

3. Community and External Engagement

Briefly describe the steps you have already taken to assess demand and/or support for the school and summarise your findings.

- It was initially intended to establish a Wharekura under s.156 of the Education Act 1989. Under this provision the 'special character' of the school was to be Maori language immersion with the addition of English and third international language. (Precedent for three languages is found at Te Kura Kaupapa Maori o Te Koutu, Rotorua). It was further intended the proposed kura have a strong science and water safety | watersports focus operating from the rationale that the school was to be sited in the Western Bay of Plenty (i.e. Papamoa | Rangataua) close to the Ocean. The Ocean is an important part of students' ancestral landscapes and seascapes.
- Research to justify the proposed school was collated from data sourced from Ministry of Education (Maori Student Achievement Report: "Western Bay of Plenty and Tauranga Districts 2007-2009"), NZ Census and Bay of Plenty Regional Council. The intention to establish a Whare kura was dropped on the announcement by Government concerning Charter Schools. The research to justify the new school is no less relevant.
- According to the report – 'there are six schools that have Maori language programmes in the Western Bay of Plenty district, and 11 in Tauranga City district, covering just over 900 students in total. There are two Kura Kaupapa Maori in Tauranga City and one in Western Bay of Plenty'. The latter has indicated it will eventually shift to Tauranga once the location of a suitable school site is settled with the Ministry of Education.
- The number of students enrolled in Maori medium education in Tauranga and Western Bay of Plenty, 2009: -

Number of Students in					
	MME Level 1	MME Level 2	MME Level 3	MME Level 4a	Total Students in MME
Tauranga City District	387	67	52	164	670
Western Bay of Plenty	98	93	37	16	244
Total Students	485	160	89	180	914

Summary of Findings:

There are sufficient numbers of students exiting kaupapa kaupapa Maori in the Western Bay of Plenty to justify the establishment of a new school starting at Year 7.

Together with a stated commitment to educational quality and excellence the number of potential students ensures the proposed school is indeed sustainable.

What will be your next steps to secure parental support and student enrolments?

- To promote the school amongst parents and the community at this stage without approval is speculative and premature. It would be irresponsible to raise parental and community expectations in the knowledge that nothing is certain*
- However, a possible way forward could be to run a series of information evenings that invites parents to consider enrolling their children into a new school that extends on the kura kaupapa Maori education in a seamless way, with opportunities to acquire good English verbal and written skills, as well as the acquisition of a third language. The very real fear held by many parents is that their children could be disadvantaged because of a lack of English communication skills. Yet they do want their children to lose their fluency in te reo Maori either.*
- The obligation of parents to take an active role in supporting the education of their children and the school is a useful way of securing parental support e.g. their direct involvement at powhiri, wananga, coaching, school hangi's, musical instruction, fund raising to name some.*

How would you engage with the parent community on an ongoing basis to ensure their engagement with, and support for, learning?

The school is an extension of the Whanau. Whanau will be encouraged to support the school by way of participation at a governance level, fundraising, accompanying students on field trips or supporting extra-curricular activities negotiated with the lead teacher.

Describe the relationships, if any, that you have established to generate engagement in and support for the proposed school. This can include businesses and organisations beyond the immediate geographical community.

Opportunities to form and build beneficial relationships in the Western Bay of Plenty are immense. Informal discussions have taken place already with a large Maori land trust involved in commercial kiwifruit and avocado production, and cattle farming. Many of the students are beneficiaries of this business and eight other neighbouring Maori land trusts involved in horticulture and agriculture. The proximity to the Mt Maunganui, Tauranga, Te Puke and Rotorua provides other opportunities to engage with a variety of business types and NGO's.

Discussions to date have been exploratory if only to gauge the extent and potential for such relationships which appear to be positive at this stage.

Evaluation

Reviewers will be looking for:

- evidence that your choice of location and proposed student population is based on some genuine community engagement and identified support
- an understanding of ways to engage with the proposed community, including parents, and
- steps that have been taken to secure support from the wider community.

B. OPERATIONS PLAN

1. Leadership and Governance

List the known members of the school's proposed governing board and leadership team including their roles within the school. Include a brief description of the qualities, competencies and qualifications that each person brings to their role. Please provide as **Attachment 1**.

Evaluation

Reviewers will be looking for evidence of:

- a clear organisational structure with personnel who are capable of contributing the wide range of experience and expertise that will be needed to oversee the establishment and operation of a successful school; and,
- evidence of an understanding of the differentiation between governance and management.

2. Staffing

Provide as **Attachment 2**, an indicative staffing chart for the school. The staffing chart should identify positions to be established in 2014 as well as positions to be added in future years. This information should include proposed:

- school leadership
- teaching positions
- support staff, and
- operational staff.

Please include the nature of qualification/experience which will be expected for each group. This chart should only identify positions, not specific individuals.

Evaluation

Reviewers will be looking for a staffing chart that clearly identifies roles that will support the statement of purpose and goals of the school.

3. Proposed Enrolment

Complete the following table for the year levels your school intends to serve.

Year Level	Student Numbers					At Capacity
	2014	2015	2016	2017	2018	
1						
2						
3						
4						
5						
6						
7	20					
8	20	20				40
9			20			60
10				20		80

11					20	100
12						100
13	20	20	20	20	20	100

Describe the rationale for the number of students and year levels served in 2014 and the basis for any planned growth.

