

1 Applicant Contact Details

i. Contact person for this Application


Contact person:	Raewyn Tipene			
Position:	CEO			
Phone number:	(09) 4384228			
Mobile number:	[REDACTED] s 9(2)(a) OIA			
Email address:	rj.tipene@mokonkz.co.nz			
Is the contact person authorised to negotiate?	Yes	✓	No	

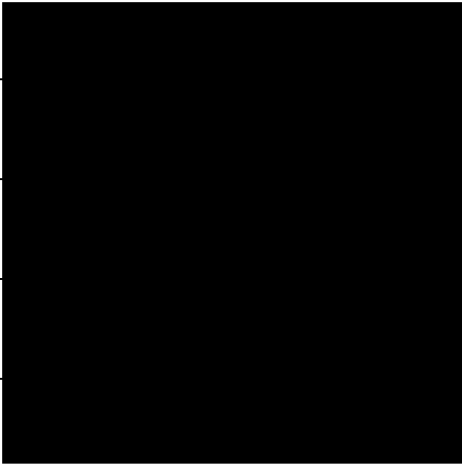
ii. Sponsor Organisation


Full legal name:	He Puna Marama Trust		
Trading name: (if different)	N/A		
Name of parent organisation:	N/A		
Physical address:	185 Lower Dent St, Whangarei 0110		
Postal address:	PO Box 6020, Otaika, Whangarei 0147		
Website:	www.mokonkz.co.nz		
Location of head office:	187 Lower Dent St, Whangarei 0110		
Type of entity (legal status):	Charitable Trust		
Registered Charity	Yes		
Charity (or) Company registration #:	CC27440		
Country of residence:	NZ		

iii. Referees

Please supply the details of three referees. Referees provided should be able to attest to your organisation's capability in the areas of education, business and community engagement. Please do not provide employees of the Ministry of Education as referees.

Referee #1	
	s 9(2)(a) OIA
Name of organisation:	
Name of referee:	
Telephone:	
Email:	
Relationship:	
When:	2009 - Current

Referee #2		
Name of organisation:		
Name of referee:		
Telephone:		s 9(2)(a) OIA
Email:		
Relationship:		
When:	2007 - Current	

Referee #3	
Name of organisation:	s 9(2)(a) OIA
Name of referee:	
Telephone:	
Email:	
Relationship:	
When:	2010 - Current

2 Applicant Profile

i. Applicant Organisation

- a) Do you intend to establish a new legal entity to run the school? (delete non applicable)

Response

No

- b) Will the Sponsor organisation run the school or subcontract some or all of the operation of the school to other parties (delete non applicable)?

Response

Sponsor intends to run school

ii. Overview of Applicant's organisation

Type of organisation:	The Trust's core business is Māori Education
Year established:	1997
History:	He Puna Marama Trust is based in Whangarei and was established in 1997 with a mission "to provide outstanding education to ākonga and whanau seeking bilingual education.
Summary of experience relevant to your application to operate a Partnership Kura:	The Trust has owned and operated bilingual early childhood centres for the last 16 years and currently has four centres (Whangarei x 2, Moerewa, Manurewa) with a 5 th (Clendon) being built. For the last 5 years the Trust has operated an innovative secondary programme for Māori boys, the Leadership Academy of A Company, with spectacular educational and social results. Finally in 2014, the Trust fulfilled its dream to run a kaupapa Māori based secondary school, opening one of the first Kura Hourua in the country.
Total number of staff in NZ:	58
Number of locations in NZ:	8
Overseas locations:	Gold Coast, Australia – Dec & Jan each year the Trust sends a group of seniors and staff to work at Seaworld.

iii. Current business commitments

Business activities:	<p>Mokopuna Early Childhood Centre & Services:</p> <p>The Trust opened its first early childhood centre, Mokopuna Ki Tarewa, in 2001. Since then the trust has implemented a growth plan with centres in Moerewa (2009), Whau Valley (2010), and Manurewa (2012). Currently the Trust is building its 5th centre in Clendon, South Auckland with plans to expand its early childhood centre model into other sites in South Auckland.</p> <p>Leadership Academy of A Company:</p> <p>Five years ago the Trust became disturbed by the high incidence of educational failure among Māori boys in Whangarei. In 2007 the statistic for boys who had failed NCEA Level 1 nationally was 36%. The Statistic for Māori boys who had failed nationally was 54% but the statistic for Māori boys who failed NCEA Level 1, in Whangarei was 81%.</p> <p>The Trust secured funding from ASB Community Trust and established the Leadership Academy of A Company. The Academy pays tribute to the 28 (Māori) Battalion's, A Company. The 28 (Māori) Battalion are revered throughout Māori communities and provide the korero, structures, images and ethics for the Leadership Academy. For the last 5 years the Academy has worked with schools to support their education with spectacular NCEA results.</p> <p>Te Kura Hourua O Whangarei Te Renga Paraoa (Te Kāpehu Whetu):</p> <p>Our Kura Hourua was one of the first Partnership schools established in the country. It is an extension of all the work we have done in the Academy and is a fully fledged secondary school in its own right. We have full enrolment and highly qualified staff on board.</p>
Other Contracts with government	<p>The Trust is a key contractor of the Government and has held the same education contracts, Parents as First Teachers and Engaging Priority Families (previously Promoting Participation) for the last thirteen years and eight years respectively. Both programmes are mobile services working in the community.</p>

iv. Probity

List any pending claims against the organisation:	N/A
List any court judgments or other decisions that have been made against the organisation in the last 6 years:	N/A

v. Proposed Subcontractors


Disclosure: Applicants must indicate and provide details below if they intend any person or organisation, who is not an employee, to sub-contract on any part of the application requirements.

Sub-contractor #1	
Sub-contractor name:	N/A
Address:	N/A
Specialisation:	N/A
Describe the deliverables the sub-contractor will be responsible for:	N/A

Sub-contractor #2	
Sub-contractor name:	N/A
Address:	N/A
Specialisation:	N/A
Describe the deliverables the sub-contractor will be responsible for:	N/A

vi. Financial Information

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

Current financial status:				
Gross revenue:				
Net profit (surplus) and Net Assets:				
Last audited financial accounts:	See attached audit			
Copy of latest audited accounts attached?	Yes	✓	No	
Copy of latest annual report attached?	Yes	✓	No	
Is organisation in dispute with any trade union?	Yes		No	✓

3 School Overview

The School Overview section is a summary of the information set out in the body of your application, and should only be completed once your application is prepared. This is an unassessed section of the application, and is only used for information purposes by assessors.

i. School Location

Enter the address / location of your proposed Partnership Kura.	78 Tarewa Rd, Otaika, Whangarei 0110
Do you propose to operate the school at more than one location? If yes, provide the proposed locations for each of the sites.	No. This will be the primary site.

ii. Year Groups

List the year groups that your school proposes to serve: Year 1 – Year 6

iii. Priority Learner Groups

Enter the estimated number of ākonga from each of the priority learner groups that will attend your school, when the roll is full. Ensure that the numbers used in this section are reflective of the demographic data you have set out in the body of your application.

Māori	Pasifika	Children from low socio economic backgrounds	Children with special education needs
100	n/a	n/a	n/a

iv. School Roll

If you propose to operate the school at more than one location, you must provide a table for each of the proposed locations and a summary table showing the total combined roll for the school. Please ensure that you have fully explained and justified your decisions around school roll and location in the body of your application.

Year	2015 Roll	2016 Roll	% Change	2017 Roll	% Change	2018 Roll	% Change	2019 Roll	% Change
1	10	15		20		20		25	
2	10	10		15		20		20	
3	10	10		10		15		20	
4	5	10		10		10		15	
5	5	5		10		10		10	
6	0	5		5		10		10	
7									
8									
9									
10									
11									
12									
13+									
Other [list]									
Total	40	55		70		85		100	

4 Executive Summary

1. **Provide an executive summary of no more than 800 words that clearly sets out the distinctive mission of your proposed school, why you are planning on establishing it, what it will achieve, and how it will achieve it.**

Introduction

He Puna Marama Trust (Trust) is the Sponsor for this Kura Hourua application. The Trust is based in Whangarei and was established in 1997 with a mission “to provide outstanding education to ākonga and whanau seeking bilingual education.

The Trust has owned and operated bilingual early childhood centres for the last 16 years and currently has four centres (Whangarei x 2, Moerewa, Manurewa) with a 5th (Clendon) being built. For the last 5 years the Trust has operated an innovative secondary programme for Māori boys, the Leadership Academy of A Company, with spectacular educational and social results. Finally in 2014, the Trust fulfilled its dream to run a kaupapa Māori based secondary school, opening one of the first Kura Hourua in the country.

This application is specifically for a kura hourua that caters for primary-age ākonga, linking together under one kaupapa, our early childhood centres and our secondary kura hourua.

Waka hourua and Pacific symbolism is present throughout our Kura Hourua. It reflects our strong desire to link the past and present with the future. Our framework, strategic and operational concepts come from Sir Professor Mason Durie, with his blessing. The name of our Kura Hourua was given by the reknowned tohunga of the Pacific, Hekenukumai Busby MBE and our pepeha, whakatauki, karakia acknowledge our many tupuna. It is no surprise then that our Kura Hourua educational framework reflects our connections in the Pacific, our deep sea voyaging roots, our Ngapuhi history and contemporary educational concepts.

Education Framework

‘Launching Māori Futures’ - is the purpose of our Kura Hourua.

‘Charting Māori Futures’ - contain the strategic elements of the framework helping to chart our collective and individual journeys.

‘Navigating Māori Futures’ - is the operational arm of the framework, utilising the notion of Te Kāpehu Whetu (The Māori Star Compass) as the overarching name and guide for our Kura Hourua.

‘Te Kāpehu Whetu’ - is a holistic, kaupapa Māori based education system, that has foundations in the past but has its compass, firmly focused on the future. Within are three ‘waka matauranga’:

1. Mokopuna - Early childhood (0-5yrs) – 4+ centres already in place
2. **Kura Teina - Primary (6 -10yrs) – this application**
3. Kura Tuakana – Secondary (11-18yrs) – Already in place

The assignment of Te Kāpehu Whetu, like our tupuna of old, is to seek out distant horizons and create futures for our tamariki and mokopuna where they can “live as Māori and live with mana”.

LAUNCHING MĀORI FUTURES	
Nga Tupuna	<p>“E kore ahau e ngaro, he kākano i ruia ma i Rangiatea” I will never be lost, for I am a seed sown in Rangiatea</p> <p>Locates us in the pacific and links us to the great voyages of our tupuna</p>
Iwi Māori Vision	<p>“Tino Rangatiratanga” Our sacred right to live as Māori</p>
Hui Taumata Mission	<p>“Prosperous Whanau” To live as Māori Actively participate as citizens of the world Enjoy good health and a high standard of living</p> <p>Agreed by Hui Taumata 1985 as the 3 goals for Māori</p>
Charting Māori Futures	<p>“Tu ki te marae....Tu ki te Ao” I can stand on the maraeI can stand in the world</p>
Navigating Māori Futures	<p>“Te Kāpehu Whetu” The Māori Star Compass</p> <p>Waka Matauranga Mokopuna ECC Kura Teina Kura Tuakana</p> <p>Waka Kaumoana Pouwhakahaere Pouwhaako Pouako Pouawhina</p>
Where are we going?	<p>“Waiho i te taha katau o te ra, o te marama, o kōpū rere ai” “let it be to the right of the sun, of the moon, of the morning star on high” Kupe 800 AD</p>

5 PURPOSE AND GOALS

2. Provide a statement of purpose and goals that:
 - a) sets out your distinctive mission and vision, including:
 - i) why you are proposing to open your school;
 - ii) what makes it unique and sets it apart from existing provision; and
 - iii) how it will enable improved ākonga engagement and achievement;
 - b) defines the schools performance objectives and how these will be achieved and measured;
 - c) provides demographic evidence that demonstrates the need for a new school and/or new school places in your proposed location and
 - d) outlines the key advantages of your application, including the educational track record of the sponsoring organisation.

HE PUNA MARAMA TRUST

The overarching purpose of the Kura is provided by the He Puna Marama Trust:

Vision	Tino Rangatiratanga
Mission	Prosperous Whanau <ul style="list-style-type: none">• To live as Māori• To actively participate as citizens of the world• To enjoy good health and a high standard of living
Goals/Pou	Be Māori Be Educated Be Rangatira

TE KĀPEHU WHETU

The specific purpose of Te Kāpehu Whetu is to “**Launch Māori Futures**”.

The strategic purpose of Te Kāpehu Whetu is provided in “Charting Māori Futures” and includes

Kura Vision	“Tu ki te marae....Tu ki te Ao” (I can stand on the marae....I can stand in the world)
Kura Mission	“Unlock the potential of our rangatahi while honouring the deeds of our tupuna”
Kura Pou	Kia Māori Kia Mātau Kia Tū Rangatira ai!

Te Kāpehu Whetu validates the Māori world view and is owned and controlled by Māori and gives licence to Māori education

We propose opening a Kura Teina (6-10yrs) for 3 reasons:

1. To provide a suitable choice for tamariki coming out of Mokopuna early childhood centres and for Māori whanau who wish to have their child in a Māori kaupapa based kura that recognise the need to prepare their child for a new 21st century, global world.
2. To provide a stream of graduates to move on to the Kura Tuakana (11-18yrs) who have experience learning in a Māori kaupapa based 21st century learning environment where they may progress at their pace, focused on learning that is important to them.
3. To compound further the value of Partnership schools in the Māori education landscape.

