

He Puna Marama Trust



Partnership School - Kura Hourua Application

4. Business Plan

4.2 Questions

Part C - Finance

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

REDACTED

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

REDACTED

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

REDACTED

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

REDACTED

8. Describe your proposed:

- a) **financial management and internal accounting procedures for the school, including controls that will be put in place to ensure appropriate fiscal accountability;**

see attached Quality Management Systems policy on Financial Management

- b) **provisions for conducting annual audits of the financial operations of the school; and**

Audits are conducted every year the latest audit is attached

- c) **types and levels of insurance that you propose as required to operate a PSKH.**

The Trust always carries comprehensive insurance on all its operations. We currently carry:

Building/Contents on 6 properties

Loss of profits against the 4 Centres

Increased cost of working on the 4 Centres

Stock on 5 buildings

Accounting fees on 4 Centres s 9(2)(b)(ii) OIA

Business Liability to [REDACTED] includes

- Public liability
- Exemplary Damages
- Statutory liability
- Employers liability

Motor Vehicle for 10 vehicles.

Professional & Management liability

Similarly insurance will be arranged for Kura Hourua for buildings, content, stock, sock, accounting fees, loss of profits and an increase of business liability. This is covered in the budget

4.4 Financial, Administrative and Physical Resources – Capital Financial Management

Policy Statement

He Puna Marama Trust will maintain financial viability for the improvement and development of Trust assets in line with the mission statement, vision statement and Trustees' statement. These improvements and developments will be financed primarily from Capital Finance.

Rationale

To ensure that Trust capital does not deteriorate to the point where the Trust has insufficient cash / fixed asset reserves to provide adequately resourced assets for or delivery of quality services.

Procedure

- All financial transactions are recorded using standard accounting practices.
- A financial plan of income and expenditure for each project confirming its viability is a prerequisite for any development or capital expenditure is undertaken.
- The CEO will regularly conduct a full consultation process on the Trust's financial management systems, direction and outcomes, which involves all Trustees and management staff, and report recommendations to the Board of Trustees. The consultation process may include written submissions and consultation documents, informal and formal presentations.
- Financial Management provides assistance to any project team preparing a project's financial plan.
- Expenditure beyond the Trust's reserves will not be approved unless it can be established that there will be sufficient cash and credit available over the duration of the project.
- All capital expenditure, and any Capital Budget alterations or deviations must first be approved by the CEO, then ratified by Trustees.

Responsibility / Accountability

Trustees

Ensure resources available to encourage development and improvements
Ratify Capital Expenditure Budgets, and alterations or deviations.

CEO

Ensure financial plans available, are accurate and achievable
Make recommendations to Trustees re: Capital Expenditure
Approve ratified Capital Budgets and alterations or deviations
Conduct regular consultation on financial systems, direction and outcomes.

Unit Managers / Supervisors

Identify capital expenditure items during Budget Preparation process
Consult widely about planned Capital Expenditure
Prioritise Capital Budget items
Prepare and cost out Capital Budget requirements

Documents

Trust Financial Plans
Trust Business Plans
Minutes from Board of Trustee Meetings
Annual Audited Financial Statements

Evaluation

The CEO in consultation with Activity Unit Managers, Financial Administration and the Board of Trustees will evaluate this policy on an annual basis.

Part D – Facilities

9. Describe your proposed facilities covering:

- a) The Kura Hourua will be located at the Northern end of the Hihiaua Peninsula at the convergence of Hatea and Raumanga rivers.



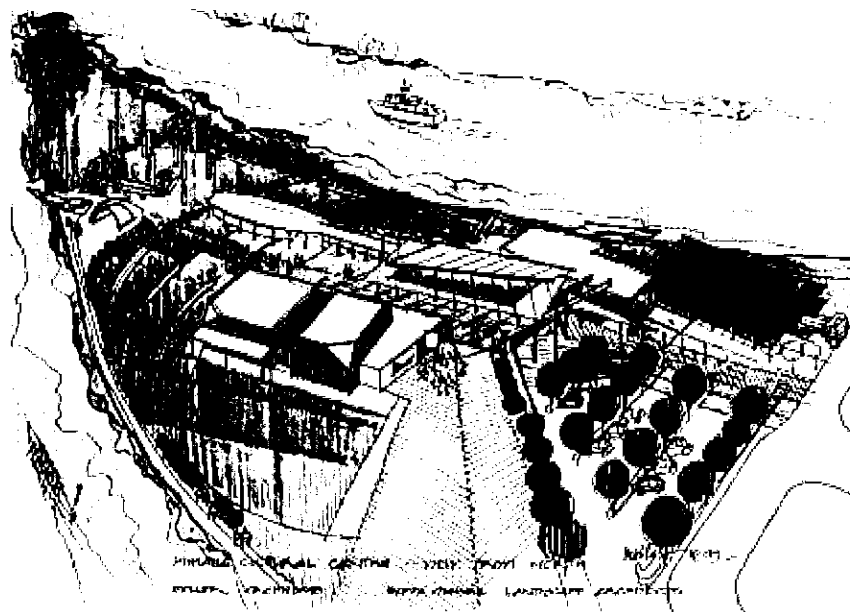
- b) Hihiaua Cultural Centre Trust (HCCT) who are the recognised kaitiaki of this land have shared objectives in advancing *living, learning, earning*, kaupapa Māori based initiatives with a focus on education and venture development.

HCCT have agreed to explore an arrangement with He Puna Marama Trust that would complement their current goal of establishing a learning/cultural centre wānanga at this site. We would therefore not need to purchase land which in the current location capital costs would be highly prohibitive. We would seek a tenancy of at least 50 years at this site in partnership with HCCT.

- c) This site is suitable for the learning purpose of the Kura Hourua because of its proximity to Whangarei CBD, civic facilities and to the waterways and other natural assets essential to our learning purpose.

A Whare Whakairo is established in a building at the south-western end of the Hihiaua block. We plan to renovate this building and enhance its capability as a wānanga in partnership with HCCT but centralise the Mātauraunga Māori element to a common marae space. The conceptual drawing below prepared for HCCT provides a starting point for our planned facility development.

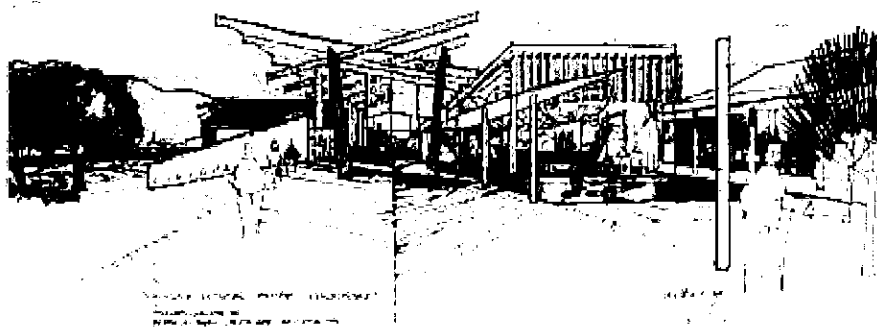
We propose a number of open learning spaces. We would not require any capital outlay for traditional school based facilities such as a swimming pool, library, playing fields etc when these already exist in close proximity to the Kura Hourua.



- d) Not applicable
- e) Not applicable
- f) See the attached budget that has provided details on leasing, purchasing and refurbishment

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

The Trust is experienced at asset management and maintenance and this function would remain under the Trust managed by the Corporate Support unit. The property Maintenance unit will provide most of the service with specialist services outsources. All our early childhood centres annually meet all their compliance code requirements



Part E – Enrolment and School Marketing

Outreach to the community

1. Describe how the school and its program will:

- a) be publicised throughout the community;

Key Dates

- **2 September 2013** Advertising Enrolments
- **16 September 2013** Open information evening for potential students
- **15 October 2013** Enrolments close
- **25 October 2013** Ballot for enrolments (if oversubscribed)

Advertise enrolments and invitation to the Open Information Evening:

- The Northern Advocate, regional newspaper (circulation 28,858);
- Through all Northland Composite and Intermediate Schools by email and by placing a notice in their school newsletter at that start of September 2013;
- Through our partner high schools that we currently have relationships with via the Academy;
- Publishing on the He Puna Marama Trust/Academy Facebook page and website;
- Sending to all Iwi Authorities in the North to have them place in their newsletters and email panui including Ngapuhi, Ngati Whatua, Ngatiwai, Ngati Hine, Te Aupouri, Te Rarawa etc;
- Sending to regular email panui networks including, the Whangarei Youth Network, Whangarei District Council Community;
- Sending to all whanau currently enrolled in He Puna Marama Trust early childhood centres, programmes and Academy - 100 Parents as First Teachers (PAFT), 45 Engaging Priority Families (EPF), 150 Early Childhood Education (ECE), 40 Leadership Academy of A Company (Academy) = **total of 335** direct whanau in Te Tai Tokerau.

b) how the school will target parents/family/whānau who may not be engaged in their child's learning;

- By contacting the He Puna Marama Trust whanau currently enrolled or engaged in the Academy, ECE, PAFT, and EPF programmes and their wider whanau and communities. Former students, graduates and participants will also be contacted to cast the net wider for participation. This represents hundreds of potential whanau in addition to the 335 we currently have direct contact with. Most of these are Maori and in the lower socioeconomic groups targeted.

c) identify and develop relationships with community organisations that can assist in engagement with parents/family/whānau;

- He Puna Marama Trust currently has built strong relationships with local hapu/iwi and community organisations in order to enrol children and adolescents into its ECE, Academy, EPF and PAFT programmes.

d) if proposing to convert an existing school, the nature and medium to advise the community of the proposed conversion. Not applicable

Future expansion and improvements

2. Describe your proposed enrolment targets for each age/year level for the first five years of operation. If targets reflect an increasing enrolment describe plans for expanding school facilities, attracting additional qualified staff, and acquiring other resources needed to serve a larger student body.

PROPOSED STUDENT PROFILE: (Phase 1 – Secondary)

YEAR LEVEL	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Yr13+	TOTAL
1 st Year			20	15	15	15	5	70
2 nd Year			40	20	20	15	5	100
3 rd Year			50	40	20	20	20	150
4 th Year		30	50	40	40	20	20	200
5 th Year	40	40	30	40	40	40	20	250
6 th Year	30	40	30	30	40	40	40	300

Expanding school facilities – We have a plan in place for the growth which includes purchasing properties adjacent to Hihiaua block. They are commercial properties and will require some refurbishing. This has been taken into account in the 5 year capital budget. Because the location is in the city there are many community facilities within walking distance of the location, reducing the need to develop the site as would be normal for a traditional school.

Attracting additional staff – We expect that people will apply because of the Kaupapa this doesn't necessary imply that suitable staff will be found. Fortunately there is a current over supply of teachers in the Whangarei area providing ample opportunity for the Trust.

