

s 9(2)(a) OIA

REDACTED

1 Notice of Intent to Respond

Please copy this page into a new word document, complete and send to partnership.schools@minedu.govt.nz by **5:00pm Friday 22nd March 2013**. Our official notice was emailed on 12th March 2013.

The purpose of this notice is to advise the evaluators of our intent to respond to this RFA and the location we are considering proposing in our application. This section will not be evaluated, and provides the evaluators with an indication of the potential number of Applicant(s) to assist with your planning.

Notice of Intent to Respond

Attention:



s 9(2)(a) OIA

C/- the Ministry of Education

partnership.schools@minedu.govt.nz

This notification confirms that our organisation intends to submit a formal response to the RFA for operation of a Partnership School dated 6th March 2013. We acknowledge the terms and conditions of this RFA and that our Application must be received before the Closing Date (12:00 noon 16 April 2013).

Notification:	Dated	06/03/2013
Respondent:	Organisation	Ngātiwai ki Whangaruru Whenua Toopu Trust
	Address	 s 9(2)(a) OIA
Primary Contact:	Name	Natasha Sadler
	Position	Karanga Manaia Manager
	DDI	
	Mobile	 s 9(2)(a) OIA
	Email	
	Signed	(Signed copy sent on 12 March 2013.)

Our intention is to submit an Application in consideration of operating a PSKH in the following location:
Northland Whangaruru.

2 APPLICANT PROFILE

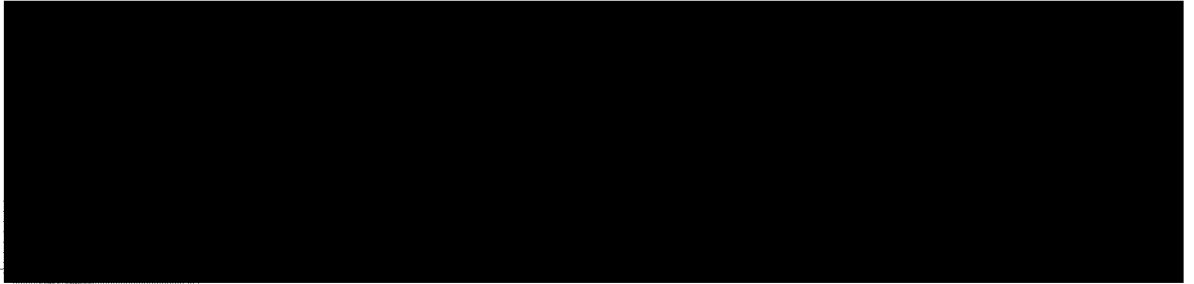
1. Contact person for this Application				
Contact person:	Natasha Sadler			
Position:	Karanga Manaia Project Manager			
Phone number:	[REDACTED]			
Mobile number:	[REDACTED] s 9(2)(a) OIA			
Email address:	[REDACTED]			
Fax number:				
Is the contact person authorised to negotiate?	Yes	Yes	No	

2. Applicant's organisational profile	
Full legal name:	Ngātiwai ki Whangaruru Whenua Toopu Trust
Trading name: (if different)	Karanga Manaia and The Farm
Name of parent organisation:	Ngātiwai ki Whangaruru Whenua Toopu Trust
Physical address:	[REDACTED]
Postal address:	[REDACTED]
Company website:	The Farm's website: http://www.thefarm.co.nz/ s 9(2)(a) OIA
Location of head office:	[REDACTED]
Type of entity (legal status):	Charitable Trust
Company registration #:	N/A
Country of residence:	New Zealand
GST registration number:	011/242/916

3. Overview of Applicant's organization

<p>Type of organisation:</p>	<p>The Ngātiwai ki Whangaruru Whenua Toopu Trust (NKWWTT) is a charitable Trust. Their whenua constitution includes clauses that focus on <i>“making provision for any special needs of the whānau group or groups and to represent beneficiaries on all matters in relation to the land and to the use and enjoyment of the facilities associated therewith and to apply the income derived for the community purposes of Ngātiwai Ki Whangaruru iwi”</i>. (2.1 of the NKWWTT Trust deed,) Members of the NKWWTT have provided tikanga and te reo Māori guidance and quality assurance.</p> <p>Karanga Manaia (KM) is the Historical Archiving and Education arm of the Ngātiwai ki Whangaruru Whenua Toopu Trust. Karanga Manaia are in their third year of delivering 36 week long, Te Reo o Ngātiwai language and tikanga classes. (Funded by Ma Te Reo). Karanga Manaia is also in their second year of developing Māori Language Resources also funded by Ma Te Reo.</p> <p>The Farm (TF) is owned and operated by Mike & Ellen Bennett. The Farm is a 1000 acre working dairy/beef farm and includes accommodation, outdoor adventure, water sport, horse trekking, school camps, equestrian and dirt bike education businesses.</p> <p>As a collective team we are combining our expertise, resources and knowledge to make application to establish a successful Partnership School/Kura Hourua (PSKH). When making reference to the team throughout this application we are referring to the collective team which has representatives from the NKWWTT, KM and TF.</p>
<p>Year established:</p>	<p>NKWWTT: 1997</p> <p>TF and their educational businesses: 2003</p> <p>KM: 2010</p>
<p>History:</p>	<p>All members of the team have significant vested interests in the health of the community at Whangaruru. Māori team members are members of Ngāti Wai ki Whangaruru with ancestral connections to the area and to each other. Team members from The Farm have invested in property at Whangaruru and lived there in excess of 15 years.</p> <p>As a team we have made a collective commitment to developing educational pathways to acknowledge the rich culture of Whangaruru iwi and provide high quality secondary schooling outcomes for our tamariki.</p>
<p>Summary of experience relevant to this RFA:</p>	<p>A short resume' of each team member is included in this section to demonstrate the experience relevant to this RFA.</p> <p><u>Ngātiwai Ki Whangaruru Whenua Toopu Trust:</u></p> <p><i>Robert Carpenter</i></p> <div data-bbox="304 1565 1453 1697" style="background-color: black; width: 100%; height: 50px; margin: 5px 0;"></div> <div data-bbox="788 1722 975 1765" style="border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">s 9(2)(a) OIA</div>

Rose Maclean



s 9(2)(a) OIA

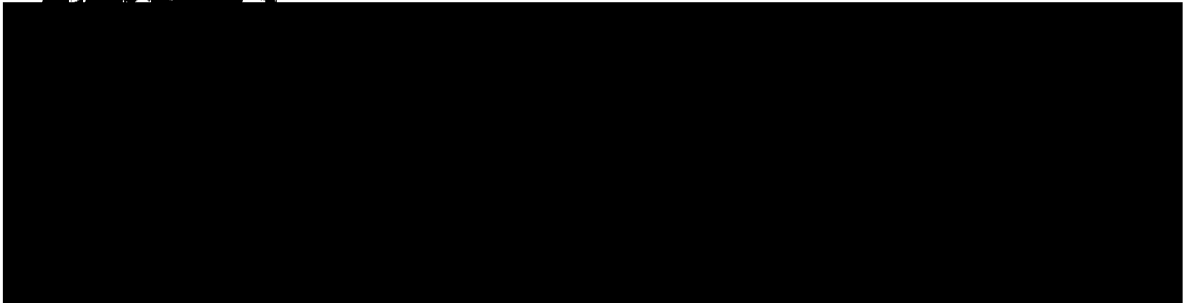
Makere Laurence-Bade



The Farm:

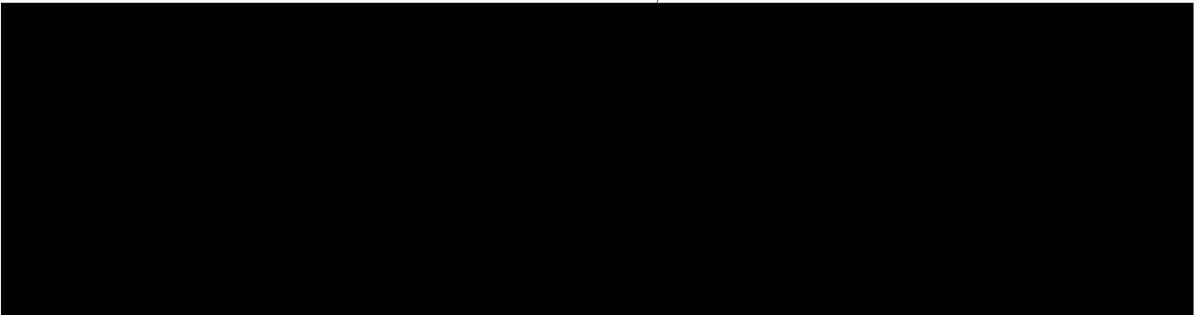


Mike Bennett



Ellen Bennett

s 9(2)(a) OIA



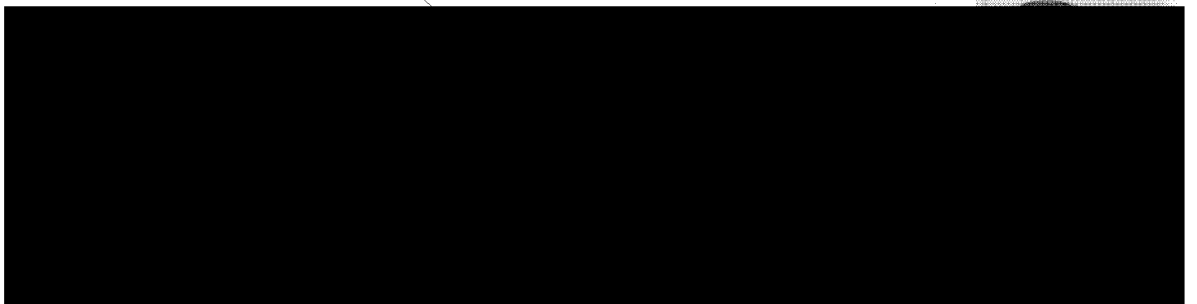
Karanga Manaia

Mike Leuluai



s 9(2)(a) OIA

Natasha Sadler



A chronological list of recent projects is included which demonstrates experience relevant to this RFA.

2003 to current – Youth and school camps run by Mike & Ellen Bennett at their farm

Mike & Ellen have a 1000 acre working dairy farm (www.thefarm.co.nz) and backpackers/family farm-stay with various additional outdoor activities including kayaking, sailing, dirt biking, with a motocross track and 20 km of tracks, horse trekking, lessons and training programs, paintball, bush-craft and farming activities. Using these facilities they run school camps, holiday programs, youth group camps, family and independent traveller accommodation. Most of the intermediate schools in Whangarei as well as schools from Auckland, Kaitaia and the Far North use 'The Farm' for camps, with 35 weeks booked, and nearly 2000 children coming through The Farm in the 2012-2013 season.

Jan 2010 – The formation of the Ngātiwai kapa haka group by Mike Leuluai and Natasha Sadler.

The purpose of this initiative was to strengthen whanaungatanga across Ngātiwai. In addition to this we wanted to identify possible team members from across Ngātiwai to help develop and maintain cultural and educational initiatives for Ngātiwai.

June to December 2010 – The Ngātiwai marae noho series which was funded by Te Wānanga o Aotearoa and delivered by Mike Leuluai & Natasha Sadler.

The purpose of this initiative was to learn more of the whakapapa, histories and stories from at least 6 different marae in Ngātiwai. We started the series in Pākiri with 170 participants and ended in the far north at Te Rāwhiti. Through this series we were able to develop our networks throughout Ngātiwai and have maintained those networks in a range of our initiatives, including a relationship with [REDACTED]

s 9(2)(a) OIA

[REDACTED] of The University of Auckland. Our relationship with [REDACTED] include discussions and studies that look at the earliest written literacies of Māori, which is explained in a publication she co-wrote with [REDACTED]

s 9(2)(a) OIA

Paper" The underpinnings in this research have influenced the literacy and values based curriculum we have developed for our Kura Hourua.

January 2011 – The writing and delivery of a Year 1 Te Reo Māori o Ngātiwai course which was funded by Mā Te Reo and delivered by Natasha Sadler

The purpose of this initiative is to grow the number of speakers of Te Reo Māori o Ngātiwai. The

program also includes a tikanga and a whakapapa component where uri of Ngātiwai visit landmarks of significance with the goal of instilling pride and self-esteem. It is our belief that educational success increases when the learner has high levels of self-belief. We had 25 graduates of the Year 1 program. **June 2011** – *‘Whangaruru Youth Week’ which was organised by Sapi Iuliano, Huhana Seve and youth from Whangaruru. Mike Bennett, Mike Leuluai and Natasha Sadler were presenters at the education workshop evening.*

The purpose of this initiative was to provide the Whangaruru Youth with a range of workshops and experiences to inform and excite them about making better choices for their present and future. It was at this meeting that Mike Bennett, Ellen Bennett, Mike Leuluai and Natasha Sadler saw the need to establish a working group to provide on-going (fun and engaging) educational initiatives for the Whangaruru Youth.

2011 – *The Bennetts became an operating authority for the Duke of Edinburgh Award*

This award has mana and is usually associated with youth and activities other than those in Whangaruru. Instead of white water rafting and abseiling – in our Duke of Ed program children participate in fishing, waka ama, long distance water journeys, camp activities, agriculture, Ngātiwai Māori culture, service to the local community, motorbiking, horse riding etc...

July 2011 to current date – *Our working group commenced meeting regularly.*

We developed a range of documents based on our united vision to establish a “Cool School for secondary students”. Those documents included a power point presentation, a draft curriculum to be implemented and a parent survey. These documents were written and guided by the principles articulated in Ka Hikitia, The New Zealand Curriculum (NZC), Te Marautanga o Aotearoa (TMOA) and relevant Best Evidence Syntheses (BES).

Our initial student focus was the Year 9 & 10 students, as per the disengagement statistics mentioned in Ka Hikitia. As our discussions developed we agreed that catering for Year 9 – 13 students would provide a seamless education provision in Whangaruru.

Sept 2011 to March 2012 – *Mike L and Natasha S trained as NCEA & The Whānau Champions*

We participated as iwi reps in an inter-agency collaboration run by NZQA, Careers NZ and MOE. Mike and Natasha trained 2 Whangaruru whānau Members; Te Hiwi Preston and Sapi Iuliano and delivered a series of 14 workshops and one on one NCEA planning with youth in the Whangarei district. The workshop participants included the A Company leadership academy, The Mormon Church, Ngātiwai families in Whangaruru, whānau from Ngāti Hine, whānau from Whangarei Boys’ High, Kamo High School and Te Kura Kaupapa Māori o Te Rāwhiti Roa.

January 2012 – *The writing and delivery of a Year 2 Te Reo Māori o Ngātiwai course which was funded by Mā Te Reo and written/delivered by Natasha Sadler*

This course is a follow on from the Year 1 program. More complex sentence structures are learnt and used. Ngātiwaitanga is embedded in the course. This course focusses on verbal use of present, past, perfect and future tense including all negations. This class has a range of learners from the age of 10 – 70. *“He pai te noho tahi o te tuakana me te teina.”* We are purposefully preparing more of our younger generation to take up the roles in the marae in the future. We are also providing opportunities for more uri of Ngātiwai to participate in those roles at the present time.

March 2012 – *Meeting with the Senior Management at Kamo High School.*

As a follow on from the NCEA & The Whānau workshops whānau members met with Senior Managers to offer our support for our Ngātiwai and other Māori tamariki within the school. Our community did not agree with some advice that the School was giving our senior students. The Senior Management, the Commissioner and a number of staff travelled to Whangaruru to hear the voice of the community.

March 2012 – *Transcription of Historical Ngātiwai Documents*

The team commenced a project, funded by Mā Te Reo, to transcribe some Historical Ngātiwai documents for the purpose of developing a Ngātiwai Glossary. Resource development for the rejuvenation of Te Reo me ngā tikanga o Ngātiwai has been identified as a priority in the Ngātiwai

Strategic and Education plans.

April 2012 – Presentation to Elaine Delaney at Kamo High School

We presented our idea about our “Cool School” to the Deputy Principal at Kamo High School with the intention of developing a Memorandum of Understanding with Kamo High School. A new Principal has recently been appointed at Kamo High School and our group has since presented our proposal to him.

April 2012 – Mike B and Ellen B attended Kamo High School Consultation hui

The Acting Principal, Jacqui Tyrell, and the interim senior management team facilitated consultation hui at local marae and at the school. Mike and Ellen attended 3 of those hui.

May 2012 – Presentation to the Ngātiwai Education Team

We presented our idea about our “Cool School” to the Ngātiwai Education Team, as a way to respond to the aspiration data collated at hui-ā-iwi in preparation of the writing of Ngātiwai’s education plan.

June 2012 – Natasha Sadler presented as a keynote speaker at the NZQA Symposium on behalf of TumanAKO Education Consultancy

NZQA invited Natasha to speak about the NCEA & The Whānau workshops that were delivered in the Whangarei district and the Ngātiwai rohe.

August 2012 – Expansion of working group

A more formalised network group was developed with whanaunga from across Ngātiwai as we co-constructed and submitted funding applications for a range of other initiatives such as; the transcription of historical documents for the purpose of creating audio visual books, the development of a waka ama program and the delivery of an agri-business youth summer programme. Our formalised network includes [redacted] of Piki-Ake, [redacted] of Aramoana Enterprises, [redacted] of Ngā Manga Pūiri, [redacted] of Youth Training Services, [redacted] (a youth worker in Te Rāwhiti) [redacted]. Our network includes professionals across a range of sectors including but not limited to Te Reo me ōnā tikanga, the education sector, the social development sector and the primary industry sector.

s 9(2)(a) OIA

s 9(2)(a) OIA

September 11th 2012 – Presentation to the Regional Ministry of Education Office

Our formalised network group gave a presentation to [redacted] at the Whangarei office regarding all of our past, current and future initiatives including our “Cool School for Secondary Students.”