What makes our Kura Teina unique are:

1. It is a kaupapa Māori based education system that has its foundations in the past but has its compass firmly focused on the future.
2. It will be part of a larger Māori educational group, offering a kaupapa Māori based education pathway with 21st century thinking and practice.
3. It is located in the city next to the main Mokopuna centre for easy transition and near its tuakana kura for ease of changeover.
4. It has the support of key Iwi, Ngapuhi and Ngati Whatua
5. There is an heavy emphasis on whanau being involved in their tamariki's education where the whanau are required to contribute regularly in their childs learning.
6. There will be a progressive move towards using IT technology across all learning, reducing the reliance on paper based and teacher based solutions
7. It is a learning environment that focuses its effort and resources on the ākonga learning
8. Distributed leadership is the norm where everyone takes personal responsibility for the success of each ākonga and the Kura as a whole.
9. It will have a 3 part timetable to focus on the 3 pou of Kia Māori, Kia Mātau and Kia Tū.

Ākonga engagement and achievement will be improved by:

1. Involvement of the whanau daily in the learning of the child (this will be small but regular involvement through IT where possible)
2. Producing Personal Learning Plans (PLPs) for each child focused on their interests, their skills, their capability and making sure there is a good dose of fun in everything they do
3. Operating a open room learning environment with areas for small group or quite space time for those who choose not to be involved in the main area
4. Building a sense of 'whanau' amongst the ākonga, staff and whanau so that ākonga feel comfortable in the space and are more open to learning
5. Ensuring that time is made to focus on each childs key learning areas to move them forward, especially the areas of oracy (Māori) literacy and numeracy.
6. Creating a learning environment that is open to and supports discovery learning, experiential learning and progressively inquiry based learning
7. Having a 'ākonga centred' learning environment where 'what and how the ākonga learns and achieves is the focus', and all who are able to make a difference, can and do.
8. Learning takes part in the community and in the environment not solely in the Kura.

The Kura's performance objectives are covered under the 3 Kura pou:

1. **Kia Māori – Be Māori – Be**
 - a. Te Reo Māori
 - i. Capability in oracy is very important
 - ii. Confidence in oracy is important
 - b. Tikanga Māori
 - i. Familiarity in Māori situations is very important
 - ii. Confidence in Māori situations is important
 - c. Putaiao
 - i. Appreciation of the natural environment is important
2. **Kia Mātau – Be Educated – Know**
 - a. Literacy is very important
 - b. Numeracy is very important
3. **Kia Tū – Be Rangatira – Do**
 - a. Hauora is very important
 - i. Healthy lifestyle
 - ii. Fitness
 - iii. Wellness
 - b. Identity is very important
 - c. Tikanga-a-iwi is important
 - d. Kapahaka is important
 - e. Hakinakina is important
 - f. Inquisitiveness is important
 - g. Toi is important

Evidence that demonstrates the need for a new school in Whangarei:

Many conversations held over the last 16 years, with whanau who have tamariki in our centres and Kura express concern that a primary bilingual kura does not exist for them. Whanau wish to continue with a mode of learning that they have received at our Mokopuna Centres and no choice but to send their tamariki to mainstream. Whanau are adamant that they are seeking a bilingual option for their tamariki and the options in Whangarei are limited to Kura Kaupapa Māori, where you need to have come through Te Kohanga Reo and bilingual units in mainstream. Neither option have appealed to whanau.

It is a well known fact that Māori children, in Whangarei, do not do well comparatively to non-Māori in mainstream, or compared with Māori in Kura Kaupapa or Māori medium.

National Standards Achievement 2012 – Whangarei

48 schools using national standards

19 kura using Nga Whanaketanga Rumaki Māori

7,732 ākonga in total

3,037 Māori ākonga

National Standards 2012	Nationally All Ākonga	Whangarei All Ākonga	Whangarei Māori Ākonga	Whangarei Kura & Māori Medium Ākonga	Nationally Kura & Māori Medium Ākonga
Reading	77.4%	75.7%	65.6%	71.9%	75.6%
Mathematics	73.6%	71%	60.1%	62.4%	60.0%
Writing	70.0%	70.4%	58.7%	68.4%	69.6%
Korero (Kura & Māori Medium Only)				59.8%	65.5%

The statistical data above, from the Ministry of Education shows that Māori ākonga achieve at a much lower level than their non-Māori counterparts. This is particularly so for the National Standards measure across reading, maths and writing.

Māori ākonga in Whangarei are at least 10 percentage points lower than all ākonga in Whangarei and up to 16 percentage points lower than the national figures.

The Key advantages of our application are:

1. The Trust is well organised, resourced and capable of supporting the establishment of this second Kura:

1. The Trust is an experienced, well resourced organisation that was established to operate primarily in the education sector.
2. The Trust has its own means of revenue generation other than operating Kura and has a sizeable surplus to support its initiatives
3. The Trust has a highly experienced group of trustees including a solicitor, chartered accountant, statistician, senior management experience and education experience.

2. Organisational Capability:

4. The Trust's core business is 'Māori in Education'.
5. The Trust has a capability based board with an accountant, lawyer, Māori educational specialist, Matauranga Māori expert and a trustee with senior public service experience. The Trust is currently looking for a new Trustee with extensive commercial expertise.
6. The Trust has a long (16 years) successful history of providing bilingual/Māori immersion education to whanau in Whangarei, Tai Tokerau and more recently South Auckland.
7. That history includes owning and operating four early childhood centres, long term Ministry contracts and a hostel based secondary focused Leadership Academy for Māori youth.
8. The Trust's current operations are provided over 7 sites in Whangarei, Moerewa and South Auckland. With a plan to expand further in South Auckland.
9. Trust has a long term plan to link up all its educational pathways to provide a comprehensive Māori based education service, from early childhood through to secondary and possibly beyond. Offering a whanau oriented service with a culture of excellence, committed to improving education to Māori.
10. The Trust has skilled experienced staff and the systems in place to take on a project of this nature and size including:
 - A well established corporate support unit that services 6 business units with 55 staff on payroll, spread over 7 sites. It
 - The Corporate Support unit can provide support for human resources, systems support, contract management, asset management, finance and accounts.
 - Education, governance and management expertise
 - Educational expertise with 24 qualified teachers already on staff
 - Student Management System – KAMAR for secondary schools
 - Centre Management System – INFOCARE for early childhood centres

3. The Trusts personnel capacity:

11. The Trust has 53 staff, 16 of which speak Māori, 29 of which are qualified teachers of which 7 are primary trained.
12. The Corporate team provide full administrative, human resource, financial, accounting, asset and systems support to each of the units of the Trust. This is the case with current Kura Hourua and it will be the case with the new one. This greatly reduces the time the Pouwhakahaere (Principal) would spend on non-teaching and learning elements of the Kura.
13. The Trusts CEO provides oversight and strategic direction supporting the Pouwhakahaere in his work.
14. The Trusts management team provide another level of support and guidance for the Pouwhakahaere
15. Te Kāpehu Whetu already has the Pouwhakahaere in place. He would cover both the Kura Teina and Kura Tuakana from a senior management perspective while Pouwhakaako (Deputy Principals) would be appointed in each Kura to oversee the curriculum delivery.

4. Networks:

16. The Trust has an extensive network of educationalists, Matauranga Māori expertise and specialist expertise available to it. Including networks that give the Trust/Academy access to sensitive areas owned by Iwi, hapu and whanau.
17. The Kura has the backing of the Iwi, Te Runanga A Iwi O Ngapuhi and Ngati Whatua Trust Board
18. The Trust is partnering with Hihiaua Trust who have been gifted, by the City Council, a beautiful piece of prime, riverside land in the middle of the city, to develop a Māori Cultural Centre where they want the Kura and Academy to be based. (letter attached)
19. The Trust has been offered a substantial land/ building package, adjacent to Hihiaua by the Whangarei District Council to use as a hostel base for the Leadership Academy and Akonga at the Kura Hourua.
20. The Trust has a g
21. ood relationship with the local tertiary provider, NorthTec, accessing vocational programmes and credits from a range of areas, for our senior Academy ākonga. We wish to continue this relationship into the Kura so that our senior akonga are able to access learning in vocational and trade areas.
22. The Trust has vast agency and community group networks giving the Trust the ability to pull support and resources for Akonga form a wide variety of places.

5. Education Expertise:

23. On the Trust is a Trustee (accountant) with extensive secondary school Board of Trustee experience, a Māori educational specialist with 25 years of experience, a Maturanga Māori expert and a trustee with over 13 years of experience establishing and operating early childhood centres and secondary programmes.
24. Twenty nine qualified teaching staff that have taught from early childhood, primary and secondary.
25. The Trust has built up an extensive network of teachers, educators and education agencies to call on for support, including Principals, Deans, specialist subject teachers, RTLBs, special education staff and Ministry of Education staff.

6 EDUCATIONAL PLAN

3. Describe the curriculum to be used.

Te Marautanga o Aotearoa will be the curriculum used in the kura.

“The centre post of this Curriculum approach is founded on the aspiration to develop successful learners, who will grow as competent and confident learners, effective communicators in the Māori world, healthy of mind, body and soul and secure in their identity, and sense of belonging

They will have the skills and knowledge to participate in and contribute to Māori society and the wider world.

This needs to start with the learners, their knowledge, skills, values, and attitudes, as an addition to the learning experiences at school. This Curriculum emphasises the socio-cultural aspects of teaching and learning. The home, the community, the culture and hapū of the learner all contribute to the education provided by schools. For learners to succeed, the school, the home, hapū, iwi and community must work together effectively and consistently.

This Curriculum upholds the cultural identity and heritage of learners and their families. This Curriculum supports the learning environments of both primary and secondary schools. All learners should have the opportunity to acquire knowledge in all learning areas and to develop key competencies. Through this approach, they will be able to reach their full potential, and to participate effectively and positively in the Māori community and the global world.

TE ANGA Te Marautanga o Aotearoa

Te Marautanga O Aotearoa meets our needs and covers off all our requirements. It recognises the centrality of Te Tiriti O Waitangi and holds fast to those things that are core to our Kura:

1. The learner is the Centre of Teaching and Learning
2. The Learner has a high level of personal awareness
3. The learner achieves their potential
4. School, whanau, hapu, lwi and community will work together
5. Environmental health is personal health

This is consistent with our own approach to teaching and learning which is designed around the three pou of the Kura, Kia Māori, Kia Mātau, Kia Tū Rangatira ai where the:

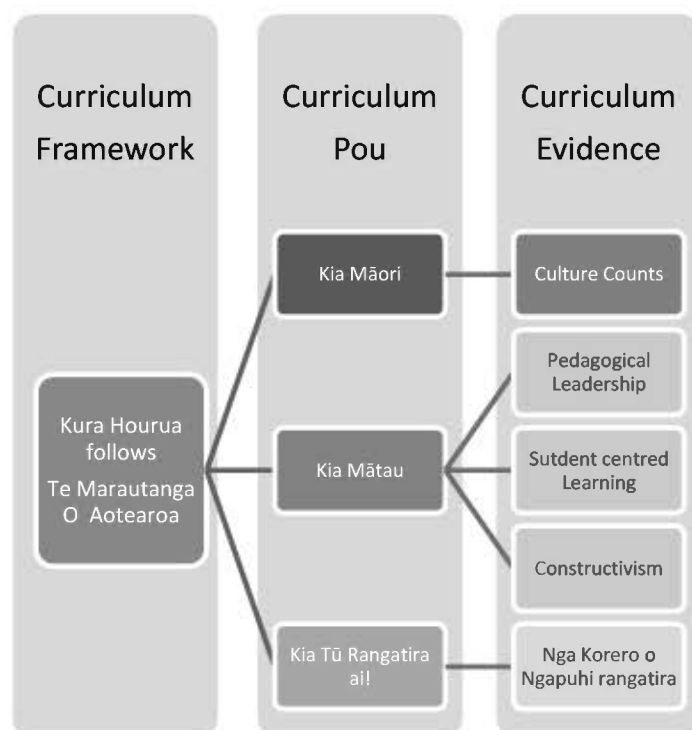
Kia Māori – focus on cultural rights of te reo, tikanga, matauranga Māori

Kia Mātau – focus on skills and knowledge acquisition based on constructivist learning

Kia Tū – focus on learner personal awareness, potential and development

To produce a Kura Teina graduate that has the fundamental building blocks to be bilingual, competent, confident and capable to move into Kura Tuakana.

Te Kāpehu Whetu Curriculum Structure



The three Curriculum Pou (goals), Kia Māori, Kia Mātau and Kia Tū Rangatira ai! are the three things that make this Kura Hourua 'unique'. The Kura will rely on that deep seated desire by most Māori whanau to:

- Connect with their Ngapuhi heritage.
- Get their children a good education
- Live fulfilling, and for Akonga, exciting lives

Evidence, summarised here attests that:

Culture Counts: The Ministry of Educations own document Ka Hikitia states:

"Māori ākonga are more likely to achieve when they see themselves and their culture reflected in the subject matter and all other learning contexts"

Pedagogical Leadership: From the 'Best Evidence Synthesis' covered by Mere Skerett

"The inclusive style of pedagogical leadership embraces all who are able to make a difference in ākonga outcomes"

Constructivism: As summarised in literature as

"The type of learner is self-directed, creative, and innovative. The purpose in education is to become creative and innovative through analysis, conceptualizations, and synthesis of prior experience to create new knowledge."

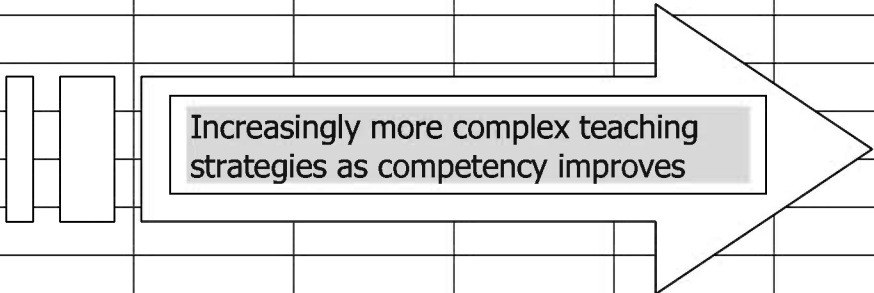
4. Detail how you plan to teach and deliver your curriculum across all your proposed year levels.

