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Appendix A: 2013 – 2015 Strategic Plan

- * Deliver a Youth Guarantee (YG) Program through an MOU with Northtec and Kamo High School that focusses on Ag/Hort but will include Te Reo o Ngātiwai, Agriculture, Duke of Edinburgh, Outdoor Education, Building, Automotive, Hospitality and Tourism in 2014 (multiple strands.)
- * Deliver the essential Literacy & Numeracy theoretical components in the morning session of every learning day and ensure that relevant links are made to the 2 practical afternoon sessions that cover all other aforementioned curriculum areas.
- * All students are enrolled in Te Kura/Correspondence School for Maths, English, Science & Te Reo which will be delivered in the morning theoretical session of every learning day. This ensures baseline curriculum coverage. Students may also be enrolled in Te Kura across a range of the other essential learning curriculum areas - in accordance with their Personalised Learning Plans (PLPs)
- * Refine the Youth Guarantee (YG) Program and deliver through an MOU with Northtec and Kamo High School that focusses on Te Reo o Ngātiwai, Agriculture, Duke of Edinburgh, Outdoor Education, Building, Automotive, Hospitality & Tourism.
- * Deliver level-appropriate practical afternoon sessions that cover Agriculture, Duke of Edinburgh, Outdoor Education, Building, Automotive, Hospitality & Tourism.
- * Access to specialist subjects, specialist classroom/resources and participation in school teams/social events through an MOU with Kamo High School. (Partnership)
- * Review timetable, curriculum coverage and efficacy of blending Te Kura/Correspondence School component with the other practical components of the curriculum.
- * Ensure that the review focusses on providing a robust Junior & Senior High Curriculum.
- * Review the efficacy of embedding Literacy and Numeracy within Project Based Inquiry Learning. (PBIL) This can be measured by the number of students attaining Literacy and Numeracy standards.

- * All learners and staff will engage in a tikanga & reo Māori o Ngātiwai curriculum.
 - * The Tikanga & reo Māori o Ngātiwai curriculum is co-constructed and co-delivered with the local hapū kaumātua/leaders to ensure authenticity.
 - * Students who are not of Ngātiwai descent or who are not Māori will have the opportunity to research their personal histories and heritage to assist in the building of their personalised learning plan.
 - * Students will be at least bi-literate
 - * All learners will engage in curriculum strands that utilise the land and the water that “The Farm” and the Ngātiwai rohe have to offer.
 - * All health & safety risks are mitigated through appropriate planning, facilitator training and certification.
 - * Maximise use of the 1000 acres that ‘The Farm’ has to offer to ensure an engaging curriculum
 - * Have a learning space available for the daily theoretical morning session.
 - * Governance Board develops a 5 year property plan to ensure that our school is in keeping with all relevant building and safety regulations/legislation.
 - * Students will co-construct Personalised Learning Plans
- * Include at least 3 marae-noho per school year at marae throughout the Ngātiwai rohe to access localised histories and reo used by the kaumātua of each of those marae.
 - * Tikanga and Reo curriculum is reviewed and modified where appropriate to ensure ongoing learner success.
 - * Land & Water curriculum strands are reviewed and modified where appropriate to ensure ongoing learner success.
 - * Stocktake of current Land and Water curriculum resources to ensure high quality learning experiences within a reasonable budget. (Bi-annual stocktake)
 - * Business Director is to source funding stream to have adequate residential facilities on site and/or in Whangaruru to maximise pastoral care and minimise daily travel for students.
 - * Business Director develops and formalises relationships with DOC & NIWA to co-construct and co-deliver the land, animal, water and atmospheric components of our curriculum
 - * The learner, their whānau , education coach
- * By 2015 all inaugural learners from 2013 will have visited at least 6 different maunga and significant sites within the Ngātiwai rohe for the purpose of instilling knowledge, a sense of pride and identity.
 - * Tikanga, Reo & Personal Histories curriculum is reviewed and modified where appropriate to ensure ongoing learner success.
 - * Land & Water curriculum strands are reviewed and modified where appropriate to ensure ongoing learner success.
 - * All facilitators have relevant and updated certification as required.
 - * Have enough learning spaces for the full range of year levels.
 - * Residential facilities are on site to maximise pastoral care and minimise daily travel for students.
 - * Relationships with DOC & NIWA are formalised and the land, animal, water and atmospheric components of our curriculum are co-delivered via our partnership.
 - * Governance Board reviews the 5 year property plan to ensure that our school is in keeping with all relevant building and safety regulations/legislation.
 - * The learner, their whānau, education

(PLP) with their learning coaches (teachers/facilitators), their whānau and support networks that are important in supporting learner success. The PLP is reviewed every term.

- * Careers NZ and course selection discussions will be included in PLP development.

