

Request for Application to operate a Partnership School | Kura Hourua opening in 2018

Part Two – Application Form

Close Date - 8 November 2016 12 noon

Applicant: Te Taumata O Ngāti Whakaue Iho Ake
School Name: Te Rangihakahaka- Te Kura Hourua O
Ngāti Whakaue


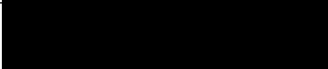
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1 Applicant Contact Details

1.1 Contact person for this application

Contact person:	Roana Bennett	
Position:	General Manager	
Phone number:	073460095	
Mobile number:		s 9(2)(a) OIA
Email address:		
Is the contact person authorised to negotiate?	Yes	

1.2 Sponsor organisation

Complete the following table detailing the organisation that will, if successful, be named as the Sponsor of the school.

Full legal name of Sponsor:	Te Taumata o Ngāti Whakaue Iho Ake Trust
Trading name: (if different)	<i>not applicable</i>
Name of parent organisation:	<i>not applicable</i>
Physical address:	2C Ranolf Street, Rotorua
Postal address:	PO Box 12-017, Rotorua, 3040
Website:	www.taumata.org.nz
Location of head office:	Rotorua
Type of entity (legal status):	Charitable Trust
Registered Charity	Yes
Charity (or) Company registration #:	1673585

Country of residence:	NZ	Other _____
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2 Applicant Profile

2.1 Profile of applicant organisation

As we are looking for this application to be self-contained, we request you include the following information from your Expression of Interest document.
If the applicant is a joint venture or a consortium, then copy and paste the table for each applicant.

a	Name of organisation	Te Taumata o Ngāti Whakaue Iho Ake Trust (Te Taumata)
b	Type of organisation	Charitable Trust
c	Charity or Company registration no. (if applicable)	1673585
d	Name of parent organisation (if applicable)	<i>Not applicable</i>
e	Year established	2005
f	List your key current activities	<ol style="list-style-type: none"> 1. Iwi Education Strategy – Strategy Implementation 2. Licensed Early Childhood Education Centre 3. Supported Playgroup 4. Support for priority whānau with tamariki aged under 5 years 5. Professional learning and development for early childhood teachers 6. Early childhood resources 7. Science Wānanga for learners aged 7 to 14 8. Science resources for teachers 9. Professional Learning and Development for Teachers 10. Support for disengaged learners aged 12 to 18 11. Trade Training 12. Te Reo and Tikanga revitalisation
g	List key personnel relevant to this application who will be involved in the establishment and/or ongoing operation of the school	<ol style="list-style-type: none"> 1. Renee Gillies – Leadership and Curriculum 2. Eva Tait – Science 3. Caroline Newton – Science 4. Bill Anaru – Learner Engagement 5. Billie Jo Pomare – Learner Engagement 6. Bryce Murray – Te Reo and Tikanga 7. Norma Rapana-Sturley – Te Reo and Tikanga 8. Dr Melinda Webber 9. Associate Professor Scotty Morrison 10. Associate Professor Sandy Morrison 11. Michael Absolum – Assessment & Evaluation 12. Dr Ramarie Raureti 13. Professor Paul Tapsell 14. Professor Angus Macfarlane 15. Hinemoa Anaru – Teacher Quality 16. Roana Bennett – Leadership and Strategy

h	List your significant experience relevant to your application to operate a partnership school	<p>In brief, our experience has resulted in successfully engaging learners and their whānau in education – particularly in sciences. We have also successfully influenced teacher practice in Rotorua to become more culturally inclusive.</p> <p>LICENSED ECE SERVICES We operate two early childhood services catering for a total of 96 tamariki and their whānau. We have extensive experience on engaging whānau, enrolling tamariki, developing curriculum, curriculum delivery, leading and managing a team of teaching professionals, meeting required compliances and standards, successfully completing licensing processes.</p> <p>SCIENCE Te Taumata has implemented 12 Science focused wānanga with 95-100% attendance. More than 500 learners from all over the motu/country attended these wānanga, including students who participated in more than one wānanga.</p> <p>We have reached <u>over 250</u> Ngāti Whakaue Whānau and collaborated with over <u>100</u> science & technology experts and professional organisations.</p> <p>TEACHER PLD Thirty schools within the Rotorua district are active participants in the Matakōkiri House of Science programme and/or the Te Rangihakahaka professional learning and development Wānanga (Identity, Language and Culture).</p> <p>DIS-ENGAGED LEARNERS We have a solid record of effectively re-engaging disengaged learners into education (evidenced through an 87% improvement in risk indicators).</p> <p>The theory of change, or service delivery model, that we use is based on a holistic framework, specifically that of Te Whare Tapa Whā (Mason Durie) and Te Wheke (Rose Pere).</p> <p>We use an approach that is strengths based, focusses on capacity building and problem resolution, and affirms and takes into consideration the strengths of the wider whānau, hapu and iwi, resulting in rangatahi being more accepting of, and therefore benefitting from, that support.</p> <p>Te Taumata works to provide a platform from which to shape strong support for the rangatahi that also affirms identity, language and culture, and enhances the capacity of the whānau, hapu and iwi to co-construct positive futures.</p> <p>The model of delivery ensures rangatahi and whānau are at the centre of Kaiarahi practice.</p>
j	Total no. of staff in NZ	30

k	Do you intend to establish a new legal entity to run the school?	Yes. As a wholly owned entity of Te Taumata.
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2.2 Proposed subcontractors

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

Copy and add more tables as required

Will the Sponsor sub-contract any part of the operation of the proposed partnership school to other parties?	
Response: Yes (If yes, please provide details below)	
Sub-contractor #1	s 9(2)(b)(ii) OIA
Sub-contractor name:	
Address:	
Specialisation:	
Describe the deliverables the sub-contractor will be responsible for:	

Sub-contractor #2	s 9(2)(b)(ii) OIA
Sub-contractor name:	
Address:	
Specialisation:	
Describe the deliverables the sub-	

contractor will be responsible for:	■■■■■(ii) OIA
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2.3 Financial information



If the applicant is a joint venture or a consortium, then copy and paste the table for each applicant.

Current financial status:	<p>Te Taumata has operated successfully for over ten years. Annual accounts are independently audited. Te Taumata is a medium size enterprise with steady income from a range of sources. There are strong financial systems, processes and accountabilities in place. Te Taumata has strong and steady governance including a finance and risk sub-committee that monitors spending closely.</p> <p>The Statement of Financial Position shows positive working capital and a strong equity position. The Trust's ongoing solvency is assured and our management team are continue to take a prudent approach to expenditure.</p>										
Gross revenue:	<p>state the gross revenue for the last two years</p> <p>YE June 2015 ■■■■■ s 9(2)(ba)(ii) OIA</p> <p>YE June 2016 ■■■■■</p>										
Net profit (surplus) and Net Assets:	<p>state the net profit (or surplus) for the last two years and the total value of net assets as at the closing date of the last financial period.</p> <table border="1" style="width: 100%;"> <thead> <tr> <th></th><th>Net Surplus</th><th>Net Assets</th></tr> </thead> <tbody> <tr> <td>YE June 2015</td><td>■■■■■</td><td>■■■■■ s 9(2)(b)(ii) OIA</td></tr> <tr> <td>YE June 2016</td><td>■■■■■</td><td>■■■■■</td></tr> </tbody> </table> <p>(Note: these figures have changed from the EOI due to a change in reporting requirements and the completion of our 2016 audit)</p>			Net Surplus	Net Assets	YE June 2015	■■■■■	■■■■■ s 9(2)(b)(ii) OIA	YE June 2016	■■■■■	■■■■■
	Net Surplus	Net Assets									
YE June 2015	■■■■■	■■■■■ s 9(2)(b)(ii) OIA									
YE June 2016	■■■■■	■■■■■									
Last audited financial accounts:	<p>Audited accounts to 30 June 2016</p> <p>signed off 20 October 2016</p>										
Copy of latest audited accounts attached?	Yes										
Copy of latest annual report attached?	Yes										
Is organisation in dispute with any trade union?	No										


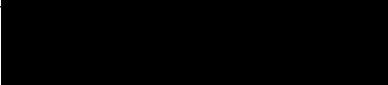
2.4 Referees

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	
Name of organisation:	Te Aho o Te Kura Pounamu
Name of referee:	Anil Singh, Regional Manager, Central North
Telephone:	 s 9(2)(a) OIA
Email:	
Relationship:	Anil has worked with our Taumata team to establish systems and processes to ensure that the rangatahi we mentor have full access to Te Kura support. He is in a good position to attest to our commitment to supporting and empowering young people to find their passion, develop a learning pathway and then pursue their goals.
When:	The relationship with Anil and Te Kura has developed over the last few years but intensified late 2015 as we prepared to integrate the Maui Tu initiative into Te Taumata.


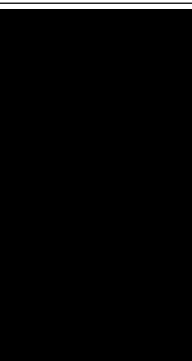

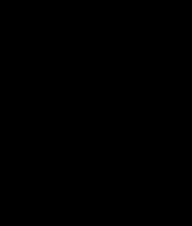
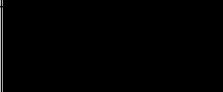
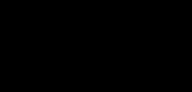
Referee #2	
Name of organisation:	Rotovegas Youth Health Centre
Name of referee:	Dr Tania Pinfold s 9(2)(a) OIA
Telephone:	 s 9(2)(a) OIA
Email:	
Relationship:	Dr Tania Pinfold is a highly respected advocate for youth health. We had the opportunity to engage with her directly through the Excel Rotorua Project (Social Sector Trial). Tania was an active participant in the trial at a number of levels including that community advisory group and a service provider.

When:	2013 to 2016
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Referee #3	
Name of organisation:	House of Science
Name of referee:	Chris Duggan – National Founder and CEO
Telephone:	
Email:	 s 9(2)(a) OIA
Relationship:	Te Taumata met Chris whilst we were developing the Matakōkiri Science Wānanga. She is a strong advocate for science education. In 2015 Te Taumata purchase a rights to deliver and develop House of Science resources to Rotorua schools.
When:	From 2013 to present

2.5 Current and recent government contracts

Please provide a list of all government contracts your organisation (including current) holds or has held within the last 12 months. If the applicant is a joint venture or a consortium, then copy and paste the table for each applicant. Add more rows onto the bottom of table if needed;

Government Agency Name	Contract Title	Government Contract Manager Name address and one number	Total \$- value of Contract	Contract Term (eg start and end date)
MOE	Matakōkiri			1 Jul 2013 – 16 Dec 2016
MOE	Whanake Taiohi Pathway to Independence			28 Mar 2014 – 23 Dec 2016
MOE	Engaging Priority Families			1 Jul 2016 – 31 Dec 2016

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

MOE	Strengthening Early Learning Opportunities; Prog 1 & 2			1 Jul 2016 – 30 Aug 2016
MOE	Whanake Taiohi Evaluation			15 Jun 2016 – 30 Sep 2016
MSD	Maui Tu Educational Programme			1 Jul 2016 – 31 Dec 2016
MBIE	Unlocking Curious Minds; Matakōkiri Wānanga Kits			16 May 2016 – 31 Dec 2016

s 9(2)(a) OIA

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

2.6 Probity Requirements

We are seeking full disclosure in relation to any person or organisation that will have a ownership, management or operational function within in the proposed Partnership Schools. This includes the Sponsor Organisation and its shareholders or trustees, key staff, and subcontractors. In relation to this you must declare any pending claims or cases, or could judgements or decision within the last 6 years.

a	List any pending claims or cases	Nil
b	List any court judgments or other decisions made in the last 6 years	Nil

3 School Overview

a	Year groups the proposed school will serve	Year 1 to Year 10	
b	Proposed location	Ngāti Whakaue Education Precinct Pererika Street Victoria Rotorua 3040	
c	Priority student groups targeted (Enter percentage(s))	<i>Māori</i>	90%
		<i>Pasifika</i>	
		<i>Low socio economic</i>	10%
		<i>Special needs</i>	
d	Expected opening roll	80	
e	Proposed maximum roll	200	
f	Summarise the special character of your partnership school in one concise descriptive sentence	Te Rangihakahaka – Te Kura Hourua o Ngāti Whakaue – will ignite a fierce passion for science in Ngāti Whakaue learners and their whānau who, in turn, will “light up the sky” with their determination and drive to serve the people.	

3.1 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 the proposed size of the school roll and the school's location in the body of your application.

Note

1. A copy of this table is provided in the MS Excel workbook, with formulae that will calculate the % change and total each of the columns. Applicants may use this version and simply copy and paste the details from that table as a replacement for the table below.
2. Delete the rows for the year levels that do not apply to the proposed school.

	2018	2019		2020		2021		2022		2023	
Year	Year 1 Roll	Year 2 Roll	% Change	Year 3 Roll	% Change	Year 4 Roll	% Change	Year 5 Roll	% Change	Year 6 Roll	% Change
1	20	30	50%	30	0%	25	-17%	25	0%	28	12%
2	4	20	400%	30	50%	30	0%	25	-17%	25	0%
3	4	8	100%	20	150%	30	50%	30	0%	25	-17%
4	4	8	100%	8	0%	20	150%	30	50%	30	0%
5	4	8	100%	8	0%	8	0%	20	150%	30	50%
6	4	8	100%	8	0%	8	0%	8	0%	20	150%
7	15	24	60%	18	-25%	8	-56%	8	0%	8	0%
8	5	22	340%	30	36%	18	-40%	8	-56%	8	0%
9	15	25	67%	23	-8%	30	30%	18	-40%	8	-56%
10	5	17	240%	25	47%	23	-8%	28	22%	18	-36%
Total	80	170	113%	200	18%	200	0%	200	0%	200	0%

Notes:

- We want to minimise disruption to learners and will be looking to recruit enrolments into years 1, 7 and 9 rather than encouraging transition from other schools.

4 The Sponsor

If the applicant is a joint venture or a consortium, then copy and paste the tables 4.1 to 4.3 below for each applicant.

Name of Applicant	Te Taumata o Ngāti Whakaue Iho Ake Trust
4.1 Provide an overview of the applicant organisation (who is or will form the Sponsor). Include an overview of their current business activities, and number of years that it has been operating.	
<p><i>Vision</i> Ngāti Whakaue subscribes to the vision "Ngāti Whakaue Iho, Ngāti Whakaue Ake".</p> <p>There is no simple satisfactory English translation to this vision but it can be broadly translated as</p>	

developing a well-rounded, Whakaue-centric culture whereby characteristic traits of honesty, integrity, respect and dedication to hard work are the norm; where people balance excelling in many different activities with maintaining positive relationships and service to the community.

