

the community-based educational providers will be selected and monitored was also required.

### C-Me – original proposal

Applicant	C-ME Mentoring Foundation				
School Name	Na Koro ni Vuli				
Target Students	Pasifika, low socio-economic				
Location	Papatoetoe				
Maximum Roll	135				
Year Level	2014	2015	2016	2017	2018
11	45	45	45	45	45
12		45	45	45	45
13			45	45	45
Total	45	90	135	135	135
% Roll Growth		100%	50%	0%	0%

47. C-Me proposed to start a small-scale trades-focused senior secondary school (Y11-13) targeting Pasifika and Māori students.
48. The Board was impressed with the Trust's presentation and the strengths and proven track record of those presenting and also those supporting the proposal. The applicants were able to demonstrate financial expertise, community Pasifika representation, experience in the areas of trades and vocational pathways, and educational experience.
49. C-Me has an established track record in the South Auckland community through mentoring Māori and Pasifika children from 16 schools across Auckland in an initiative known as Trades At School. Under this programme, 80 students are currently mentored and the applicants indicated they had to turn away 250. This PSKH proposal would enable the team to focus their work and support the unmet need for trades training.
50. Through John Kotoisuva there is strong community awareness and long-term relationships with industry and ITO networks. The C-Me approach is a very familial based one, whereby the students are acknowledged and engaged as part of the wider community.
51. Another member of the development team, Ray Miller, has been involved with the establishment of a Tai Wananga and his contribution on the curriculum development side of C-Me's proposal was seen as a strength.
52. The Board had concerns about the singular trades focus of the school and the relatively limited academic curriculum offered, which is to be supplemented by Te Kura. It was also concerned about constraints around the premises and facilities the applicant proposed to use. Both of these issues have specifically been addressed in the applicant's proposed partnership with PPAT.

### Revised PPAT proposal

53. Under the revised proposal PPAT is the entity solely responsible for governance, management and strategic direction of the PSKH, which will be named the Pasifika Community Academy (PCA). The PPAT Board of 5 will comprise Trustees from PPAT, C-Me, the Village Community and Youth Services Trust. The proposal incorporates a number of personnel and features from the C-Me proposal.
54. Based on the outline submitted by the chair of PPAT, Michael Jones, the revised proposal addresses the Board's concerns with the original plan. In particular the governance structure is sound and accountabilities clear. Leadership will be provided by two individuals with high respect in the Pasifika community, Michael Jones and John Kotoisuva. The trades training feature is retained, but as an adjunct to a broader educational offering supported by an academic board. The Board will review these initial conclusions when full details of the revised proposal are provided by 4 July 2013.
55. The curriculum for the Pasifika Community Academy is based around 4 key pillars (the Vaka of learning) being technology (trades, IT, graphic design), entrepreneurship (business development, management, financial literacy, marketing), creative arts (performing arts, music, dance, media studies, television production) and well-being (health, sports, community development, nutrition, physiology, psychology).
56. The school will operate at senior secondary level (Yr 11-13) and is to be located in a suitable facility in or around Otahuhu, South Auckland. The proposed roll is 80-100 in 2013, growing to close to 400 by 2017.

## Rise Up Trust

Applicant	Rise Up Trust				
School Name	Rise Up School				
Target Students	Māori, Pasifika				
Location	Mangere				
Maximum Roll	100				
Year Level	2014	2015	2016	2017	2018
1-2	12-15	12-15	12-15	24-30	24-30
3-4	12-18	12-18	12-18	24-36	24-36
5-6	12-17	12-17	12-17	24-34	24-34
Total	50	50	50	100	100
% Roll Growth		0%	0%	100%	0%

57. Rise Up Trust is a not-for-profit organisation set up in 2006 with a vision to provide wrap-around educational solutions for Pasifika and Māori whanau. Between 2010 and 2013 they delivered 35 programmes to 617 South Auckland parents and children.
58. The PSKH application proposes to establish a primary school (Y1-8) delivering to a roll of 50 in 2014, rising to 100 by 2018. It would offer specialisation in sports, languages and arts.

59. The Board was impressed with the strength and quality of the educational offering and noted the school's ambitious National Standards targets (85 – 87% in the first two years).
60. The applicants were clearly very competent and made an eloquent and convincing case that their experience in achieving positive education outcomes for Pacific and Māori children can successfully be translated into the development of a school.
61. Rise Up is working collaboratively with the Villa Education Trust (Mt Hobson Middle School) and if both applications are successful have agreed that Rise Up's Y7 and Y8 students may transfer to Villa's South Auckland site. In this instance, Rise Up would redistribute their roll across Y1 – 6.
62. The Board noted that there are mutual benefits to be derived from this approach, with Villa offering Rise Up added curriculum and school development support, and Rise Up providing support to Villa to develop community networks in South Auckland.
63. The Board tested the applicant about the relationship between the Trust and Villa. The responses were honest and insightful and persuaded the Board that such a relationship would be mutually strengthening. At the same time, the Board was satisfied that this application is not dependent or reliant on the relationship. It noted that the two schools have distinctly different offerings and strengths.
64. Referees checks were contacted by the Board. No issues of concern were raised.
65. The Board resolved to recommend that the Sponsor be approved to open negotiations to establish a school in term one 2014.

