

1 SCHOOL CONTACTS AND PROFILE

In completing this Indication of Interest please single click on the shaded text box and type in your text.

Proposed School

Name Tairawhiti Services Academy

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 The Board Of Trustees – Gisborne Girls' High School

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 Gisborne Girls' High School – P.O Box 249 Gisborne 4040

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School Profile

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

Proposed location Gisborne

Year levels in first year of operation Year 10 to Year 14

Year levels at full enrolment Year 10 to Year 14

chair@partnershipschools.education.govt.nz

A. STATEMENT OF PURPOSE AND GOALS

1. Purpose

Why do you propose to open this school?

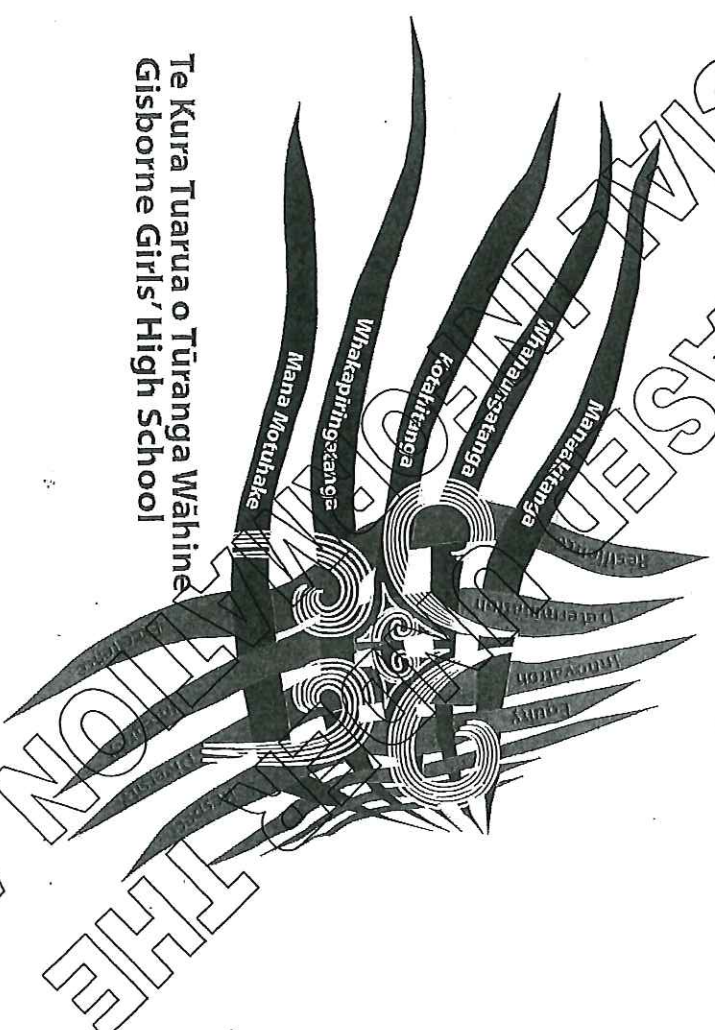
The Gisborne Girls' High Board of Trustees view the creation of a Partnership School as potentially providing a vital next step in the growth of our Services Academy Model as an interconnected 'school within a school'. We are seeking the flexibility within this proposed legislation to support further development and transition of our highly effective model of non-traditional educationally targeted success into a partnership school. We have found that the existing traditional educational parameters do not allow for innovative expansion of our service academy, particularly around our property needs to cater for expanding demand. The current traditional schooling model also does not allow us to remunerate our Service Academy leadership and staff at equivalent rates to their teaching counterparts, even though they have equivalent qualifications and experience. We believe we have a strategic and operational model already in operation that is highly effective and could be refined and developed to meet the potential Partnership School criteria directly supporting educational, local and governmental priorities and providing a framework for a partnership schools model for other schools.