Te Kāpehu Whetu has a ākonga centred, tailored approach to teaching. This requires Kura staff to know each child, their strengths, weaknesses and interests.

In order to really make learning ākonga centred, each child will have their own 'Personal Learning Plan'. This document developed with whanau will provide a profile of the child as they move through Kura. Baseline data (on entering Kura) will indicate to Pouako (teacher) how best to progress each area of learning with each child.

This means that learning in Kura is not linear or a 'one size fits all'. In other words, it means curriculum delivery is not standard for each child. Planning has to be specific to each child and will take into account the ākonga, their proficiency in each area and a plan to staircase the child to the next level of proficiency.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Te Reo Māori						
Pāngarau						
Hauora						
Tikanga-ā-lwi						
Ngā Toi						
Pūtaiao						
Hangarau						
English						



In general terms, delivery of curriculum across the year levels becomes increasingly more complex as competency improves, for example:

Te Reo Māori = Limited proficiency → conversational → Moderate → Higher proficiency

So the strategies that Pouako use to improve a ākonga's reo Māori will vary depending on proficiency, age and level and that strategies applied across the Kura will vary subject by subject, level by level. Qualified highly experienced Pouako will be employed to put plans and strategies in place.

As the Kura has an emphasis on discovery learning moving towards inquiry based learning, curriculum delivery will have an experiential delivery approach.

- Given the site of the proposed Kura Teina the outdoor area will play a substantial role in curriculum delivery. Having a large green space with a stream on the boarder and the harbour in close vicinity may allow the Kura to involve itself easily in environmental studies.
- Being based in the city provides access to a large range of civic facilities and resources.
- Being adjacent to the main city marae enables involvement with hau kainga and their activities.
- Having a sports ground and sports facilities on its door step allows the use of hakinakina as a means of learning and self expression.

In addition, there are a range of practical ways of ensuring that the learning environment is conducive to learning for Māori ākonga by:

- Providing an environment where 'culture counts' and affirming the ākonga and their whanau.
- Building an ethos of whanaungatanga
- Provide an environment where the full well-being of the ākonga is catered for example the wairua, hinengaro and tinana
- Include whanau in ākonga visioning, planning and learning of Kura
- Building meaningful relationships with ākonga and their whanau
- Understand their aspirations, their fears, their strengths, their weaknesses and develop tailored programmes to suit
- Encourage Tuakana – Teina peer support
- Have Ako support in place (Educator mentoring and guidance)
- Have open conversations with ākonga
- Model desired behaviours, like a love of learning
- Know that ākonga bring social and cultural capital
- Work with ākonga to 'own' their education

Also, many of the potential ākonga for the Kura Teina will come from our own Mokopuna Centres. The level of inquisitiveness and confidence is already advanced in these tamariki and it is our expectation that this spirit of inquiry will be supported and further developed in the Kura Teina.

In practical terms, that means that the physical environment needs to reflect the needs of the learning environment so it will be largely open plan with a series of adjacent breakout rooms, project spaces and workshops. Internal spaces will flow into covered external spaces that will flow out on to large open spaced areas that can be utilised in a myriad of ways. Flexibility of space or spaces is important in this type of learning environment.

5. Explain how the teaching and delivery of the curriculum will produce better achievement outcomes for the priority learner groups.

The combined approaches that stem from the Kura's own goals or pou enable an environment that is more likely to produce better achievement outcomes of Māori learners.

Firstly, overriding all other concerns for many Māori is the need to know that their child feels, safe and that feel they belong. We need to be cognisant of the fact that a desire to belong and develop as a Māori is driving the need for a Kura Hourua education system such as this. Ideals like "happiness", "fitting in", 'belonging' are crucial to producing better achievement outcomes

'Kia Māori' is the first Goal or Pou of this Kura Hourua.

Ākonga who attend the Kura Hourua will come to know 'who they are', 'where they come from' and 'where they belong'. From Ka Hikitia "Māori enjoying education success as Māori"

Knowing how to 'Be Māori' builds confidence and enables education to take place. The evidence shows, that in ākonga learning and engagement **"Culture Counts"**.

In the Ministry of Education's (Ministry) publication, Ka Hikitia the Ministry affirms that cultural identity is crucial to improving Māori educational performance. In their publication 'Ka Hikitia: Key Evidence' it states:

"Understanding the significance of identity, language and culture for Māori children and their whānau is critical to develop practices that will support successful participation for them." and,

"Māori ākonga are more likely to achieve when they see themselves and their culture reflected in the subject matter and all other learning contexts" again,

" 'Culture Counts' is about personalising learning; that is, understanding where learners come from in order to better support their learning, and tailoring the content of learning to ensure it is relevant to the learner."

The importance of culture in the learning space and for the learner is one of the fundamental requirements of the Te Kotahitanga programme developed by Bishop and Berryman (1999) state in their research that:

"Culture is preserved in language, symbols and customs and celebrated in art, music, drama, literature, religion and social gatherings. It constitutes the collective memory of the people and the collective heritage which will be handed down to future generations."

Culture and more specifically the connection of each ākonga with their culture will be one of the primary strategies used to engage ākonga and produce better achievement outcomes.

'Kia Mātau' is the second pou of this Kura Hourua.

To produce better achievement outcomes requires a move towards a ākonga centred learning system that is seamless, consistent and progressive; one that has well thought through planning, practices and delivery from experienced, passionate teaching staff who understand and apply:

Pedagogical leadership: The Kura Hourua will have a pedagogical leadership approach to learning. Which is aptly covered in Mere Skerrett's 'A critique of the Best Evidence Synthesis with relevance for Māori leadership in education' is summarised as:

"The inclusive style of pedagogical leadership embraces all who are able to make a difference in ākonga outcomes".

This is a particularly important educational style for the Kura Hourua. It requires a deeper appreciation of each ākonga's requirements, a focus on relationships and a desire to adapt teaching and 'educators' to meet the learning needs of ākonga.

It requires educators who are skilled in working with ākonga identifying a pace that suits, to identify how they learn, what they are interested in and to move that interest into new areas of learning and personal development.

It will require a learning environment that is more flexible and adaptable with frameworks that allow for emergent learning to take place. This means:

- Educators that build relationships with each ākonga and know who they are!
- Educators who are able to work flexibly with ākonga to scaffold learning
- An environment that is inclusive, celebrates difference, celebrates ākonga, celebrates aspirations, celebrates 'self-determination', and celebrates achievement.
- A Kura system that is built around 'ākonga' and how best to support them to learn
- Located within a distinctly Māori framework that adheres to Kaupapa Māori principles

Constructivism: will encourage teaching, planning and learning to be emergent and experiential, based around those things which the ākonga deems of high interest and of high importance to themselves (ākonga centred). The practicalities of this approach will necessitate a range of choices offered by the Kura that the ākonga can become engaged in. Those choices will align with the philosophy of the Kura – Kaupapa Māori and can encapsulate the three pou, to Kia Māori, Kia Mātau and Kia Tū Rangatira ai!

E.g. – examining pou whakairo, how it is done, why it is done and actually participating in whakairo activity – as part of a study of symmetry – Pangarau.

Integrated learning approach: sees any experience as a chance to learn and acquire new or improved skills. As per the example above, Kura Hourua will use all activities that happen within the Kura environment as an opportunity to teach to one or more areas of learning. Teaching plans will be a collaborative effort that coordinates teaching personnel, resources and subject areas. Other activities, resources and people that play an integral role in the everyday proceedings of the Kura will also be a part of an integrated learning approach through their own knowledge, expertise and/or contributions they bring to enhance the rich, cultural tapestry which the Kura is founded upon. Therefore the teaching will not be dictated by a physical classroom or a structured time frame as wananga may best be occurring during unconventional times of the day or night, e.g. a unit of work around Matariki, or Moteatea being taught waenganui po, a traditional and very effective teaching method.

Personalised Learning: With this approach each ākonga can program his or her curriculum in order to meet his or her needs, interests and abilities; to promote both independence and dependability; to enhance the ākonga's social skills and skill development at a pace, and a level that suits their own capabilities. It is child-centred, is problem solving oriented, and teacher direction is progressively reduced. The teacher acts more as a facilitator encouraging self decision and self control of the learner, more than delivering knowledge and information. It is a form of emergent learning where the learner drives the learning and the Pouako provides the context.

6. Provide a full list of the qualifications that your school will offer (if applicable).

National Standards (years 1-6)

7. Explain why you are confident ākonga will be able to achieve the National Standards (those in Years 1-8) or your proposed qualifications using the curriculum and teaching methods you have proposed. Be specific and provide evidence such as ākonga achievement data where possible.

A kaupapa Māori, ākonga centred, flexible approach means that every child's learning style is accommodated, moving at their own pace in a supportive environment gradually becoming more and more independent while the culture of high expectations and achievement is normalised.

National Standards – Māori underperforming nationally and in Whangarei

National Standards 2012	Nationally All Ākonga	Whangarei All Ākonga	Whangarei Māori Ākonga	Whangarei Kura & Māori Medium Ākonga	Nationally Kura & Māori Medium Ākonga
Reading	77.4%	75.7%	65.6%	71.9%	75.6%
Mathematics	73.6%	71%	60.1%	62.4%	60.0%
Writing	70.0%	70.4%	58.7%	68.4%	69.6%

8. If you plan on targeting Māori students, outline your plans for:

e) achieving success for Māori in education, so that students are enjoying and achieving success as Māori

Key elements of the Ministry's strategy 'Ka Hikitia' are comfortably covered by Te Kāpehu Whetu strategy and He Puna Marama Trusts capacity and capability as can be seen in the table below:

Ministry's strategy Ka Hikitia	Te Kāpehu Whetu Charting Māori futures
<p>Critical factors for success:</p> <p>Quality provision, leadership, teaching and learning, supported by effective governance</p>	<p>The Trust has well honed systems and policies, this is demonstrated at every level from governance, management to delivery. Continuous improvement is the plan going forward. Specific areas to note are:</p> <p>Quality Provision, leadership:</p> <p>He Puna Marama Trust is an experienced, capable sponsor with 16 years of education experience</p> <p>Teaching & learning capability:</p> <p>27 qualified teaching staff, 16 of whom are fluent speakers of Māori and 7 primary trained teachers.</p> <p>Effective governance:</p> <p>All 4 early childhood centres are on the 3 year ERO cycle</p> <p>The Academy met all Ministry requirements for the 5 years</p> <p>The Kura Hourua met all timelines for starting in the 4 month period and received sign off from ERO, from NZQA for CAAS and policy requirements from the Ministry.</p>
<p>Critical factors for success</p> <p>Strong engagement and contribution from all who have a role to play</p>	<p>Strong engagement by all:</p> <p>Kia Mātau - follows a 'pedagogical leadership' approach which is aptly covered in Mere Skerrett's 'A critique of the Best Evidence Synthesis with relevance for Māori leadership in education' and is summarised as:</p> <p><i>"The inclusive style of pedagogical leadership embraces all who are able to make a difference in ākonga outcomes".</i></p>
<p>Other essential elements for success</p> <p>Smooth transitions</p>	<p>Smooth transitions:</p> <p>Having tamariki moving from the Trust's Mokopuna ECC into its own Kura Teina allows for a smooth transitions. The similar culture, buildings, staff, practice language, systems allow for a seamless move from one to the other for tamariki, whanau and Pouako.</p>
<p>Other essential elements for success</p> <p>Creating strong educational pathways</p>	<p>Strong educational pathways:</p> <p>As tamariki move through from ECC to Kura Teina and ultimately to Kura Tuakana, enables staff to build up a deep understanding of the child/ ākonga. This allows for educational pathways that are relevant to be developed with each ākonga.</p> <p>Advanced partnerships with tertiary providers allows reach and range and an ability to staircase ākonga later in Kura.</p>

<p>A focus on Māori language in education?</p> <p>Māori language is the foundation of Māori culture and identity. Learning in and through Māori language is an important way for Māori ākonga to participate in te ao Māori, and it helps ākonga connect with their identity as Māori. This is a strong foundation for well-being and achievement.</p>	<p>A focus on Māori language in education?</p> <p>The Kura Hourua's first Pou is Kia Māori it is our commitment to our culture</p> <p><i>"Knowing how to 'Be Māori' builds confidence and enables education to take place. The evidence shows, that in ākonga learning and engagement "Culture Counts"."</i></p>
<p>A focus on primary and secondary education?</p> <p>The primary and secondary education focus area covers the largest number of Māori ākonga in formal education. Māori ākonga in English-medium schools are more likely to have lower levels of achievement in literacy, numeracy and science than non-Māori ākonga. If not addressed swiftly, ākonga are likely to fall behind and will be at risk of disengaging from education early. Improvements in achievement have occurred when schools and kura:</p> <ul style="list-style-type: none"> • integrate elements of ākonga' identity, language and culture into the curriculum teaching and learning • use their ākonga achievement data to target resources for optimal effect • provide early, intensive support for those ākonga who are at risk of falling behind • create productive partnerships with parents, whānau, hapū, iwi, communities and businesses that focus on educational success • retain high expectations of ākonga to succeed in education as Māori. 	<p>A focus on primary and secondary education?</p> <p>Te Kāpehu Whetu covers both Kura Teina and Kura Tuakana allowing for smooth transition and a higher teacher:child ratio. This increases the ability to personalise learning and provide more focus on areas needing support. It ensures that ākonga are known to staff and support can be wrapped around more quickly and more appropriately. The main advantage is each ākonga will be known to the Kura and strategies for support can be more readily reviewed over time.</p> <ul style="list-style-type: none"> • Kia Māori is a commitment to Being Māori and having the oracy skills and knowledge to be at a suitable level of proficiency • Use of Kura's SMS (Kamar) and Ministry data to review and strategise for individual ākonga will be a hallmark of our Kura • Personal learning Plans are standard practice for all ākonga and will help identify progress with ākonga achievement data • Whanau will be regularly involved with their childs learning. Ultimately utilising IT technology to keep whanau informed and involved is the plan long term • Our expectations for all of our ākonga is high and this can be seen through the results we achieve with tamariki that transition from ECC to Kura and (Leadership Academy) ākonga achieving NCEA at the other end.

f) supporting Māori language in education: delivering strong, co-ordinated effort and investment

Te Kāpehu Whetu supports the Ministry's plan "Tau Mai TE Reo" and has in place its own plan for supporting Māori language in education.