### Villa Education Trust

Applicant	Villa Education Trust				
School Name	To be decided				
Target Students	Māori, Pasifika, low socio-economic				
Location	3 Campuses, West Auckland, South Auckland, Whanganui (pre-refinement recommended by the Board)				
Maximum Roll	420				
Year Level	2014	2015	2016	2017	2018
7-9	180				
7-10		230	405	420	420
Total	180	230	405	420	420
% Roll Growth		28%	76%	4%	0%

66. This is a strong proposal put forward by experienced operators who have demonstrated their capability through the formation and operation of a new facility, Mt Hobson Middle School, over the past decade. The original proposal was that the Villa model be expanded into three new locations (South Auckland, West Auckland and Whanganui), and that the new schools specifically target priority learners.

67. The Board felt that the experience of the applicants and the depth of proposed involvement of community groups meant that priority learners would be well served and would be attracted to the schools through support from community liaison officers, and due to the reputation the schools are likely to develop.
68. However, the Board was concerned that opening in three sites could stretch the resources of the applicant too thinly. The Board also had reservations about the West Auckland location. This is a large and complex area and some of the existing schools in this area are progressing well. The Board did not feel the case for a Villa type model in West Auckland at this time is compelling.
69. [REDACTED]
70. The Board recommends that the Villa Education Trust application be approved on the basis that in the first instance a single campus be established, the location being South Auckland. [REDACTED]
71. [REDACTED]
72. Referee checks were undertaken. No issues of concern were raised.
73. The Board resolved to recommend that this Sponsor be approved to open negotiations to establish a school in South Auckland to open in term one 2014.

#### The remaining short-listed applicants

74. Following interviews and full consideration, the Board recommend that the following short-listed applications be declined:
- 180 Degrees Trust
  - Ora Charitable Trust
  - Te Kahao Health
  - Destiny Church School, and
  - Manukau Christian Community Trust

#### **180 Degrees Trust**

75. 180 Degrees has had significant success with its existing programme targeted at the priority learner groups. This suggested a capability that should be

explored further. The interview reinforced the Board's view that the applicant is achieving remarkable success and displays significant skill in helping young people who have disengaged from traditional schools, and sometimes from society in general. This success has been through the 180 Degrees High Country Mentoring Programme and Alternative Education Programme.

76. At the interview the Board noted that the establishment of a school for priority learners required a more coherent and detailed educational and operational plan than was evident in the written application. The Board posed a series of detailed questions designed to address the gaps in the application.
77. The answers provided were unsatisfactory. The applicant did not appear to have given detailed consideration to the design and delivery of a curriculum that would enable students to have a reasonable chance of achieving the Government's targeted educational standards. There was an unrealistic expectation around the ability of staff to teach in four or five subjects, using on-line learning supplemented by an undefined level of reliance on the Correspondence School.
78. The proposed curriculum was not clearly defined, and the Board was not satisfied that the Applicant has the skills or experience required to develop and deliver courses that will lead to NCEA or equivalent qualifications. The Board also considered that with an opening cohort of 17-20 students, rising to a maximum of 40, the proposed school would lack depth and scale.

### **Ora Charitable Trust**

79. This application is for the establishment of a new secondary school (years 7 to 13) on a farm in Te Puke, starting with 66 students and increasing to 105 by 2017. The proposed school is a green fields operation, and the Board questioned whether it could be operational by the proposed start date (February 2014). The applicant handled the infrastructure aspects of this issue well, but the Board was less assured by the approach to appointing a principal and staff, and putting the proposal into operation over the next seven months. There were no clear plans to take a coordinated project management approach, and the Board did not feel the applicant understands the significant implementation issues involved in establishing a new school.
80. The Board felt the proposed educational model, which involves eight 'domains' (horsemanship, engineering/building, visual and performing arts, sport and recreation, kaitiakitanga and wairuatanga, horticulture/cropping, farm-work and whanau) was innovative and would suit some priority learners well. There were reservations however around the applicant's ability to translate the domain learning into NCEA and other qualifications at a senior (year 11-13) level. The applicant expressed confidence in their ability to do this, but the application itself and the answers to questions reflected more theory than practice. Because the applicant lacks experienced educators, the Board had concerns that the proposed model may not succeed.
81. The Board also has reservations over the geographical location of the school. Although there are clearly priority group learners in the region, they are

understood to be quite widely dispersed. The application does not make a strong case for Te Puke as a logical location.

