

SCHOOL CONTACTS AND PROFILE

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

Proposed School

Name **Te Uranga o Te Ra College**

Proposed Sponsor

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

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

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

Name **Kirikiroa Marae Charitable Trust**

Primary Contact.

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

Name **Wikuki Kingi**

Mailing Address **S 9(2)(a) OIA**

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

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

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

Fax

School Profile

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

Proposed location **Kirikiroa Marae**

Year levels in first year of operation **Yrs 9,10,11**

Year levels at full enrolment **Yrs 9,10,11**

A. STATEMENT OF PURPOSE AND GOALS

1. Purpose

Why do you propose to open this school?

To cater for the low socio economic, low academic, Maori students in Hamilton

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

To provide a school that creates young Maori leaders steeped in their culture, proud of their identity, and strong in their community spirit.

2. Goals

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

- **Ensure optimum school performance that delivers opportunities to enhance student learning, teacher performance and effectiveness through efficient programmes, systems and procedures.**
- **Maintain and develop effective self review processes to support both learning and school operations.**
- **Improving teaching and learning practice and teacher performance and programme efficiencies.**
- **Strengthening school and community partnerships to raise student achievement.**
- **To be reviewed annually during Teacher Only day to best reflect current needs of the school.**

Evaluation

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

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

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

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

B. EDUCATIONAL PLAN

1. Proposed Student Population and Educational Need

Describe the proposed student population and their educational needs.

Disadvantaged Maori rangatahi in vulnerable, at-risk communities within the Hamilton city boundary. Poor health, poverty, joblessness, welfare dependence, criminal offending and social dysfunction impact on the underachievement of rangatahi. The importance of "reconnecting" rangatahi with their culture, whanau, hapu and iwi is something that CYFs recognises.

Our focus is to ensure that taira/students are strong in their culture and identity and are provided with both the knowledge and skills to enable them to exist confidently in both worlds.

Educational needs will concentrate on Mathematics, English, Science, te Reo, tikanga, and Maoritanga to develop/strengthen their Maori identity.

NCEA Level 2 and 3 will enable taira/students to gain the foundation subjects to enter into the competitive world of employment.

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

Adjusting to another style of learning – focus will be on the visual, auditory, verbal and kinaesthetic styles of learning.

Evaluation

Reviewers will be looking for statements that demonstrate:

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

2. Learning Environment, Teaching and Curriculum

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

Te Uranga o Te Ra Curriculum embodies that which is Te Ao Maori. Its curriculum is founded on the following principles:

- Maoritanga – Maori culture
- Te Reo – Maori language
- Whakapapa – Maori identity
- Whanaungatanga – making connections
- Whakaute – respect for all things animate and inanimate
- Wairua – karakia, tapu, noa, atua
- Rangatiratanga – leadership, strategic thinking, mana
- Whanau Ora – holistic health
- Kaitiakitanga – guardianship of all things

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

See Attached – Te Uranga o Te Ra College Curriculum

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

See Attached – Te Uranga o Te Ra College Curriculum

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

See Attached – Te Uranga o Te Ra College Curriculum

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

Te Uranga o Te Ra College is located on Kirikiriroa Marae. Utilisation of existing buildings and/or services provides an immediate point of difference. Learning one's whakapapa via the wharenui, the artwork on the marae are resources that will be utilised during the students learning. These are just a couple of examples of the environment students will be immersed in.

Evaluation

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

- The learning, teaching and curriculum overview is clearly presented and strongly supports the school's statement of purpose and goals.
- If the NZC / TMOA are not the core documents, there is a clear description of how the proposed curriculum aligns with one of these documents and there is clear reasoning behind the selection of the proposed curriculum.