The plan sits within the framework of "Launching Māori Futures" and is supported by our total acceptance of the philosophy of kaupapa Māori.

Kaupapa Māori

Kaupapa Māori is the foundation philosophy for the Kura Hourua. It encapsulates the ideal of a Māori world view and importantly for our purpose; Kaupapa Māori has been established as a bona fide theory of transformation.

For the Kura Hourua, 'Kaupapa Māori' is the foundation of the metaphorical 'wharenuī' providing the base and basis from which all actions and activities emanate.

"It is by sharing in a common kaupapa that the individual and their community find answers to life's great questions, and also by which they are able to find inspiration and validation for the actions one takes in one's life." (Royal 2000)

If we seek to understand the words we start to see the full value of Kaupapa Māori as a concept, as a directive, as action to drive education transformation for akonga, whanau and ultimately for Ngapuhi.

"Kaupapa are 'first principles' that are brought into one's consciousness. These principles or values act as a 'papa', a foundation upon which actions and behaviours are conducted." (Royal 2000)

"Kaupapa Māori – is the 'conceptualisation of Māori knowledge 'Māori knowledge' is esoteric and tuturu Māori. It validates the Māori worldview and is owned and controlled by Māori through Te Reo. Te Reo Māori is the only language that can access, conceptualise and internalise in spiritual terms this body of knowledge." (Nepe 1991)

Taking this further, 'Kaupapa Māori' gives licence to Māori education and has been summarised by Graham Hingangaroa Smith (1997) in the following way:

Kaupapa Māori paradigm in education is founded on three key themes:

- *The validity and legitimacy of Māori is taken for granted*
- *The survival and revival of Māori language and culture is imperative*
- *The struggle for autonomy over our own cultural well-being, and over our own lives is vital to Māori survival*

Kia Māori Pou (Goal)

Kia Māori → Be Māori (Be)

"Māori heritage and culture will be eroded by a world moving towards a global community... it will be important to ākonga that they are able to enter Te Ao Māori with ease and have a strong sense of Turangawaewae."

Professor Mason Durie

With the world moving towards being a more globalised, international and arguably homogenised 'community', it will be important that these ākonga uphold and protect Māori heritage and culture from further erosion. Integral, will be enabling each ākonga to enter Te Ao Māori with ease and confidence from a strong base of knowing who they are. The Kura Hourua will live Māori values, practice tikanga and use te reo on a daily basis as a 'living culture'.

The aim is to develop young Māori who are capable, confident and comfortable in themselves as Māori, ultimately exhibiting unconscious cultural competence in such environments.

The above approach reflects the findings of researcher that clearly identified the need to have an environment that allows ākonga to feel ok about themselves as Māori.

'One's own culture and language reflects personal identity and self worth.'

MacFarlane (2007)

Te Kāpehu Whetu will uphold the kura environment and learning culture necessary to not just support Māori language but provide avenues and opportunities for ākonga to excel and whanau to take part in Māori language acquisition and development.

Te Kāpehu Whetu will be start with level 2 under Te Marautanga O Aotearoa with the aim of advancing to level 1 in time.

9. If you plan on targeting Pasifika ākonga, outline your:

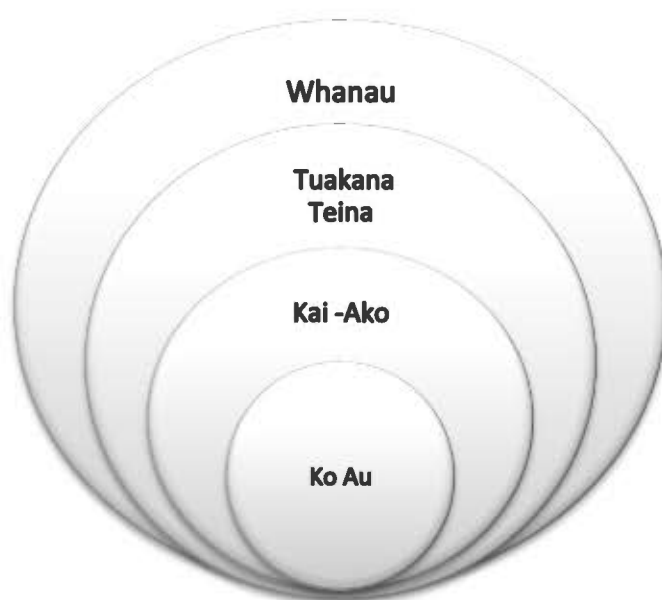
- g) plans for achieving Pasifika success using ākonga' identities, languages and cultures as foundations to build upon**
- h) how the school will build its own Pasifika capability; and**
- i) how partnerships (as identified in question 14(c)) with Pasifika parents, families and communities are used to achieve Pasifika Success**

Not Applicable

10. Outline how you will ensure an inclusive environment for ākonga with special education needs, including:

Te Kāpehu Whetu is committed to all its ākonga. The kura will have in place a pastoral care framework “Whanaungatanga” that provides levels of internal support for ākonga. The Whanaungatanga framework is exactly that a way of describing where and how a ākonga fits in the kura.

The Whanaungatanga Framework demonstrates the levels of ākonga support available in the Kura Hourua. It also shows the nature of support offered from the larger school group (Whanau), through peer support (Tuakana-Teina) through Educator support (Kaiako), capturing the idea of Ako, reflecting a two-way learner-teacher dynamic and finally down to “self” (Ko Au), reflecting a desire for ākonga to work towards self management



In addition, a pastoral care framework will be implemented based on the Māori understanding of ‘Tapa Toru’ addressing the three primary areas necessary for wellness, taha tinana, taha hinengaro and taha wairua. In the Māori world wellness requires all three areas to be considered and cared for.

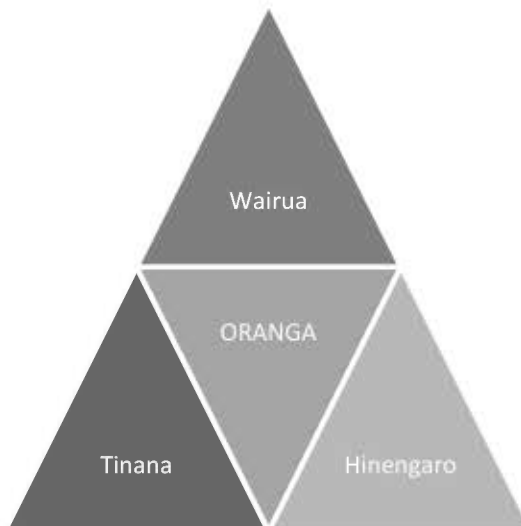
Māori ākonga with special education needs often face isolation and alienation in mainstream schools. At the kura they are viewed as being part of the whanau with learning support needs.

Tapa Toru requires staff to consider a child as holding all three elements that need developing. That means ākonga with special needs are not viewed as inferior or incapable but are viewed as needing support and awahi to achieve or reach their potential.

For Māori this requires having a learning environment that reflects our values and views:

- A learning environment that affirms their culture
- Pedagogical leadership that focuses on what and how a learner learns
- Distributed leadership where everyone takes responsibility for the learning
- A constructivist approach that encourages discovery learning
- A flexible learning day to allow for greater involvement and less rush
- Extra support through external agencies when required

TAPA TORU Pastoral Care Framework



a) how the school will demonstrate inclusive practices;

Te Kāpehu Whetu values underpin the practices of the kura and are based on a Māori world view. The values guide how we work with one another and how we treat one another. They include:

Whakapapa	- linking us to everything and everyone
Whānaungatanga	- kinship underpins the kura. Everyone is part of a larger collective
Manaakitanga	- demonstrating 'mana enhancing' behaviour towards each other
Rangatiratanga	- demonstrate rangatira attributes of respect, generosity of spirit
Wairuatanga	- provide spiritual sustenance to one another
Ūkaipotanga	- the importance of belonging
Kotahitanga	- maintaining unity

These values tell us how we should be with each other, they require us to be supportive, inclusive, respectful, generous because we are all connected and worthy of mana.

In day to day practice this means treating each other with respect, support, sustenance. It means viewing everyone as being part of the wider whanau and connected not as an outsider. It means facing difficulties together as one. This is the concept of whanau. Children with so called 'special' needs are just part of the whanau needing support and understanding.

b) how the school will build its capability to address the needs of student with special education needs; and

Over the last 16 years we have developed good relationships and networks and agencies who provide a range of support for our tamariki and rangatahi.

The Trust has considerable involvement with agencies through its early childhood centres, kura and Academy. The primary agencies are WINZ (parent benefits), CYFs (Youth in care), HNZ (housing), PHO (primary health services), Youth services (youth support), council youth services (WDC), MSD (contracts). Northland DHB (Te Roopu Kimiora – youth health)

c) how partnerships with parents with student with special education needs are used to achieve education success.

Whanau involvement with Te Kāpehu Whetu and their own child's education is vital regardless. To support whanau make decisions in relations to their child:

- A staff member with experience in special needs is allocated the Pastoral Care Coordinator role as a point of contact for whanau
- For whanau with a child with special education needs a comprehensive support plan is put in place
- Where external agencies are already involved they will be part of developing the care plan with kura staff and the whanau
- If a need isn't identified prior to starting at Kura, the Pastoral Care coordinator will arrange to bring whanau in as soon as staff become aware of a possible special need and work through a relevant assessment process with whanau to determine areas needing support and a care plan.

11. If you propose to operate a secondary school and are planning to offer a full subject range, explain how this will be resourced within the funding levels set out in your financial plan.

Not Applicable

12. If you are proposing to provision for 0-8 year olds, explain how you will manage the requirements set out in the ECE regulations and the obligations of a Partnership School as set out in key documents (including legislation and the contract).

Not strictly applicable

However, with the adjacent location and close connection with our EC centres in Whangarei the Kura Teina will develop much closer ties and working relationships to ensure connectedness, seamlessness and ease of transition. This may include:

- Connecting or creating a common space (especially for new entrants) between each
- Joint planning where appropriate (especially for new entrants)
- Joint activities to enable whanaungatanga to occur naturally
- Personalised, tailored transitioning for each child based on their readiness

The Trust is versed in ECC regulations and will ensure that all appropriate policies and practices are adhered to particularly in relation to safety and ratios. Over time we might want to merge or increase the connection. We will discuss the implications with the Ministry and whanau first before applying to change practice.

13. Detail tests, measures and tools, or other assessment tools that you propose to use, including:

a) how student progress and achievement will be measured, tracked, reported and responded to, particularly in relation to National Standards (if applicable); and

Pouako (Teachers) at the Kura Teina will use a range of assessment approaches to ensure good information is collected over time, in order to make judgement of progress. It may include:

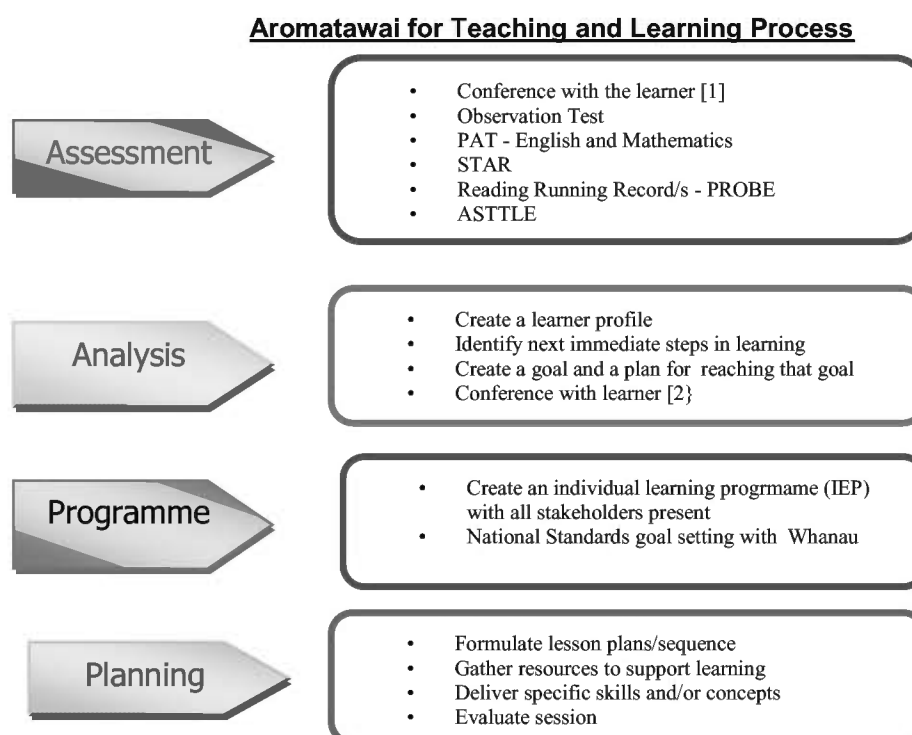
- Formal assessment tools
- Analysis of work
- Peer assessment
- Self assessment
- Observation or conversations

The results can be used by both the Pouako and the ākonga to determine progress and to determine strengths and areas needing attention.

