

INDICATION OF INTEREST

in applying to operate a
Partnership School | Kura Hourua opening in 2014

Te Kura O nga Tautōhito

ISSUED 14 DECEMBER 2012
DUE 1 FEBRUARY 2013

Please send the completed document and direct all questions to
chair@partnershipschools.education.govt.nz

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The Education Amendment Bill sets out the legal framework for Partnership Schools | Kura Hourua and is currently being considered by the Education and Science Select Committee. The Select Committee is due to report back to Parliament by 18 April 2013.

The application process for Partnership Schools | Kura Hourua is subject to the passage of the Education Amendment Bill through the House of Representatives.

Information supplied in this indication of interest will be subject to the Official Information Act and may be scrutinised by a Select Committee or external agencies (e.g. Office of the Auditor General). All parties submitting an indication of interest should assume that the full content of their submission will be released in due course.

SCHOOL CONTACTS AND PROFILE

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

Proposed School

Name Te Kura O nga Tautōhito
(School of Skills)

Proposed Sponsor

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

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

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

Name

Approaches are being made to:

- Mighty River Power
- The Warehouse
- Foodstuffs
- Goodman Properties
- European Motor Company
- Lion Breweries
- Halls Refrigeration
- Savilles or Rodney Wayne

Primary Contact

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

Name

S 9(2)(a) OIA

Mailing Address

S 9(2)(a) OIA

Phone: Day

S 9(2)(a) OIA

Cell phone:

S 9(2)(a) OIA

Email

S 9(2)(a) OIA

Fax

Nil

School Profile

School Type (e.g. primary, middle, Secondary

secondary, bilingual, immersion)

Proposed location

South Auckland

Year levels in first year of operation

9-13

Year levels at full enrolment

9-13

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A. STATEMENT OF PURPOSE AND GOALS

1. Purpose

Why do you propose to open this school?

To develop young underachievers into future trades people. There is a desperate shortage of trade's people, in many vocational areas, within Aotearoa New Zealand. Young people do not know of trade careers during their time at traditional Secondary Schools. Fraser Tech in Hamilton used to have this focus and many of their past students went onto very successful commercial careers

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

To transform underachieving lives into citizens contributing constructively to society through an education system that has meaning and empowerment of their lives leading to fulfilling employment.

Objectives

- Transforming lives through preparation for apprenticeships and future work
- Transforming lives through becoming lifelong learners and thinkers
- Transforming lives through thinking skills found through high self-confidence and belief.

2. Goals

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

- Minimum of 80% students to graduate with level 2 NCEA in Maths, English & Science by Year 12
- Minimum of 80% graduating students to have base step 3 on the TEC Literacy/numeracy assessment tool by Year 12
- Minimum of 80% of graduating students to be engaged in a formal apprenticeship within three months of leaving school
- A waiting list of companies wanting to take on apprentices from our school – the waiting list to be no longer than six months.
- 100% of graduating students who go into formal apprenticeship arrangement have a clear drug test.

Evaluation

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

- are clear, focused and compelling
- are likely to produce high-quality outcomes
- express clear guiding principles, and

- are the driving force behind all other components of the IOI.

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

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

B. EDUCATIONAL PLAN

1. Proposed Student Population and Educational Need

Describe the proposed student population and their educational needs.

The proposed student population based in South Auckland; Maori and Pasifika youth who are currently in the long tail of underachievement. Many will come from homes that place no value on formal educational qualifications. Many will not have been encouraged to succeed at any positive factor in their life and will have low self-esteem. In saying that, they will have talents and strengths of which they are unaware. Given the opportunity to demonstrate their various forms of intelligence, they will become high achievers. They need more than average positive reinforcement, whānau/community support and teaching methods "switching on" their learning light for life.

