

# INDICATION OF INTEREST

in applying to operate a  
Partnership School | Kura Hourua opening in 2014

ISSUED 14 DECEMBER 2012

DUE 1 FEBRUARY 2013

Please send the completed document and direct all questions to  
[chair@partnershipschools.education.govt.nz](mailto:chair@partnershipschools.education.govt.nz)

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The Education Amendment Bill sets out the legal framework for Partnership Schools | Kura Hourua and is currently being considered by the Education and Science Select Committee. The Select Committee is due to report back to Parliament by 18 April 2013.

The application process for Partnership Schools | Kura Hourua is subject to the passage of the Education Amendment Bill through the House of Representatives.

Information supplied in this indication of interest will be subject to the Official Information Act and may be scrutinised by a Select Committee or external agencies (e.g. Office of the Auditor General). All parties submitting an indication of interest should assume that the full content of their submission will be released in due course.

## FOREWORD FROM CATHERINE ISAAC

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

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

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

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

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

Catherine Isaac

CHAIR

Partnership Schools |Kura Hourua Working Group



## INDICATIVE TIMELINE

The Education Amendment Bill sets out the legal framework for Partnership Schools|Kura Hourua and is currently being considered by the Education and Science Select Committee. The Select Committee is due to report back to Parliament by 18 April 2013.

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2012	
14 December	Indications of interest
The Partnership Schools Working Group invites indications of interest from potential sponsors	
2013	
24 January	Submissions to Science and Education Select Committee close
The Science and Education Select Committee is considering the Education Amendment Bill which provides for the establishment of Partnership Schools   Kura Hourua.	
1 February	Indications of interest (IOI) due
All indications should be received by the Partnership Schools Working Group by 4:30 p.m. on 1 February 2013. They must be submitted on the correct form and emailed to <a href="mailto:chair@partnershipschools.education.govt.nz">chair@partnershipschools.education.govt.nz</a> .	
15 February	IOI review completed
All IOIs will be reviewed by the Partnership Schools Working Group. Feedback will be provided to potential sponsors.	
1 March	Publication of application information / Request for proposals
The Partnership School Authorisation Board will publish provisional application information and invite proposals.	
12 April	Proposals due
All proposals must be received by the Partnership School Authorisation Board by 4:30 p.m. on 12 April 2013. They must be submitted on the correct form and sent by email to the specified address.	
12 - 26 April	Review of proposals by Authorisation Board
Members of the Authorisation Board will individually review and assess proposals. This individual review will be followed by a group debriefing and collation of reviews.	
29 April - 1 May	Interviews with Authorisation Board
Sponsors and key staff involved in the operation of the school / kura will be interviewed by the Authorisation Board.	
2 May - 15 May	Preparation of report and advice to Ministers
The Authorisation Board will prepare advice for the Minister of Education on each of the proposals to inform her decision on which can proceed to establishment.	
31 May	Decision announced by Minister of Education
The Minister of Education will announce which applicants have been successful in their application to open a Partnership School Kura Hourua in 2012. Unsuccessful applicants will be able to submit an IOI for the 2015 establishment round. This round is likely to commence in August 2013.	
28 June	Contracts Signed



**Proposed School**

**Name:** Na Koro Ni Vuli  
(The Village of Learning)

**Proposed Sponsor**

*Sponsor is the formal term for the entity that contracts with the Crown to operate a Partnership School / Kura Hourua. The sponsor of a Partnership School has to be a "body," such as a board, trust, company, or other legal entity.*

*The sponsor is able to delegate any of their responsibilities to a third party, for example they may nominate a person to manage the school from day to day, but they are ultimately responsible for the contract with the Crown.*

*Despite the name, the sponsor is not necessarily required to provide funding for the school, although they may do so.*

**Name** C-Me Mentoring Foundation Trust

**Primary Contact**

*Identify the person who will be the **primary point of contact** for your team. This individual will serve as the contact for all communications, scheduling, and notices regarding your indication of interest.*