September 12th 2012 – Our team was contacted by Northtec

[redacted] from the Whangarei MOE office, recommended our group to Northtec re a My Start – Youth Guarantee project. Northtec contacted us and we are currently in negotiation to deliver a My Start program in 2013. The My Start Program is funded through the Youth Guarantee initiative. Our team made a decision to start the ‘Senior High’ end of our Kura Hourua through this funded opportunity. Our My Start Youth Guarantee program focuses on 16 & 17 year olds gaining at least a L2 Vocational Certificate as per one of the MOE goals. We have since met with [redacted]

s 9(2)(a) OIA

s 9(2)(a) OIA

[redacted] of Northtec to develop the program. **This program has since been approved for delivery on the 15th April 2013.**

September 2012 – Meeting with [redacted] of the Ministry of Education at “The Farm”

[redacted] met with our team, at the farm, to discuss our proposed curriculum for our Youth Guarantee program. [redacted] is the Chief Advisor Māori for the Youth Guarantee Networks at the Ministry of Education. We were able to discuss the importance our team places on co-constructing an engaging curriculum with our iwi. We intend to work closely with [redacted] and the network to ensure that we access optimum resources for a program that delivers high outcomes for our students.

s 9(2)(a) OIA

September 2012 until current date – Contact made with the Kura Hourua/Partnership Schools Working Group

We met with the Kura Hourua Working Group re a Kura Hourua in Whangaruru. We have finalized our YG program with Northtec to start delivery from 15th April. We are members of the Whangarei Youth

s 9(2)(a) OIA

<p>s 9(2)(a) OIA</p>	<p>Guarantee Network. Dates for the timeline of submitting and IOI (Indication of Interest) and were released early this year. Following the date release of the IOI – at the end of January 2013, the timelines for the official Expression of Interest (EOI) were released. We have submitted an IOI in preparation for this EOI. We have submitted our intent to respond to the RFA. Members of the NKWWT have had hui with some of the kaumātua of Whangaruru to give them an update of our mahi. Looking forward – We are meeting with prospective partners to co-construct this RFA and formalize partnerships for the future development of our school. We have already undertaken a range of consultation hui with agencies. Our next phase of consultation will include the wider community of Whangaruru and then the communities that sit on the boundaries of Whangaruru. Our first invitation to the wider community of Whangaruru was for a hui on Sat 13th April, 2013.</p> <p>Research component. We have developed a relationship with The University of Auckland's Faculty of Education through ██████████ who is interested in utilizing our school development as a research subject. We met with ██████████ on 27th of April. The outcomes of that meeting are that ██████████ is interested in working with us in a Research capacity.</p>
<p>Total number of staff in NZ:</p>	<p>NKWWTT: 10 contracted positions to fulfill all current projects = approximately 5 Full Time Equivalentents. (FTEs)</p> <p>TF: 5 permanent and 5 casual.</p> <p>KM: 10 contracted positions to fulfill all current projects = approximately 5 Full Time Equivalentents. (FTEs)</p>
<p>Number of locations in NZ:</p>	<p>3</p>
<p>Overseas locations:</p>	<p>N/A</p>

<p>4. Current business commitments & proposed key personnel</p>	
<p>Business commitments:</p>	<p><u>NKWWTT & KM:</u></p> <ol style="list-style-type: none"> 1) Year 1 Te Reo me Ngā Tikanga o Ngāti Wai beginners course 2) Year 2 Te Reo me Ngā Tikanga o Ngāti Wai intermediate course 3) Electronic Transcription (Typing) of Historical Māori documents to develop: <ol style="list-style-type: none"> a. Ngātiwai Glossary b. Māori Audio Visual Books about local Māori History 4) NCEA & The Whānau workshops <p><u>TF & KM:</u></p> <ol style="list-style-type: none"> 1) The delivery of a Youth Guarantee Agriculture Program for 16 & 17 year olds to achieve an NCEA L2 equivalent Vocational Certificate. This program is in partnership with Northtec. <p><u>TF:</u></p> <ol style="list-style-type: none"> 1) School camps, accommodation, dairy farming, outdoor adventure, horse trekking, motorbike and equestrian education. <p>We do not see any limitation or constraints on our combined team being able to deliver against the application requirements. Instead, we see that the resources we are developing will be beneficial to the school. We also see that a synthesis of our business commitments will be integral parts of our future PSKH.</p>

	<p>Key Personnel:</p> <p>Mike & Ellen Bennett (and their current staff at The Farm) would be key personnel in the delivery of the practical components of our curriculum which links to learning in context and project based inquiry learning.</p> <p>Kaumātua: Rose, Robert, Makere and other significant Kaumātua and Kuia will continue in their Quality Assurance Roles for material, practices and processes that include Te Reo me ngā Tikanga Māori o Ngāti Wai. They will also continue their role in the development of the Te Reo Māori resources.</p> <p>Natasha Sadler will be key personnel with regards to Curriculum development and management. She will ensure that assessment & moderation processes, resourcing, student achievement, school planning and reporting, charter documentation and other important curriculum leadership roles are fulfilled to a high standard. She will continue her role in the development of the Te Reo Māori resources (that will be used by the school) and will co-deliver the Te Reo Māori o Ngātiwai courses as part of the PSKH curriculum.</p> <p>Mike Leuluai will be key personnel for student recruitment. He will also broker connections between our students and a range of career consultants and industry partners to ensure that student personalized learning plans staircase into relevant work placement, overseas travel or higher learning.</p> <p>Other Key Personnel will need to be appointed upon the success of this RFA including but not limited to:</p> <ul style="list-style-type: none"> • A business Director • Registered/experienced secondary school teacher (s) with senior science/math/english and other curriculum areas as required – made feasible upon roll growth. <p>As the roll number increases and/or the Business Director is able to secure funds to ensure the financial viability of staff – we will recruit specialist secondary teachers to supplement our baseline curriculum needs.</p>
Other Contracts with government	<ol style="list-style-type: none"> 1) Year 1 Te Reo me Ngā Tikanga o Ngāti Wai beginners course <i>is funded by Ma Te Reo via Te Taurawhiri i te reo/Māori Language Commission.</i> 2) Year 2 Te Reo me Ngā Tikanga o Ngāti Wai intermediate course <i>is funded by Ma Te Reo via Te Taurawhiri i te reo/Māori Language Commission</i> 3) Electronic Transcription (Typing) of Historical Māori documents to develop: <ol style="list-style-type: none"> a. Ngātiwai Glossary b. Māori Audio Visual Books about local Māori History <p><i>Both of the resource development projects are funded by Ma Te Reo via Te Taurawhiri i te reo/Māori Language Commission</i></p> 4) NCEA & The Whānau - We received a one off contract from NZQA as part of the evaluation component of the Project. <i>This project is an inter-agency collaboration between NZQA, The Ministry of Education and Careers NZ. NZQA was the main sponsor of the project.</i>

5. Probity	
List any pending claims against the organisation:	NIL
List any court judgements or other	Māori land based claim. The following case is with regard to the shifting of

<p>decisions that have been made against the organisation in the last 6 years:</p>	<p>management of the named block below from the Ngātiwai ki Whangaruru Whenua Toopu Trust to the Ngātiwai Trust Board because the Ngātiwai Trust Board was deemed to be the legal representative of the tribe.</p> <ul style="list-style-type: none"> • Tuparehuia – Case number 2009000565 <ul style="list-style-type: none"> ○ Appeal reference numbers: <ul style="list-style-type: none"> A20110005252 A20110009320
--	---

6. Disclosure of proposed partners

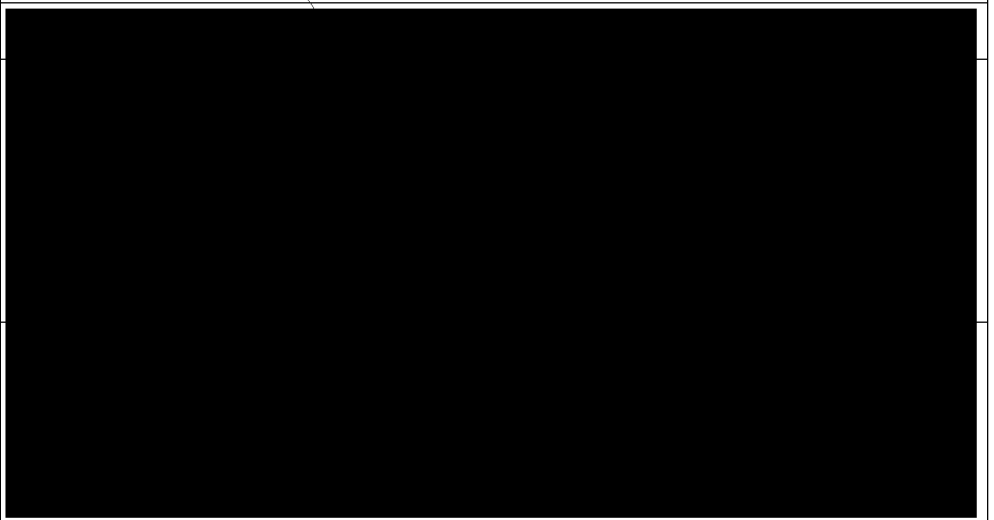
<p>Disclosure:</p>	<p>Applicants must indicate and provide details below if they intend any person or organisation, who is not an employee, to sub-contract on any part of the application requirements.</p>
--------------------	---

Collaborative Partner #1

<p>Partner name:</p>	<p>Northtec</p>
<p>Address:</p>	
<p>Specialisation:</p>	
<p>Describe the deliverables the Partner / sub-contractor will be responsible for:</p>	

Collaborative Partner #2

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

<p>Partner name:</p>	<p>Kamo High School</p>
<p>Address:</p>	
<p>Specialisation:</p>	
<p>Describe the deliverables the Partner / sub-contractor will be responsible for:</p>	

Collaborative Partner / Sub-contractor #3

Partner name:	
Address:	
Specialisation:	
Describe the deliverables the Partner / sub-contractor will be responsible for:	

Collaborative Partner #4 s 9(2)(b)(ii) OIA

Partner name:	Te Kura/The Correspondence School
Address:	
Specialisation:	
Describe the deliverables the Partner / sub-contractor will be responsible for:	

Collaborative Partner #5

Partner name:	Department of Conservation (DOC)
Address:	
Specialisation:	
Describe the deliverables the Partner / sub-contractor will be responsible for:	

Collaborative Partner #6 s 9(2)(b)(ii) OIA

Partner name:	NIWA Taihoro Nukurangi
Address:	
Specialisation:	

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

Describe the deliverables the Partner / sub-contractor will be responsible for:	
Collaborative Partner #7 s 9(2)(a) OIA	
Partner name:	Tokotoko Solutions Ltd. s 9(2)(b)(ii) OIA, s 9(2)(a) OIA
Address:	
Specialisation:	
Describe the deliverables the Partner / sub-contractor will be responsible for:	
Collaborative Partner # 8 s 9(2)(a) OIA	
Partner name:	Mantravision Ltd. s 9(2)(a) OIA
Address:	
Specialisation:	
Describe the deliverables the Partner / sub-contractor will be responsible for:	
Collaborative Partner # 9 s 9(2)(b)(ii) OIA	
Partner name:	s 9(2)(a) OIA Faculty of Education, Tai Tokerau Campus The University of Auckland s 9(2)(a) OIA, s 9(2)(b)(ii) OIA
Address:	
Specialisation:	
Describe the deliverables the Partner / sub-contractor will be responsible for:	


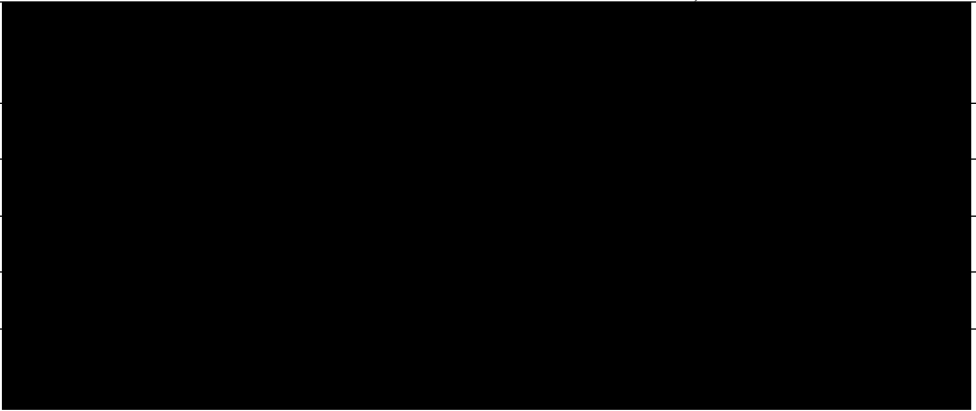
7. Financial information				
Current financial status:	brief description of the organisation's current financial status & stability			
Gross revenue:	2010:	[REDACTED] s 9(2)(b)(ii) OIA		
Gross profit:	2010:	[REDACTED] Camp ground management and income shifted from NKWWTT to the Ngātiwai Trust board.		
Last audited financial accounts:	Are attached and were done in 2011. The most recent accounts are currently at the auditor. Attached also are the 2008 audited accounts and the unqualified 2012 accounts.			
Copy of latest audited accounts attached?	Yes	Yes	No	
Copy of latest annual report attached?	Yes	N/A	No	N/A
Is organisation in dispute with any trade union?	Yes		No	No
8. Quality standards				
Certificates held:	TF: Registered Operators of the Duke of Edinburgh Hillary Award First Aid Certificate Holders Veterinarian Qualification Some of The Farm's current staff have Maths and Science degrees KM: Post Graduate Diploma in Secondary Teaching Marketing Degree			
Quality assurance systems:	KM: The Kaumātua and Kuia provide us with QA re tikanga, processes and material associated with Te Reo Māori. Continual self-review and reflective practice informs future planning. Relevant systems will be implemented and software/services will be purchased to support an effective Quality assurance process should we be successful in this application. We will be subject to review under the Education Review Office should we become a PSKH.			
Internal audit:	Relevant systems will be implemented and software/services will be purchased to support an effective internal auditing process should we be successful in this application.			
Contract management:	Relevant systems will be implemented and software/services will be purchased to support an effective contract management process should we be successful in this application.			
Monitoring & evaluation:	Relevant systems will be implemented and software/services will be purchased to support an effective monitoring & evaluation process should we be successful in this application. Our self-review practice is evident in our strategic and annual planning.			
Reporting:	Should this application be successful we will purchase a Student Management (SMS) system that will assist in our reporting to the Ministry, NZQA and assist in developing reports to the Whānau. Our auditor is Steve Bennett Associates in Whangarei.			


Financial management:	NKWWTT: Our Accountant is Kennedy Allbon Tane Chartered Accountants in Whangarei. Our auditor is Steve Bennett Associates in Whangarei.
Risk management:	TF: The Farm has fully operating procedures regarding risk management, incident reporting and staff training. All staff have undertaken Police Vetting. KM: A risk mitigation plan has been developed for each of the contracts that have been undertaken via Mā Te Reo Funding.
Records management:	TF Documentation includes: <ul style="list-style-type: none"> • Safe operating procedures • Incident Report • Accident Register • Response Procedures • Staff Training documentation • Activity debriefs KM Documentation is managed electronically and in hard copy and includes but is not limited to: <ul style="list-style-type: none"> • Copies of contracts • Online milestone reporting facilities developed by Mā Te Reo • Budget spreadsheets for each contract
Staff training:	TF Staff training includes: <ul style="list-style-type: none"> • Site specific First Aid Training • Site specific Activity Training • Group Management Strategies • Personal Safety Training • Technical Training • Safe Operating Procedures Training
Codes of conduct	TF: Codes of conduct which apply to the newly developed school will be developed by the governance group in accordance with the relevant NEGS, NAGs and for the benefit of staff and learners.

9. Occupational Health & Safety (OHS)

Health & Safety Management:

Do you have a written health & safety policy?	Yes		No	No, to be developed
Do you have an employee participation scheme for dealing with health & safety issues?	Yes		No	No
Is formal health and safety training given to employees?	Yes	Yes	No	
Records: Which of the following safety records do you maintain?				
- Accident Register (as required by Health & Safety Act)?	Yes	Yes	No	
- Hazard Register?	Yes	Yes	No	

- Hazard information?	Yes	Yes	No	
History: Have you received health and safety award/s?	Yes		No	No
Have you had health and safety related notice/warning/fine/prosecution?	Yes		No	No
Health & safety procedures:				
Do you have an emergency procedures plan?	Yes	Yes	No	
Are formal hazard assessments carried out and recorded?	Yes	Yes	No	
Is there always an investigation into any accident that results in harm, or could have resulted in harm?	Yes	Yes	No	
Are vehicles and equipment regularly inspected, tested, examined and maintained?	Yes	Yes	No	
10. Referees				
Referee #1				
Name of organisation:				
Name of referee:				
Address:				
Telephone:				
Email:				
Relationship:				
when:	2010 – current			
s 9(2)(a) OIA				
Referee #2				
Name of organisation:				
Name of referee:				
Address:				
Telephone:				
Email:				
Relationship:				
when:	2010 – current			
Referee #3				

Name of organisation:	
Name of referee:	
Address:	
Telephone:	
Email:	
Relationship:	
when:	2008 – current

3 PURPOSE AND GOALS

SECTION 3 - QUESTION 1 (a):

To follow is a description of our distinctive mission/vision and details of how it will enable student engagement and achievement and why we are proposing to open this school.