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

- Breaking down family issues and attitudes to towards the value of education
- Literacy and numeracy issues
- Drug & alcohol issues
- Low self-esteem issues
- Teen pregnancies

Evaluation

Reviewers will be looking for statements that demonstrate:

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

2. Learning Environment, Teaching and Curriculum

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

- Assessment of individual learning style and teaching that is based around their preferred method of learning
- Accelerated learning techniques to be the norm, including the use of music as a background setting
- Experimentation and hands on learning
- Innovative use of digital literacy; e.g. virtual reality lathe as a system of making maths "real".
- Team teaching
- Peer mentoring and support

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

- NZ Curriculum
- Industry Training Organisations unit standards (NZQA approved)

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

- Focussed on work outcomes with qualifications as supportive evidence
- Close alignment with future employers

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

- Existing assessment systems
- Learning plan based on the individual's needs, strengths and focus on positive change
- Formative assessment in addition to summative assessment

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

- Cool
- Fun
- Exciting
- Engaging
- Whanau support and community engagement
- There will be a mixture of: cultural events/language, sports, practical academic and personal support systems

Evaluation

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

- The learning, teaching and curriculum overview is clearly presented and strongly supports the school's statement of purpose and goals.
- If the NZC / TMoA are not the core documents, there is a clear description of how the proposed curriculum aligns with one of these documents and there is clear reasoning behind the selection of the proposed curriculum.
- There is a coherent explanation of why the proposed model will meet the needs of the proposed population.
- The strategies described in the learning, teaching and curriculum overview will enable the school to achieve its stated goals.

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.

- In the process of approaching industry – have made contact with some and working through the list. Both contact people have extensive industry networks
- Started analysing "long tail" in South Auckland using MoE statistics
- Discussions with potential sponsors – all see the need for a specific trade focussed secondary school
- Discussions with relevant Church groups

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

- Conduct more formal discussions with Churches – [has many contacts into various churches within Aotearoa New Zealand]
- Discussions with local intermediate schools – [currently does contract work for MoE and is in regular contact with schools in the region.]

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

- Employ Community liaison person – must be of Maori or Pasifika background
- Family events
- Cultural events
- Open days – including an opening ceremony at the beginning of each year that would involve community – a powhiri activity that would include Pasifika elements.
- Achievement ceremonies

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.

In discussions with:

- Mighty River Power
- The Warehouse (Still to approach)
- Foodstuffs
- Goodman Properties (Still to approach)
- European Motor Group
- Fletchers (Still to approach)
- Lion Breweries
- Halls Refrigeration
- Hairdressing ITO
- Relevant ITO's. Both key contact people have a strong background in this area.

All the companies have a presence in South Auckland.

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.

C. 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.

Attachment 3 provides the skill base for governance.

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					
	2014	2015	2016	2017	2018	At Capacity
1						
2						
3						
4						
5						
6						
7						
8						
9	100	110	121	133	147	220
10	100	110	121	133	147	220
11	100	110	121	133	147	220
12	80	88	97	107	117	200
13	50	55	60	67	73	140

Describe the rationale for the number of students and year levels served in 2014 and the

basis for any planned growth.

The objective is to start with a manageable, realistic figure and build on average about 10% per year. The inhibitor of growth is based around industry ability to absorb new apprentices, rather than on numbers who might want to enter Te Kura O nga Tautōhito

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?

The initial objective is to lease a large warehouse and put relocatable buildings within the warehouse. Costs are manageable in this environment; air-conditioning is primarily for the warehouse. It is more realistic to expect sponsors to assist with the funding of leased premises rather than outlay the cost of actual school grounds.

Describe how you intend securing these facilities.

Leasing.

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.

D. 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?

See attachment one

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

Once through the early stages a trust is set up with key sponsors on the Trust. We have access to our own financial expertise (see attachment one). The governing Board is skills based and financial skills is one of the critical ones.