**Name:** S 9(2)(a) OIA

**Mailing Address** PO Box 22097, Otahuhu  
Auckland 1640

**Phone:** Day S 9(2)(a) OIA **Cell phone:** S 9(2)(a) OIA

**Email** S 9(2)(a) OIA

**Fax** S 9(2)(a) OIA

**School Profile**

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

**Proposed location** South Auckland

**Year levels in first year of operation** Year 11

**Year levels at full enrolment** Years 9 to 13

## A STATEMENT OF PURPOSE AND GOALS

### 1. Purpose

Why do you propose to open this school?

- An alternative choice of education for the communities and families of Pasifika, Maori and high needs population who otherwise are not engaging the current mainstream education.
- A Special Character secondary school alternative
- A direct response to students needs and style of education delivery that is appealing.
- A direct response to industry's future skills needs and stronger preparation for a higher quality next generation of skill workers.
- A school that is driven by a culture of creativeness, innovation, research and entrepreneurship.

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

## Vision

### An empowered next generation workforce

- The highest calibre of senior students being groomed for industry
- Robust partnerships with key stake holders
- Seamless transitions and integration between students and industry
- A proud and productive community
- Knowing that following generations are well supported towards becoming positive contributors to society

## Mission

C-Me will

- **Connect** students to their industry domain of choice establishing GOALS
- **Motivate** students with the right support structure and individual plan.
- **Educate** students with a holistic approach based on the following,
  - A community and family approach to education
  - Industry engagement and skill needs driven education
  - A school that stimulates and focus on the Vision of the student
  - Purpose driven education for life after secondary schooling
  - A personal oriented program delivery
  - A practical and fun orientated program delivery
  - Minimise tertiary student loans through good preparation and choices
  - Earn while you learn after compulsory education – Apprenticeships, Cadetships and Traineeship



## 2. Goals

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

### **Performance goals**

- Cultural identity, career focus and personal development
- Achievements – NCEA levels 1, 2 & 3
- Life after secondary school – employment, industry training, PTE, Polytechnic, University
- Health and Fitness

### **Performance measure**

- Family / community support
- A Personal Development Plan
- Personal health and fitness plan
- A work in progress five year "Career Plan"
- Personal academic plan supporting the Career Plan
- A monitoring progress reporting system on every student's plans

### **Evaluation**

Reviewers will be looking for a statements of purpose and goals which:

- are clear, focused and compelling
- are likely to produce high quality outcomes
- express clear guiding principles, and
- are the driving force behind all other components of the IOI.

It needs to be clear to reviewers that the school's proposed educational, operations and business plans are all aligned in support of the purpose, mission/vision and goals.

**Goals should be specific, measurable, attainable, relevant and time bound.**

Every child has the following and can be measured and evaluated by evidence based,

- Family support
- Mentor and pastoral care
- A Personal Development Plan
- Personal health and fitness plan
- A work in progress five year "Career Plan"
- Personal academic plan supporting the Career Plan
- A monitoring progress reporting system on every student's plans

## B EDUCATIONAL PLAN

### 1 Proposed Student Population and Educational Need

Describe the proposed student population and their educational needs.

#### Target population

- Pacific Island
- Maori
- Other high needs

#### Educational needs

- **Purpose**
  - Personal
  - Visual
  - Emotional
- **Support**
  - Realistic career planning
  - Academic plan
  - Family and community engagement
  - Mentoring and Pastoral care
  - Transport
  - Food
- **Accountability**
  - Student
  - Family / community
  - Teachers
  - Industry
  - Industry Training Organisation

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

- Lack of purpose and direction for life in general
- Transport
- Poverty – no breakfast and lunch and other schooling requirements
- Health – Obesity, mental illness, diabetes, heart illness
- Home environment – over crowdedness, emotionally unstable environment, alcohol abuse, violence, lack of food in the home etc

#### Evaluation

Reviewers will be looking for statements that demonstrate:

- a knowledge of the educational and other needs of the proposed student population and the area in which the school will be located, and
- a clear intention to target and attract the Government's priority learners, including Māori, Pasifika, learners from low socio-economic backgrounds and learners with special education needs.