3.1.1 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.

3.1.2 VISION

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

3.1.3 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> |
| ❖ 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> |

3.1.4 GRADUATE PROFILE

Our school supports engaged youth who will be:

- ❖ 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 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 o Ngātiwai and their personal histories.
(Durie, M. 2003)

3.1.5 OUR LEARNERS ARE AT THE CENTRE

We have adopted an educational vision and metaphor drawing on ancestral Ngāti Wai narratives of one of the iwi kaitiaki, Manu Tūkaiaia. Our taitamariki are enveloped within the wings of Tūkaiaia, representing the wrap-around educational experience provided by our Kura, which encompasses the best for the youth of Whangaruru in all facets of secondary education.



- ❖ 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. The many contributors/rau to the curriculum delivery and school ethos include (but is not limited to) whānau, hapū, iwi, potential partnerships with Private Training Establishments (PTEs), NIWA, DOC, local/national/international industry and other schools within the current network.
- ❖ We acknowledge the need for a different educational/pedagogical approach for our priority learners. We will include 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 happy to include those practices in our school. (Bishop, R., & Glynn, T. 1999)
- ❖ The pedagogical approach we intend to utilize in our school is "Project Based Inquiry Learning" (PBIL) in an authentic context within Whangaruru. Whangaruru is steeped in local Māori history and is situated on the southern end of the Bay of Islands. One of the proposed sites (The Farm) is a 1000 acre farm that has land, bush and water access in Tutaematai. The Farm is a working dairy/beef farm with accommodation, outdoor adventure, camping, horse trekking and motorbike businesses in operation. As we place our learners at the centre of this engaging environment they will be able to draw upon physical, human, spiritual and cultural resources to engage in a holistic educational experience.
- ❖ Our curriculum will provide multiple qualifications including but not limited to:
 - L1 NCEA
 - L2 NCEA
 - L2 NCEA equivalent Vocational Certificate
 - L3 NCEA
 - University Entrance
 - Agriculture/Equine Certificates
 - Outdoor Education Certificate
 - Te Reo Māori o Ngātiwai Certificate
 - Duke of Edinburgh Hillary Award
 - Day Skipper, Safe Boating and Boatmaster Certificate
 - Driver Licensing
- ❖ Our curriculum will provide multiple pathways including but not limited to:
 - Entry level employment
 - University
 - Overseas Travel
 - Agriculture Diploma
 - Outdoor Education and Recreation Certificates and Diplomas
 - Te Reo Māori Diploma
 - Equine Diploma
 - DOC & NIWA certification

SECTION 3 - QUESTION 1(b):

To follow is information including strategic and annual plans which define the school's performance goals and details how the goals will be achieved and measured.

Due to the detail and length of our 2013 – 2015, 3 Year Strategic Plan - it has been included as an Appendix and can be found at the end of this document as Appendix A. Although the Strategic Plan is 1 of the Appendices of this document it aligns with the Annual Plan, the Implementation and Establishment Plan and the Self-Review Plan that are contained in this application. All of the aforementioned plans link to the school purpose, vision, values and graduate profile. There are 9 overarching Strategic Goals within the Strategic Plan.

Our team has identified goals 2, 4, 5 and 6 from the 3 Year Strategic Plan, as goals that should be utilized in our prospective contractual agreement with the Ministry of Education should our Expression of Interest be successful. Those goals being:

Goal 2: Students will experience learning success through an authentic cultural environment so they are confident and continue to be connected in 'te reo me ngā tikanga Māori o Ngātiwai' and their personal histories.

Goal 4: We will encourage the uniqueness of the individual learner and their ability to succeed. (Respecting the diversity of learners including but not limited to Māori, Pasifika, children with special education needs, Gifted & Talented & non-Māori.)

Goal 5: Students will experience learning success upon entry, during and upon exit from our Kura Hourua/Partnership school.

Goal 6: Students will experience learning success in the 3 levels of NCEA and other relevant qualifications/pathways that align with their PLP.

FIGURE 1: 2013 ANNUAL PLAN

Goal 1: Goal 1: We will provide a broad 'learning in- context' curriculum that enables learners' access to a range of qualifications and career pathways.

Goal 1 Strategic Aim(s)	Expected Outcomes	Specific Actions	Responsibility	Resources
<p><i>Our team will develop an aghort program and deliver it under the umbrella of Northtec</i></p>	<ul style="list-style-type: none"> - Course outline is developed that takes advantage of the resources that 'The Farm' has to offer. - Appropriate Budget is developed in keeping with the 46% contribution of the EFT to Northtec and Quality learning outcomes - Appropriate Personnel are in place - Successful recruitment strategy has enabled at least 15 students enrolled in the program 	<ul style="list-style-type: none"> - Source course descriptors from Northtec and develop an appropriate 36 week course - Link budget to all activities and resources within the course outline including but not limited to travel, staff, course related materials and 46% contribution. - Identify lead tutor and discuss actual delivery including The Farm staff - Head recruiter to work with media people at Northtec re flier. Contact all youth networks. Head recruiter visits prospective families and signs up at least 15 students. - Police vetting, site agreement and checks are undertaken. 	<ul style="list-style-type: none"> - [Redacted] Tash, Ellen and Mike B - s 9(2)(a) OIA - [Redacted] Tash, Ellen and Mike B - Our lead team and Northtec - Heaven as head recruiter, The Farm Staff, Karanga Manaia and NKWWTT. 	<ul style="list-style-type: none"> Time, computer, course descriptors - Course outline, excel, time, youth guarantee criteria - Our lead team and Northtec - Flier, cellphone, application packs, gas.
<p><i>Our team will monitor the efficacy of the inaugural Youth Guarantee program.</i></p>	<ul style="list-style-type: none"> - 85 – 100% retention - 85 – 100% successful completion 	<ul style="list-style-type: none"> - Pastoral care and extra curricular activities are included to ensure retention. Values based curriculum is included in course delivery including local Ngātiwai history. - Learner progress is monitored weekly 	<ul style="list-style-type: none"> - Tutor and staff at 'The Farm' - The tutor, Northtec & Natasha 	<ul style="list-style-type: none"> - pastoral care resources linked to Duke of Ed. Resources for at least 1 marae noho - assessment records

Goal 2: Students will experience learning success through an authentic cultural environment so they are confident and continue to be connected in 'te reo me ngā tikanga Māori o Ngātiwai' and their personal histories.

Goal 2 Strategic Aim(s)	Expected Outcomes	Specific Actions	Responsibility	Resources	Timeframe
<i>All learners and staff will engage in a tikanga & reo Māori o Ngātiwai curriculum.</i>	- The Tikanga & Reo Māori o Ngātiwai curriculum is co-constructed with Ngātiwai to ensure authenticity.	- Write a beginners and an intermediate Te Reo Māori course.	-Tash	- Time, computer	2012
	- The Tikanga & Reo Māori o Ngātiwai Course has a budget allocated	- Link the budget to the activities and resources required as per the course outline(s)	- Tash	- Time, computer, excel spreadsheet	2012
	- The beginners' Tikanga & Reo Māori o Ngātiwai Course is co-delivered with kaumātua to students and whānau members	- Natasha to deliver the course when our RFA proposal is successful.	- Tash	- Marae/ learning space and all resources listed in budget	07/06/13
	- The beginners' Tikanga & Reo Māori o Ngātiwai Course is reviewed	- Student evaluations are undertaken and analysed.	- Our lead team	- Evaluation forms	Dec13 – Jan14

Goal 3: Students will experience learning success through a safe and an authentic land and water curriculum.

Goal 3 Strategic Aim(s)	Expected Outcomes	Specific Actions	Responsibility	Resources	Timeframe
<i>The Duke of Edinburgh award and Pastoral Care activities will be utilised as extra-curricular activities and an enagement tool.</i>	The Duke of Edinburgh program and pastoral care activities are delivered to supplement the Ag/Hort program we are delivering through Northtec. The program will include safe land and water activities that the Farm currently offers on the premises.	- 'The Farm will find extra funding to support this important part of the program or absorb the costs into the Youth Guarantee EFT funding.	- The Farm	- All resources associated with the Duke of Ed Program and the Pastoral Care activities that 'The Farm' has developed	April – Dec

Goal 4: We will encourage the uniqueness of the individual learner and their ability to succeed. (Respecting the diversity of learners including but not limited to Māori, Pasifika, children with special education needs, gifted and talented learners & non-Māori.)

Goal 4 Strategic Aim(s)	Expected Outcomes	Specific Actions	Responsibility	Resources	Timeframe
<i>Every learner will have a Personalised Learning Plan</i>	Personalised Learning Plans (PLP) inform 2014 programs. Learners, whānau and teachers clearly understand the goals that each learner has within the PLP.	Students will co-construct Personalised Learning Plans (PLP) with their learning coaches (teachers/facilitators), their whānau and support networks that are important in supporting learner success.	Tash, Staff, Learner & whānau.	PLP template, information from previous school/ learning provider, info from whānau and learner.	Induction week – April The PLP is reviewed every term
<i>Careers NZ and course selection discussions will be included in PLP development</i>	Students will be exposed to a range of future careers that link to the current and future skill-base	A careers workshop is delivered to our YG staff, learners and whānau.	Tash, Staff, Learner & whānau.	PLP template, information from previous school/ learning provider, info from whānau and learner.	Induction week – April
<i>Students identified with Special Education Needs will be given appropriate support via the Northtec systems</i>	Students with Special Education Needs succeed in accordance with their PLP	Students with Special Education Needs will be identified early and we will tap into the Northtec and relevant systems from other agencies that are available to support these learners.	Tash, Staff, Learner & whānau.	PLP template, information from previous school/ learning provider, info from whānau and learner.	Induction week – April And upon enrolment at any time during the year
<i>Gifted and Talented Students will be supported to continue progress in an accelerated manner within the areas they excel</i>	Gifted and Talented (G & T) Students succeed in accordance with their PLP. G&T competencies may include but are not limited to cultural, academic, social, artistic, values-based, extra-curricular	Gifted and Talented students are identified early and we will tap into the relevant resources and engage them in learning experiences relevant to their PLP to ensure accelerated progress.	Tash, Staff, Learner & whānau.	PLP template, info from previous school, info from whānau and learner	Induction week – April And upon enrolment at any time during the year

Goal 5: Students will experience learning success upon entry, during and upon exit from our Kura Hourua/Partnership school.

Goal 5 Strategic Aim(s)	Expected Outcomes	Specific Actions	Responsibility	Resources	Timeframe
<i>We will gain relevant information to ensure a seamless education transition</i>	Information from the previous learning provider will assist us in developing a meaningful PLP for every learner.	Access quality information from the learners' previous school(s) and provide quality information to the learners' next learning establishment.	Tash, Staff, Learner & whānau.	PLP, record management system/storage,	At enrolment and upon exit.

Goal 6: Students will experience learning success in the 3 levels of NCEA and other relevant qualifications/pathways that align with their PLP.

Goal 6 Strategic Aim(s)	Expected Outcomes	Specific Actions	Responsibility	Resources	Timeframe
<i>Students enrolled in the L2 Vocational NCEA equivalent course (Northtec My Start Course) will attain successful course completion.</i>	At least 85% (13/15) of our students will complete the Youth Guarantee Course successfully.	<ul style="list-style-type: none"> - Deliver successful outcomes against each strategic goal and aim within the strategic and annual plans. - Ensure engagement through course activities and pedagogy - Utilise effective pastoral care systems which may include but is not limited to effective whānau/community engagement, shared kai, co-constructed curriculum and PLPs. 	<p>'The Farm' staff, tutor, Northtec – [REDACTED] Tash s 9(2)(a) OIA</p> <p>'The Farm' staff, tutor, Northtec – [REDACTED] Tash</p> <p>'The Farm' staff, tutor, Northtec – [REDACTED] Tash s 9(2)(a) OIA</p>	See Course Outlines	<ul style="list-style-type: none"> - Check progress every month - Ongoing through reflective practice - Ongoing through reflective practice and schedule specific hui in the course outline

Goal 7: We will develop a culture of respect embraced by a supportive whānau whānui (immediate whānau & extended community whānau)

Goal 7 Strategic Aim(s)	Expected Outcomes	Specific Actions	Responsibility	Resources	Timeframe
<i>Important stakeholders are included in making important decisions about our school.</i>	<ul style="list-style-type: none"> - The community are included in the naming of the school, the finalising of the school mission, school values, graduate profile and the school charter – including the strategic and annual plans. - Learners, Staff, Whānau and the extended community are given the opportunity to give input into the High Expectations (Behavioural Management) plan. 	<ul style="list-style-type: none"> - Take our development documentation to the Kaumātua of Whangaruru - Call a wider community meeting - Call a series of community meetings - Staff, students and whānau whānui will be asked to reflect on their input into the school to support our learners in experiencing success. (ongoing) 	<ul style="list-style-type: none"> - Ngātiwai ki Whangaruru Whenua Toopu Trust - Whangaruru Community - Our lead team including newly appointed Curriculum Director and Business Director 	<ul style="list-style-type: none"> FAQs sheet, Seamless Education paper and IOI - marae venue, kai, flier/pānui, facebook notice, Draft charter - marae venue, kai, flier/pānui, facebook notice, draft High Expectations plan. 	<ul style="list-style-type: none"> - 2012 and March 2013 - March – Apr 13th - April – Dec (if our RFA is successful.)
<i>We will draw on the expertise within the immediate and the extended community to input into curriculum co-development and co-delivery.</i>	<ul style="list-style-type: none"> - Local whānau co-develop and co-deliver parts of the Youth Guarantee Program for 2014. EG. Pāua seeding, farming components etc... (We have to deliver the standard Northtec program for 2013.) 	<ul style="list-style-type: none"> - Our Draft Curriculum is shared with the local community including prospective students & their families, prospective business and educational partners. The Draft curriculum is modified based on community input. 	<ul style="list-style-type: none"> Newly Appointed Curriculum Director & Business Director. 	<ul style="list-style-type: none"> - marae venue, kai, flier/pānui, facebook notice, draft High Expectations plan. 	<ul style="list-style-type: none"> July 2013 – Dec

Goal 8: We will develop a culture of self-review and provide high quality character building teaching to ensure student engagement, retention and achievement.

Goal 8 Strategic Aim(s)	Expected Outcomes	Specific Actions	Responsibility	Resources	Timeframe
<i>High Quality Teachers are recruited and appointed in</i>	<ul style="list-style-type: none"> - An Experienced Curriculum Director is appointed and proceeds work from 	<ul style="list-style-type: none"> - Set up the Governance Board - Advertise and appoint Curriculum 	<ul style="list-style-type: none"> - Lead Team 	<ul style="list-style-type: none"> - NZSTA, MoE, 	<ul style="list-style-type: none"> - May to June 2013 - July

<i>preparation for the full school delivery in 2014</i>	<p>July 2013.</p> <ul style="list-style-type: none"> - An Experienced Business Director is appointed and proceeds work from July 2013. - Experienced registered Teachers and Facilitators with a LAT are in place and ready to deliver for 2014. 	<p>Director.</p> <ul style="list-style-type: none"> - Advertise and appoint Business Director. - Advertise and appoint registered Secondary Teachers with senior Maths and Science experience. 			<p>2013</p> <p>- May to July 2013</p> <p>- Jul – Sept 2013</p>
<i>High Quality Teachers and whānau are professionally developed in preparation for the full school delivery in 2014 and on an on-going basis to foster the notion that 'everyone's a learner.'</i>	<ul style="list-style-type: none"> - Staff are fully aware of and are agentic in promoting the school purpose, vision, values, graduate profile, strategic aims and goals within the school charter encouraging reflective practice in alignment with the school vision. - Staff utilise 'Engage not Enrage' teaching strategies. - Staff are familiar with the cultural competencies in tātaiako as aligned with Ka Hikita & The New Māori Education Strategy 'Me Kōrero' - Parents understand NCEA through the NCEA & The Whānau Program - Parents identify areas that they would like further understanding about to better support their child's progress and a PLD program is run for them 	<p>-Provide a compulsory 8 week introductory PLD programme, for all staff (and whānau who wish to attend voluntarily) that will include but not be limited to:</p> <ul style="list-style-type: none"> * Our School Charter * 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 staff, students and whānau. * Ka Hikitia, Me Kōrero, Tātaiako Cultural Competencies. * Project Based Inquiry Learning * The Engaging Taitamariki Learning (ETL) project * NCEA & The Whānau resources * The Parents decide at the annual hui an area of focus to help them better support their children and PLD is provided. 	Curriculum Director	<ul style="list-style-type: none"> - Our charter, Curriculum Documents (TMoA & NZC), Ka Hikitia, Me Kōrero, Tātaiako, External facilitators, budget, learning space, Relevant readings associated with PBIL and engagement strategies. (Te Toi Tupu PLD providers, Auck Uniservices, Haeta and overseas facilitators – pending budget.) 	Oct – Nov 2013
<i>The Senior Management Team are aware</i>	- The Senior Management team are aware of their	- The Curriculum Director is to work on Curriculum and	Curriculum Director	Time, NZQA, MoE	July – Dec 2013

<p><i>of their roles and responsibilities including legal requirements.</i></p>	<p>responsibilities to ensure the smooth running of the school including staff management, appraisal, curriculum management and other responsibilities as per the NEGs and NAGs. These understandings are measured annually to ensure progressive growth.</p>	<p>Quality Assurance Documentation including the application for a Consent to Assess Against Standards (CAAS), The Analysis of Variance (AOV) and the 2014 Annual Plan - The Curriculum Director is enrolled in the First Time Principal's program.(FTTP) - The Business Director attains guidance from a successful High School EA to ensure Business experience aligns with the Education Sector. The Business Director seeks out relationships with prospective financial and education partners</p>	<p>Governance Board</p> <p>Governance Board</p> <p>s 9(2)(b)(ii) OIA</p>	<p>MoE, FTTP coordinator</p> <p>MoE, Best Practice Secondary school, budget [redacted] Best Practice school. NEGs and NAGs.</p>	<p>- Jan 2014 to Dec 2015</p> <p>July – Oct 2013</p>
<p><i>The Governance Board are aware of their roles and responsibilities including legal requirements</i></p>	<p>- The Governance Board are aware of their responsibilities including Principal appraisal and all other responsibilities as per the NEGs and NAGs. These understandings are measured annually to ensure progressive growth.</p> <p>- Policy and Charter review plan is developed</p>	<p>- The Governance Board works with a best practice school to develop inclusive and relevant draft policies and procedures to meet the NEGs and NAGs</p> <p>- The governance board creates a policy review plan that includes student, staff, whānau and wider community input.</p>	<p>- Governance Board, MOE, NZSTA</p> <p>s 9(2)(b)(ii) OIA</p> <p>- The Governance Board</p>	<p>- MoE, NZSTA, Best Practice Secondary school, budget [redacted] - [redacted] best Practice School plus a budget of [redacted] per month for GB duties for work including but not limited to time spent on developing draft policies that will require further community input. GB payments will be based on actual work done as per time-sheets.</p>	<p>- June to Dec 2013</p>

Goal 9: We will broaden our curriculum over time ensuring links to the purpose and vision of our school.

