o Waatea are priority students.

5.3 Describe the current educational outcomes and attainment levels (e.g. achievements) of your proposed cohort of students

Response:

68.4% of Maori 18-year-olds in Mangere Otahuhu area with NCEA Level 2 or higher in 2015 compared to 92.4% Pakeha

In 2015 37% of Maori school leavers viable had not achieved NCEA Level 2 or higher qualifications.

According to the 2013 Census data, incomes in the Mangere-Otahuhu local board areas fell by 16% increasing the number of tamariki living in poverty.

Another alarming statistic was that around 33% of both Māori and Pasifika tamariki live in poor households and 51% of Pasifika tamariki are in families experiencing 'material hardship', meaning they go without basics such as healthy food and warm, secure housing. This is the highest rate for any ethnic groups in New Zealand. The area is also faced with high numbers of single and/or teenage parents and early school leavers. Current environmental factors in Auckland only make this worse.

5.4 Describe the improved educational outcomes/and attainment levels (e.g. achievements) that your proposed cohort of students will achieve as a result of having attended your school

Response:

We consider the national target of 85% of 18 year olds at Level 2 or above to be an achievable target.

In committing to this target, we have referenced the achievement of other secondary partnership schools.

5.5 Provide a detailed description of the well-grounded programmes, strategies and instructional practices your partnership school will use to bridge the gap between current attainment levels and the improved attainment you describe in 5.4 above.

Response:

Our Te Reo Māori me ōna tikanga approach will create a premise for students to develop an intimate connection with their cultural identity and reaffirm their educational success as Māori. However, to ensure our learners achieve successfully across all learning areas, we will tailor our programmes to fit their individual needs. This is in line with the Ka Hikitia Māori Education Strategy 2013 – 2017 which states "Education professionals teaching in and through Māori language must have high levels of language proficiency and the ability to teach across a range of subject areas".

We will use a range of assessment tools to inform our curriculum planning and delivery

methods. We will use specialised teaching methods that develop the holistic learner and enhances each individual learner's potential. Our team of expert teachers will have the competency to teach across both dimensions of Te Ao Māori and Te Ao Pākehā.

An integrated curriculum allows our learners to develop a lateral ability of thinking and creativity. They will receive a wider and deeper scope of content knowledge about a subject instead of the knowledge being isolated to one area. Inquiry learning will be the focus for all of our learners. This will enable the teacher and learner to work side by side both, learning together and sharing the roles as learner and teacher (Ako).

Our Te Reo Māori me onaa tikanga approach will allow learners to develop an intimate connection with their cultural identity and reaffirm their educational success as Māori. To ensure our learners achieve successfully across all learning areas, we will tailor our programmes to fit their individual needs. This is in line with the Ka Hikitia Māori Education Strategy 2013 – 2017 which states "Education professionals teaching in and through Māori language must have high levels of language proficiency and the ability to teach across a range of subject areas".

We will use a range of assessment tools to inform our curriculum planning and delivery methods. We will use specialised teaching methods that develop the holistic learner and enhance each individual learner's potential. Our team of expert teachers will have the competency to teach across both dimensions of Te Ao Māori and Te Ao Pākehā using Steiner principles and pedagogy.

An integrated curriculum allows our learners to develop a lateral ability of thinking and creativity. They will receive a wider and deeper scope of content knowledge about a subject instead of the knowledge being isolated to one area. Inquiry learning will be the focus for all of our learners which will enable the teacher and learner to work side by side both learning together and sharing the roles as learner and teacher (Ako).

Most importantly, our model has been proven to work with disadvantaged students – as evidenced by our results and by the parental comments (appendix D)

5.6 Provide supporting evidence for why you believe your response to 5.5 above will result in an enhanced level of educational attainment.

Response:

The student achievement data for our partnership school's second year of operating shows performance well ahead of the area norms:

AREA	Mangere/Otahuhu 2014-15	Te Kura Maori o Waatea
Reading	65.5% At or Above	74.1% At or Above
Writing	53.5% At or Above	82.7% At or Above
Mathematics	62.5% At or Above	75.9% At or Above

Hence, we know our approach works.

5.7 To summarise this section, what are the proposed objectives for the School?

This can include empirically-based student achievement, as well as values based or qualitative objectives.

These objectives may be included in the contract with the Minister if you are successful in this process.

Response:

The Guiding principles of Ka Hikitia will be integrated in our curriculum delivery and plans for Māori students. Our key outcomes are as follows:

1. All Māori students have a strong sense of self and confidence
2. All Māori students have strong literacy, mathematics and language skills; and
3. Meet or surpass national standards.

Our students will also:

Have strong language/literacy skills in Maori

Have a strong understanding of the principles of tikanga and support the reflection of these through the activities of the Wharekura

Understand their own whakapapa

Have a strong understanding of their own strengths and be able to relate these to their academic and extra-curricular activities

Success Indicators:

- High levels of attendance
- Low levels of unjustified absenteeism
- High rates of participation in all aspects of school life
- Active community participation
- Strong support for the students from whanau
- Successes are shared in and celebrated

6. Governance

6.1 Provide an overview of the governance arrangements for the Sponsor organisation and the proposed School (if different).

Response:


MUMA will hold an over-arching governing role in regard to the strategies, operational plans and key outcomes for the Wharekura. The Ministry of Education's funding contract for the Wharekura will be with MUMA and the operations sub-contracted to Te Whare Wānanga o MUMA Ltd. This currently applies to Te Kura Māori o Waatea with the policy requiring all Ministry of Education funding be paid through to the sub-contractor. Any back office and leasing costs are then distributed back to MUMA or any other supplier/entity. This, along with accurate business unit tracking, facilitates transparency around the true costs of operating the different educational activities conducted by Te Whare Wānanga o MUMA Ltd.

This governance model has allowed MUMA to enlist the appropriate mix of educational skills and community experience at the subsidiary Board level. Te Whare Wānanga o MUMA Ltd's Board includes:


- Barbara Ala'alatoa – Chair – Education Council NZ, Principal - Sylvia Park School
- Stephanie Tawha – Principal – Māngere Bridge School
- Rangi McLean – Prominent Local Community Leader, Hāpai Te Hauora
- Bernie O'Donnell – Broadcaster and Community Leader
- Wyn Osborne – Chair – ACU, GM Operations – MUMA, Executive Director – Nga Whare Waatea Ltd

We have created an Advisor to the Board role to ensure we have access to the best advice on secondary and tertiary operation. Three leading individuals in these areas are nominated, with the intention that one of them will join the Board when the Wharekura is in full operation.

6.2 Provide the names and qualifications of each person who will be on the Sponsor's governance body (i.e. the names and qualifications of each Trustee or Director)

Name	Role on Governance Body	Brief summary of credentials (i.e. why are they qualified for this role)
Barbara Ala'alatoa 	Chair and advisor on educational quality and assessment/performance standards.	<p>Barbara chairs the Education Council of New Zealand and is Principal of Sylvia Park School</p> <p>She was awarded the New Zealand Order of Merit for services to education and was shortlisted for the Kiwibank New Zealander of the Year Award.</p> <p>She has worked as a lecturer and senior lecturer at Auckland College of Education, and as a teacher. Barbara has also chaired the National Ministerial Leadership and Teaching</p>

		Quality Workstream and been a member of the National Workforce Policy Advisory Group and National Curriculum Advisory Group.
Stephanie Tawha 	Board Member and advisor on successful school operation in low socioeconomic and low educational achievement neighbourhoods.	<p>Stephanie is Principal of Māngere Bridge School.</p> <p>Prior to Māngere, she was Principal at Ranui Primary for many years and brought this low decile school a strong reputation – despite the social issues in the area.</p> <p>Having lived in Māngere Bridge for 18 years, and worked as a Principal for 13, she is familiar with our area and a veteran of improving schools in challenging areas.</p>
Rangi McLean 	Board Member and cultural advisor plus our strongest link to Manurewa Marae.	<p>– Prominent Local Community Leader, Hāpai Te Hauora</p> <p>Established and managed the Manurewa Peoples Centre – Manurewa 1993 - 2003</p> <p>Assisted in establishing the Mangere Peoples Centre in 1997 - 1998</p> <p>Chief Executive Officer of Tamaki Makaurau Health Trust 2003 - 2004</p> <p>Te Kura Hou-Panmure Surgery Partner/Manager 2004-2006</p> <p>Chief Executive Officer – Manurewa Marae 2007 - 2008</p> <p>Currently employed by Hapai Te Hauora Tapui Limited – Maori Public Health Provider</p>
Bernie O'Donnell 	Board Member and advisor on marketing and publicity.	<p>– Broadcaster and Community Leader</p> <p>Bernie has spent close to 20 years working in the Māori radio industry, first as programme director and station manager of Te Korimako o Taranaki, followed by a brief stint with the Māori Media Network. For the past decade Bernie has been station manager of Radio Waatea, where he leads the management team ensuring the organisation's strategic and business goals and objectives are met. Bernie oversees all operations including contract management, marketing, strategy development and implementation, advertising, HR and business planning.</p>

<p>Wyn Osborne</p> 	<p>Board Member and advisor on government relationships and social and cultural entrepreneurship. Also, our link to overall MUMA activities and other MUMA subsidiaries.</p>	<p>Wyn is currently:</p> <ul style="list-style-type: none"> • Chair – ACU • GM Operations – MUMA • Executive Director – Nga Whare Waatea Ltd. • Chair – Aotearoa Credit Union • General Manager – MUMA <p>He holds a Masters of Business Administration and Diploma of Corporate Management</p> <p>Wyn played a key role in establishment of MUMA's marae-based partnership school and early childhood centre – both facilities deeply grounded within a cultural and community services hub. He is helping to develop an innovative social housing project that incorporates new thinking on ownership and affordability.</p>
<p>Dr Pauline Kingi</p>	<p>Advisors to the Board</p>	<p>Professional Director</p>
<p>Raewyn Tipene</p>	<p>These well-known individuals will provide secondary and tertiary education advice.</p>	<p>CEO, He Puna Marama Trust</p>
<p>Professor Nathan Matthews</p>		<p>Head of School - Indigenous Graduate Studies, Awanuiārangi</p>

6.3 What role will the governance model play in ensuring the Sponsor meets its contracted obligations to the Ministry (including reporting, performance standards, etc.)? Include details of any systems that will be put in place to ensure the contracted outcomes are monitored and achieved.

Response:

The systems are already in-place, and operating very successfully for our existing kura. Our governance model plays a major role. Each Board assists via their specialist focus i.e.:

- Educational quality and assessment/performance standards
- Successful school operation in low socioeconomic and low educational achievement neighbourhoods
- Cultural advice and marae involvement
- Marketing and publicity
- Government relationships and social and cultural entrepreneurship.

Board members see and vet all regular reports, both internal and those to the Ministry, and Wyn Osborne oversees the central MUMA systems that manage financial and contract reporting.

6.4 What is the proposed relationship between the governance of the school and the school's leadership?

Response:

The Board appoints the Tumuaki or Principal, currently held by Tania Rangiheuea. Tania has an extensive academic background including numerous positions in research and Māori tribal research teams, women and education development. She lectured at Victoria University of Wellington for 12 years in the Department of Māori Studies and has a credible publishing record.

However, the relationship is far from hands-off. We do not just appoint leadership and observe from afar. We have already seen that our Board Members provide advice and guidance in performance, operating in challenging areas, cultural aspects, marketing and wider relationships. All this is aimed at helping school leadership.

Add to this our secondary and tertiary advisors and the Tumuaki is very well supported by our governance mechanism. Finally, the Wharekura has the invaluable support of MUMA in:

- Personnel, property management, financial systems, personnel systems, IT, etc.
- Whanau Ora wrap around services.

Board Member Wyn Osborne oversees these functions and he ensures that the educators can focus on education.

Our governance is intimately integrated with school leadership.

7. Student Pathways (enrolments and transitions)

7.1 School roll

Provide your projected school roll for each of the next 6 years by year level.

Year Level	2019	2020	2021	2022	2023	2024
9	25	50	50	50	50	50
10	25	50	50	50	50	50
11		25	50	50	50	50
12			25	50	50	50
13				40	50	50
Other						
Total	50	125	175	240	250	250

(note: it is these roll numbers that must be used to calculate Ministry Funding in your financial forecasts)

7.2 If successful, we will need to agree a minimum and maximum roll number for your schools. Provide your proposed roll numbers below, including evidence for why you consider them reasonable.

	Proposed Roll Number	Rationale
Proposed Minimum Roll	125	If the second marae locations could not operate for an unforeseen reason and we could not engage a second marae we would limit the Wharekura to operating at Nga Whare Waatea
Proposed Maximum Roll	250	There are two marae sites operating with the same number of classes and students, plus the option of extending Year 13 to students from other schools.

7.3 Provide evidence that your cohort of students will choose to enrol in your proposed school

Attach evidence to support this. e.g. independent surveys you have commissioned, letter(s) of support from local parent groups iwi or others

Response:

At Appendix D, we have the output of a very recent survey in which parents of around 30 current kura students were telephoned:

- Personal details (full names, phone numbers, etc.) are removed or redacted for privacy reasons
- Respondents have, however, given permission for us to use their comments
- Where there are no details on a line in the survey report, that means the student is a sibling and the comments and response have already been made
- We have an almost universal 'yes' for interest in attending Wharekura
- Caveats are generally around transport – that won't be an issue as we have a bus currently for our education operations and will purchase another (and two vans) specifically for Wharekura
- Comments are very positive and support the success of our model and current operation – particularly our success in lifting standards, behaviour and expectations in needy cases:

My son is now 7 and has been at Te Kura Maori o Waatea since the age of 5 years old from the charter school's commencement in 2015. Throughout his initial start at the Kura he had exhibited some challenging behaviours but with a prompt plan in place he was supported very well by the entire staff having extra teacher aides and ongoing follow ups and supports. He has since vastly improved his behaviour, interacts well with his peers, is continuing to excel at his core subjects and learning through the curriculum well. He loves to go on library, swimming and other school excursions and his most recent school outing was to the Stardome Observatory for Matariki, which he raved about! He is up early always looking forward to school every day and is eager to communicate about his day when he comes home from kura. The Kura staff are well adept and pleasant and demonstrate that they have a solid focus on education and our tamāriki.

We achieved significant enrolment at Te Kura Maori o Waatea in just four months via the approach outlined below. We are successful when starting from scratch – because of our position in the community. In this case, it is not greenfields – we have this wonderful ground swell of support from parents of current students – our effective marketing and enrolment mechanism will just be the icing on the cake.

We can get letters from these whnau and from community groups, if needed, but our model and our success are clearly apparent.

7.4 Outline your proposed plan and timeline for enrolling students for the 2019 school year

Response:

MUMA is intensely engaged with the local community. Every week there are more than 100 engagements with Whanau accessing different Whanau Ora services. There are over 100 Whanau engaged with the Waatea Early Childhood Centre and Te Kura Maori o Waatea.

In 2015 MUMA established an opening roll of 40 to launch Te Kura Maori o Waatea with just four months' lead in. By the time enrolment activity will commence in 2018 there will have been almost four years of educational activity at Nga Whare Waatea marae.

MUMA also has direct access to Waatea603am, the local urban Maori station, also located at the marae. The radio station's support for the Wharekura is attached at Appendix A

The plan to enrol the 50 students for 2019 is as follows:

Phase (months out)	Activity	
Phase 1 – awareness campaign (6-12 months)	Announce intentions to open Wharekura in 2019	Add notice and expression of interest form to website
		Interviews on Radio Waatea
		Announcement on MUMA website
		Notice in newsletter to ECC and Kura whanau
Phase 2 – Expressions of Interest (EOIs) (2-6 months)	Focus on achieving target of 100 Expressions of Interest with contact details	Flyer campaigns around local streets
		Market day flyer campaigns
		Attending local events with enrolment team
		MUMA staff enlisted to seek EOIs from Whanau
Phase 3 – Enrolments (0-3 months)	Conversion of EOIs to enrolments	Newsletters to Whanau showing interest
		Open days at Wharekura
		Phone contact to confirm continued interest
Phase 4 – Launch (0-1 months)	Conversion of Enrolments to attendance on first day	Whanau interviews with staff
		Regular phone contact with Whanau leading up to opening day
		Trial bus runs making contact with Whanau
		Staff making contact with Whanau to introduce themselves

7.5 If you are proposing to start your school at a non-traditional year of transition between schools (e.g. other than at the start of primary, intermediate or secondary school), how can you be confident that the number of students and their families/whānau (indicated in the table at 7.1), will opt to leave their existing school to transition to your school at that year level?