- * Students identified with Special Education Needs will be given appropriate support via the Northtec systems

- * Gifted and Talented students will be supported to make continued accelerated progress

- * Access quality information from the learners' previous schools and provide quality information to the learners' next learning establishment to ensure a smooth transition and continued learner success.

and support networks that are important to the learner - review and celebrate the success of goal attainment and review challenges in the previous year's PLP. The current PLP is modified and/or added to. The PLP is reviewed every term.

- * The learner is encouraged to participate in extra-curricular activities that are available in the community or through Kamo High School.

- * We develop competitive motorbiking/equestrian teams that aim to participate in regional, national and international competitions as extra-curricular activities

- * Gifted and Talented students will be supported to make continued accelerated progress

- * Students identified with Special Education Needs will be given appropriate support via the Northtec systems and the RTLB and SENCO services available through our relationship with Kamo High School

- * Deliver the NCEA & The Whānau workshops for all new Y9 students and their families as a part of the learner PLP.

- * Review process of accessing quality information.

- * Ensure that teachers access PLP and progress information from previous teacher/SMS system within our school to ensure a smooth transition from Junior to Senior High.

- * Review types of information included in our exiting students' info pack (in addition to the NCEA ROA) to ensure it is of use to tertiary providers and /or

coach and support networks that are important to the learner - review and celebrate the success of goal attainment and review challenges in the previous year's PLP. The current PLP is modified and/or added to. The PLP is reviewed every term.

- * Students identified with Special Education Needs will be given appropriate support via the Northtec systems and the RTLB and SENCO services available through our relationship with Kamo High School and the Special Education systems we have developed in our own school.

- * Gifted and Talented students will be supported to make continued accelerated progress

- * Deliver the NCEA & The Whānau workshops for all new Y9 students and their families as a part of the learner PLP.

- * Record the number of our graduates that have moved into higher learning , overseas travel experience and/or employment.

* All Senior High students will be entered into programs that access NCEA or equivalent qualifications.

* 85% of our students will achieve the NCEA qualification or equivalent they are entered in.

* 85% of our students who plan to utilise the qual they have attained at our school to enter the workforce or higher learning will be equipped to do so.

(The 15% who may not meet the said targets will be given additional support to reach their personalised targets within their PLP and a specific action plan will be drawn up for each child in this situation.)

* Learners, Staff, Whānau and the extended community will be given the opportunity to give input into the High Expectations (Behavioural Management) plan.

* We will draw on the expertise within the immediate and the extended community to input into curriculum co-development and co-delivery.

* We will provide opportunities for the whānau whānui to input into the

prospective employers.

* **Senior High**

As per 2013 plus –

* 85% of our L3 students who plan to attend University will meet UE requirements.

* **Junior High**

Students with the aptitude to enter into NCEA qualifications or equivalent will do so as per their PLP and the information sourced from previous school.

* Junior High includes Y9 – 11 students and preparation for L1 NCEA
* 85% of our Year 9 & 10 students will pass internal assessments associated with the curriculum areas included in their PLPs.

(The 15% who may not meet the said targets will be given additional support to reach their personalised targets within their PLP and a specific action plan will be drawn up for each child in this situation)

* Review the High

Expectations plan

* Review co-constructed curriculum development and delivery components

* Continue to develop policies to ensure that the school meets NAG, NEG & community requirements.

* The inaugural 2013 Senior High Students will be leaders/tuakana of the school and help promote and foster a culture of

* All Senior High students and Junior High students with the aptitude, will be entered into programs that access NCEA or equivalent qualifications

We will analyse 2014 results to develop more relevant targets that align with the 2014 data. However our aspirational targets are:

* At least 85% of our students will achieve the NCEA qualification or equivalent they are entered in.

* At least 85% of our L3 students who plan to attend University will meet UE requirements.

* At least 85% of our students who plan to utilise the qual they have attained at our school to enter the workforce or higher learning will be equipped to do so.

(The 15% who may not meet the said targets will be given additional support to reach their personalised targets within their PLP and a specific action plan will be drawn up for each child in this situation)

* Continue to develop policies to ensure that the school meets NAG, NEG & community requirements.

* Initiate a round of policy review.

* Whānau, hapū, iwi and community members are actively involved in the operations of the school particularly in the wrap-around

development of policies that support the NAG, NEG & community requirements.

- * The community will be included in the naming of the school, the finalising of the school mission, school values, graduate profile and the school charter – including the strategic plan.

- * Source Professional Learning Development (PLD) that focusses on 'Inclusive Teaching Practice.'

- * Utilise 'Engage not Enrage' teaching strategies.

- * Learning coaches will become familiar with the cultural competencies in tātaiako as aligned with Ka Hikita & The New Māori Education Strategy 'Me Kōrero'
- * Staff, students and whānau whānui will be asked to reflect on their input into the school to support our learners in experiencing success.

- * Utilise the 7 Habits of Highly Effective People – The Leader in Me (Stephen. R Covey) as a foundation for self reflection and character curriculum with our students.