Ngāti Whakaue believes that education is the platform for development and that whānau are the cornerstone of education. Our aspirations for our people and the community in which we live include:

- All whānau have access to high quality, culturally appropriate early childhood education.
- Whānau are engaged in their child's education.
- That the journey of the child and their whānau through education reaffirms their identity, language and culture.
- That all rangatahi will attain NCEA L3 or an equivalent qualification (eg: completion of an apprenticeship).
- That rangatahi will be supported through their transition into university, polytechnic and apprenticeships.
- That rangatahi will have access to employment options that are fulfilling and sustainable.

Ngāti Whakaue believes that these aspirations can be achieved for the entire rohe – that Rotorua can be a vibrant, sustainable community that displays the values of manaakitanga, whānaungatanga and ahi kaa.

Ability to Lead and Inspire Change

Ngāti Whakaue sits within the federation of Te Arawa tribes which include Ngāti Pikiao, Tuhourangi-Ngāti Wahiao, Ngāti Rangitahi, Ngāti Rangiwewehi Waitaha and Tapuika. We maintain whakapapa links to surrounding iwi, many of whom have whānau living in Rotorua.

Ngāti Whakaue is the largest landholder in the central business district and surrounding lands and a significant player in the local economy. This is recognised by the local councils and business sector. The principles of manaakitanga and inclusivity is evident from the early days of first contact right through to today where large tracks of Ngāti Whakaue land continue to be made available for the use of the whole community – the reserves known as the “protocol” lands. Many of Rotorua's schools continue to operate on Ngāti Whakaue land.

Ngāti Whakaue believes that the fundamental platform for development is education and as such has invested in education both within our rohe and nationally for over 100 years through the Ngāti Whakaue Education Endowment Trust. Current annual disbursements amount to just over \$1million. This is invested into education by way of grants to tertiary students; project grants with a focus on literacy & numeracy to local schools; and “special project” grants designed to fund innovative solutions that support educational outcomes for Ngāti Whakaue and the community.

Te Taumata o Ngāti Whakaue Iho Ake – A Leadership Organisation

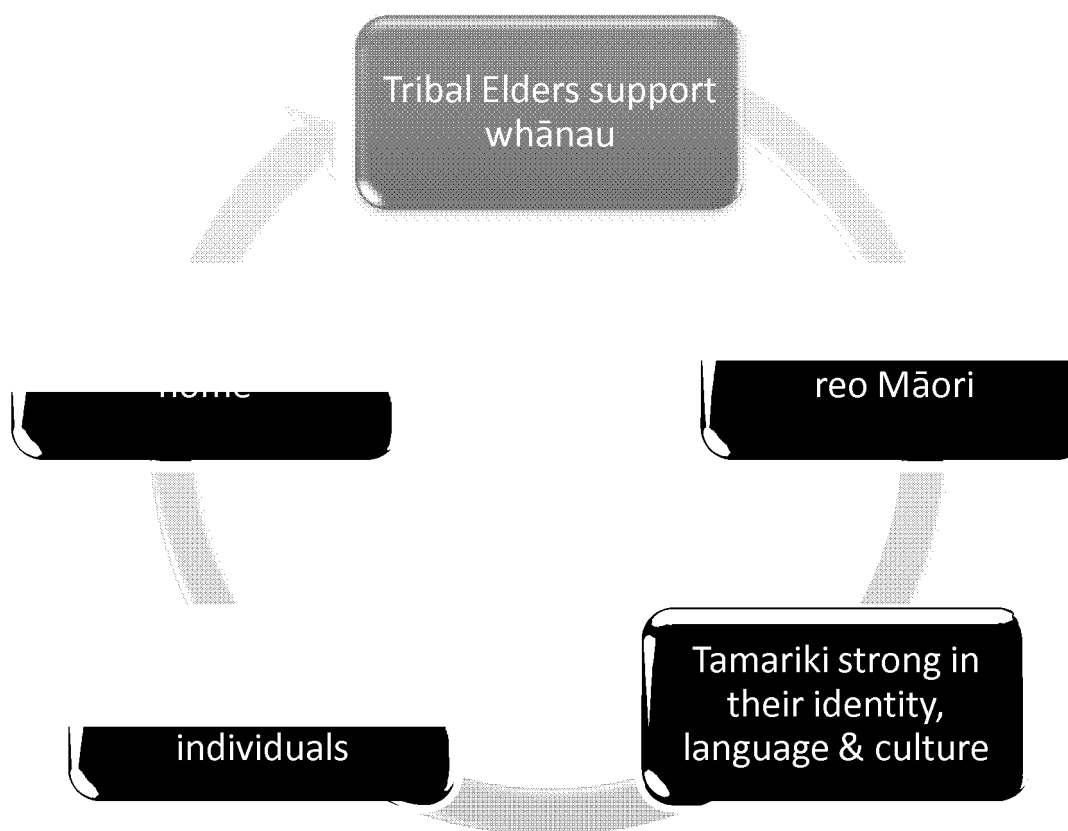
Te Taumata o Ngāti Whakaue Iho Ake Trust (Te Taumata) was established to deliver on the Ngāti Whakaue Education Strategy.

Our whānau live within the integrated system dynamic of Iwi-Hapu-Whānau. We as Iwi have a vital role in ensuring that whānau remain connected, supported to aspire and empowered to achieve. We believe access to quality education is the most effective way to achieve this in both the medium and long term. We also recognise that we are part of a wider community and work hard to positively impact on that community.

The mission statement of Te Taumata is given by a Ngāti Whakaue rangātira named Tunohopu, ‘Hei aha au i mate noa ake ai ka tupu aku pakarito’. Translated this means ‘I shall not die for I continue to exist through my descendants’. As an organisation the Taumata see it as our responsibility to strengthen and empower whānau through leadership in education, health, identity, language and culture.

Te Taumata utilises a “lifestyle” concept to guide strategy implementation. It is the aspiration of the iwi that tamariki will grow up in their tikanga and kawa, that they will attend total immersion

learning environments, that they will be free as teenagers to maximise themselves as individuals and that they will eventually make the choice to return home, to raise their own children in tikanga and kawa. This can be depicted by the following diagramme.



The lifestyle concept provides a powerful framework for development.

Te Taumata is fortunate to have a depth of knowledge and understanding of whānau, early childhood education, tikanga and kawa, te reo, rangatahi and business acumen. We employ 30 staff, many of whom have tertiary degrees in education, most of whom are fluent in te reo Māori and all of whom are passionate and highly productive in their respective roles. We also have depth at the governance level with a solid range of experienced trustees, educators, health and social services backgrounds, business acumen and tribal leaders.

We value a growth mindset and actively foster a culture of creativity. We value our role in inspiring and leading change.

Services and Activities

After incorporating as a new entity in 2005, the first initiative was the Paepae Wānanga – a programme developed to support our Ngāti Whakaue paepae to broaden and deepen their knowledge and understanding of Ngāti Whakaue tikanga, kawa, reo, whakapapa and history. Now in its 12th year this programme continues to provide for those who support our paepae processes. Over the years we launched a number of te reo initiatives with the result being the Ngāti Whakaue Kura Reo which runs twice per annum with a participation rate of just over 100.

We have a strong early childhood portfolio with a supported playgroup that services 50 whānau, a licensed early childhood centre with 56 tamariki and a plan to build a second licensed centre for 80 tamariki. We have a number of programmes focussed on the early years including supporting whānau to engage in ECE (currently we have 53 whānau engaged in this service) and cultural responsiveness PLD with ECE teachers.

In 2008 after a review of the education strategy we began developing a number of youth focussed

initiatives including:

The Matakōkiri Science Wānanga are Ngāti Whakaue's response to the low rate of Māori taking up science in our senior years at school. The concept aligns the need for science education with the desire to pass on our intergenerational knowledge. We incorporate many of the characteristics and 'antics' of our tupuna into the programme. Participants get to work alongside actual scientist from many different disciplines, experiencing first hand some cutting edge new knowledge. Matakōkiri has been a huge success over the past three years and has driven us to make this application. The flexible nature of the kura hourua will enable us to implement this science curriculum on a full time basis with learners and their whānau who are hungry for the experiences and knowledge that are possible through Matakōkiri.

Te Rangihakahaka has as its origins a desire by Ngāti Whakaue to ensure that the schools within our tribal boundaries reflect the identity, language and culture of the Ngāti Whakaue tamariki and rangatahi that attend them. Over the past three years we have developed our teacher PLD programme into a professional three Wānanga series with two overnight marae stays and a programme that supports teachers to learn about the 'rohe' through a Ngāti Whakaue lens. Through this programme we are working to achieve a deep change in the way teachers view and relate to our tamariki Māori. Participants leave the Wānanga refreshed and with a much better understanding of the tamariki in their classes. A by-product of the PLD is a high level of team building and collaborative practices that develop through the marae based Wānanga. Principals are integrally involved in the programme and therefore the support for change exists within the school long after the poroporoaki (end of the Wānanga). The concept of Te Rangihakahaka is "to aspire to lofty heights". Choosing the name of this programme as the name of the proposed kura hourua indicates our desire to use the school as a basis for lifting the educational achievement of Ngāti Whakaue AND the community in which we live. Our desire to support all schools to improve their capability to reflect the identity, language and culture of their tamariki will continue regardless of the outcome of the application process.

Trade Training – We currently have 69 rangatahi training in 7 trades, supporting them to complete their studies and to enter an apprenticeship. We run this programme through Toi Ohomai (formerly the Waiairiki Institute of Technology) and it is funded through the Māori and Pasifika Trade Training programme,

Whanake Taiohi – 35 rangatahi in CYFS care (or with Youth Justice) are supported to engage or re-engage in education following an individual learning plan that we co-develop with them alongside their whānau.

Maui Tu – an initiative that we run with Te Aho o te Kura Pounamu, 12 rangatahi who have disengaged from school are supported to enrol in Te Kura and to complete their studies. Each rangatahi has a complex and unique mix of barriers to education. Our empathic and skilled team work alongside them to help them identify passions and aspirations and to move closer to achieving their goals.

Our rangatahi who come to us through the above two programmes are a unique group of learners. Although this is a small part of our overall operation, it is highly rewarding working with them and seeing them experience "success" in their academic work. Although they may "exit" our programme once they reach a certain threshold, they are always welcome back and know that if they need to they can call on us. We become whānau.

4.2 Outline the track record of the applicant organisation to run the school.

There are three initiatives that hold us in good stead to run the school more so than our other programmes. They are highly relevant to this application as they are the foundation upon which the application is made – the first being a pathway for tamariki to transition from our ECE service into the kura hourua, the second forming the basis of our proposed curriculum and the third showing how we can support and empower even the most vulnerable learners to succeed academically.

Te Puna Akoranga o Ngāti Whakaue (Puna Ako) – opened in 2010

As a key priority within the Rautaki Akoranga Mokopuna (Early Childhood Strategy) Ngāti Whakaue wanted to establish a unique, high quality licensed early childhood education service for tamariki aged under five that provided positive early learning experiences in a totally Ngāti Whakaue environment. The philosophy and practices within Puna Ako are embedded in Ngāti Whakaue tikanga and kawa, and this is evident in the environment, the programme and the relationships between staff, tamariki and whānau.

Quality standards are base-lined according to best practice in the early childhood sector with quality practice evident in the number of qualified staff, the number of staff overall, the child to staff ratio, the facilities, the learning resources and the systems and practices seen on a day to day basis. Staff have been selected on their knowledge and understanding of early childhood pedagogy, their fluency in te reo Māori and tikanga, and their passion and competency in working with tamariki and whānau.

Puna Ako is located on Pukeroa Hill, an ancient pah site of Ngāti Whakaue. It overlooks picturesque Kuirau Park, which contains much tribal history. It is within walking distance of Ohinemutu – the heart of Ngāti Whakaue. The building was a former trade training hostel and many young Māori men and women were hosted there as they trained in their respective trades. The whānau of the tamariki who attend Puna Ako have memories of coming through the former hostel and will know of fathers, grandfather, uncles and aunties who had a connection to the place.

Over twelve “poupou” – personifications of selected Ngāti Whakaue ancestors, male and female – have been incorporated in the playground design. Many face inwards, watching over the tamariki while they play. Some of the larger figures, who stand over 2m tall, face outwards, welcoming those who come in good faith, and challenging those who do not. The carvings and painted kowhaiwhai on the poupou reach right to the ground, allowing the tamariki to interact on a daily basis with their tupuna or ancestors.

Puna Ako is licensed for 55 tamariki and is currently full with a waiting list. We have 10 staff, six of whom are qualified teachers. We have supported three staff to complete their Diploma of Teaching (Early Childhood Education) and are currently supporting another two.

The programme is based on the interests of the tamariki and their whānau and is guided by the Ngāti Whakaue early learning curriculum. The centre is fully compliant with all regulations.

The development of a second licensed ECE centre is underway and is expected to be open June 2017. The new centre will be licensed for 80.

Matakōkiri – trialled in 2011; fully launched in 2013

Matakōkiri is a science and technology initiative that provides Ngāti Whakaue tamariki, rangatahi and their whānau with the opportunity to ignite their passion in science. By cultivating curiosity-driven science through Matakōkiri, tamariki and rangatahi learn to explore the world from multiple perspectives and see themselves as scientists. The programme is designed to enable 7 to 14 year olds to engage in hands-on learning experiences where Ngāti Whakaue identity, language and culture is the reference point upon which scientific knowledge and understanding is built.

Matakōkiri is the name of a Ngāti Whakaue celestial being in the form of a comet and the name given to the Ngāti Whakaue science and technology programme. The inference is that Ngāti Whakaue rangatahi will “light up the sky with their knowledge”.

This initiative was established by Te Taumata in the first instance as an integral part of an iwi-driven tribal development strategy for Ngāti Whakaue. Second, it is a response by Ngāti Whakaue to the low Māori student uptake of sciences at senior levels in secondary schools and tertiary education institutes.

Through Matakōkiri:

- Rangatahi Māori will see themselves as scientists and fully embrace scientific learning and employment opportunities.
- Whānau and teachers will support and nurture the natural curiosity of rangatahi Māori.
- Ngāti Whakaue will influence the way science is taught in schools.

- The uptake by Māori learners of sciences in the senior years at secondary school will increase.
- More Māori will enter science-based careers.



The programme involves:

1. Delivery of Science and Technology experiences based on the two bodies of knowledge of Mātauranga Māori and Science to tamariki aged 7 to 14, including:

- Week-long science wānanga during the school holidays for groups of 40 to 45 tamariki and their whānau.
- Day-long excursions during the school term where Year 9 to 10 rangatahi experience field-based science opportunities.
- Active participation of key stakeholders from the scientific community who contribute to the design and delivery of wānanga and excursions.
- Committed support of whānau and caregivers who participate in wānanga and excursions as 'Kaiāpai (volunteer helpers).

2. Engagement with teachers of science within local schools to support them to see our tamariki as scientists through:

- Collaboration with schools to deliver a science curriculum that maximises the learning opportunities that align with Matakōkiri kaupapa.
- Access to a wide variety of print, digital and personnel resources that support the teaching of science and Mātauranga Māori in classrooms.
- Facilitation of professional learning and development opportunities for teachers of science.
- Matakōkiri House of Science kits – boxes of resources focussed on particular areas of the science curriculum, contextualised for Rotorua, that are supplied by Te Taumata to schools.