They can also be used by the Kura to determine priorities for planning and resourcing and of course result assist whanau to understand how their tama/kotiro is progressing.

b) how assessment and/or aromatawai will be used to tailor instruction.

The chart below gives an indication of the process that will be utilised in the Kura Teina for determining (formal) assessment and how it might be used to tailor instruction for Akonga and improve the ability for progress in the learning process.



14. Explain how your school will:

a)work with student, parents, families/whānau and community to promote high attendance levels

Research shows that learners like to see their whanau involved in their learning and present in the learning environment. Through the values of whanaungatanga and Kotahitanga whanau and community are encouraged to come along to the Kura and participate in their tama/kotiro's education. The key methods used to help whanau feel they belong and become more comfortable are:

- Get to know the whanau and who they are and where they come from
- Make the entry into the Kura an important event, either an arahi or at the beginning of the year a powhiri for Akonga and their whanau or some other significant event connected to the kaupapa of the Kura or Ngapuhi.
- Hold overnight noho marae at the beginning of each year for new whanau to bring them into the Kaupapa and get to know to know other whanau
- Make coming to the Kura a privilege need to do prior to enrolment including attend a hui on the significance of the Kura to Ngapuhi and their connection to it.
- Have hui with combined purposes both fun and informative, especially when Akonga are acknowledge or presenting
- Create an environment that reflects the type or community we want to be and encourage all whanau to participate in celebrating that community ie: branding, T-shirts/bags
- Find events or sports that Kura can take part in to bring whanau together
- Find ways to involve whanau who might not be so forth coming ie: helping in the wharekai at events, helping set up or close out events
- Involve whanau in activities that take us away from the Kura, ie: trips
- Check and see if whanau have interesting connections that can be utilised in the Kura ie have whenua in areas of scientific interest
- With the wider community involvement in Kura events or invitations to open days or through networks invite people in to view and support

b) develop family-school partnerships that focus on strengthening support for learning, improving communication, and encouraging parent/family/whānau involvement in school operations

We have an aim in the Kura Teina to involve whanau in their child's learning every day. The evidence shows that a parents involvement in their child's learning is one of the most powerful ways of lifting achievement. Some of the strategies we will introduce are:

- Whanau signing up to do 'whanau homework' as a daily practice. It will involve 15mins of reviewing their child's day as part of being enrolled at this kura. The kura will send home each day a list of words/readings/discussion points for whanau to query with the child each night. It is hoped that this will be done online. Whanau will be given training on how to engage, give feedback and support their child's learning.
- Run a series workshops with whanau on various subjects ie: national standards
- Hold at least two full reporting hui with whanau every year
- Establish email contact for weekly updates on key activities events
- Develop a Whanau portal through KAMAR (Student Management System)
- Ensure all Pouako are trained in the use of wiki's so that they can put their important dates and programme information online for whanau

c) work with parents/families/whānau and community so they have the information and training they need to better support and become more involved in the learning process

- Hold short programme workshops so that whanau can learn about how the Kura programme operates and how best to support their tama/kotiro.
- Keep whanau informed on programme or course changes and the impact through newsletter or wikis
- At the two annual hui whakapiki (3-way conferences) make sure whanau are trained to understand the reports and implications. Review previous period together and have a process to decide goals for next period.
- Involve whanau in the decision making personal Learning Plans for their tama/kotiro

d) communicate with parents/families/whānau and community concerning the school's progress and achievements

- through the SMS portal and wikis for day to day notices to whanau
- through daily 'whanau homework' notes
- weekly emails on next week priorities to whanau
- monthly newsletters to whanau and key networks
- mid and end of year reports (whanau only)
- a presence at other school events or northland primary school events
- a presence at important local events in the community
- supporting local marae and hapu at their events
- attend network hui
- use the local newspaper/media to report achievements, events and progress

15. Explain the relationship your school intends to build with community agencies and organisations that serve student who attend the school.

The Trust has considerable involvement with agencies and key community groups through its early childhood centres, the Kura Hourua and the Academy. These relationships have been developed over 16 years and are valuable relationships.

The EC centres, Kura and Academy have their own specific support groups but the primary agencies are WINZ (parent benefits), CYFs (Youth in care), HNZ (housing), PHO (primary health services), Youth services (youth support), council youth services (EDC advisory), Kia ora Ngati Wai (Health provider), Whanau Whanui (Ngtihine health provider), MSD (contracts). Northland DHB (Te Roopu Kimiora – youth health)

There are a host of smaller groups, sporting codes and clubs we access to provide tamariki and rangatahi external activities and opportunities.

16. Outline any commitments that the school has made for partnerships or other relationships with community organisations or individuals that would enrich the learning opportunities for student attending the school.

We utilise the services and resources of whanau, hapu, Iwi and community groups in Whangarei districts to offer a wider and rich array of experiences. This includes marae, whenua, outlier islands, farms, industry sites, and the council and its many facilities and projects. Some of the projects we are involved in are the building of waka, community gardens, environmental projects, farming days, marine activities, ngahere activities etc

- 17. Detail any plans to use external providers to deliver parts of the educational programme (if applicable). Provide a full explanation of how this will work in practice.**

Not Applicable

- 18. Explain and provide evidence to support your proposed school calendar setting out:**

a. the daily hours of operation;

08.30am – breakfast will be provided for those who wish to have it available

09.00am – Kura Starts

16.00pm – Kura finishes

b. indicative student timetables; and

Daily Routine	
08.30 – 09.00am	Breakfast
09.00am	Kura Starts
09.00 – 10.30am	Core Learning Areas
10.30 – 11.00am	Snack/drink
11.00 – 12.30pm	Core Learning Areas
12.30 – 13.00pm	Lunch
13.00 – 14.30pm	Core Learning Areas
14.30 – 15.00 pm	Snack/drink
15.00 – 16.00pm	Projects/kapahaka/sports
16.00pm	Kura finishes

c. how the school day and year will be organised to include instruction and assessment, independent study, professional development, parent-teacher conferences, and extra or co-curricular activities.

A daily routine and timetable has been outlined above.

The school year for the Kura Teina will generally follow the term dates set down for primary school at this stage.

The kura may consider changing its times, timetable, and school year dates in the future to have a more innovative approach. If it does consider change, it will discuss with the Ministry first and carry out considerable consultation with whanau and community before anything is changed.

19. Outline the school's philosophy and methodology regarding student behaviour, discipline and participation in school activities.

The Kura Teina philosophy and methodology regarding ākonga behaviour, discipline and participation in school activities is underpinned by the Kura Teina values and a commitment to restorative practices:

- *Whakapapa*
Is the foundation of the Māori 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 Teina and is part and parcel of who we are as Māori. 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 Teina whanau of oneness of mind and action towards achieving the vision.

Discipline and Restorative Practices

Early communication with the whanau is important. Part of agreeing to attend our kura is agreeing to be part of discipline and restorative processes of the Kura Hourua. Agreed behaviours (in the code of conduct) will be provided to whanau prior to enrolment and they need to accept these as part of enrolment.

The Kura Teina 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 Teina 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 Teina values are embedded in the Code of Conduct and Kura Teina Rules.

Guidelines for Dealing with Unacceptable Behaviour

The Kura Teina teaching staff are committed to restorative processes. Staff and Management all aspire to build relationships with our ākonga. We seek to address an issue in a respectful way, to communicate with the ākonga so that the problem is addressed and the behaviour corrected. We also whanau involvement as we seek solutions. Maintaining the mana of all involved is critical to the success of this practice. See policy

Restorative processes are a part of classroom and Kura Teina-wide practices and could include:

Utilising the Whanaungatanga framework for lower level behavioural issues

- Peer to peer discussions
- Support from their whanau group
- Pouako may meet a ākonga to talk through a problem

Utilising the disciplinary processes for more serious issues.

- The Pouwhakahaere may meet with a ākonga and Pouako to facilitate a resolution.
- The Pouwhakahaere may facilitate a whanau hui if the behaviour is serious or repetitive

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

Consequences for actions are a part of the discipline process. Ākonga are encouraged to identify who has been harmed by their actions and to put right the wrong. By recognizing their behaviour, ākonga 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 Teina whanau must be considered so that all ākonga and staff can work in an environment conducive to effective learning.

20. Set out your strategy, policy and procedures that will ensure the school is a safe, orderly, and drug-free environment where both teachers and students can feel secure and where effective learning can take place (in line with the provisions under the Education Act 1989 and any other applicable Acts).

Education and Guidance is the primary approach to ensuring that the kura environment remains safe and orderly. There is a requirement on staff to act swiftly and to ask for, expect and maintain a high standard of behaviour from ākonga.

Staff will be inducted into this culture and the standards expected explained. Staff will use their meeting times to review practice, provide opportunities for improvement and how best to cope with unacceptable behaviour.

Where necessary staff will be given training or professional development to support them in this disciplinary role.

Drug Free Environment

- School health programmes will offer information and skills to help ākonga establish responsible attitudes towards drugs, alcohol and other mind-altering substances.
- Counselling will be made available for ākonga who have problems with drugs, alcohol and other mind-altering substances.
- The programmes will consist of four components:

1. Generic Awareness

The wider school community (ākonga, caregivers, public etc) will be made aware of the school's zero tolerance of mind-altering substances being on school property or ākonga being found in possession of or under the influence of mind-altering substances while under the jurisdiction of the school.

2. School Curriculum –

Year 6 ākonga will receive health education regarding tobacco, alcohol and drugs

3. Programmes for ākonga 'at risk' –

The school will provide a service for parents who have concerns regarding perceived ākonga drug or alcohol issues. The school will set in place, a large intervention programme for ākonga with a perceived 'at risk' factor and community services will be identified for inter-sectoral work within this programme.

4. Staff Professional Development –

Staff will provide exemplary role models for ākonga in their attitudes and practices in respect to alcohol, drugs and other mind-altering substances. This will be especially important where staff are responsible for extracurricular activities. Teaching staff will undertake the appropriate professional development in the area of awareness of drugs, alcohol and mind-altering substances. Smoking cessation programmes will be actively supported and encouraged for staff members in line with the Smoke-free Schools Group recommendations

Drug Education and Management of Drug Issues Policy:

Purpose:

The Trust Board recognises that while both legal and illegal drug use may be a fact of life in our society, evidence clearly shows that ākonga cannot maximise their learning or reach their potential whilst they are regular users of these drugs. The Trust Board regards drug abuse by school ākonga as an extremely serious health and disciplinary issue. Drug and alcohol abuse can have serious effects on the mental health of our young people.

Definition:

A drug is defined as being tobacco, alcohol, illegal drugs, volatile substances (such as petrol, solvents and inhalants) and other substances used for mind altering effects, recreation, or enhancement, as well as prescription and pharmacy-only drugs used outside medical or pharmaceutical advice.

Objectives

- To discourage all unnecessary drug use that may be detrimental to the health and well-being of ākonga.
- To ensure that ākonga clearly understand the consequences of drug abuse.
- To further develop strong disciplinary procedures for dealing with drug abuse issues at school.
- To create a healthy smoke-free environment for all ākonga, staff and whanau of the kura hourua 24 hours a day, 7 days a week.

Guidelines:

- The school will provide ākonga education about drug and alcohol issues. The aim is to ensure that ākonga are informed about drugs, alcohol and their related issues, implications of drug and alcohol use and the possible harm to themselves and the community. The Kura Teina promotes and endorses a drug-free environment. This excludes the use of legally prescribed medications.
- Tobacco – the Kura Teina is a smoke free environment and prohibits the use of tobacco products in any form at any time by any person on Kura Teina premises, or on the way to or from the Kura Teina. This includes all school events. Smoke free signs will be displayed.
- Alcohol – the Kura Teina is an alcohol free environment and prohibits the use of alcohol in any form by any person on Kura Teina premises, or on the way to or from the Kura Teina. This includes all Kura Teina events.
- Inhalants - No persons are permitted to inhale or otherwise ingest a solvent or other industrial product whilst on school premises, on the way to or from school, or at school functions.
- Illicit Drugs – the Kura Teina prohibits the possession, consumption or supply of any illicit drugs by persons on the school premises, on the way to or from school, or at any school-related events. In the event of any ākonga appearing to be under the influence of an illicit drug, a school representative should seek medical advice. The parents/guardians should be informed and the police may be notified. Disciplinary action may result.
- All staff, ākonga and parents will be informed of the school's policy and rules relating to drug and alcohol use.

Ākonga are not permitted to:

- Bring tobacco, alcohol, drugs or other mind-altering substances to school for supply
- Be in possession of tobacco, alcohol, drugs or other mind-altering substances
- Consume tobacco, alcohol, drugs or other mind-altering substances at school
- Associate with other ākonga who are participating in any of the above
- Akonga breaching any of these guidelines will be dealt with through the Ākonga Discipline & Pastoral Care Policy.

21. Detail your proposed professional development plans for teachers, administrators and

He Puna Marama Trust Staff Professional Development Policy & Procedures as approved by the Trust Board:

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
Development

Documents / Resources

Individual Professional Development Plans and 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.

a) how the sponsors and/or the management team will be involved in the design and identification of such opportunities

Individual Development Planning (IDP) template is to be completed by all staff members and managers to set the direction for each individual staff member's development which identifies the resources which are to be allocated for that development. This will be done in line with the Strategic Development Plan set by the CEO for the Kura Teina for all staff including registered non-teachers.