- * The Curriculum Director is to work on Quality Assurance Documentation including the application for a Consent to Assess Against Standards. (CAAS)

manaakitanga and respect for their teina, their whānau and their community.

- * Become a 'Te Kōtahitanga School' to access and utilise the strategies in the Effective Teacher Profile.

- * Include parents and extended whānau in specific PLD opportunities.

- * Participate in the Engaging Taitamariki for Learning (ETL) cluster.

- * Review the charter and update the annual plan based on 2013 results and the 2012 Analysis of Variance.

- * Utilise the 7 Habits of Highly Effective People – The Leader in Me (Stephen. R Covey) as a foundation for self reflection and character curriculum with our students.

- * The Curriculum Director is to continue work on Quality Assurance Documentation .

- * Review Youth Guarantee Program after first year of delivery and explore other options of delivering higher level Certificates that align with learner PLPs.

- * Business Director to explore other tertiary partnerships and/or business opportunities that link to learner PLPs and the broader purpose and vision of our school. EG. Kyrewood Equine, Taratahi Agricultural School,

pastoral care component.

- * Review participation in PLD, Te Kōtahitanga and ETL and the impact this PLD has had on learners experiencing success at our school

- * The cultural competencies in tātaiako are embedded in practice

- * Review the charter and update the strategic and annual plan based on 2013 - 2014 results and the 2014 Analysis of Variance.

- * Review the efficacy of using the 7 Habits of Highly Effective People (Stephen. R Covey) as a foundation for self reflection and character curriculum with our students

- * The Curriculum Director is to review Quality Assurance Documentation .

- * Roll growth and student PLPs will determine the curriculum expansion but our goal is to have ICT (GIS mapping), Financial Literacy and the Arts (Performing/Visual) as part of the practical curriculum.

- * Students will be literate and numerate in a range of contexts, which may include but

Yamaha Motorbikes

is not limited to being
financially, culturally,
socially,
technologically,
environmentally and
practically
literate/numerate.

MyStart

YOUTH GUARANTEE

Are you 16 - 17 years old?

It costs **NOTHING!***

AT The Farm Whangaruru

*Horticulture and Agriculture
Training*



For more information contact: Mike & Ellen Bennett (09) 4336894

To enrol contact: Heaven Pitman 022 3273 219

Freephone: 0800 162 100

or visit www.northtec.ac.nz *Conditions apply



Appendix C: Community Consultation Hui Pānui

Backlight

INVITATION TO COMMUNITY CONSULTATION HUI

..To DISCUSS the PROPOSED HIGH SCHOOL in Whangaruru..

SATURDAY 13TH APRIL 2013, 4^{PM}-6^{PM}, NGAIOTONGA MARAE, WHANGARURU

OUR ASPIRATION

A Small Innovative High School, Starting 2014 -
High Quality Education...Personalized Learning...in Context
Years 9 to 13 -
Bilingual -
Youth raised by 'The Village' in a caring atmosphere -

THE AGENDA

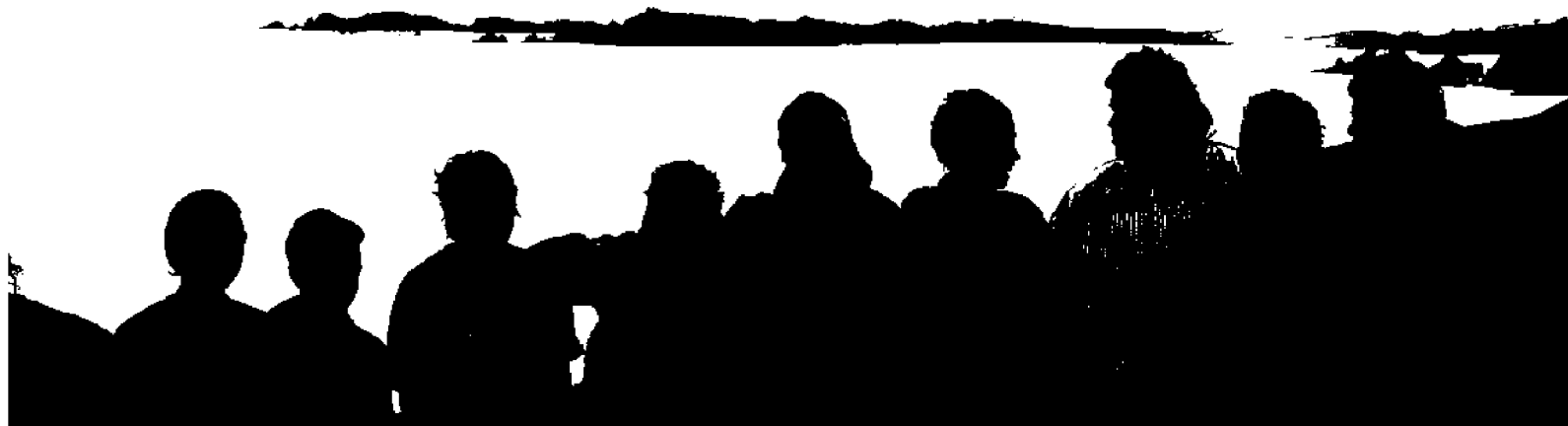
Follows the 'FAQ's Sheet' (See attached) -
Starts 4pm - Ends with a Kai at 6pm -