Other resources – We don't envisage difficulties acquiring equipment and resources apart from the normal start of year shortages. Again because of our strategy to utilise community facilities over building or acquiring our own we expect the capital budget to be ample.

The increase from 70 to 300 students over 6 years isnt a substantial increase but will require some close managing.

Part F– Other

3. Describe all non-property facilities that will be provided by the school, and how they will be included in teaching and learning practices.

Facility	Teaching and Learning
<i>Hihiaua Cultural Centre</i>	<ul style="list-style-type: none"> • Performance venue for kapahaka • Waka ama, waka tētē • Whare whakairo
<i>Whangarei Public Library</i>	<ul style="list-style-type: none"> • We will utilise the public library to enable akonga to integrate learning in a community setting. Akonga will learn aspects of community development, communication and relationships to enable them to facilitate learner success
<i>NorthTec</i>	<ul style="list-style-type: none"> • We will utilise NorthTec to supplement support to akonga in NCEA achievement and provide paths to vocational experience
<i>Whangarei Theatre Company</i>	<ul style="list-style-type: none"> • We utilise the Theatre for special events for performance and drama located opposite the Kura Hourua or for hosting whanau events
<i>Whangarei Dance Company</i>	<ul style="list-style-type: none"> • We will utilise Whangarei Dance Company to support learning in dance and to support for special events such as graduation
<i>Whangarei Schools</i>	<ul style="list-style-type: none"> • We will utilise schools that have greater experience in the provision of specialist subjects that may not be provided by our Kura Hourua – for example, philosophy, media design, drama, chemistry, physics, ICT
<i>Whanau support</i>	<ul style="list-style-type: none"> • Waka • Safety equipment • Whānau whenua • Whānau moana
<i>Marae</i>	<ul style="list-style-type: none"> • We will use all of our marae, wāhi tapu, maunga, awa, across Te Taitokerau as places of learning for mātauranga Māori,
<i>Te Ataarangi</i>	<ul style="list-style-type: none"> • We will ensure Te Ataarangi is a key stakeholder in our Kura Hourua as reo me ōna tikanga will be central to our learning programme
<i>Kuia, kaumatua</i>	<ul style="list-style-type: none"> • As providers of hitori, whakatauki, wisdom and stability
<i>Peer tutoring</i>	<ul style="list-style-type: none"> • Peer tutors will be used as sounding boards for akonga to consolidate learning on a regular basis
<i>Role modelling</i>	<ul style="list-style-type: none"> • Community role models will be used regularly to inspire and model behaviour – for example the promotion of reading by fathers or sports people
<i>Waka ama</i>	<ul style="list-style-type: none"> • Waka ama for understanding physical and team challenges

5.1 Student Policies and Procedures

5.1.1 Objective:

To provide the evaluators with details that demonstrate your organisation's capability to operate a PSKH; and to show that your enrolment policy commits to a fair and transparent enrolment process which aligns with the stated purpose and goals of the school and ensures the requirements of the Bill are met.

The timeline for registering and enrolling students must allow all students in the target population fair and reasonable opportunity to submit an enrolment application.

5.1.2 Questions:

Part A - Timeline for registering and enrolling

1. Outline your enrolment policy and describe your proposed timeline for registering and enrolling students for the 2014 school year.

Key Dates:

- 2 September 2013 Advertising Enrolments
- 16 September 2013 Open information evening for potential students
- 15 October 2013 Enrolments close
- 25 October 2013 Ballot for enrolments (if oversubscribed)

Enrolment Policy

He Puna Marama Trust are committed to providing quality education for all students in the kura hourua. There is a manageable roll figure that is determined by the physical resources of the kura hourua. Above this, the quality of education delivered to the students is diminished. This enrolment scheme aims to avoid overcrowding by restricting the number of students enrolled at the kura hourua.

Roll

To avoid overcrowding at the kura hourua the roll will be managed at 70 students made up of 20 year 9, 15 year 10, 15 year 11, 15 year 12 and 5 year 5 students or close to those ratios.

Objectives

1. To maintain the highest possible standard of education delivery to the children attending the kura hourua.
2. To avoid overcrowding at the kura hourua.
3. To ensure that undue pressure is not placed on the resources of the kura hourua.
4. If required, to limit numbers of children enrolling, using pre-established criteria.
5. To give priority of entry to those children living within the kura hourua home zone.
6. To maintain some flexibility in enrolments, in order not to exclude more children than is necessary to meet the above objectives.

The Home Zone

All students who live within the Te Tai Tokerau rohe:

Te Tai Tokerau covers an area between Cape Reinga in the Far North of the North Island to a boundary cutting through South Auckland at the Bombay Hills. This is the boundary covered by the 28 (Maori) Battalion - A Company whom the Leadership Academy of A Company is a tribute to.

Home Zone Enrolments

Each year, applications for enrolment in the following year from in-zone students will be sought by a date which will be published in a daily or community newspaper circulating in the area served by the kura hourua. This will enable the Trust to assess the number of places which can be made available to students who live outside the home zone.

Out of Zone Enrolments

Each year the Trust will determine the number of places which are likely to be available in the following year for the enrolment of students who live outside the home zone. The Trust will publish this information by notice in a daily or community newspaper circulating in the area served by the kura hourua. The notice will indicate how applications are to be made and will specify a date by which all applications must be received. Applications for enrolment will be processed in the following order of priority.

- First Priority will be given to applicants who are siblings of current students.
- Second Priority will be given to applicants who are siblings of former students.
- Third Priority will be given to all other applicants.
If there are more applicants in the second and third priority groups than there are places available, selection within the priority group will be by a ballot conducted in accordance with the Education Act 1989 (ballot may be run to ensure the students in the Target Groups are attracted as per the PSKH Draft key Agreement Terms and Principles). Parents will be informed of the date of any ballot by notice in a daily or community newspaper circulating in the area served by the kura hourua.

Section 6.1.2, Part A – Question 1

Part B - Policies and procedures for withdrawal, suspension and expulsion of students

1. **Describe the suspension, expulsion and other disciplinary policies and procedures of the proposed school, and the criteria for making decisions on such matters, demonstrating how this aligns with the terms of the Bill, Section 158U and the Ministry of Education's Stand-downs, Suspensions, Exclusions And Expulsions Guidelines.**

Student Stand-Down and Suspension Policy:

Purpose

1. To manage student stand-down and suspension consistent with the Ministry of Education's Stand-downs, Suspensions, Exclusions and Expulsions Guidelines (December 2009).
2. To ensure the requirements of natural justice and confidentiality are practiced by the school.
3. To ensure the best interests of the school and the students are fairly and properly upheld.

Objectives

1. The school will see suspension and stand-downs as serious and to be used only after all avenues have been explored and the results fully considered.

The Tumuaki may stand-down or suspend a student if in the opinion of the Tumuaki, the behaviour of the student constitutes gross misconduct or continual disobedience which is a harmful and dangerous example to other students at the school.

a) The parents must be notified in person both before and after the Tumuaki makes a decision to suspend, and subsequently in writing.

b) Parents must be made aware of the rules and the procedures related to stand-downs.

c) The Tumuaki must pay regard to Rule 7 of the Education (Stand-down and Suspension Exclusion and Expulsion) Rules 1999.

2. The authority to stand-down or suspend may be delegated to the deputy Tumuaki or the next most senior staff member at the time when the Tumuaki's absence prevents him or her managing the process.

3. The school does not administer 'voluntary' or 'informal' suspensions or stand-downs.

4. The Tumuaki is required to take all reasonable steps to ensure that parents are aware of any factors which, in the Tumuaki's opinion, are slowing down the student's progress through the school or harming the student's relationship with teachers or other students.

5. The principles of natural justice (NZ Bill of Rights Act 1990, Section 27) are applied in all matters concerning stand-down and suspension. This requires that a person's defence be heard, that parents and the student are fully informed about all matters pertaining to them and to their rights in a timely manner. This also requires that each incident be treated individually and that all factors are taken into account. The school shall comply with current case law regarding natural justice processes. Page 100 of 110 15/11/2012

6. The Tumuaki must report in writing to the Trust Board, each incident, enclosing a copy of the material sent to the parents.

Student Discipline & Pastoral Care Policy:

Purpose

The Kura Hourua discipline and pastoral care policy is designed to ensure that students are provided with a caring, supportive and safe environment in which to learn and work that will nurture each student's unique intellectual, physical, spiritual, emotional and social development and well-being.

Every student will be treated with respect and dignity. The approach to discipline is that positive guidance will promote appropriate behaviours and build maturity, responsibility, and success. Student discipline will be applied without favour or discrimination, but with consideration to the stage of development of the student concerned.

Objectives

The student discipline and pastoral care policy has the following objectives:

- To ensure that students experience the kura hourua as a safe and caring environment, and are effectively supported to develop their potential and achieve success;
- To ensure that the direction and guidance given to students is appropriate to their stage of development, and reflects the kura hourua ethos of leadership, and responsibility for self and others.

Guidelines

- All staff have pastoral responsibilities towards students and will receive training in how to identify and assist students to address pastoral issues.

- Staff pastoral care responsibilities include engagement with students on a day to day basis as advisors, mentors, coaches, role models, supporters and informed observers as appropriate as well as shared monitoring of students for potential pastoral conditions or issues. These include, but are not limited to:
 - Physical; Medical; and / or Dietary conditions or issues;
 - Mental health conditions or issues;
 - Learning; Social; and / or Behaviour issues.
- When a staff member identifies a potential pastoral issue, he/she will immediately initiate the implementation of the Pastoral Care Plan and its protocols as appropriate, and will retain responsibility for its application to the situation unless / until relieved of that responsibility by Management.
- The Pastoral Care Plan provides for students to have ready access to and a degree of choice about, people they can trust and confide in, and any health and other personal services they may require.
- The Plan's protocols ensure that students and / or their whanau are supported in raising problems and issues of a pastoral nature that are of concern to them, and in finding resolution of those concerns.
- The kura hourua management and staff will provide students with positive guidance by the use of praise and encouragement as their primary tools for promoting appropriate behaviour.
- If a student deliberately and with intent breaches any kura hourua rule however, the kura hourua Disciplinary Guidelines will be applied.
- The kura hourua Disciplinary Guidelines are reviewed annually by the Trust Board, in conjunction with the CEO and Tumuaki.
- The Disciplinary Guidelines detail the prescribed disciplinary measures that will be applied to different levels of student misdemeanour and are made available to each student upon enrolment.
- The CEO and Tumuaki and / or Trustees will investigate any management or staff member found to have implemented student disciplinary measures outside of the kura hourua Disciplinary Guidelines and will apply the staff disciplinary processes as relevant.