3. Provision of a Professional Learning and Development programme of school and marae based wānanga designed to increase every teacher's understanding and appreciation of Ngāti Whakaue identity, language and culture. The programme is called Te Rangihakahaka after one of the foothills of Mt Ngongotaha – encouraging teachers and learners to aspire to greater heights.

Kaupapa of Matakōkiri

Since 2013, twelve wānanga have been held, covering science topics steeped in Ngāti Whakaue contexts:

1. Te Ara Ahi (Geothermal)

Over the 5 day wānanga our students explored the geothermal activity within 'Te Ara Ahi', Taupo Volcanic Zone. They ventured to White Island, worked with GNS Scientists at Whakarewarewa

and discovered the innovations of modern use of this resource.

2. He Awa He Taniwha, He Awa He Tipua (Freshwater)

Our students worked with Iwi representatives and Environment BOP testing the Cultural Health Index of a number of our rivers. They looked at Native species – habitate, pollution, erosion, human impact and innovations in sustainability.



3. Te Pataka (Kai Māori, Rongoā)

Working around and within our local native bush areas students explored traditional kai gathering, preservation and Rongoa Māori.

4. Matariki (Astronomy)

Our tamariki stayed overnight at the marae and worked with local experts, artists and teachers discovering the wonders of Māori cosmology. Maramataka, Matariki, traditional art forms/ Manu Aute, tukutuku and Maarakai. At 4.00am the following morning they went to a significant tribal sight where they gazed upon the stars, identified constellations and located Matariki. They were assisted by the Rotorua Amateur Astronomical Society who set up their telescopes for the early morning star gazing.

5. Ahuwhenua (Farming)

Through tribal land connections our students were given access onto tribal farms and became engaged in soil and Ph testing, dissection of deer heart or bovine eye, creating riparian landscapes and discovering the role of the vet.

6. Waitai (Salt water, Marine Biology)

Over a 4 day wānanga our tamariki and whānau stayed at our marae situated on the shores of an estuary. The learning opportunities followed the pathway of the inland water out to the estuary. They worked with a marine biologist exploring the ecosystem of pipi and mussels. Gathered data on organisms collected within a quadrant and worked with Primary Industries around the traditional gathering of kaimoana and kaitiakitanga.



7. Whakapapa (Genetics)

The connections through whakapapa of our ancestors was explored. Students took part in activities discovering traits & characteristics, they extracted DNA from their own saliva and the DNA of a strawberry. They built double helix DNA structures from lollies and investigated a crime scene using skills they had learned about Forensic Science.

8. Te Ihi, Te Wehi, Te Wana (Forces: Natural & Man-made, Weather)

Our wānanga ventured down to Taupo where the tamariki discovered the power of natural and man-made forces. They were given the opportunity to work with NIWA experts to gather data on natural weather phenomenon, used problem-solving skills to build different structures and took part in hands-on activities to explore concepts of push, pull and friction. They all ventured up Ruapehu and absorbed the korero of Tuwharetoa around their maunga and tupuna, Ngātoroirangi.

9. Toitū te Hangarau (Technology)

With the key focus on technology our tamariki spent 4 days exploring, creating, discovering and inventing. They worked with tech gurus OMG Tech Auckland and a number of local engineers who had students building a bridge structure. Students interweaved stories of our ancestors into some of the programmes they created in Minecraft, Scratch coding, Google earth tour building and robotics.

10. Ki te Whai Ao, Ki te Ao Marama (Scientific Enquiry)

With a strong emphasis on the science inquiry method our tamariki dug deeper into 3 different kaupapa. One group worked with GNS scientists and compared geothermal properties at Whakarewarewa and Te Kuirau. Another group explored wood properties assisted by Scion scientists and the final group investigated the water quality of the Puarenga river.

11. Te Pumairangi (Light)

Our tamariki were very fortunate to work alongside the Associate Professor Cather Simpson and her Photon Factory team from Auckland University. Through activities and experiments they explored types of light, natural phenomenon, how light conveys energy, basic circuits and photography.



12. Te Mauri (Astrobiology)

The Kaitiaki for this Wānanga is Atutahi – the oldest star in our whakapapa. It sits outside the Milky Way and is used by countries going to space to orientate themselves by triangulation between Atutahi (also known as Canopus or Alpha Carinae), the moon and the earth. Supported by scientists from GNS Science (formerly the Institute of Geological and Nuclear Sciences) and the New Zealand Astrobiology Society, rangatahi explored the essentials of life – what life was and what it needed to survive. Rangatahi also collected micro-organisms (extremophiles such as hyperthermophiles) that will be grown in GNS laboratories.

Impact

Over the past three years the impact on participating rangatahi and whānau has been profound. Rangatahi have exhibited very high levels of engagement and self-directed learning on topics featured in the week long wānanga. Whānau have continued to support and facilitate this learning beyond the wānanga and excursions.

More than 500 learning opportunities have been taken up by rangatahi from all over the motu.

We have reached over 250 Ngāti Whakaue Whānau and collaborated with over 100 science & technology experts and professional organisations.

Thirty schools within the Rotorua district are active participants in the Matakōkiri House of Science programme and/or the Te Rangihakahaka professional learning and development Wānanga.

Feedback from whānau has been overwhelmingly supportive of the kaupapa and the delivery. There are many anecdotal stories of learners and whānau being more engaged in sciences.

Whanake Taiohi – initiated in 2013

In addition to the above two programmes we have proven success in engaging with vulnerable learners and supporting them to engage (or re-engage) in education.

Whanake Taiohi provides intensive wrap-around educational support, to young people in Child Youth and Family care from Year 8 upwards and their caregivers through their secondary schooling as part of the Ministry's Ka Hikitia Māori Education Strategy. This programme is an iwi-based method of providing wraparound support for at-risk rangatahi.

Outcomes that the pilot aimed to achieve were to:

- Improve the young person's retention, engagement and achievement within the education system.
- Ensure their educational pathway contributes to their educational success in secondary school and their transition from secondary school into either tertiary training or employment.
- Strengthen their identity, language, culture and connections within their community, so that at transition to independence they build skills that support resiliency and have a network of support and resources.
- Increase the ability of the caregiver and the whānau if possible, to engage and support the young person through education and on to independence, including through increasing their confidence and ability to negotiate and navigate within the education system.

The Whanake Taiohi theory of change, or service delivery model, is based on a holistic framework, specifically that of Te Whare Tapa Whā (Mason Durie) and Te Wheke (Rose Pere). An approach that is strengths based, that focusses on capacity building and problem resolution, and that affirms and takes into consideration the strengths of the wider whānau, hapu and Iwi, is likely to ensure the best chance of rangatahi accepting and benefitting from that support. 39 rangatahi actively engaged in the programme, all of whom were referred by CYF and all of whom had complex issues.

Of these 39 rangatahi, 87% made significant improvement in risk indicators as shown in the table below.

	Evidence of Progress in Learning (senior secondary)	Truancy	CYF Care	Attending, but not engaged	Drug and Alcohol Use	Abuse issues	Grief and loss	Offending	Disengaged from family	Issues in the home	Disconnected Identity, Language and Culture	Significant improvement in risk indicators
Pre		67%	100%	18%	59%	54%	31%	33%	67%	77%	92%	
Post		18%	18%	15%	8%	3%	5%	5%	5%	18%	13%	
Improvement	28%	49%	82%	3%	51%	51%	26%	28%	62%	59%	79%	87%

On the basis of this evidence, as well as extensive interviews with rangatahi, whānau, kaiārahi and kaiako, Michael, in his evaluation of the service for the Ministry concluded that the evidence "shows it to have been a highly effective pilot programme."

"I think out of all the services that came over, and this is probably about over a year ago, you guys are the only ones that came back and came through. Initially, we had heaps of people coming to us and making us all of these promises, but it never eventuated to nothing. You guys on the other hand, turned up about a year ago aye? And yeah you've never left our side. And what I like about you's is that you do what you say you're going to do." Whānau member

4.3 Outline the capacity of the applicant to run the partnership school alongside any other business operations they may have.

We are aware from experience that a partnership school can be complex and resource intensive to establish and to operate. Demonstrate that you have the capacity to undertake the activity of establishing and running a school, and meeting contractual obligations, alongside any other business activities you may operate.

Te Taumata has significant experience in establishing and operating values-driven, learner focussed education services that have tangible results for learners and their whānau. This background and the additional talent we have access to within Ngāti Whakaue and our wider networks will assure our capability to run the kura hourua.

Governance

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

Ngāti Whakaue incorporated their farms in 1960. Since then the collective tribal asset base has grown to [REDACTED]. This history and spread has resulted in a credible depth of governance experience. Many of the trustees and directors of our Ngāti Whakaue entities also serve in high profile positions nationally. Te Taumata has benefitted from this experience with trustees bringing a rich range of experiences – corporate, public service and educational.

Our trustees are elected by Ngāti Whakaue for three year terms on a rotation basis. This ensures both continuity of governance and the opportunity for fresh faces at the board table. It also ensures that Te Taumata remains fully accountable to iwi.

Management

Te Taumata as a practice have kept the management function of the organisation to a minimum, choosing instead to push resources to the frontlines as much as possible. [REDACTED]

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

[REDACTED] This allows for expansion of the team as and when required and further ensures tight fiduciary management.

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

The efficacy of the management structure is proven through external accreditation including: [REDACTED] accreditation as a licensed ECE service provider; accreditation as a licensed supported playgroup.

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

Group and Team Leader Structure

The activities of the Taumata are spread across four kaupapa-driven groups with Team Leaders appointed to each group. Team Leaders have delegated authority to make decisions about staffing, budgets, scheduling and programme delivery for their group. Both the efficiency and creativity of our service delivery are enhanced when these decisions are made by the people who have direct contact with learners and whānau. It is envisaged that the Tumuaki of the Kura Hourua will join this management team and have full access to the supports provided by the corporate structure. The Team Leader structure creates a professional group of colleagues who can share successes, issues and ideas, and support each other within the strategic framework of Te Taumata.

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

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

Comprehensive IT systems

Health and safety processes

We have a health and safety policy which we regularly review with staff and we have assigned health and safety officers. Our general manager has attended training in the new health and safety legislation through EMA and we have revised all of our health and safety policies and practices accordingly. The board have a standing agenda item related to health and safety, the Finance and Risk subcommittee reviews the health and safety report in detail and the staff-driven Health and Safety subcommittee meets fortnightly. Two-thirds of our staff have trained in advanced first aid and we have a health and safety officer in each physical site. The Health and Safety Policy will be reviewed collaboratively with the Kura Hourua team to ensure that all risks related to their specific role are understood and mitigated. We will also ensure that newly appointed staff are aware of the current processes and procedures.

Regulatory compliance

We comply with all legal requirements. We are members of the Employers and Manufacturers Association and we regularly call upon them for advice to ensure all of our processes and business decisions are on sound legal footings.

We uphold the requirements of the Privacy Act. In the course of our work we often receive and store student achievement data and detailed personal information about rangatahi and their whānau. This is stored on our internal systems and is not shared with any other recipients except those directly involved with the rangatahi. Any information that is included in reporting as part of contract requirements is anonymised.

As we are a provider of Children Services as defined in the Vulnerable Children Act 2014 we currently have a policy in place that meets the requirements of section 19 of this Act. This policy ensures that we carry out the correct identity and police checks on all of its existing employees and any new staff. We also review this policy annually to ensure that it is up to date and in line with the legislation.

Contracting Requirements

We have effective systems in place to manage statements of work deliverables, timelines and reporting. We have significant experience managing a large number of Ministry of Education contracts. We have delivered services for the Ministry of Education and other government agencies for over 10 years.

5 Purpose and Goals

5.1 Distinctive mission, vision and special character

5.1.1 Expand on the distinctive concept behind the proposed school and what it will seek to deliver from section 2.2a in your EOI Response. Include a description of what sets your school apart from existing education provision.

Response:

“Hei aha au i mate noa ake ai, ka tupu āku pakarito” nā Tunohopu

“I will not perish for I will live on through my descendants”. Our great rangātira and leader, Tunohopu spoke these words to his people as he displayed characteristics of leadership, courage, empowerment, and determination, all values that our iwi hold fast to today.

The distinctive concept of our kura hourua is stated in our vision, Ngāti Whakaue Iho, Ngāti Whakaue Ake. Whānau, hapu and iwi taking a collaborative approach to raise the achievement of our tamariki, of our future generations.

Essential to this vision is that through our leadership and our innovative approach to teaching and learning we will inspire, strengthen and empower our whānau in education, health, identity, language and culture.

A key feature of our Kura Hourua and something that sets us apart from other schools is our curriculum, programming design and delivery. We will be using STEM as a curriculum based on the idea of educating students in four specific disciplines — science, technology, engineering and mathematics — in an interdisciplinary and applied approach. We are also infusing Kaupapa Māori our identity, language and culture to create a STEAM curriculum, unique to our learners environment here in Te Arawa, Mai i Maketu ki Tongariro.

Te Whareāonui o Te Rangihakahaka (Appendix 1) is a living curriculum that is based on our identity, language and culture. Ngāti Whakauetanga, our reo, our matauranga, our hītori, korero and values will be expressed and reflected in the delivery through kaupapa (theme) based learning. Localised and contextualised content will be explored through STEAM (Science, Technology, Engineering, Arts and Mathematics) subjects.

Our school name ‘Te Rangihakahaka’ is a place of significance to Ngāti Whakaue, an escarpment on the northern slopes of our maunga, Ngongotaha. A place located at great heights. We want our tamariki and whānau to ‘aspire to lofty heights’ in all that they pursue.

For the past three years Te Taumata in partnership with the Ministry of Education has made a great investment in the development of our ‘Science and Technology’ programme, Matakōkiri. For Ngāti Whakaue tamariki (7yrs-14yrs) and their whānau this initiative has provided the opportunity to ‘ignite their passion in science’ and to explore the Matauranga (knowledge) of our ancestors. Through this programme many tamariki and rangatahi have explored their world from multiple perspectives and can now see themselves as scientists. (Appendix 2, Matakōkiri Project Brief). During our Science wānanga we have witnessed some inspiring learning take place. With this in mind our Kura will imbue elements of wānanga throughout each term. Our more formal instructional teaching will begin mid-morning through blocks of learning that will continue into the later afternoon. We are also planning to have a ‘Service Day’, each week on a Friday where all our students will learn the values of humility, responsibility, kindness and empathy. It is their time to give back to the community, perhaps helping and assisting our koeke (elders), working around our marae, volunteering at community groups or other support services.