82. Extensive thought went into this application. It contained fresh thinking and some innovative educational plans.

s 9(2)(f)(iv) OIA

### **Te Kohao Health**

83. The application submitted by Te Kohao Health Ltd, a company engaged primarily in the health industry and operating from Kirikiriroa Marae in Hamilton was very professional. It was for a middle school/junior high starting with a roll of 50 (two classrooms) in 2014 and to move the top cohort through each year until the school has a total roll of 100 places in 2016 onwards.
84. However, the application did not reflect a deep understanding of educational strategies and operations. The interview responses left the Board with reasonably significant concerns around the curriculum and the delivery of it. The Board considered that the application would have benefited from having an experienced educationalist as part of the implementation team. Answers to a number of questions had a 'health flavour', suggesting that the applicant would struggle to design, establish and run an educational programme that will meet the needs of priority learners.
85. Several aspects of the curriculum delivery model were innovative (e.g. using the planning and management of a tangi as a means of bringing maths to life through real life events). On questioning, however, it was apparent the applicant had not given detailed thought to how to translate these experiments into learning outcomes.
86. The middle school model is relatively uncommon in New Zealand, and gives rise to particular transition in/out issues. The applicant's responses to questions in this area did not reflect an understanding of the issues. Little thought appeared to have been given to how students would be prepared for transition to senior secondary education.

- 87.

s 9(2)(f)(iv) OIA

### **Destiny Church School**

88. Destiny is an existing private school, formed in 2003, covering years 1 to 13. It has a current roll of 150 and a waiting list of 94. The school has recently relocated from Mt Wellington to a new campus in Wiri. Destiny's proposal is professional and thorough. It reflects a proposed role of 300 in 2014, rising to 500 by 2018. The current and projected rolls comprise predominantly Māori and Pasifika students.

89. The proposal contained a clear and thorough educational plan, which follows the Cambridge curriculum up to year 11 and allows a switch to NCEA at years 12 and 13. The School has achieved above average educational outcomes.
90. Prior to the interview, the Board's primary concern over the Destiny application was that it appeared to represent the integration of a well performing and financially strong private school into the state system. Thorough questioning at the interview did not dispel that concern. The applicant advised that the main attraction of becoming a PSKH was the receipt of funding that would ease the financial strain on parents and whanau, and would facilitate expansion of the roll. Consideration had been given to applying to integrate as a 'special character' school, but the PSKH initiative arose and appeared an attractive alternative well suited to Destiny given the focus on Māori and Pasifika students.
91. While Destiny is delivering good results for priority learners in the area that it services, its success over the past 10 years shows that it does not need PSKH status to continue that success.
92. The Board also has reservations over how the inability under the PSKH framework to grant any enrolment preference based on belief or church membership might, in practice, affect Destiny school if it becomes a PSKH. The application recorded that students are not required to be members of the Destiny Church, and this was confirmed at the interview. However, in response to questions, the applicant advised that 98% of students who currently attend the School are members of the Destiny Church. In the current school, most students who are not members when they enrol at the School join subsequently.

#### **Manukau Christian Community Trust**

93. The applicant currently operates a series of early childhood education programmes across three different sites in the Manukau area. They propose a four campus Partnership School aimed predominantly at children from Māori and Pasifika backgrounds. The proposal is for a primary school (years 1 to 8) with a roll of 182 in 2014, rising to 530 in 2018.
94. The application reflected a lot of heart and conviction, and showed a good understanding of the community and the needs of priority learners. However, the curriculum was described very broadly and the Board had reservations over the applicant's ability to deliver on the aspirations outlined. The interview was used to drill down on these reservations, and to test the applicant's ability to put into operation their proposed management structure, which is complex, across four campuses.
95. The interview did not allay the Board's concerns, and in fact resulted in additional reservations. The Board is not satisfied that the applicant fully understands the scale and complexity of their proposal relative to their early childhood programmes. They are planning a heavy reliance on teacher aides, and questions around the recruitment and coaching of this resource were not well answered.
96. The Board also had reservations over the extent of the Applicant's understanding of Māori and Pasifika cultures. While the interviewees stressed

their passion and commitment, the Board was left with the impression that they have some way to go before they are going to be able to successfully translate the theory in their proposal to practical outcomes.

97. Overall, the Board considers that while this application has a number of strong features, it is overly ambitious in terms of what is proposed, and the case made for being able to deliver on the goals set is not compelling.