Disciplinary Guidelines

The disciplinary guidelines will incorporate the kura hourua *Code of Conduct*:

- *Whakapapa*
Is the foundation of the Maori world view, linking us to everything and everybody. It grounds us and gives us a place in the scheme of things.
 - *Whanaungatanga*
Kinship underpins our kura hourua and is part and parcel of who we are as Maori. It is about being part of a larger collective, whanau whanui, contributing, receiving, supporting and where necessary taking responsibility.
 - *Manaakitanga*
Impart manaaki or 'mana enhancing' behaviour towards each other in the whanau whanui and with external relationships and contacts.
- Rangatiratanga*

- Demonstrate rangatira attributes of integrity, courage, respect, loyalty, confidence, honesty, self discipline, commitment, focus, generosity of spirit and dedication in all we do.

Wairuatanga

- Provide sustenance to one another, understanding and believing that there is a spiritual element that needs nurturing in addition to the physical.

Ūkaipōtanga

- The importance of place, where we belong, where we can contribute, where we gain our strength, gain our energy.

Kotahitanga

- Maintaining unity of purpose and direction, a commitment by the kura hourua whanau of oneness of mind and action towards achieving the vision.

Kaitiakitanga

- Safeguard the kura hourua so it can fulfil its functions and duties through due diligence, accountability, transparency and sound financial management

Pūkengatanga

- Lift up high our aspirations in all we do, look to teach, create and preserve mātauranga Māori and be recognised in these areas.

Te Reo

- As the medium through which we articulate our Maori world view, support the revival of te reo Maori through the activities we do.

Discipline and Restorative Practices

The kura hourua discipline system is based on the premise that there are consequences for actions. It endeavours to be consistent and fair and is underpinned by the principles of natural justice.

For the kura hourua community to operate as a safe learning environment where all strive for personal excellence, it is important that clear boundaries are established. Along with the mission statement, kura hourua values are embedded in the Code of Conduct and Kura hourua Rules.

Guidelines for Dealing with Unacceptable Behaviour

The kura hourua teaching staff are committed to restorative processes. Staff and Management all aspire to build relationships with our students. We seek to address an issue in a respectful way, to communicate with the students so that the problem is addressed and the behaviour corrected. We also value communication with whanau as we seek solutions.

Restorative processes are a part of classroom and kura hourua-wide practices and could include:

- A teacher may meet a student at lunchtime to talk through a problem.
- A peer mediator may meet with students to resolve issues.
- A manager may meet with a student and teacher to facilitate a resolution.
- A counsellor or manager may facilitate a whanau hui.

In the case of serious issues, a formal restorative conference may take place.

Consequences for actions are a part of the discipline process. Students are encouraged to identify who has been harmed by their actions and to put right the wrong. By recognizing their behaviour, students can then receive support to change or improve. We also endeavour to listen to their concerns and build relationships based on respect.

Consequences differ according to the situation. They may include verbal reminders, physical exercise, extra duties (cleaning etc.), behaviour contracts, or in the case of repeated or serious misconduct, or for the non-recognition of misbehaviour, a suspension could be a last resort.

At all times, the needs and rights of each individual member of the kura hourua whanau must be considered so that all students and staff can work in an environment conducive to effective learning.

Part B - Policies and procedures for withdrawal, suspension and expulsion of students

2. Describe the suspension, expulsion and other disciplinary policies and procedures of the proposed school, and the criteria for making decisions on such matters, demonstrating how this aligns with the terms of the Bill, Section 158U and the Ministry of Education's Stand-downs, Suspensions, Exclusions And Expulsions Guidelines.

Student Stand-Down and Suspension Policy:

Purpose

1. To manage student stand-down and suspension consistent with the Ministry of Education's Stand-downs, Suspensions, Exclusions and Expulsions Guidelines (December 2009).
2. To ensure the requirements of natural justice and confidentiality are practiced by the school.
3. To ensure the best interests of the school and the students are fairly and properly upheld.

Objectives

1. The school will see suspension and stand-downs as serious and to be used only after all avenues have been explored and the results fully considered.

The Tumuaki may stand-down or suspend a student if in the opinion of the Tumuaki, the behaviour of the student constitutes gross misconduct or continual disobedience which is a harmful and dangerous example to other students at the school.

a) The parents must be notified in person both before and after the Tumuaki makes a decision to suspend, and subsequently in writing.

b) Parents must be made aware of the rules and the procedures related to stand-downs.

c) The Tumuaki must pay regard to Rule 7 of the Education (Stand-down and Suspension Exclusion and Expulsion) Rules 1999.

2. The authority to stand-down or suspend may be delegated to the deputy Tumuaki or the next most senior staff member at the time when the Tumuaki's absence prevents him or her managing the process.

3. The school does not administer 'voluntary' or 'informal' suspensions or stand-downs.

4. The Tumuaki is required to take all reasonable steps to ensure that parents are aware of any factors which, in the Tumuaki's opinion, are slowing down the student's progress through the school or harming the student's relationship with teachers or other students.
5. The principles of natural justice (NZ Bill of Rights Act 1990, Section 27) are applied in all matters concerning stand-down and suspension. This requires that a person's defence be heard, that parents and the student are fully informed about all matters pertaining to them and to their rights in a timely manner. This also requires that each incident be treated individually and that all factors are taken into account. The school shall comply with current case law regarding natural justice processes. Page 100 of 110 15/11/2012
6. The Tumuaki must report in writing to the Trust Board, each incident, enclosing a copy of the material sent to the parents.

Student Discipline & Pastoral Care Policy:

Purpose

The Kura Hourua discipline and pastoral care policy is designed to ensure that students are provided with a caring, supportive and safe environment in which to learn and work that will nurture each student's unique intellectual, physical, spiritual, emotional and social development and well-being.

Every student will be treated with respect and dignity. The approach to discipline is that positive guidance will promote appropriate behaviours and build maturity, responsibility, and success. Student discipline will be applied without favour or discrimination, but with consideration to the stage of development of the student concerned.

Objectives

The student discipline and pastoral care policy has the following objectives:

- To ensure that students experience the kura hourua as a safe and caring environment, and are effectively supported to develop their potential and achieve success;
- To ensure that the direction and guidance given to students is appropriate to their stage of development, and reflects the kura hourua ethos of leadership, and responsibility for self and others.

Guidelines

- All staff have pastoral responsibilities towards students and will receive training in how to identify and assist students to address pastoral issues.
- Staff pastoral care responsibilities include engagement with students on a day to day basis as advisors, mentors, coaches, role models, supporters and informed observers as appropriate as well as shared monitoring of students for potential pastoral conditions or issues. These include, but are not limited to:
 - Physical; Medical; and / or Dietary conditions or issues;
 - Mental health conditions or issues;
 - Learning; Social; and / or Behaviour issues.
- When a staff member identifies a potential pastoral issue, he/she will immediately initiate the implementation of the Pastoral Care Plan and its protocols as appropriate, and will retain responsibility for its application to the situation unless / until relieved of that responsibility by Management.

- The Pastoral Care Plan provides for students to have ready access to and a degree of choice about, people they can trust and confide in, and any health and other personal services they may require.
- The Plan's protocols ensure that students and / or their whanau are supported in raising problems and issues of a pastoral nature that are of concern to them, and in finding resolution of those concerns.
- The kura hourua management and staff will provide students with positive guidance by the use of praise and encouragement as their primary tools for promoting appropriate behaviour.
- If a student deliberately and with intent breaches any kura hourua rule however, the kura hourua Disciplinary Guidelines will be applied.
- The kura hourua Disciplinary Guidelines are reviewed annually by the Trust Board, in conjunction with the CEO and Tumuaki.
- The Disciplinary Guidelines detail the prescribed disciplinary measures that will be applied to different levels of student misdemeanour and are made available to each student upon enrolment.
- The CEO and Tumuaki and / or Trustees will investigate any management or staff member found to have implemented student disciplinary measures outside of the kura hourua Disciplinary Guidelines and will apply the staff disciplinary processes as relevant.

Disciplinary Guidelines

The disciplinary guidelines will incorporate the kura hourua *Code of Conduct*:

- *Whakapapa*
Is the foundation of the Maori world view, linking us to everything and everybody. It grounds us and gives us a place in the scheme of things.
- *Whanaungatanga*
Kinship underpins our kura hourua and is part and parcel of who we are as Maori. It is about being part of a larger collective, whanau whanui, contributing, receiving, supporting and where necessary taking responsibility.
- *Manaakitanga*
Impart manaaki or 'mana enhancing' behaviour towards each other in the whanau whanui and with external relationships and contacts.
Rangatiratanga
Demonstrate rangatira attributes of integrity, courage, respect, loyalty, confidence, honesty, self discipline, commitment, focus, generosity of spirit and dedication in all we do.
Wairuatanga
Provide sustenance to one another, understanding and believing that there is a spiritual element that needs nurturing in addition to the physical.
Ūkaipōtanga
The importance of place, where we belong, where we can contribute, where we gain our strength, gain our energy.
Kotahitanga

- Maintaining unity of purpose and direction, a commitment by the kura hourua whanau of oneness of mind and action towards achieving the vision.

Kaitiakitanga

- Safeguard the kura hourua so it can fulfil its functions and duties through due diligence, accountability, transparency and sound financial management

Pūkengatanga

- Lift up high our aspirations in all we do, look to teach, create and preserve mātauranga Māori and be recognised in these areas.

Te Reo

- As the medium through which we articulate our Maori world view, support the revival of te reo Maori through the activities we do.

Discipline and Restorative Practices

The kura hourua discipline system is based on the premise that there are consequences for actions. It endeavours to be consistent and fair and is underpinned by the principles of natural justice.

For the kura hourua community to operate as a safe learning environment where all strive for personal excellence, it is important that clear boundaries are established. Along with the mission statement, kura hourua values are embedded in the Code of Conduct and Kura hourua Rules.

Guidelines for Dealing with Unacceptable Behaviour

The kura hourua teaching staff are committed to restorative processes. Staff and Management all aspire to build relationships with our students. We seek to address an issue in a respectful way, to communicate with the students so that the problem is addressed and the behaviour corrected. We also value communication with whanau as we seek solutions.

Restorative processes are a part of classroom and kura hourua-wide practices and could include:

- A teacher may meet a student at lunchtime to talk through a problem.
- A peer mediator may meet with students to resolve issues.
- A manager may meet with a student and teacher to facilitate a resolution.
- A counsellor or manager may facilitate a whanau hui.

In the case of serious issues, a formal restorative conference may take place.

Consequences for actions are a part of the discipline process. Students are encouraged to identify who has been harmed by their actions and to put right the wrong. By recognizing their behaviour, students can then receive support to change or improve. We also endeavour to listen to their concerns and build relationships based on respect.