Te Taumata has also worked alongside Rotorua school leadership and staff through the implementation of our professional learning and development initiative, Te Rangihakahaka. This programme assisted school leaders and staff wanting to build their cultural knowledge and understanding and review their cultural responsiveness within their schools. This learning opportunity utilises context that is underpinned by Ngāti Whakaue identity, language and culture. The key objectives of this initiative were

- To deepen knowledge of Ngāti Whakaue identity, language and culture through engaging in korero about whakapapa, tikanga and whenua.
- To develop resources that best support teachers in the teaching and learning of Ngāti Whakaue tanga.
- To identify strategies and approaches for involving whānau and the local community.
- To contribute to the development of a learning framework that reflects Ngāti Whakaue tanga and aligns to the learning expectations of (all) Rotorua schools.

This project has had overwhelming response with over 20 local schools and more than 200 teaching staff that have taken part in these wānanga. Many schools are still committed to implementing Te Rangihakahaka as part of their school wide PLD programme from 2017.

It is from the success of these two programmes that the basis of our curriculum will be formed. We have witnessed the importance and success of cultural responsiveness and weaving our identity, language and culture throughout the curriculum. From our Matakōkiri wānanga, with 100% engagement and 95%-100% attendance, this programme has been at full capacity each wānanga and we have seen there was huge demand for more whānau to attend as we always had a waitlist of at least 10-15 tamariki. Te Taumata believes that it is time to expand and develop this programme by offering these amazing learning experiences through a Kura Hourua.

Te Kura Hourua o Ngāti Whakaue seeks to deliver a unique and inspiring learning environment where students and whānau are engaged in their learning and become committed to their learning pathways. It is our desire to raise the level of education success for all our Ngāti Whakaue tamariki as still only 60% of Ngāti Whakaue school leavers hold NCEA L2 or above. This is a statistic we are determined to positively change.

5.1.2 What are the objectives for the School?

Note: These objectives must be suitable to be included in schedule 6, section 1 of the draft Agreement.

To ensure student engagement and achievement our Kura will measure our performance on the following objectives:

- **Our Student Achievement levels are above those of comparable schools**
- **Individual Learning Plans (ILP) are co-developed with each student and their whānau**
- **School wide attendance is greater than 95%**
- **Student enrolment is at full capacity**
- **Whānau attendance at hui and other activities is greater than 70%**
- **Whānau satisfaction with the Kura's performance in all areas is at or above 80%**

5.2 Accelerating the achievement of priority learners

5.2.1 Recap on the priority student groups targeted (from 2.1 of your EOI response).		
Priority student groups targeted (Enter percentage(s))	Māori	90%
	Pasifika	
	Low socio economic	10%
	Special needs	

5.2.2 Describe how your proposed partnership school will improve the engagement and achievement of your target groups?

You should include:

- a) current educational outcomes and attainment levels of your proposed target groups
- b) the extent of improved performance you anticipate that your partnership school will achieve
- c) a detailed description of the well-grounded programmes, strategies and instructional practices your partnership school will use to bridge the gap between current attainment levels and the improved attainment you describe
- d) provide evidence, research and data analysis to support your response
- e) include links to and/or electronic copies of all sources of evidence, research, data and analysis that support your response.

Response:

Our kura will be creating a dynamic education programme that is culturally responsive and engages all learners by delivering relevant content that ignites a passion for learning. There will be four key areas that will develop the success of our programme and our learners.

Engagement

1. The Learner.

First the learner is central to all we do. The students learning outcomes and priorities will be developed and negotiated with the student and their whānau. Developing collaborative learning environments where positive relationships exist are essential and a balance of teacher-lead and student driven learning will be natural within the Kura. The unique kaupapa (localised content) will be interwoven through each learning area and will draw connections and relevance to our learners. These 12 kaupapa are taken from the Matakōkiri wānanga being, Whakapapa-Genetics, Te Ihi, Te Wehi, Te Wana- Forces, Matariki- Astronomy, Te Ara Ahi- Geothermal, Waitai- Salt Water/ Marine Biology, Ahuwhenua- Agriculture & Forestry, Pataka- Kai Māori/ Rōngoa, He Awa- Fresh Water.

Our learner's curiosity and inquiry will be encouraged through the implementation of our thinking process, Te Whareāonui. The name, Te Whareāonui, draws inspiration from the traditional tāniko pattern *Aronui* or *Aonui* which depicts the pursuit of knowledge about the natural world. Throughout each wānanga we are always in the pursuit of new knowledge and experiences that enlighten and inform us about the world we live in, and motivates us to be active kaitiaki of our environment. Te Whareāonui has eight steps in the thinking process which aligns well to the Science inquiry process. (Appendix 5, Te Whareāonui)

2. The Teacher.

To ensure high quality outcomes for our students we need high quality teaching (pedagogy). We would expect to have effective teachers that create a supportive learning environment of trust and respect. They will be educators that facilitate shared learning conversations and make connections to the learner's prior learning and experience. Our teachers will encourage and design opportunities for reflection and enhance the relevance of new learning helping students to understand why and for what purpose. We would ensure that our teachers make connections with the wider Kura whānau and are 100% committed to our vision, mission and values.

Te Kura Hourua o Ngāti Whakaue would expect that our teachers uphold the cultural

competencies outlined in 'Tataiako' (MoE, 2011):

- Ako- Responsibility for their own learning and that of their Māori learners. (Recipricol learning)
- Whānaungatanga- Actively engaging in respectful relationship with all the community.
- Tangata Whenuatanga- Affirming our Māori learners as Māori and ensuring the identity, language and culture is asserted.
- Manaakitanga- Showing integrity, sincerity and respect towards Māori beliefs, language and culture.
- Wānanga- Participating with learner and communities in robust dialogue for the benefit of learners' achievement.

3. The school.

Our Kura learning environment is inclusive of our Ngāti Whakaue/ Te Arawa rohe. Our Kura will have a physical location but the opportunities to learn are not restricted to only this space. Students, teachers and whānau will be encouraged to continue teaching and learning outside the classroom. At sites of cultural significance, around our forests, lakes, rivers and sea. Working with and alongside our local community groups, organisations and businesses will be inclusive. This would also include the use of technology and connectivity where students and whānau will be encouraged to use an e-learning platform as a means of continuing their learning when and where they can.

Our Kura environment will encapsulate a sense of ownership for our tamariki and whānau. It will be a place that will make them feel safe, inspired to learn and achieve to their potential. Our extended opening hours before and after learning hours will allow for whānau to be a part of the Kura from beginning to end.

4. The whānau.

To achieve engagement of our learner we need engagement and commitment from whānau. Our Kura would firstly expect that the whānau commit to the unique culture of the Kura. This would be encouraged and supported through initiatives that we offer specifically for them, in the form of a robust induction model, Te Reo and Paepae wānanga, mentoring, working with our support services that can assist them with their diverse needs. (E.g. Tiaho Tamariki)

Everything we do within the Kura will be co-developed with our whānau. We will work along with them at their pace. Our organisation has had experience of this through the co-development of curriculum with our whānau at Mokopuna Te Ao Kapurangi (Playcentre).

Every opportunity and encouragement to parents and whānau to engage with their children's learning is key to the success of our students and the success of the Kura. Community engagement is fundamental and an area that our Kura will develop through new and existing initiatives within Te Taumata.

Achievement

Current Attainment

When it comes to performance for key measures in National Standards and NCEA results Māori students and in particular Rotorua students (inclusive of Ngāti Whakaue students) has seen small shifts of growth however, in many instances they are still not reaching national targets and are well below other groups of students.

National results for Māori in 2015 saw them well below National targets, Reading 68.8%, Maths 65.4% and writing was 61.6%. Breaking it down and comparing National

attainment with Rotorua attainment we still see our students well below.

Reading- Rot. 71% NZ. 78% Writing- Rot. 66% NZ 71.4%

Maths- Rot. 68.1% NZ. 75.5%

An alarming figure for Rotorua is the current high level of suspension and exclusion rates. These figures are based on number of students per 1000 students

Suspension- Rot. 5.4 NZ. 3.6

Exclusion- Rot. 1.9 NZ. 1.4

Rotorua measurements of students attaining NCEA 1, 2 and 3 are also below national levels. Only 60% of Ngāti Whakaue school leavers hold NCEA L2 or above.

<http://www.educationcounts.govt.nz/know-your-region/territorial-authority/territorial-authority-summary?region=4&district=24>

Te Kura Hourua o Ngāti Whakaue plan to ensure our students increase these key measures and move towards success in all they do. Current Nat Standard targets for NZ students are 85% for reading, writing and maths. We would anticipate that after our first initial year of operation 90% of our learners are at the national level or above. Through the following years we would set progressive increases for the school and each student.

Through the implementation of inspiring, relevant and experiential learning programmes our students and their whānau will be engaged. We have seen this take place over the last 3 years where we had 99% attendance and 100% engagement in each of our 12 Matakōkiri wānanga.

The Kura learning programmes, strategies and instructional practices will be based on those of our science and technology programme, Matakōkiri. We will be bilingual with an integrated curriculum that has a thematic approach based on our Ngāti Whakaue kaupapa. We will implement Kaupapa Māori practices across all our learning areas so students develop their knowledge and appreciation for their identity, language and culture. In depth planning, collaborative teaching, including specialists within the delivery will take place throughout kaupapa study. Key teachers will lead year levels or whānau groups through the development of learning plans for each student. Key subjects will be covered during the morning blocks of learning (Maths, Communication/literacy, Science and Te Reo) with support from kaihāpai.

At timetabled parts of the day/ week students will work with either their main teachers or specialised/ experts in specific subject areas (Technology/ coding/ robotics/ engineering, Arts). In some instances collaborative teaching practices will take place during the instructional blocks throughout the regular day.

Inquiry based learning through each kaupapa will be encouraged. Our Te Whareāonui (thinking process) will be imbedded across all students learning again, as it has been done during the learning experiences of Matakōkiri.

Contextualised, relevant, hands-on experience within a variety of contexts have always been key to learner engagement. When investigating geothermal activity we were testing in the field, when exploring marine biology we were collecting and counting pipi beds and when studying whakapapa we were extracting our own DNA. These are all examples of hooks into the curiosity we can open up within our students and how we will develop learning opportunities in our Kura.

5.2.3 Describe how you will ensure the specific needs of priority learner groups such as Māori, Pasifika and/or those with special education needs are met by your school.

Note:

Māori students: If you plan to target Māori students, outline your plans for *achieving success for Māori in education, so that students are enjoying and achieving success as Māori* <http://www.education.govt.nz/ministry-of-education/overall-strategies-and-policies/the-Māori-education-strategy-ka-hikitia-accelerating-success> and supporting Māori language in education: *delivering strong, co-ordinated effort and investment* <http://www.education.govt.nz/ministry-of-education/overall-strategies-and-policies/tau-mai-te-reo-the-Māori-language-in-education-strategy-2013-2017>

Pasifika students Pasifika students: If you plan to target Pasifika students, outline your plans for *achieving Pasifika success using students' identities, languages and cultures as foundations to build upon* <http://www.education.govt.nz/ministry-of-education/overall-strategies-and-policies/pasifika-education-plan-2013-2017>

Special education needs: If you are targeting students with special needs, outline how you will ensure you provide an inclusive environment for students with special education needs, including how the school will demonstrate inclusive practices; how the school will build its capability to address the needs of students with special education needs; and how partnerships with parents of students with special education needs are used to achieve education success.

Response:

The Guiding principles of Ka Hikitia will be integrated in our curriculum delivery and plans for Māori students. Key outcomes for our students will be :

1. All Māori students have a strong sense of self and confidence
2. All Māori students have strong literacy, mathematics and language skills; and
3. Meet or surpass national standards

As stated by Melinda Webber, "Māori student success is also reliant on the school understanding, and drawing on pedagogically, the values, local histories, traditions and aspirations of Māori students, their whānau and the wider community." (Chpt. 8, pg. 153, Sociocultural Realities: Exploring New Horizons, 2015)

Te Kura Hourua o Ngāti Whakaue is built on these principles. Our student achievement goals, 'Ngā pumanawa e waru', are based on the qualities and characteristics of our ancestors, our very own exemplars of success. (outlined in further details in sec. 6.1.1)

Our histories, knowledge and experiences will be integrated throughout the key learning areas. Exploring real issues, problem solving and discovering contexts of today that affects our people in our unique environment.

Important to the development of our learning programmes and imbedding our identity, language and culture throughout all we do we will be drawing on many aspects of the Te Rangihakahaka PLD project we have implemented with Rotorua schools over the last 3 years. Te Rangihakahaka aligns with the 5 key principles of Ka Hikitia:

- Treaty of Waitangi
- Māori potential approach
- Ako – a two-way learning and teaching approach

- Identity, language, and culture count
- Productive partnerships

Te Rangihakahaka also promotes the characteristics of high achieving students from the Ka Awatea project:

- Cultural flexibility
- Resilience and leadership
- Core Māori values
- Academic self-efficacy and motivation
- Being goal driven and self-managing

In order for our Māori students to achieve success our Kura Hourua will ensure our teachers and support staff practice and uphold the cultural competencies outlined in 'Tataiako' (MoE, 2011), Ako, Whānaungatanga, Tangata Whenuatanga, Manaakitanga and Wānanga.

"The culture of the child cannot enter the classroom until it has first entered the consciousness of the teacher." (Anon)

5.3 Evidence of demand and sustained enrolment

5.3.1 Building on the information provided within your EOI response, provide demographic or other information that demonstrates the need for a new school and/or new school places in your proposed location.

The concept of a kura hourua for Rotorua arose from the identified need to provide relevant, responsive, focused and immediate learning opportunities for a group of disengaged and disenfranchised learners – a majority of whom are Māori, and some of whom have been out of school for six months or more (MoE suspension data). Evidence from agencies (including NZ Police) and social service providers indicate that the number of learners not currently attending school could be as high as 180.

At Te Taumata we have a full case load of 40 rangatahi who fall into the category of disengaged, vulnerable learners. Of these 30 would be candidates for the proposed kura hourua were it to open in January 2017. We continue to receive a steady stream (between 4 and 8 per week) of referrals.

Furthermore, after three years of running Matakōkiri Wānanga (lwi-based science programmes for learners aged 7 years to 14 years) we have developed a core group of over 200 learners and their whānau who are now strong advocates of science learning. These learners would also be candidates for the types of learning environment and curriculum we envisage. Each Matakōkiri wānanga we implemented was fully attended with a wait list of around 20 tamariki and whānau wanting to participate.

5.3.2 If the school was to be established, demonstrate that it would achieve and sustain the level of enrolments anticipated in by section 3.1 School Roll.

Copy into this section letters of intent or support from parents or parent groups, or other evidence to support your enrolment numbers.

We have rich anecdotal data that indicates that we will achieve the enrolment numbers we have indicated. This anecdotal data has been gathered over the past ten years with the

topic of a Ngāti Whakaue school coming up on a frequent basis.

We are in the process of quantifying the number of whānau with school aged kids who would be likely to enrol in the kura hourua.