THE DISCUSSION

- We want to **share** our mahi with You
- We sincerely want to **listen & learn** from your whakaaro
- We need **ideas** for school name
- We want to **work with you**
- We want to identify people who want to **assist**

FOR MORE INFO

- Visit [Facebook/Kura Hourua in Whangaruru 2014](#)
- Email natasha.sadler@gmail.com



Appendix D: FAQs Sheet Used at Community Consultation Hui
(Including Reference List)

FAQS – Regarding the *PROPOSED HIGH SCHOOL* in Whangaruru

Prepared for: The Community Consultation Hui, Saturday 13th April 2013, 4pm to 6pm @ Ngaio tonga Marae, Whangaruru

'...Kano hi ki te Kano hi...'

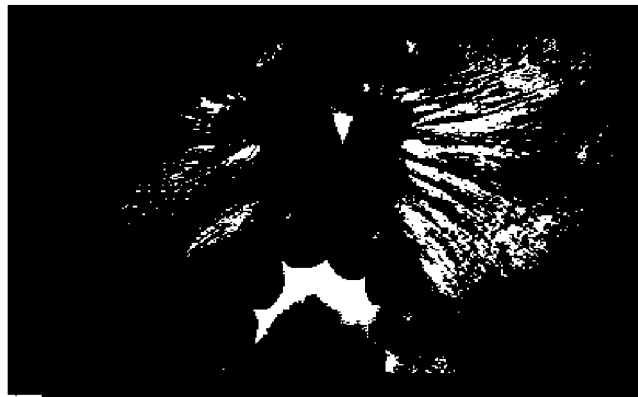
1. We have heard that a group of you are trying to start a school out here in Whangaruru. What type of school are you trying to set up?

A group of us from Whangaruru have been working on a 2 Phase Project to provide a great place for our tamariki to learn in our own rohe of Whangaruru. Phase 1 is a Youth Guarantee Program with Northtec starting in 2013. Phase 2 is a full charter school to start in 2014. The full charter school is

dependant on whether our application is successful. We will know in May if our application for a full charter school is successful.

2. What is a Youth Guarantee Program?

A Youth Guarantee Program helps 16 & 17 year olds to achieve L2 NCEA. (If they haven't already got it.) Youth Guarantee programs give our tamariki the literacy and numeracy skills they require *as well as* more practical experience. Our Youth Guarantee program gives our children access to a Vocational and an Academic pathway. Not only will our tamariki be able to write, talk, read and do maths in different classroom subject areas – but they will be *able to apply*



those skills in real life contexts too. We will be delivering our Youth Guarantee Program after Easter, this year.

3. What is a Charter School? (AKA Kura Hourua/Partnership School)

A charter school is phase 2 of our Project. Charter schools are called Kura Hourua/Partnership Schools in Aotearoa – New Zealand. When the legislation goes through parliament – a 'sponsor' will be able to go into a short-term fixed contract with the Ministry of Education.

The contract will have high learning achievement goals. If the school can meet those goals then their contract will be renewed. If not, the contract will cease. There is more flexibility in managing funds within a Kura Hourua. But there is much higher accountability in a Kura Hourua than in a normal State school.

4. Will our Kura Hourua be a Primary or a High School?

Our Kura Hourua will be a High School.

5. Why is our Kura Hourua a High School?

Our Kura Hourua is a High School because the Northland statistics (you can have a copy from us if you want) shows that a high

Appendix D: FAQs Sheet Used at Community Consultation Hui (Including Reference List continued...)

percentage of our tamariki (particularly Māori) are not reaching their academic potential in High School. Also, we already have Whangaruru Primary school and other Primary schools along our Ngātiwai coast/within the region. IE. Waikare, Karetu, Hikurangi and Whananaki.

6. Is our Kura Hourua an English or Māori speaking School?

Our Kura Hourua is a bilingual school.

7. Why is it bilingual?

Our Kura Hourua is bilingual because we want to be inclusive. Both Māori (Govt. Priority Group) and non-Māori will be welcome at our Kura Hourua. Recent research (Best Evidence Synthesis 2007) shows that schools who are successful with our tamariki, understand that culture, language and identity help students to reach their potential. Our kura is also bilingual because Whangaruru has such a rich local Māori heritage. We still have kaumātua amongst us whose expertise should be acknowledged and utilised to educate our tamariki. All children whom attend our school will benefit from learning about the rich Ngātiwai heritage, culture and language so that they can build a connection to the land that their kura stands on.