Consequences differ according to the situation. They may include verbal reminders, physical exercise, extra duties (cleaning etc.), behaviour contracts, or in the case of repeated or serious misconduct, or for the non-recognition of misbehaviour, a suspension could be a last resort.

At all times, the needs and rights of each individual member of the kura hourua whanau must be considered so that all students and staff can work in an environment conducive to effective learning.

Part C – Grievance Process

1. Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

1. The complainant is encouraged to resolve the issue at the lowest possible level by communicating with the person whose actions have given rise to the complaint.
2. If after a direct approach to the person whose actions have given rise to the complaint the problem remains unresolved, then contact with the Tumuaki and/or senior staff member is made.
3. If the complaint can be resolved at that point the Tumuaki or senior staff member will take appropriate action (if any) as required. The Tumuaki may report to the CEO on the resolution of the complaint and actions taken.
4. If the matter remains unresolved after contact with the Tumuaki and/or senior staff person then a written complaint may be made to the CEO.
5. A complaint against the Tumuaki should be addressed to the CEO.
6. A Complaint against the CEO should be addressed to the Trust Board.
7. Where an initial concern is considered serious, the complainant should lodge a complaint directly in writing to the Tumuaki and/or the CEO. Furthermore, the Tumuaki may request that the concern be submitted in writing.
8. Where the Tumuaki has serious concerns regarding a staff member's actions, he/she will raise the matter in writing to the CEO. The CEO will advise the Trust Board of the concerns raised.
9. The Tumuaki will advise the staff member in writing that a complaint has been made to the CEO. The staff member concerned will be made aware of her/his rights to representation. A copy of the complaint will be given to the staff member for response and a reasonable timeframe given in which to respond.
10. The CEO and Trust Board should seek legal/industrial advice from an approved source and notify the Trust Board's insurers.
11. The Trust Board may decide to establish a committee to investigate the complaint or concern and make a recommendation to the Trust Board.

General

1. The Trust Board shall ensure when carrying out any investigation that they act fairly and in good faith.
2. All complaints will be dealt with according to relevant employment contracts, legal requirements, legislation and the policies of the kura hourua.
3. All complaints will be treated in confidence by both the Trust Board and its employees.
4. Where complaints are formally investigated, minutes of all meetings will be taken and agreements made and action taken recorded in writing. These will be held by the Tumuaki or the Trust Board, as appropriate or, in the case of an employee, on the employee's personnel file.
5. If the complaint is about a student's behaviour then the student discipline procedures apply.
6. The above steps are a guideline. The person with the concern may communicate the concern to the Tumuaki or any other person they deem appropriate
7. The kura hourua whanau will be informed on a regular basis of the procedure for complaints.

Where the complaint is against a Trust Board member:

1. Complaints against the Trust Board or a Trust Board member must be submitted to the Trust Board in writing and those complaining given the opportunity to make personal representation at a constituted meeting of the Trust Board.
2. If the Trust Board is unable to reach a mutually acceptable solution by a discussion with the complainant, an independent party may be appointed by the Trust Board to review the complaint and make recommendations to the Trust Board.
3. The Trust Board will consider any recommended course of action made to it by the independent reviewer. However, the Trust Board has no power of discipline over any elected or co-opted Trustee under any Act.

5.2 Personnel

5.2.1 Objective:

To provide the evaluators with details of:

- the Applicant's key personnel and/or Partners who will collectively be accountable for the delivery of the outcomes; and
- proposed resources, skills, qualifications and systems that will be used to manage the human resource component of the school.

5.2.2 Questions:

Part A - Key leadership roles

1. Provide in a table the names and qualifications of persons that will hold key leadership roles in the school. Provide CV's (or position descriptions for positions which will need to be recruited) as an appendix to your Application.

Kura Hourua – Key Leadership Roles (Registered Teaching Roles)		
Role	Qualifications	Role or Job Description
Tumuaki – Education Leader	Post Graduate Diploma or Masters 5 + years experience	Job Description Attached
Kaiwhakaako – HOD Maori	Honours Degree, Post Graduate Diploma or Masters 5 + years experience	Job Description Attached
Kaiwhakaako – HOD English	Honours Degree, Post Graduate Diploma or Masters 5 + years experience	Job Description Attached
Kaiwhakaako – HOD Math	Honours Degree, Post Graduate Diploma or Masters 5 + years experience	Job Description Attached
Kaiwhakaako – HOD Rangatiratanga	Bachelors Degree, Post Graduate Diploma or Masters 5 + years experience	Job Description Attached

2. Describe the standards that will be used in hiring teachers, administrators, and other school staff and the professional backgrounds, depth of experience and personal qualities that you will seek in teachers and other school staff and how these qualities will help the school implement its vision and achieve the stated goals.

Kura Hourua – Staff Recruitment		
Role	Qualifications & Experience	Qualities
Kaiwhakaako - Registered Teachers	Bachelor or Teaching or Bachelors and Graduate Diploma of Teaching 5 + years experience teaching	<ul style="list-style-type: none"> • Displays the values of the Trust and a willingness to learn te reo Maori • Hard working • Aroha for rangatahi, a love for teaching and a strong desire to see them achieve at a high level.
Kaiwhakaako – Non-Registered Teaching Staff	Bachelors, Advanced Trades Certificate and/or 10 years teaching/working in an approved curriculum area.	<ul style="list-style-type: none"> • Displays the values of the Trust and a willingness to learn te reo Maori • Hard working • Aroha for rangatahi and a love for teaching and a strong desire to see them achieve at a high level.
Administrator	Bachelors or Diploma in Business Management and/or 5 + years working in a secondary school administration office.	<ul style="list-style-type: none"> • Displays the values of the Trust and a willingness to learn te reo Maori • A love for the job they do • Hard working • Aroha for rangatahi, and a strong desire to see them achieve at a high level.

Part B - Qualifications of school staff

3. **Indicate the number or percentage of teaching positions that you propose must be filled by registered teachers or holders of a Limited Authority to Teach (LAT).**

At least 80% of teaching positions at the kura hourua will be filled by registered teachers or holders of a Limited Authority to Teach (LAT).

4. **Describe the employment process that will be used to achieve the desired quality of staff and controls you will apply to ensure that background checks, including Police vetting, are conducted on all school personnel, including volunteers and contractors, prior to the beginning of their employment or service.**

He Puna Marama Trust Staff - Appointments Policy & Procedure as approved by the Trust Board:

5.1 Staff - Appointments

Policy Statement

He Puna Marama Trust will employ as staff those applicants with the most appropriate skills and/or qualifications for any position that is available, who also demonstrate an affinity with the Trust's whānau and hapū based environment and aspirations. The appointment procedures are to be fair and equitable. The preferred employee will have a strong empathy with the kaupapa of He Puna Marama Trust.

Rationale

To ensure that staff who are appointed can respond effectively to Trust clients from a wide range of cultural, socio-economic, educational and other backgrounds, presenting a wide range of demands.

Procedure

- Where a vacancy or an opportunity for employment occurs, management and or Trustees meet and determine the requirements of the position and the qualities of the person needed to fill it.
- A Job Description and person specifications will be developed specific to that position by the Activity Unit manager, and approved by the CEO.
- In cases when the position can demonstrably be filled through making an internal appointment of a staff member who meets all the relevant criteria, the CEO will determine whether the position will be advertised externally.
- All positions for external advertisement will be advertised in at least one local newspaper, in CEO-approved advertisement/s specifying the position, with a brief description and contact details.
- All applicants will receive the Job Description and person specifications for that vacancy.
- The CEO will establish an interview panel for the position comprised of at least two persons (e.g.: the CEO / Activity Unit Manager / Supervisor / suitable qualified stakeholder / expert).
- The interview panel will determine short-listing criteria based on qualification, experience and other criteria relevant to the position, then delegate the scheduling of interviews to management.
- All applicants' documentation will be assessed against the short-listing criteria by delegated management and or Trustees who will produce an interview shortlist
- The interview panel will conduct interviews with all short-listed applicants using a pre-established rating system to identify critical factors and the best candidate for the position. A panel member will be delegated to contact the best candidate's references and obtain their responses to questions related to the applicants suitability for the position as prioritised by the interview panel.

- The Trust will not impose any barriers to the applicant, in terms of factors such as age; sex; gender; culture, religious beliefs – however, when all other applicant attributes are equal, a positive weighting will be given to those persons who demonstrate a depth of affinity with Tikanga and Kaupapa Māori.
- All successful and unsuccessful applicants will be notified verbally and or in writing.
- A file recording the results of the application and interview process will be retained on file.
- Applicants can request their file be reviewed and / or appeal the results of the process where they feel they have a valid reason to do so.
- The Privacy Act pertaining to confidentiality of personal / private information of applicants will apply at all times.
- All successful applicants will be required to complete a compulsory licensing and Vetting Service Centre check through the New Zealand Police prior to the commencement of their appointment.
- Applicants who have been convicted of serious crimes (e.g. crimes of a sexual nature; crimes against children; fraud; theft; murder) and or assault of any person will not be appointed.
- Unsuccessful applicants will have their private information returned to them on request.

Responsibility / Accountability

Trustees:

Establish guidelines for a democratic and prejudice-free process for the appointment of staff
Make selves available for interview panel as and when required

CEO

Ensure process is fairly applied and caters to needs of Trust
Make recommendations relating to Budgeted Cost of Employee
Seek professional advice relating to employment matters if so required
Make self available for interview panel as and when required

Activity Unit Managers

Make appointments within powers assigned to position
Ensure position has been funded appropriately
Co-ordinate process where appropriate
Make self available for interview panel as and when required

Documents / Resources

- Interview panel requires:
 - The Privacy Act
 - Job Descriptions
 - Critical Factors and Rating System
 - Job Application forms
 - Consent to Disclosure of Information Form
 - Personnel Profiles
 - ***Evaluation***
 - The Board of Trustees will evaluate this policy based on feedback from the Unit Management having consulted staff, as changes occur or annually, whichever may apply first.

Part C - Staffing Plan

5. Provide your proposed staffing plan describing the anticipated number of staff members, their positions, and the optimal student: teacher ratio.

Kura Hourua – Staffing Plan	
Role	Department
Tumuaki – Education Leader	Management
Kaiwhakaako – HOD Maori	Maori
Kaiwhakaako – Maori	Maori
Kaiwhakaako – HOD English	English
Kaiwhakaako – HOD Math	Math
Kaiwhakaako – Science	Science
Kaiwhakaako – Creative Technologies	Creative Technologies
Kaiwhakaako – Creative Technologies	Creative Technologies
Kaiwhakaako – Business	Business
Kaiwhakaako – HOD Rangatiratanga	Leadership
Kaiwhakaako – Rangatiratanga	Leadership
Administrator	Management/Administration
TOTAL STAFF 12	Optimal teacher/pupil ratios 25-1

Part D – Employment Policies

6. Describe policies regarding salaries, contracts, hiring and dismissal, evaluation of staff, benefit plans, and other matters related to staffing. Attach applicable policies as an appendix to your application.