Data collected to date has confirmed that of the X whānau surveyed, Y would not enrol in the kura, Z whānau would. And a total of ABC tamariki would enrol.

Below are some of the comments collected in this initial survey.

5.3.3 Describe your proposed timeline for enrolling students for the 2018 school year.

Maintaining a strong focus on enrolments during the establishment phase is critical to success in the first year. The drive for enrolments will begin as soon as a contract for the Kura Hourua is confirmed. The following are the critical dates for the Enrolment Plan.

TASK	START	END	RESPONSIBILITY
Develop branding	1/05/2017	31/05/2017	
Invite ROI's	1/05/2017	31/07/2017	
Social Media Platform	1/06/2017	30/06/2017	
Develop Comms Collateral	1/07/2017	31/07/2017	
Develop enrolment packs	1/07/2017	31/07/2017	
Accept enrolments	1/08/2017	20/12/2017	
Monitor enrolments	1/08/2017	20/12/2017	
Ammend comms plan	20/09/2017	27/09/2017	
Open day	5/11/2018	12/11/2018	
Whānau hui	1/12/2017	8/12/2017	
Reach target	15/12/2017	22/12/2017	
Launch date	30/01/2018	2/02/2018	

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

6 Educational Plan

6.1 Student achievement goals

6.1.1 Restate the student achievement goals of your partnership school (this should link to question 5.2.2 above).

Objective	How	Measure
Student Achievement levels are above those of comparable schools	By delivering quality education services By employing effective teachers By empowering whānau as key contributors of student achievement	Achievement levels are above our comparable schools
Individual Learning Plans (ILP) are co-developed with each student and their whānau	By delivering quality education service that are flexible and adaptable to support student's needs Developing a continuous learning cycle that reviews, analyses, designs and implements Whānau involvement in the process	Every student has an ILP with continually improving outcomes
School-wide attendance is greater than 95%	By delivering quality education services By achieving high levels of whānau and community engagement By providing access to our community social services	95% attendance or above
Student enrolment is at full capacity	By delivering quality education services By achieving high levels of whānau and community engagement	Full Roll
Whānau attendance at hui and other activities is greater than 70%	By ensuring student and whānau centred programmes By providing relevant and enhanced whānau and parent initiatives	70% whānau attendance at Kura hui and activities
Whānau satisfaction with the Kura's performance in all areas is at or above 80%	By the whole Kura understanding the needs of parents and whānau as key stakeholders By maintaining a high level focus on meeting the needs of our parents and whānau	80% whānau satisfaction

Our Kura will assess student achievement with the New Zealand National Standards in reading, writing and maths.

To support these achievement goals we are also developing our own student achievement goals that are based on 'Ngā pumanawa e waru' the eight distinct characteristics of successful intelligence for Māori. (Macfarlane, Webber, Cookson-Cox & McRae, 2014)

Within these eight areas students will strive to attain high achievement levels for each characteristic, aspiring to portray qualities of their tūpuna.

The eight beating hearts: Nga Pumanawa e waru depict the qualities, characteristics and aspirations our tamariki and whānau value and will strive to achieve. Each attribute is depicted by a Ngāti Whakaue/ Te Arawa tupuna:

- Identity. A belief in and knowledge of one's self; strength of character, strength of personality; a strong will; boldness and a tendency to take risks.
- Diligence. Patience, commitment and a sacrifice of time and effort; an ability to overcome difficulties; resolute confidence often balanced with a quiet, unruffled calm.
- Relationships. The ability to sustain relationships that are premised on a balance of assertiveness and warmth (manaaki) because this provides sustenance for the inner person.
- Innovation. An enquiring mind which probes, draws conclusions and makes associations; an exploratory orientation that is exploited in social and academic activities.
- Wellbeing. The sound physical, spiritual and mental health that are needed to flourish at school, affirming the inexplicable link between wellness and learning.
- Scholarship. An aptitude for things scholarly is a quality that is instilled in those students who excel in their individual pursuits.
- Humility. Service to others and putting others before oneself.
- Values. A synthesising of the most meaningful qualities in Māoritanga, Manaakitanga, Whānaungatanga, Kaitiakitanga.

6.2 School Schedule

6.2.1 Explain and provide evidence to support your proposed school calendar setting out:

- a) the daily hours of operation;
- b) indicative student timetables;
- c) and how the school day and year will be organised to include instruction and assessment, sufficient time for students who need additional instruction, including one-on-one support, to 'catch up' to the standards required, independent study, professional development, parent-teacher conferences, and extra or co-curricular activities.

At the beginning of each term our Kura will begin with whole school in wānanga. Depending on the Kaupapa/ focus this may take place at the Kura or at a specific site. (E.g. Waitai- Whakaue Marae, Maketu). This is a unique and relevant method of setting the scene for the learning to take place and continue throughout the term.

Te Kura Hourua o Ngāti Whakaue will open the doors to the Kura whānau from 8am in the morning till 8pm in the evening. The morning session will have some facilitated activities

(E.g. Hauora/ Fitness) and some Self-directed activities. It is also envisaged that our Kura has a communal facility for tamariki and whānau to share breakfast.

Formal learning hours will begin with the whole Kura together at 9.30am for Karakia, waiata and panui. At 10am students will move off into their whānau learning groups to begin their Kaupapa work.

Daily Hours of Operation

- 8.00 Kura opens
- 8:45 Teacher Hui
- 9:30 Karakia/ Panui Notices
- 10:00 - 11:30 Block One
- 11:30 -12:00 Interval
- 12: 00 - 12 :45 Block Two
- 12 :45 -1:30 Block Three
- 1:30 -2 :15 Lunch
- 2:15 -3:00 Block Four
- 3:00 -3:45 Block Five
- 3:45- 4:30 Tiaki te Kura/ Final Reminders/ Karakia School concludes
- 8.00pm Kura Closes

Indicative Student Timetables

Time	Rahina	Raatu	Raapa	Rapare	Ramere
8:45	Staff Hui				
9:30	Kura Karakia/ Panui				
10:00 - 11:30	Science	Technology	Maths	Engineering	Service to Community
11:30 -12:00	Paramanawa- Morning Break				
12: 00 – 12 :45	Science	Technology	Maths	Engineering	Service to Community
12 :45 -1:30	Science	Technology	Maths	Engineering	Service to Community
1:30 -2 :15	Kai o te rānui- Lunch				
2:15 -3:00	Te Reo Māori/ Tikanga	Te Reo Māori/ Tikanga	Te Reo Māori/ Tikanga	Te Reo Māori/ Tikanga	Service to Community
3:00 -3:45	Arts	Hauora	Arts	Hauora	

3:45- 4:30

Tiaki Kura/ Reflections/ Final reminders/ Karakia

We envisage that the school day and year will be structured as follows:

	Day	Year
Instruction	There will be 60% instruction Within the learner's day	60% instruction throughout the year
Assessment	Classroom formative assessment will occur regularly. School-wide assessment will have set days and weeks	Classroom assessment collated across the year will total around 100-150 hours. School-wide assessments will take place twice a year across the core curriculum areas
Additional Support	Any additional support will be based on the individual learning plans and negotiated, planned and implemented with the student and whānau	Support provided will depend on the individual priorities and needs of the students
Individual Study	Independent study will take place around 30min-1hrs	Depending on year level this will accumulate to 40-60hrs
Professional Development	It is anticipated that teachers will have regular timeframes each week for PD	Sec. 7.4 outlines our expectations for PD. It is a continuous process and developed on a case-by-case basis
Parent/ Teacher Conference	All parents will be encouraged to communicate with teachers before and after school or negotiate a time that suits.	Over the year at least four conferences will take place
Extra Co-Curricular activities	Our Kura plan to offer before and after school co-curricular activities available to all students (Hauora/ Fitness, Tuition, Dance, Music)	Our Kura plan to offer season activities and general sports

6.3 Qualifications or achievement standards offered

6.3.1 Provide a full list of the qualifications and/or achievement standards that your school will offer.

Response:

Our Kura will assess students Y1-8 with the NZ National Standards. We will also have our own unique achievement standards for students in the implementation of our 'Nga Pumanawa e waru qualities/ characteristics' system.





We have also spoken with Te Kura Correspondence School who have agreed in principle to enter an SLA with our organisation. It is anticipated that our senior students (Y9-10) will be able to work toward NCEA L1 through this initiative.

Through a developed relationship with the Royal Society of New Zealand we are expecting to offer our students the opportunity of working towards Crest Awards. Crest is the Royal Society of New Zealand's international awards scheme designed to encourage Year 0 – 13 students to be innovative, creative and to problem solve in science and technology.

Crest provides a model for scientists and technologists to work in schools and promote science and technology as valuable study and career pathways. Crest operates at 5 levels of difficulty where the students work as individuals or in small teams. At all levels the student are learning skills in scientific research and / or technological practice. At the end of the project each student receives a badge and certificate.

The Crest Levels						
Years 0 - 8		Years 6 - 8	Years 9 - 13		Years 11 - 13	Years 12 - 13
			Bronze	Silver	Silver challenge	
				Team		
			Team Bronze		Team Silver Challenge	Gold Team Gold

The relationship was developed through implementing CREST into a Matakōkiri Wānanga. This initiative encourages:

-  Opportunities to carry out projects focussed on finding creative solutions to practical problems that are of real significance in whānau lives
-  Iwi inclusive
-  Involving whānau, and creating an interest in careers and Maturanga Māori they may not have even previously known of:
-  Emphasises creativity, perseverance and the application of knowledge

6.4 Curriculum

6.4.1 Describe the curriculum to be used.

If you are not using The New Zealand Curriculum or Te Marautanga o Aotearoa, please:

- a) explain and provide evidence to support why you have chosen an alternative curriculum; and
- b) outline how your alternative curriculum aligns with The New Zealand Curriculum or Te Marautanga o Aotearoa.

If you are using the New Zealand Curriculum or Te Marautanga o Aotearoa, please explain why this is the best choice for your students.

Te Kura Hourua o Ngāti Whakaue will align to the New Zealand Curriculum (NZC) and the strengths of Kaupapa Māori (Identity, Language and Culture) and STEM education.

With predictions of future workforce gaps in the areas of Science, Technology, Digital literacy and Innovation our Kura believe it is eminent that we begin educating our students to fill these gaps in specialist fields. We need to start preparing them with the skills, knowledge and experience that will assist them in their future pathways. There is a need and demand for STEM and a need and demand for quality Science, Technology and Maturanga Māori teaching and learning.

The Principles of the NZ Curriculum are evident in the aspirations of our Te Rangihakahaka PLD programme.

High Expectations, Treaty of Waitangi, Cultural Diversity, Inclusion, Learning to learn, Community engagement, Coherence, Future focus	Confident, connected, independent and collaborative learners, Walk with mana and a strong sense of self belief, Have an innate understanding of their identity, language and culture, Feel valued and empowered to learn, Positively engaged in learning and have aspirations to achieve to their highest ability, Able to set achievable goals, Technologically and globally competent

There is also alignment with the NZ Curriculum Values and Te Kura Hourua o Ngāti Whakaue Achievement Aspirations, 'Nga Pumanawa e Waru'.

Excellence, Innovation, inquiry & curiosity, Diversity, Equity, Community and participation, Ecological sustainability, Integrity, Respect	Identity, Diligence, Relationships, Innovation, Wellbeing, Scholarship, Humility, Māori values

NZ Curriculum Key Competencies	Alignment with Te Kura Hourua o Ngāti Whakaue Curriculum	The table below outlines the alignment of NZ Curriculum Key Competencies with Te Kur
a o Ngāti Whakaue Curriculum		

1. Thinking	Te Whareāonui Thinking Process. Our way of thinking, feeling and acting that is acquired through socialisation.		Adapted from Grace, W. (2005). He māpuna te tama iti: Māori ecology to support the child. Paper presented to the Commentary Group on the NZCF Key Competencies. Wellington, NZ: Ministry of Education.
2. Using language, symbols and text			
3. Relating to others	Manaakitanga. Caring for others and oneself. Caring relationships, pastoral care.		
4. Managing Self	Rangitiratanga Whānaungatanga	Taking responsibility for and control over own learning while still ensuring you belong, whānau, hapu, iwi.	
5. Participating and Contributing	Tika, Pono, Ahi Kaa	Attaining a sense of space and place that links classroom with whānau, hapu, iwi.	

6.4.2 Delivering the special character or distinctive concept

If the proposed curriculum includes a specific focus or method of delivery, provide detailed information on how this focus will be woven into the curriculum.

You should include specific, evidence-based reasons to support your response.

The revival and retention of Te Reo Māori me onā tikanga through our future generations is recognised and supported in our Kura. Valuing the learner is valuing their identity, cultural practices and more importantly, their language. Te Reo Māori will be a focus learning area but also integrated across all curriculum areas. Through daily instructions, discussions and conversations in the school and classroom our learners will develop confidence and understanding. Te Reo, cultural values and practices will be an expectation for all which will allow our learners to see that they are valued and appreciated.

Our Te Reo Māori me onā tikanga approach will allow learners to develop an intimate connection with their cultural identity and reaffirm their educational success as Māori. To ensure our learners achieve successfully across all learning areas, we will tailor our programmes to fit their individual needs. This is in line with the Ka Hikitia Māori Education Strategy 2013 - 2017 which states "Education professionals teaching in and through Māori language must have high levels of language proficiency and the ability to teach across a range of subject areas".

Our Kaupapa Māori (Identity, Language and Culture) plays a significant part in our curriculum- Te Whareāonui o Te Rangihakahaka. Through karakia, waiata, hītori, tikanga, kawa and Matauranga Māori woven through each kaupapa these programmes will be delivered by people who are experts in their field. We will draw on this expertise so that our learners are taught the appropriate practices, skills and techniques. Our whānau, hapu and iwi experts will oversee content and delivery and provide support staff if required. Teachers will be present to participate in these learning opportunities.

Delivering the distinctive concept of STEM is the other key focus of our Kura. The response from most of the advanced countries and current research write about the opportunities and importance of STEM within the school curriculum and how important STEM is in our education.

“The development of STEM is more essential for our children, our people more generally, our prosperity, our security, our health, our environment, and our quality of life, than it has ever been before...” (Associate Professor Lindsey Conner Director Science and Technology Education Research Hub University of Canterbury.)

https://ir.canterbury.ac.nz/bitstream/handle/10092/9103/12646818_STEM%20emphasis%20for%20your%20school.pdf?sequence=2&isAllowed=y

Peter Gluckman writes about the challenges of science education in our schools, he identifies issues of relevancy, content, mode of delivery.

The Whareāonui model our Kura delivers recognises these issues, we approach these challenges by ensuring our curriculum is relevant, it is contextualised learning, we incorporate experts from all fields into the classroom to work closely with the school and whānau.

Students need access to people with a range of different types of expertise, most importantly, our students need to understand and apply their own narratives, local knowledge of their environment and work with their Mātauranga Māori as well as mainstream experts. This is an important component of our students flourishing.