Goal 9 Strategic Aim(s)	Expected Outcomes	Specific Actions	Responsibility	Resources	Timeframe
<i>Students will engage in a curriculum that maximises the rich land and water resources that Whangaruru and The Farm have to offer</i>	<ul style="list-style-type: none"> - A Youth Guarantee Ag/Hort Program will be delivered under the umbrella of Northtec which will cater to learners on the L2 Vocational NCEA equivalent qualification. - The Youth Guarantee program will be re-written to include multiple strands for delivery in 2014: Ag/Hort, Trades (Auto/Building), Te Reo o Ngātiwai, Outdoor Ed, Tourism & Hospitality. - The Year 9 – 11 curriculum will be written for 2014 delivery - Local intelligence and skills will be tapped into to ensure a robust curriculum Eg. Pāua seeding and farming learning experiences can be co-delivered by local experts. 	- Deliver and evaluate the YG program.	- Northtec/ [redacted] 'The Farm', tutor, Tash	See Course Outlines	Apr – Dec 2013
		- Re-write the YG program.	- Northtec/ [redacted] 'The Farm', tutor, Tash	See Course Outlines	Completed – subject to Northtec QA approval
		- Write the Y9 – 11 curriculum/ timetable	Curriculum Director	Curriculum Docs, PBIL readings,	June – Dec 2013

SECTION 3 - QUESTION 1 (c):

To follow is information describing what we believe to be the key advantages of our application and how they will meet or exceed the outcomes described in Question 1(b) of this section.

Our school will be successful in improving achievement for taitamariki in our region because

- ❖ the goals within our strategic plan, our key teaching practices, our self-review, evaluation practices and our assessment strategies all support our vision of developing our taitamariki into courageous motivated learners who are supported to reach their potential in whichever positive pathway they choose
- ❖ our curriculum is set in **real-life contexts** that are engaging for youth and will equip learners with practical, academic and social skills
- ❖ we are a part of our local hapū and iwi and have connections with our hapū and iwi leaders. We have a **vested interest in raising the achievement** of our own children, nieces, nephews, grandchildren, unborn descendants and all learners that attend our school
- ❖ our team has the experience, skill and expertise to manage a school that is developed on the premise of **learner success**
- ❖ we acknowledge that **additional skill and expertise is required** to ensure that all learners are able to reach their potential as outlined in their PLPs. Our strategic plan has outlined how we will source and utilise the additional skill and expertise that is required, both in the short and the long term
- ❖ our application has considered **contemporary research and acknowledges traditional Māori practices**. We believe that a balanced application of contemporary and traditional practices will provide our children with an understanding of where they have come from and a belief that they can utilise their skills in a modern context of their choosing
- ❖ we have considered national and localised regional student achievement data but we will analyse and respond to our school data and the needs of our learners **at least** annually, to ensure that our **high achievement targets are met**.

4 EDUCATIONAL PLAN

4.1 EDUCATIONAL FOCUS

PART A – Proposed Student Population and Educational Need.

SECTION 4.1 - QUESTION 1:

To follow is information that provides a profile of the student population that we expect at our school e.g. year level, ethnicity, gender and roll numbers

❖ **SCHOOL PROFILE**

Secondary coeducational – bilingual

An Option for the Proposed Location – 3236 Russell Road, Whangaruru, Northland
www.thefarm.co.nz

Year levels in first year 2013: Years 12 – 13+ (One pathway for our Senior High)

Year levels at full enrollment 2014: Years 9 – 13+ (Junior & Senior High)

❖ **ETHNICITY**

2011 statistics show that 49.9% of the 28,704 students enrolled in the Northland Region District schools were Māori, 44.5% were European/Pākeha, 2.3% identified as Asian and 2% identified as Pasifika. Our local student population is reflective of the Northland Region statistics. Due to our geographical placement, our school has the opportunity to serve the Ministry Priority Groups. Although our curriculum will provide ample opportunity for Māori to meet their potential as Māori, our school recognizes the open enrolment policy within the Education Act and will be equipped to deliver high quality education to all learners including but not limited to non-Māori, Māori, Gifted and Talented students, Pasifika, students with special education needs and learners from low socio-economic circumstances.

FIGURE 2 - ROLL NUMBERS

2014	2015	2016	2017	2018	At capacity
18	23 (50% of contributing schools' 2011 Y6 cohort +.5)	20.5(50% of contributing schools' 2011 Y5 cohort +.5)	19.5(50% of contributing schools' 2011 Y4 cohort +.5)	14(50% of contributing schools' 2011 Y3 cohort +.5)	24.5 (50% of contributing schools' 2011 Y2 cohort +.5)
16	18.5	23.5	21.5	20	14.5
0	16.5	19	24	22	20.5
15.5	16	17	19.5	24.5	22.5
* 15.5	16	16.5	17.5	20	25
5.5	Nil until Senior Managers secure higher level Certificates with Tertiary Providers	16.5 – Senior Managers have secured higher level certs with Tertiary Providers	17	18	20.5
70.5 (71)	90	113	119	118.5 (119)	127.5 (128)

Explanation of data included in FIGURE 3:

- ❖ 2014 Y9 & 10 numbers are based on the projected successful recruitment of 50% of the 2011 students who were Y7 & 8 from Hikurangi School, Whangaruru School, Waikare School and Karetu School. Although Karetu is much closer to Bay of Islands College.
- ❖ Year 11 students for 2014 cannot be projected without assuming that we would target students whom are already in Secondary schooling, in which case the numbers cannot easily be predicted.
- ❖ Year 12 student intake will be at least 15 as per the minimum students required to run the Youth Guarantee (YG) Program.
- ❖ The 2014 Y13 number assumes a 100% retention rate from the 2013 YG Program. This Y13 group will be the first Y13 graduates from our school.
- ❖ We have added .5 to every Year Level total to account for out of region learners.

- ❖ The data in this table is provisional and can only be used as estimates as it is based on 2011 contributing school rolls. There is a high rate of transience in the Northland region.
- ❖ There is a risk of the school being too big to ensure PLPs for every learner in the school unless a robust academic and pastoral care system is implemented.

SECTION 4.1 - QUESTION 2 (a):

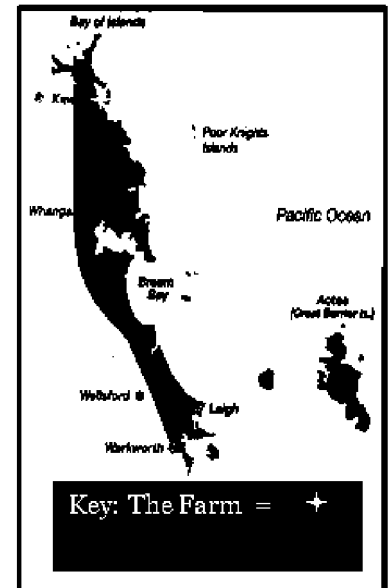
To follow is information about the relationship between the student-population to be served and the intended geographic location of our Partnership School/Kura Hourua

- ❖ Many of our local prospective learners are affiliated to Ngātiwai and some of them 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, Ngātiwai learners and/or students represented in underachievement.
- ❖ Tamariki from other hapū and iwi will be nurtured at our kura. They will learn Ngātiwai tikanga and histories to build a connection between them and the whenua that their school stands on and to acknowledge the unique position of Māori within Aotearoa
- ❖ Non-Māori/European children will be nurtured at our school. The Māori curriculum will be delivered in an encompassing and an inclusive way to ensure that Non-Māori are able to appreciate the heritage of the tangata whenua and also celebrate their own personal histories.
- ❖ We recognise the need for our children to be exposed to a wide range of diverse cultures and ethnicities so that once they are grounded in their own heritage, they will be able to develop an understanding of multiple perspectives thus enabling them to achieve at a local, national and global level.

Section 4 – QUESTION 2(a) continued...

Setting The Geographical context:

- ❖ 'The Farm' is a proposed site that is situated in North Whangaruru. Whangaruru is a part of the Ngātiwai iwi (identified by the brown shading). One of the local Whangaruru hapū is Te Uri o Hikihiki.
- ❖ There is 1 kōhanga reo – Te Kōhanga reo o Mokau, 1 Primary School – Whangaruru School and a Tertiary Te Reo Course – Te Wānanga o Aotearoa, situated in Whangaruru.
- ❖ Traditionally, students leaving Whangaruru School have mainly attended Kamo High School (47.7 km south). According to the Ngātiwai Education Environmental scan (2011), Kamo High School has the largest number of Ngātiwai students.
- ❖ Bay of Islands College (44.1 km north), Tikipunga High (50.9 km south), Whangarei Girls' High (51.8 km south) & Whangarei Boys High (51.8 km south) are other English-Medium options.
- ❖ Some of our Whangaruru students are attending Te Kura Kaupapa Māori o Te Rāwhiti Roa (49 km south) because Māori-Medium is their choice of schooling.
- ❖ Other students from the valley had previously attended Church College of New Zealand (Hamilton) but since that school has closed down, students have returned to Kamo High School.



SECTION 4.1 - QUESTION 2 (b):

To follow are relevant goals from our Strategic Plan which shows how our school will be able to provide improved outcomes for Māori, Pasifika, students with special education need and students from low socio-economic backgrounds when compared with current provision in the area served by our school. In addition to the relevant Strategic Plan goals, we have also given a summary of the current education provisions in Whangaruru which identifies a gap that we are able to fill.

Strategic Goal 2: Students will experience learning success through an authentic cultural environment so they are confident and connected in 'te reo me ngā tikanga Māori o Ngātiwai' and their personal histories.

- ❖ All learners and staff will engage in a tikanga & reo Māori o Ngātiwai curriculum. Staff involvement in this community based PLD will foster a culture that supports the notion that, 'Everybody is a Learner.' The class will be open to community members. "He pai to nohotahi o te tuakana me te teina."
- ❖ 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.

Strategic Goal 4: We will encourage the uniqueness of the individual learner and their ability to succeed. (Respecting the diversity of learners including but not limited to Māori, Pasifika, children with special education needs, gifted and talented students & non-Māori.)

- ❖ The learner, their whānau, education 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.

- ❖ The cultural competencies in tātaiako are embedded in teacher practice enabling teachers to cater to individual learner needs in a differentiated manner.
- ❖ Our Mantra of "Every Learner Meets Their Potential" is visible in our school because Māori, Non-Māori, children with Special Education Needs and gifted & talented students feel proud of who they are and what they represent. Every learner in our school respects their heritage and the diverse backgrounds of their peers.
- ❖ 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 identified and given the opportunity to progress at a continued accelerated manner. Giftedness will be measured by cultural, artistic, practical and academic competencies. (Not just literacy and numeracy.)

A proportion of the population, within the vicinity of the proposed site of our school, is within the low socio-economic band. Coming from a low socio-economic background will not be a barrier for learners at our school. Our Kura Hourua is not a private fee-paying school which is in keeping with the proposed legislation. The Business Director, the curriculum director, the board of governance, the learners and the wider community will be jointly responsible for sourcing funds and relevant resources to ensure high quality educational experiences and outcomes for all learners.

Current Education Provision in Whangaruru

❖ Early Childhood Education

Mokau Te Kōhanga Reo is a community based early childhood education centre and is delivered in facilities adjacent to the Mokau Marae. In the most recent ERO report for Mokau Te Kōhanga Reo, dated 06 August 2012, it was noted that:

"The kōhanga consists of a small number of whānau members that affiliate to the [many] hapū of Ngātiwai. Local Māori customs, traditions, beliefs, culture and language are strongly promoted by its whānau members for their children. These unique elements of Ngātiwai, the history of the kōhanga and principles are beautifully captured in their whānau charter..."

"ERO is confident that the kōhanga is being managed in the interests of the children. Therefore ERO will review the kōhanga again as part of the regular review cycle."

❖ Primary School Education

Whangaruru School provides education for Year 1 – 8 students. Whangaruru is a Full Primary, State co-education school. Whangaruru School is located in the Whangarei District within the Hikurangi-Coastal Ward and sits within the Ngātiwai rohe.

The ethnicity composition for 2012 shows that 89.1% of Whangaruru Schools' students are Māori, 4.3% of the students are Pasifika and 6.5% of the students are European. In the most recent ERO report for Whangaruru, dated 21 June 2012, it was noted:

"...that the school appeared to have lost the confidence of its community and that the roll was continuing to fall. To help address the above concerns, the Ministry of Education appointed a limited statutory manager to support the board from 2009 until the end of 2010, the school had three principals. Following this period of instability, a permanent principal was appointed in term

4, 2010. As a result of this appointment and subsequent school development, the school appears to be regaining the confidence of its community. During the course of this review, parents and whānau commented to ERO on the positive direction that the school is now following.”

The most recent ERO report and National Standards data (that have been published on the Education Counts Website) shows that education at Whangaruru School has stabilised. Although, community unrest still exists regarding Whangaruru School.

❖ Secondary School Education

Traditionally, students leaving Whangaruru School have attended Kamo High School. Some of our Whangaruru students are attending Te Kura Kaupapa Māori o Te Rāwhiti Roa because Māori Medium is their choice of schooling. Other students from the valley had previously attended Church College of New Zealand (Hamilton) but since that school has closed down, students have returned to Kamo High School.

Unfortunately many of our Whangaruru tamariki who remain enrolled at secondary schools, like Kamo High school, fall through the system and are represented in the negative student achievement data as Māori students. In the most recent ERO report for Kamo High School, dated 21 January 2011, it was noted:

“Rates of achievement in the National Certificates of Educational Achievement (NCEA) have fallen below those of similar schools. Overall, the achievement of Māori students is below that of other students and below national averages for Māori students.”

Some of our Whangaruru tamariki, who are not engaged at secondary schools, have ended up in Alternative Education programmes. The Dive-Inn programme was a course that our Whangaruru children opted for (when they opted out of school) due to the high level of water education and the quality pedagogical delivery of the course by one of the Ngātiwai tutors.

Despite great efforts, the current options for Secondary Schooling have not provided consistent high achievement outcomes for our Whangaruru tamariki. Kamo High School is the nearest Secondary School to the south at a distance of 54.1 km's from Whangaruru Primary School. The nearest secondary school to the north of Whangaruru Primary school is Bay of Islands College at a distance of 37.6 km's – or 56.5 km's from Mokau, Whangaruru. (This is where some of the current secondary school students reside.) Children, currently travelling to Kamo High School, are waking up at 6.00am and driving from as far north as Ngaioitonga to Oakura (20.6 kms) and then catching a bus from Oakura to Kamo (42.6 kms). This trip is travelled twice a day and adversely affects our children's ability to complete homework as they have already participated in a 10.5 hour day by the time the bus arrives in Oakura at 4.30pm.

In keeping with the valley's tradition of attending Kamo High School, our roopu sees the need to retain the relationship with this secondary school. A strengthened relationship can be achieved through a Memorandum of Understanding (MOU) with Kamo High School. In such a relationship our students may be able to participate in Kamo High School sports teams, attend the school ball and access specialist NCEA subjects in our developmental years. Kamo High School will benefit from having students participating in an off-site campus that provides an engaging curriculum that suit those tamariki. A partnership with 'The Farm' also provides an opportunity to compliment and add more practical experiences to the current outdoor education and agriculture programmes that Kamo High School is delivering. It is important to note that the school is now under new leadership and the new Principal is willing to work with us via a Memorandum of Understanding to co-deliver parts of the curriculum through our site.

Tertiary Provisions in the Whangaruru Area

Te Wānanga o Aotearoa (TWOA) is delivering a tikanga and reo programme in Whangaruru. We are currently in discussions with Northtec to deliver a 'My Start' programme which provides another link to Tertiary Education.

The current education provisions in Whangaruru highlight a need for improvement in Secondary Education. The Ngātiwai Education Strategy and the Ngātiwai Trust Board's strategic plan also highlight the need for language and tikanga revitalisation.

