

In 2002, Ngāti Kahungunu Iwi Incorporated undertook a marae hikoi, visiting more than 50 marae to develop the Ngāti Kahungunu Strategic Vision 2026. The vision, *ki te whai ao, ki te ao marama*, reflects our collective desire, as Ngāti Kahungunu, "To achieve excellence in the highest order and to be in constant pursuit of excellence in all areas of our lives"

This Indication of Intent is a strategic step towards that goal of pursuit of excellence as reflected by our communities collective desires.

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

Ngāti Kahungunu Iwi Incorporated will continue its present process of discussions with all prospective parents, students and Whānau Whānui as outlined in its Strategic Vision 2026. This is process that will continue as we strive for excellence as Ngāti Kahungunu Iwi believes that education is an constantly evolving process and with technological changes we expect to be on the forefront of this change.

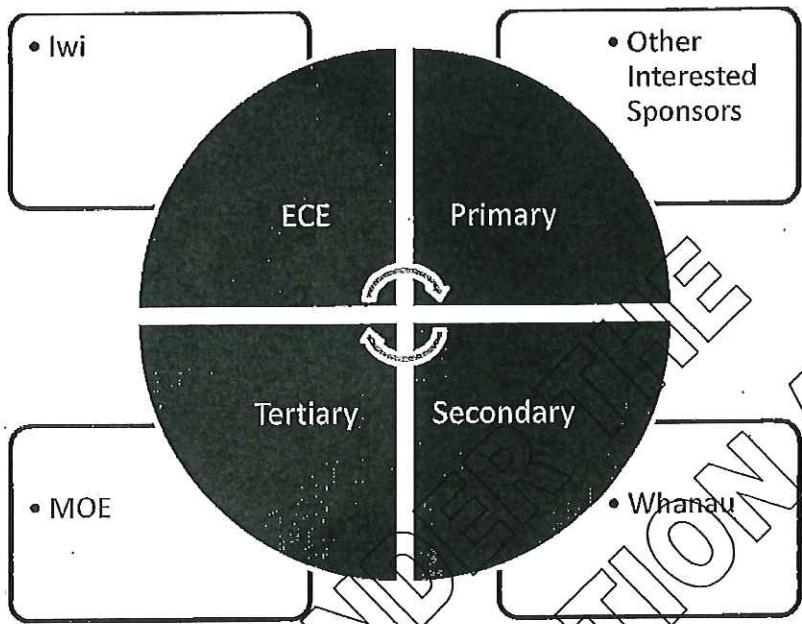
Parents and student are the core stakeholders and as such they will always be equal partners in this Kura, which requires their support.

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

Ngāti Kahungunu Iwi Incorporated will continue its present process of discussions with all prospective parents, students and Whānau Whānui as outlined in its Strategic Vision 2026.

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.

As mentioned above Ngāti Kahungunu Iwi Incorporated undertook a marae hikoi, visiting more than 50 marae to develop the Ngāti Kahungunu Strategic Vision 2026. The vision, *ki te whai ao, ki te ao marama*, reflects the communities collective desire, as Ngāti Kahungunu, "To achieve excellence in the highest order and to be in constant pursuit of excellence in all areas of our lives"



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C. OPERATIONS PLANNING**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. Leadership and Governance**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

Attachment 2: Staffing 2014

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

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			15	15	15	15+
2				15	15	15+
3					15	15+
4						
5						
6						
7						
8						
9	10	15	15	15	15	15+
10		10	15	15	15	15+
11			10	15	15	15+
12				10	15	15+
13					10	15+

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

Based on the Kura Kaupapa Māori and Kura a Iwi educational models, which recommends that effective teaching in a Māori Environment, organisations should maintain small numbers of students as it offers individual one on one teaching that is seen as one of the most effective ways for Māori students to obtain educational success, the class room numbers must be limited to 15 students.

4 Proposed Facilities

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

At this stage it is forecasted that we will need a Educational Centre of One to Three building or Teaching spaces at the initial stages, with the intention to build a Kura Hourua that will cater for up to 150 students.

Describe how you intend securing these facilities.

At present Ngāti Kahungunu Iwi has instigated its intention to build a Innovations Centre in the Port Ahuriri / Napier area of which will be inclusive of an Educational Centre.

4 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?

Ngāti Kahungunu Iwi Incorporated will provide support in the planning and establishment of the Kura Hourua.

The contact person is the present Chairperson Ngahiwi Tomoana

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

Ngāti Kahungunu Iwi Incorporated will provide support in the planning and development of a business plan for the establishment of the Kura Hourua.