Response:

The cohort from our existing school will enter Year 9 i.e. at traditional intermediate level. We'll also start Year 10 at the same time. This requires the interest-generation and profile-raising activities noted above, plus using our strong relationships with most of the schools in South Auckland. We are confident because:

- Of our track record, i.e. we've done it before
- This is a very dynamic environment i.e. whanui are moving often and this means there are enrolment opportunities appearing on a daily basis.

7.6 After the establishment year, how would achieve and sustain the level of enrolments anticipated in the roll table at 7.1?

Response:

Sustaining enrolments is a matter of leveraging our whole model and keeping on doing what we're doing:

- We have the ECE to Te Kura Maori o Waatea to Wharekura flow (and beyond to tertiary level)
- We have the community relationships and communication mechanisms
- We have the track record.

In addition to this, we have a requirement, in the second year of operation, to launch classrooms at Manurewa Marae for Years 9 and 10. By this time there will be students graduating from Te Kura Maori o Waatea. Those graduating students living in the vicinity will be enrolled at Manurewa and a similar timeline for enrolment will be deployed.

The plan to enrol the 50 students at Manurewa Marae for 2020 is as follows:

Phase (months out)	Activity	
Phase 1 – awareness campaign (6-12 months)	Announce intentions to open Wharekura at Manurewa Marae in 2020	Add notice and expression of interest form to website
		Interviews on Radio Waatea
		Announcement on MUMA website
		Notice in newsletter to ECC and Kura and Wharekura whanau
Phase 2 – Expressions of Interest (EOIs) (2-6 months)	Focus on achieving target of 75 Expressions of Interest with contact details	Flyer campaigns around local Manurewa streets
		Manurewa market day flyer campaigns
		Attending local events with enrolment team
		MUMA staff enlisted to seek EOIs from Whanau
Phase 3 – Enrolments (0-3 months)	Conversion of EOIs to enrolments	Newsletters to Manurewa Whanau showing interest
		Open days at Nga Whare Waatea and Manurewa Marae
		Phone contact to confirm continued interest
		Whanau interviews with staff

Phase 4 – Launch (0-1 months)	Conversion of Enrolments to attendance on first day	Regular phone contact with Whanau leading up to opening day
		Trial bus runs making contact with Whanau
		Staff making contact with Whanau to introduce themselves

Transition of students into the school/ or when leaving the school

7.7 How will you ensure students are appropriately transitioned into your school?

What links and relationships will you establish to contributing ECE and schools, and to other organisations that may refer or be a feeder for students to your school?

Response:

We have our own contributing ECE and school, plus relationships with most South Auckland schools. Plus we have the wider community relationships, our Board-level relationships and the comprehensive communications and awareness mechanisms outlined above. Our relationships are further described in Section 10.

Pōwhiri which will be conducted to formally welcome first-time students, whānau and members of the community. Most importantly, the transition into the school will involve a Whanau Ora-based hui and learning roadmap that will see student, whanau and teachers agree the path for the student. These processes are also described in greater depth in Section 10.

7.8 How will you ensure students are transitioned out of your school and into further education (e.g. secondary or tertiary) or into the workforce?

Response:

Again, this relies on relationships and our model:

- Relevant tertiary relationships and partnering have already been described in-depth (these provide natural tertiary pathways)
- Our curriculum has both topics and processes to help those who wish to transition to trades and vocations
- The huge set of relationships we have, via MUMA, with companies, trade training institutions, industry bodies, etc. will be a major asset in the work experience area and in non-tertiary placement assistance

8. Educational Plan

8.1 Curriculum

Do you plan to use the New Zealand Curriculum or Te Marautanga o Aotearoa?	Yes	If Yes – Complete Q.8.1.1 then go to 8.2 If No – Complete Q.8.1.2 and 8.1.3 and 8.1.4, then go to 8.2
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8.1.1 If you are using the New Zealand Curriculum or Te Marautanga o Aotearoa, please explain why this is the best choice for your students

Response:

Our current school, Te Kura Maori o Waatea follows the New Zealand Curriculum as an English medium bi-lingual school as will our proposed school (secondary extension) .. Our curriculum offering is a complementary option to existing kura in the area, i.e. Te Kura Kaupapa o Manurewa (Maori total immersion primary school) and Te Wharekura o Manurewa, (Maori total immersion secondary school).

A bilingual, English medium curriculum will enable our students to engage in learning and conversations in ways that honour their identity as Maori in a future focussed learning environment.

8.1.2 If you plan to develop your own curriculum, provide your curriculum framework here, and attach your curriculum handbook (if you have one)

Not applicable

8.1.3 Explain and provide evidence to support why you have chosen your alternative curriculum

Not applicable

8.1.4 If your curriculum documents are subject to further development, include details of the timeline to complete them, and information about the person or organisation who will be developing the curriculum and their skills and qualifications to do so

Not applicable

8.2 Special Character

8.2 How does the curriculum you propose support the delivery of the special /distinct concept of your school

Response:

The Whare Kura will be bilingual with an integrated curriculum that has a thematic approach. Literacy, numeracy and Te Reo Māori will be the key focus areas for our school. The thematic approach will be based on school values. We will implement Kaupapa Māori practices across all our learning areas so there is a continuation of relevance to the learners' unique identities and to develop their knowledge and appreciation for their culture.

We will apply differentiated learning in the delivery of all learning areas to ensure we are catering directly to the potential and ability of each learner. We will provide core content knowledge which will fit the expected level of learning and complex content knowledge to cater to learners that are performing above the expected level. Core content knowledge will also enable us to tailor the content to those that have not reached the expected level of learning. We intend using a variety of best practices in reading, writing, math, science and social studies to help our students meet unit standards.

Our teachers will use language the students already know to teach and we will let students discuss and determine their own conclusions. We will develop Instructional Guidelines to provide teachers with strategies for personalising learning to meet students' need. Teachers will use a variety of data to make instructional decisions that benefit the students in their class.

Assessment is a vital tool for observing individual student progress, understanding teacher development, and evaluating the success of our overall academic program. No single source can give all the insights required. We will use a variety of assessments to provide a concise and clear view of student learning.

NB. MUMA intends the Whare Kura to have a STEM focus as a continuation from Te Kura Māori o Waatea. However, we recognise that the STEM support frameworks, roll models and reference points for our community are entirely missing or poorly developed. These sign-posts and pathways will need to be developed over a number of years to get them to a level sufficiently visible and resilient for our Kura to achieve recognition as being credibly STEM-focused.

8.3 Pedagogy

8.3 Please explain your approach to delivering your proposed curriculum (e.g. approaches to teaching and learning)?

Response:

Our 'Waatea Way' or 'Kaupapa Waatea'

The pedagogical approach which we call 'The Waatea Way,' goes beyond the traditional process-output pedagogy to a dynamic, inter disciplinary approach that is supported by technology that drives creative thinking and innovative learning. It is aimed at preparing our students with skills for learning partnerships, deep learning – key skills of communication,

We will work with significant partners to provide a pedagogical framework that is meaningful and engaging for our students and whanau.

We will find out what is happening to our students and observe them in their learning during the first two weeks of enrolment, in order to understand the theoretical constructs that are grounded in their individual and collective stories. Our teachers will have unique partnerships with their students where they learn with and from each other and engage in deep learning tasks – extended projects that connect the learning to the students' interests, aspirations and experiences.

Our students will engage in projects that really have purpose in the world beyond the classroom and the kura. We intend to give students direct experience in doing knowledge construction so that they can develop the kinds of skills needed in a knowledge-based society. They will be supported and enabled by technology, but we will not use technology to consume or deliver information, but rather use it as a tool for creative learning and

collaboration. Our teachers will be more like activators in the classroom who will enthuse students to be self-directed and develop inquiring minds.

Our pedagogical approach promotes dynamic learning partnerships, i.e. teachers with teachers; teacher and students; and students with students.

We know that, for our students to achieve, teachers really need to know their students as 'people,' i.e. their needs, their interests, aspirations, their home life, etc.

The multi-method, reflexive forward-thinking, future focused pedagogy that we plan to implement will produce graduates who are proudly Maori and are prepared for a knowledge-based society.

8.4 Teaching quality and capability

8.4 How will you ensure that the quality and capability of your teaching staff will be sufficient to enable your school to achieve the outcomes you are proposing for your students, and how will they support the special character of your school?

Response:

Within a school that has 100% priority students, almost all of the children at the kura are from families who face significant socio economic deprivation. The children therefore present with behaviours and characteristics that reflect their familial conditions, e.g. high mobility, chronic absenteeism, learning and behavioural problems.

The role of the teacher is necessarily complex and highly challenging and this is even more so in schools like ours. Teachers are expected to commit to the cultural and social aims of our kura from the outset, i.e. before they sign their employment contracts. They are also expected to fully embrace the high achievement expectations that we hold for students.

At our school, teachers need to be experienced in teaching the New Zealand curriculum (NZC) as well as being competent te reo Maori speakers. Attracting teachers who are suitably skilled is challenging, given the relatively small teaching pool from which we can draw upon. Consequently, the majority of our teachers will likely come from Maori medium kura and have only taught Te Marautanga.

For these teachers, we will provide intensive induction to the NZC before they start teaching at our kura. This is followed by on-going mentoring and support on all aspects of our curriculum including assessment, moderation, review and reporting.

We aim to recruit highly experienced teachers who are capable speakers of te reo Maori and are able to connect to our learners in culturally responsive ways. Over the past three years, we have become better skilled at identifying teachers who are a good 'fit' for our kura and so we will apply that learning when we are recruiting for the Wharekura.

Also, we are much better served by our recruitment policy and staff safety checking procedures, which are very robust. The attributes of an ideal teacher whom we intend to recruit will be a registered teacher who has a strong commitment to excellence in teaching and learning. They will be dynamic and innovative with an ability to think creatively in respect of their teaching practice.

It will be vital that they are able to develop culturally-responsive relationships with their students, colleagues and whanau in order to meet the pluralistic demands of the classroom, school and, by extension, the education system and community as a whole. Our teachers will uphold the strategic vision, goals and aims of our Kura.

8.5 Breadth of curriculum

8.5 Indicate the subject range/learning areas at each year level that your school will offer

Response:

The general approach in Years 9 and 10 is described and, similarly, for Years 11, 12 and 13. Then we go on to describe our curriculum by subject area (English, mathematics, etc.) across all five-year levels.

Learning Areas for Years 9 & 10

- Health & Physical Education, English, Math, Science, Social Studies, Technology, Art, Te Reo Maori

To meet the requirements of the NZ Curriculum, all year 9 and 10 students must take the following full year, compulsory subjects:

- English
- Mathematics
- Science
- Social & Environmental Studies
- Health & Physical Education.

All students at the kura will also study te reo Maori from year 9 to year 13.

Year 9 & 10 students can then choose one subject from each of the following learning areas:

1. Technology
2. The Arts

And one more subject from the following:

- Media Studies
- Economics & Enterprise
- The Arts
- Technology
- Social Sciences.

All subjects are timetabled and are only taught if sufficient numbers of students wish to study them.

Learning Areas for Years 11, 12 & 13

- English, Math, Science, Social Sciences, Technology, Art, Te Reo Maori

All senior students must take at least five subjects in their course. Classes will run provided there is sufficient demand to make class sizes practical.

Courses for seniors can be arranged across the year levels. For instance, Year 11 students are able to take some subjects at NCEA Level Two and in some instances NCEA Level Three. Year 12 students may study some subjects at NCEA Level One, Two or Three. Year 13 students can study at any NCEA level. Course approvals are essential for students who wish to take subjects outside of their year level.

In Year 12, students who wish to go on to university study are strongly recommended to take at least four subjects that are offered at NCEA Level Three in Year 13.

YEAR 11

- All students study a minimum of six subjects, which includes Physical Education (compulsory).
- All students study a course in English and Te Reo Maori, and a course in Mathematics.
- A balanced programme is essential to meet course pre-requisites.

YEAR 12

- All students study five or six subjects.
- English and Te Reo Maori are the only compulsory subjects for study.

YEAR 13

- All students study five or six subjects
- English and Te Reo Maori are the only compulsory subjects for study.
- All students are involved in an independent study programme that aims to equip them with essential organisation to succeed at tertiary level.
- A six-subject NCEA course is available. This will be an option for a limited number of students based on teacher recommendation and results in the junior school.
- Extension classes in each of English and Maths will be offered. High achieving students will be selected for these classes based on teacher recommendation and previous academic results.
- Year 12 students will participate in a recreation programme.
- High achieving students are encouraged to enter Scholarship examinations on a subject by subject basis.

National Certificate of Educational Achievement (NCEA)

NCEA will operate at Years 11, 12 and 13 and students will be assessed internally and externally for credits towards the Certificate.

NCEA Level 1 requires students to obtain 80 credits; 10 literacy and 10 numeracy credits must form part of the 80 credits. Students will receive an Achieved, Merit or Excellence level for each Achievement Standard attained within each subject. Unit Standards are counted towards the 80 credits. However, in most Unit Standards, 'Achieved' is the only pass level.

NCEA Level 2: 60 of the 80 credits required must be at Level 2 or above. Level 2 cannot be attained unless the Level 1 literacy and numeracy requirements have been met.

NCEA Level 3: 60 of the 80 credits required must be at Level 3 or above. Level 3 cannot be attained unless the Level 1 literacy and numeracy requirements have been met.

University Entrance Requirements

This is the minimum requirement to go to a New Zealand university:

- 14 Credits in each of three approved subjects at Level 3 or above
- Literacy - 10 credits at Level 2 or above, from a specified list, available through a range of subjects 0 5 credits in reading & 0 5 credits in writing
- Numeracy - 10 credits at Level 1 or above, (as per requirement to pass NCEA Level 1):
 - Achievement Standards – specified achievement standards
 - or Unit Standards - package of three numeracy unit standards (26623, 26626,

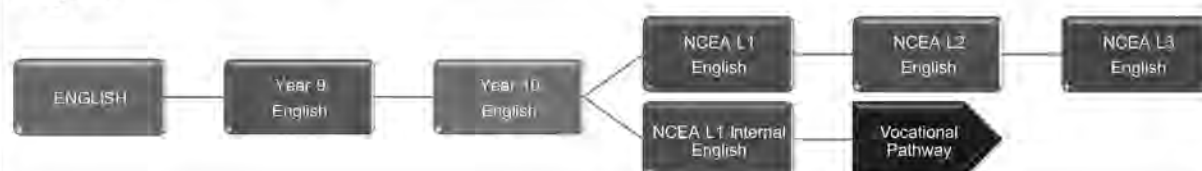
26627- all three required)

- Pass NCEA Level 3 See www.nzqa.govt.nz/qualifications-standards/awards/university-entrance/ Note: The school advises students who are considering university study to take five Level 3 approved subjects to fulfil rank score requirements; to increase the possibility of gaining scholarships and to be better prepared for university study.