Summary of Provisions in the Whangaruru Area

As previously mentioned we have Early Childhood Education, a Primary School and Tertiary providers within Whangaruru. All of the current secondary provisions are between 44 – 52 km away from Whangaruru. There is only 1 Kura Kaupapa Māori with a secondary option (wharekura) within the Whangarei District. That is Te Kura Kaupapa Māori o Te Rāwhiti Roa at a distance of 49 km south of Whangaruru. The nearest northern wharekura is in Te Kura Kaupapa Māori o Taumāreere at a distance of 71.7 km from Whangaruru.

The Benefits of our Partnership School/Kura Hourua Provision

We believe that our school will assist in creating a seamless education provision in Whangaruru as shown in Figures 3 & 4 below. Our Kura Hourua will provide a unique bilingual option within the current Northland network of schools. We believe that we are positioned well to deliver a co-constructed bilingual education. Our school site will also be positioned, physically, in an area that has access to land, native bush, rivers, creeks, marae and ocean which will serve as our most abundant resource in addition to the human resources our team currently comprises of and is developing partnerships with.

FIGURE 3 – The Current Education Provision in Whangaruru

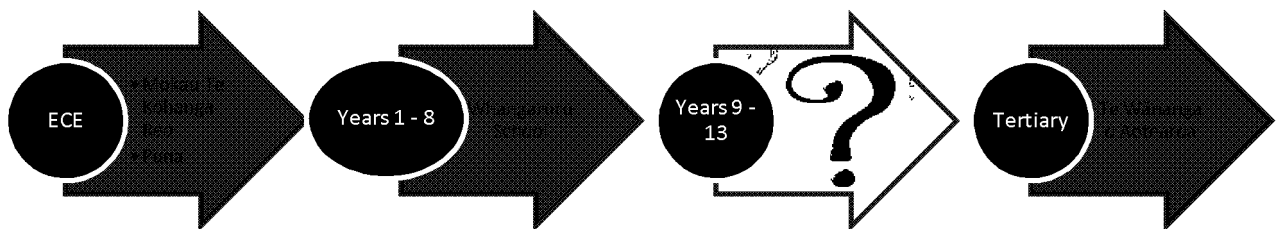
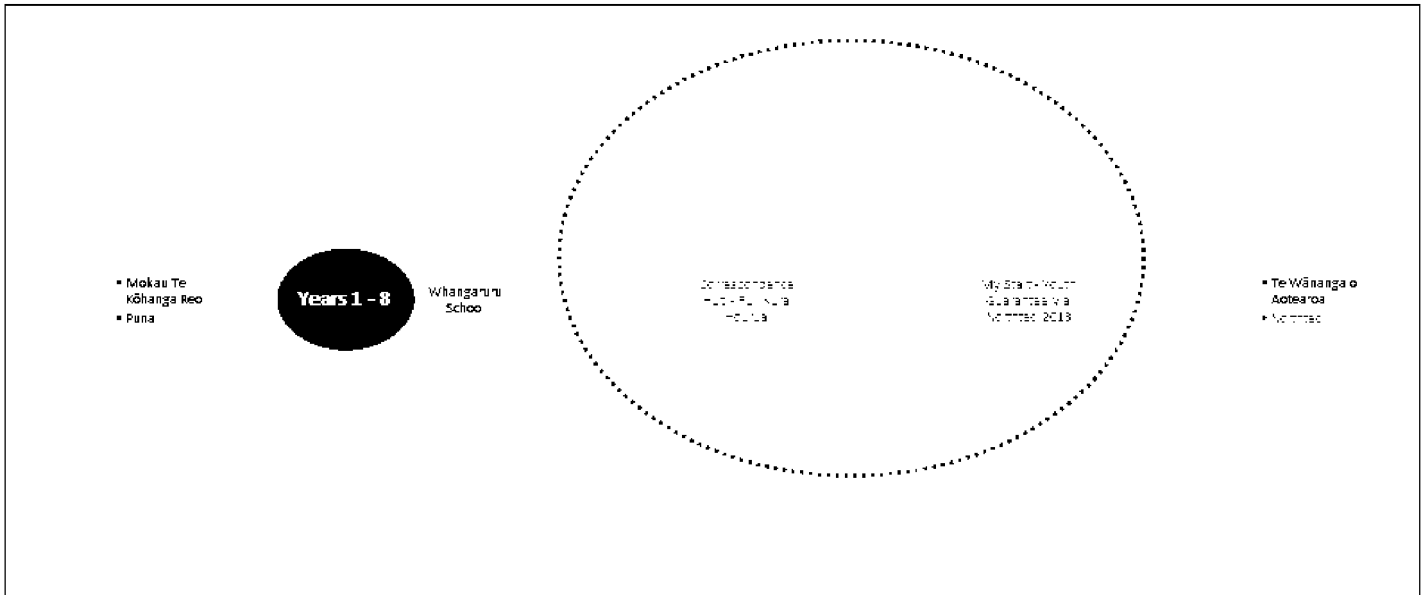


FIGURE 4 – Our Kura to Create a Seamless Education Provision in Whangaruru



Phase 1: My Start/Youth Guarantee project for 16 & 17 Year olds (Year 12 & 13 students) in Whangaruru = part of our 'Senior High' component of the Kura Hourua.

Phase 2: A Correspondence Hub for Years 9 – 11 students in Whangaruru = Our 'Junior High' component of the Kura Hourua. Prospective start date is 2014 pending the passing of the bill into legislation and our successful application.

We believe that the purpose, vision, values, community engagement, strategic goals, annual aims and current experience within our working group will allow for a foundation for a quality education provision for Māori, Pasifika, students with special education needs and students from low socio-economic backgrounds.

SECTION 4.1 - QUESTION 2 (c):

To follow is a description of the educational needs of students our school intends to enrol and barriers that exist between them and educational achievement:

We have used Northland Statistics to make assumptions about the educational needs of students in our area. In addition to this we are confident to make the statement that our school will provide for the educational, pastoral and cultural needs of our learners. Four key enablers to support our learners to meet these needs are:

- Participation
- Engagement
- Retention
- Student Achievement

We believe that Participation, Engagement, Retention and high Student achievement are natural bi-products of a successful school. 2011 statistical data, available on the Education Counts website, suggests that our Northland Secondary students performed well in some areas in comparison to the National averages but that Māori still performed worse than Pākehā learners in most areas. This is alarming given that Māori made up 49.9% of all Northland learners enrolled in Y1 – 15, while Pākehā/European made up 44.5%, 2.3% identified themselves as Asian and 2% as Pasifika.

The graphs and analysis included in the next few pages shows the need for a different educational/pedagogical approach for our priority learners in our region. The data also identifies the challenges that our student population continue to face. We believe that our school will ensure high participation, engagement, retention and student achievement. But first let's analyse the 2011 snapshot of data for our Northland students.

FIGURE 5: Statistics that Identify the Educational Gaps and Needs of Our Students - 1.

Demographics – School types – Snapshot of status quo

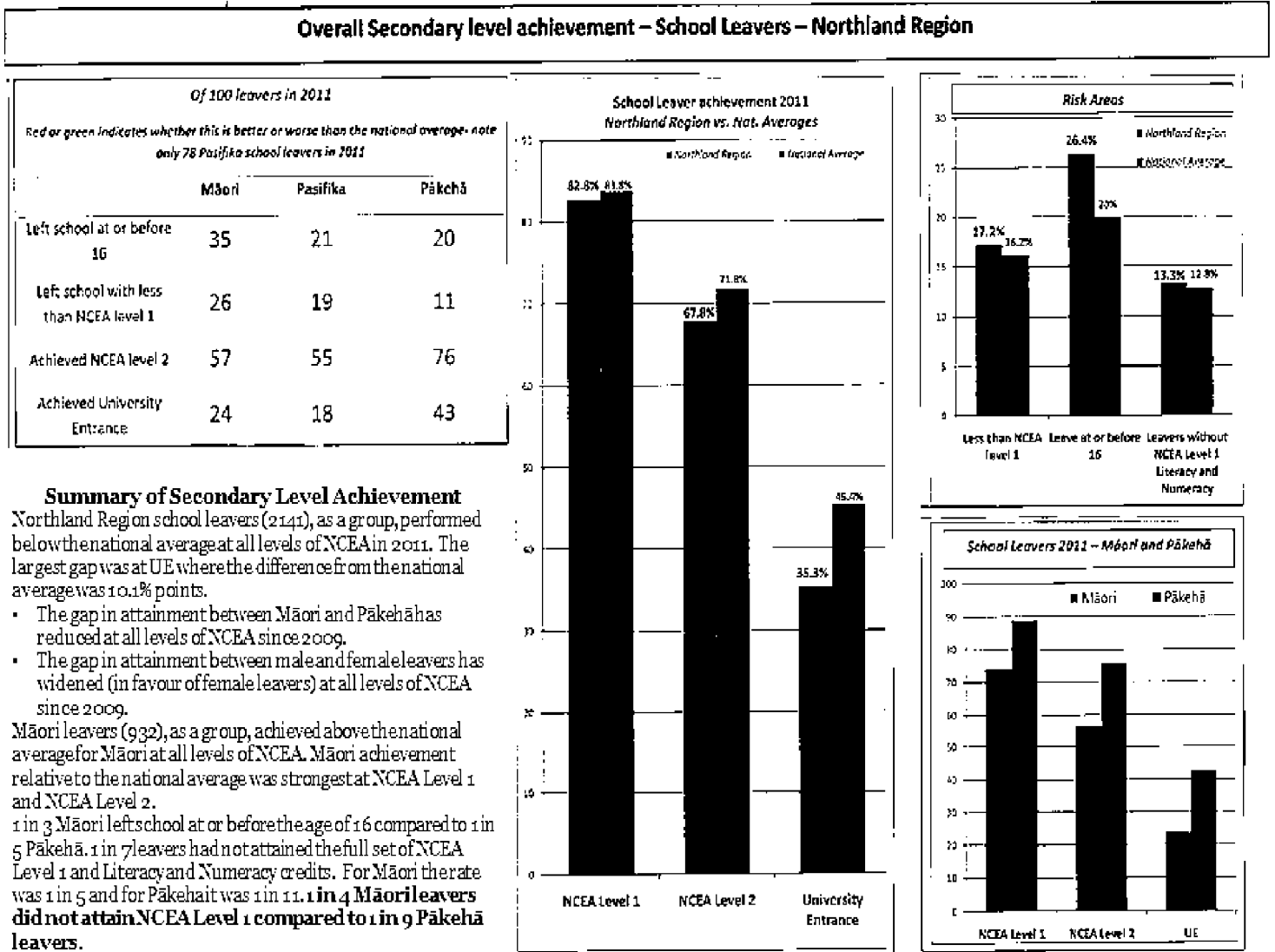
Demographic		ECE																																																																																																																																																																		
<p>As at July 2011 there were 28,704 students enrolled in Northland Region District (see table 6). 18,906 were enrolled in years 1-8, and 9,798 in years 9-15. 49.9% identified as Māori, 2% identified as Pasifika, 2.3% identified as Asian, and 44.5% identified as European/Pākehā.</p> <p>Between 2006 and 2011 there was a decrease of 248 learners (-1.7%) enrolled in schools in Northland Region District. The number of Māori learners in years 1- 15 in Northland Region District is increasing at a rate of approximately 0.7%, compared to 5.2% for Pasifika, and -1.6% for European/Pākehā.</p>	<p>The schooling network in Northland Region is comprised of 150 schools and facilities. Of the 150 schools in Northland Region, 88 schools (58.7%) were considered low decile (decile 1-3), and 10 schools (6.7%) were considered high decile (decile 8-10).</p> <p>Table 7: Number of schools in Northland Region, by school type and decile level, July 2011</p> <table border="1"> <thead> <tr> <th>Sector</th> <th>School Type</th> <th>Low Decile</th> <th>Mid Decile</th> <th>High Decile</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Primary</td> <td>Full Primary</td> <td>40</td> <td>18</td> <td>0</td> <td>64</td> </tr> <tr> <td>Contributing</td> <td>22</td> <td>18</td> <td>3</td> <td>43</td> </tr> <tr> <td>Intermediate</td> <td>3</td> <td>2</td> <td>0</td> <td>5</td> </tr> <tr> <td rowspan="3">Secondary</td> <td>Secondary (Year 7-15)</td> <td>3</td> <td>5</td> <td>0</td> <td>9</td> </tr> <tr> <td>Secondary (Year 9-15)</td> <td>4</td> <td>3</td> <td>0</td> <td>7</td> </tr> <tr> <td>Teen Parent Unit</td> <td>1</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td rowspan="2">Composite</td> <td>Composite (Year 1-15)</td> <td>13</td> <td>5</td> <td>1</td> <td>19</td> </tr> <tr> <td>Composite (Year 7-10)</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Special</td> <td>Special School</td> <td>2</td> <td>0</td> <td>0</td> <td>2</td> </tr> <tr> <td>Total</td> <td>All School Types</td> <td>88</td> <td>51</td> <td>10</td> <td>150</td> </tr> </tbody> </table> <p>Table 6: Number of students by year level and ethnic group, July 2011</p> <table border="1"> <thead> <tr> <th rowspan="2">Ethnic Group</th> <th colspan="2">Year 1-8</th> <th colspan="2">Year 9-15</th> <th colspan="2">Total</th> </tr> <tr> <th>Number</th> <th>Percent</th> <th>Number</th> <th>Percent</th> <th>Number</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Māori</td> <td>9,792</td> <td>51.8%</td> <td>4,520</td> <td>48.1%</td> <td>14,312</td> <td>49.9%</td> </tr> <tr> <td>Pasifika</td> <td>377</td> <td>2.0%</td> <td>193</td> <td>2.0%</td> <td>570</td> <td>2.0%</td> </tr> <tr> <td>Asian</td> <td>439</td> <td>2.3%</td> <td>225</td> <td>2.3%</td> <td>664</td> <td>2.3%</td> </tr> <tr> <td>Other</td> <td>185</td> <td>1.0%</td> <td>85</td> <td>0.9%</td> <td>270</td> <td>0.9%</td> </tr> <tr> <td>European/Pākehā</td> <td>8,100</td> <td>42.6%</td> <td>4,660</td> <td>47.6%</td> <td>12,760</td> <td>44.5%</td> </tr> <tr> <td>Foreign Fee-Paying</td> <td>13</td> <td>0.1%</td> <td>115</td> <td>1.2%</td> <td>128</td> <td>0.4%</td> </tr> <tr> <td>Total</td> <td>18,906</td> <td>100.0%</td> <td>9,798</td> <td>100.0%</td> <td>28,704</td> <td>100.0%</td> </tr> </tbody> </table>	Sector	School Type	Low Decile	Mid Decile	High Decile	Total	Primary	Full Primary	40	18	0	64	Contributing	22	18	3	43	Intermediate	3	2	0	5	Secondary	Secondary (Year 7-15)	3	5	0	9	Secondary (Year 9-15)	4	3	0	7	Teen Parent Unit	1	0	0	1	Composite	Composite (Year 1-15)	13	5	1	19	Composite (Year 7-10)	0	0	0	0	Special	Special School	2	0	0	2	Total	All School Types	88	51	10	150	Ethnic Group	Year 1-8		Year 9-15		Total		Number	Percent	Number	Percent	Number	Percent	Māori	9,792	51.8%	4,520	48.1%	14,312	49.9%	Pasifika	377	2.0%	193	2.0%	570	2.0%	Asian	439	2.3%	225	2.3%	664	2.3%	Other	185	1.0%	85	0.9%	270	0.9%	European/Pākehā	8,100	42.6%	4,660	47.6%	12,760	44.5%	Foreign Fee-Paying	13	0.1%	115	1.2%	128	0.4%	Total	18,906	100.0%	9,798	100.0%	28,704	100.0%	<p>As at June 2011 there were 202 licensed ECE services in Northland Region: 74 Education & Care services, 25 Kindergartens, 13 Home-based services, 43 Play centres, 46 Te Kōhanga Reo (TKR) and 1 Casual Education & Care services. This is an increase of 4 services since 2010, or 31 since 2006. The waiting time information for ECE services in Northland Region shows between 56 and 64 percent of services could accept a new enrolment within a month which would suggest there is available capacity in current services. However, there may be areas within Northland Region where capacity is a barrier to participation.</p> <p>Table 5: Number of Year 1 students who participated in ECE prior to starting school (Year ending March 2012)</p> <table border="1"> <thead> <tr> <th rowspan="2">Ethnic Group</th> <th colspan="2">Northland Region</th> <th colspan="2">New Zealand</th> </tr> <tr> <th>Number</th> <th>Percent</th> <th>Number</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Māori</td> <td>1,014</td> <td>83.0</td> <td>13,188</td> <td>90.3</td> </tr> <tr> <td>Pasifika</td> <td>70</td> <td>77.9</td> <td>6,399</td> <td>88.2</td> </tr> <tr> <td>Asian</td> <td>38</td> <td>95.0</td> <td>5,260</td> <td>95.8</td> </tr> <tr> <td>Other ethnic groups</td> <td>25</td> <td>100.0</td> <td>1,328</td> <td>95.7</td> </tr> <tr> <td>European/Pākehā</td> <td>1,236</td> <td>95.8</td> <td>38,007</td> <td>97.9</td> </tr> <tr> <td>Total</td> <td>2,089</td> <td>89.5</td> <td>54,956</td> <td>94.7</td> </tr> </tbody> </table>	Ethnic Group	Northland Region		New Zealand		Number	Percent	Number	Percent	Māori	1,014	83.0	13,188	90.3	Pasifika	70	77.9	6,399	88.2	Asian	38	95.0	5,260	95.8	Other ethnic groups	25	100.0	1,328	95.7	European/Pākehā	1,236	95.8	38,007	97.9	Total	2,089	89.5	54,956	94.7
Sector	School Type	Low Decile	Mid Decile	High Decile	Total																																																																																																																																																															
Primary	Full Primary	40	18	0	64																																																																																																																																																															
	Contributing	22	18	3	43																																																																																																																																																															
	Intermediate	3	2	0	5																																																																																																																																																															
Secondary	Secondary (Year 7-15)	3	5	0	9																																																																																																																																																															
	Secondary (Year 9-15)	4	3	0	7																																																																																																																																																															
	Teen Parent Unit	1	0	0	1																																																																																																																																																															
Composite	Composite (Year 1-15)	13	5	1	19																																																																																																																																																															
	Composite (Year 7-10)	0	0	0	0																																																																																																																																																															
Special	Special School	2	0	0	2																																																																																																																																																															
Total	All School Types	88	51	10	150																																																																																																																																																															
Ethnic Group	Year 1-8		Year 9-15		Total																																																																																																																																																															
	Number	Percent	Number	Percent	Number	Percent																																																																																																																																																														
Māori	9,792	51.8%	4,520	48.1%	14,312	49.9%																																																																																																																																																														
Pasifika	377	2.0%	193	2.0%	570	2.0%																																																																																																																																																														
Asian	439	2.3%	225	2.3%	664	2.3%																																																																																																																																																														
Other	185	1.0%	85	0.9%	270	0.9%																																																																																																																																																														
European/Pākehā	8,100	42.6%	4,660	47.6%	12,760	44.5%																																																																																																																																																														
Foreign Fee-Paying	13	0.1%	115	1.2%	128	0.4%																																																																																																																																																														
Total	18,906	100.0%	9,798	100.0%	28,704	100.0%																																																																																																																																																														
Ethnic Group	Northland Region		New Zealand																																																																																																																																																																	
	Number	Percent	Number	Percent																																																																																																																																																																
Māori	1,014	83.0	13,188	90.3																																																																																																																																																																
Pasifika	70	77.9	6,399	88.2																																																																																																																																																																
Asian	38	95.0	5,260	95.8																																																																																																																																																																
Other ethnic groups	25	100.0	1,328	95.7																																																																																																																																																																
European/Pākehā	1,236	95.8	38,007	97.9																																																																																																																																																																
Total	2,089	89.5	54,956	94.7																																																																																																																																																																

FIGURE 6: Statistics that Identify the Educational Gaps and Needs of Our Students - 2.