Please note that the proposed Charter document contains the requested information for the remainder of the questions listed in the indication of interest. This is also supported by a research paper written in late 2012 looking at the wider scope of our Academy model sustainability.

Released under the
Official Information Act

Vision: Turanga Tane Turanga Wahine - Success for All

**Te Kura Tuarua o Tūranga Wāhine
Gisborne Girls' High School**



But success of a collective"

Graduate Profile: Tairāwhiti Services Academy Turanga Tane Turange Wāhine students are our future: they will be confident, culturally connected, actively involved, successful lifelong learners. They will achieve academic success for their future pathways. They will be young men and women of integrity, self-reliant, yet able to relate effectively with others and eager to take individual and collective responsibility as citizens of their local, national and global communities.

Angitu te katoa – Everyone succeeding. Tutuki ai o hiahia – Realise your aspirations. Eke panuku! Eke angitu!

Staff Profile: Tairāwhiti Services Academy staff hold the future of our students in their hands: they will be confident, culturally connected, actively involved, successful lifelong learners with the critical dimension of services experience. They will actively promote and expect academic success for their students and complement the traditional expertise. They will model integrity, be self-reliant and able to relate effectively with others while taking individual and collective responsibility as educators of their local, national and global communities.

Kumēa te paetāwhiti kia tātā - Draw closer the distant horizon, Whakanaunga te paerewa kia tīna - Hold firm all that affirms, Tukuna te poehiranga kia topa! - Let excellence soar!

School Profile: Tairāwhiti Services Academy is hosted by Gisborne Girls' High School which is a decile 3 school based in Gisborne City. Our student catchment draws from the wider Tairāwhiti district and has a 55% Māori student population. The Tairāwhiti Services Academy has current roll of 60 students and three full time staff and operates as a school within a school within the largest secondary school in the district. As a Services Academy we are strongly focused on success for all students in a culturally responsive environment and use Military ethos and values to develop and enhance relationships between students, whānau and the wider community. We proudly stand as the top performing services academy nationally. We attribute our success to an integrated model of operation that allows our students entry to conventional teaching and learning opportunities alongside an intensely focused programme of mentoring and services preparation. The ability to fulfil the Academy mission has a direct link with overall student performance in critical educational areas and the commitment to strengthen the Academy sector as a professional entity of its host school. From our beginning in 2010 with twenty places we continue to grow to fill community demand. The Tairāwhiti Services Academy is governed by the Gisborne Girls' High School Board of Trustees and enjoys strategic and operational support provided by this organisation as its governing body.

Over Arching Governance Aims

Participation – Achievement – Engagement

Student success is ensured by a strong emphasis on building a learning culture and environment tailored for full participation, engagement and achievement that meets the needs of all students through delivery of the NZ Curriculum. Student success is ensured by a refined emphasis on the Military ethos and values.

Leadership – Partnership - Relationships

Student success is ensured by future focused leadership at all levels of the organisation that supports the development of learning relationships and partnerships with students, staff parents, whānau and community. Military ethos and values must be at the heart of all relationships.

Cultural Diversity

Student success is ensured by a culturally responsive environment showing respect for all cultures represented in the academy and recognises the unique position of Māori students to achieve proudly as Māori.

Regular Self Review Cycles

Student success is supported by a culture of regular in-depth self-review based on evidence, progress, feedback and feed forward with key stakeholders.

Innovation and Opportunities

Student success is supported by the maximisation of innovative and creative opportunities for student learning and engagement. Student Success is supported by access to quality secondary teaching opportunity, tertiary provision and NZ Defence Force life skill and leadership programmes

Three Year Strategic Plan To Advance Governance Aims For Tairāwhiti Services Academy

The Gisborne Girls' High School BOT will seek to develop a partnership model based on the linked 'activity centre' model to effectively cater to the staffing, funding, property and resource management of the Tairāwhiti Services Academy and its on-going expansion.