8. Why don't we just keep sending our kids to Kamo High?

Our team is working with the new Principal at Kamo High School, Gavin Greenfield. We all acknowledge that many of our Ngātiwai tamariki are not meeting their educational potential at Kamo High School or other Secondary schools. Our team and Kamo High School are developing a partnership to support our children to meet their educational potential. A relationship with Kamo may mean that our learners can still participate in KHS sports teams and social events. (Like the school ball.) Our senior students may also be able to access specialist subjects through our partnership with Kamo High School.

We are still working through this partnership with Kamo High School.

9. Why is it at 'The Farm', Tutaematai, Whangaruru?

At this stage nothing's in concrete and it doesn't have to be at 'The Farm'. There are a number of potential sites that the community might think could be suitable. This is one of the subjects we need to kōrero about with you. Our team have put a lot of thought into it and at this stage feel that 'The Farm' is our preferred option. Mike and Ellen Bennett have run outdoor education camps with and for schools for the past 10 years. They have built up their physical resources, human resources, skill and expertise in delivering outdoor education camps. The atmosphere & feeling is amazing and conducive to inspirational education and life changing experiences. The impact The Farm has had on young people and adults of all walks of life is transformational.

We are fortunate to have a partnership with 'The Farm' which will give the tamariki access to their 1000 acre farm and all of the resources on it. Mike and Ellen are passionate about giving back to the local kids and providing an opportunity for our local tamariki to share their home with learners from other parts of Aotearoa.

10. What's in it for the Farm?

The Farm will have an opportunity to extend their skills and experience in a more formalised education setting. They will also be able to share their farm and help to bring positive, practical experiences to our youth. Funding from the project will cover the cost of the program so that we will be able to have more of our local youth participating in the activities at 'The Farm', at no cost to the local whānau or 'The Farm'.

Appendix D: FAQs Sheet Used at Community Consultation Hui (Including Reference List continued...)

11. What's in it for our team members?

Mike Leuluai and Natasha Sadler are both from Whangaruru and are passionate about our youth. Our Kura Hourua provides an opportunity and resourcing to deliver our local history within the school, to serve our local families directly and to develop a high quality education pathway that expects great things of every person at our kura. Natasha Sadler has had experience in regional and national education projects and is passionate about leading the curriculum aspects of the school. Mike has a marketing degree and is passionate about working with tamariki and their whānau to link their education plan to a career pathway.

12. What's in it for the Whenua Toopu Trust?

Our kura provides the Whenua Toopu Trust with an opportunity to meet the vision within their trust deed. The Whenua Toopu Trust has clauses in their deed that focus on the socio-economic, cultural and educational development of our people. The trust's participation in the project to date has given our roopu a direct connection to our kaumātua. The trust has also given our roopu guidance with regard to tikanga and reo. The Whenua Toopu Trust is our Kura Hourua 'sponsor'. Although they are not required to give us any funds, they are our umbrella entity as a charitable trust. They will go into a contract with the Ministry of Education, on our behalf, if our application is successful.

13. Why didn't we consult with you sooner?

The Whenua Toopu Trust have consulted with some of our kaumātua. We have also spoken directly with children who could be prospective students and their families. We have given preliminary drafts to the Ngātiwai Education Team () and Ministry Groups. We have had preliminary discussions with the Principals of Whangaruru and Kamo High School. We have had all of these discussions in our preparation to have a kōrero with our

community, whānau, hapū & iwi. We didn't want to come to you without being prepared. We wanted to make sure that a good sound program was developed and that we could get real support and funding before we came to you.

14. How can our community have a say in this?

Our Youth Guarantee program has been approved by Northtec, on the proviso that we have 15 students ready for enrolment after Easter. If our charter school application is approved we will need the community input for a range of things including:

- the name of the school
- the values and principles that the school will be founded upon
- the development of a Graduate Profile
- the development of a High Expectations System
- the development of your child's personalised learning plan.

Your whakaaro are important to us! These are our community's children and we want to develop this school for them. We want to do it with you and them.