Of 100 Students...	Of 100 Māori Students...	Of 100 Pasifika Students...	in Northland Region in 2011
74	65	79	Stayed at school to at least their 17 th Birthday
3.9	5.5	3.4	Were stood down from school
83	74	81	Left School with at least a Level 1 Qualification
68	57	55	Left School with at least a Level 2 Qualification
35	24	18	Left School with the requirements for Tertiary study
42	63	46	Were located in a low decile school
13	19	14	Left school without basic literacy and numeracy requirements
89	83	78	Started school with Prior Participation in ECE

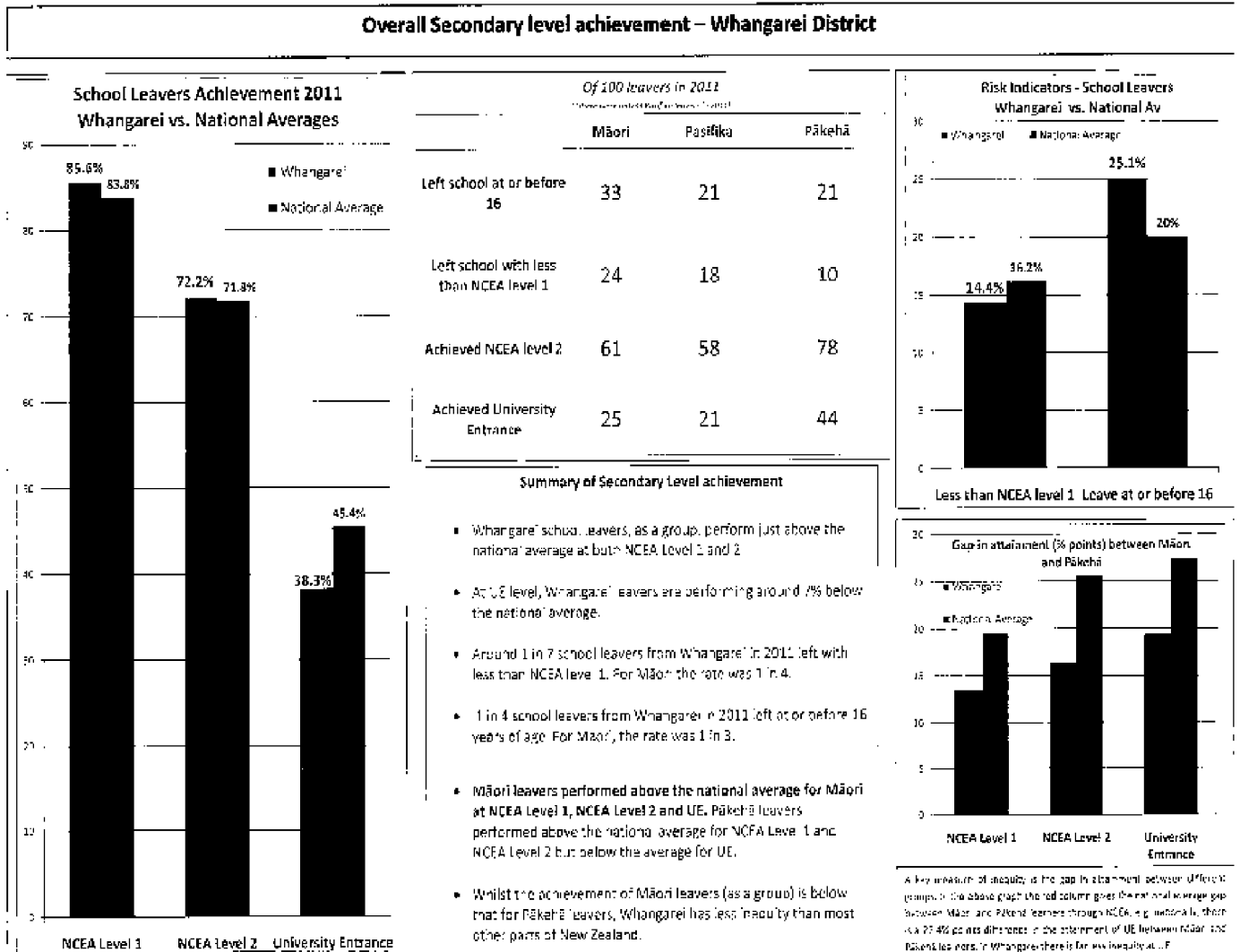
- ❖ This table shows that in Northland more Māori children were stood down from school than any other group and that only 24% of our Māori students left school with the requirements for Tertiary study. 35% of our Māori students left school before their 17th birthday. This indicates that a high proportion of the 49.9% of our 2011 Northland Māori students were not **Participating, Engaged**, being **Retained** or achieving high **Student Achievement** outcomes.
- ❖ To ensure **Participation** at our school we have developed a highly **Engaging** curriculum set in the southern-most part of the Bay of Islands. Our school site has access to land activities, water activities, motorbikes, horses, international guests/staff, the rich culture and history of the area, the marae and living kaumātua to guide us.
- ❖ Our 'Project Based Inquiry Learning' (PBIL) curriculum utilizes those resources on a day to day basis. In our vocational pathway the theoretical component is a third of the curriculum delivery. Youth will apply literacy, numeracy and other essential skills in real-life contexts associated with the activities on the farm including agriculture, outdoor education, accommodation business, automotive, building, land, animal and water science. As part of developing the metacognition of the child, facilitators/teaching staff will ensure that connections are made between the theory and the practice so that students understand what they are learning and why. The engaging curriculum and site are coupled with the development of PLPs that match the learner's desired career pathway. This makes for a recipe that ensures student **Retention**. Staff and community supporters of the learners will have high, achievable and personalized expectations of each learner at our school to ensure best achievement outcomes for the individual **Student**.

FIGURE 7: Statistics that Identify the Educational Gaps and Needs of Our Students - 3.



- ❖ These statistics show that our Northland learners performed below the National Average in L1 – 2 NCEA and UE.
- ❖ Māori in Northland performed better than Māori in other parts of New Zealand. This could be attributed to the collective piece of work that Northland secondary schools have undertaken via the ‘Engaging Taitamariki Learning’ (ETL) program. The ETL program focused on raising Māori student achievement for L2 NCEA. Our school will apply to be a part of the ETL group of schools. Another positive contributor to the positive L1 and L2 results for Māori could be the ‘Te Kōtahitanga’ program. Our school will also apply for the next available intake in the ‘Te Kōtahitanga’ PLD.
- ❖ Despite this positive shift for Māori achievement in comparison with other Māori, these learners are still performing worse than Pākehā/European learners in the region

FIGURE 8: Statistics that Identify the Educational Gaps and Needs of Our Students - 4.



SECTION 4 - QUESTION 2 (c) continued...

Additional Challenge for our learners includes:

❖ **TRAVEL**

- Currently many of our children are travelling up to 2 hours a day return to attend school in Whangarei. The challenge will now be reversed for tamariki who live in Whangarei and wish to attend our school.

❖ OUR PROPOSED RESPONSE

- We are developing a residential option to reduce the negative effects of travel and increase the opportunity for more meaningful pastoral care.
- Up until the residential option is available, the use of vans will shorten the length and improve the comfort levels of travel.

SECTION 4.1 - QUESTION 2 (d)

To follow is our proposed recruitment strategy to attract students and their whānau to our Partnership School/Kura Hourua.

PHASE 1 – YOUTH GUARANTEE SENIOR HIGH PROGRAM WITH NORTHTEC

- ❖ We have already proceeded to recruit for our Youth Guarantee program in association with Northtec. Northtec have developed advertising brochures to assist us in our campaign. (Brochure attached as Appendix B) We have recruited 20 students into the course and have appointed a Head Recruitment Officer whose recruitment methodology includes:
 - setting up meeting appointments with students via text messages, facebook and emails
 - meeting at prospective students' homes with students and parent/caregiver to explain the program content, qualifications that can be attained, and fill in the enrollment forms
 - sharing all information with Northtec to ensure that our students meet the relevant criteria
- ❖ The recruitment officer is in her late teens and it is evident that her communication techniques and familiarity with the prospective students has been an advantage in recruiting the required 15 students in a very short time-frame. She has been able to exceed the minimum 15 enrollments within a period of 2 weeks.

PHASE 2 – FULL YEAR 9 – 13 SECONDARY SCHOOL STUDENTS

- ❖ We have proposed a range of dates and contexts for wider community consultation which includes a recruitment strategy. That strategy includes:
 - meeting with the Whangaruru community first on April 13th, so that the locals have a say into their school before we share the detailed information with whānau outside of the valley. Locals can then make an informed decision about their tamariki attending our school and encourage others on the skirts and outside of Whangaruru to attend also. More hui whakawhitihiti kōrero will be necessary for the home people of Whangaruru too.
 - wider community consultation hui with prospective feeder schools and their communities. These hui will occur from June – December of 2013, should our application be successful
 - an online webinar for Ngātiwai descendants whom are not living in the area but might like to have their children return home to learn their tikanga, reo and access high quality education. This webinar will be scheduled between June – Dec of 2013, pending success of this application
 - the ongoing teenage recruitment by the Head Recruitment officer for the 2014 Youth Guarantee Program
 - a collaborative approach between the Governance Board, the Curriculum Director, the Business Director and community members

PART B – The Curriculum

SECTION 4.1 - QUESTION 3 (a)

To follow is a description of the curriculum documents that our school will use:

- ❖ Both the New Zealand Curriculum (NZC) & Te Marautanga o Aotearoa (TMOA) will guide our school curriculum development and delivery because we intend to deliver an inclusive bilingual education.
- ❖ We will utilise the front end (Te Anga) of TMOA to form the basis of a learner centred philosophy which supports the purpose and the vision of our school.
- ❖ Achievement Standards are derived from Achievement Objectives within both the NZC & TMOA – our students will be accessing NCEA Achievement Standards that link to both documents.
- ❖ **NZC** - Learners whom have come through a predominantly English Medium pathway will access achievement standards that align with the achievement objectives from each of the Essential Learning Areas within the NZC. Access to Te Kura/The Correspondence School will ensure curriculum coverage. These learners will access their tikanga and reo through the Ngātiwai Curriculum that we have developed with Ngātiwai. The Ngātiwai program levels align with the NCEA internal and external achievement standards so that students are be able to access those credits for their qualifications.
- ❖ **TMOA** - Learners whom have come through a predominantly Māori Medium pathway will access achievement standards that align with the whaingā paetae from each of the Marau within TMOA. Gifted and Talented speakers of Te Reo will be able to access Te Reo Rangatira Achievement Standards which derive from TMOA and they will also engage in a level – appropriate Ngātiwai tikanga and reo curriculum. Access to Te Kura/The Correspondence School may ensure curriculum coverage.
- ❖ Unit Standards that align with PLPs and Vocational pathways will be accessed via shared accreditation with Tertiary providers to ensure that the practical components of our curriculum are recognized on our learners' Record of Achievement. (ROA)

SECTION 4.1 - QUESTION 3 (b)

To follow are details of how our chosen curriculum documents will be delivered at each year level in our proposed school:

It is important to note that the following information is a mere guideline and aligns with the curriculum levels within both curriculum documents. However, we will utilize information from previous schools, student induction conferencing information and relevant diagnostic testing to ascertain the 'actual' level of each learner. Once the actual level of each learner is established an annual PLP is developed and reviewed each school term. In reality students may not necessarily be grouped by aged year level but by ability level. The nature of our personalized learning plan approach means that individuals are opting into a program that suits their future career aspirations and this will mitigate any stigma risks associated with multiple ages within a class. However, the following guide is included to demonstrate our ability to utilize the achievement objectives from both curriculum documents and to align them with the learners' PLP.

- ❖ **NZC**
 - Year 9 – Achievement Objectives from levels 3 & 4 of the NZC
 - Year 10 – Achievement Objectives from levels 4 & 5 of the NZC
 - Year 11 – Achievement Objectives from levels 5 & 6 of the NZC
 - Year 12 – Achievement Objectives from levels 6 & 7 of the NZC
 - Year 13 – Achievement Objectives from levels 7 & 8 of the NZC

Relevant Unit Standards will also be delivered to align with the Vocational Pathway we will deliver.

❖ **TMoA**

- Tau 9 – Whaingā Paetae mai i ngā taumata 3 & 4 o TMoA me Ngā Whanaketanga Rūmaki Māori 5
- Tau 10 – Whaingā Paetae mai i ngā taumata 4 & 5 o TMoA me Ngā Whanaketanga Rūmaki Māori 5
- Tau 11 – Whaingā Paetae mai i ngā taumata 5 & 6 o TMoA
- Tau 12 – Whaingā Paetae mai i ngā taumata 6 & 7 o TMoA
- Tau 13 – Whaingā Paetae mai i ngā taumata 7 & 8 o TMoA

Depending on the learners' PLPs they may experience a blend of both curriculum documents.

- ❖ ***Project Based Inquiry Learning (PBIL)*** is an integral component of our curriculum from Year 9 – 13. We believe that it is important to make real connections between practical applications of the theoretical components learnt, including literacy and numeracy. Our timetable approach will be consistently applied at all year levels. IE. Theoretical/Correspondence components will be facilitated by qualified secondary teachers and will occur in the morning session of our timetable. The two afternoon sessions are practical periods that may link to the theoretical components that are delivered in the morning. The staff who participated in the morning session must also participate in the afternoon sessions alongside trained experts in the practical field. This ensures that an explicit connection is made between the theory and the practice. Learners are encouraged to utilize their metacognitive skills as they think about what they are learning and can explain why they are learning the concept through application.

SECTION 4.1 - QUESTION 4

To follow are statements which provide a rationale for our chosen curriculum documents:

- ❖ A combination use of both documents aligns with our desire to deliver bilingual education.
- ❖ As previously mentioned, the acknowledgement of culture, language and identity are approaches that have been endorsed by research and we are happy to include those practices in our school. (Bishop, R., & Glynn, T. 1999). Given that our population is predominantly Māori it is important to deliver a curriculum that meets the needs of our priority groups.
- ❖ We wish to deliver a balanced and an inclusive curriculum that allows all learners an opportunity to better understand the tikanga and the language of the tangata whenua coupled with a knowledge of a range of competencies including but not limited to literacy, numeracy, the essential learning areas and marau within the curriculum documents, a strong character building curriculum, land and water competencies, local/regional/global competencies, hapu and iwi competencies. (Tā Apirana Ngata/Tā Himi Henare)
- ❖ We acknowledge the need to cater to the learning needs of Māori, non-Māori, children with special education needs, gifted and talented learners and learners who live in low socio-economic circumstances and believe that both curriculum documents sitting alongside our Ngātiwai tikanga and reo curriculum will provide a holistic educational experience.
- ❖ We acknowledge the need to develop meaningful relationships with a range of providers to ensure access to a broad curriculum that supports the wide range of learner PLPs including but not limited to a vocational pathway.

SECTION 4.1 - QUESTION 5

To follow are excerpts from our Strategic Plan which set out our clear plans for transition between phases of education and employment.