Three years into this pilot model we are now beginning our second strategic three-year phase and growing exponentially from the increasing community demand for what we are offering. We have achieved results for our students and wider community well beyond our own expectations. Notably our growth has come from very limited marketing beyond the promotion of student success and has been based on word of mouth regarding our student achievements and Services entry. We will start the 2013 academic year with 60 senior places including 15 Year 11 places and a further 20 Year 10 places will commence later in the year.

- The five key foci in achieving success within our Tairāwhiti Services Academy Model are to:
- Guarantee student academic success and transition to work, further training for the services and settle for nothing less.
 - Appoint experts who hold a shared vision for youth success with military backgrounds.
 - Maintain a strong operational link to the best academic educational teaching opportunities available through integration into our traditional teaching systems available at Gisborne Girls High School
 - Build a strong partnership with a tertiary provider, Vertical Horizons, offering targeted leadership qualifications as a competitive point of difference and grow NZDF relationship.
 - Build community trust, interest and ultimately investment from key stakeholders

This series of conscious strategic choices has proven to be the cornerstone of what has grown to be an extremely successful partnership model within the frame of the services academy concept.

Strategic Plan To Advance Aims	2013	2014	2015	Responsible BOT & Leadership
<p>Participation – Achievement – Engagement –</p> <p><i>Our target is to have all students to successfully achieve NCEA at their current level of study.</i></p> <p><i>Our target is to have all eligible students successfully achieve NZDF entry examinations.</i></p> <p><i>Our target is to have all Year 13 students successfully complete the National Certificate in First Line Management Level 3.</i></p> <p><i>Our target is to have of all staff integrating military ethos and values into the Restorative Practices model.</i></p> <p><i>Our target is to increase attendance to or above 95% for all students and</i></p>	<p>Assessment for learning</p> <p>Appointment of a third staff member to the team to accommodate the individualised instruction and support of three NCEA levels.</p> <p>To continue the collaboration of GGHS curriculum based staff with Academy staff to ensure student success.</p> <p>To continue to foster the relationship with Vertical Horizons tertiary provider as a critical partner for student success.</p> <p>To broaden relevant educational opportunities that are consistent with student pathways.</p> <p>Relationships for learning</p> <p>Through the continuation of exposure to and development in military ethos and values staff will support students to hold positive relationships at the heart of their practice.</p> <p>Attendance for learning</p> <p>Work will continue to refine a comprehensive strategy for whole academy community ownership of student</p>	<p>Appointment of a fourth staff member and increase by a further 25 students to the team to accommodate the individualised instruction and support of three NCEA levels.</p> <p>To continue to review and refine the collaboration of GGHS curriculum based staff with Academy staff to ensure student success.</p> <p>To continue to foster the relationship with vertical horizons tertiary provider as a critical partner for student success.</p> <p>To broaden relevant educational opportunities and create individual transition plans to support meaningful employment access.</p> <p>Through the embedding of military ethos and values staff will support students to hold positive relationships at the heart of their practice.</p> <p>Work will review and refine a comprehensive strategy for whole academy community ownership of student</p>	<p>Appointment of a fifth staff member and increase by a further 25 students to the team to accommodate the individualised instruction and support of three NCEA levels.</p> <p>Build on review findings to enhance the collaboration of GGHS curriculum based staff with Academy staff to ensure student success.</p> <p>To continue to foster the relationship with vertical horizons tertiary provider as a critical partner for student success.</p> <p>To consolidate relevant educational opportunities and create individual transition plans to support meaningful employment access.</p> <p>Through the embedding of military ethos and values staff will support students to hold positive relationships at the heart of their practice. This will be authentic within the culture of the Academy</p> <p>Work will continue to embed a comprehensive strategy for whole academy community ownership of student</p>	<p>Services Academy Staff and GGHS curriculum teachers. Vertical Horizons staff.</p>