He Puna Marama Trust Staffing Policies & Procedures as approved by the Trust Board attached:

Part E - Volunteers and contractors

7. If you propose to use volunteers and/or contractors, describe:

a) the possible roles;

Support tutors

b) how volunteers and/or contractors will be organised to accomplish the school's mission and goals; and

Volunteers and/or contractors will be organised alongside the learning plans of teaching staff that align to the strategic and annual plan of the kura hourua.

c) how they will be identified, vetted and trained.

Volunteers and/or contractors will be subject to the same vetting and basic induction as employees. Contractors will be subject to the same recruitment process as employees except in the case of emergency procurement for a fixed project.

Part F - Performance Management and Appraisal

8. Describe how your teaching practices will be assessed, including appraisal processes.

Utilising the attached appraisal form for teachers guided by the He Puna Marama Trust Staff – Performance Appraisal Policy & Procedure as approved by the Trust Board:

5.4 Staff – Position Performance Appraisal

Policy Statement

He Puna Marama Trust will appraise staff performance against job descriptions and specified performance criteria set out in employment contracts to assess employee performance.

Rationale

To allow He Puna Marama Trust to make a valid comparison of appointed position performance against the job description and other relevant documentation.

Procedure

- Staff will be appraised on performance at least annually. Specific appraisal dates will be determined in Staff Employment Contracts.
- The relevant Activity Unit Manager will conduct appraisals of non-managerial appointments. Where there is no Unit Manager, the CEO will conduct the appraisal.
- A Trustee and the CEO will conduct appraisals of Activity Unit Managers.
- A Trustee delegated by the Board of Trustees will conduct appraisals of the CEO.
- The CEO will report appraisal interview results to Trustees without divulgement of individual details.
- Performance Appraisal meetings will determine staff performance against the job description and any previously negotiated benchmarks, and identify individual training needs and the arrangements and agreements for addressing these.

- Annual leave, holiday leave, special leave and sick leave will follow standard employment practices but additional leave may be negotiated during the appraisal process.
- After the appraisal meeting, the appraiser draws up new performance agreement plans, which must be signed off by the employee and a duly appointed representative of the Trust.
- The staff member conducting the position appraisal process will hand a copy of the staff appraisal meeting records to the appraised employee at the end of the process.

Performance Appraisal Appeals Process

- Should an employee have a fundamental disagreement about performance appraisal / performance management process or outcomes, they may lodge an appeal, in which case the following procedure must be followed:
 - i) The employee must submit a written appeal and any supporting evidence to the CEO within 10 days of the employee's receipt of their appraisal meeting records. The appeal must clearly states the grounds for and details of the appeal.
 - ii) On receipt of a written appeal, the CEO will meet with the appellant and their manager with a view to resolving the situation.
 - iii) If after the meeting, the employee wishes to continue with a formal appeal, the CEO will establish an Appeals Committee comprised of 3 persons (e.g.: the CEO / Trustee / industry representative / employment expert).
 - iv) The CEO will then forward the employee's original appeal application and a report from the CEO to the Appeals Committee for their consideration.
 - v) The Appeals Committee may ask for the employee, manager and / or CEO to appear before it or to provide further information, or seek a legal opinion, if required.
 - vi) The decision of the Appeals Committee will be final, and communicated to the CEO and employee in writing.

Responsibility / Accountability

Trustees:

- Monitor appraisal process
- Delegate appraisal of CEO

CEO:

- Conduct appraisals of Unit Managers and others as required
- Report to Trustees on progress and results of Staff Appraisal process

Activity Unit Managers

- Conduct appraisals of Unit staff
- Report to CEO on progress and results of Staff Appraisal process

Documents

- Job Descriptions
- Employment Contracts
- Appraisal agreements
- Training agreements
- Leave forms

Evaluation

The Board of Trustees will evaluate this policy based on feedback from the Trust Management having consulted staff, as changes occur or annually, whichever may apply first.

Kura Hourua

Appraisal and Professional Learning Guidelines

GETTING PREPARED FOR APPRAISAL

Before the appraisal interview you will need to read this kit and your job description and be familiar with the Registered Teacher Criteria (RTC) and the Kura Hourua philosophy and vision. You will complete the Registered Teacher Criteria Self Appraisal template.

The appraisal process will then focus on

- What aspects of your practice have been successful?
- Which aspects of your practice have not been successful?
- Which practices would you like to work on to add value to your team?

Agreed comments will be recorded in the kit and kept as a record and evidence of your work.

1. PERFORMANCE REVIEW

Setting the scene, what do I contribute to, enjoy, find difficult or frustrating?

What project have you been involved in that was really successful? How could you be even more successful?

Is there any part of your job description that you find challenging?

2. STRATEGIC FOCUS

How are you contributing to Kura Hourua and teaching team's goals for quality improvement and quality participation and access for akonga and families?

How do you contribute to the achievement of the Kura Hourua Philosophy and vision? What is your area of highest achievement or strength? What more could you do to enhance your contribution even more?

3. PROFESSIONAL APPRAISAL AND DISCUSSION

Through professional discussion identify how you are developing your teaching, are there gaps in your practice knowledge, what data are you using as evidence?

Consider an area of your practice you are interested in developing which will:

- Link to your centre self review and/or quality improvement goals that your team has identified
- Focus on aspects of your practice you wish to develop further to contribute to improve learning outcomes for akonga?
- Are there other areas of your practice would you like to focus on or research?

4. REFLECTION AND GOAL SETTING

Creating a record to identify the most relevant issues and useful data resulting from analysis and provide documentary evidence of your professional learning and development. (See 'what counts as evidence')

5. EVALUATION

Review the evidence you have for changed or enhanced teaching practice

6. RESOURCES

- RTC self appraisal template
- What counts as evidence
- Meeting Record template
- Reflection template
- **Your Job description**

1. PERFORMANCE REVIEW

Required Resource: Job Description

QUESTIONS TO GUIDE DISCUSSION

Job descriptions- What project have you been involved in that was really successful? Any part of this description that you find challenging. How well does your job description describe your position and tasks?

How could you be even more successful?

2. STRATEGIC FOCUS

Supporting Resource: Kura Hourua Strategic Plan

MISSION

Unlock the potential of our rangatahi while honouring the deeds of our tupuna.

VISION

Tu ki te marae, tu ki te ao

QUESTIONS TO GUIDE DISCUSSION

How did you contribute to the achievement of the Kura Hourua mission and vision or achieving your centre philosophy? What is your area of highest achievement or strength? What more could you do to enhance your contribution even more?

3. PROFESSIONAL APPRAISAL

Consider an area of your practice you are interested in developing which will link to Kura Hourua self review and/or "Plan for Improving Teaching and Learning" goal that your team has identified:

- *What aspects of your practice/work could you develop further to contribute to better learning outcomes for akonga?*
- *Are there other areas of your practice would you like to focus on or research?*

Self-Appraisal of Registered Teacher Criteria

Professional Relationships and Professional Values

Teachers engage in respectful and collaborative professional relationships and demonstrate commitment to professional values

Criteria	Key Indicators	Area of strength	Satisfied with practice	Area for further work
1. Establish and maintain effective professional relationships focused on the learning and wellbeing of ākonga / learners	I. engage in respectful, positive and collaborative professional relationships with: <ul style="list-style-type: none"> • ākonga / learners • teaching colleagues, support staff and other professionals • whānau / family and other carers of ākonga • agencies, groups and individuals in the community 			
2. Demonstrate commitment to promote the well being of all ākonga / learners	I. take all reasonable steps to provide and maintain a safe physical, social and emotional teaching and learning environment II. acknowledge and respect the languages, heritages and cultures of all ākonga III. comply with relevant regulatory and statutory requirements			
3. Demonstrate commitment to bicultural partnership in Aotearoa New Zealand	I. demonstrate respect for the heritages, languages and cultures of both partners to the Treaty of Waitangi			
4. Demonstrate commitment to ongoing professional learning and development of personal professional practice	I. identify professional learning goals in consultation with colleagues II. participate responsively in professional learning opportunities within the learning community III. initiate learning opportunities to advance personal professional knowledge and skills			
5. Show leadership that contributes to effective teaching and learning	I. actively contribute to the professional learning community II. undertake areas of responsibility effectively			

Professional Knowledge in Practice

Registered teachers make use of their professional knowledge and understanding to build a stimulating, challenging and supportive learning environment that promotes learning and success for all ākonga.

Criteria	Key Indicators	Area of strength	Satisfied with practice	Area for further work
6. Conceptualize, plan and implement an appropriate learning programme	I. articulate clearly the aims of their teaching, give sound professional reasons for adopting these aims, and implement them in their practice II. through their planning and teaching, demonstrate their knowledge and understanding of relevant content, disciplines and curriculum documents			
7. Promote a collaborative, supportive and effective learning environment	I. demonstrate effective management of the learning setting which incorporates successful strategies to engage and motivate ākonga II. foster trust, respect and cooperation with and among ākonga			
8. Demonstrate in practice their knowledge and understanding of how ākonga learn	I. enable ākonga to make connections between their prior experiences and learning and their current learning activities II. provide opportunities for ākonga to engage with, practice and apply new learning to different contexts III. encourage ākonga to take responsibility for their own learning and behaviour IV. assist ākonga to think critically about information and ideas and to reflect on their learning			
9. Respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga	I. demonstrates knowledge and understanding of social and cultural influences on learning, by working effectively in the bicultural and multicultural contexts of learning in Aotearoa New Zealand II. select teaching approaches, resources, technologies and learning and assessment activities that are inclusive and effective for diverse ākonga III. modify teaching approaches to address the needs of individuals and groups of ākonga			
Criteria	Key Indicators	Area of	Satisfied with	Area

Kura Hourua

		strength	practice	for further work
10. Work effectively within the bicultural context of Aotearoa New Zealand	<p>I. practice and develop the relevant use of te reo Māori me ngā tikanga-a-iwi in context</p> <p>II. specifically and effectively address the educational aspirations of ākonga Māori, displaying high expectations for their learning</p>			
11. Analyze and appropriately use assessment information, which has been gathered formally and informally	<p>I. analyze assessment information to identify progress and ongoing learning needs of ākonga</p> <p>II. use assessment information to give regular and ongoing feedback to guide and support further learning</p> <p>III. analyze assessment information to reflect on and evaluate the effectiveness of the teaching</p> <p>IV. communicate assessment and achievement information to relevant members of the learning community</p> <p>V. foster involvement of whānau in the collection and use of information about the learning of ākonga</p>			
12. Use critical inquiry and problem-solving effectively in their professional practice	<p>I. systematically and critically engage with evidence and professional literature to reflect on and refine practice</p> <p>II. respond professionally to feedback from other members of their learning community</p> <p>III. critically examine their own beliefs, including cultural beliefs, and how they impact on their professional practice and the achievement of the ākonga</p>			

1. REFLECTIONS AND GOAL SETTING

Appraisal Record forDate.....2012.