15. Who has supported your team so far?

We have had kōrero with the following people:

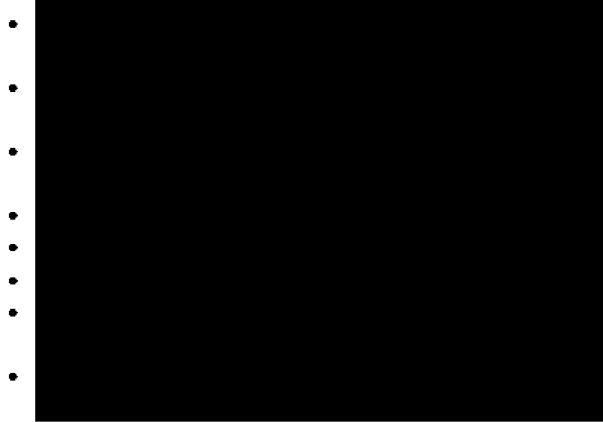
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s 9(2)(a) OIA

Appendix D: FAQs Sheet Used at Community Consultation Hui (Including Reference List continued...)

s 9(2)(a) OIA



- Prospective students and their whānau from Whangaruru

Charter School Years 9 – 13:

- Level 1, 2 & 3 NCEA
- Level 2 Equivalent Vocational Certificate
- University Entrance
- Te Reo Māori o Ngātiwai, English, Mathematics
- Sciences, including Environmental Science (Land & Water)
- Agriculture, Outdoor education, Tourism Hospitality, Literacy, Numeracy, Building & Automotive
- Financial literacy & Entrepreneurship
- Duke of Edinburgh Hillary Award
- Agriculture/Equine Certificates
- Outdoor Education Certificates
- Day skipper, safe boating and boatmaster certificate
- Driver Licensing
- Te Reo Māori Diploma
- Equine Diploma
- DOC & NIWA certification

As our school develops and we have access to more staffing and funding we will expand our curriculum to include The Arts (Visual/Performing), ICT and other subjects that match the personalised learning plans of our tamariki.

16. Have you had any objections to the mahi you have done so far? If so, why do you think you have had these objections?

Yes – we have had one objection from a local member of the Whangaruru community. We believe that this objection has happened because we haven't explained our mahi to the wider community. We are here at this hui today to explain our mahi so that the whānau and the community are fully aware of the mahi we are doing.

17. What will you teach at your school?

Youth Guarantee Program:

- Level 2 NCEA equivalent Vocational Certificate
- Te Reo Māori o Ngātiwai, Agriculture, Outdoor education, Tourism Hospitality, Literacy, Numeracy, Building & Automotive

18. Will our kids get qualifications?

Yes! Our tamariki will leave our school with at least L2 NCEA or equivalent. We will also have L3 NCEA programs and pathways that lead to University. Our programs will fit the Personalised Learning Plans that are developed for each child in our kura. If they choose to go to University then we develop a plan that assists them to reach that goal. If they choose a vocational pathway then likewise

Appendix D: FAQs Sheet Used at Community Consultation Hui (Including Reference List continued...)

we will develop a plan to help the child reach that aspiration. Tamariki will also have an opportunity to access other qualifications that may include but are not limited to:

- Skippers certificate/boat master's certificate
- D.O.C certificates (as a partnership is developed with DOC.)
- Nationally recognised agricultural certificates
- Nationally recognised te reo Māori certificates
- Nationally recognised outdoor ed, tourism & hospitality certificates

19. What's unique about your School?

- We want a school not a factory so we will ensure that our resourcing enables the development of personalised learning plans for every child.
- We want to develop programs that meet the needs of the individual children enrolled at our school.
- Our timetable is unique – theoretical components in the morning and practical components in the afternoon (to apply theory in a real life context) [Project Based/Learning in Context.]

20. Is there any evidence that your approach will work?

We have used research to inform our mahi. A bibliography is attached to this FAQ sheet. There are successful and unsuccessful charter schools worldwide. We have modelled our school on the successful components of the charter schools that have produced great results for their children. We also acknowledge that adequate exposure to the language, culture and identity of each child that attends our school will accelerate their progress.

21. Where are the students going to come from? (Who are you targeting?)

Our school will be an option for our local tamariki. We will also be inviting whānau from our surrounding area and Primary schools to be prospective students at our kura. IE. Hikurangi, Waikare, Karetu & Whangaruru. Some whānau from Whangarei may see our school as a best option to suit their educational needs. We are also working towards a residential option so that tamariki from out of the area may be able to attend.

22. What's the philosophy of the school thus far?

The philosophy requires input from our community but we have drafted up a purpose, mission statement, values and a graduate profile. These are all DRAFT and your community input is important before they are finalised. But we share our draft with you today so that you can understand where the team is coming from in developing this school:

Purpose: To provide a secondary schooling option in an authentic cultural, land and water environment that engages, excites and expects great things of every learner.

Vision: To develop our youth into courageous motivated learners who are supported to reach their potential in whichever positive pathway they choose.

Values:

- | | |
|----------------------------|------------------------------------|
| • empowerment | <i>tautoko</i> |
| • respect people | <i>whai whakaaro mo te tangata</i> |
| • respect the land | <i>tiaki i te whenua</i> |
| • respect the water | <i>tiaki i ngā wai</i> |
| • care for others and self | <i>manaakitanga</i> |
| • self-reliance | <i>mahia te mahi</i> |

Appendix D: FAQs Sheet Used at Community Consultation Hui (Including Reference List continued...)