Our approach ensures we work with specialist staff – Mainstream as well as Māori experts in their field on a regular basis. We provide strong links with Iwi and local businesses who are working in the STEM industry as well as deliver practical experiences in order to maximise learning. Te Whareāonui is able to build connections more easier than other schools, because we reflect what our community wants and needs.

Therefore there are huge advantages for our Hou Kura to embed our culture language and Identity Whakauetanga with STEM.

Te Whareāonui is able to provide a holistic and coherent curriculum with STEM as the core of our learning. According to Jane Gilbert and Ally Bull “the focus of science education should be different at the different levels of schooling In Years 1 – 6 the emphasis should be stimulating students interest and curiosity, and in Years 7 – 10 socio-scientific issues should be the focus along with opportunities for students to see possible future careers for themselves in science”. (Building a future-orientated science education system in New Zealand: How are we doing)

Te Whareāonui – provides a similar framework, however our level of learning is applied through tuakana – teina and whānau involvement. Some of our younger students can identify and communicate socio – scientific issues, and some of our older students need more support to explore basic science concepts, we see Te Whareāonui can provide flexibility and empowerment so that it is engaging, relevant and exciting.

- Research from NZCER, <http://www.nzcer.org.nz/system/files/Future-oriented%20science.pdf>
- Office of the Prime Minister’s science Advisory Committee <http://www.pmcasa.org.nz/blog/stemming-the-tide-the-need-to-improve-science-education-not-abandon-it/>

6.4.3 Curriculum development (if applicable)

If you plan to develop your own curriculum, explain how and in what timeframe this will be achieved.

Include details of the person or organisation who will be developing the curriculum and their skills and qualifications to do so.

From the implementation of our programmes over the past 3 years we have established the framework of our curriculum, Te Whareāonui o Te Rangihakahaka. We have had this time to develop a robust framework that we have implemented, refined and redeveloped. If we are given approval for the development of a Kura Hourua we would work with our whānau to strengthen and develop this framework. We believe that whānau investment in the development of this emerging curriculum is essential to any success.

Our staff, advisory, experts, tamariki and whānau would be involved in the development of the living curriculum.

6.4.4 Breadth of curriculum

If you are offering a senior secondary school, indicate the subject range at each year level.

Although we are not offering senior secondary level we are keen to develop pathways for our Y9-10 students to begin working towards NCEA in specific subjects, Science, Maths, Te Reo Māori or developing training options they can begin. This could develop through partnerships with The Correspondence School who have agreed in principle to enter into a SLA with our organisation. We would also look into pathways with industry training providers.

6.4.5 Delivery of curriculum

Please provide details of the plan to teach and deliver your curriculum across all your proposed year levels within the funding levels set out in your financial plan.

Kaupapa	Whakapapa					
Te Reo	Integrated through instruction and conversation					
Values	Manaakitanga, Whānaungatanga, Pono, Tika, Tino RaNgātiratanga, Ahi Kaa					
Years 1-2	Classifica- tion 6 senses	Magnification	Number identification Basic Math	Pepeha Koromatua Puhao-rangi narrative	Taku tinana Whānau Ora: audit	Waiata Moteatea Te Wehenga: Rangi & Papa
Years 3-4	DNA extraction Chromo- somes and Bases	UV Light Microscopes	Number sequence and order	Mihimihi Karanga Tuakana and Teina	Taku tinana Finger- prints	Raranga

Years 5-6	Traits and characteristics Genetics	Computer imagery DNA reconstruction	Measuring Grouping and place	Whaka-tauki Tupuna traits	Blood types The heart	Cari-catures
Years 7-8	Genetics: Selection and modification Evolution	Coding	Multiplication and division Basic algebra	Whakapapa Whaikorero Karanga	Kapa Haka Respiratory and Digestive systems	Carving
Years 9-10	Forensics: micro-biology bio-chemistry histology	Tools for: sterilisation extreme temperatures	Patterns Formulas Algebra	Composi-tion	Nutrition: Diabetes	Photo-graphy

6.4.6 If you are not offering all subjects as face to face delivery, which ones will be delivered on-line or via a partnerships with other schools or tertiary institutions? Please provide details of what is proposed.

Response:

We are anticipating that some of our technology (E.g. digital animation, coding) and engineering programmes may be delivered in an online environment. This may also be the case with some of our extension options we would like to provide for our Y9-10 students should they be ready for NCEA study.

6.5 Assessment and achievement

6.5.1 What is your overall approach to assessing student's progress in relation to your student achievement goals?

Note that where appropriate, sponsors will be required to use PAT and/or e-asTTle, together with the Te Waharoa Ararau and/or PaCT assessment instruments. Please specify any other tools that you plan to use.

With regards to assessing National Standards we would utilise staff with expertise in the use of a range of assessment tools such as PAT, e-asTTle, Observation Survey and PaCT will have overall responsibility for the partnership school's Assessment and Evaluation Implementation Plan. We have also developed an MOU with Evaluation Associates who we would also engage in the development of a robust plan to meet the

needs of our students and the unique programme.

Data and evidence from a variety of sources of each student's progress and achievement will be collected, collated, analysed and interpreted. These sources include classroom/topic-based assessments, teacher's note-taking of student conferences and discussions, analysed samples of student's work, parent-teacher interviews, reports from external agencies.

Collection of data and evidence of academic and social progress will occur at various time points and for a variety of purposes. As an example:

- Beginning and end of year achievement data collected, using standardised assessment tools to identify school-wide trends and ongoing professional learning and development needs, i.e. gaps and successes.
- Classroom-based assessments carried out by teachers to track progress and identify students with special learning needs
- Interviews and surveys with students, teachers, leaders, parents and whānau to collect evidence of students' engagement in and quality of learning

To ensure consistency in the decisions made about student learning, teachers will participate in moderation sessions designed 'to help them increase the dependability of the assessment information they gather. This improves the decisions they make about student learning (TKI). Moderation sessions will be in the form of:

- Formal discussions within and across teams
- Facilitated sessions with new staff, support staff
- Teacher-guided sessions with students to promote self and peer assessment capability

Teachers will be required to report on the progress of their students in all core subject areas to:

- School leadership team (written reports)
- Parents through interviews and student reports

Longitudinal data in literacy and mathematics will be collected to track student's achievement as they move through the year levels.

Evidence and data will be reported back to the school's Governance, key stakeholders, parents, whānau and community.

In situations where teachers are unfamiliar with assessment tools and/or how to analyse the data and evidence to inform quality teaching and learning, specific PLD will be provided in accordance the school's strategic plan.

6.5.2 Outline how you will enable individual students to 'catch up' academically if they are well behind expected standards for their age group when they enrol.

Response:

Through the development of Individual Learning Plans and a robust Assessment and Evaluation Implementation Plan, students with specific learning needs will be quickly identified and included in the school's Special Needs Register. Specific programmes or learning opportunities will be accessed through external agencies such as RTLB, Resource Teachers of Literacy, Te Reo and/ or Mathematics.

Teachers of these students will provide specific programmes designed to increase the capabilities of these focus students. They will work with parents and whānau through this process.

Within the school a formal professional learning group will be established where teachers will meet at least twice a term to discuss progress of their focus students, share classroom strategies that have worked for them, collaborate with and support others, identify some

key next steps. These sessions will be facilitated, documented and reported on by the leadership team.

This group will also engage in professional conversations about current research and studies that will impact on student outcomes.

6.6 Student behaviour management and safety

6.6.1 Outline the school's philosophy and methodology regarding student behaviour management and participation in school activities.

The philosophy regarding our student behaviour management will be based around kaupapa Māori and the value of Manaakitanga, the ethic of caring. We will develop behaviour management processes that includes effective routines, high expectations, personal responsibility and avoids confrontation. Given the nature of our school it is envisaged that there will be very few behavioural issues.

Our Kura will ensure we develop a robust Behaviour Policy that will establish a safe and positive learning environment that increases learner responsibility and enhances learning. We will develop a comprehensive policy that focuses on:

- A consistent approach to managing behaviour using restorative approaches
- Strong school leadership
- Classroom behaviour management
- Showing respect for people and your school environment
- Attendance
- Zero tolerance for Bullying and humiliation
- Behaviour strategies
- Staff support
- Learner support
- Whānau support
- Managing learner transition
- Conduct outside the school gates.

Our Kura Hourua will work with whānau and ākonga for the best possible outcomes for all and in doing so will work within the principles of kaupapa Māori. Students, teachers and whānau of our Kura will agree to work within these ideals. At times the learning journey can be challenging and may require us all to refocus and ensure we act and behave in a manner that is consistent with the core beliefs and values of our Kura.

Our Kura will implement a Code of Behaviour so that behaviour that does not meet our expectations or is repetitive in its nature, will be addressed. There will be a range of actions available to the Kura for general disruptive behaviour by students while more serious behaviour will be addressed through a restorative process with students and whānau.

In all circumstances behaviour management processes will be fair and any consequences will reflect the seriousness of each situation. The Kura will work with the whānau to provide appropriate levels of support and guidance for ākonga involved in any serious incident. All adults associated with the Kura, staff, whānau or support are expected to act as good role models at all times.

Serious behaviour/ incidents will be clearly outlined in the Code of Behaviour. These include-

Bringing of Alcohol, Drugs, Mind-altering substances and Tobacco into the Kura, or on any off site trip or at any time when identifiable by the public as members of the Kura. Bullying or inciting of bullying/fighting, regardless if this is in person, indirectly or online. Bringing weapons or objects that are used as weapons into the Kura or on Kura outings. Any action that puts the safety or life of other people or self in danger. Involvement in organised theft, crime or activities that is conducted on Kura grounds or harms others. Ongoing repetitive activities or behaviours that undermine the Kura's kaupapa, whānau, staff, resources, partners or activities.

With the intention of building a positive school wide climate to support learning our school would look into the school wide implementation of the PB4L programme.

6.6.2 Provide a description of your pastoral care process.

Our pastoral care process is implemented utilising a holistic framework that takes into consideration ALL of the needs of the student. An initial assessment on enrolment, whānau hui, case consults and the development of a career plan and ILP will identify services and referrals required. This will ensure students' needs are met, and whānau have the supports required to meet these needs.

Staff will be supported to meet the needs of students by ensuring referral pathways to necessary supports are established.

Te Taumata o Ngāti Whakaue staff have well established networks in place, locally and regionally across education, health, youth justice and the social sector to support timely referrals and access to services.

6.6.3 Set out your strategy, and approach to the school's provision of a safe, orderly, and drug-free environment.

Creating safe and orderly schools is about commitment and community will.

On approval of this contract we will develop a strategy for a safe environment, taking into consideration the following critical factors:

Placing school safety high on our agenda involves making a personal and community commitment toward creating a safe, welcoming, respectful, and drug-free school. Involving parents and the community is essential as safe behaviour must be reinforced at home. If whānau can enjoy being a part of planning, carrying out, and evaluating programmes in which they have invested concern and time, there will be greater success.

Conducting a comprehensive school site assessment will assist our team to determine the specific risk areas. Creating a Safe School Plan will identify the processes which will achieve our goal of zero harm. The plan will include a health and safety plan and a range of policies covering emergencies, natural disasters, drugs and alcohol, playground safety etc.

The plan will detail our short and long-term objectives and will be subject to rigorous monitoring and assessment. Our goal is to create an environment where we all take responsibility to evaluate the current surroundings and propose modifications that will develop a safe, inspiring learning environment in which learners, teachers and whānau respect each other.

6.6.4 Set out your strategy, and approach to suspension, expulsion and other disciplinary matters.

Te Kura Hourua o Ngāti Whakaue will develop our strategy and approach to these matters by reference to:

Guidelines, Stand-downs, suspension, exclusion and expulsions (MoE, 2009)

Sections 13-18 of the Education Act 1989

Education (Stand-downs, suspension, exclusion and expulsions) Rules 1999

This will ensure that our Kura has taken all necessary steps to-

- A. act legally
- B. make good decisions
- C. act fairly
- D. understand our options and duties; and
- E. minimise the risk of complaints, litigation or review by the Parliamentary Ombudsmen

6.7 Transitional arrangements for students leaving this school

6.7.1 If students at your school will need to transition to another school to complete their years in the compulsory system, explain how any challenges involved in this transition will be managed or facilitated.

There are three aspects to our transition support:

- Supporting the student.
- Supporting the reception class.
- Supporting the whānau.

A transition plan will be co-developed with each student and their whānau in consultation with the receiving school.

Te Taumata o Ngāti Whakaue staff have relationships with secondary schools to support the transition plan of the student. One staff member from Te Taumata will support the transition of a student and will take responsibility to liaise with the new school, student and their whānau. This staff member will ensure the transition for the student is smooth and supports identified are implemented. Te Taumata transition support will remain in place until the student is transitioned fully and support is no longer required.

7 School Leadership and Teacher Quality

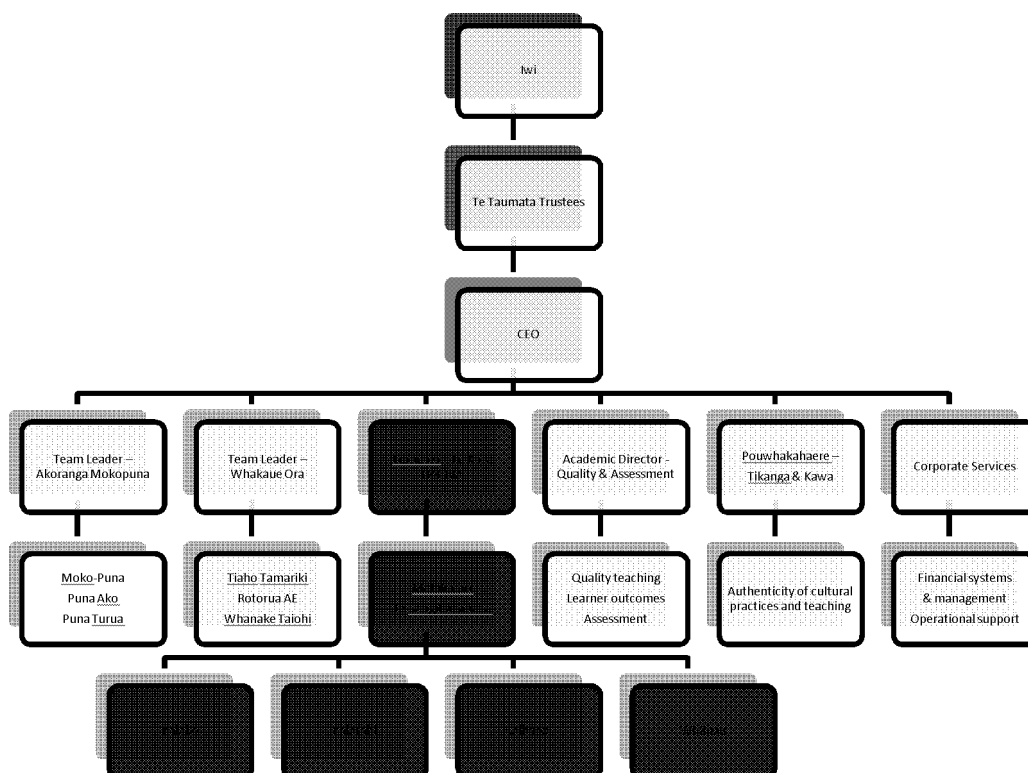
7.1 Organisational structure

7.1.1 Provide the organisational chart of the proposed school.

Clearly delineate between personnel of the school, subcontractors, supplier and volunteers across:

- Governance
- Management
- Administration, and
- Subcontract arrangements (if applicable).