show improving average attendance patterns for each year level with a specific focus on decreasing the overall attendance gap between Maori and other students. Our target is to show an increase in learning readiness measured by academic success, participation and employability.	attendance as a key to improved learning outcomes. To re-establish the link between attendance and academic success.	attendance as a key to improved learning outcomes. To increase student ownership of the link between attendance and academic success.	attendance as a key to improved learning outcomes. To cement student ownership of the link between attendance and academic success.	
Leadership – Partnership – Relationships Our target is to create a school within a school, maximising the integrated relationship with GHS while building a sustainable growth strategy for the academy model.	Teaching for learning Through the use of military ethos and values and mentoring students are repositioned towards learning readiness including raising expectations, creating team ethos and establishing a clear view of their pathway.	Through the review and refining of the use of military ethos and values and mentoring students are repositioned towards learning readiness including raising expectations, creating team ethos and establishing a clear view of their pathway.	Through the embedding of military ethos and values and mentoring students are repositioned towards learning readiness including raising expectations, creating team ethos and establishing a clear view of their pathway.	BOT & Academy Team
Cultural Diversity Our target is to increase the number of students achieving NCEA Level 1, 2 & 3 to 85% or above Our target is to reduce the performance gap for Maori in NCEA with an increase of Maori achievement to be equivalent to or above the national average for all student achievement with a special focus on Year 11.	Maori Student Achievement & Priority Learners Through the continuation of military ethos and values we will continue to raise the achievement of Maori Students and to have Maori achieve proudly as Maori. Priority Learners: 1. Students that achieved academic goals beyond NCEA level 3 who require specialised preparation for next steps. 2. Students who have very limited success and/or significant behavioural issues at NCEA Level 1 who require comprehensive mentoring support. 3. Students that lack in motivation, direction and self-management skills who require refocusing. Through focused planning, implementation and review we will continue with a targeted programme focusing on increasing achievement for Maori students and priority learners at year 10, 11, 12 and 13. This will include review of engagement strategies at all levels to support student transition into NCEA Level 1. Explore the use of extension structures for priority learners, including gifted and talented.	Through the continuation of military ethos and values we will continue to raise the achievement of Maori Students and to have Maori achieve proudly as Maori. To identify those students on entry who are significantly below expected curriculum level and develop interventions to aid their progress. To create a sustainable staged programme of skilling, executing and leading through a tiered plan.	Through the continuation of military ethos and values we will continue to raise the achievement of Maori Students and to have Maori achieve proudly as Maori.	Academy Staff
		Through continued review we will refine the targeted programme focusing on increasing achievement for Maori students and priority learners at year 10, 11, 12 and 13. This will include review of engagement strategies at all levels to support student transition into NCEA Level 1. To review and refine and further develop the extension structures for priority learners, including gifted and talented in response to identified student needs.	Through continued review we will refine the targeted programme focusing on increasing achievement for Maori students and priority learners at year 10, 11, 12 and 13. This will include review of engagement strategies at all levels to support student transition into NCEA Level 1. To continue to review and refine and further develop the extension structures for priority learners, including gifted and talented in response to identified student needs.	

