

# PARTNERSHIP SCHOOLS | KURA HOURUA

## IOI EVALUATION

<b>PROPOSED SCHOOL:</b> Tairāwhiti Services Academy
<b>Proposed Sponsor:</b> Gisborne Girls' High School

**School** Secondary School  
**Proposed location** Gisborne Girls' High School  
**Year levels in first year of operation** Years 10 – 14  
**Year levels at full enrolment** Years 10 – 14

Summary	Met	Approaching	Below
<b>STATEMENT OF PURPOSE AND GOALS</b>			
<b>EDUCATIONAL PLAN</b>			
Proposed Student Population and Educational Need			
Learning Environment, Teaching and Curriculum			
Community and External Engagement			
<b>OPERATIONS PLAN</b>			
Leadership and Governance			
Staffing			
Proposed Enrolment			
Proposed Facilities			
<b>BUSINESS PLANNING</b>			

**STATEMENT OF PURPOSE AND GOALS**

**Purpose and Goals**

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.

Model	Approaches	Below
<b>Feedback for proposer</b>		
<b>Strengths</b>	<i>A strong analysis of the need for this model of schooling in the local area.</i>	
<b>Area for Development</b>	<i>Goals could be stronger: more measurable targets and time-limiting would benefit. Additionally, it is unclear as to whether the services academy is being proposed for funding reasons - addressing this would strengthen this section.</i>	

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**EDUCATIONAL PLAN**

**Proposed Student Population and Educational Need**

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.

Most	Approaches	Below
<b>Feedback for proposer</b>		
<b>Strengths</b>	<i>Application shows an understanding of the needs of the proposed student community and how to overcome barriers to achievement.</i>	
<b>Area for Development</b>	<i>As this section was specifically addressed in the IOI pro forma, it could benefit from being placed prominently in the correct section to underline the school's commitment to improving outcomes the targeted students.</i>	

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## Learning Environment, Teaching and Curriculum

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.

Notes	Approaches	Below
<b>Feedback for proposer</b>		
<b>Strengths</b>	<i>A strong analysis of students' needs matched with a course of study that directly targets underachievement.</i>	
<b>Area for Development</b>		

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## Community and External Engagement

Reviewers will be looking for:

- evidence that your choice of location and proposed student population is based on some genuine community engagement and identified support
- an understanding of ways to engage with the proposed community, including parents, and
- steps that have been taken to secure support from the wider community (can be very broad).

Meets	Approaches	Below
<b>Feedback for proposer</b>		
<b>Strengths</b>	<i>Existing partnerships add value to students' experience. Multiple pathways are evident.</i>	
<b>Area for Development</b>	<i>Community engagement (particularly with parents) could be accentuated.</i>	

## OPERATIONAL PLAN

### Leadership and Governance

Reviewers will be looking for evidence of:

- a clear organisational structure with personnel who are capable of contributing the wide range of experience and expertise that will be needed to oversee the establishment and operation of a successful school; and,
- evidence of an understanding of the differentiation between governance and management.

Meets	Approaches	Below
<b>Feedback for proposer</b>		
<b>Strengths</b>	<i>Sound and sensible approach to governance of the school.</i>	
<b>Area for Development</b>	<i>Requires clarity over the role of GGHS in the day-to-day running of the school – how will this be managed? Will the Services Academy be a stand-alone school and what are the funding implications on both schools?</i>	

### Staffing

Reviewers will be looking for a staffing chart that clearly identifies roles that will support the statement of purpose and goals of the school.

Meets	Approaches	Below
<b>Feedback for proposer</b>		
<b>Strengths</b>	<i>As above, generally sound and sensible analysis of the type of staff required to deliver high-quality outcomes to students.</i>	
<b>Area for Development</b>	<i>As this was not specifically addressed in the IOI pro forma, it is more difficult to examine the commentary about the day-to-day roles of Academy staff.</i>	

### Proposed Enrolment

Reviewers will expect a table which demonstrates sustainable growth and a rationale which supports the statement of purpose.

Meets	Approaches	Below
<b>Feedback for proposer</b>		
<b>Strengths</b>	<i>Phased build-up evident.</i>	
<b>Area for Development</b>	<i>There is a high attrition rate at Y10 and Y11 that could indicate a return to mainstream school or transition to other environments. An explanation of this would strengthen this section.</i>	

### Proposed Facilities

Reviewers will expect to see evidence that you know what facilities you need to support your school as it develops and how you will go about securing these.

Meets	Approaches	Below
<b>Feedback for proposer</b>		
<b>Strengths</b>	<i>Appropriate facilities have been clearly identified and are reflective of the educational offer.</i>	
<b>Area for Development</b>	<i>Greater clarification is required on potential sources of funding available, as well as the school's plans to generate fundraising to support the expansion over time.</i>	

### BUSINESS FINANCING

Reviewers will be looking for evidence that:

- the school has access to financial expertise, and
- partnerships are appropriate and support the statement of purpose and goals.

Meets	Approaches	Below
<b>Feedback for proposer</b>		
<b>Strengths</b>	<i>Existing partnerships add value to the current provision.</i>	
<b>Area for Development</b>	<i>More information as to further partnerships sought should the school expand, and how these might create further opportunities for students.</i>	