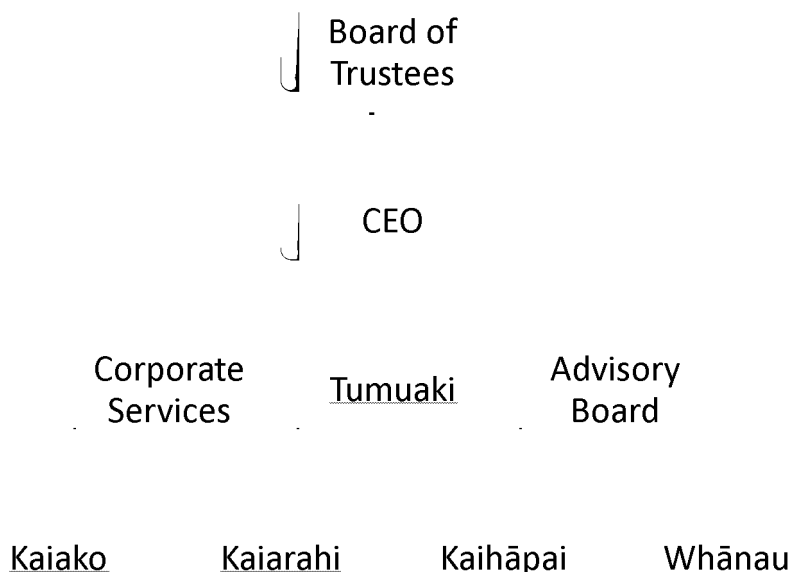
The proposed kura will fit within the corporate structure of Te Taumata and thereby gain from the full support of an established and experienced management and administrative team. Te Taumata is fully accountable to Iwi and driven by Iwi aspirations for education. The support of the CEO adds an additional strategic perspective to the role of the Tumuaki. The Tumuaki will be part of a dynamic and talented team of professionals all of whom lead innovative programmes for and on behalf of Ngāti Whakaue.



The Tumuaki will report to the CEO and ultimately to the Taumata Board.

An Advisory Board will be established to advise the Tumuaki on matters pertaining to the delivery of quality education.

The Tumuaki will have full access to the Trust's corporate services team and academic director, allowing her to focus on the delivery of quality education. The Tumuaki will have decision-making authority over kura budget, staff, curriculum, the annual plan and the day to day operation of the kura.



7.2 Governance and management

7.2.1 Provide an overview of the governance and management arrangements for the proposed School.

Governance

The governing board of the Kura Hourua will be the Taumata Board. This structure will ensure on-going alignment with the Ngāti Whakaue Education Strategy and maximise opportunities for cross fertilisation of fresh ideas and sharing of resources.

The Taumata Board has up to nine trustees. Six are elected at hui-a-iwi on a rotational basis for a term of three years. There is no limit on the number of terms a trustee may hold, but the must go back to the Iwi for re-election if they want to remain on the board. The trustees have the option of co-opting an additional trustee each year for a term of 12 months. Two trustees are koeke trustees. These positions are recommended to the Iwi by the board of trustees and confirmed at the hui-a-iwi.

The board of the Taumata is presently made up of the following people:

Wiremu Shuker	Chairman	Deputy Principal, WHHS
Lauren James	Trustee	Senior Māori Health Advisor, Lakes DHB
Colin Bennett	Trustee	CEO, Te Kahui Hauora Trust
Haehaetu Barrett	Trustee	Service Manager, Lifewise Trust
Maria Tibble	Trustee	Regional Facilitator, CORE Education Ltd
Pihopa King	Koeke Trustee	Ngāti Whakaue Kaumatua
Maureen Jehly	Koeke Trustee	Early Childhood Education

An Advisory Board will be established to support and advise the Tumuaki on a range areas pertaining to the delivery of quality education including teacher quality and assessment. They will meet in person at least twice a year and receive regular data on learner progress.

A number of people have agreed to join the Advisory Board. Confirmed Advisory Board members to date are:

Dr Melinda Webber
Tui Yeager, Tumuaki, Te Kura o Matapihi
Professor Angus Macfarlane
Professor Paul Tapsell
Angus Douglas, Principal, Mauao School
Associate Professor Sandy Morrison
Dr Cheryl Stevens
Associate Professor Scotty Morrison
Dr Ramarie Raureti
Hinemoa Anaru, Senior Advisor, PLD and Measurement

Management

The proposed kura will fit within the corporate structure of Te Taumata and thereby gain from the full support of an established and experienced management and administrative team. Te Taumata is fully accountable to iwi and driven by iwi aspirations for education. The support of the CEO adds an additional strategic perspective to the role of the Tumuaki. The Tumuaki will be part of a dynamic and talented team of professionals all of whom lead innovative programmes for and on behalf of Ngāti Whakaue.

The Tumuaki will report to the CEO and ultimately to the Taumata Board.

The Tumuaki will have full access to the Trust's corporate services team allowing her to focus on the delivery of quality education. The Tumuaki will have decision-making authority over kura budget, staff, curriculum, the annual plan and the day to day operation of the kura.

7.2.2 What is the role of the Sponsor in the ongoing operation of the school? What will be the relationship split between the Sponsor and the governance board?

The governing board of the Kura Hourua will be the Taumata Board. This structure will ensure on-going alignment with the Ngāti Whakaue Education Strategy and maximise opportunities for cross fertilisation of fresh ideas and sharing of resources.

It will also ensure clarity in terms of the legal obligations under general and education law and the Contract.

The Taumata board is committed to supporting efficient management and prudent financial practices whilst focussing on strategic outcomes. With the Kura Hourua the board will maintain a clear focus on achieving the specified performance management standards, on the learning outcomes of students and the overall well-being of the kura as an entity.

7.3 Recruitment and retention of resources

7.3.1 Detail the professional backgrounds, depth of experience and personal qualities that you will seek in teachers and other school staff.

Te Taumata respects the status, experience and professionalism of experienced, registered teachers. A focus will be maintained on recruiting and employing registered teachers for the kura hourua. We also fully believe that many different people are able to support and empower young people to engage in education and a wide range of backgrounds will result in a rich, dynamic learning environment. In addition to teaching qualifications we will be looking for people with a background in sciences, human development, kaupapa Māori education and/or research.

The Person Specifications are just as important as the qualification. The Person Specifications of our staff include:

- Ability to engage empathically with young people and their whānau
- A Team Player
- Technologically fluent
- Diligent in the capture and recording of data, and report writing
- Conversant in Te Reo Māori (fluent preferred)
- Understands and actively promotes the concept of tino rangatiratanga and its manifestation in an educational environment
- Possesses a growth mindset
- Displays an open and calm manner

Our preference is to employ people who have a depth of experience in their field of expertise – preferably ten years or more.

7.3.2 If known, 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.

	Tumuaki	
	Academic Director	
	Kaiako	
	Kaiako	
	Kaiarahi	
	Kaiarahi	

Further people will be recruited in Year 2 of operation. A focus will be maintained on recruiting registered teachers.

7.3.3 Describe your approach to attracting, recruiting and retaining staff. If the school you are proposing is to be located in a remote area, explain how you will address the particular challenge this presents in terms of attracting high quality teachers.

With the length of time that the Taumata has been operating and the broad range of staff we employ, we are fortunate to be in the position whereby quality staff seek us out. We are an attractive organisation to work for, for the following reasons:

- We are kaupapa driven – working for your own Iwi is a privilege.
- Our roles all have an innovative, ‘pushing-the-boundaries’ component to them.
- Where we are unable to meet market salaries, we are able to provide other non-cash benefits to employees eg leave entitlements may be greater than minimum.
- The organisational culture is open, positive and supportive – highly conducive to creativity and collaboration.
- Working for Te Taumata is Tino Rangātiratanga in action.

We are fortunate in already having a team of quality staff who would be prepared to move into the Kura Hourua from their current positions if the application is successful. This will ensure that the new team is au fait with the kaupapa of the kura and will move into their new roles with little additional training required.

In Year 2 of operation recruitment of several new people will be required.

Our recruitment process includes the followings tapes:

- Discussion amongst the team as to the type of person we are looking for.
- Development of job description and advertisements.
- The normal channels are used, although sparingly – newspaper, on-line employment boards and occasionally the Education Gazette.
- The major channel for advertising a new role is through social media.

7.3.4 If you are proposing to use teachers who do not hold a Practising Certificate, explain your rationale for this, 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.

The role of Kaiarahi has been established to indicate a teacher within the Kura Hourua who is not a registered teacher but who is a senior member of the teaching team. They bring to the kura whānau personnel and professional skills and aptitudes that will support the learning outcomes of the students. We have two staff we propose employing in the Kura Hourua within the first two years of operation. They both have proven capability in supporting and empowering learners and their whānau.

s 9(2)(a) OIA

s 9(2)(a) OIA

7.4 Professional development

7.4.1 Detail your proposed professional development plans for teachers at the school (including any sub-contractors or volunteers who will be supporting the students' learning).

After consultation with staff, a professional development plan will be developed that addresses:

- Identified pedagogical needs in the teaching and learning of core subjects, such as literacy, mathematics and science.
- Identified cultural needs that develop teacher knowledge, awareness and appreciation of NW identity, language and culture
- Assessment for Learning capabilities for teachers and learners.
- Relevant personal learning identified by teachers that will strengthen their teaching capabilities, such as learning Te Reo Māori, place-based learning, cultural responsiveness, future focused learning.

The plan will detail the PLD programme, including key activities, e.g., school-based seminars/workshops, expected outcomes that align to teachers' and schools goals, delivery model (external or internal facilitators) and an annual/term-by-term schedule.

Following scheduled workshops, teachers will provide feedback on the PLD. The data will be analysed and reported to ensure that future PLD is of high quality.

Teachers will be expected to transfer or apply relevant PLD learning into their practice. A variety of PLD materials and resources will be provided to support and enhance teachers' practices. For example, teachers and leaders will be supported to understand and utilise existing matrices that enables them to assess their current practice and identify next teaching and learning steps. Two examples are included:

- <http://www.evaluate.co.nz/resources/matrices-templates-review-tools> - teachers and students
- http://www.evaluate.co.nz/inline/files/Leadership_dimensions_matrix.pdf - leadership

7.4.2 What support and mentoring is proposed for any staff who do not hold a Practising Certificate or Limited Authority to Teach (if applicable)

Response:

All support staff will engage in PLD relevant to their roles in the school. The delivery style will include:

- practical workshops and seminars using scenarios from their day to day classroom experiences
- carefully targeted observations of teachers in action in their classrooms. These will be followed by small group discussions where support staff have opportunities to share their learnings, identify strategies useful to them, and co-

construct, with facilitators, some next steps for their own practice

- professional learning conversations where support staff collaborate with teachers and leaders to increase their pedagogical content knowledge, particularly in areas relevant to their roles in the school.

Support staff will be encouraged to engage in PLD hui, courses, seminars, workshops or meetings outside school. There may also be visits to schools of similar character.

A member of the leadership team will have responsibility for the day to day activities and wellbeing of all support staff.

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

Response:

"It is clear from the evaluation indicators that ERO expects teachers and principals' appraisal goals to be aligned to the school's strategic goals and focused on improvement. It is also clear that ERO expects appraisal documentation to be used as a source of evidence for understanding how well schools are doing in relationship to some of the dimensions of good practice."

<http://appraisal.ruia.educationalleaders.govt.nz/Appraisal-for-learning>

In the initial years, the kura will adopt/adapt the Ruia model for teacher assessment and appraisal. This will involve working through a number of stages that will support the kura to build a shared understanding of the purposes and goals for teachers and principals' appraisal:

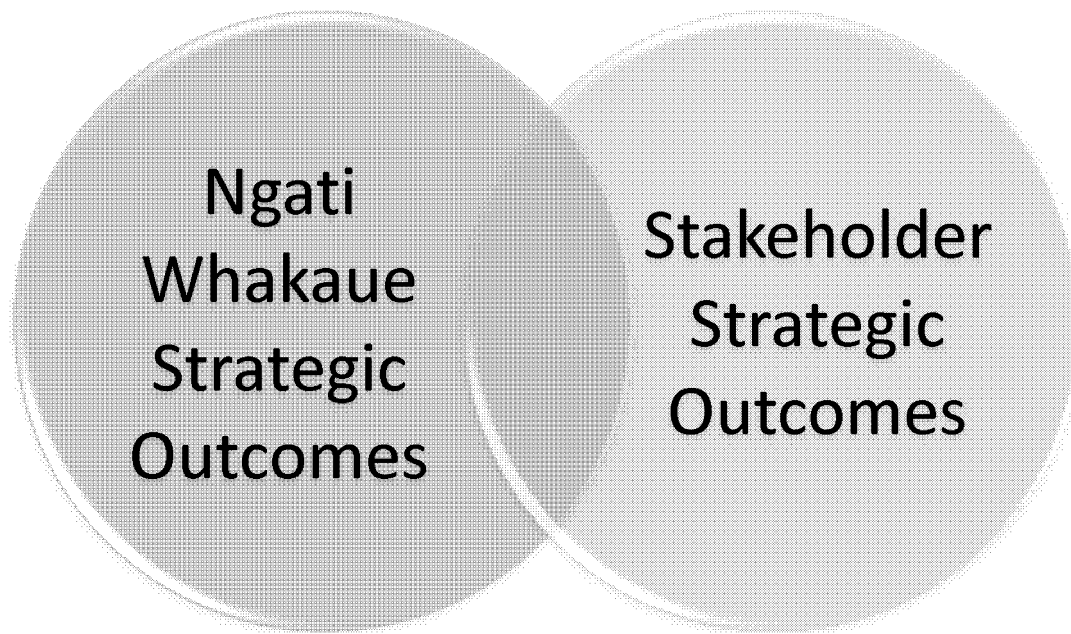
- **Stage 1: Establish/co-construct and present to staff an appraisal plan that includes:**
 - a rationale for appraisal – also purpose and expectations
 - administration processes - quality systems and protocols for appraising and reporting teacher and leader capabilities
 - documentation that assists the identification of teacher and leader needs in key areas such as pedagogy, subject content knowledge, assessment and evaluation, cultural responsiveness and student engagement.
 - Guidelines for goal setting, formal feedback and agreed timelines for review to ensure goals have been met
- **Stage 2: Administer the self review tool to gather baseline information on teachers and principals strengths and needs**
- **Stage 3: Develop a plan that addresses appraisal needs and opportunities in areas that align with the kura's strategic plan. As much as possible, the plan will ensure practical opportunities for teachers to upskill – attendance at appropriate courses, conferences, hui; observations of quality teacher and/or leadership practice in and outside the kura; collaborations with other external facilitators, colleagues and experts.**
- **Stage 4: Schedule time to assess the appraisal plan and its depth of alignment to the kaupapa of the kura. Make changes accordingly.**

8 Community Outreach and Engagement

8.1 How will you develop community support and engagement with your proposed school? How will you utilise the partnerships to create new opportunities for students.