We now move on to outline each of our curriculum's major topic areas – split by year level. A flowchart is provided that shows the sequence and split of topics and then a table expands on the subject content. As an aid to help readability, and delineate the years, each year level has a colour code i.e.:

Year 9	Bright blue	
Year 10	Orange/tan	
Year 11	Bright red	
Year 12	Dark grey	
Year 13	Dark green	

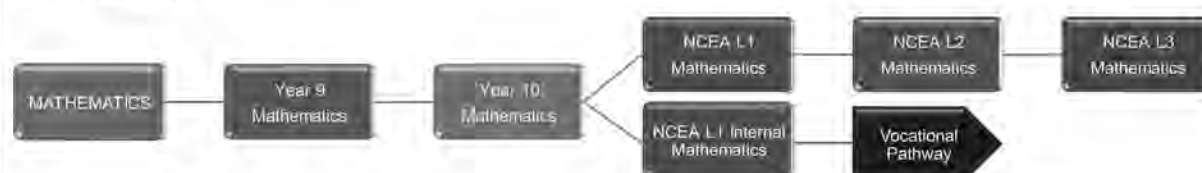
English



English	
Year 9	<p>Year 9 English</p> <p>English classes in Year 9 are divided into a mixed ability class and a smaller class for those students who may need to learn at a slower pace. Where necessary, literacy intervention programmes may be introduced to accelerate student achievement.</p> <p>An extension programme will also be provided for accelerant students. Students may be changed from one class to another during the year into a class offering a more suitable programme.</p> <p>Course leads to Year 10 English</p>
Year 10	<p>Year 10 English</p> <p>English focusses on communication and language, enjoying and studying oral, written and visual texts. Students will become increasingly skilled speakers and listeners, readers and writers, presenters and viewers.</p> <p>There are three thematic based modules and four Common tests throughout the year, and an end of year exam.</p> <p>Course leads to Level 1 English</p>
Year 11	<p>Level 1 English</p> <p>Pre-requisites: English teachers will decide on the most appropriate English course for each student based on Year 10 results.</p> <p>Students will develop their skills in language, literature, reading, and writing. They will learn how to respond to texts, both studied and unstudied, and develop creative and formal essay writing skills.</p> <p>Course leads to Level 2 English.</p>

Year 12	<p>Level 2 English</p> <p>Pre-requisites: Level 1 English</p> <p>Students will develop skills in analysing language and literature. They will explore New Zealand society and in the world around them by studying different texts, and while the focus of this course is on reading and writing; students will also develop their ability to analyse and respond to texts.</p> <p>Course leads to Level 3 English.</p>
Year 13	<p>Level 3 English</p> <p>Pre-requisites: Level 2 English</p> <p>Students will develop skills in responding critically to language and literature. Along with further exploring New Zealand society and the world around them through texts, they will continue to focus on reading and writing, and responding critically to what they have studied.</p> <p>Course leads to tertiary study.</p>

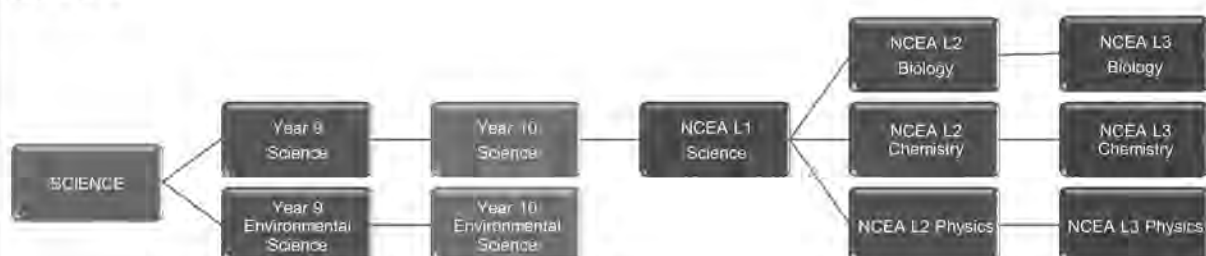
Mathematics



Mathematics	
Year 9	<p>Year 9 Mathematics</p> <p>This course consolidates, explores and develops content and processes from Levels 3 and 4 of the New Zealand Curriculum. Students will learn content from strands including Number, Algebra, Geometry, Measurement, and Statistics presented within a range of meaningful contexts.</p> <p>The Mathematics classes are divided into a mixed ability class and a smaller class for those students who may need to learn at a slower pace. An extension programme will also be provided for accelerant students. Students may be changed from one class to another during the year into a class offering a more suitable programme.</p> <p>Course leads to Year 10 Mathematics.</p>
Year 10	<p>Year 10 Mathematics</p> <p>Following on from Year 9, this course consolidates, explores, and develops content and processes from Levels 4 and 5 of the New Zealand Curriculum. Students will learn content from strands including Number, Algebra, Geometry, Measurement, and Statistics.</p> <p>As with Year 9, the Mathematics classes are divided into mixed ability class and a smaller class for those students who may need to learn at a slower pace. An extension programme will also be provided for accelerant students. Students may be changed from one class to another during the year into a class offering a more suitable programme.</p> <p>Course leads to Level 1 Mathematics.</p>
Year 11	<p>Level 1 Mathematics</p> <p>Pre-requisites: Year 10 Mathematics</p> <p>In this course students will consolidate and extend the work studied at Level 1. It provides an introduction to Calculus and will also strengthen the student's ability to manipulate algebraic expressions and formulate and solve real world problems</p> <p>Course leads to Level 2 Mathematics.</p>

Year 12	<p>Level 2 Mathematics</p> <p>Pre-requisites: Level 1 Mathematics .</p> <p>In this course students will consolidate and extend the work studied at Level 1. It provides an introduction to calculus and will also strengthen the student's ability to manipulate algebraic expressions and formulate and solve real world problems.</p> <p>Course leads to Level 3 Mathematics.</p>
Year 13	<p>Level 3 Mathematics</p> <p>Pre-requisites: Level 2 Mathematics.</p> <p>This is a general Mathematics course for students who may not wish to choose Calculus or Statistics. Students will learn how to write and analyse reports on data. They will also advance their knowledge of probability and solving equations.</p> <p>Course leads to tertiary study in Mathematics or Sciences, and careers such as marketing, business, nursing, and education.</p>

Science



Science	
Year 9	<p>Year 9 Science</p> <p>Pre-requisites: None.</p> <p>Students will develop skills and attitudes through the broad learning contexts of the:</p> <ul style="list-style-type: none"> • Nature of Science • Living World • Physical World • Material World • Planet Earth and Beyond <p>The range of topics may include, Introduction to Science, Food and Digestion, Matter, Astronomy, Mixing and Separating, Hydrology, Ecology, Botany, and Waves and Energy, as well as the opportunity to carry out a scientific investigation leading to submitting a Science Fair project will be provided. Students will develop their scientific skills and attitudes as well as being made aware of the nature of science and its relationship to technology.</p> <p>Students will be introduced to Maori Science, through topical studies on the environment, Matariki, whenua or a feature of the natural world that has significance to the student.</p> <p>Course leads to Year 10 Science.</p>

Year 10	<p>Year 10 Science</p> <p>In Year 10, students will continue to develop the skills and attitudes that have been introduced at Year 9 through the broad learning contexts of the:</p> <ul style="list-style-type: none"> • Nature of Science • Living World • Physical World • Material World • Planet Earth and Beyond <p>Within these learning contexts students will study topics such as Atomic Science, Acids and Bases, Metallurgy, Forces and Motion, Earth Science and Geology, Electricity, Genetics and Evolution, Medical Science, Fuels and Climate, and scientific investigations leading to submitting a Science Fair experimental project. Students will be given opportunities to develop their scientific skills and attitudes as well as being made aware of the nature of science and its relationship to technology.</p> <p>Students will expand on their knowledge of Maori Science, gained in Year 9. They will develop their understanding through topical studies on the environment, a natural occurrence eg earthquake, volcanic eruption; whenua or a feature of the natural world that has significance to the student.</p> <p>Course leads to Level 1 Science.</p>
Year 11	<p>Level 1 Science</p> <p>Pre-requisites: Year 10 Science.</p> <p>This course covers three branches of science: Biology, Chemistry and Physics. It provides a pathway for specialisation in Biology, Chemistry and Physics at Year 12. The course is comprised of standards that will allow students to develop and enhance investigative skills, explain variation within a population, investigate properties of acids and bases and their use outside the classroom and study the mechanics of objects around them. Recommended for students who want to keep their options open for medicine or engineering.</p> <p>Course leads to Level 2 Sciences</p>
Year 12	<p>Level 2 Biology</p> <p>Pre-requisites: Level 1 Science.</p> <p>This course extends the knowledge and concepts from gained from Year 10 and Science Level 1 courses. In studying Biology students will develop key skills such as investigation and research. The content of the course includes, exploring the diverse methods used by the plants and animals to carry out their life processes. it also includes, understanding the interaction between DNA and the environment. in addition, the students will be able to explain the interaction between ecological factors and natural selection and how this leads to genetic changes within a population.</p> <p>Course leads to Level 3 Biology.</p>
	<p>Level 2 Chemistry</p> <p>Pre-requisites: Level 1 Science.</p> <p>Students will study quantitative analysis which involves collecting primary data from an acid-base titration and processing both primary and secondary data to solve quantitative problems, aspects of organic chemistry which is the study of carbon compounds and chemical reactivity.</p> <p>Course leads to Level 3 Chemistry.</p>

Physics

Pre-requisites: Level 1 Science.

Students will study waves, mechanics, and electricity to gain specialist skills and knowledge. The majority of credits come from externally assessed standards.

Course leads to Level 3 Physics.

Year 13

Level 3 Biology

Pre-requisites: Level 2 Biology

By studying Level 3 Biology, students learn to make more informed decisions about biological issues such as use of 1080 to eradicate possums, genetically modified plants and animals, as well as human evolution and rise of new species.

Course leads to tertiary study, and careers in fields such as agronomist, animal behaviour scientist, animal welfare officer, biochemist, biotechnologist, biologist, environmental analyst, environmental ecologist, environmental manager.

Level 3 Chemistry

Pre-requisites: Level 2 Chemistry

Advancing from Level 2 Chemistry students will be studying the nature of particles around them and the types of thermo-chemical reactions. Knowledge of Level 2 Organic chemistry will be extended by studying more organic groups, their preparation, properties and reactions.

Aqueous chemistry extends the Level 2 Chemistry chemical reactivity topic to allow students to cope with the concepts coming their way at Level 4.

Course leads to tertiary study, careers in fields such as Food Technology and Engineering.

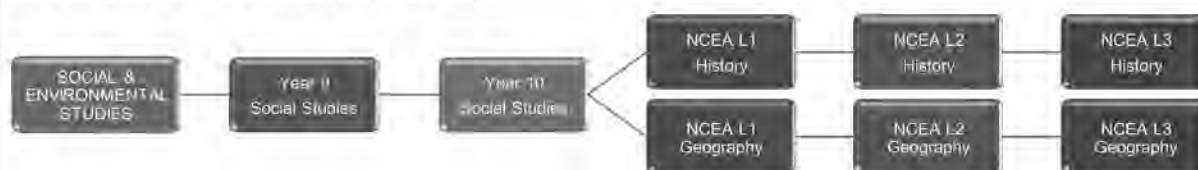
Level 3 Physics

Pre-requisites: Completion of Level 2 Physics course with a pass in at least one external paper at level 2. Good standard of Mathematics is required.

Students will demonstrate understanding of modern physics, electrical and mechanical systems. They will carry out a practical investigation and develop an informed response to a socio-scientific issue.

Course leads to Bachelor of Engineering, Certificate of Engineering, Bachelor of Science, Certificate of Science, Bachelor of Health Sciences, Bachelor of Architecture, Bachelor of Veterinary Science, Bachelor of Food Technology.

Social and Environmental Studies



Social and Environmental Studies

Year 9 Social Studies

Pre-requisites: None

Students will be introduced to Maori social issues such as the Treaty of Waitangi, housing, urban and iwi issues, Maori population studies, employment and other areas of social significance to Maori.

Students will gain knowledge, skills, and experience to:

Year 9	<ul style="list-style-type: none"> • Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies. • Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people. • Understand how exploration and innovation create opportunities and challenges for people, places, and environments. • Understand that events have causes and effects. • Understand how producers and consumers exercise their rights and meet their responsibilities. • Understand how formal and informal groups make decisions that impact on communities. • Understand how people participate individually and collectively in response to community challenges. <p>Course leads to Level 1 History and Level 1 Geography.</p>
Year 10	<p>Year 10 Social Studies</p> <p>Pre-requisites: None</p> <p>Social Studies is about how societies work and how people can participate as critical, active, informed, and responsible citizens. Contexts are drawn from the past, present, and future and from places within and beyond New Zealand. Students will use a range of important skills, such as communication, numeracy and problem-solving skills. They will also develop the ability to self-manage and work collaboratively with others. Year 10 students explore the concepts of sustainability, human rights, ideas, and also the Treaty.</p> <p>Students will gain knowledge, skills, and experience to:</p> <ul style="list-style-type: none"> • Understand how systems of government in New Zealand operate and affect people's lives, and how they compare with another system. • Understand how the Treaty of Waitangi is responded to differently by people in different times and places. • Understand how cultural interaction impacts on cultures and societies. • Understand that people move between places and how this has consequences for the people and the places. • Understand how economic decisions impact on people, communities, and nations. • Understand how people's management of resources impacts on environmental and social sustainability. • Understand how the ideas and actions of people in the past have had a significant impact on people's lives. • Understand how people seek and have sought economic growth through business, enterprise, and innovation. • Understand how people define and seek human rights. <p>Course leads to Level 1 History and Level 1 Geography.</p>
Year 11	<p>Level 1 History</p> <p>Pre-requisites: None.</p> <p>Students will learn resource interpretation, historical perspectives and essay writing in a skills-based module. They will also study topics based on the themes of conflict and civil rights.</p> <p>Course leads to Level 2 History.</p> <hr/> <p>Level 1 Geography</p> <p>Pre-requisites: None.</p> <p>Students will learn analytical and thinking skills that relate to everyday life. They will investigate current issues facing New Zealanders and people around the world.</p> <p>Course leads to Level 2 Geography.</p>

Year 12	<p>Level 2 History</p> <p>Pre-requisites: A pass in one external standard and two internal standards in one of the following Level 1 subjects: English, History or Geography.</p> <p>Students will learn about the past and how it has influenced the present. They will learn about events ranging from the 1981 Springbok Tour to the Vietnam War. This will develop a better understanding of the world today.</p> <p>Course leads to Level 3 History.</p>
	<p>Level 2 Geography</p> <p>Pre-requisites: A pass in one external standard and two internal standards in one of the following Level 1 subjects: English, History or Geography.</p> <p>Students will build on and their analytical and thinking skills that relate to everyday life. They will investigate current issues facing New Zealanders and people around the world.</p> <p>Course leads to Level 3 Geography.</p>
Year 13	<p>Level 3 History</p> <p>Pre-requisites: A pass in one external standard and two internal standards in one of the following Level 2 subjects: English, History or Geography.</p> <p>Students will learn about the past and how it influenced the present. The course of study is based on the history of New Zealand. Students learning will be centred around historical concepts, perspectives, cause and effect, significance and continuity and change.</p> <p>Course leads to tertiary study, a career in fields such as Commerce, Planning, Law, Architecture, Politics, Arts, Business and Information Management, and Education.</p>
	<p>Level 3 Geography</p> <p>Pre-requisites: A pass in one external standard and two internal standards in one of the following Level 2 subjects: English, History or Geography.</p> <p>Students will build on and their analytical and thinking skills that relate to everyday life. They will investigate current issues facing New Zealanders and people around the world.</p> <p>Course leads to Tertiary study in fields such as: engineering, environmental science and management, geoscience, science, commerce, planning, law, architecture, arts, business and information management, and education.</p>

Physical Education



Physical Education

Year 9	<p>Year 9 Physical Education</p> <p>Pre-requisites: None.</p> <p>Students in Year 9 will be encouraged to participate in a range of physical activities, including athletics, swimming, dance, gymnastics, inventive games, contact sports and fitness. Our health programme seeks to prepare our students for their journey as teenagers with units on Me and My World, Sexuality and Puberty, Drug Awareness and Keeping Ourselves Safe. The 4 key strands from the health and physical education curriculum are explored in detail and learning objectives from each strand are assessed.</p> <p>Students will also develop an appreciation of kaupapa Maori principles relating to the care and use of the tinana (body). Maori sports and fitness activities will feature in the health and physical education programme from years 9 to 13.</p> <p>Course leads to Year 10 Physical Education.</p>

Year 10	<p>Year 10 Physical Education</p> <p>Pre-requisites: Year 9 Physical Education</p> <p>The Year 10 PE programme encourages students to make lifelong decisions regarding their personal fitness, lifestyle and recreational choices.</p> <p>Students will be exposed to a range of sports that will include leisure games, aquatics, striking sports, indoor games, adventure activities, sports education, movement, indoor games, social games and fitness. Health education is taught in conjunction with Physical Education in the form of two week blocks of learning. The units of work presented in Year 10 Health are Hauora, CPR, Drug Awareness, Positive Relationships, Connected (Social Media), Nutrition. Students will be introduced to key Maori concepts like ora (health & wellbeing), wairuatanga (spiritual wellness).</p> <p>Course leads to Level 1 Physical Education.</p>
Year 11	<p>Level 1 Physical Education</p> <p>Pre-requisites: The PE teacher/ HOD will make a recommendation based on student achievement and participation.</p> <p>Students will participate actively in a variety of physical activities, they will learn about physical performance and quality movement, and strategies to improve both. They will also demonstrate interpersonal skills in a group, and develop understanding of responsible behaviour for safety during outdoor activities.</p> <p>Course leads to Level 3 Physical Education</p>
Year 12	<p>Level 2 Physical Education</p> <p>Pre-requisites: The PE teacher/ HOD will make a recommendation based on student achievement and participation.</p> <p>Students will examine the role of physical activity in the lives of young people in New Zealand. They will analyse risk management strategies and evaluate leadership strategies. They will also demonstrate understanding of biophysical principles, and social responsibility.</p> <p>Course leads to Level 3 Physical Education.</p>
Year 13	<p>Level 3 Physical Education</p> <p>Pre-requisites: Level 2 Physical Education</p> <p>Throughout this course students will get the opportunity to participate in a range of activities including; coaching/ leadership, exercise prescription, safety management, and performance improvement programmes.</p> <p>Course leads to tertiary study and careers in fields such as sports coaching, professional athlete, sport management/ administration, personal training.</p>