Tumuaki

Teaching Staff

Tumuaki Tuarua

Teaching Staff

Administration Staff

Finance

Maintenance Staff

Groundsmen, Cleaner

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Staffing 2014

Interim Board Membership

(Iwi Appointment / MOE Appointment / Government Appointment)

Foundation Principal (Start Term 4 2013)

Expected Qualifications

The role of the principal covers many different areas including leadership, teacher evaluation, student discipline, and several others.

School Leader

Track Student Attendance

Teacher Evaluator

Develop, Implement, & Evaluate Programs

to review the program and make some changes to improve the quality of that program.

Review Policies & Procedures

Schedule Setting

Hiring New Teachers

Parent & Community Relations

Innovator

Has Te Reo Māori and knowledge in Tikanga Māori

Characteristics

A principal must exhibit leadership.

A principal must be good with people.

A principal must balance tough love with earned praise.

A principal must be fair and consistent

A principal must be organized and prepared.

A principal must be a good listener.

A principal must be a visionary.

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The Foundation Principal of the Kura Hourua of Ngāti Kahungunu and with Interim Board of Trustees (Iwi Appointment / MOE Appointment/Government Appointment) will look at;

Staff numbers and Roles

- ❖ Support Staff
- ❖ Teaching Staff
- ❖ Operational Staff

Educational site and development of Kura

Proposed Educational Programme

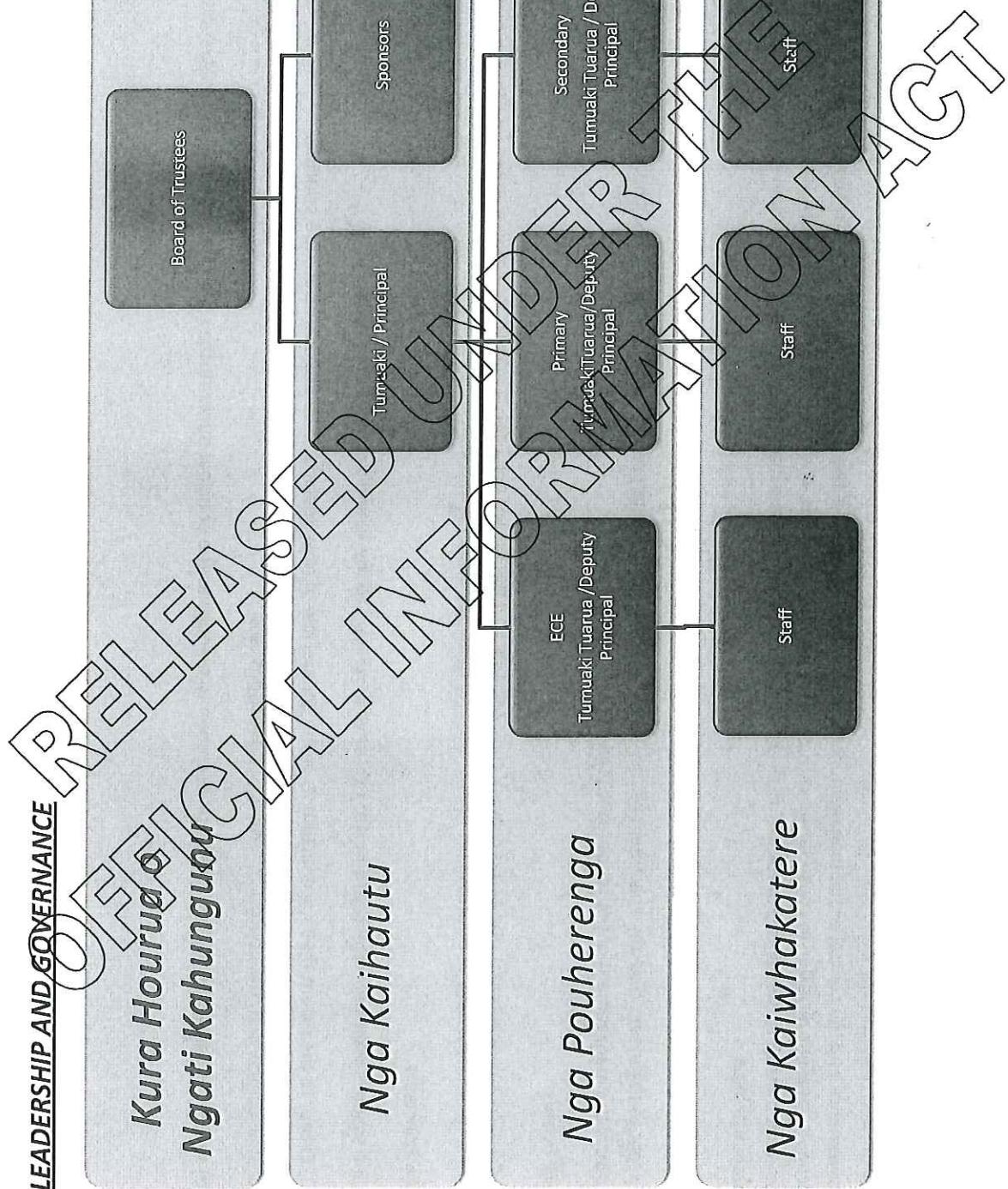
Sponsorship with Partners

Liaise with Iwi and Taiwhenua

Engage with prospective students and parents

Any other requirements as direct by BOT

LEADERSHIP AND GOVERNANCE



Governance

The board is entrusted to work on behalf of all stakeholders and is accountable for the school's performance. It emphasises strategic leadership, sets the vision for the school and ensures that it complies with legal and policy requirements. Policies are at a governance level and outline clear delegations to the Principal. The board and principal form the leadership team with the role of each documented and understood. The Principal reports to the board as a whole with committees used sparingly and only when a need is identified in order to contribute to board work. The board is proactive rather than reactive in its operations and decision making and does not involve itself in the administrative details of the day to day running of the school. Enhancing student achievement is its focus.

Thus, a board's roles and responsibilities policy would look something like this:

- Set and, as needed, modify the vision, mission and values.
- Protect the special character/values of the school
- Ensure a sensible and feasible Strategic Plan.
- Approve and monitor the Annual Plan
- Develop and review the general policy direction.
- Monitor and evaluate student learning outcomes
- Appoint, assess the performance of and support the Principal.
- Act as good employers.
- Provide financial stewardship.
- Oversee, conserve and enhance the resource base.
- Approve major policies and programme initiatives.
- Manage risk.

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- The board is committed to a programme of professional development that includes new trustee induction
- Build a broad base of community support.
- Exercise governance in a way that fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage.

Roles:

The Board

The what do we want to achieve/Ends

How we get there/Means

Sponsor:

A sponsor is one who will support an event, activity, person, or organization financially through the provision of products or services. A sponsor is the individual or group that provides the support, similar to a benefactor.