Which area of your team self review goals could you link your individual goal to?

What aspects of your practice will you develop further to contribute to improved learning outcomes for akonga?

How will you do it?

What difference will these goals make for akonga?

What other areas of your practice would you like to focus on or research?

Plan for Improving Teaching and Learning

What specific steps will you take to develop your practice?	What support and feedback is required /by whom?	What evidence will you keep?

<p>▲ (name) (date) Continues to meet Professional Standards for Registered Teachers</p>	
Staff member's signature	Kaitiaki signature
Kaiwhakahaere (name) and signature:	

Evaluation

How do I know I achieved my goal/goals?	What evidence do I have?

What counts as evidence?

Possible artefacts you may collect however you may identify other forms of evidence. Artefacts are collected to demonstrate a teachers focus and development in an area of practice.

- Reflective Journal
- Evidence of self evaluation
- Team self review
- Evidence of engaging in professional development
- Staff meeting minutes
- Certificates of participation at PD or conferences
- Records of all registration meetings, seminars, cluster meetings and professional discussions
- Readings and texts in areas of professional development
- Artefacts showing professional activities and learning such as:
 - observations of akonga learning,
 - records of feedback or observation
- Any others you can identify

Kura Hourua

Appraisal Meeting Record for.....

Date of meeting

Key topics of discussion

-

-

Teacher actions required.

-

-

Date of meeting

Key topics of discussion

-

Teacher actions required.

-

Date of meeting

Key topics of discussion

-

-

Teacher actions required.

-

-

Date of meeting

Key topics of discussion

-

Teacher actions required.

-

-

Reflective Journal

Name _____ Date _____

<p>What is happening?</p> <p>Describe the situation or aspect of practice you are evaluating</p>	
<p>What did I do and think?</p> <p>Describe your thoughts and/or actions in the situation.</p>	
<p>What do I think now?</p> <p>What have I learnt that has impacted on my thinking?</p>	
<p>What does this teach me about my practice?</p> <p>Are there strategies or a new way of thinking that you will know use?</p>	

5.1 Staff - Appointments

Policy Statement

He Puna Marama Trust will employ as staff those applicants with the most appropriate skills and/or qualifications for any position that is available, who also demonstrate an affinity with the Trust's whānau and hapū based environment and aspirations. The appointment procedures are to be fair and equitable. The preferred employee will have a strong empathy with the kaupapa of He Puna Marama Trust.

Rationale

To ensure that staff who are appointed can respond effectively to Trust clients from a wide range of cultural, socio-economic, educational and other backgrounds, presenting a wide range of demands.

Procedure

- Where a vacancy or an opportunity for employment occurs, management and or Trustees meet and determine the requirements of the position and the qualities of the person needed to fill it.
- A Job Description and person specifications will be developed specific to that position by the Activity Unit manager, and approved by the CEO.
- In cases when the position can demonstrably be filled through making an internal appointment of a staff member who meets all the relevant criteria, the CEO will determine whether the position will be advertised externally.
- All positions for external advertisement will be advertised in at least one local newspaper, in CEO-approved advertisement/s specifying the position, with a brief description and contact details.
- All applicants will receive the Job Description and person specifications for that vacancy.
- The CEO will establish an interview panel for the position comprised of at least two persons (e.g.: the CEO / Activity Unit Manager / Supervisor / suitable qualified stakeholder / expert).
- The interview panel will determine short-listing criteria based on qualification, experience and other criteria relevant to the position, then delegate the scheduling of interviews to management.
- All applicants' documentation will be assessed against the short-listing criteria by delegated management and or Trustees who will produce an interview shortlist
- The interview panel will conduct interviews with all short-listed applicants using a pre-established rating system to identify critical factors and the best candidate for the position. A panel member will be delegated to contact the best candidate's references and obtain their responses to questions related to the applicants suitability for the position as prioritised by the interview panel.
- The Trust will not impose any barriers to the applicant, in terms of factors such as age; sex; gender; culture, religious beliefs – however, when all other applicant attributes are equal, a positive weighting will be given to those persons who demonstrate a depth of affinity with Tikanga and Kaupapa Māori.
- All successful and unsuccessful applicants will be notified verbally and or in writing.
- A file recording the results of the application and interview process will be retained on file.
- Applicants can request their file be reviewed and / or appeal the results of the process where they feel they have a valid reason to do so.
- The Privacy Act pertaining to confidentiality of personal / private information of applicants will apply at all times.
- All successful applicants will be required to complete a compulsory licensing and Vetting Service Centre check through the New Zealand Police prior to the commencement of their appointment.
- Applicants who have been convicted of serious crimes (e.g. crimes of a sexual nature; crimes against children; fraud; theft; murder) and or assault of any person will not be appointed.
- Unsuccessful applicants will have their private information returned to them on request.

Responsibility / Accountability

Trustees:

Approval Date: Feb 9 2010 | Next Review Date: Feb 2013 | Signed: 

Establish guidelines for a democratic and prejudice-free process for the appointment of staff
Make selves available for interview panel as and when required

CEO

s 9(2)(a) OIA

Ensure process is fairly applied and caters to needs of Trust
Make recommendations relating to Budgeted Cost of Employee
Seek professional advice relating to employment matters if so required
Make self available for interview panel as and when required

Activity Unit Managers

Make appointments within powers assigned to position
Ensure position has been funded appropriately
Co-ordinate process where appropriate
Make self available for interview panel as and when required

Documents / Resources

- Interview panel requires:
 - The Privacy Act
 - Job Descriptions
 - Critical Factors and Rating System
 - Job Application forms
 - Consent to Disclosure of Information Form
 - Personnel Profiles

Evaluation

The Board of Trustee's will evaluate this policy based on feedback from the Unit Management having consulted staff, as changes occur or annually, whichever may apply first.

5.2 Staff – Equal Employment Opportunities (EEO)

Policy Statement

He Puna Marama Trust appointment procedures are based on EEO principles. The Trust will endeavour to provide an interview process and environment that meets the cultural needs of applicants selected for interview. All staff will be provided with equal access to suitable working conditions and environs.

Rationale

To ensure that He Puna Marama Trust provides equal employment opportunities to the appointment of new staff and to its consideration of the needs of existing staff and clients.

Procedure

- The CEO is responsible for the implementation and monitoring of this policy.
- Appointments will not discriminate between applicants on the basis of gender, ethnic origin, age or personal details, where these are not relevant to the position advertised.
- Jobs will be advertised according to the appointment policy.
- All applicants will receive a job description along with a person specification providing details of preferred qualifications, proven competence and personal qualities that are deemed either:
 - Essential, or
 - Desirable.
- The interview process will, where possible, allow for special introductory formats, e.g. powhiri.
- A support person or group may accompany applicants selected for an interview, if they so wish.

Responsibility/Accountability

Trustees:

Set guidelines for EEO policy

CEO / Activity Unit Manager

Implement EEO policy and procedures

Monitor and feedback to staff and Trustees on EEO

Documents / Resources

Advertisement of Job Vacancies

Job Descriptions

Unit reports / Request for creation – amendment to staff positions

Training agreements

Reports to Trustees

Evaluation

The Board of Trustees will review the EEO process based on feedback from the CEO having consulted staff, as changes occur, or annual whichever is first.

5.3 Staff – Job Descriptions

Policy Statement

He Puna Marama will develop a job description for every position within the Trust, which will provide the basis upon which all staff development and performance review is conducted.

Rationale

To ensure that all Trust employees are aware of their responsibilities and role within the Trust; of the performance that is expected of them and the benchmarks against which their performance is evaluated.

Procedure

- The job description is the initial negotiation document for the appointment.
- Job descriptions will provide the basis of position performance appraisal and any negotiation of staff performance criteria.
- The job description will be reviewed at each staff appraisal meeting.
- The appraisal meeting will include appraisal against the job description, negotiation of specific job description detail and / or performance benchmarks for future appraisals, and determination of any staff training needs and arrangements on how these will be addressed.

Responsibility / Accountability

CEO

Monitor staff performance process.

Activity Unit Manager

Prepare initial Job Description drafts

Use Job Descriptions as part of staff performance appraisal / management system

Documents

Job Descriptions and Staff Performance Appraisal records

Employment Records

Employment Relations Act 2000

Evaluation

The Board of Trustee's will evaluate this policy based on feedback from the Trust Management having consulted staff, as changes occur or annually, whichever may apply first.

5.4 Staff – Position Performance Appraisal

Policy Statement

He Puna Marama Trust will appraise staff performance against job descriptions and specified performance criteria set out in employment contracts to assess employee performance.

Rationale

To allow He Puna Marama Trust to make a valid comparison of appointed position performance against the job description and other relevant documentation.

Procedure

- Staff will be appraised on performance at least annually. Specific appraisal dates will be determined in Staff Employment Contracts.
- The relevant Activity Unit Manager will conduct appraisals of non-managerial appointments. Where there is no Unit Manager, the CEO will conduct the appraisal.
- A Trustee and the CEO will conduct appraisals of Activity Unit Managers.
- A Trustee delegated by the Board of Trustees will conduct appraisals of the CEO.
- The CEO will report appraisal interview results to Trustees without divulgement of individual details.
- Performance Appraisal meetings will determine staff performance against the job description and any previously negotiated benchmarks, and identify individual training needs and the arrangements and agreements for addressing these.
- Annual leave, holiday leave, special leave and sick leave will follow standard employment practices but additional leave may be negotiated during the appraisal process.
- After the appraisal meeting, the appraiser draws up new performance agreement plans, which must be signed off by the employee and a duly appointed representative of the Trust.
- The staff member conducting the position appraisal process will hand a copy of the staff appraisal meeting records to the appraised employee at the end of the process.

Performance Appraisal Appeals Process

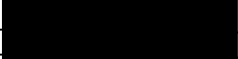
- Should an employee have a fundamental disagreement about performance appraisal / performance management process or outcomes, they may lodge an appeal, in which case the following procedure must be followed:
 - i) The employee must submit a written appeal and any supporting evidence to the CEO within 10 days of the employee's receipt of their appraisal meeting records. The appeal must clearly states the grounds for and details of the appeal.
 - ii) On receipt of a written appeal, the CEO will meet with the appellant and their manager with a view to resolving the situation.
 - iii) If after the meeting, the employee wishes to continue with a formal appeal, the CEO will establish an Appeals Committee comprised of 3 persons (e.g.: the CEO / Trustee / industry representative / employment expert).
 - iv) The CEO will then forward the employee's original appeal application and a report from the CEO to the Appeals Committee for their consideration.
 - v) The Appeals Committee may ask for the employee, manager and / or CEO to appear before it or to provide further information, or seek a legal opinion, if required.
 - vi) The decision of the Appeals Committee will be final, and communicated to the CEO and employee in writing.