Language Te Reo Māori



Language Te Reo Māori	
	<p>Year 9 Te Reo Māori</p> <p>Pre-requisites: None</p> <p>In Year 9, students will build on their prior knowledge of te reo and tikanga Māori. They will learn to communicate orally, and be able to read and write confidently in te reo Māori. They will also develop strong listening skills</p>

Year 9	<p>Students who have significant prior knowledge will have an extension programme provided for them. By learning Te Reo Māori, students are able to:</p> <ul style="list-style-type: none"> • Participate with understanding and confidence in situations where te reo and tikanga Māori predominate and to integrate language and cultural understandings into their lives • Strengthen Aotearoa New Zealand's identity in the world • Broaden their entrepreneurial and employment options to include work in an ever-increasing range of social, legal, educational, business, and professional settings. <p>Course leads to Year 10 Te Reo Maori.</p>
Year 10	<p>Year 10 Te Reo Maori</p> <p>Pre-requisites: Year 9 Te Reo Maori</p> <p>This course continues on from the Year 9 course. Students wishing to study Te Reo Māori in Year 10 must either have completed Year 9 Māori or have obtained the consent of the HOD Māori. This course further develops student's skills in speaking, listening, reading and writing. Topics studied include: sports, food, work around the house, meeting people and leisure activities.</p> <p>Course leads to Level 1 Te Reo Maori.</p>
Year 11	<p>Level 1 Te Reo Māori</p> <p>Pre-requisites: Year 10 Te Reo Maori.</p> <p>This course encourages effective communication: listening, speaking, presenting, reading, viewing, and writing. The grammar, language and themes studied in Year 9 and Year 10 are revised and extended and new themes are studied.</p> <p>Course leads to Level 2 Te Reo Maori.</p>
Year 12	<p>Level 2 Te Reo Māori</p> <p>Pre-requisites: None.</p> <p>In this course students will develop their reading, writing and speaking skills. They will explore the Māori World in both historical and current contexts. The content will be drawn from a range of subjects which could include Music, Media Studies, Sociology, Art History, Religious Studies, History, Tikanga and Social Studies. Students will investigate Māori identities, culture, history and related perspectives. There will be some opportunity for students to select their areas of study, related to the Māori World, that interest them.</p> <p>Course leads to Level 3 Te Reo Māori.</p>
Year 13	<p>Level 3 Te Reo Māori</p> <p>Pre-requisites: Level 2 Te Reo Maori.</p> <p>In this course students will continue to develop their knowledge of Te Ao Maori, and their speaking, reading, and writing skills.</p> <p>Course leads to tertiary study, careers in social and community Services, law, government, media/communications, research, public service career.</p>

Technology



Technology

Year 9 Technology

Pre-requisites: None.

Students will be introduced to four strands of technology; digital technologies, design and visual communication, construction and mechanical technologies (through basic electronics), and processing technologies. They will also develop their understanding of technological practice, knowledge and the nature of technology.

Course leads to Year 10 Technology.

Year 9 Digital Technologies

Pre-requisites: None.

The aims of this course are to prepare students to be competent and efficient users of digital technologies. The course is made up of a range of units from the list below:

- Introduction to Systems
- History of computer games
- Design page using bitmap images
- Create a vector design
- 3D modelling and printing
- Model and animate an event
- Develop a simple game using Gamemaker

Course leads to Year 10 Digital Technologies.

Year 9

Year 9 Design and Visual Communication

Pre-requisites: None.

Students will spend the first half of the course familiarising themselves with specialised drawing equipment and visual presentation techniques, with an emphasis on sketching, instrumental drawing, and rendering. During the second half of the course they will work to a design brief, practising their problem-solving and presentation skills within the context of an individualised design solution. There is an opportunity to present some work using Adobe Photoshop.

Course leads to Year 10 Design and Visual Communication.

Year 9 Basic Electronics

Pre-requisites: None.

This introduction to electronics includes designing and building some basic projects. Students will learn about electronic components and how they can be useful. Skills will be developed in soldering and making printed circuit boards.

Course leads to Year 10 Basic Electronics.

Year 9 Processing Technologies

Pre-requisites: None.

The aims of this course are to provide opportunities for students to develop their skills in innovation, meeting needs, and problem-solving. Students will think creatively and critically, make decisions, learn to work in a team and begin to understand the place of technology in our world today. The content of the course is focussed around practical work.

Course leads to Year 10 Processing Technologies.

	<p>Year 10 Digital Technologies</p> <p>Pre-requisites: None.</p> <p>The aim of this course is to prepare students for NCEA Digital Technologies courses. Digital Technologies is designed for students with a creative interest in Digital Media and Digital Technologies. This is a half year and a full year option. Students learn to use a variety of software for different design purposes including:</p> <ul style="list-style-type: none"> • Develop graphic designs for Identity & Publications • Develop a website of your choice using HTML and CSS. • Use animation and multimedia software. <p>Students also develop essential decision making skills based on researching, planning, consulting stakeholders, developing ideas, testing and evaluating as part of the projects they undertake.</p> <p>The three key strands from the technology curriculum are explored in detail and learning objectives from each strand are assessed.</p> <p>Course leads to Level 1 Digital Technologies.</p>
Year 10	<p>Year 10 Design and Visual Communication</p> <p>Pre-requisites: None, although prior experience is an advantage.</p> <p>The Year 10 course will provide opportunities for students to develop skills in instrumental drawing, rendering, modelling and freehand sketching through discrete activities and individual design projects. Students are introduced to design language and design development in preparation for senior level Design & Visual Communication.</p> <p>Course leads to Level 1 Design and Visual Communication.</p>
	<p>Year 10 Digital Technologies Coding</p> <p>Pre-requisites: Reasonable English and sound computer skills or HOD approval.</p> <p>The course is designed to extend experienced computer enthusiasts interested in software design and problem solving. Students learn how to use a range of software for different purposes including:</p> <ul style="list-style-type: none"> • Technological Systems • Robotics • Vector & Bitmap Graphics • Modelling and Animation <p>Students will learn about computer programming, hardware, networking, operating systems and related careers, and how to apply acquired knowledge and skills to solve problems and develop solutions.</p> <p>Course leads to Level 1 Digital Technologies Coding.</p>
Year 11	<p>Level 1 Digital Technology</p> <p>Pre-requisites: Ability and interest in digital technologies and problem-solving.</p> <p>Students will learn to use Digital Technologies in a variety of contexts to develop and apply a wide range of computer based design and technological skills. Students will undertake projects to solve authentic problems; such as websites and other digital media. They are expected to produce digital portfolios showing how they developed their solutions. Students will learn coding and how to use a range of industry standard software. Students will work in an project environment that fosters independence, inquiry, innovation and enterprise.</p> <p>Course leads to Level 2 Digital Technologies.</p>

Year 12	<p>Level 1 Design and Visual Communication</p> <p>Pre-requisites: None.</p> <p>Students will produce freehand sketches and instrumental drawings. They will learn how to communicate ideas through design, and explore the work of an influential designer to inform design ideas.</p> <p>Course leads to Level 2 Design and Visual Communication.</p>
	<p>Level 1 Construction and Mechanical Technologies</p> <p>Pre-requisites: None.</p> <p>Students will demonstrate understanding of basic concepts used to make products. They will implement basic procedures using resistant and textile materials, and change a design with basic adaptations to a pattern.</p> <p>Course leads to Level 2 Construction and Mechanical Technologies.</p>
	<p>Level 1 Processing Technologies</p> <p>Pre-requisites: None.</p> <p>Students will demonstrate understanding of basic concepts used in packaging, processing, and preservation. They will implement basic procedures to process a specified product.</p> <p>Course leads to Level 2 Processing Technologies.</p>
	<p>Level 2 Digital Technology</p> <p>Pre-requisites: Level 1 Digital Technology.</p> <p>Students will learn a number of advanced concepts. This will include local area network technologies, managing shared information, producing digital information outcomes with dynamically linked, and constructing an advanced computer programme.</p> <p>Course leads to Level 3 Digital Technology.</p>
	<p>Level 2 Graphic Design and Visual Communication</p> <p>Pre-requisites: Level 1 Graphic Design and Visual Communication.</p> <p>Students will learn and use visual communication techniques, develop spatial and product designs, and generate design and presentation ideas. They will also produce working and projection drawings.</p> <p>Course leads to Level 3 Graphic Design and Visual Communication.</p>
	<p>Level 2 Construction and Mechanical Technologies</p> <p>Pre-requisites: Level 1 Construction and Mechanical Technologies.</p> <p>Students will demonstrate understanding of advanced concepts and procedures. This will include structural frameworks, advanced adaptations, and using resistant and textile materials.</p> <p>Course leads to Level 3 Construction and Mechanical Technologies.</p>
	<p>Level 2 Processing Technologies</p> <p>Pre-requisites: Level 1 Processing Technologies</p> <p>Students will demonstrate understanding of advanced concepts in processing and preservation. They will also implement advanced procedures to process a specified product.</p> <p>Course leads to Level 3 Processing Technologies.</p>

Level 3 Digital Technology

Pre-requisites: Level 2 Digital Technology

This course prepares students for the 'real world' as they will learn how to consult, interact and work with a client on two client based projects incorporating a range of applied technological and digital technologies knowledge and skills: one is web/ app/ multimedia based and the other is print media based. This course is for students with strong ability and interest in developing digital solutions. The opportunity also exists for students to be provided with mentoring by, and interaction with, business and industry experts.

Course leads to a wide variety of tertiary qualifications and careers in IT-related fields.

Level 3 Design and Visual Communication

Pre-requisites: Level 2 Design and Visual Communication

Students will initiate design ideas, develop a visual presentation, and resolve a spatial and product design through graphics practice. They will also produce working drawings to communicate production details for a complex design.

Course leads to further study in tertiary courses and degrees towards a wide variety of in demand Digital Technology related careers and jobs.

Level 3 Construction and Mechanical Technologies

Pre-requisites: Level 2 Construction and Mechanical Technologies

Students will develop understanding of a structural system and a complex machine. They will implement complex procedures to integrate parts and use textile and resistant materials.

Course leads to tertiary study.

Level 3 Processing Technologies

Pre-requisites: Level 2 Processing Technologies

Students will implement complex procedures to process a specified product and demonstrate understanding of combined preservation mechanisms used to maintain product integrity.

Course leads to tertiary study.

Art



Art

Year 9 Art

Pre-requisites: None.

There are two components to the Art programme in Year 9; Visual Art and Drama including Maori Performing Arts. Year 9 students will be introduced to Art through a range of techniques in painting, drawing, design, printing and sculpture. Students learn through both practical and theory components. This course is designed for students who wish to learn new skills in Art and continue into Year 10 and beyond. They can also elect to do Drama; Maori Performing Arts which they can study through to NCEA Level 2.

Course leads to Year 9 Art.

Year 10	<p>Year 10 Art</p> <p>Pre-requisites: Year 9 Art.</p> <p>Year 10 students may take the two term or full year course. The course includes painting, drawing, printmaking, sculpture and design units. The full year course is best suited for those students who show a very high level of talent and have gained some Excellence grades in the Year 9 Art assignments. They may be suited to enter a NCEA Level One Visual Art Standard. Students must provide basic art supplies, as outlined in the stationery requirements. Either of the Art courses is recommended for students who are intending to take Visual Arts at senior level. Students are encouraged to apply Maori concepts and stories and knowledge in their art projects. They can elect to do Drama; Maori Performing Arts which they can study through to NCEA Level 2.</p> <p>Course leads to Level 1 Visual Art.</p>
Year 11	<p>Level 1 Visual Art</p> <p>Pre-requisites: None.</p> <p>Students will demonstrate understanding of art works from a Māori and one other cultural context using art terminology. They will learn drawing methods, skills, and conventions. They will also produce a body of work using a range of media and produce a finished work that demonstrates skills appropriate to cultural conventions.</p> <p>Course leads to Level 2 Visual Art.</p>
Year 11	<p>Level 1 Maori Performing Arts</p> <p>Pre-requisites: Level 1 or above Te Reo Maori.</p> <p>Students will develop knowledge and skills of performance components such as the people associated with Māori performing arts, the origins of Māori performing arts and Māori performing arts kākahu.</p> <p>Course leads to Level 2 Maori Performing Arts.</p>
Year 12	<p>Level 2 Visual Arts</p> <p>Pre-requisites: Level 1 Visual Arts.</p> <p>Level 2 Visual Arts is for students with a sound understanding of painting and a desire to communicate through painted imagery. Students will learn to use drawing and painting as the central means to generate and develop ideas. They will explore a range of painting techniques and develop their own style of painting.</p> <p>Course leads to Level 3 Visual Arts.</p>
Year 12	<p>Level 2 Maori Performing Arts</p> <p>Pre-requisites: Level 1 Maori Performing Arts.</p> <p>Students will develop knowledge and skills of mōteatea, waiata ā-ringa, poi, haka, whakaraka, and haka wahine.</p> <p>Course leads to Level 3 Maori Performing Arts.</p>
Year 13	<p>Level 3 Visual Arts</p> <p>Pre-requisites: Level 2 Art or with HOD approval</p> <p>Level 3 Visual Art is for students who would like to explore their own design ideas using mostly computer generated designs. Students will develop skills in hand rendered illustration, photography and using professional design programs such as Photoshop and Illustrator.</p> <p>Course leads to tertiary study in art, design, architecture or advertising.</p>
Social Science	



Social Science	
Year 9	<p>Year 9 Financial Literacy</p> <p>Pre-requisites: None.</p> <p>This course aims to develop financially literate students who can operate in the real world. Basic economic concepts are introduced and explored including: sources of income, personal budgeting, and making your money work for you. The student will learn how to evaluate purchasing methods and payment options. Students learn practical life skills in addition to communication, numeracy, decision making, self-management, work and study skills.</p> <p>Course leads to Level 1 Business Studies.</p>
	<p>Year 10 Media Studies</p> <p>Pre-requisites: None.</p> <p>This is a semester course with a focus on understanding the media with its functional role in society, its conventions, issues, coverage and politics. Students will learn about the techniques, the consequence of representations of groups/ cultures/ genders in media. Students apply this knowledge to planning and creating their own radio advertisement in small groups. Students will develop media literacy and critical thinking skills. This course is a theory and practical work mix.</p> <p>Course leads to Level 1 Media Studies.</p>
Year 10	<p>Year 10 Economics and Enterprise</p> <p>Pre-requisites: None.</p> <p>This course begins by focussing on the economy and the relationships between the different parts of it. The emphasis of this course is on enterprise studies where students study enterprising people and in groups run a small enterprise, producing, marketing and selling a product while keeping financial records. It enables students to discover whether they have the qualities needed to be a business person and meet the demands of running a business. This course also covers the issue of corporate social responsibilities of businesses.</p> <p>Course leads to Level 1 Business Studies.</p>
	<p>Level 1 Media Studies</p> <p>Pre-requisites: None.</p> <p>Students will learn about the characteristics of a media genre, understand the rules that govern the media in New Zealand, and write media texts for a specific target audience.</p> <p>Course leads to Level 2 Media Studies.</p>
Year 11	<p>Level 1 Business Studies</p> <p>Pre-requisites: Reasonable standard of English and Mathematics.</p> <p>Students will learn about the internal features of a small business and the external factors that can influence them. They will investigate human resource processes and operational problems. They will also apply the marketing mix, and carry out and review a product-based business activity within a classroom context with direction.</p> <p>Course leads to Level 2 Business Studies.</p>

Year 12	<p>Level 2 Media Studies</p> <p>Pre-requisites: Level 1 Media Studies.</p> <p>Students will develop understanding of the relationship between a media product and its audience. They will learn about narrative in media texts and representation in the media, and complete a media product from a design and plan. They will also produce a design and plan for a developed media product using a range of conventions.</p> <p>Course leads to Level 3 Media Studies.</p>
	<p>Level 2 Business Studies</p> <p>Pre-requisites: Level 1 Business Studies.</p> <p>Students will learn about the internal operations of a large business and how a large business responds to external factors. They will conduct market research, and apply their business knowledge to a critical problem(s) in a given large business context. They will also carry out, review and refine a business activity within a community context with guidance.</p> <p>Course leads to Level 3 Business Studies.</p>
Year 13	<p>Level 3 Media Studies</p> <p>Pre-requisites: Level 2 Media Studies</p> <p>Students will explore the meaning of a media text through different readings, and the media representation of an aspect of New Zealand culture or society. They will develop understanding of the relationship between a media genre and society and produce a media product to meet the requirements of a brief.</p> <p>Course leads to Level 3 Media Studies.</p>
	<p>Level 3 Business Studies</p> <p>Pre-requisites: Level 2 Business Studies</p> <p>Students will explore a business that operates in a global context, and learn about the internal factors that influence them, and strategic responses to external factors. They will apply business knowledge and develop a marketing plan for a new or existing product. They will also carry out, with consultation, an innovative and sustainable business activity.</p> <p>Course leads to tertiary study, a career in business and related fields.</p>

Gateway Activity



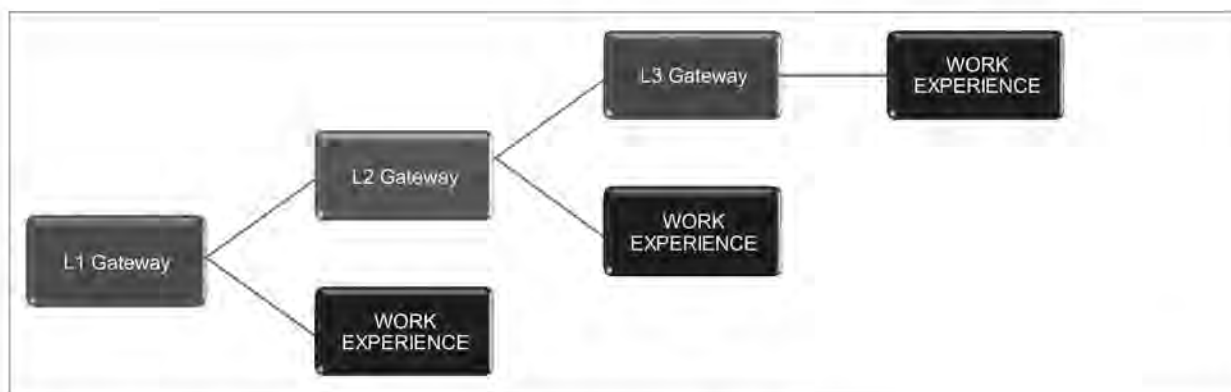
At Year 11, In English and Mathematics, we have 'internal' subjects that lead to a Vocational Pathway. These are for students who plan to leave school earlier and follow a trade or vocation

Vocational assistance will go beyond this and there will be opportunity to study employment skills and to pursue work experience at each of Years 11, 12 and 13 – as appropriate to the student and their whanau.