All Management Teaching and Corporate Staff will have a 2 day noho marae in Whangarei prior to the opening of the Kura Teina to wananga on the strategic plan and discuss the skill and development needs of the team. The wananga will be designed to embed the core values of the Trust and will include:

- Decolonisation / Nation Building hui
- Cultural Competency
- Dynamics of Whanaungatanga
- Launching Māori Futures (Education framework)
- Charting Māori Futures (Strategic direction)
- Navigating Māori Futures (Implementation plans)

b) the support and mentoring proposed for any staff that are not registered teachers (if applicable)

Ongoing support and mentoring for any non-registered teaching staff will come via direct peer support from registered teachers, management support from team leaders and ongoing training in :

- Learning Plans
- Classroom Management
- Adolescent Development
- Pastoral Care
- Mediation and Conflict Resolution

c) how your proposed programme of professional development will enable the school to meet the needs of priority student.

The Kura Teina is being established to target Māori. Although it is not an exclusively Māori school the kaupapa is Māori and the group who will benefit the most from this model, are Māori. Consequently, all development will ultimately serve this priority group in the main. So any professional development will improve the Kura's ability to serve Māori ākonga. The Kura Teina will meet the needs of priority ākonga by aligning all Individual Development Plans of staff to the needs of the strategic plan set by management/staff, approved by the CEO.

22. If you are proposing to use non-registered teachers, explain what subjects they will teach, what experience or skills you will require, and the role they will play in the day-to-day operation of the school.

Non-registered teachers would play a supporting role where their skills and talents can be utilised in such areas of sports, mahi toi, kapa haka, te reo me ona tikanga, music, IT, technology delivery.

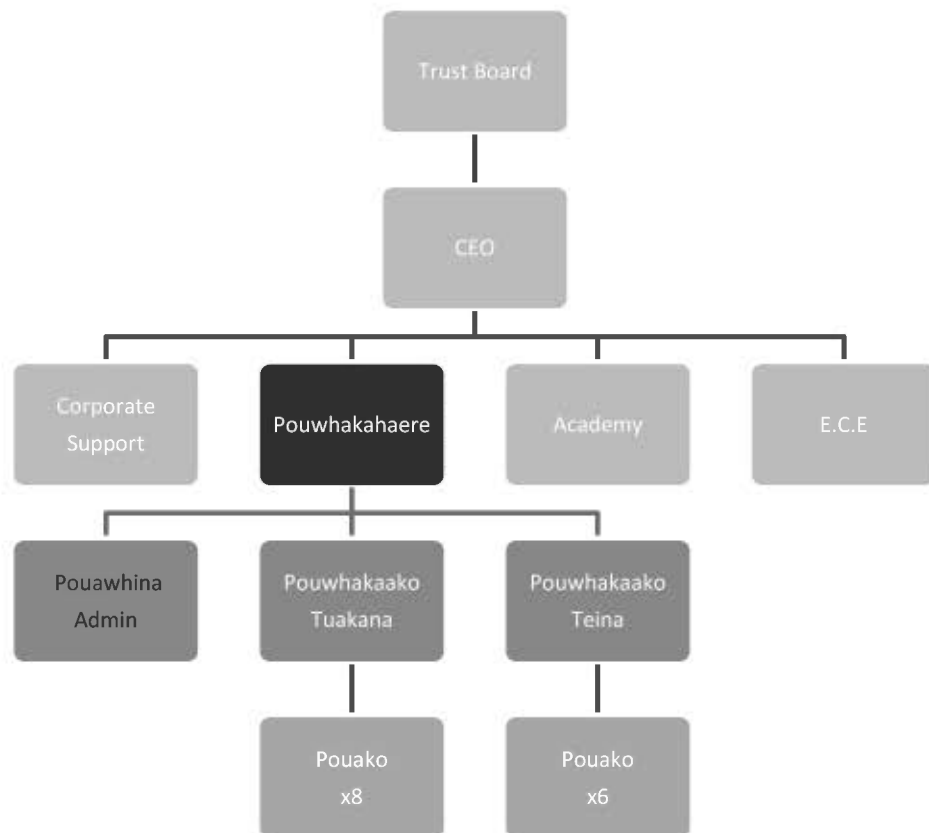
The core learning area of Te Reo Māori, literacy (reading, writing) and numeracy will be delivered by qualified, registered, experienced teachers.

7 BUSINESS PLAN

23. Outline the different structures (in both chart and narrative form) of your proposed Partnership Kura, including:

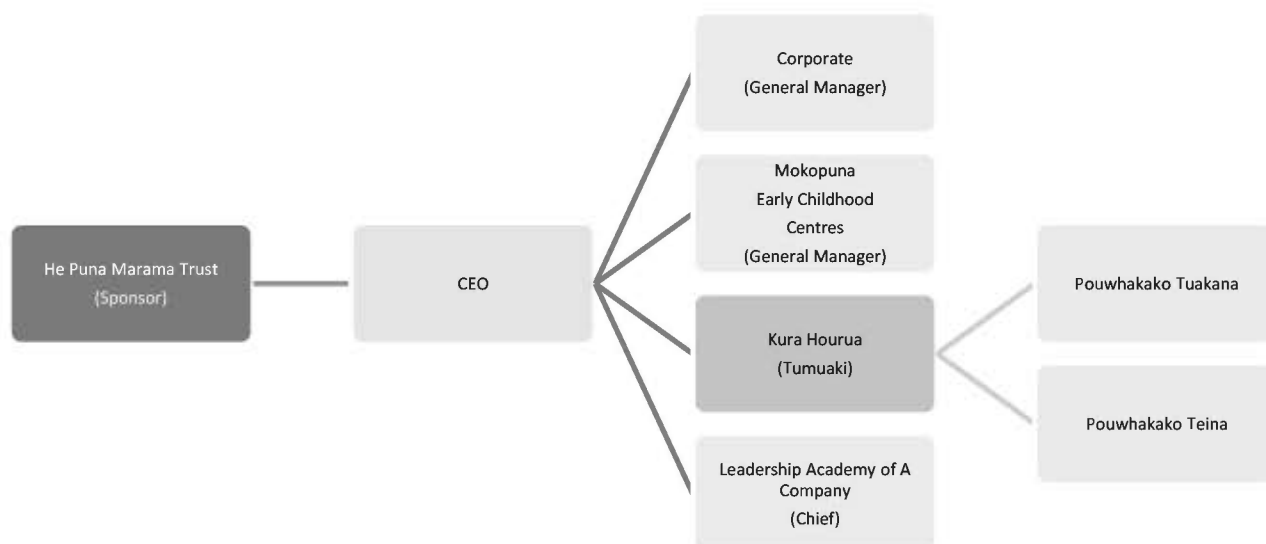
See the attached Quality Management System policy on Establishment

d) Governance;



This application is for a primary Kura Hourua – Kura Teina

e) Management;



f) Administration; and

Included in first diagram

g) Subcontract arrangements

Not applicable

24. Describe your proposed methods or structures to ensure teacher, parent, family/whānau and student input to decisions that affect the school.

As with all our education services whanau are expected to have intimate involvement with their teina/kotiro education throughout their kura life. We have an aim in the Kura Teina to involve whanau in their child's learning every day. The evidence shows that a parents involvement in their child's learning is one of the most powerful ways of lifting achievement. Some of the strategies we will introduce are:

- Whanau signing up to do 'whanau homework' as a daily practice. It will involve 15mins of reviewing their child's day as part of being enrolled at this kura. The kura will send home each day a list of words/readings/discussion points for whanau to query with the child each night. It is hoped that this will be done online. Whanau will be given training on how to engage, give feedback and support their child's learning.
- Run a series workshops with whanau on various subjects ie: national standards
- Hold at least two full reporting hui with whanau every year
- Establish email contact for weekly updates on key activities events
- Develop a Whanau portal through KAMAR (Ākonga Management System)
- Ensure all Pouako are trained in the use of wiki's so that they can put their important dates and programme information online for whanau

25. Provide two detailed implementation plans covering:

h) the period from gaining approval to the opening of the school.

See attached plan

i) the period from the opening of the school to the end of the first year.

See attached plan

26. Complete the templates in the attached MS Excel workbook with your proposed financial forecasts. Guidance on how to complete the forecasts is provided in the spreadsheet. The worksheet covers three components

j) Financial forecast (budget)

k) Balance sheet

l) Ākonga Roll

m) Staffing levels

see the attached finance forecasts

27. Detail the amount and terms of any funding (additional to funding to be provided by the Crown) that is to be provided to the school, including:

- n) what you propose this funding will be used to provide; and**
- o) the relationship between the school and the funder.**

Not applicable

28. Outline your proposed:

- p) 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

Additional policies available on request include:

- cash management
- theft and fraud
- Credit card use
- Koha, gift, & entertainment
- Schedule of delegations
- Supplementary schedule of responsibilities

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

Audits are conducted every year. The latest audit is attached

- r) types and levels of insurance that you propose to operate the school.**

The Trust always carries comprehensive insurance on all its operations this will be the case with the Kura Hourua. 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

Business Liability to \$4million includes

- Public liability
- Exemplary Damages
- Statutory liability
- Employers liability
- Motor Vehicle for 10 vehicles.
- Professional & Management liability

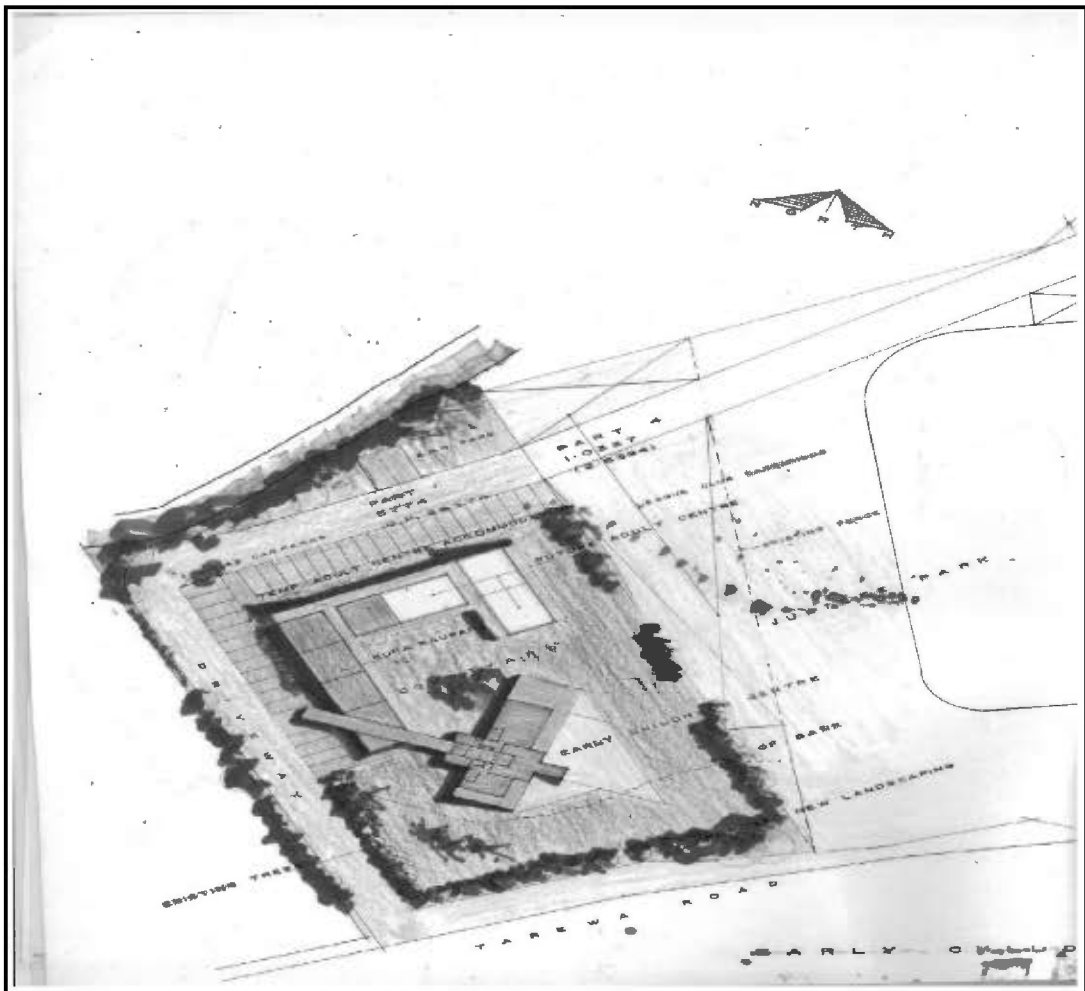
29. Outline your proposed facilities, including:

- s) the type of property arrangement and the terms of the tenancy (if applicable);

The Trust has a long term lease with [REDACTED] on 78 Tarewa Road, Whangarei on land 5774 m², where our early childhood centre is based (plan below- light brown building). The proposed Kura Hourua will be in the adjacent buildings (plan below – brown and yellow). The resource consent is in place.

- t) how this site would be a suitable facility for the proposed school, including any plans to renovate; or**

The site incorporates our main early childhood centre. Having the Kura Teina immediately adjacent allows for complementary support and ease of transition. The Trust is looking at the option of relocating brand new prefabricated buildings for the first year and building directly onsite for year 2-5 growth.



- u) if a site has not been identified, your present options for the school site, including a timetable for identifying and acquiring or leasing a facility;

Not applicable



This is an aerial view of the site where the Kura Teina will be located attached to our Early Childhood Centre on 78 Tarewa Road, Momingside, Whangarei. Tarewa Road is the main road into the city. The sports grounds behind the centre are available to use for the Kura.

v) your financing plans for acquisition and renovation of a facility; and

s 9(2)(a) OIA

w) describe plans for expanding school facilities matching your projected roll numbers, including how you will attract additional staff and acquire other resources needed to serve a larger student body.

We will have a 2 – 3 year building plan that will allow the Trust to accommodate for the number of tamariki that will attend the kura in it's 1st year through to it's 5 years.

30. Explain 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 outsourced. All our early childhood centres annually meet all their compliance code requirements. See the Kura Property Management Policy below:

KURA: PROPERTY MANAGEMENT POLICY

RATIONALE:

To enhance ākonga learning through the provision of appropriate facilities and a clean, tidy and safe physical learning environment.