Responsibility / Accountability

Trustees:

- Monitor appraisal process
- Delegate appraisal of CEO

CEO:

Approval Date: April 2011 | Next Review Date: April 2012 | Signed: 

Conduct appraisals of Unit Managers and others as required
Report to Trustees on progress and results of Staff Appraisal process

s 9(2)(a) OIA

Activity Unit Managers

Conduct appraisals of Unit staff
Report to CEO on progress and results of Staff Appraisal process

Documents

Job Descriptions
Employment Contracts
Appraisal agreements
Training agreements
Leave forms

Evaluation

The Board of Trustees will evaluate this policy based on feedback from the Trust Management having consulted staff, as changes occur or annually, whichever may apply first.

5.5 Staff – Relief Staff

Policy Statements

He Puna Marama Trust will provide resource to employ relief staff to release permanently appointed employees for reasons of sickness, disability or for professional development. All relief staff will meet the selection and appointment criteria of permanent staff in the equivalent position.

Rationale

To ensure competent persons are appointed as relief staff who will enable the continued provision of a quality service to, and supervision of, He Puna Marama Trust clients.

Procedure

- Staff leave for professional development or planned personal leave must be approved by management at least two weeks in advance of such leave being taken.
- Management will arrange relief staff to cover staff taking approved leave.
- If sudden sickness, disability or some other crisis means a staff member is unable or unfit to work, they must notify their Manager at least 4 hours prior to the commencement of the relevant shift/s.
- Management will arrange for relief staff or other authorised coverage of the position of any staff member absent due to sudden sickness, disability or some other crisis.
- Relief staff will be paid in the normal 'wage and salary' cycle used by the Trust.
- Relief staff will be encouraged to participate in professional development throughout the year.

Responsibility/Accountability

Trustees

Monitor effectiveness of this policy and relief staff costs via CEO Reports

CEO:

- Provide reports to Trustees
- Monitor and support management with regard to this policy
- Arrange coverage of Management positions as and when needed aligned with this policy
- Secure budget for relief staff on an annual basis

Unit Managers

- Maintain a database of appropriate relief staff
- Receive and process applications for authorised leave
- Report to CEO on relief staff requirements and costs
- Maintain wage records for relief staff
- Arrange professional development plans and training for relief staff

All staff

- Furnish documentation as required to Manager (e.g. Doctor's Certificate)

Documents / Resources

- Personal staff profiles (contains qualifications/experience details, professional development, etc.)
- Relief staff lists
- Leave Applications
- Wage and Salary records
- CEO Reports to Trustees

Evaluation

The Board of Trustees will evaluate this policy based on feedback from the Trust Management having consulted staff, as changes occur or annually, whichever may apply first.

5.6 Staff – Professional Development

Policy Statement

He Puna Marama Trust is committed to the professional development of its staff. The Trust encourages staff to attain ongoing qualifications and appropriate work experience to enable them to achieve optimal performance levels.

Rationale

To ensure that Trust staff have the opportunity to enhance their job performance by accessing ongoing professional development and retain currency with industry developments and requirements.

Procedure

- Wherever possible, staff development needs are to be determined by managers and staff prior to the upcoming financial year.
- In consultation with all managers, training will be prioritised, taking into consideration the annual training budget.
- Where relevant, Unit Managers and the CEO may identify and arrange prioritised training for particular staff.
- Staff will negotiate training plans with their Manager after any priority training needs are identified.
- Relief staff will provide cover for staff undertaking professional development where necessary, to ensure consistency of service delivery to clients.

Responsibility / Accountability

Trustees

Provide funds for professional development that supports the achievement of Trust aims

CEO

Secure Professional Development Budgets
Identify training priorities
Negotiate Training Plans with Management staff

Unit Managers / Supervisors

Negotiate Professional Development Budget
Monitor staff qualifications and training needs in relation to industry standards and job roles
Identify staff training priorities
Negotiate Training Plans
Arrange relief staff

Other staff

Negotiate personal Training Plan
Achieve minimum staff qualification standard according to Training Plan details
Provide 2 weeks notice to Manager of intended absences relating to Professional Development

Documents / Resources

Individual Professional Development Plans
Training Agreements
Unit Budget and Cash flow Projections

Evaluation

The Board of Trustees will evaluate this policy based on feedback from the Trust Management having consulted staff, as changes occur or annually, whichever may apply first.

5.3 Legislative and Health & Safety

5.3.1 Objective:

To ensure that the PSKH you are proposing meets all of the legislative and occupational health and safety requirements.

5.3.2 Questions:

Part A – Health and Safety

1. Detail how the school proposes to meet and maintain the required health and safety standards.
2. Describe your proposed actions to ensure the safety of students and staff at all times.

Utilising the Ministry of Education Health and Safety in Schools Guidelines to the Health and Safety in Employment Act and The Health and Safety Code of Practice for State and State Integrated Schools.

Attached kura hourua health & safety plan and He Puna Marama Trust Health & Safety in Employment Policy.

Part B – Records and Information Management

1. Describe your proposed systems for:
 - a) recording enrolment, attendance and achievement; and
 - b) maintaining school records to provide any information required by the Government.

All recording, enrolment, attendance and achievement will be recorded and tracked using KAMAR software. All compliance for information required by government will also be recorded in KAMAR. He Puna Marama Trust has been using the KAMAR student management system for the past 3 years at the Leadership Academy of A Company.

Health and safety programme plan

Kura Hourua 2013 - 2014

Overall objective

To achieve the Primary level of Workplace Safety Management Practices

Objective	Action Plan	Person	Date	Status ¹	Budget
1. Adopt and implement the organisation's health and safety manual by 1 February 2010	<ul style="list-style-type: none"> i. Review the policy, make the necessary changes, and sign and date it ii. Distribute and publicise the policy iii. Establish the incident and injury register and meet with all employees to advise them of the process for reporting incidents and injuries 	Tumuaki	1 Dec 2013	To do	
2. Establish the health and safety team by 1 February 2010	<ul style="list-style-type: none"> i. With employee representatives, agree upon the process for selection of the health and safety team ii. Develop the timetable for the meetings (at least quarterly) iii. Confirm the actions that the team will undertake for the coming year 	Tumuaki H&S rep H&S rep	1 Dec 2013 1 Dec 2013 1 Dec 2013	To do To do To do	
3. Review the hazards in the workplace by 1 March 2010	<ul style="list-style-type: none"> i. Review the organisation's generic hazard register ii. Identify site-specific hazards, assess to see if they are significant hazards and develop appropriate controls iii. Train staff in the methodology iv. Undertake the necessary workplace monitoring and personal health monitoring 	Tumuaki Tumuaki & staff Tumuaki H&S rep	1 Dec 2013 1 Dec 2013 1 Dec 2013 Monthly	To do To do To do Ongoing	
4. Complete a review of training practices by end of each term	<ul style="list-style-type: none"> i. Identify training needs for each job position ii. Establish competence level of all staff iii. Identify suitable training courses/trainers/training programmes 	Tumuaki Tumuaki Tumuaki	End of term	To do	

Annual and ongoing activities

Element	Action	When	Responsibility	Status
Employer commitment	i. Review the policy	Annual	CEO	
Planning, review and evaluation	i. Review the current health and safety plan ii. Prepare the health and safety plan for the coming year iii. Complete annual self-assessment	Annual Annual Annual	Tumuaki and Health and safety rep	
Hazard identification, assessment and management	i. Update hazard identification, including hazards associated with new or changed equipment and processes ii. Review the hazard register to ensure that controls are in place and effective iii. Complete monthly workplace inspections iv. Undertake workplace and personal health monitoring	Annual Monthly Annual	Health and safety rep	
Incident and injury reporting, recording and investigation	i. Review and analyse the incident and injury data	Each term	Health and safety rep & Tumuaki	
Employee participation	i. Health and safety representatives to meet regularly	Each term	Health and safety reps	
Emergency planning	i. Arrange two emergency evacuation exercises (night and day drill) ii. Re-examine/update the emergency plan after each exercise	Monthly	Health and safety rep	

Source: adapted from an example found at: www.acc.co.nz

4.6 Financial, Administrative and Physical Resources – Health and Safety in Employment

Policy Statement

He Puna Marama recognises that as a safe employer, it is responsible for providing and maintaining a safe working environment for Trust staff, clients and visitors, including trades people and suppliers.

Rationale

To ensure the Trust collectively fulfils its obligations under the Health and Safety in Employment Act 1992 (and its subsequent amendments), and works to maintain a safe work environment through the implementation of **Good Housekeeping Rules** and safety processes to identify, eliminate, isolate and or minimise workplace hazards across the Trust's operations.

Procedure

- The Trust delegates responsibility for health and safety to the CEO.
- Each Activity Unit will annually convene a staff meeting to appoint a Health and Safety Officer (H&S Officer) and a Health and Safety Committee for the Unit.
- The Health and Safety Committee will nominate a Fire Officer and a First Aid Officer for each site; monitor adherence to this policy; and advise the CEO on related areas for development.
- Activity Unit H&S Officers must complete regular site-specific Hazard ID checks and report back to their Health and Safety Committee.
- H&S Officers have the authority to act immediately to protect the health and safety of others whenever necessary, but must report any such action/s taken, plus any associated longer term measures required, to their Health and Safety Committee within 24 hours.
- Activity Unit H&S Officers must ensure that all staff and clients present on their site are informed of any hazards, and of site-specific safety requirements.

Responsibility/Accountability

Trustees

- Induct new Trust Executives in this policy
- Ensure policy, procedures, rationale, standards are in place and reviewed annually
- Allocate funds to provide staff training in Occupational Safety and Health procedures
- Ratify monthly reports

CEO

- Ensure that Health and Safety officers complete accredited Occupational Safety and Health training
- Monitor key officers' reports to check drill practices
- Provide funding as part of budgeting process to eliminate, isolate or minimise identified hazards
- Monitor site-specific Accident Registers
- Report any serious injury incidents in first instance to Trustees, whānau and relevant government agencies.
- Apply disciplinary action if this policy and its procedures are not adhered to

Health and Safety Officer:

- Complete Occupational Safety and Health training as directed by CEO
- File and secure all source documents for the Trust
- Respond immediately to an emergency call.
- Maintain a Register of identified hazards
- Ensure remedial steps are taken to eliminate, isolate or minimise identified hazards
- Ensure Activity Unit premises meet fire safety requirements
- Induct staff in organisation safety procedures and duties relevant to Health and Safety
- Liaise with staff to ascertain procedures, responsibilities, document trails

He Puna Marama Trust

PO Box 6020
171 Lower Dent St
WHANGAREI

Phone: 09 438 8422

Fax: 09 438 8424

[REDACTED] s 9(2)(a) OIA

Partnership Schools
Ministry of Education

16th April 2013

Tena koe [REDACTED] s 9(2)(a) OIA

Please find enclosed 7 hard copies and 1 CD of our application to operate a Partnership /Kura Hourua.