These will be planned pathways and subject the Whānau Ora learning roadmap and the student, whānau and teacher discussion and hui process that occurs throughout the years at our school.

The huge set of relationships we have, via MUMA, with companies, trade training institutions, industry bodies, etc. will be a major asset in the work experience area.





8.6 Qualifications or achievement standards offered

8.6 Provide a full list of the qualifications and/or achievement standards that your school will offer

Response:

NCEA Levels 1, 2 & 3 will be offered commencing in 2020 when the opening cohort of Year 10 students will commence as Year 11.

Te Wharekura will also offer industry focused qualifications such as Squiggles Young Engineers.

8.7 Delivery of education by other organisations (not the Sponsor)

8.7 If not offering all subjects as face to face delivery by the Sponsor, which ones will be delivered on-line or via partnerships with other schools or tertiary institutions?

Clearly outline any contracted services that will be involved in the delivery of education (including Te Aho o Te Kura Pounamu Correspondence school and online education providers and tools, etc.)

Response:

MUMA has explored proven innovations in regard to teaching methodology and classroom practices that add value. Any innovations that are introduced will be underpinned by the Waatea Way and deployed in an iterative manner so that any enhancements to learning delivery are well informed, a good fit and evidenced as being effective.

One of the innovations that will be explored once the school day and individual classes are stabilised using the Waatea Way is a blended format with students spending their day rotating through two different configurations. For about half of the day, students will be grouped in classes of approximately 25 (Group Time). For the remaining half students will be combined into groups of up to 50 students for Solo Time.

During Group Time the 25 students collaborate with each other for peer-to-peer learning while one teacher acts solely as a guide. When students enter the class, the teacher proposes a challenge, which the students then tackle in small groups by sketching out solutions, using the internet or other handouts the teacher provides. Students end by presenting their solutions to the class.

During Solo Time the students work independently through their content skills, using on-line programs like Khan Academy and other relevant learning programmes (Young Engineers).

Teachers simply remind students of the skills they should be on pace to learn, where those resources can be accessed, and then give them autonomy to drive their own learning.

We will operate a 1:1 tablet program and we would expect students to leave the classroom and attend the local library or Te Whare Wananga o Awanuiarangi campus when their projects call for computer-based learning.

MUMA also will trial an Innovation Program. Teachers will use the Innovation Program to spark leadership qualities within their students. Once a year for two weeks, the school stops everything, and every child from Year 9 to Year 13 will work on a specific social challenge. They will then display their solution to this social challenge in a science-fair type of display, allowing the community to contrast a Year 9 student's approach to a Year 13's approach to the same challenge. The types of social challenges that will be selected are; making community gardens work; reducing landfills; making the community more cycle friendly; ways of making the elderly valued; how to improve community safety.

8.8 Assessment and achievement

8.8.1 What is your overall approach to assessing students' progress in relation to your student achievement goals?

Note that where appropriate, sponsors will be required to use PAT and/or e-asTTle, together with the Te Waharoa Ararau and/or PaCT assessment instruments. Please specify any other tools that you plan to use.

Response:

We expect to aim for 85% achievement across the core learning areas of literacy and math in years 9 & 10 and for NCEA levels 1 to 3.

In addition to using PACT and e-asTTle math, reading and writing; we will use if necessary JAM, IKAN & Gloss for numeracy; Schonell for spelling, reading inventory tests for literacy; Lucid Lass and Ability for special assessment conditions. A sample assessment timetable can be found in the landscape pages at the end of this Section 8.

8.8.2 Outline how you will accelerate the learning of individual students if they are well behind academically for their age group

Response:

Every case is different and, via our Whanau Ora roadmap approach, hui and plans tailored to the individual student, we can quickly pinpoint learning issues and discuss options with the student and their whanau. These will include

- 1:1 catch-up sessions
- External remedial activity (perhaps involving our primary school or the many relationships we have for referral)
- Consideration of vocational options and a less-academic pathway.

8.9 Student behaviour management and safety

8.9.1 Outline the school's philosophy and methodology regarding student behaviour management; including a description of your proposed pastoral care process

Response:

Behaviour Management – Rationale:

We promote positive behaviour within our school and this is reflected in our behaviour management systems and values.

Our values will underpin all teaching and learning at our Kura. They are:

- Rangatiratanga-look after yourself
- Whanaungatanga-look after others
- Manaakitanga-look after our kura
- Tangata Whaiaro-look after our learning, be a role model

Procedures:

These procedures cover behaviour management systems and expectations and include our kura-wide values.

1. Kura wide systems:

Our kura wide systems provide a foundation that include policies and processes designed to impact positively on all students and whanau, interventions for students who require additional behaviour and learning support and more individualised and intensive support for students who experience more challenging behaviour. Teachers will work as a team, showing students that we care, have high expectations for them which they will rise to and we involve whanau. We regularly review our systems and policies to ensure that they effectively support positive behaviour.

2. Teaching strategies:

Teachers have a clear understanding of the purpose of our systems and what is expected of them for implementation. There are opportunities for children to be taught the behaviours expected, have regular practice at them and be positively reinforced. For minor misbehaviours teachers consider diverting, ignoring, or distracting a child. If this is not successful, then they move on to our more planned responses outlined in the sections below: Happy Hour and Time Out.

3. Classroom Treaties

At the beginning of the year, each class creates a treaty that reflects the kura values. Students are taught to understand their rights and responsibilities so they can treat each other with respect. Generally, to add commitment, class members sign the treaty which is displayed in the classroom and referred to regularly to guide behaviour. A range of strategies including curriculum based programmes are used to develop the Key Competencies of Managing Self, Participating and Contributing and Relating to Others. Together classes develop social problem solving strategies and learn the importance of valuing diversity. In this work, the role of the by-stander is also covered.

4. Class meetings

Classroom meetings are held on a regular basis. This is done to provide an authentic context for student voice as well as an effective way of dealing with issues on the playground/classroom while enabling "safe telling." Students need to know that if they speak up, they will be listened to and that teachers take incidents seriously and respond

appropriately and carry out any necessary follow up.

Pastoral care will leverage our Whanau Ora infrastructure and the many referral relationships we have via MUMA.

8.9.2 Set out your strategy and approach to suspension, expulsion and other disciplinary matters

Response:

The suspension, expulsion and other disciplinary policies will sit within a portfolio of policies that are part of NaG 5 and come under the broad category of Student Management and Welfare. Included in this portfolio of policies will be policies on, but not limited to:

- a. Student Code of Conduct
- b. Anti-violence
- c. Bullying
- d. Alcohol and Drugs
- e. Stand downs, suspensions and exclusions

Fundamental to our Student Management and Welfare policies will be our belief in marae justice and restorative practice. Our school systems of behaviour management will be based on early intervention and whānau consultation and involvement. Our Kura will have a policy of zero exclusions.

The Board will follow the procedures as defined by the criteria and flow charts provided by the Ministry of Education when managing student stand down, suspension, exclusion and expulsion. The right for students and staff to feel and be safe will be a paramount consideration. With this will be the corollary that all students and staff have a responsibility to care for and respect other people in our Kura.

Creating safe and orderly schools is about commitment and community and having a will. Accomplishing such a goal requires whānau, school, and learners to articulate the quality of the educational environment they want to participate in and to collaboratively develop the strategies that will produce the desired results. On contract award, we will develop a strategy for a safe environment, taking into consideration the following critical factors:

- Placing school safety high on our agenda involves making a personal and community commitment toward creating a safe, welcoming, respectful, and drug-free school.
- Involving parents and the community is essential as safe behaviour must be reinforced at home. If whānau can enjoy being a part of planning, carrying out, and evaluating programmes in which they have invested concern and time, there will be greater success.
- Conducting a comprehensive school site assessment will assist our team to determine the specific risk areas.
- Creating a Safe School Plan will identify the processes which will achieve our goal of zero harm. The plan will include an occupational health and safety plan and a range of policies covering emergencies, natural disasters, drugs and alcohol, playground safety etc. The plan will detail our short and long-term objectives and will be subject to rigorous monitoring and assessment.
- Creating an educational climate where we will evaluate the current education atmosphere and propose modifications that will transform it into a safe, vibrant learning environment in which learners and teachers respect each other.

We have achieved this for our current school and it will apply equally at Wharekura.

8.9.3 What policies and procedures will you put in place to ensure your school meets its obligations for child protection under the Vulnerable Children's Act?

Further information can be found at: <http://www.education.govt.nz/school/running-a-school/vulnerable-children-act-2014-requirements-for-schools-and-kura/>

Response:

A comprehensive document is provided at Appendix K. The table below captures the essence of this:

What Must be done	If we are employing a NEW employee	If we are safety checking an EXISTING employee
Confirm their identity	Check the following as part of the candidate's application: 1. an original primary identity document (e.g. passport) and 2. a secondary identity document (e.g. driver's licence) If neither of these contain a photograph, use an identity referee. There is a requirement under the Act to check your early learning service's records to make sure the identity has not been claimed by anyone else.	Ask the employee to provide you with the following for checking: • an original primary identity document (e.g. passport) and • a secondary identity document (e.g. driver's licence) If neither of these contain a photograph, use an identity referee. There is a requirement under the Act to double check our early learning service's records to make sure the identity has not been claimed by anyone else.
Do an Interview	Interview the candidate and ask specific questions to allow them to talk about their own attitudes, beliefs and behaviours.	Not required
Ask for a work history	Ensure the candidate provides you with their work history ideally for the last five years. This should be contained in the candidate's C.V. or on the candidate's employment application form.	Not required
Check at least one referee	A referee cannot be related to the candidate or part of the candidate's extended family. Confirm with the referee that the information in the candidate's C.V. is correct. Ask the referee if they have any concerns regarding the candidate's suitability to work with children.	Not required
Get more information	Seek information from any relevant professional organisation or registration authority to confirm if the candidate is a current member, registered or certificated by the authority. For teachers we must do this by confirming with the Education Council that they have a current practising certificate.	

Do a police vet	We need to Police vet all employees however if the candidate is a teacher who holds a current practising certificate their Police vet will already have been done. If required, allow up to 20 working days for a Police vet to be completed.	You will need to Police vet all employees you have not vetted within the last three years. If the employee is a teacher who holds a current practising certificate their Police vet will already have been done. If required, allow up to 20 working days for a Police vet to be completed.
Assess the risk and make our decision	Evaluate all the information we have gathered to assess the risk the candidate would pose to the safety of children if employed or engaged. Is the person safe to work with children? <ul style="list-style-type: none"> • Will they actively contribute to a culture of child protection, • Will they make the safety of children a priority? • Will they support our child protection policy etc? • Make a decision based on our assessment. 	
Keep a record	Keep a record of the information gathered:- when we gathered the information the date when safety checks need to be carried out again (in 3 years time). Attach this to the employee's personnel file and ensure it is securely stored. Ensure we meet our obligations under the Privacy Act (Principle 9) when retaining and disposing of employment records.	

8.10 School Schedule

8.10 Outline your proposed school calendar setting out:

- the daily hours of operation;
- indicative student timetables; and
- how the school day and year will be organised to include instruction and assessment, sufficient time for students who need additional instruction, including one-on-one support, to 'catch up' to the standards required, independent study, professional development, parent-teacher conferences, and extra or co-curricular activities

Response:

Daily Timetable – the standard day's structure is as follows:

Time	Monday	Tuesday	Wed	Thurs	Fri
8.30-10am	Karakia, Breakfast club, independent study				
10am-12.30	Tutorial	Learning block	Learning block	Learning block	Special Projects
12.30-1pm	LUNCH				
1-3pm	Learning block	Learning block	Tutorial	Learning block	Special Projects
3-4pm	Student support, academic advice, mentoring sessions, independent study				

Our indicative timetable is provided on the following landscape pages and we also include and assessment timetable – relevant to both this scheduling section and section 8.8:

2019 Indicative School Calendar

Term 1	4th Feb	4 th - 8 th February	11 th - 15 th Feb	18 th - 22 nd February	25 th Feb - 1st March	4 th - 8 th March	18 th - 22 nd March	25 th - 29 th March	1st st - 5th April	8th- 12th April	10 th - 12 th April
	30/1/19 TOD Kura Open Days 24-28 Sep 2018: 28-31 Jan School self review schedule sent out	Waitangi Day 6 th Feb All staff have passwords and smart accounts set up School self review Health & Safety	Formative Staff appraisals School self review Child Protection Policy	Baseline Testing Formative Staff appraisals completed School self review Appraisal Policy	Baseline Testing Completed School self review Literacy	Whole school moderations OTJs, PACT. School self review Literacy	Teacher and Parent Hui School self review Numeracy	 School self review Numeracy	 School self review Student Achievem ent	Daylight Saving Ends 7/4/19 School self review Student recruitment and enrolment	End of Term One Summative Report on Self Review
<p>Teacher's Professional Development Sessions: Monday afternoons 4-6pm (some sessions might only be for one hour)</p> <p>Weekly staff meetings: Friday 4-5pm</p> <p>Monthly Whanau Hui: last Monday of every month 6pm-7pm</p> <p>Note: Sports & Kapa Haka events to be inserted</p>											
Term 2	29 April -3 May	6 th - 10 th Parent- Teacher Subject hui 8th May	13 th - 17 th May	20 th - 24 th	3 rd - 7th June	10 th - 14 th June Mid year reports due Whanau class moderation and editing of mid year	17 th - 21st	24th- 28th June	1st - 5 th July Mid Year Report	5th July End of Term Two	

						reports			sent out	
	School self review Moderations Whanau Group Hui 29/4/17	School self review	School self review	School self review	Queens' Birthday 3rd June TOD 4/6/19	School self review	School self review	School self review	School self review	5/7/17 End of term whanau group presentations

Teacher's Professional Development Sessions: Monday afternoons 4-6pm (some sessions might only be for one hour)

Weekly staff meetings: Friday 4-5pm

Monthly Whanau Hui: last Monday of every month 6pm-7pm

Note: Sports & Kapa Haka events to be inserted

Term 3	22 nd – 26 th July	29 th – 2 nd August	7 th – 11 th August	14 th – 18 th August	21 st – 25 th August	28 th – 1 st September	4 th – 8 th September Teacher and Parent Hui	11 th – 15 th September	18 th – 22 nd September	25 th – 29 th September
	School self review Whanau Group Hui 22/7/19	School self review	School self review	School self review	School self review	School self review	School self review	School self review	School self review	End of Term Three 29th Sep End of term whanau group presentations

Teacher's Professional Development Sessions: Monday afternoons 4-6pm (some sessions might only be for one hour)