SCOPE:

This policy applies to all staff and ākonga.

GUIDELINES:

- Property management is the responsibility of the Pouwhakahaere who will ensure that:
 - Physical facilities and resources are adequate for the ākonga roll and curriculum as determined by the Kura;
 - The Kura is kept in a clean, tidy and hygienic condition;
 - Equipment, grounds and buildings meet all health and safety regulations;
 - The fabric and structure of all buildings is maintained in good condition;
 - Capital works needs are regularly assessed and reported to the Board;
 - Regular and long term maintenance and capital development programmes are developed;
 - A system for renewing and replacing furniture and furnishings is developed;
 - Buildings are inspected on a regular basis;
 - Budget allowances are made to cover the responsibility for building maintenance;
- Staff and ākonga are actively encouraged to take pride in the Kura.
- Safe practices and hazard reduction will be encouraged.
- Fire, earthquake and emergency evacuations will be held each term.
- Staff will report problems to the Pouwhakahaere as soon as they arise.
- All damaged or unsafe equipment will be removed from service as soon as it is identified.
- Staff and ākonga will be provided with appropriate safety equipment.
- All cleaning work will be checked regularly.

8. OPERATIONS PLAN

31. Explain how the school will:

a) achieve the enrolment target you have projected in Q2.(v):

The enrolment target will be achieved by targeting:

- Whānau and children from in He Puna Marama Trust's Early Childhood Centres. In 2013, 71 children graduated from its Tarewa & Whau Valley ECE centres and transitioned to school.
- Māori whānau in surrounding suburbs such as Otaika, Morningside and Raumanga.
- Wider Māori communities – local whānau, hapū and iwi groups.

b) be publicised throughout the community, including any specific outreach activities or similar:

Key Dates:

- 2 September 2014 Advertising Enrolments
- 16 September 2014 Open information evening for potential ākonga
- 15 October 2014 Enrolments close or when full
- 25 October 2014 Ballot for enrolments (if oversubscribed)

Advertise enrolments and invitation to the Open Information Evening:

- The Northern Advocate, regional newspaper (circulation 28,858);
- 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 Ngāpuhi, 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;

He Puna Marama Trust will also communicate with all whānau currently enrolled in its Early Childhood Centres, Programmes, Academy and Kura Hourua - 100 Parents as First Teachers (PAFT), 40 Engaging Priority Families (EPF), 173 Early Childhood Education (ECE), 25 Leadership Academy of A Company (Academy), 32 Kura Hourua = total of 370 direct whānau.

c) target parents/family/whānau who may not be engaged in their child's learning;

By contacting He Puna Marama Trust whānau currently enrolled or engaged in the Academy, Kura Hourua, ECE, PAFT, and EPF programmes and their wider whānau and communities. This represents 370 whānau we currently have direct contact with. 98% of these are Māori and in the lower socioeconomic groups targeted.

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

He Puna Marama Trust has strong relationships with local hapū/iwi and community organisations and government agencies. We will utilise these networks but we don't expect to have difficulty filling the Kura

- e) if proposing to convert an existing school, the nature and medium to advise the community of the proposed conversion.

Not applicable.

32. Outline your enrolment policy and describe your proposed timeline for enrolling ākonga for the 2015 school year.

Key Dates:

- 2 September 2014 Advertising Enrolments
- 16 September 2014 Open information evening for potential ākonga
- 15 October 2014 Enrolments close
- 25 October 2014 Ballot for enrolments (if oversubscribed)

ENROLMENT POLICY

He Puna Marama Trust is committed to providing quality education for all ākonga 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 ākonga is diminished. This enrolment scheme aims to avoid overcrowding by restricting the number of ākonga enrolled at the Kura Hourua.

Roll

To avoid overreaching the Kura Hourua will manage the roll at 40, 50, 75, 85, 100 ākonga respectively.

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 ākonga 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 (Māori) 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 ākonga 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 ākongā 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 ākongā 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 ākongā.
- Second Priority will be given to applicants who are siblings of former ākongā.
- 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 ākongā 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.

33. Outline the suspension, expulsion and other disciplinary policies and procedures of the proposed school, and the criteria for making decisions on such matters, demonstrating how these align with the terms of the Education Act 1989, Section 158V and the Ministry of Education's Stand-downs, Suspensions, Exclusions And Expulsions Guidelines.

The Kura Hourua philosophy and methodology regarding ākongā behaviour, discipline and participation in school activities is underpinned by the Kura Hourua values and a commitment to restorative practices:

- **Whakapapa**
Is the foundation of the Māori world view, linking us to everything and everybody. It grounds us and gives us a place in the scheme of things.
- **Whānaungatanga**
Kinship underpins our Kura Hourua and is part and parcel of who we are as Māori. It is about being part of a larger collective, whānau whanui, contributing, receiving, supporting and where necessary taking responsibility.
- **Manaakitanga**
Impart manaaki or 'mana enhancing' behaviour towards each other in the whānau 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.
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Provide sustenance to one another, understanding and believing that there is a spiritual element that needs nurturing in addition to the physical.
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- **Kotahitanga**

Maintaining unity of purpose and direction, a commitment by the Kura Hourua whānau of oneness of mind and action towards achieving the vision.

Discipline and Restorative Practices

Early communication with the whanau is important. Part of agreeing to attend our kura is agreeing to be part of discipline and restorative processes of the Kura Hourua. Agreed behaviours (in the code of conduct) will be provided to whanau prior to enrolment and they need to accept these as part of enrolment.

The Kura Teina 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 Teina 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 Teina values are embedded in the Code of Conduct and Kura Teina Rules.

Guidelines for Dealing with Unacceptable Behaviour

The Kura Teina teaching staff are committed to restorative processes. Staff and Management all aspire to build relationships with our ākonga. We seek to address an issue in a respectful way, to communicate with the ākonga so that the problem is addressed and the behaviour corrected. We also whanau involvement as we seek solutions. Maintaining the mana of all involved is critical to the success of this practice. See policy

Restorative processes are a part of classroom and Kura Teina-wide practices and could include:

Utilising the Whanaungatanga framework for lower level behavioural issues

- Peer to peer discussions
- Support from their whanau group
- Pouako may meet a ākonga to talk through a problem

Utilising the disciplinary processes for more serious issues.

- The Pouwhakahaere may meet with a ākonga and pouako to facilitate a resolution.
- The Pouwhakahaere may facilitate a whanau hui if the behaviour is serious or repetitive

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

Consequences for actions are a part of the discipline process. Ākonga are encouraged to identify who has been harmed by their actions and to put right the wrong. By recognizing their behaviour, ākonga 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 Teina whānau must be considered so that all ākonga and staff can work in an environment conducive to effective learning.

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

Consequences for actions are a part of the discipline process. Ākonga are encouraged to identify who has been harmed by their actions and to put right the wrong. By recognising their behaviour, ākonga 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 whānau must be considered so that all ākonga and staff can work in an environment conducive to effective learning.

Refer Appendix 8: Stand Down & Suspension Policy
 Discipline & Pastoral Care Policy
 Behaviour Management Policy
 Complaints Policy

- 34. List in a table the names and qualifications of persons who will hold key leadership roles in the school. Provide CVs (or position descriptions for positions which will need to be recruited) as an appendix to your Application.**

Leadership Roles	Name	Qualification
CEO – Position Description Attached	Raewyn Tipene	BSc PGDipBus Management M. Indigenous Studies (completing)
Pouwhakahaere – Position Description Attached	Dr Nathan Matthews	PhD
Pouwhakaako – Position Description Attached	To be appointed	BEd Post-Graduate Diploma or Honours Degree plus 5 + years in a senior management position

Refer Appendix 8: Pouwhakahaere CV
 Pouwhakahaere Position Description
 Pouwhakaako Position Description
 Chief Executive Officer Job Description

35. Outline the process that will be used in the recruitment of teachers, administrators, and other school staff.

Recruitment of staff will follow the appointments process set out below:

APPOINTMENTS POLICY

PURPOSE:

To establish a process for recruiting, selecting and appointing Pouwhakaako.

PROCEDURE:

Action:	Rationale:	Responsibility:
Review Kura structure and strengths of current staff and decide whether to fill vacancy.	The kura team may need to be restructured, or some very specific skills/qualifications sought in the new incumbent.	Pouwhakahaere CEO
Prepare Job Description (JD) and Person Specification (PS) for approval by the CEO and Board.	JD defines the key tasks, expected results and measures; the PS lists the skills, attributes and qualifications needed to do the job.	Pouwhakahaere Corporate Manager
Prepare recruitment timeline, advertise, prepare application pack for candidates, and prepare referee questionnaires. (Application pack includes Job Description, Person Specification, Prospectus, Referee Reports, Police Vetting Forms etc)	Ensure consistent and comprehensive information is given to all candidates regarding the available positions and to ensure that the position is advertised widely with adequate response times.	Pouwhakahaere Corporate Manager
Select short listing committee.	The Sponsor may delegate to a sub – committee. The short-listing committee will have	Pouwhakahaere CEO Board of Trustees
Short list	Short listing committee uses the CVs, referees' reports and other relevant information supplied to select candidates and set interview questions.	Short Listing Committee Corporate Manager
Phone referees	Phone reference all short listed candidates.	Short Listing Committee Corporate Manager
Invite candidates to interview.	To advise candidates of the interview process that they will be going through. Interview panel to be given all CV's and set questions for interview.	Pouwhakahaere CEO Corporate Manager
Time allowance to reconvene if further discussion required before confirming decision.	If it is determined that more time is necessary to reflect on the decision or if further information needs to be gathered, an additional time should be set for the Board to reconvene.	Pouwhakahaere CEO Corporate Manager Board of Trustees
CEO offers position to successful candidate; if accepted, advises other candidates of outcome.	In case the first choice does not accept the position, keep the other candidates on hold until first choice confirmed.	CEO
Finalise employment with successful candidate.	Ensure all clear referee checks, police vetting and teacher registration checks are completed before a signed letter of offer and individual employment agreement with all terms and conditions sent for sign off to successful candidate.	Pouwhakahaere CEO

Formalise appointment at Board meeting.	Full rationale for appointment to be given to Board.	Board of Trustees
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36. Detail the professional backgrounds, depth of experience and personal qualities that you will seek in teachers and other school staff.

Staff Recruitment		
Role	Qualifications & Experience	Qualities
Pouwhakaako – Directors of Learning (Registered)	Honours Degree, Post Graduate Diploma or Masters 5 + years experience	<p>ACHIEVEMENT The drive for high impact results. Constantly thinking about audacious objectives and high standards of performance and excellence despite barriers and resistance to change. Looks for innovative and evidence based methods to improve instruction. Develops detailed plans based on Needs Assessment data. Facilitates learners to progress at own rate of learning and customizes individual development plans based on [SMARTER] objectives. Creative and open minded. NOTE; This can also indicate INNOVATION and ENTREPRENEURSHIP</p> <p>INFLUENCES Acting with intent and purpose of influencing, persuading and seeking to impact on the feelings, thoughts, beliefs and actions of others. Can develop influence plans to ‘Win the hearts and minds’ of ākonga and supportive stakeholders. Applies wide range of influence methods and tactics to gain support for audacious plans and evidence based interventions and solutions. Ākonga want to learn from this person.</p> <p>TEAMWORK The intent and ability to work in results focused teams which are required to accomplish high impact common objectives. Can be trusted to take responsibility for areas of competence. Manages conflict well and protects team reputation. Shares the leadership role when appropriate to make effective decisions and solve problems</p> <p>OPTIMISM[Growth MINDSET] A belief that all ākonga have the potential for learning at high levels. Have positive expectations for Kura despite barriers and resistance. Manages the curriculum and instructional design to allow for individual needs and wide variety of career tracks and opportunities. Belief in learning potential of all ākonga and staff.</p> <p>INITIATIVE and PERSISTENCE High drive to self initiate and takes action without direction from others and apply extraordinary effort to achieve objectives and solve problems. Sets long term Objectives and displays GRIT. Can organize and facilitate lessons outside their area of expertise. NOTE; This can also indicate ADAPTABILITY</p>

		<p>/FLEXIBILITY.</p> <p>SELF CONTROL Acting to keep emotions under control especially when provoked. Shows composure when faced with adversity, crisis and conflict situations. Can diffuse highly stressful situation by being composed and calming down others emotions.</p> <p>EMPATHY[Interpersonal Understanding] Can acknowledge others concerns, beliefs, motives, feelings and perspectives. Can work with cultural diversity and step inside others world view to seek to understand motives, actions and mental models or paradigms. Monitors own biases and mental models through reflection and inquiry.</p> <p>ANALYTICAL THINKING[Critical Thinking] The ability to solve problems and break things down in a logical way and to recognize cause and effect. Has range of problem solving methods and tools to deal with various problems. Can explain their problem solving processes and methods explicitly. Can apply systematic processes to solve problems and plan results. Ability to apply evidence and data based thinking to solving problems and making decisions. A reflective practitioner.</p> <p>SYSTEM THINKING[Conceptual Thinking] Can think systemically and identify the whole system and its parts and their relationship. Can define multiple causes and factors contributing to performance at all levels. Can identify actions and their impact on results at both operational and strategic levels.</p> <p>LEARNING EVENTS DESIGN (Pedagogy and Andragogy) Well skilled in evidence based Instructional and Curriculum Design methods. Can analyse competencies and tasks to derive learnable skills and design tests and skill checks matched to instructional objectives. Can design “Deliberate Practice” events to matched to individual learning needs. Can develop learning plans which coordinate various ākonga learning needs.</p>
Pouako – Teaching Staff (registered and non-registered)	Bachelors, Advanced Trades Certificate and/or 10 years teaching/working in an approved curriculum area.	<p>ACHIEVEMENT The drive for high impact results. Constantly thinking about audacious objectives and high standards of performance and excellence despite barriers and resistance to change. Looks for innovative and evidence based methods to improve instruction. Develops detailed plans based on Needs Assessment data. Facilitates learners to progress at own rate of learning and customizes individual development plans based on [SMARTER] objectives. Creative and open minded. NOTE; This can also indicate INNOVATION and ENTREPRENEURSHIP</p> <p>INFLUENCES</p>

Acting with intent and purpose of influencing, persuading and seeking to impact on the feelings, thoughts, beliefs and actions of others. Can develop influence plans to 'Win the hearts and minds' of ākonga and supportive stakeholders. Applies wide range of influence methods and tactics to gain support for audacious plans and evidence based interventions and solutions. Ākonga want to learn from this person.