Evaluation

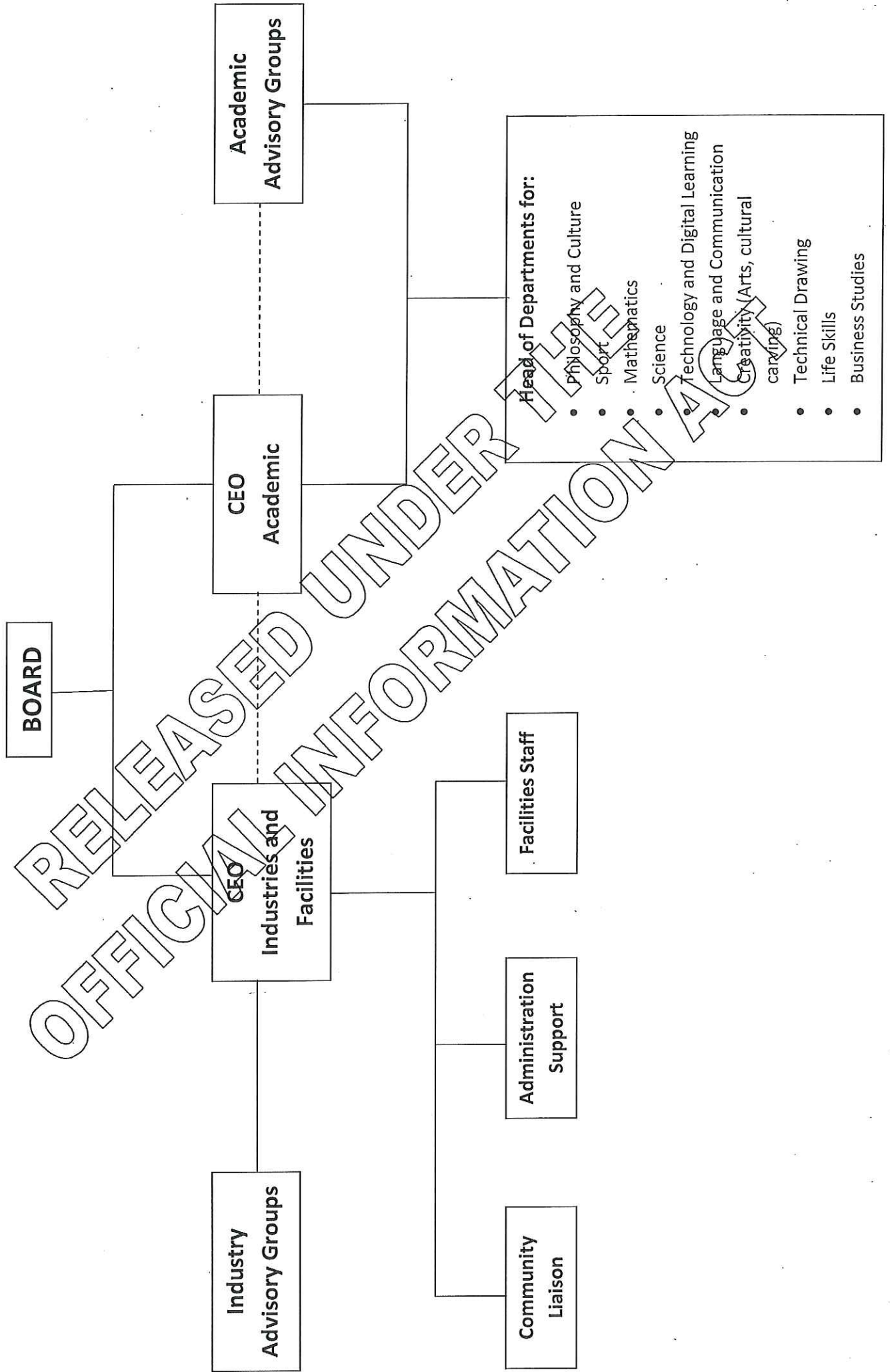
Reviewers will be looking for evidence that:

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

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Three personal CVs attached to this Indication of Interest have been withheld under S 9(2)(a) OIA

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Attachment Three

Te Kura O nga Tautōhito (School of Skills)

Governance model

- Skills based Board
 - Finance expertise
 - Education expertise
 - Industry expertise
 - Cultural expertise
 - Marketing/communication expertise
 - Human Resource expertise
 - Independent Chair
- Board appointment for five years with one term right of renewal
- Fiduciary responsibility
- Risk Management
- Strategic overview
- Political/Cultural guidance to CEO(s)