Weekly staff meetings: Friday 4-5pm

Monthly Whanau Hui: last Monday of every month 6pm-7pm

Note: Sports & Kapa Haka events to be inserted

Term 4	14th – 18th Parent- Teacher Subject hui 16th Oct	23rd – 27th October Summative Assessments	30th – 3rd November Summative Assessments Moderation	6th – 10th November End of year reporting starts	13th – 17th November End of year reports due Whanau class moderation and editing of year end reports	20th – 24th November	27th Nov – 6th December End of year student report send out	6th December End of Term Four
	School self review NCEA portfolios & reports Whanau Group Hui 14/10/19	School self review TOD 24/10/17 NCEA portfolios & reports	School self review NCEA portfolios & reports	School self review NCEA exams	School self review NCEA exams	School self review NCEA exams	School self review NCEA exams	End of year class presentations Summative Report on Self Review

Teacher's Professional Development Sessions: Monday afternoons 4-6pm (some sessions might only be for one hour)

Weekly staff meetings: Friday 4-5pm

Monthly Whanau Hui: last Monday of every month 6pm-7pm

Note: Sports & Kapa Haka events to be inserted

2019 Year 9 Assessment Programme

Subject: English

Term 1	4th Feb	4 th - 8 th February	11 th - 15 th Feb	18 th - 22 nd February	25 th Feb - 1st March	4 th - 8 th March	18 th - 22 nd March	25 th - 29 th March	1st th - 5th April	8th- 12th April	10 th - 12 th April	
Topic	Unit One Cultural/Rangatiratanga Competency							Unit Two Communication: Whakawhitiwhiti Korero				
Assessment	30/1/19 TOD Kura Open Days 24-28 Sep 2018: 28-31 Jan	Waitangi Day 6 th Feb		PAT Listening Test	PAT Listening Test, e-asTTle reading test, PACT		Teacher and Parent Hui			Daylight Saving Ends 7/4/19	End of Term One 12/4/19	
Term 2	29 April -3 May	6 th - 10 th Parent-Teacher Subject hui 8th May	13 th - 17 th May	20 th - 24 th	3 rd - 7th June	10 th - 14 th June	17 th - 21st	24th- 28th June	1st th - 5 th July Mid Year Report	5th July		
Topic	Unit Three Collaboration/ Whaka huihui mahi									Unit Four Creative Writing/ Matauranga		
Assessment					Queens' Birthday 3rd June						End of Term Two	

Term 3	22 nd - 26 th July	29th - 2nd August	7 th - 11 th August	14 th - 18 th August	21 st - 25 th August	28 th - 1 st September	4 th - 8 th September Teacher and Parent Hui	11 th - 15 th September	18 th - 22 nd September	25 th - 29 th September
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Topic	Unit 5 Citizenship/Whanaungatanga					Unit 6 Character/Mana Ahuatanga				
Assessment										End of Term Three
Term 4	14 th – 18 th Parent-Teacher Subject hui 16th Oct	23 rd – 27 th October	30 th – 3 rd November	6 th – 10 th November	13 th – 17 th November	20 th – 24 th November	27 th Nov – 6 th December	End of year student report	6 th December	End of Term Four
Topic	Unit 7 Critical and Creative Thinking/Ahauanga		Exam Revision							
Assessment										

* Note this is a working document subject to change.

Unit One – Cultural Competencies (Participating and Contributing)

- * Local Assessment – Short Written Text
- * Powerpoint presentation, text will address Maori culture or interaction between Maori and non Maori

Unit Two – Communication (Using Language, Symbols and Texts)

- * Local Assessment – Research
- * Individual research project – Important Historical Figure

Unit Three – Collaboration (Relating to Others)

- * Local Assessment – Extended Written Text
- * Students work in allocated reading groups to produce an investigation and presentation into an extended written text

Unit Four – Creative Writing (Thinking)

- * Local Assessment – not linked to a competency
- * Students can take inspiration from the extended text they have studied or produce an original piece

Unit Five – Citizenship (Participating and Contributing)

- * Local Assessment - Speech
- * Speech topics to be selected using adapted “6c’s” document

Unit Six – Character (Using Language, Symbols and Texts)

- * Local Assessment – Visual Text

Exam

- * Unfamiliar Text
- * Formal Writing

Unit Seven – Critical and Creative Thinking (Thinking)

- * Local Assessment – Create a Visual Text (inspired by one of the texts studied during the year)

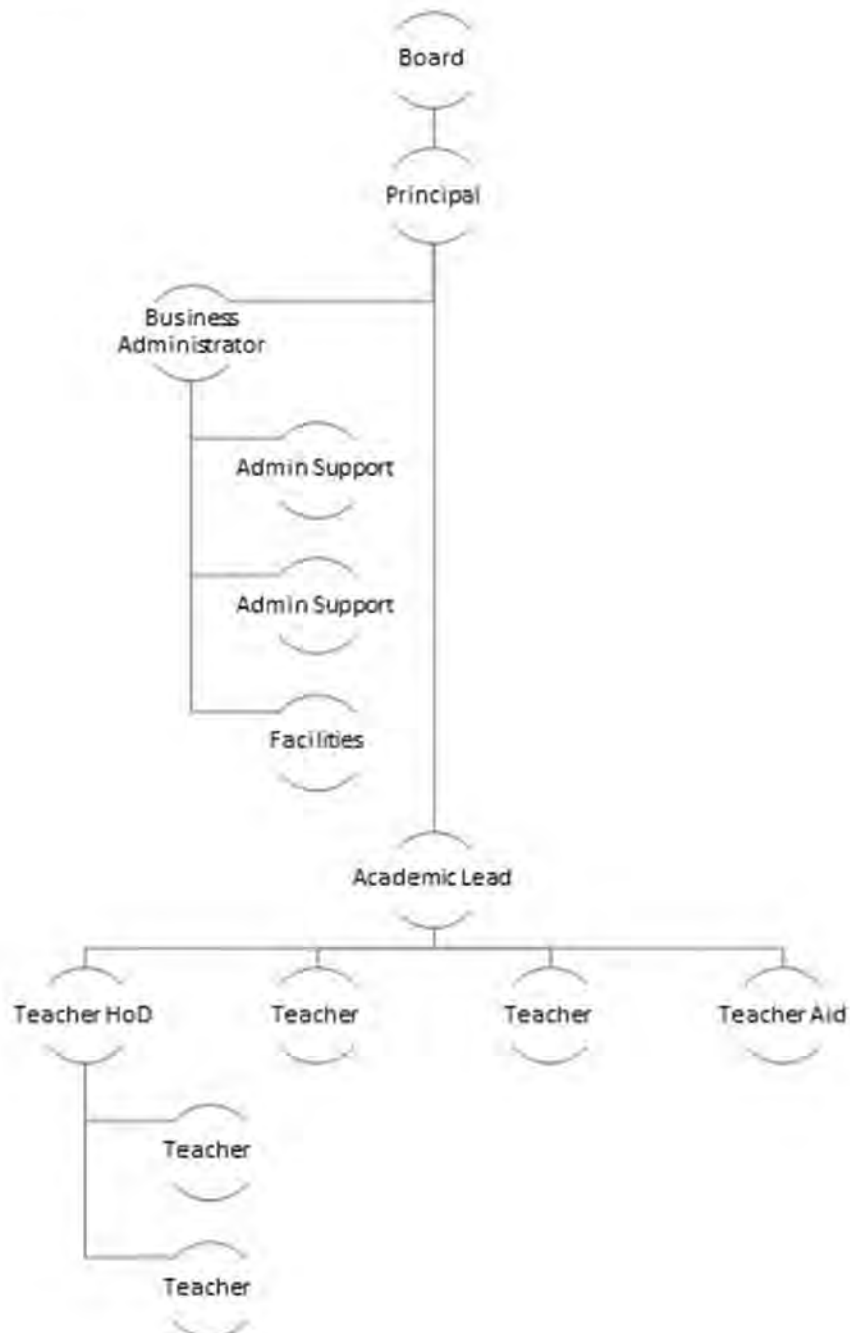
9. Leadership and Teacher Quality and Resources

9.1 Organisational structure

9.1.1 Provide the organisational chart of the proposed school.

Response:

Our proposed organisation is as follows:



9.1.2 Identify the number and type of staff that will be engaged to operate your school

You should adjust the table (add/delete rows) to reflect your proposed school structure

Note: the content of this table should be the same as the 'I-staff' tab in the financial submission.

	2019	2020	2021	2022	2023	2024
Management						
Principal / Academic Lead	1	1	1	1	1	1
Administration						
Administration/Business Manager	0.5	1	1	1	1	1
Admin Support	1	1	1	1	1	1
Other [list]		0.5	1	1	1	1
Property						
Caretaker	1	2	2	2	2	2
Ground-keeper		1	1	1	1	1
Cleaning Staff	1	2	3	3	4	4
Teaching Staff						
Principal / Academic Leader (if shared with management role)	1	1	1	1	1	1
Registered with a current practising certificate or with a Limited Authority to Teach	2	5	7	10	10	10
Registered Teacher Aides	1	2	3	5	5	5
Other [list]	2	3.5	4.5	8	8	8
Teacher Aides	1	2	3	5	5	5
TOTAL (FTEs)	11.5	22	28.5	40	41	41

9.2 Capabilities of school leader and teaching staff

9.2.1 Detail the professional backgrounds, depth of experience, relevant skills and qualifications, and personal qualities that you will seek in a school leader

Response:

We believe that the leader of our school must be someone who:

- Is able to shape the vision of the school and the academic success for all of our students
- Has a strong understanding and commitment to the Treaty of Waitangi
- Actively supports and promotes the learning of te reo
- Makes critical relationships with Maori organisations and individuals
- Has high expectations for all students and a strong commitment to closing the gap between advantaged and less advantaged students
- Is able to spell out high standards and rigorous learning goals
- Makes sure that the notion of academic success for all is embraced by all -teachers, support staff, Board and whanau as a shared vision for all
- Reinforces the schoolwide success agenda in all aspects of the school system
- Ensures that adults and children put learning at the centre of their daily activities
- Creates a culturally safe learning environment for students, teachers, and whanau
- Priorities safety and orderliness in all areas of the school system
- Has a supportive, caring, respectful and high trust environment for teachers and staff
- Builds strong sense of community in the school
- Plays a major role in developing a professional community of teachers who guide and support one another
- Cultivates leadership skills amongst the staff
- Works relentlessly to improve student achievement by focussing on and supporting high quality, relevant and effective instruction
- Is highly confident with student data and is able to discern learning problems but also their underlying nature and causes.
- Able to manage people in times of crisis and seek out appropriate solutions
- Builds professional relationships with significant parties that will enhance the standing of the school
- Represents the school in a professional manner at all times
- Works to make the school a significant feature of the community
- Has a sound understand of the curriculum and is able to confidently communicate clear learning expectations and strategies for achieving success at all levels and across the breadth of the curriculum.
- Understands the needs of special needs learners and makes a point of providing appropriate support for them
- Celebrates the successes of students and staff
- Has excellent communication and on time reporting skills
- Has a comprehensive knowledge of the community, their needs and aspirations
- Is able to work effectively with whanau to meet their aspirations
- Models professionalism at all times

9.2.2 Detail the professional backgrounds, depth of experience, relevant skills and qualifications, and personal qualities that you will seek in the members of the school's senior management team

Response:

Our Tumuaiki Tuarua (Deputy Principal) is expected to do the following:-

- Lead with moral purpose, integrity and has the ability to make sound and ethical judgements.

- Demonstrate cultural sensitivity, responsiveness and understanding of students' cultural diversity and is committed to working in a Kaupapa Maori driven environment.
- Recognise that student learning is paramount and is committed to all students achieving success through competent use of data to improve student achievement.
- Has a thorough and current understanding of NZ Curriculum, Treaty of Waitangi and reporting requirements and is committed to their own ongoing professional learning and development.
- Understands current teaching and learning practice appropriate to a 21st century learning environment.
- Demonstrates sound knowledge in developing an integrated curriculum through modern learning pedagogies.
- Identifies new opportunities and innovations, and leads change where appropriate.
- Develops and maintains excellent professional relationships with staff; is open and approachable.
- Is committed to professional learning of colleagues and is able to support colleagues' performance and growth, inspiring educational excellence.
- Provides sound pastoral care – and develops warm and friendly professional relationships with all students and families.
- Is a team player who is flexible in outlook, resilient and resourceful with a sense of humour.

Acting as Principal in absence of Principal/Tumuaki by;

Ensuring orderly and supportive school organisation and structures are implemented to support learning; Overall leader of curriculum and assessment for all areas of the NZC; Develop an inclusive, Responsive, Future Focussed Curriculum where all students are excited and engaged in learning; Coach and develop team/curriculum leaders to effectively lead their areas and improve student performance; Monitor and report on all students against National Standards; Lead and oversee professional development for curriculum assessment; Coordinate, lead and manage the school assessment and reporting timeline and data collation;

ALLs coordinator/to lift student achievement in literacy; Leading, developing systems and implementing school wide appraisal; Participating in school appraisal system as appraiser and appraiser as required; Parent liaison, whanau support; Oversee the implementation of the school wide behaviour management system; Provide leadership support regarding Kaupapa Maori and Tikanga Maori in all areas of the school; Oversee the effective transition of students from Waatea ECC to the kura; Liaise with the Lead Teacher of Waatea ECC; Participate effectively as a core member of Te Whare Wananga o Waatea Leadership Team; Provide classroom relief teaching as required; Maintaining a current practising teacher certificate.

9.2.3 Detail the professional backgrounds, depth of experience and personal qualities that you will seek in teachers and other school staff

Response:

Teacher/Kaiako – job description

The Kura Teacher develops schemes of work and lesson plans in line with curriculum

objectives. He/she facilitates learning by establishing good relationships with students and by the effective organization of learning resources and the classroom-learning environment. However, the precise duties will be agreed with Te Whare Wānanga o MUMA, as the school's needs change. The main focus of the Teacher job is classroom management. It is expected that the Teacher will have an appropriate level of written and verbal communication skills, ability to encourage and support teamwork and solicit ideas of other teachers, analytical and problem-solving skills and knowledge in implementing their teaching plans.

PRIMARY OBJECTIVES:

1. To ensure that children maximize their learning opportunities.
2. To ensure education of the highest quality is delivered to the children.
3. To provide professional leadership and guidance in an environment which provides effective learning, teaching and personal development of students.
4. To work with the Tumuaki, Academic Lead, Kura staff and Board of Trustees, providing professional and administrative accountability, consistent with the aims of the Te Kura Maori o Waatea charter and the policies and procedures of the Board of Trustees.
5. To meet the requirements of the Practicing Teacher Criteria and Tataiako.

RESPONSIBLE FOR:

Teaching staff are accountable to the above mentioned for the effective operation of their class. This includes the overall management and professional leadership of their class and areas of delegated Kura responsibilities, and the implementation of the aims and objectives of the National Curriculum and Kura Charter through Kura Policies, Procedures and Programs.

FUNCTIONAL RELATIONSHIP WITH:

Children, Parents, Caregivers, Tumuaki, Kura Manager, Kura Staff, Board of Trustee Members, Community Groups, Education Agencies, Education Colleagues.

TEACHER'S CODE OF CONDUCT:

1. Ensure that the needs of children and their learning is paramount.
2. Demonstrate a commitment to the belief that each student is entitled to an education which challenges him/her to achieve personal standards of excellence and to reach full potential.
3. Abide by any statutory obligations.
4. Respect the integrity of staff, members of the Board of Trustees, parents and students.
5. Demonstrate a commitment to own continuing personal and professional growth and development.
6. Work co-operatively with Kura staff.
7. Freely divulge all information on a student to any person with legal rights to the information who requests it.
8. Meets Teacher Code of Ethics.

DUTIES AND RESPONSIBILITIES

CLASSROOM MANAGEMENT

1. Create a safe and engaging atmosphere in class which is conducive to the holistic development, teaching and learning of the students.
2. Encourage social competence, diligence, responsibility, self-reliance, co-operation,

understanding and tolerance in students.

3. Maintain student attendance daily, morning and afternoon. Monitor student attendance and report to Academic Lead any noticeable signs of truancy.
4. Collect letters upon student return from every absence, passing them on to the office for filing; contact parents if necessary.
5. Follow-up on student absence of three or more days, through the School administrative staff.
6. Encourage students to have a tidy outlook.
7. Distribute notices and inform students of events/happenings as necessary.
8. Offer appropriate counselling to students, where possible, or refer to relevant support staff.
9. Organize the classroom and learning resources to create learning environment that inspires the learning uniqueness of each student.
10. Motivate students with enthusiastic, creative and engaging teaching approaches.
11. Maintain Kura expectations of dealing with unwholesome behavior's.
12. Liaise with other teachers, management and parents (if agreed by management) if there are problems of an educational, social or behavioural nature.
13. Follow Kura policies when dealing with complaints of a negative or serious nature.