<p>Regular Self Review Cycles</p> <p>Our target is to collect, analyse, document and share the results of regular self-review to improve quality teaching and learning at all levels within the academy.</p>	<p>Self-Review for Learning</p> <p>Work will continue to regularly review progress and seek stakeholder voice to support feedback and feed forward at all levels of the academy including student and parent voice. Techniques of on-going data gathering and review will continue to be refined to ensure information comes from natural operation.</p>	<p>Work will continue to embed regular review of progress and seek stakeholder voice to support feedback and feed forward at all levels of the academy including student and parent voice. Techniques of on-going data gathering and review will be embedded to ensure information comes from natural operation.</p>	<p>Work will continue to regularly review progress and seek stakeholder voice to support feedback and feed forward at all levels of the Academy including student and parent voice. Techniques of on-going data gathering and review will continue to be refined to ensure information comes from natural operation.</p>	<p>Academy staff</p>		
<p>Innovation and Opportunities</p> <p>The Gisborne Girls' High BOT will seek to develop a partnership model based on the linked activity centre model to effectively cater to the staffing, funding, property and resource management of the Tairarwhiti Services Academy</p> <p>Our target is to maximise the use of resources to enhance student success and take advantages of opportunities that arise.</p>	<p>Structure & Funding for Learning</p> <p>The BOT and Academy team will work to formalise a trial partnership model to support growth and sustainability of the Tairarwhiti Services Academy as a 'school within a school' The BOT and Academy team will continue to formalise existing partnerships and develop relationships with a key community funding partner to support this strategic intent</p> <p>Property for learning</p> <p>The BOT, Academy team and the major stakeholders will explicitly work to develop a comprehensive property plan and strategic approach to support improved achievement for all students.</p> <p>Governance for Learning</p> <p>The BOT will actively seek the appointment of critical Board members to support the continuation of the partnership schools trial in BOT elections in March.</p>	<p>The BOT and Academy team will work to refine a trial partnership model to support growth and sustainability of the Tairarwhiti Services Academy as a 'school within a school' The BOT and Academy team will continue to formalise existing partnerships and strengthen relationships with a key community funding partner to support this strategic intent</p> <p>The BOT, Academy and the major stakeholders will implement the comprehensive property plan and strategic approach to support improved achievement for all students.</p> <p>The BOT will work to develop a linked Governance sub committee to support the implementation of a trial partnership schools model linking Gisborne Girls' High School and the Tairarwhiti Services Academy.</p>	<p>The BOT and Academy team will work to embed a trial partnership model to support growth and sustainability of the Tairarwhiti Services Academy as a 'school within a school' The BOT and Academy team will continue to formalise existing partnerships and embed relationships with a key community funding partner to support this strategic intent</p> <p>The BOT, Academy and the major stakeholders will review the comprehensive property plan and strategic approach to support improved achievement for all students with next steps planning.</p> <p>The BOT will work to review and refine a linked Governance sub committee to support the implementation of a trial partnership schools model linking Gisborne Girls' High School and the Tairarwhiti Services Academy.</p>	<p>BOT & Academy staff Existing Partners Key Financial Partner</p>		
<p>STRATEGIC GOALS</p> <p>Aspirational Goals:</p> <p>Our goal is to raise the achievement of Maori Students</p> <p>Our goal is to have Maori achieve proudly as Maori</p> <p>Our goal is to raise the achievement of all students at Gisborne Girls' High School</p> <p>Our goal is to have all students achieve proudly</p>	<p>PEDAGOGY</p> <p>Aspirational Goals:</p> <p>Our goal is to develop a culturally responsive pedagogy of relations through the effective teaching profile at the classroom and leadership level.</p>	<p>INSTITUTIONS</p> <p>Aspirational Goals:</p> <p>Our goal is to collectively advance as an academy to embrace and demonstrate 21st century 'Best evidence' educational practice.</p> <p>Our goal is to review all systems of operation through the lens of student learning, engagement and success and redesign our operational structures to</p>	<p>LEADERSHIP</p> <p>Aspirational Goals:</p> <p>Our goal is to develop and strengthen 21st Century leadership skills, thinking and operation to support educational reform at all levels of the academy.</p> <p>Our goal is to explicitly weave our military ethos and values in to all levels of our academy operation.</p>	<p>SPREAD</p> <p>Aspirational Goals:</p> <p>Our goal is to spread the reform process through active communication and engagement with each stakeholder group and each level of the linked organisations and the wider community.</p> <p>EVIDENCE</p> <p>Aspirational Goals:</p> <p>Our goal is to actively collect, analyse, use and share data to inform the design, implementation and review of all practices within the academy and with our interactions with stakeholders.</p> <p>Our goal is to achieve transparency of and accessibility to all systems of operation.</p>	<p>OWNERSHIP</p> <p>Aspirational Goals:</p> <p>Our goal is to achieve individual and collective ownership of the reform process at all levels of the organisation.</p>	<p>PROGRESS & TARGETS</p> <p>Aspirational Goals:</p> <p>Our goal is to regularly review progress and seek stakeholder voice to support feedback and feed forward.</p>