Goal 5: Students will experience learning success upon entry, during and upon exit from our Kura Hourua/Partnership school.

- ❖ **Entry** - We will access quality information from the learners' previous school(s) because information from the previous learning provider will assist us in developing a meaningful PLP for every learner.
- ❖ **During** - The PLP development will include a range of important stakeholders including but not limited to Careers NZ, NZQA, previous schools, the learner, the learner's whānau and information from the tertiary/higher learning providers that will link into the child's present and future educational plans. Transitional information will include records from the previous school and once the learner is enrolled in our school a centralised PLP will be available for staff, the individual learner and their whānau. This will allow for smoother transition within our Kura Hourua. We will ensure that processes support the NZ Privacy Act, 1993.
- ❖ **Exit** – In addition to the ROA, a letter of achievement will be written by the school to highlight the range of skills that our graduate has achieved including a demonstration of the core values that are part of the foundation of our Kura Hourua. The quality information in the letter may include but is not limited to academic, cultural, sporting, leadership, skills-based, extra-curricular, whānau, hapu and iwi achievement. References will also be written for learners as they enter into employment and the vocational pathway provides us more meaningful evidence of what students can do.

Goal 5 is focussed on transition and is closely connected to Goal 4 due to the importance of PLPs within our Kura Hourua.

Goal 4: We will encourage the uniqueness of the individual learner and their ability to succeed. (Respecting the diversity of learners including but not limited to Māori, Pasifika, children with special education needs & non-Māori.)

- ❖ The learner, their whānau, education 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.
- ❖ Deliver the NCEA & The Whānau workshops for all new Y9 students and their families as a part of the learner PLP. The NCEA & The Whānau program equips students and whānau with a basic understanding of NCEA and what is required to succeed in these qualifications.
- ❖ Gifted and Talented students will be identified and supported to continue in their accelerated progress within the contexts that they excel. Gifted and Talented competencies will include but are not limited to cultural, academic, practical, social - whakawhanaungatanga, artistic, values-based, extra-curricular.

PART C – Learning Environment and Teaching

SECTION 4.1 - QUESTION 6 (a)

To follow is a description of our proposed instructional methods including the distinctive instructional approaches we propose to employ.

- ❖ **Project Based Inquiry Learning (PBIL)** is an integrated approach that we will undertake and continually review. We will monitor the efficacy of this approach through the research that

s 9(2)(a) OIA [REDACTED] has agreed to undertake with our roopu.

- ❖ **Learning in context** and the application of knowledge in real-life contexts links closely to PBIL and is an approach that we will deliver in our Kura Hourua. It is our view that a balance of theoretical and practical knowledge allows for a more engaging and relevant curriculum. Our review and evaluation will monitor the balance of theory and practical components to ensure optimum student achievement outcomes.

- ❖ **Transferrable skills and knowledge** will be identified and taught purposefully. Although many of the practical skills and knowledge taught will align with the human and natural resources within the region, students will be taught conceptual understandings, tikanga and character building values that will stand them in good stead in a range of contexts.
- ❖ **Bilingual delivery** is a key feature of our school. We believe that this approach will allow for students whom have come through both an English and a Māori medium pathway to succeed. Graduates from our school will be bi-lingual and at least bi-literate. Those whom have come through a Māori Medium pathway may be acknowledged as gifted and talented in the use of Te Reo and will be able to operate at Taumata 7 & 8 of TMOA. Those whom have come through an English Medium pathway will be able to operate at Levels 7 & 8 of the NZC. Beyond the bilingual delivery – students will be able to participate confidently in local tikanga. Bilingual delivery is essential in a population that is predominantly Māori. However, we also acknowledge the need for students to be bilingual and bi-literate to operate successfully at a local, national and global level. In future years we may see the need to introduce the Chinese language so that students will be tri-lingual and able to engage in a global economic career should that be their aspiration.
- ❖ **Integrated Curriculum and Language Across the School Delivery** is a key feature of our school. The Project Based approach allows opportunity for students to engage with a range of curriculum areas for any 1 project. The Bilingual nature of our kura also embeds opportunities for bi-literacy across the curriculum. Biliteracy and an integrated curriculum provides a unique opportunity for tamariki within the current Northland network of schools.
- ❖ **Strong character development curriculum** is another key feature of our school. We believe that learners whom have a clear understanding of who they are and their place within their family, whānau, hapū, iwi, school, community and the wider world - these learners are able to contribute positively in all of those contexts. Our character development curriculum is built upon the values and principles embedded in māoritanga and the notions included in 'The 7 Habits of Highly Effective People – The Leader in Me (Stephen. R Covey). Other relevant supporting documents such as Ka Hikitia, Me Kōrero & Tātaiako also contain educational spins on Māori concepts that will be applied in our character development curriculum.
- ❖ **Connectedness to Ngātiwai ki Whangaruru** in our view is a strong philosophical point to stress the importance of identity. IE. Identifying with the rich cultural heritage within Ngātiwai ki Whangaruru. We believe that this connectedness and identity component is the lynch pin to hold together all the diverse elements we have identified in the descriptions of the education we will provide.

Learning best occurs when:

- ❖ teachers are creative, energetic, and highly capable of delivering 'best inclusive practices'
- ❖ teachers possess a burning passion to make a difference in the lives of students
- ❖ teachers actively encourage critical thinking and learning using the inquiry process
- ❖ teachers value collaborative/team environment and feedback
- ❖ students take ownership for their school, their learning, and their community
- ❖ low absenteeism, low suspension rates occur
- ❖ teachers, whānau and learners create a supportive learning environment
- ❖ teachers enhance the relevance of new learning by making connections to prior learning
- ❖ teachers and whānau model that we are all learners
- ❖ teachers provide sufficient opportunities for learners to consolidate their new learning
- ❖ teachers teach knowledge and skills that are relevant to the learners' world and future career pathways
- ❖ we all understand that language, culture and identity counts

- ❖ we all utilize an anti-deficit mind set and focus on each learner's potential
- ❖ our school includes the whānau and wider community in the pastoral and educational care of learners
- ❖ teachers understand the tamariki in our rohe
- ❖ challenging, standards-based tasks can be connected to real-life situations
- ❖ opportunities to learn exist using a variety of modalities – visual, auditory, and kinaesthetic
- ❖ students are offered a degree of choice in terms of what they read, what they write, what they speak, what they demonstrate in real – life skills and what they construct as evidence of having met learning objectives
- ❖ caring, emotionally safe environments exist where character development is taught and moral standards are high
- ❖ the community are involved in the planning and the implementation of an holistic curriculum

As a Learner at our Kura Hourua I:

- ❖ know that my whānau, hapū, iwi and learning coaches tautoko me in my personal aspirations
- ❖ feel safe, confident and able to meet high learning and behavioural expectations
- ❖ am expected to achieve to my potential
- ❖ respect myself, others, our whenua and our wai
- ❖ am able to take my learning to whatever level I wish through personal, educated choices that are not limited by perceived failures or inadequacies
- ❖ celebrate humbly when my peers and I achieve and we support each other in our school when we are facing challenges
- ❖ am learning practical, academic and social skills that will prepare me for further learning and pathways to my desired career(s)
- ❖ know who I am and what I represent as I am confident and connected in 'te reo me ngā tikanga Māori o Ngātiwai' and my own personal histories
- ❖ understand the importance of building strong and healthy relationships with my whānau, my peers, my learning coaches, my tuakana, my teina, kaumātua and other adults
- ❖ am resilient and prepared for disappointments and challenges
- ❖ am always welcoming to manuhiri and understand the importance of taking care of our kaumātua

SECTION 4.1 - QUESTION 6 (b)

To follow is a description of how our proposed instructional methods will provide students with knowledge, proficiency and skills needed to perform at high levels. A description of how our instructional methods will assist our students to perform at high levels may already have been explained in Question 6 (a).

- ❖ ***Project Based Inquiry Learning and Learning in Context*** will provide students with the opportunity to demonstrate their knowledge through the application of the theoretical components they have learnt. IE theory related to literacy, numeracy, science, te reo, social sciences, health, agriculture, outdoor education, land, water, atmospheric research and animal curriculum learning experiences will be more meaningful through the practical components of each of those curriculum areas. Relevant and meaningful projects that allow for an integrated approach, where a range of curriculum areas are required to engage fully in the project, means that learning is not necessarily dissected into discrete subject areas. An integrated approach is not the norm in NZ secondary schools. Internal and external assessments are broken into discrete subjects and furthermore into discrete skills.

- ❖ Teachers may need to mitigate a risk of students not being adequately prepared for the discrete assessments. This risk can be mitigated by ensuring that staff and students understand:
 - that the project serves multiple purposes including learning how to apply skills & knowledge in context and being assessed against relevant NCEA assessments
 - the objectives of the project
 - which discrete assessments link to the project (IE. Which standards does this project provide evidence/learning for?)
 - that skills & knowledge utilized in one project can be transferred and utilized in other projects and contexts
 - that support and subject specialists can be accessed through Te Kura/The Correspondence School, the qualified Maths/Science/Language teachers employed by our school and the qualified practitioners that are involved in the practical rotations

SECTION 4.1 - QUESTION 6 (c)

To follow is a description of how our learning environment and pedagogical practices will help produce the educational outcomes anticipated in our school's goals.

❖ *Pedagogy and Self Review*

Pedagogical reflection is embedded in our strategic and annual plan and reflective practice will ensure that modifications are made in a responsive fashion to ensure that we meet the educational outcomes within our school's goals. To follow are examples of how we will review our pedagogical practice in an ongoing manner to ensure high teaching and learning outcomes.

- Learning coaches (teachers/facilitators) will be expected to evaluate their learning programmes annually, by term, by topic and a lesson at a time as they normalise the practice of being reflective practitioners and learners.
- Continual self and peer-review will provide information that identifies Professional Learning Development needs to support the staff to meet the purpose and the vision of our school.
- Learning coaches, learners and whānau will review PLPs annually and by term to ensure that personal learning goals and targets are met.
- Diagnostic and formative assessment results inform practice in the classroom/learning environment.
- Schoolwide student achievement data informs future target setting and practice in the classroom/learning environment.

SECTION 4.1 - QUESTION 7

To follow is a description of our proposed school's learning environment, teaching and Curriculum and how these factors will support the engagement and achievement of our priority groups.

- ❖ We believe that the responses to Questions 6 (a), 6 (b) and 6 (c) clearly describes how our learning environment, teaching and curriculum will support the engagement and achievement of Māori, Pasifika, students with special education needs, gifted and talented students, non - Māori and students from low socio-economic backgrounds.
- ❖ However, as we summarize the key factors for each of those responses it is noted that high quality teaching, an engaging curriculum that has a balance of theoretical and practical components, reflective practitioners, learning experiences that are relevant, bilingual education that acknowledges language/culture/identity, the inclusion of the community within curriculum construction and delivery, quality resourcing, understanding of curriculum documents, a balanced blend of registered teachers and actual practitioners, a curriculum that reflects the students of our kura, the development of Personalised Learning Plans (PLPs), a strong character development

curriculum, an inclusive culture, reflective practice, high quality assessment and moderation systems will support the engagement and the achievement of our priority groups. We have aligned our aspirational pedagogical approaches with the purpose, vision, values, graduate profile, goals in the strategic plan and the 2013 annual plan. We believe that cohesion between these important components of our proposed school will enable high student achievement outcomes because we have set high goals and we have put 'touch stone' reminders within every critical piece of documentation to ensure successful attainment of those goals.

SECTION 4.1 - QUESTION 8

To follow is an explanation of how our proposed school's Learning Environment, Teaching and Curriculum will address the specific needs and barriers as identified in Section 4, Question 2 (c).

In Section 4, Question 2 (c) we utilized Northland statistics to identify four key enablers to support our learners to meet their educational needs which currently measure some of the barriers for learners to meet their potential. Those 4 barriers which we have re-positioned as enablers are Participation, Engagement, Retention and high Student Achievement:

- **Participation** – *Participation is currently seen as a barrier because there is evidence that students within the Ministry's priority groups are not adequately engaged in school for long enough to attain quality education outcomes including at least a L2 NCEA qualification. Our Learning Environment, Teaching and Curriculum are inclusive, engaging and holistic and will enable high participation rates to at least L2 NCEA.*
- **Engagement** – *Student engagement whilst at school is currently seen as a barrier, particularly for Māori and Pasifika, because these learners are represented in the highest statistics for stand downs and exclusions which means that full engagement has not been possible for these students. Our Learning Environment, Teaching and Curriculum are inclusive, engaging and holistic and will enable high participation and engagement rates to at least L2 NCEA.*
- **Retention** – *Retention rates of the Ministry priority groups is also seen as a barrier because the statistics aforementioned clearly show that these learners are not remaining at school long enough to gain a full educational experience. Generally, status quo secondary schools are finding it difficult to retain priority group students long enough to gain at least L2 NCEA, L3 NCEA and/or University Entrance. Our Learning Environment, Teaching and Curriculum are inclusive, engaging, holistic and aligns with New Zealand Curriculum documents and the New Zealand's Qualification Framework. We are confident that our engaging curriculum coupled with the notion that, "It takes a village to raise a child" will support a high retention rate to at least L2 NCEA and beyond that into Vocational pathways, employment, travel and/or University. Pastoral Care is an important component of our school. Pastoral care is a school-wide and a community wide responsibility. As our teachers work with students and whānau to develop PLPs our combined efforts will ensure that goals within PLPs are met allowing small successes to be built upon previous successes. The development of a Residential Option will also assist in student retention rates.*
- **Student Achievement** - *Student achievement of the Ministry priority groups is seen as a barrier because the statistics both nationally and regionally spell out how Māori, Pasifika and children from low socio-economic backgrounds are achieving below European/Pākeha students in areas that are of importance to the Ministry. IE. Literacy, Numeracy, L1 NCEA, L2 NCEA, L3 NCEA & University Entrance. Our Learning Environment, Teaching and Curriculum are inclusive, engaging and holistic and will enable high student achievement to at least L2 NCEA.*

SECTION 4.1 - QUESTION 9

To follow is an outline of the school's planned self review processes. Self review happens on multiple levels including but not limited to the Governance Board, the Senior Management Team, the Staff, the Students, the Whānau and the wider community who are inputting into our Kura Hourua. Components of our self-review timeline are also included in our Strategic Plan.

FIGURE 9.SELF REVIEW PLAN

	2013	2014	2015
NAG 1 – Student Achievement	<p>Information from previous schools, diagnostic and formative assessments inform programs and practice</p> <p>Conduct PLP interviews with whānau and students to develop a PLP.</p> <p>Analyse 2013 Youth Guarantee student achievement in Dec, add info to Analysis of Variance (AOV) and develop specific 2014 targets for this cohort.</p>	<p>School, whānau and child analyse individual student gains within their PLPs.</p> <p>Review and re-write the 2013 Youth Guarantee program to include multiple strands.</p> <p>Analyse 2014 Youth Guarantee student achievement in Dec, add info to AOV and develop specific 2015 targets for this cohort.</p> <p>Analyse Junior High student achievement data (by learning groups) in Dec, add info to AOV and develop specific 2015 targets for this cohort.</p> <p>Analyse Senior High student achievement data (by learning groups) in Feb 2015, add info to AOV and develop specific 2015 targets for this cohort.</p> <p>Identify areas of strength and areas requiring improvement – source relevant PLD that will support areas of improvement.</p>	<p>School, whānau and child analyse individual student gains within their PLPs.</p> <p>Review Junior and Senior High Curricula to ensure efficacy of theoretical and practical components. Analyse 2015 Youth Guarantee student achievement in Dec, add info to AOV and develop specific 2016 targets for this cohort.</p> <p>Analyse Junior High student achievement data (by learning groups) in Dec, add info to AOV and develop specific 2016 targets for this cohort.</p> <p>Analyse Senior High student achievement data (by learning groups) in Feb 2015, add info to AOV and develop specific 2015 targets for this cohort.</p> <p>Identify areas of strength and areas requiring improvement – source relevant PLD that will support areas of improvement.</p>
NAG 2 – Strategic planning, policies, reporting to the our community re achievement	<p>Strategic plan and 2013 annual plan is written and ratified by the staff, whānau and other important community stake-holders</p> <p>The Governance Board is established and works alongside a best-practice</p>	<p>The Strategic plan is updated to include 2016 goals and the 2014 annual plan is written and ratified by the staff, whānau and other important community stake holders</p> <p>The Governance Board has all relevant policies in</p>	<p>The Strategic plan is updated to include 2017 goals and the 2015 annual plan is written and ratified by the staff, whānau and other important stake holders</p> <p>The Governance Board</p>