PROFESSIONAL STANDARD

1. Maintain a professional manner that supports the Kura philosophy which is to be positive and caring role models to our children.
2. Comply with Kura rules and dress code regulations.
3. Stay up-to-date with changes and developments in the structure of the curriculum.
4. Fulfil appraisal expectations which includes completing appraisal documents and allowing for observations by other staff for appraisal purposes.
5. Develop personal development plan with Academic Leader.

CURRICULUM RESPONSIBILITIES

1. Plan, deliver and evaluate lessons, maintaining up-to-date records and forward plans, and delivering the records and plans for regular inspection to the Academic Lead as requested.
2. Organize teaching and learning resources in advance.
3. Maintain and improve personal standards of teaching, sharing ideas with other staff, and remain abreast of developments in their own subject and education generally.
4. Have a sound understanding of National Standards and the application of Assessments.
5. Maintain an overview of every student's academic and social development.
6. Develop and foster the appropriate skills and social abilities to enable the optimum development of children, according to age, ability and aptitude.
7. Link students' knowledge to earlier learning and develop ways to encourage it further; challenge and inspire students to help them deepen their knowledge and understanding.
8. Teach all areas of the primary curriculum which aligns to the Kura Curriculum as required.
9. Provide feedback to parents on a student's progress at parents' evenings and meetings.

ASSESSMENT

1. Review student progress and, where appropriate, seek help for students with perceived special needs. This includes on time assessment and reporting.

2. Review student progress and in the case of behavioural or educational problems communicate these as appropriate to the Tumuaki. Communication with parents to be sanctioned by the Tumuaki in such cases.
3. Competent in marking assessments, making overall teacher judgments and selecting examples for moderation within the team.
4. Complete reports as required and collate report information to write summative narratives of each student's progress.
5. Meet requirements for the assessment and reporting of students' progress.

SCHOOL WIDE RESPONSIBILITIES

1. Attend assemblies, meetings, Whanau Hui, presentations and events, including on Saturdays, as reasonably requested by the Academic Lead.
2. Liaise and maintain close communication with other members of staff and, in conjunction with them, to organize trips, events as necessary, review student progress and discuss possible strategies to reach expected goals for the students, share ideas and resources, collegial focus on student success and the direction of the Kura.
3. Cover for absent colleagues if an emergency arises or when necessary.
4. Undertake other tasks and duties as reasonably requested by the Academic Leader.
5. Coordinate activities and resources within a specific area of the curriculum, and support colleagues in the delivery of this specialist area.
6. Work with others to plan and co-ordinate work

9.3 Recruitment and Retention

9.3.1 Describe your approach to attracting and retaining high quality staff.

If the school you are proposing will be located in a remote area, explain how you will address the particular challenge this presents in terms of attracting high quality teachers including how you might use the flexibilities of the model to assist with this.

Note: a recruitment strategy based solely around the attractiveness of your geographic location or the attractiveness of your unique concept as the strategy for staff attraction and retention is unlikely to meet our requirement. We are looking for a strong plan on how your school will attract and sustain teachers especially in a competitive market.

Response:

Our sponsor, MUMA, has a broad reach into the Maori community which will enable us to recruit through their contacts. MUMA also owns Radio Waatea so we have on site media outlet to advertise for teachers. The website and social media of Waatea has a large audience which we will utilise. We also rely on word of mouth through our existing staff to recruit capable staff and that strategy has generally worked well.

We will use the usual recruitment means, e.g. NZ Gazette, Seek, Trademe Jobs.

We offer a highly competitive and attractive package for teachers including paid study leave, Kiwi Saver, access to Whanau Ora services and on-going robust professional development, cultural development support (ticking and te reo Maori classes) and a friendly, safe working environment.

Our experience with the current school is key and we have found that older teachers are more stable, have life interest to impart and are less impacted by the financial issue besetting the younger generation.

9.3.2 If you are proposing to use teachers who do not hold a Practising Certificate, explain your rationale for this, what subjects they will teach, what experience or skills you will require them to have, and the role they will play in the day-to-day operation of the school

Response:

All teachers will be fully registered. We currently employ a kaumatua kuia to assist with our te reo programme and we intend to do the same at the Wharekura. As with all of our staff, they will be police-vetted and be subject to the checking procedures that are outlined in our Child Safety Checking Policy.

9.4 Professional Learning and Support

9.4.1 Outline your approach to teacher appraisal, performance management and professional development and how it will contribute to a culture of continuous development within the school

Response:

We have been effectively using Interlead as our online appraisal system with all teaching and ancillary staff in our ECC and Kura. We will do the same in the Wharekura.

All staff will have three appraisals each year. The first appraisal is carried out at the beginning of the year to set performance and professional development goals. The second appraisal is a checkpoint discussion of progress against the set goals and the third appraisal is a summative assessment of achievement. In the first session, the appraisee will set at least three goals. One goal will be linked to a school wide goal as outlined in the school's Annual Plan, another goal is linked directly to the relevant student achievement targets and a third goal will be a personal development goal. Staff will receive training on Interlead and are expected to complete their self appraisals prior to the scheduled appraisal sessions with the Tumuaki.

	Conducted when:	Objective
Initial Appraisal	Start of year (term one)	Goal setting
Second Appraisal	mid year	Checkpoint
Third Appraisal	End of year	Summative assessment

Staff will continuously upload their reflections onto Interlead which will contribute to a compilation of their professional learning journal that is required for the renewal of their practising certificate.

Appraisals and on-going review of policy and procedures will ensure continuous and planned development of the school.

Teacher Professional Development

Consistent with the concept of AKO, all teachers are expected to maintain their professional content knowledge in line with developing research and educational theories. All teachers will be expected to acquire relevant qualifications to at least Masters level. The school will provide a study grant of up to \$1500 per year for each staff member. If they leave the school within two years of receiving the grant or do not complete their study, they will be required to reimburse the school. Time off to attend lectures and prepare for exams will need to be negotiated. Study goals and allowances will be confirmed at the initial appraisal session in each year and evaluated at the end of year appraisal session.

Staff also attend two hour scheduled weekly professional development sessions. They are required to reflect on Interlead their learnings from these sessions. A schedule will include relevant readings, discussion points, and tasks. Staff will receive the PD schedule at the start of the year and update schedules at the end of terms one, two and three. The principal and DP will also arrange where possible to bring in professional advisors as required, e.g math, ICT, literacy specialists.

Staff may also attend external PD classes but again this must be pre-approved by the DP and Tumuaiki and be relevant to their personal and school learning goals.

9.5 Other Resources

Please provide a high-level list of the resources and specialist equipment you will require to run your school.

Resource/Equipment	How you will source this resource (including if funded or donated) If donated, please provide evidence to support this occurring
<p>Note this list is for our initial start up year:-</p> <p>ICT_Hardware</p> <ul style="list-style-type: none"> • Wireless tablets/Chrome books x 50 • Mobile TV's with WIFI connections x 3 • Laser printer • Flatbed scanner • Short throw projector • Digital camera • School server • Digital backup storage facility • Multi-media workstations x 2 • Whiteboards • ICT assessories (mouse controllers, headsets) 	<p>We will purchase this</p>
<p>ICT Software</p> <p>Library search software</p> <p>Access-it</p> <p>Various math programmes (IXL, Mathletics)</p> <p>Coding & control technology</p>	<p>Set up provided by Mangere Library</p> <p>Already purchased</p> <p>Will extend existing IXL contract and purchase other</p>
Resource kits	

STEAM makerspace x 3 Math kits	To purchase (\$1500)
Young Engineers classroom robotics Math kits x 4	Provided by Squiggles Kohia Centre \$2.3k- will purchase
Other Laminator and pockets Portfolio folders	To purchase

10. Community Outreach and Engagement

10.1 How will you develop community support for and engagement with your proposed school?

Response:

At the marae level – we have the capacity to involve whānau and community through the marae setting which is inclusive of all whānau, Hapū and Iwi.

The marae acts as a community centre, as a space for members of the community to come together, share, speak and eat, where the concept of manaakitanga which places value on hospitality, care and humility underpins the attitude throughout the school. Often enough, education institutions are daunting experiences for whānau that have very little experience in the education system. The marae setting is able to break down barriers and relieve insecurities, providing a sound environment for whānau to become more involved in the learning process.

Marae protocol will be practiced, for example pōwhiri which will be conducted to formally welcome first-time students, whānau and members of the community. After the formal welcome, they are no longer considered 'strangers' or 'visitors', but as part of the life force of the marae and school. This gives our whānau who are considered urban Māori the opportunity to re-connect to their culture and provide an enriching environment for them and their whānau to participate in.

In the wider community – MUMA has occupied a leadership role for urban Māori for over 25 years. This role has generated many linkages with organisations throughout South Auckland. Some of these are listed in 10.2 below and these relationships are used to further the aims of our kura.

Our Board Members are all influential and connected to the community in a variety of ways. Willie Jackson is a member of senior Maori bodies and we have media involvement that helps with community support and engagement. Back in Section 7 we showed how we'll approach generating community links and interest at enrolment time i.e.:

- Add notice and expression of interest form to website
- Interviews on Radio Waatea
- Announcement on MUMA website
- Notice in newsletter to ECC and Kura whanau
- Flyer campaigns around local streets
- Market day flyer campaigns
- Attending local events with enrolment team
- MUMA staff enlisted to seek EOIs from Whanau
- Newsletters to Whanau showing interest
- Open days at Wharekura
- Phone contact to confirm continued interest
- Whanau interviews with staff
- Regular phone contact with Whanau leading up to opening day
- Trial bus runs making contact with Whanau
- Staff making contact with Whanau to introduce themselves.

These types of activity are not one-off. They are the foundation of community engagement

and support and activity of this nature will be a regular occurrence. The proof of our approach is in the success of the current kura.

10.2 What community partnerships have you established or do you intend to establish to support the school? How do these community partnerships link to your curriculum and outcomes?

If you have already developed community partnerships, please attach evidence of this (e.g. letters of support from parent groups, community groups, iwi, etc. supporting the establishment and running operation of your proposed school in the area).

Response:

Our MUMA community partnerships are extremely extensive and longstanding. In addition to the marae and tertiary institution relationships already discussed, below are some of our relationships:

Organisations we are a member of	Organisations we have a strategic relationship with	Organisations that are part of our local affiliate
<ul style="list-style-type: none"> National Urban Māori Authority Te Putea Whakatipu Trust Iwi Māori Radio Network New Zealand Māori Council Auckland Māori Council Restorative Justice Aotearoa 	<ul style="list-style-type: none"> Work and Income New Zealand (Work and Income) Ministry of Social Development (MSD) Department of Child, Youth and Family Te Puni Kokiri Ministry of Justice Department of Corrections New Zealand Qualifications Authority (NZQA) New Zealand Police (Counties Manukau) Te Wananga o Aotearoa UNITEC Auckland University of Technology (AUT) New Zealand Federation of Family Budgeting Services Inc Aotearoa Credit Union Auckland City Mission 	<ul style="list-style-type: none"> Raukura Hauora o Tainui Huakina Development Trust Auahi Kore Te Hotu Manawa Māori Te Reo Marama Presbyterian Support Counties Manukau DHB East Tamaki Healthcare Ltd Probations Offices Manukau Courts Papakura Court Pukekohe Court

And schools we consider to be close (often via past mentoring programmes and other support activity) are:

Secondary:

- Manurewa High School
- Aorere College
- Otahuhu College
- Maungakiekie

Primary:

- Michael Park School
- Te Piranga
- Te Otinga Kohanga
- Te Huinga Reo

- Mangere School
- Te Kura Kaupapa Māori o Mangere
- Wesley College
- Rutherford College
- Ka Aroha College
- Hillary College
- Tangaroa College
- Ngati Otara Kohanga Reo
- Te Reo Rangatira ki Whaiora
- Te Kupenga
- Whakatupuranga
- Ki Tamariki Rawhiti
- Rongomai

The whānau, marae, school and tertiary relationships have obvious and deep links to our curriculum and model. The commercial and industry relationships provide pathways for work experience and post-school, placement.

10.3 How will you engage with parents/family/whānau in their child's learning?

Response:

Whakawhānau process will be initiated at initial hui and enrolment which will set the scene for ongoing whānau involvement. The Teacher and parent/caregiver and whānau relationship/s need to be strong, which is why we will gain family buy-in from the outset and maintain an 'open door' policy where parents can come and view the classroom at any point, have active input and participate in learning.

Whānau Ora in the Kura

One of our major advantages is that MUMA is a Whānau Ora provider. We have access to a plethora of services that support the tamariki and whānau simultaneously. The support includes welfare assistance, health, education, employment; budgeting and pathways to external services that provide assistance in specialised areas such as counselling. This is invaluable in pastoral care.

But Whānau Ora goes beyond this and underpins goal setting for the student. We conduct a Goal Setting Session, as opposed to a parent interview, in the first term which involves the student, their whānau and teacher. Together will decide on the goals they want to achieve, how the student, whānau and teacher can assist in achieving the goals, and a timeframe to achieve those goals. Reviewing the goals will occur in the fifth week by student and teacher and at the end of term with the student, teacher and whānau. This process amounts to a student-specific 'Whānau Ora learning roadmap.'

Reporting to whānau on student achievement is regular and holistic. There is a mid-year hui held with the student, whānau and teacher to discuss the student's progress and to look at possible steps that need to be taken by all to continue to support the student.

Whānau and students receive a mid and end-of-year report. The mid-year report includes the student's progress across all learning areas with comments that reflect the students' attitude towards learning.

Other whānau-involvement activities

The Whānau Ora-based goal setting and monitoring process is the key to involving whānau in their child's learning, but this is augmented by communications and wider involvement.

We provide a variety of ways for parents to provide input into decisions that affect the school, depending on the level of significance of the change. Should we wish to discuss a

significant issue, we will invite parents and stakeholders to attend a community hui.

At a lower level, we invite parents to contribute their views. We will contact parents through written communications delivered by email or in hard copy hand-delivered via the pupils. We will also consider other forms of communication such as text and social media and maintain an active and informative website.

To follow up we may hold a series of parent/teacher meetings (in addition to standard parent/teacher meetings) to discuss the issue at hand.

In keeping with our approach to more fully engage the whānau in the education of our tamariki, we will hold seminars for parents so that they become interested and exposed to education as well.

11. Premises

11.1 Premises

11.1.1 If known, provide the address of the proposed school premises (if more than one option, provide details of each) and the certificate of title number/identifier (if known)

Response:

There are three addresses proposed:

Nga Whare Waatea, 31 Calthorp Close, Mangere

Manurewa Marae, 81 Finlayson Ave, Manurewa

Te Whare Wananga o Awanuiārangi, Manukau Campus, 19 Lambie Drive, Manukau

11.1.2 If not known, when and how will the school site be identified and are there any preferred sites? Please provide details of any preferred sites and a detailed plan (including all steps and actions likely to be required and a timetable) for how such preferred sites will be acquired/secured.

Response:

Not applicable – we know are target sites.

11.2 Current Property

11.2.1 Are the proposed premises currently owned or leased by the Applicant?

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

If not currently owned or leased by the Applicant, what steps are required to be taken to acquire / secure a lease of those premises?

Response:

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

11.2.2 If the answer to section 11.2.1 is that the property will be leased, describe the type of property arrangement, including the terms of any tenancy (if applicable) and provide written evidence of that property arrangement (e.g. a copy of the certificate of title or written agreement from the owner of any leasehold agreement)

A large black rectangular redaction box covering the entire response area for section 11.2.2.

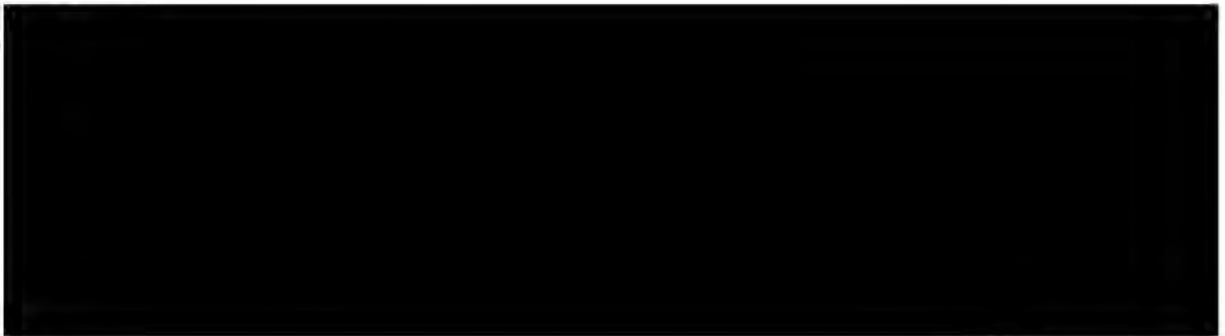
11.3 Building Alterations

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

11.3.1 Are the existing facilities on the proposed site that you intend to utilise for the partnership school adequate for school use in their current state?