Role of Board of Trustees

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All of New Zealand's state and state-integrated schools have a board of trustees. The board of trustees is the Crown entity responsible for the governance and the control of the management of the school. The board is the employer of all staff in the school, is responsible for setting the school's strategic direction in consultation with parents, staff and students, and ensuring that its school provides a safe environment and quality education for all its students. Boards are also responsible for overseeing the management of personnel, curriculum, property, finance and administration.

s75 Boards to control management of schools

Except to the extent that any enactment or the general law of New Zealand provides otherwise, a school's board has complete discretion to control the management of the school as it thinks fit.

s72 Bylaws

Subject to any enactment, the general law of New Zealand, and the school's charter, a school's board may make for the school any bylaws the board thinks necessary or desirable for the control and management of the school.

s76 Principals

- (1) A school's principal is the board's chief executive in relation to the school's control and management.
- (2) Except to the extent that any enactment, or the general law of New Zealand, provides otherwise, the principal—
 - (a) shall comply with the board's general policy directions; and
 - (b) subject to paragraph (a), has complete discretion to manage as the principal thinks fit the school's day-to-day administration.

Board of Trustees Membership

**REVIEWED
OF THE
SCHOOL
BY THE
STAFF
INFORMATION
UNDER THE
ACT**

All of New Zealand's state and state-integrated schools have a board of trustees. The board of trustees is the Crown entity responsible for the governance and the control of the management of the school. The board is the employer of all staff in the school, is responsible for setting the school's strategic direction in consultation with parents, staff and students, and ensuring that its school provides a safe environment and quality education for all its students. Boards are also responsible for overseeing the management of personnel, curriculum, property, finance and administration.

Trustees are elected by the parent community, staff members and, in the case of schools with students above Year 9, the students. The principal is also a member of the board. The board can also co-opt additional trustees. Co-option cannot be used to fill casual vacancies on a board; a board must hold a by-election to fill the casual vacancy or fill the ~~casual~~ vacancy by selection having first given consideration to the requirements of section 105 of the Education Act 1989.

A standard board of trustees' membership includes:

- between three and seven parent elected trustees;
- the principal of the school;
- one staff elected trustee;
- one student elected trustee (in schools with students above Year 9);
- co-opted trustees; and
- up to four trustees appointed by the proprietor (in state integrated schools only).

Boards of trustees must hold elections for parent and staff trustees every three years (triennial election). A board may also decide to adopt a mid-term (staggered) election cycle where half the parent representatives are elected at a mid-term election (18 months after the triennial election) and the remainder are elected at the triennial election. Elections for student trustees must be held annually in September in schools with students above Year 9.