Expanded Strategic Goals Through the GPILSEO Lens

as individuals		reflect sustainable positive change.			Our goal is to actively seek evidence of the use of our military ethos and values in all levels of our operation.		
Our goal is to actively use military ethos and values to support Restorative Practices that develop and enhance relationships between students, teachers, Whānau and the wider community.							
Open to success for all students	Open to see through our learners' eyes	Open to the possibilities of change and the knowledge we need to change	Open to Leaders as learners & Leaders as Leaders	Open to making connections for learning Open to engaging our stakeholders to spread reform.	Open to the power of data to evidence our next steps	Open to the development of sustainable change	Open to regular robust reflection and review

S 9(2)(a) OIA

Financial & Staffing Structure:

The Tairawhiti Services Academy Operational Funding and Staffing structure is based on an 'attached integrated' model that sits under the traditional school model of an overseeing Principal and Governance Board of Trustees. This includes the operation of a full budget and staffing component of which the current MOE allocation only partially funds with an operational grant payment of \$90000 annually. It is important to note that this money is insufficient to cover even the minimal operational salaries offered for two staff let alone three and these cannot be charged to teachers salaries due to the nature of the positions and current qualification regulations. The rest of the operational funds are made by capture of funding linked to student enrolment in the programme and sponsorship from our tertiary provider. Additional teaching provision is covered by the mainstream operation along with all property costs.

The Academy Director reports directly to the principal and the academy is governed by the school board of Trustees. If successful in partnership school development the Board would seek to co-opt representatives from the key Partnership stakeholders to form a focused board subcommittee representing the needs of the Academy.

There are three full time staff in the roles of Academy Director, Academy Assistant Director and Academy Staff. Each of these employees has been selected specifically for their extensive histories of leadership and experience in the Military and their desire to give back to their local community. The academy is supported by an administration assistant who is shared between three attached operations. The academy team also access mainstream teaching capabilities with students programmes integrated into the standard school operation for specific curriculum delivery.

The current growth plans include the yearly addition of academy staff to accommodate the growing number of students entering the programme at an expected rate of approximately 25 students per year increase.

Existing Staffing Experience

- Academy Director – NZDF service of 22 years, NZSAS service of 14 years, Tertiary Tutor, NZQA qualified.
- Assistant Academy Director – NZDF Navy service 18 Years, Naval Police, National Certificate in Business management and Adult Education.
- Academy Staff- NZDF service of 22 years Army, Tertiary tutor and NZQA moderator for 7 years, NZQA qualified.

Student Entry Structure:

- Students have entry options at year 11 with a curriculum course within the current mainstream structure of Gisborne Girls' High School and Gisborne Boys' High School. This is a partial programme of approximately 1/6 of a student's timetable.
 - At year 12, 13 and 14 students have full time entry to the academy programme which operates as an integrated programme of standard curriculum courses and tertiary course provision alongside extensive one on one mentoring.
 - Short course options for year 10 students operate on a term by term basis as an introduction to the academy programme with up to 20 students per term getting a four hour per week introductory programme.
 - Short course intensive leadership programmes are offered in teaching recess holidays to academy students and student leaders of approximately 100 hours of teaching.
 - Short course intensives are also offered to priority students at the year 11 level to support reengagement and academic success. This is a 50 hour intensive programme.
- Further course variations and options are being planned and trailed in 2013.

Year Level	Student Numbers					At Capacity
	2014	2015	2016	2017	2018	
10	40	60	60	80	80	80
11	20	20	40	40	50	50
12	35	40	40	50	75	75
13	40	50	75	75	100	100
14 +	10	10	10	10	25	25

The proposed growth strategy takes into account the need to maintain a small enough scale to ensure that critical mentoring relationships exist at all levels of the operation and success for all students can be guaranteed.