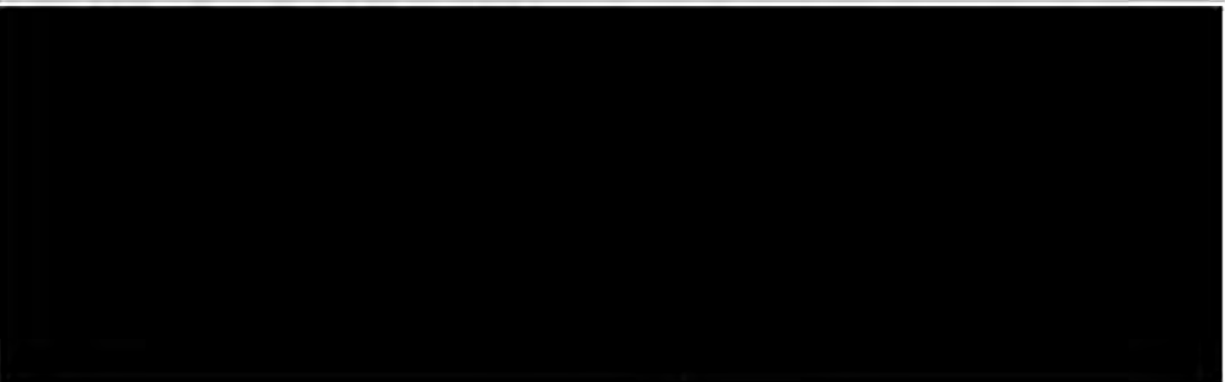
Yes

Response:

A large black rectangular redaction box covering the entire response area for section 11.3.1.

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

11.3.2 Do you envisage that these premises you propose for the school will be the permanent site for the school?

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

11.3.3 If the answer to 11.3.1 is No (not adequate), (i.e. the proposed site is not currently adequate) describe how the premises or facilities would need to be altered to make them suitable for the proposed school, including reference to any plans to renovate or extend the existing facilities and how that will be funded and timing for such renovations or extensions. If the premises will not be the permanent site, outline what your longer-term property plans are.

Response:

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

11.4 Sharing with another school

11.4.1 Will the partnership school share any facilities or other resources with another state school? If Yes, which state school and what premises / resources?

No

Response:

Not applicable

11.5 Consents

11.5.1 Describe if there are any known consent issues that may impact the ability to use the proposed premises or facilities to operate a partnership school (or the date by which they can be used)

Response:

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

MUMA does not foresee any consenting issues.

11.6 Expansion as roll grows

11.6.1 Describe plans for expanding school facilities to match your projected roll numbers, including how you will attract additional staff and acquire other resources needed to serve a larger student body

Response:

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

Under this model, the roll grows at the higher year levels when the relationship with Awanuiārangi helps to meet the facility needs.

Ultimately, the goal is to keep the Wharekura accessible and within easy reach for the communities it serves. The Wharekura will operate a bus service to link the campuses.

Ng Whare Waatea will be the hub for all Wharekura activity and will be resourced to ensure that strong connections are created and maintained throughout the three locations.

11.7 Asset Management

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

11.7.1 Explain your proposed strategies for asset management and maintenance of your proposed premises and facility, including assurance processes that ensure applicable codes and standards are maintained for the term of the Agreement.

Response:

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

[REDACTED]

The marae Wharenui and other culturally-focused facilities will continue to be available for the Kura to use when not required for cultural purposes. When the facilities are being used for cultural purposes the involvement of the students is both encouraged and welcomed. This approach is currently working well with the Early Childhood Centre and Te Kura Maori o Waatea.

[REDACTED]

Our costing approach factors in the use of multiple sites and the nature of these facilities (spare capacity, existing maintenance arrangements, etc.) are such that it does not pose a major burden)

12. Non-Government investment/Funding and Financial viability

12.1 Non-Government Funding/Investment

12.1.1 To successfully deliver the school vision and mission and the desired level of educational achievement, it is likely you will need to source funding and resources from outside of the public sector. Outline your approach to attracting either private sector investment or resources and/or philanthropic or community-based funding.

Response:

MUMA recognises that access to capital is a critical success factor for Partnership Schools. The cashed-up property fund provides operational funding for facilities but not the upfront capital requirements to develop and build facilities.

The experience with opening its existing Partnership School has provided learnings for how to establish a school with minimal capital.

Our model for the Wharekura leverages existing community facilities and the capability of a relatively large (compared with most community organisations) tertiary provider.

MUMA has also made use of resources immediately available such as marae land, the Wharenuī and community support (Whānau Ora) services.

This resource spreading and multiple use approach creates a unique funding model, sustainable within low socio-economic communities.

MUMA will continue to canvas wealthier individuals, small businesses and corporations for funding support. However, the ability to survive with or without this type of funding is critical to ensure long term viability.

12.2 Non-Government /Resourcing Funding Secured

Outline the financial or in-kind support you have in place for your proposed school. As per 2.8.3 of your EOI response, we request that you now provide evidence of the support you indicated in your EOI (e.g. letters from non-government funders/supporters detailing the level of support they will provide to the proposed school and when it would be provided).

If you wish to list any support you are yet to secure, you will need to include a plan securing this support.

If you have included any not-yet- secured funding in your financial forecast, please make this clear in the financial submission.

Name of Organisation	Support they will provide	Is a letter or other evidence attached?
Te Whare Wananga o Awanuiarangi	Partnership, pathway connection points, facilities, accreditation support	Support letter provided

Name of Organisation	Support they will provide	Is a letter or other evidence attached?
Te Kapehu Whetu	Curriculum design	Support confirmed and letter available?
Te Wananga o Aotearoa	Pathway connection points and resourcing	Support confirmed
Manukau Institute of Technology	Pathway connection points	Have had successful conversations
Manurewa Marae	Satellite location under Option 2	Support letter provided
Waatea603am	Advertising and infomercials	Support letter provided
Young Engineers	Curriculum support	Support confirmed and letter provided?

12.3 Financial Submissions

You are required to complete two financial submissions:

- A. *Financial Forecast - this is your school's budget and financial forecast. It should be based on your organisation achieving its projected roll numbers. This forecast must include the establishment period and the first six years of operations.*
- B. *Sensitivity test - we are looking to understand the impact of roll variability on the financial viability of your school. To assist in our understanding, a second version on your above budget, needs to be submitted, but in this forecast you must demonstrate the impact not achieving the projected roll by would have on your operations. This forecast should be based on achieving 80% of your projected roll numbers for 2020 to 2025 (after the guaranteed funding period). Make clear what expenses will be adjusted and/or additional non-government revenues sought to sustain the viability of your school if this scenario actually arises.*

The Financial Forecast and the Sensitivity Test must be completed on the template provided.

In this process you can request that the Ministry calculate the indicative level of Crown funding you would receive for you to input into the spreadsheet. If you would like us to do this, you will need to email your projected roll table (from section 7.1 of application form) to PartnershipSchoolsApps@education.govt.nz by 21 April 2017. We strongly recommend that you do this.

Additionally, we strongly recommend that you ask an Accountant to check your spreadsheets before they are submitted. Note: We are unable to accommodate significant rework due to errors in financial submissions in our timeline.


If your financial forecast includes revenues (other than those provided for under the Partnership School Contract) we will require specific evidence to support this (e.g. letters of commitment).

12.3.1 Clearly outline all assumptions you have made in your financial submission.

Response:

One of the key assumptions is that the required teaching staff can be recruited and retained.


MUMA considers there to be improving economies of scale with the Group's total revenue from education exceeding \$ [REDACTED] through the combined activities of Waatea ECC, Te Kura Maori o Waatea and the proposed Wharekura. These economies will be applied to meeting competitive remuneration levels. s 9(2)(b)(ii) OIA



12.3.2 Clearly articulate how you would manage your budget if you achieved lower than anticipated numbers and therefore Ministry funding (e.g. 80% of anticipated roll numbers). Outline what cuts you would make to costs and/or where you would source additional revenues to make up any potential shortfall.

Response:

The Sensitivity Tested forecast shows that we are confident that costs can be managed to still achieve financial performance targets without eroding investments in teacher staffing numbers. The assumption made is that the same configuration of classes would occur but with reduced class sizes.



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

13. Acceptance of Draft Agreement

The Ministry's commercial position is reflected in the draft Contract attached as Schedule 1 to this RFP.

If you would not be prepared to enter into the draft Contract in the form attached, you will need to specify the amendments you consider are required to the form of contract and the reasons you are requesting them, proposing an alternative position that would protect the interests of both parties and confirming that all the other clauses in the contract are acceptable.

Applicants should note that the Ministry is currently reviewing the draft Contract, and we expect to release a revised form of draft Contract to each Applicant (or, if shortlisting has already occurred, a clear outline of the proposed changes will be provided to shortlisted Applicants. If this occurs, Applicants or shortlisted Applicants (as applicable) may be asked to update their response to confirm their acceptance of the revised draft Contract or provide their requested amendments in accordance with the paragraph immediately above, and any further instructions given by the Ministry.

The Ministry will, in its absolute discretion, take any amendments proposed by the Respondent into account during the evaluation process, but the Minister is under no obligation to accept any such proposed amendments.

Should an Applicant be selected to proceed to contract negotiations, only those provisions identified as requiring amendment in the Proposal (including as updated after the release of the revised draft Contract) and any entirely new provisions that the Minister may introduce after that as forming part of the final Contract can be the subject of contract negotiations. If an Applicant raises new or different issues, at the contract negotiation stage, this may result in contract negotiations with that Applicant being terminated.

Clause number	Preferred change	Reason for preferred change
	We are fully-conversant with contracts of this nature and MUMA holds, and has, held numerous similar contracts with the Ministry of Education and other government agencies.	
	We have no concerns and require no changes.	

14. List of Suggested Appendices

Below is a list of suggested appendices that are referred to in this application form.

Indicate if you have attached the suggested information. If it's not applicable to your submission, then write "NA" in the table.

We request that the Appendices should be attached as one combined PDF attachment. The appendices are in addition to the 100-page limit for this RFP response.

Appendix	Section reference	Attachment suggested	Attached?
A	2.1(s)	Confirm whether any support (e.g. written assurance) has been obtained from the shareholders, members or beneficiaries (as applicable) to show that they support this Application [Note: include any evidence as an attachment to this Application]	Attached at Appendix A, as required
B	3.1(m)	Confirm whether any support (e.g. written assurance) has been obtained from the shareholders, members or beneficiaries (as applicable) to show that they support this Application [Note: include any evidence as an attachment to this Application]	Not applicable – MUMA is the Sponsor and this appendix is for the case where Applicant is not Sponsor
C	3.6	Latest audited accounts Latest annual report	Attached at Appendix C, as required
D	7.4	Provide evidence that your cohort of students will choose to enrol in your proposed school Attach evidence to support this. For example, surveys you have undertaken letters of support from local parent groups, iwi or others	Attached at Appendix D, as required
E	8.1.2	If you plan to develop your own curriculum attach your curriculum handbook (if you have one)	Not applicable – we will follow the NZ Curriculum
F	9.5	If resources are being donated or funded, please provide evidence to support this occurring	Not applicable
G	10.2	If you have already developed community partnerships, please attach evidence of this (e.g. letters of support from parent groups, community groups, iwi, etc. supporting the establishment and operations of your proposed school in the area).	Not attached – MUMA has a myriad of partnerships that have been developed since 1986
H	11.2.2	Provide written evidence of that property arrangement (e.g. a copy of the certificate of title or written evidence from the owner of any leasehold agreement)	Attached at Appendix H, as required


Appendix	Section reference	Attachment suggested	Attached?
I	12.2 + 12.3	As per 2.8.3 of your EOI response, provide evidence of (additional financial and resource support) (eg letters from non-government funders/supporters detailing the level of support they will provide to the proposed school and when it would be provided).	Yes
Other (specify) J		Current school ERO report Supporting the performance of the current kura	Yes
Other (specify) K	8.9.3	Safety Checking Policy	Yes

15. Applicant Declaration

Each Applicant is required to complete the following declaration. For joint or consortium applications, each party must complete a separate declaration.

Topic	Requirement	Applicant's declaration
Application submitted on behalf of a Sponsor to be formed	If this application has been submitted by the Applicant on behalf of a Sponsor, the Applicant acknowledges and agrees that all statements and commitments made in this application, including the warranties given in this section, will be capable of being given (in some form) by the Sponsor still to be established	not applicable
RFP response:	The Applicant has prepared this application independently to operate a partnership school. OR jointly with [insert name of Applicant#2] OR in consortium with [insert names of each consortium Applicants]	agree
RFP terms:	The Applicant has read and fully understands this RFP, and the RFP terms in part two of the Requirements and Rules of this RFP, and agrees to be bound by them.	agree
Collection of further information:	The Applicant authorises the evaluators: <ul style="list-style-type: none"> to collect any information about the Applicant, from any relevant third party, including a referee, or previous or existing client, and to use such information in the evaluation of the Applicant's application. 	agree

Objectives and Requirements:	<p>The Applicant has read and fully understands the nature and extent of what is required by the Ministry and the Minister as described in parts one and two of this RFP.</p> <p>The Applicant has the necessary capacity and capability to fully meet or exceed the deliverables in the operation of a partnership school and will be available to operate their partnership school throughout the proposed contract period.</p>	agree
Proposed Contract:	<p>The Applicant has read and fully understands and accepts the Agreement terms and conditions as stated in the draft contract attached as Schedule 1 or has completed the table of proposed contract derogations in the form set out in the table at section 13 of this response form. If successful, the Applicant agrees to sign a contract based on the draft Contract or, if the Applicant has identified any proposed contract derogations, the Applicant agrees to sign a contract based on the draft Contract subject to negotiating those clauses identified in section 13 of this response.</p> <p>If a revised form of draft Contract is released to the Applicant during the RFP process, and the Applicant has updated their response to confirm their acceptance of the revised form of draft Contract or to request further amendments in accordance with section 13 above, the Applicant, if successful, agrees to sign a contract based on the revised form of draft Contract, or to sign a contract based on the revised form of draft Contract subject to negotiating any requested further amendments identified in its updated response.</p>	agree
Conflict of interest:	<p>The Applicant warrants that it has no actual, potential or perceived conflict of interest in submitting this application, or entering into a contract to operate a partnership school. Where a conflict of interest arises during the RFP process the Applicant will report it immediately to the Contact Person.</p>	agree
Ethics:	<p>The Applicant warrants that in submitting this application it has not:</p> <ul style="list-style-type: none"> entered into any improper, illegal, collusive or anti-competitive arrangements with any competitor directly or indirectly, approached any representative of the Minister, Ministry or the Board to lobby or solicit information in 	agree

	<p>relation to the RFP (except where allowed for during the clarification period).</p> <ul style="list-style-type: none"> attempted to influence, or provide any form of personal inducement, reward or benefit to any representative of the Minister, Ministry or the Board. 	
Offer validity period:	The Applicant confirms that this application remains open for acceptance for a period of one year from the closing date.	agree
Publication of Application details	The Applicant accepts that, due to public interest associated to this application process, it is intended that the submitted application will be made publicly available on the Ministry of Education website, subject to any deletions that would be justified if the information had been requested under the Official Information Act 1982.	agree
Declaration:	<p>The Applicant declares that in preparing this Application it:</p> <ul style="list-style-type: none"> has provided complete and accurate information in all parts of the application, in all material respects secured all appropriate authorisations to submit this application and is not aware of any impediments to its ability to enter into a formal contract to deliver the outcomes. <p>The Applicant understands that should it be successful in being awarded a contract with the Minister, the falsification of information, supplying misleading information or the suppression of material information in relation to this RFP will be grounds for termination of the contract.</p>	agree
DECLARATION <ul style="list-style-type: none"> This application has been approved, and is signed by, a representative of the Applicant who has the authority to do so. This representative is named below. This representative declares that the particulars provided above and in the attached application documents are accurate, true and correct. 		
Signature:		s 9(2)(a) OIA
Full name:	Rodney Wyn OSBORNE	
Title / position:	General Manager, Operations, Manukau Urban Maori Authority Incorporated. Executive Director, Te Whare Wānanga o MUMA Ltd.	
Date:	Tuesday 9 th May, 2017	

Appendices – in separate PDF