Key points:

- The low teacher | student ratio equates to an effective learning environment and is appropriate to ensure the success of a new education concept.
- The 2014 Intake of 40 students is the basis for Intakes for each of the following years, but fails to take into account losses of students for whatever reason over the 5 year period.
- Intakes of 40 students per annum caters for the number of students exiting from local kura kaupapa Maori intending to extend their Maori medium education.

Evaluation

Reviewers will expect a table which demonstrates sustainable growth and a rationale which supports the statement of purpose.

4. Proposed Facilities

What facilities will you need to accommodate your school at set-up and at full enrolment?

- 2014 – Temporary facilities will be leased during the establishment phase of the school. These facilities (which could be a large house) will be of a high standard and accessible to public transport, council owned facilities e.g. Library, Swimming pool, sports fields, gym and beach. Learning space must have excellent natural and artificial lighting, toilets and ablutions of a high standard, large kitchen and eating area. Learning areas will be airy and spacious where multiple activities can be carried out simultaneously.
- Parking spaces for staff and mini buses must also be factored in to accommodation needs.
- 2018 – subject to approval by the Ministry of Education to establish the school, and a long term contract, the Sponsor will explore with a reputable developer the design

and construction of a purpose-built facility on the basis of a long term lease.

Describe how you intend securing these facilities.

Subject to approval by the Ministry of Education to establish a school, the Sponsor will engage a real estate agent to identify a suitable residential or commercial property in the Western Bay of Plenty area.

Evaluation

Reviewers will expect to see evidence that you know what facilities you need to support your school as it develops and how you will go about securing these.

C. BUSINESS PLANNING

Establishing a Partnership School Kura Hourua will require expertise in areas such as:

- financial management
- fundraising and development, and
- accounting.

How will you access this expertise?

Financial management and accounting – The same Chartered Accountant involved with providing accountancy services to local Maori agribusinesses and marae will be appointed to provide financial scrutiny over the proposed school's finances. This will involve compiling a budget, regular monitoring of income and expenditure, monthly financial reporting and annual statement of accounts.

The Sponsor will appoint a reputable businessman at the appropriate time to supply business advice.

Fundraising and development – The same people who organised fundraising for the successful Rangataia Rangatahi Excellence in Education Awards 2012 will fundraising for the proposed school.

Describe any partnership arrangements that you have in place or planned to support the business plan and the operation of the school.

Entering into partnerships at this stage is premature and can only be speculative. However, likely partnerships are likely to be explored with:

- *Corporate sponsors of the annual Rangataua Rangatahi Awards for Excellence in Education 2012.*
- *Local Maori whanau land trusts currently involved in kiwifruit production many of which already make available education grants to beneficiaries on an annual basis.*
- *Western Bay of Plenty business community*

Evaluation

Reviewers will be looking for evidence that:

- the school has access to financial expertise, and
- partnerships are appropriate and support the statement of purpose and goals.

References

Smith, G. H. , *The Development of Kaupapa Maori – Theory and Praxis*, Unpublished thesis in fulfilment of the requirements of the degree of Doctor of Philosophy in Education, University of Auckland.

Smith, L.T. , *Nga Aho o te Kakahu Matauranga*, Unpublished thesis in fulfilment of the requirements of the degree of Doctor of Philosophy in Education, University of Auckland 1997.

Bishop, R. *Whakawhanaungatanga – Collaborative Research Stories*. Dunmore Press (1996).

APPENDIX 1

Establishment Board – representing Whanau

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RELEASED UNDER THE
OFFICIAL INFORMATION ACT

Governance Structure of Mataariki Academy



Teaching &
Admin Staff

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OFFICIAL INFORMATION ACT

Staff Chart						
Year	2014	2015	2016	2017	2018	At Capacity
7	Tumuaki principal x 1 Teacher x 4 for each curriculum subject area.					5 FTE
	Admin					FTE x 20
8		Teacher				FTE x 1
9			Teacher			FTE x 1
10				Teacher		FTE x 1
11					Teacher	FTE x 1
12					Teacher	FTE x 1
					Admin reception	FTE x 1
	TOTAL					11 FTE

Staff Appointments:

Tumuaki | Principal

- Bachelor of Education in Teaching preferably Masterate
- Registered with New Zealand Teachers Council | Te Pouherenga Kaiako o Aotearoa
- Has held senior management position in Wharekura | Maori medium secondary
- Fluency in te reo Maori
- In-depth knowledge of Te Maturanga o Aotearoa & New Zealand Curriculum
- Demonstrated ability to innovate and take risks
- Excellent communicator
- Demonstrated ability in building relationships with Whanau and external agencies

Teaching staff – minimum requirements

- Bachelor of Education in Teaching

- Registered with New Zealand Teachers Council | Te Pouherenga Kaiako o Aotearoa
- Experienced teachers
- Fluency in te reo Maori
- Ability to teach a particular subject area (marau) from both Te Matauranga o Aotearoa & New Zealand Curriculum
- High professionalism
- Demonstrated ability to innovate
- Commitment to go that 'extra mile' for students
- Ability to create a rapport with young people and parents
- Team player

Support staff (administration)

- Proven administrative ability
- Professional
- Excellent communicator
- Ability to work as part of a team

The school is reliant on volunteers for specialist instruction e.g. swimming instructors, fire arm safety, bush craft, musicians, waka ama instruction etc.