	<p>Board of Trustees to develop policies that meet the needs of our community</p> <p>Students and whānau receive reports about student achievement</p>	<p>place.</p> <p>Students and whānau receive reports about achievement in a range of mediums including but not limited to whānau/student/school 3 way conferencing, in newsletters and in individual reports about individual learners. In addition to this our school/whānau/student team will review PLPs on a term by term basis.</p>	<p>initiates a round of policy review – after 2 years of utilizing policy and procedures associated with the policies.</p> <p>Review the mode of reporting student achievement.</p>
NAG 3 – Employment and Personnel matters	<p>The newly appointed Board of Governance seeks and gains guidance/ professional learning development from NZSTA re employment and personnel matters in order to operate as effective employers.</p> <p>Police and robust referee checks are performed</p> <p>The Board of Governance sets up an appraisal system</p>	<p>The Board of Governance have systems in place to appraise their Curriculum Director and Business Director</p> <p>The Senior Management Team appraise all staff</p> <p>The Board review their efficacy as employers.</p>	<p>The Board of Governance review the efficacy of their appraisal system and modify if required</p>
NAG 4 - Financial and Property matters	<p>The newly appointed Governance Board works alongside a best-practice Board of Trustees to develop policies that meet legislative requirements regarding finances and property.</p> <p>The Business Director formulates a 3 year business plan that aligns with PLPs, the charter goals and the curriculum to secure financial and curriculum opportunities that will input into the school's financial viability and support high learning outcomes. The Business Director writes an Annual Business Plan which links into the 3 year business</p>	<p>The Governance Board has all relevant policies in place.</p> <p>The 2014 property plan goals are met.</p> <p>The Business Director updates the 3 year business plan by adding 2016 goals, analyses the 2013 annual business plan and adds info to AOV. A 2014 annual business plan is developed by the Business Director in conjunction with the Annual Plan that is written by the Curriculum Director.</p>	<p>The 5 YPP is monitored.</p> <p>Financial and Property policies are included in the Board of Governance's round of policy review</p> <p>Finances are reviewed in terms of supporting the highest quality resourcing and learning outcomes within the fiscal constraints.</p>

	<p>plan.</p> <p>A 5 Year Property Plan (5YPP) is developed.</p> <p>A chartered accountant is hired.</p>		
NAG 5 – Health & Safety	<p>Goals are developed and included in the charter/strategic plan that ensure the Health & Safety of students, staff and whānau on the school premises.</p> <p>The Board of Governance develop relevant Health & Safety policies.</p>	<p>Health & Safety goals are reviewed and modified if required.</p>	<p>Health & Safety Policies are part of the policy review round.</p>
NAG 6 – Attendance (PSKH requirements differ to state integrated schools.)	<p>Upon successful attainment of this application an Student Management System (SMS) is purchased to help manage attendance and achievement records.</p>	<p>The use of the SMS is reviewed to ensure optimum outputs/use.</p> <p>PLD is purchased if required.</p>	<p>The use of the SMS is reviewed to ensure optimum outputs/use.</p> <p>Efficacy of PLD is measured.</p>
NAG 7 – Annual Update of Charter	<p>A Charter that includes a 3 year strategic plan, an annual plan and specific targets is developed. The charter also includes the school’s purpose, vision, values, goals and broader aims to provide an holistic and high quality education provision that supports the aspirations of our community and the PLPs of our students.</p>	<p>The charter is updated by adding a year to the strategic plan, by writing a 2014 Annual plan, by responding to the 2013 student achievement data and also by writing specific targets for 2014 in relation to the outcomes from 2013 that are written in the Analysis of Variance.</p>	<p>A full review of the charter is undertaken by analyzing trends within the original 2013 – 2015 charter and AOVs.</p> <p>Specific targets for 2015 are written in relation to the outcomes from 2014 that are written in the Analysis of Variance.</p>
NAG 8 – Analysis of Variance(AOV)	<p>At the conclusion of 2013 an AOV is written to measure the progress we have made in relation to PLPs, the goals in our strategic and annual plans. The AOV will inform charter targets and planned actions for 2014.</p>	<p>At the conclusion of 2014 an AOV is written to measure the progress we have made in relation to PLPs, the goals in our strategic and annual plans. The AOV will inform charter targets and planned actions for 2015.</p>	<p>At the conclusion of 2015 an AOV is written to measure the progress we have made in relation to PLPs, the goals in our strategic and annual plans. The AOV will inform charter targets and planned actions for 2016.</p>

PART D – Student Progress and Achievement

SECTION 4.1 - QUESTION 10

To follow is a list of qualifications that will be offered by our secondary bilingual school.

- ❖ Our curriculum will provide multiple qualifications including but not limited to:
 - L1 NCEA
 - L2 NCEA
 - L2 NCEA equivalent Vocational Certificate
 - L3 NCEA
 - University Entrance
 - Agriculture/Equine Certificates
 - Outdoor Education Certificate
 - Te Reo Māori o Ngātiwai Certificate
 - Duke of Edinburgh Hillary Award
 - Day Skipper, Safe Boating and Boatmaster Certificate
 - Driver Licensing

SECTION 4.1 - QUESTION 11 (a) and (b)

To follow are details regarding tests, measures, or other assessment and/or aromatawai tools we propose to use and how student progress and achievement will be measured, tracked and reported. Details including how assessments and/or aromatawai will be used to tailor instruction to student needs and improve student outcomes are also included.

Assessment Principles and Practices

- ❖ Fair, transparent, valid and challenging assessments provide learners and teachers with information about next steps in learning.
- ❖ Although Mātaiako was developed for Y1 – 8 schools, the principles within this framework are still relevant to the assessment methodology in our school which includes:
 - observing the processes a learner uses
 - having the learner assess their own and/or other students' work
 - giving the learner a range of activities to do
 - talking with the learner to find out what they know, understand and can do, and
 - gathering results from formal assessments using assessment tools.
- ❖ Diagnostic and Formative Assessment will inform teaching and learning.
- ❖ Sufficient opportunities for learning will precede summative assessment.
- ❖ Learner evidence of achievement against all internal Achievement Standards (AS) and Unit Standards (US) will be filed with learners' PLPs.
- ❖ Learners will have an I CAN record sheet that lists the skills they have attained over the year in relation to the practical assessments they complete.
- ❖ The following documents will be filed together for the purpose of external moderation of internal AS and/or US
 - A copy of the standard
 - A copy of the assessment activity
 - A copy of the assessment schedule
 - Samples of student evidence showing a range of achievement grades

Junior High (Y9 – 11) Assessments:

The following junior assessments are a guide. Students may be placed in levels other than their cohort by age. Students with the aptitude to work at higher levels will do so in accordance to their PLP. A similar approach will be made for students with special education needs. An assessment calendar will be developed to ensure that student assessment workloads are realistic. We do not want to create a school that over assesses our learners.

❖ TMoA – For learners who have been predominantly taught in Māori Medium

- Ngā Whanaketanga Rūmaki Māori 5 for Pangarau and Te Reo Matatini (Years 9 & 10)
- Aromatawai developed by the Junior High Syndicate in alignment with relevant Whaingā Paetae from the marau within TMoA. (Years 9 & 10)
- Practical assessments that align with the vocational/practical components of the curriculum (I can checklists.)
- Level 1 Te Reo Rangatira and/or L3 Te Reo Māori which aligns with the Te Reo & Tikanga o Ngātiwai curriculum (Year 11)
- Level 1 or 2 NCEA across the range of subjects articulated in the learner's PLP. (Year 11)

❖ NZC – For learners who have been predominantly taught in English Medium

- Assessments developed by the Junior High Syndicate in alignment with relevant Achievement objectives across the Essential Learning Areas
- Practical assessments that align with the vocational/practical components of the curriculum (I can checklists.)
- Te Reo o Ngātiwai curriculum practical assessments (Year 9 & 10)
- Level 1 NCEA Te Reo Māori which aligns with the Te Reo & Tikanga o Ngātiwai curriculum (Year 11)
- Level 1 or 2 NCEA across the range of subjects articulated in the learner's PLP. (Year 11)

Senior High (Y12 – 13) Assessments:

- L2 NCEA
- L2 NCEA equivalent Vocational Certificate
- L3 NCEA
- University Entrance
- Agriculture/Equine Certificates
- Outdoor Education Certificate
- Te Reo Māori o Ngātiwai Certificate
- Duke of Edinburgh Hillary Award
- Day Skipper, Safe Boating and Boatmaster Certificate
- Driver Licensing

Achievement and Unit Standards will be accessed to attain L1 – L3 NCEA, University Entrance and other qualifications on the NQF.

Internal Assessments will be recorded in the electronic SMS system and senior management will monitor assessment entries on a term by term basis. External assessments are managed by the New Zealand's Qualification Authority. (NZQA)

Part A – Parent / Family / Whānau / Community involvement

(immediate whānau & extended community whānau)

Goal 7 Strategic Aim(s)	Expected Outcomes	Specific Actions	Responsibility	Resources	Timeframe
<i>Important stakeholders are included in making important decisions about our school.</i>	<ul style="list-style-type: none"> - The community are included in the naming of the school, the finalising of the school mission, school values, graduate profile and the school charter – including the strategic and annual plans. - Learners, Staff, Whānau and the extended community are given the opportunity to give input into the High Expectations (Behavioural Management) plan. 	<ul style="list-style-type: none"> - Take our development documentation to the Kaumātua of Whangaruru - Call a wider community meeting - Call a series of community meetings - Staff, students and whānau whānui will be asked to reflect on their input into the school to support our learners in experiencing success. (ongoing) 	<ul style="list-style-type: none"> - Ngātiwai ki Whangaruru Whenua Toopu Trust -Whangaruru Community - Our lead team including newly appointed Curriculum Director and Business Director 	<ul style="list-style-type: none"> FAQs sheet, Seamless Education paper and IOI - marae venue, kai, flier/pānui, facebook notice, Draft charter - marae venue, kai, flier/pānui, facebook notice, draft High Expectations plan. 	<ul style="list-style-type: none"> - 2012 and March 2013 - March – Apr 13th - April – Dec (if our RFA is successful.)
<i>We will draw on the expertise within the immediate and the extended community to input into curriculum co-development and co-delivery.</i>	<ul style="list-style-type: none"> - Local whānau co-develop and co-deliver parts of the Youth Guarantee Program for 2014. (We have to deliver the standard Northtec program for 2013.) 	<ul style="list-style-type: none"> - Our Draft Curriculum is shared with the local community including prospective students & their families, prospective business and educational partners. The Draft curriculum is modified based on community input. 	<ul style="list-style-type: none"> Newly Appointed Curriculum Director & Business Director. 	<ul style="list-style-type: none"> - marae venue, kai, flier/pānui, facebook notice, draft High Expectations plan. 	<ul style="list-style-type: none"> July 2013 – Dec

Goal 4: We will encourage the uniqueness of the individual learner and their ability to succeed. (Respecting the diversity of learners including but not limited to Māori, Pasifika, children with special education needs, gifted and talented learners & non-Māori.)

Goal 4 Strategic Aim(s)	Expected Outcomes	Specific Actions	Responsibility	Resources	Timeframe
<i>Every learner will have a Personalised Learning Plan</i>	<p>Personalised Learning Plans (PLP) inform 2014 programs.</p> <p>Learners, whānau and teachers clearly understand the goals that each learner has within the PLP.</p>	Students will co-construct Personalised Learning Plans (PLP) with their learning coaches (teachers/facilitators), their whānau and support networks that are important in supporting learner success.	Tash, Staff, Learner & whānau.	PLP template, information from previous school/ learning provider, info from whānau and learner.	<p>Induction week – April</p> <p>The PLP is reviewed every term</p>

Goal 2: Students will experience learning success through an authentic cultural environment so they are confident and connected in 'te reo me ngā tikanga Māori o Ngātiwai' and their personal histories.

Goal 2 Strategic Aim(s)	Expected Outcomes	Specific Actions	Responsibility	Resources	Timeframe
<i>All learners and staff will engage in a tikanga & reo Māori o Ngātiwai curriculum.</i>	- The Tikanga & Reo Māori o Ngātiwai curriculum is co-constructed with Ngātiwai to ensure authenticity.	- Write a beginners and an intermediate Te Reo Māori course.	-Tash	- Time, computer	2012
	- The Tikanga & Reo Māori o Ngātiwai Course has a budget allocated	- Link the budget to the activities and resources required as per the course outline(s)	- Tash	- Time, computer, excel spreadsheet	2012
	- The beginners' Tikanga & Reo Māori o Ngātiwai Course is co-delivered with kaumātua to students and whānau members	- Natasha to deliver the course when our RFA proposal is successful.	- Tash	- Marae/ learning space and all resources listed in budget	07/06/13
	- The beginners' Tikanga & Reo Māori o Ngātiwai Course is reviewed	- Student evaluations are undertaken and analysed.	- Our lead team	- Evaluation forms	Dec13 – Jan14

Goal 7 within our Strategic & Annual Plans describes our intent to work with whānau and community in a range of contexts. Goals 4 & 2 also include components of co-construction and co-delivery of parts of our curriculum. More specific examples of community/whānau/hapū/ iwi involvement will be included in response to Questions 1(a) – 1(d) of this section.

SECTION 4.2 - QUESTION 1(a):

To follow is a description of how we propose our school will work with students, parents, families/whānau and community to promote high attendance levels, school-wide.

- ❖ Students, whānau, staff, hapū, iwi and community members will develop the “High Expectations” Plan (HEP). The HEP will fall out of the school values, the graduate profile, student, whānau, hapū and iwi expectations. The HEP may include but is not limited to expectations regarding the way we:
 - attend school regularly because we know we are cared for, respected and experience success
 - expect the best of each other
 - treat each other
 - speak to each other
 - support each other
 - learn from each other
 - contribute to the success of each person within our school
 - behave when manuhiri, kaumātua and special guests are with us
 - model behaviours to our teina
 - take on additional responsibilities as we become a tuakana
 - support people who have made mistakes
 - take responsibility for our mistakes
 - listen to the positive guidance of our tuakana
 - share differing opinions and are still able to respect each other
 - utilize the kaupapa of hohou i te rongo. Hohou i te rongo is a Māori restorative practice that allows a range of important stakeholders to formulate resolutions to conflict.

SECTION 4.2 - QUESTION 1(b):

To follow is a description of how we propose our school will develop family-school partnerships that focus on strengthening support for learning, improving communication and encouraging parent/family/whānau involvement in school operations.

- ❖ As per our strategic plan, whānau will be involved in a number of levels including but not limited to:
 - the naming of the school
 - the finalizing of the school purpose, vision, values and graduate profile
 - the finalizing of the 2013 – 2015 Strategic Plan and the 2013 Annual Plan
 - the activities at induction week including a pōwhiri, the development of student PLPs, the NCEA & The Whānau workshops, team building activities with the children and the staff
 - families will be encouraged to bring a plate and have a shared kai with the staff and the tamariki on a weekly basis during the school day
 - whānau will be expected to participate in PLP development at the start of the year and PLP review every term (Every term a campfire evening will be run where families, students and kaiako are able to review PLP progress.)
 - local families, whom are experts in some areas of our outdoor, agriculture and te reo curricula, will be able to co-construct and co-deliver parts of our program

We believe that this open door policy will encourage strong communication. We also acknowledge the skill-base that exists at a local level and respect the input of whānau who will add to the holistic educational experience at our kura. We held a community based hui on April the 13th at Ngaioitonga marae. (Pānui attached as Appendix C) (FAQs Sheet Used at Consultation hui is attached as Appendix D). Much discussion was had and the community have expressed their desire to be continuously consulted with throughout this process. Transparency and information sharing was a point, amongst many others, that was stressed as being very important. The community shared their concerns about the local Primary School and wants for us to focus on assisting in that area too. We explained that our area of expertise was in Secondary education and that we are responding to the dire statistics linked to our youth. However, our roopu recognize that as we take up the challenge of developing a Secondary School option, we will be required to contribute to the wider educational issues within the valley including the Primary School.

SECTION 4.2 - QUESTION 1(c):

To follow is a description of how we propose to work with parents/families/whānau and community so they have the information and training they need to better support and become more involved in the learning process.

- ❖ **Strategic Goal 8:** We will develop a culture of self-review and provide high quality character building teaching to ensure student engagement, retention and achievement.
- ❖ Goal 8 within our Strategic Plan focusses on a culture of self-review which links to professional learning development (PLD). PLD needs to be made available to the governance board, the senior management, staff and whānau.
- ❖ As identified under Goal 8 in our 2013 Annual Plan, whānau will be invited to participate in PLD that links to our school charter, character development curriculum and best inclusive teaching practices. Parents will also be provided with the NCEA & The Whānau Program to ensure that they are able to assist their child in attaining success in NCEA. Parents will also be given the opportunity to identify areas that they require to strengthen in supporting our tamariki to meet their potential at our kura.

SECTION 4.2 - QUESTION 1(d):

To follow is a description of how we propose to communicate with parents/families/whānau and community informing on the school's yearly progress and achievements.

- ❖ **Strategic Goal 4:** We will encourage the uniqueness of the individual learner and their ability to succeed. (Respecting the diversity of learners including but not limited to Māori, Pasifika, children with special education needs, gifted and talented learners & non-Māori.)
- ❖ As identified under Goal 4 in our 2013 Annual Plan, every child will have a personalised learning plan that is developed with the whānau at induction week. The PLP will include long-term career and aspirational goals. Annual goals and term by term milestones to assist the learner to meet their goals will also be included. Goals may be for a range of contexts including extra curricular, academic, cultural and a list of practical skills to aim for. Every term our school, the student and the parent will participate in a conference huihui to discuss the progress made, modifications to the PLP and areas that require further support to ensure that the learner meets their desired goals.
- ❖ Goals will link to the areas of strength that the child identifies based on the previous year's work and subjects as well as areas that require improvement.

- ❖ Of the goals that are developed the student will choose a goal that they would like included in their report – to measure how well they have done towards achieving that goal. The whānau will choose a goal that they would like included in their child's report too. This is in addition to the status quo reporting against bi-literacy, numeracy, the other core subjects and the options that the child has chosen within their PLP.
- ❖ Students will receive a mid-year and an end of year written report which may include video evidence of children applying practical skills and examples of the learner's best pieces of work.

Part B – Community Participation

SECTION 4.2 - QUESTION 2:

To follow is a description of the relationship our school intends to build with community agencies and organisations that serve students who attend the school.

FIGURE.10 – Important Relationships to support our learners to meet their potential.