TEAMWORK

The intent and ability to work in results focused teams which are required to accomplish high impact common objectives. Can be trusted to take responsibility for areas of competence. Manages conflict well and protects team reputation. Shares the leadership role when appropriate to make effective decisions and solve problems

OPTIMISM[Growth MINDSET]

A belief that all ākonga have the potential for learning at high levels. Have positive expectations for Kura despite barriers and resistance. Manages the curriculum and instructional design to allow for individual needs and wide variety of career tracks and opportunities. Belief in learning potential of all ākonga and staff.

INITIATIVE and PERSISTENCE

High drive to self initiate and takes action without direction from others and apply extraordinary effort to achieve objectives and solve problems. Sets long term Objectives and displays GRIT. Can organize and facilitate lessons outside their area of expertise.

NOTE; This can also indicate ADAPTABILITY /FLEXIBILITY.

SELF CONTROL

Acting to keep emotions under control especially when provoked. Shows composure when faced with adversity, crisis and conflict situations. Can diffuse highly stressful situation by being composed and calming down others emotions.

EMPATHY[Interpersonal Understanding]

Can acknowledge others concerns, beliefs, motives, feelings and perspectives. Can work with cultural diversity and step inside others world view to seek to understand motives, actions and mental models or paradigms. Monitors own biases and mental models through reflection and inquiry.

ANALYTICAL THINKING[Critical Thinking]

The ability to solve problems and break things down in a logical way and to recognize cause and effect. Has range of problem solving methods and tools to deal with various problems. Can explain their problem solving processes and methods explicitly. Can apply systematic processes to solve problems and plan results. Ability to apply evidence and data based thinking to solving problems and making decisions. A reflective practitioner.

SYSTEM THINKING[Conceptual Thinking]

		<p>Can think systemically and identify the whole system and its parts and their relationship. Can define multiple causes and factors contributing to performance at all levels. Can identify actions and their impact on results at both operational and strategic levels.</p> <p>LEARNING EVENTS DESIGN (Pedagogy and Andragogy)</p> <p>Well skilled in evidence based Instructional and Curriculum Design methods. Can analyse competencies and tasks to derive learnable skills and design tests and skill checks matched to instructional objectives. Can design “Deliberate Practice” events to match to individual learning needs. Can develop learning plans which coordinate various ākonga learning needs.</p>
Administrator	Bachelors or Diploma in Business Management and/or 5 + years working or managing a school administration office.	<p>INFLUENCES</p> <p>Acting with intent and purpose of influencing, persuading and seeking to impact on the feelings, thoughts, beliefs and actions of others. Can develop influence plans to ‘Win the hearts and minds’ of ākonga and supportive stakeholders. Applies wide range of influence methods and tactics to gain support for audacious plans and evidence based interventions and solutions. Ākonga want to learn from this person.</p> <p>TEAMWORK</p> <p>The intent and ability to work in results focused teams which are required to accomplish high impact common objectives. Can be trusted to take responsibility for areas of competence. Manages conflict well and protects team reputation. Shares the leadership role when appropriate to make effective decisions and solve problems</p> <p>OPTIMISM[Growth MINDSET]</p> <p>A belief that all ākonga have the potential for learning at high levels. Have positive expectations for Kura despite barriers and resistance. Strong support and belief in learning potential of all ākonga and staff.</p> <p>INITIATIVE and PERSISTENCE</p> <p>High drive to self initiate and takes action without direction from others and applies extraordinary effort to achieve objectives and solve problems. Sets long term Objectives and displays GRIT. Can organize and facilitate administrative tasks outside their area of expertise. NOTE; This can also indicate ADAPTABILITY /FLEXIBILITY.</p> <p>SELF CONTROL</p> <p>Acting to keep emotions under control especially when provoked. Shows composure when faced with adversity, crisis and conflict situations. Can diffuse a highly stressful situation by being composed and calming down others emotions.</p> <p>EMPATHY[Interpersonal Understanding]</p> <p>Can acknowledge others concerns, beliefs, motives,</p>

feelings and perspectives. Can work with cultural diversity and step inside others world view to seek to understand motives, actions and mental models or paradigms. Monitors own biases and mental models through reflection and inquiry.

ANALYTICAL THINKING[Critical Thinking]

The ability to solve problems and break things down in a logical way and to recognize cause and effect. Has range of problem solving methods and tools to deal with various problems. Can explain their problem solving processes and methods explicitly. Can apply systematic processes to solve problems and plan results. Ability to apply evidence and data based thinking to solving problems and making decisions. A reflective practitioner.

SYSTEM THINKING[Conceptual Thinking]

Can think systemically and identify the whole system and its parts and their relationship. Can define multiple causes and factors contributing to performance at all levels. Can identify actions and their impact on results at both operational and strategic levels.

37. Outline the processes 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.

Staff will be appointed according to the Appointments Process set out in question 1 and also following the guidelines of the He Puna Marama Trust Appointments Policy set out below:

1. 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.
2. A Job Description and person specifications will be developed specific to that position by the Pouwhakahaere, and approved by the CEO.
3. 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.
4. All positions for external advertisement will be advertised in the Education Gazette online and print, at least one local newspaper, in CEO-approved advertisement/s specifying the position, with a brief description and contact details.
5. All applicants will receive the Job Description and person specifications, for the vacancy and Kura prospectus.
6. The CEO will establish an interview panel for the position comprised of at least two persons (e.g.: the CEO / Pouwhakahaere / Supervisor / Trustee /suitable qualified stakeholder / expert).
7. The interview panel will determine short-listing criteria based on qualifications, experience and other criteria relevant to the position, and then delegate the scheduling of interviews to management.
8. All applicants' documentation will be assessed against the short-listing criteria by delegated management and or Trustees who will produce an interview shortlist
9. 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 applicant's suitability for the position as prioritised by the interview panel.

10. The Kura 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 the strategic direction of the Kura.
11. All successful and unsuccessful applicants will be notified verbally and/or in writing.
12. A file recording the results of the application and interview process will be retained on file.
13. 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.
14. The Privacy Act pertaining to confidentiality of personal / private information of applicants will apply at all times.
15. All successful applicants will be required to have 3 referee checks and a compulsory Licensing and Vetting Service Centre check through the New Zealand Police prior to the commencement of their appointment.
16. Unsuccessful applicants will have their private information returned to them on request.

38. Outline your proposed key policies regarding salaries, contracts, hiring and dismissal, evaluation of staff, benefit plans, and other matters related to staffing.

Refer Appendix 8:

- Appointment of Staff Policy
- Equal Employment Opportunities Policy
- Professional Development Policy
- Self Review Policy
- Performance Management – Pouwhakahaere Policy
- Performance Management – Pouwhakaako, Pouako, Pouawhina Policy
- Departing Staff Policy
- Discretionary Leave Policy
- Sabbatical Leave Policy
- Cultural Diversity Policy
- Privacy Policy

39. Outline how your approach to teacher assessment and appraisal will contribute to a culture of continuous development within the school.

As per the Performance Management Policy Below:

PERFORMANCE MANAGEMENT – POUWHAKAAKO, POUAKO, POUAWHINA

PURPOSE:

To provide an appraisal process for Pouwhakaako, Pouako and Pouawhina that achieves organisational and personal goals through:

- Aligning performance with kura goals
- Identifying personal goals
- Assisting personal development
- Ensuring that the Kura's development plan goals are met
- Giving specific feedback to staff
- Providing a basis for senior staff to make organisational decisions
- Identifying high performance
- Succession Planning
- To provide feedback on "values" and "behaviours"

SCOPE:

This policy applies to all staff in the Kura.

INTRODUCTION:

- Each staff member will participate in the appraisal process at least once within a twelve month period.
- Performance Appraisal is the Pouwhakahaere's responsibility, but may be delegated to other staff members.
- Each staff member will have a job description, which will form the basis for the performance management system. Once a year, a set of goals and indicators will be agreed upon between the staff member and their appraiser. These will be reviewed and progress and performance assessed during the appraisal interview.
- A support staff appraisal questionnaire will be used at the appraiser's discretion.
- Meetings will take place between the appraiser and appraisee whenever necessary, throughout the year.
- Self-appraisal, followed by appraisal through discussion with the appraiser will lead to a written, agreed report.
- All appraisal reports are confidential to the appraiser, appraisee, Pouwhakahaere and the CEO/Board.
- A review process will be made available to staff who are dissatisfied with the results of the appraisal.

RELATED POLICIES:

Performance Management of Pouwhakahaere

40. If you propose to use volunteers and/or contractors, outline:

a) the roles (where not disclosed in section 10(v) of this form);

a) Not applicable

b) how they will be identified, vetted and trained

b) 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. Where possible all volunteers/parents/non-staff will be police vetted before helping with EOTC activities. The Pouwhakahaere will be responsible for ensuring appropriate training is provided.

Refer Appendix 8: Education Outside the Classroom Policy

41. Outline how the school proposes to meet and maintain the required health and safety standards.

The school proposes to meet and maintain the required health and safety standards by utilising the Ministry of Education Health and Safety in Schools Guidelines to the Health and Safety in Employment Act, the Health and Safety Code of Practice for State and State Integrated Schools and National Administrative Guidelines.

Refer Appendix 8: Health and Safety Policy

Safe Kura Policy

9 Acceptance of Draft Agreement

Clause number	Detailed explanation of why the clause is unacceptable	Proposed new position that protects the interests of both parties

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.

10 Assumptions, Risks and Caveats

Please complete the table listing all of the assumptions, risks and caveats made throughout your proposal.

Reference	Type (A / R / C)	Subject	Comment
1	Assumption and risk	That the land at 78 Tarewa Rd, Whangarei will stay available to us in terms of resource consent, lease and zoning to build our Kura Hourua on	We have a site plan and a resource consent to build a kura on this site but problems outside our control may prevent us from completing the build.
2		That the budget has been completed with best guess and based on the information supplied by the Ministry	

11 Applicant Declaration

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

Topic	Requirement	Applicant's declaration
RFA response:	<p>The Applicant has prepared this application independently to operate a Partnership Kura.</p> <p>OR jointly with [insert name of Applicant#2]</p> <p>OR in consortium with [insert names of consortium Applicants]</p>	agree
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.	agree
Collection of further information:	<p>The Applicant authorises the evaluators to:</p> <p>collect any information about the Applicant, from any relevant third party, including a referee, or previous or existing client</p> <p>to use such information in the evaluation of the Applicant's Application.</p>	agree
Objectives and Requirements:	<p>The Applicant has read and fully understands the nature and extent of what is required by the Ministry and the Minister as described in parts one and two of this RFA.</p> <p>The Applicant has the necessary capacity and capability to fully meet or exceed the deliverables in the operation of a Partnership Kura and will be available to operate their Partnership Kura throughout the proposed contract period.</p>	agree
Contract terms and conditions:	The Applicant has read and fully understands and accepts the Agreement terms and conditions as stated in the proposed conditions of contract or has completed the table of proposed contract	agree

	derogations in the form set out in paragraph 8 of this Part Three of the RFA. If successful, the Applicant agrees to sign a contract based on these terms and conditions.	
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 Partnership Kura. Where a conflict of interest arises during the RFA process the Applicant will report it immediately to the Contact Person.	agree
Ethics:	<p>The Applicant warrants that in submitting this Application it has not:</p> <p>entered into any improper, illegal, collusive or anti-competitive arrangements with any competitor</p> <p>directly or indirectly, approached any 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>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>	agree
Offer validity period:	The Applicant confirms that this Application remains open for acceptance for a period of 180 days from the Closing Date.	agree
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.	agree
Publication of Application details	The Applicant accepts that, due to public interest associated to this Application process, it is intended that the submitted application will be made publicly available on the Ministry of Education website, subject to any deletions that would be justified if the information had been requested under the Official Information Act 1982.	agree

Declaration:	<p>The Applicant declares that in preparing this Application it:</p> <p>has provided complete and accurate information in all parts of the Application, in all material respects</p> <p>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 Crown 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>	agree
<p>DECLARATION</p> <p>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.</p> <p>This representative declares that the particulars provided above and in the attached Application documents are accurate, true and correct.</p>		
Signature:		
Full name:	RAEWYN TIPENE	
Title / position:	CEO	
Date:	10 TH MARCH 2014	

12. Applicant Check List

The checklist is included for your reference only.

Action Required		Done
1. Submit the Intent to Respond Notification (refer separate document) to partnership.schools@minedu.govt.nz by 5:00 PM Wednesday 22 January 2014		N/A
2. Submit all questions requiring clarification (if required) by 5:00pm, Wednesday 26 February 2014		N/A
3. Complete all required sections of the application.		YES
4. Submit your CD Rom / memory stick and paper copies of the following documents by 12:00 (Noon) Wednesday 12th March 2014		YES
	Nine paper copies of your Application in a Word format (with at least one copy unbound and/or stapled)	YES
	One paper copy of the Excel spreadsheet containing your commercial information/financial details	YES
	One CD Rom or memory stick containing an electronic copy of all of the sections of your application	YES