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|---------------------------------|----------------------------|
| • relationship building | <i>whakawhanaungatanga</i> |
| • self – esteem | <i>tū maia</i> |
| • confidence | <i>tū rangatira</i> |
| • Personal progress and success | <i>tou ake huarahi</i> |

happy to include those approaches in our school. (Bishop, R., & Glynn, T. 1999)



Graduate Profile

Our Graduate Profile supports engaged youth who are:

- able to take their learning to whatever level they wish through personal, educated choices that are not limited by perceived failures or inadequacies
- well rounded, academic, practically minded, confident, able students with a strong work ethic
- confident through ability
- fully educated, guided and supported in their infinite career options
- confident and connected in 'te reo me ngā tikanga Māori o Ngātiwai' and their personal histories. (Durie, M. 2003)

Our Learners Are At The Centre

- We have utilised the metaphor of our kaitiaki, Manu Tūkaiaia, encompassing our tamariki. The personification of our kaitiaki portrays the enveloping of our tamariki within the wings of Tūkaiaia providing a wrap-around educational experience.
- One wing represents Te Ao Tawhito (The traditional world) and the other represents Te Ao Hou (The contemporary world). Each rau/feather represents the contribution that each member of our community is able to share to enable each of our students to reach their potential.
- We acknowledge the need for a different educational/pedagogical approach for our priority learners. The inclusion of the wider community in curriculum co-construction, the acknowledgement of culture, language and identity are approaches that have been endorsed by research and we are

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Appendix E: Microsoft Excel Workbook – Financial forecast for the first three years of the school which includes electronic copies of the following documents on a Pen Drive:

- 1. 2013 Youth Guarantee/My Start Budget**
- 2. 2014 – 2015 Financial Forecast**
- 3. Quotes from Building Project Management Vendors**

Appendix F:Quote from 'The Farm' for lease cost



9th April 2012

Ngatiwai ki whenua Toopu trust

Re: Quote for lease of land for a PSKH school in Whangaruru

Dear team

We are pleased to provide you with a written quote for the 6 year lease of land and access to our property at 3632 Russell Road Whangaruru for the purpose of building a Partnership School Kura Hourua.

The lease would include:

- The free and uninterrupted use of the approximately 6000m² of land shown in the attached plan for buildings, playing fields, amenity blocks or whatever the school so desired.
- Free access to the remaining 400ha of land for teaching, training, recreation or whatever the school so desired
- Payment of rates for the land

The lease would not include:

- Costs involved with upgrading the electricity supply
- Costs involved with upgrading the sewerage system
- Building or planning costs
- Landscaping or earthworks
- Resource consent costs
- Legal costs

We would be happy for the lease to commence in January 2014.

Our price for this lease is [REDACTED] per annum, payable monthly

Yours faithfully

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Mike and Ellen Bennett

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

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Appendix I: Draft Enrolment Policy

Enrolment Policy

The Governance Board and staff of our Kura Hourua are committed to providing quality education for all students in the school. There is a manageable roll figure that is determined by the physical resources of the school. Above this, the quality of education delivered to the students is diminished. This enrolment policy aims to avoid overcrowding by restricting the number of students enrolled at our inaugural site. As the roll reaches 100 students our Governance Board and the Senior Managers will make all reasonable preparations to prepare a second site within Ngātiwai after community consultation.

Roll

To avoid overcrowding at our inaugural Kura Hourua site the roll will be managed at a maximum of 130 students.

Objectives

1. To maintain the highest possible standard of education delivery to the children attending the school.
2. To avoid overcrowding at the school.
3. To ensure that undue pressure is not placed on the resources of the school.
4. To ensure that every child is able to reach their goals within their Personalised Learning Plan.
5. To give priority of entry to those children living within the Ngātiwai rohe.
6. To maintain some flexibility in enrolments, in order not to exclude more children than is necessary to meet the above objectives.

An enrolment zone is not in place and legislation states that enrolment will be open at Partnership Schools/Kura Hourua. However the following priorities will be made should we near the maximum roll of our inaugural site and if the second site is not ready for operation:

Local Students

Local students are *prioritised* including those who are currently underachieving in our status quo secondary education provisions. A high proportion of our local secondary school students are Māori, which aligns with the current Ministry of Education priority groups. However, our Kura Hourua will not be restricted to local students and/or students represented in underachievement.

Students connected to Ngātiwai

Descendants with Ngātiwai lineage *will be prioritised* including those who are represented in underachievement statistics within secondary education. However, our Kura Hourua will not solely be for Ngātiwai Māori learners who are underachieving but these tamariki will be prioritised.

Our Prioritised Enrolments

Each year, applications for enrolment in the following year from within our list of prioritised students will be sought by a date which will be published in a daily or community newspaper circulating in the area served by the school. This will enable the board to assess the number of places which can be made available to students who live outside of our Ngātiwai region.