There are also support letters, copies of our audit and copies of pamphlets for our organisation.

Please note that in printing we inadvertently changed the numbering system. The system still follows the breakdown but it is one number out.

Ive also attached a signed copy of the acceptance of draft agreement

Should you have any queries contact me on [REDACTED]

Nga mihi

[REDACTED] s 9(2)(a) OIA

Raewyn Tipene
CEO

6 Acceptance of Draft Agreement

The Crown's commercial position is reflected in the draft Partnership Schools | Kura Hourua Key Agreement Terms and Principles attached as Schedule 1 to this RFA (the **Draft Agreement**).

The Draft Agreement is indicative of the clauses to be included in, and the structure of, the final Contract. However, the clauses in the Draft Agreement are not necessarily in their final form although they do give an indication of the Crown's commercial position in relation to each clause. The Draft Agreement also notes that there are some final positions that may need to be reflected in the final Contract that are still under consideration.

Clause 1 of the Draft Agreement provides an introductory 'road map' summary of the Draft Agreement to assist in understanding how the Draft Agreement is structured.

The Crown may amend or add to the terms in the Draft Agreement prior to execution as the terms of the Draft Agreement are refined or to include necessary detail from the Sponsor's proposal. The population of the Schedules is one key area of the Draft Agreement that will need to be completed as a result of the Sponsor's proposal. This will occur during the contract negotiation phase if an Applicant is invited to enter into commercial negotiations with the Crown.

Each Applicant is asked to confirm its acceptance of the Draft Agreement. If you would not be prepared to enter into the Draft Agreement in the form attached, please include in your proposal the amendments you require to the form of contract and the reasons you are requesting them, propose an alternative position that would protect the interests of both parties and confirm that all the other clauses in the agreement are acceptable.

Clause number	Detailed explanation of why the clause is unacceptable	Proposed new position that protects the interests of both parties
6.2	It seems that the ability for the Sponsor to manage unacceptable risk is being taken away. We accept that the Partnership schools intervention has been established to help those that aren't succeeding in the current system but we worry that the whole thing might be knee capped before it can get off the ground. Projects such as this have sufficient risk as it is. There should be room to consider reasonable grounds for not accepting an enrolment	That a process is added to allow the sponsor the ability to request that 6.2 is not enforced?

The Crown will, in its absolute discretion, take such proposed amendments 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 Application and any entirely new provisions that the Minister may introduce as forming part of the final Contract can be the subject of contract negotiations. Any attempt by any Applicant to raise new or different issues may result in the Minister terminating contract negotiations with that Applicant.

7 Assumptions, Risks and Caveats

Requirement: Please provide a table that lists ALL noted assumptions, risks and caveats made throughout your proposal.

Reference	Type (A / R / C)	Subject	Comment
1			
2			

8 Applicant Declaration

Each Applicant is required to complete the following Declaration. For joint or consortium Applications each party must complete a separate Declaration.


Declaration		
Topic	Requirement	Applicant's declaration
RFA response:	The Applicant has prepared this application independently to operate a PSKH. OR jointly with [insert name of Applicant#2] OR in consortium with [insert names of consortium Applicants]	<input checked="" type="radio"/> agree / disagree
RFA terms:	The Applicant has read and fully understands this RFA, and the RFA terms in Part Three of this RFA, and agrees to be bound by them.	<input checked="" type="radio"/> agree / disagree
Collection of further information:	The Applicant authorises the evaluators to: a. collect any information about the Applicant, from any relevant third party, including a referee, or previous or existing client b. to use such information in the evaluation of the Applicant's Application.	<input checked="" type="radio"/> agree / disagree
Objectives and Requirements:	The Applicant has read and fully understands the nature and extent of what is required by the Ministry and the Minister as described in part one and two of this RFA. The Applicant has the necessary capacity and capability to fully meet or exceed the deliverables in the operation of a PSKH and will be available to operate their PSKH throughout the proposed contract period.	<input checked="" type="radio"/> agree / disagree
Contract terms and conditions:	The Applicant has read and fully understands and accepts the Agreement terms and conditions as stated in our proposed conditions of contract or has completed the table of proposed contract derogations in the form set out in paragraph 7 of this Part Two of the RFA. If successful, the Applicant agrees to sign a contract based on these terms and conditions.	<input checked="" type="radio"/> agree / disagree
Conflict of interest:	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 PSKH. Where a conflict of interest arises during the RFA process the Applicant will report it immediately to the Contact Person.	<input checked="" type="radio"/> agree / disagree
Ethics:	The Applicant warrants that in submitting this Application it has not: a. entered into any improper, illegal, collusive or anti-competitive arrangements with any competitor b. directly or indirectly, approached any	<input checked="" type="radio"/> agree / disagree

	<p>representative of the Minister, Ministry or the Board to lobby or solicit information in relation to the RFA (except where allowed for during the Clarification period).</p> <p>c. has not attempted to influence, or provide any form of personal inducement, reward or benefit to any representative of the Minister, Ministry or the Board.</p>	
Offer validity period:	The Applicant confirms that this Application remains open for acceptance for a period of 180 days from the Closing Date.	<i>Agree</i>
Applicant interview	The Applicant acknowledges that if requested, the Applicant will be available to attend an interview in Wellington at a location to be determined by the Board over a one week period, with time slots given on a first-in first-served basis.	<i>agree / disagree</i>
Declaration:	<p>The Applicant declares that in preparing this Application it:</p> <p>a. has provided complete and accurate information in all parts of the Application, in all material respects</p> <p>b. has 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> <p>The Applicant understands that should it be successful in being awarded a contract with the Minister then the falsification of information, supplying misleading information or the suppression of material information in relation to this RFA will be grounds for termination of the contract.</p>	<i>agree / disagree</i>

DECLARATION

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:	<i>RAEWYN TIRENE</i>
Title / position:	<i>CEO</i>
Date:	<i>15/4/13</i>

23rd October 2012

19 NOV 2012

CEO Raewyn Tipene
Leadership Academy of A Company
PO Box 6020 Otaika
Whangarei

To Whom It May Concern:

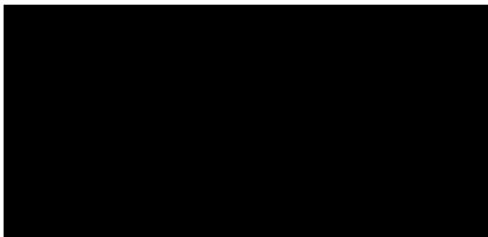
This letter is in support of He Puna Marama Trust and it's vision of establishing a Special Character School in Whangarei.

We have followed the success of He Puna Marama Trust through the Leadership Academy of A Company. They have nurtured many of our young men to realise themselves and their dreams, and provide a strong platform for their leadership to grow from.

We support the whakaaro of He Puna Marama Trust to establish a school of this nature. Their work with many of the schools in Whangarei has provided them with insights into the modern needs of Māori learners in a technological age.

We fully support this bold move and believe it will benefit Ngāpuhi youth and Ngāpuhi communities.

Mauri Ora



s 9(2)(a) OIA

NGAPUHI

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**WHANGAREI
DISTRICT COUNCIL**

Forum North, Private Bag 9023
Whangarei 0148, New Zealand
Telephone: +64 9 430 4200
Facsimile: +64 9 438 7632
Email: mailroom@wdc.govt.nz
Website: www.wdc.govt.nz

In reply please quote

Or ask for

19 April 2012

To whom it may concern.

Re: Future Development of 42-46 Herekino Street Property

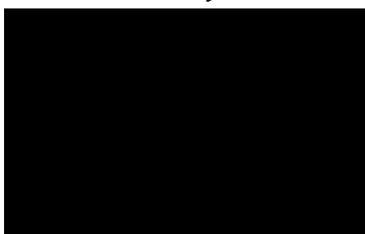
In recent weeks the Whangarei District Council has been in discussions with the He Puna Marama Trust regarding the development opportunity of Council owned property situated on Herekino Street. The trust's latest educational venture has been the establishment of the Leadership Academy of 'A' Company, an initiative that aspires to build Maori Leaders following a regimented structure in tribute to the men of the 28 Maori Battalion.

Council recognises the contribution of this initiative and sees the further development of already high achieving students as a great benefit to the District.

A comprehensive summary of the initiative has been presented to the Whangarei District Council Positive Growth Steering Group, including the request to rent the premise at 42-46 Herekino Street and allow for significant capital investment in what is Council owned commercial land. The Group believes the initiative has potential and the development of the property will help further excel the academy's contribution to the district and compliment the proposed Hihiaua Cultural Centre.

Although no specific terms and conditions have been determined, the Positive Growth Steering Group agree in principle to this development

Yours faithfully



s 9(2)(a) OIA

THE HIHIAUA CULTURAL CENTRE TRUST

34 Ruamanga Heights Dr

Whangarei

TO:

The Trustees

ASB Community Trust

Auckland

Dear Trustees

The Hihiaua Cultural Centre Trust has been developing a strong relationship with the 28th Maori Battalion A Company Leadership Academy over the past two years.

There are strong synergies between the objectives of the two trusts, and the Hihiaua Trust has been active in supporting cadets in the academy to learn and participate in whakairo and other Māori cultural activities.

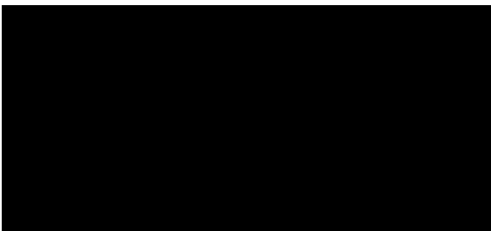
The location of our two trusts side by side on the Hihiaua Peninsula provides immense opportunities for co-operation and growth.

The planned re-development of the building that the Hihiaua Trust currently leases from the Whangarei District Council as the first stage of the Hihiaua Cultural Centre, will not only provide the public with the opportunity to see carving and other activities in practice, but will enhance the ability to train the cadets in a modern and safe facility dedicated to Mātauranga Māori.

We envisage the cadets being significant users of the other parts of the Hihiaua Cultural Centre as it is built.

I would to encourage the ASB Trust to favourably consider ways in which it can support the Academy and the Hihiaua Trust, so that their separate ventures can support each other and together provide real benefits to the wider community in Whāngarei and Northland.

Yours sincerely



s 9(2)(a) OIA