Te Taumata has built significant relationships throughout the Rotorua community. Some of these relationships have been leveraged off existing relationships that Ngāti Whakaue has with different sectors in Rotorua, particularly the education sector. Others have been built specifically for particular initiatives. We have attached letters of support for this proposal from a number of people. They represent a portion of the total number of existing relationships we actively maintain.

We have a particular view regarding engagement. We enter relationships through a Shared Outcomes Approach. This approach can be displayed diagrammatically.



We begin an engagement process *kanohi ki te kanohi*. If they bring their senior most people we do to – *rangātia ki te rangātira*. Otherwise we keep the engagement at an operational level.

At the first engagement we share each other's vision, mission and strategic priorities. Then we focus on areas of mutual concern – the intersection of the venn diagramme. By acknowledging and respecting the capabilities of each party we then look at specific initiatives we might enter into together to achieve our respective strategy goals.

This process has held the Taumata in good stead when engaging with government agencies, private businesses, community organisations, schools, ECE centres, local government and NGO's.

8.2 What partnerships have you established or intend to establish to support the school and its students and school community/whānau? How will you utilise the partnerships to create new opportunities for students?

(Note section 10 contains a question specific to tangible and financial support for the school)

Proposed Partner	Relationship Status with Te Taumata	Role and / or contribution to kura hourua

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

8.3	<p>Describe your proposed methods or structures to ensure teacher, parent, family/whānau and student input to decisions that affect the school.</p> <p style="text-align: center;">(Note: include how you intend to monitor the effectiveness of methods and structures that are being proposed).</p>
<p>Te Taumata has established and effective methods for ensuring whānau, teacher and parent input through both Moko-Puna Te Ao Kapurangi – our supported playground which is a “parent-led” service – and Te Puna Akoranga o Ngāti Whakaue – our licensed early childhood education centre; and for two-way communication with rangatahi through Maui Tu and Whanake Taiohi. These methods include:</p> <ul style="list-style-type: none"> - Whānau committees - Whānau hui - Planning days - Some of the teacher PLD days are opened to whānau - Closed facebook groups - Whānau / rangatahi surveys - Panui - Communication books - Staff hui: team and whole staff <p>The Kura Hourua will “belong” to the Iwi, Hapu and Whānau of Ngāti Whakaue. Communicating with whānau and rangatahi won’t be something that we “do” to them. They are us and we are them.</p> <p>During the establishment phase whānau will be integral participants in planning. Regular hui-a-iwi and hui-a-whānau will be held as we move closer to launch date. Once we are operational the following structures, systems and practices will be put in place:</p> <ul style="list-style-type: none"> - Planning Wānanga in preparation of the coming term open for staff, whānau and rangatahi. - Whānau Hui at least four times per annum. - Fortnightly team hui (weekly as required) - Whole team hui twice a year. - A closed facebook group for whānau - Closed facebook groups for different cohorts of rangatahi. - Communication book for important day to day panui for staff. - Monthly Panui for whānau. - Whānau / rangatahi survey once or twice a year. <p>It will be the role of the Tumuaki to implement these systems and the role of the CEO to monitor them.</p>	

8.4 Explain the relationship your school intends to develop with community agencies and organisations that serve students who attend the school.

(Response should include ways in which these will be delivered and how these will be monitored for effectiveness).

There are two components to our relationships with agencies and NGO's.

First are the respective relationships that we have with them as Taumata. These relationships will be transitioned to the Kura Hourua as required.

Second are the relationships between the services and our whānau, tamariki and rangatahi. Through the Individual Learning Plan (ILP) these agencies will be identified. Access to them will be facilitated by our staff.

We will have facilities whereby agencies can visit with our whānau and rangatahi onsite. Or if transport to a service is required we will provide it.

We see agencies as having an important role to address barriers to education. We are also mindful that not all services are delivered equally. We will use our leverage to ensure quality delivery of these services to our whānau and rangatahi. This includes advocating for a holistic approach that recognises and responds to the cultural, spiritual and emotional needs of our rangatahi. Some of our team have expertise in this area [REDACTED]. This expertise will be shared to ensure that all team members can recognise appropriate service delivery and have the tools to advocate for it.

s 9(2)(a) OIA

s 9(2)(a) OIA

8.5 How will you target and engage with parents/family/whānau who may not be engaged in their child's learning, to assist them in supporting and becoming more involved in the learning process? Describe the specific strategies you propose and evidence that these will be successful.

Our role is to support and empower whānau to engage in their child's learning. There is nothing judgmental or punitive about our approach.

1. We will create an environment where whānau want to be attend – they will feel welcomed and relaxed. This will be achieved by:

- Long open hours conducive to whānau dropping in as and when it suits them.
- An open door policy whereby whānau can join in on activities, attend formal and informal learning sessions and can come and go throughout the day.
- Whānau will see / hear / feel that they belong.
- A formal "welcome" when they first join the kura.

2. We will ensure multiple opportunities exist for whānau to engage including:

- Sharing the learning days
- Whānau hui
- Facebook
- Planning days
- Projects designed for adult participation

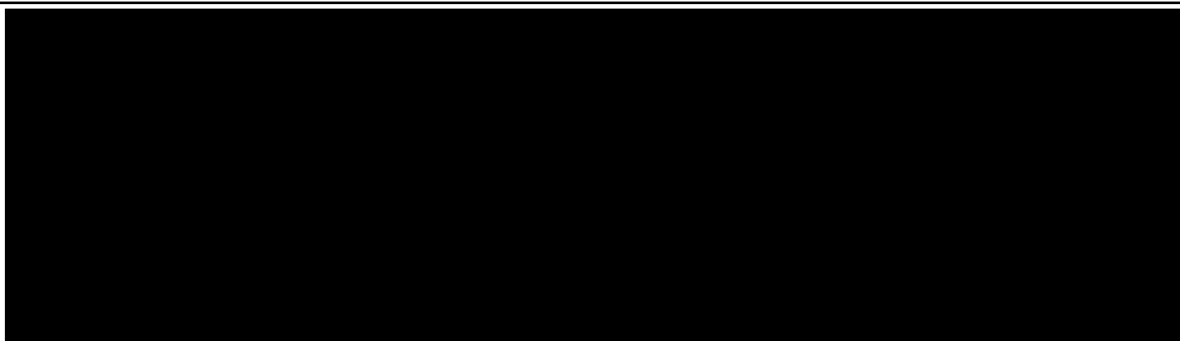
3. We will engage with whānau who appear to struggle with engagement and understand what is happening for them. If there are barriers that we can assist with, then we will. Otherwise we will ensure that the student feels well supported and wait until the whānau is better placed to fully engage.

9 Premises

9.1 Outline your proposed facilities.

Include information on:

- a) the type of property arrangement and the terms of the tenancy (if applicable);
- b) how this site would be a suitable facility for the proposed school, including any plans to renovate; or
- c) 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;
- d) your financing plans for acquisition and renovation of a facility; and
- e) your 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.



The facility will likely have a gross area of 1,500m² of which at least 1,200m² will be useable teaching space. We are not wanting to follow the traditional school design based around fixed sized classrooms but rather we will develop a variety of learning spaces that can cater for different sized groups and flexible open areas. Along with purpose built labs and areas where people can have kai together, we will build a place the supports a dynamic, creative learning environment. Advice will be taken from the Ministry of Education in regards to the details of the design.



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

9.2 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 facilities, base infrastructure and specialist learning equipment of the Kura Hourua represents a significant investment made to support excellent education outcomes. The effective management of assets is therefore an essential business process, providing the opportunity for organisational efficiencies, improved asset utilisation, reduced operating costs and more effective use of capital.

Te Taumata will develop an Asset Management Plan (AMP) that will provide a description of the overall system components of asset management for the Kura Hourua and summarise key asset and planning information at a single point in time. The AMP will outline:

- the importance of the physical assets to delivering organisational objectives and learner outcomes;
- the quality of existing physical assets in terms of condition and asset performance;
- the assets needed to meet or sustain current levels of service, and to address current and future shortfalls;
- the feasible asset and non-asset solutions to address identified shortfalls; and the level of organisational commitment and planned improvements.

The AMP will also describe the role of stakeholders in assurance processes that ensure applicable codes and standards are maintained.

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

Part of the kaupapa of the Kura Hourua will be embedding an ethos of personal responsibility for the care and maintenance of the physical assets of the kura. This will be achieved in a variety of ways by including students and whānau in decision-making processes, planning and purchases. These concepts will also be encapsulated in the AMP.

10 Implementation Plan

10.1 Strategic partnerships including alternative sources for funding and resources

10.1.1 Non Government Investment

To successfully deliver the school vision and mission and the desired level of educational achievement, you may need to source funding and resources from outside of the public sector. Outline your approach to attracting either private sector investment or resources and/or philanthropic or community-based funding.

Te Taumata has several strategies to in place to securing non-Government investment in the Kura Hourua. These include:

2. Philanthropic trusts and corporate sponsors will be approached on an on-going basis for one of grants for specific purposes. For example, specialist learning equipment or learning excursions.

3. A significant amount of “in kind” will be provided by our partners, particularly our science partners. The value of this contribution is incredibly difficult to quantify. However it is a vital and exciting component of our programme. These contributions are based on a mutual desire to work together according to the Shared Outcomes Process (as described in section 8.1) and include access to specialist people, resources and intellectual property.

4. Although a somewhat smaller contribution but significant as a principle will be the “in kind” contributions of whānau and students. Whānau will be encouraged and empowered to contribute in whatever way they can. For example this may be through providing maintenance or cleaning services, taking care of kai or contributing their expertise to formal and informal learning sessions.

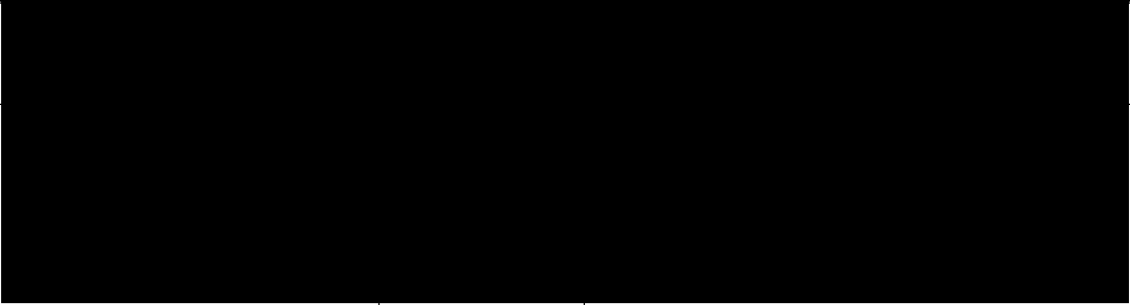
10.1.2 Building on information provided in your EOI response, outline details of partnerships and organisations providing tangible support, including additional sources of funding or resourcing.

Please provide detailed information on each type of support you will be seeking.

- Clearly state for each partner or organisation whether you have already requested or secured the support from each of these organisations in establishing or operating the proposed partnership school.
- Provide 1-2 bullet points of information for each potential partner.
- Include tangible evidence of support such as letters of support or MOUs from the partners/organisations.

Proposed Partner	Relationship Status with Te Taumata	Role and / or contribution to kura hourua
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s 9(2)(b)(ii) OIA

		
SCION – Rotorua based Crown Research Institute; research, science and technology (wood, forestry and bio-materials).	Strong working relationship	Access to their campus, scientists and knowledge. See letter attached. The financial value of their contribution is significant but difficult to quantify.
Private companies involved in cutting edge innovations such as robotics	Strong working relationships	Access to equipment, research and people. Letters of support attached.

10.2 Detailed implementation plans

10.2.1 Provide two detailed implementation plans covering:

- a) the period from gaining approval to the opening of the school, and
- b) the period from the opening of the school to the end of the first year.

[May be provided as attachments as Appendix 1 and Appendix 2]

Attached as Appendix 1 and Appendix 2

10.3 Financial models and forecasts

10.3.1 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

- a) Financial forecast (budget), cash flow and balance sheet
- b) Student roll
- c) Staffing levels

The completed workbook is attached to the application.

11 Acceptance of Draft Agreement

The Crown's commercial position is reflected in the draft Agreement attached as Schedule 1 to this RFA (the Draft Agreement).

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

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

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.

12 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			
2			

13 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 school.</p> <p>OR jointly with [insert name of Applicant#2]</p> <p>OR in consortium with [insert names of each consortium Applicants]</p>	agree / disagree
RFA terms:	The Applicant has read and fully understands this RFA, and the RFA terms in part two of the Requirements and Rules of this RFA, and agrees to be bound by them.	agree / disagree
Collection of further information:	<p>The Applicant authorises the evaluators:</p> <ul style="list-style-type: none"> to collect any information about the Applicant, from any relevant third party, including a referee, or previous or existing client, and to use such information in the evaluation of the Applicant's application. 	agree / disagree
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 school and will be available to operate their partnership school throughout the proposed contract period.</p>	agree / disagree
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 derogations in the form set out in the table at section 11 of this response form. If successful, the Applicant agrees to sign a contract based on	agree / disagree

	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 school. Where a conflict of interest arises during the RFA process the Applicant will report it immediately to the Contact Person.	agree / disagree
Ethics:	<p>The Applicant warrants that in submitting this application it has not:</p> <ul style="list-style-type: none"> entered into any improper, illegal, collusive or anti-competitive arrangements with any competitor 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). attempted to influence, or provide any form of personal inducement, reward or benefit to any representative of the Minister, Ministry or the Board. 	agree / disagree
Offer validity period:	The Applicant confirms that this application remains open for acceptance for a period of one year from the closing date.	agree / disagree
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 / disagree
Declaration:	<p>The Applicant declares that in preparing this Application it:</p> <ul style="list-style-type: none"> has provided complete and accurate information in all parts of the application, in all material respects has secured all appropriate authorisations to submit this application and is not aware of any impediments to its ability to enter 	agree / disagree

	<p>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>	
<p>DECLARATION</p> <ul style="list-style-type: none"> • This application has been approved, and is signed by, a representative of the Applicant who has the authority to do so. This representative is named below. • This representative declares that the particulars provided above and in the attached application documents are accurate, true and correct. 		
Signature:		
Full name:	Roana Marie Bennett	
Title / position:	General Manager	
Date:	8 November 2016	