Out of Region Enrolments

Each year the board will determine the number of places which are likely to be available in the following year for the enrolment of students who live outside our region. The board will publish this information by notice in a daily or community newspaper circulating in the area served by the school. The notice will indicate how applications are to be made and will specify a date by which all applications must be received. Applications for enrolment will be processed in the following order of priority.

Appendix I: Draft Enrolment Policy continued...

- First Priority will be given to any applicant who is accepted for enrolment in a special programme run by the school.
- Second Priority will be given to applicants who are siblings of current students.
- Third Priority will be given to applicants who are siblings of former students.
- Fourth Priority will be given to applicants who are children of board employees.
- Fifth Priority will be given to all other applicants.

If there are more applicants in the second, third, fourth, or fifth priority groups than there are places available, selection within the priority group will be by a ballot conducted in accordance with instructions issued by the Secretary under Section 11 G(1) of the Education Act 1989. Parents will be informed of the date of any ballot by notice in a daily or community newspaper circulating in the area served by the school.

Appendix J: Draft Stand-Down, Suspension, Exclusions and Expulsions Policy

STAND DOWN AND SUSPENSION OF STUDENTS POLICY

Our Partnership School Policy Legislation and Regulations (National Administration Guideline 6)

RATIONALE

From time to time it may be necessary to stand down or suspend a student from school if;

- a) The student's gross misconduct or continual disobedience is a harmful or dangerous example to other students at the school; or
- b) Because of the student's behavior, it is likely that the student, or other students or staff at the school, will be seriously harmed.

PURPOSE

1. To ensure that the learning environment is orderly and safe.
2. To ensure that all regulatory requirements are met.
3. To ensure that the rights of all students, teachers, parents and whānau are upheld.

GUIDELINES

1. The school will take all reasonable steps to work with the student and their whānau to modify a student's behaviour before resorting to a stand-down or suspension by utilizing a 'hohou i te rongo' Māori restorative practice process.
2. A record of student behaviour patterns will be kept as part of their Personalised Learning Plan and this will include actions taken to support the child to meet their potential.
3. Full advice and guidance will be available to students from their main pastoral care teacher. A member of the senior management team may choose to work with any student whose challenging behaviour is likely to result in a stand-down or suspension if not addressed.
4. The best interests of all students, parents, caregivers, whanau and teachers are considered in the final decision-making.
5. There are certain behaviours that may result in a student being stood-down or suspended.
6. Only the Curriculum Director may make the decision to stand down or suspend.
7. At times, the senior management may consider it appropriate to require the student to attend an in-school isolation rather than a stand-down, if it is reasonably thought the stand-down has little benefit if the student returns to school without behaviour modification.
8. For suspension a Board disciplinary sub-committee will be convened within 7 school days of the date of the suspension, or the tenth calendar day after the day of suspension when the suspension occurred within 7 school days of end of term. This sub-committee will consist of at least 2 board of

Appendix K: Draft Hohou i te Rongo/Conflict Resolution Policy

OUR KURA HOURUA HOHOU I TE RONGO / CONFLICT RESOLUTION POLICY

Purpose

Occasionally, the Curriculum Director or Governance Board (GB) will receive a complaint. This complaint may come from a parent / caregiver, staff member or student.

Procedures are required to ensure such complaints are dealt with fairly, with due seriousness and with a degree of uniformity. The procedures should also ensure that minor concerns do not get escalated unnecessarily.

Policy

1. Complainants are encouraged to discuss minor concerns directly with the individuals/staff members involved. It is not uncommon for misunderstandings to arise that can easily be resolved through direct discussion.
2. Should the complainant not be comfortable with that approach, complaints may be referred to the Curriculum Director.
3. A complainant making a complaint, or raising a concern, of a serious nature must present the complaint in writing. Copies are to be provided to the Curriculum Director and individuals involved with the complaint / concern.
4. A written confirmation will be sent to the complainant within 3 working days, acknowledging receipt of the written complaint and outlining the process to be followed.
5. The Curriculum Director will act upon the concerns expressed in the complaint, and will arrange
6. Any meetings deemed necessary to the investigation.
7. The Curriculum Director will use his/her discretion in terms of immediately notifying the GB of the complaint (based on the seriousness of the complaint). All complaints will be commented on by the Curriculum Director at the next GB meeting.
8. If the complaint to the Curriculum Director is not resolved to all parties' satisfaction, it will be referred to the GB.
9. Where the complaint concerns a staff member, it will become the responsibility of the Personnel Subcommittee to investigate. The Personnel Subcommittee will make appropriate investigations, seek advice if needed and will report back to the full Board.
10. The GB will then take such action as is deemed necessary. Any action taken under this policy will comply with the individual staff member's employment contract. Advice to guide this process may be sought from the Ministry of Education, NZSTA and/or other employment advisors.

Appendix L: C.V of Proposed Curriculum Director

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Appendix M: Audited Accounts