## 2 Learning Environment, Teaching and Curriculum

Provide an overview of the essential elements of the education programme of the proposed school, including key teaching practices and evaluation and assessment strategies.

### Essential elements

- Compulsory subjects, Science, Technology, English and Maths
- Students will be fed breakfast and lunch daily
- Physical fitness daily
- Personal development
- Industry engagement
- Culture

### Key teaching practices

- Project based
- Industry based
- Research based
- Group and team learning
- Individual learning

### Evaluation

- Students feed back and outcomes
- Industry feed back
- Family feed back
- Teachers feed back
- Systems and processes
- Administration – reports, data collection

### Assessment Strategies

- Informative
- Timely
- User friendly

Describe the curriculum that your school will use. If this is not the New Zealand Curriculum (NZC) or Te Marautanga o Aotearoa (TMoA) please describe how this aligns with the key elements of one of these documents.

New Zealand Curriculum

**Explain why you believe the education programme you are proposing will be successful in improving achievement for the proposed student population.**

- Cultural change from mainstream education
- Embedded individualised pastoral care, mentoring and career counselling
- Community and family approach and accountability
- Industry base and needs driven
- Individualised student centred program
- A practical orientated program delivery
- Health and fitness focus
- Breakfast and lunch supplied x 5 days a week
- Transport assistance for the needy.
- On going support for students into industry and tertiary after compulsory education.

**Explain how the key teaching practices and evaluation and assessment strategies described above will enable your school to meet its stated goals.**

#### **Staffing**

- Passion for the Vision
- Right skill set
- Eager to develop new skills
- Physically fit
- Walk the talk

#### **Resources**

- Out door resources
- Teaching resources
- Health and Fitness resources

**How will the learning environment look through the eyes of a learner in your school?**

- Learning is fun
- Learning is challenging
- Learning is about growing up
- Learning is about increasing self worth
- Learning is transforming gifts into skills
- Learning is about contributing to society

#### **Evaluation**

Reviewers will be looking for an overview which demonstrates the following qualities:

- The learning, teaching and curriculum overview is clearly presented and strongly supports the school's statement of purpose and goals.
- If the NZC / TMOA are not the core documents, there is a clear description of how the proposed curriculum aligns with one of these documents and there is clear reasoning behind the selection of the proposed curriculum.
- There is a coherent explanation of why the proposed model will meet the needs of the proposed population.
- The strategies described in the learning, teaching and curriculum overview will enable the school to achieve its stated goals.



### 3. Community and External Engagement

**Briefly describe the steps you have already taken to assess demand and/or support for the school and summarise your findings.**

An extensive consultation with the Pacific Island communities in Auckland.. The findings of supporters are as follows,

- West Fono Health Trust – 18,000 enrolled patients. Located in South, Central and West Auckland
- Tongan Methodist Church New Zealand – 20,000 members in Auckland
- Fiji Community Association of Auckland – I am the current President.
- Tuvalu Community
- Raise Pasifika – the voice of Pacific education in Auckland
- Consultation with the Samoan and Cook Island Churches and communities by April this year.

The support from other sectors are as follows,

- Industry – engineering, manufacturing, steel construction, Aviation and Building and Construction.
- Industry Training Organisation – Competenz, Apprentice Training New Zealand, Skill NZ and BCITO

**What will be your next steps to secure parental support and student enrolments?**

- Sign MOUs with the above stakeholders
- Recruit through the community networks
- Enrol students
- Report back to back community network

**How would you engage with the parent community on an on going basis to ensure their engagement with, and support for, learning?**

- In home consultation
- News letters
- Quarterly reports
- Community participation
- Parents evening
- Meeting the ethnic communities organisation and churches – reporting outcomes and discussing issues