

Figure 11 demonstrates our intention to put our learners at the centre (not in a self-centred way) to ensure that they are able to access a range of support networks to assist them in meeting their potential.

- ❖ It is important for us to work closely with the schools that students have come from to ensure a seamless transition – as well as the student, whānau and other important stakeholders
- ❖ PLPs will guide the Curriculum and the Business Director in forming appropriate relationships to assist children to meet their personal goals within their PLP.

SECTION 4.2 - QUESTION 2 continued:

To follow are more details regarding the range of relationships our school intends to build with community agencies and organisations that serve students who attend our school.

We are currently under the umbrella of the Ngātiwai ki Whangaruru Whenua Toopu Trust. We are also in partnership with Northtec to deliver a Youth Guarantee Program. Although our group is bound to deliver our Youth Guarantee program in accordance to the Northtec educational guidelines and policies, in addition to this we have developed our own high expectations of our working group and other future partners. We are accountable to each of our partners, to each other within the working group, to our community, to our hapū, to our iwi and ultimately to our learners. Our ability to form sustainable relationships with our community, and the organisations within it, to access the required expertise is important. Such relationships may include but are not limited to:

FIGURE 11. Details regarding the Range of Relationships We Intend to Develop and Maintain

Organisation/ People	Nature of Relationship – Role
Our Team	<ul style="list-style-type: none"> • Write a Quality Learning Program • Coordinate Quality Learning Experiences • Focus on Individual Learning Plans • Prepare and Deliver (co-delivery/co-construct) components of the curriculum • Tap into the community – ensuring a meaningful partnership where there is open communication (community members are a part of developing the curriculum – including the children) • Access funding for quality resourcing
Te Iwi o Ngātiwai – and other iwi as led by our kaumātua	<ul style="list-style-type: none"> • Provide Advice and Guidance • To deliver an authentic local history curriculum • To draw upon the expertise within our community, building a sense of community ownership and involvement • To assist us in the development of the curriculum • To assist us in the delivery of the curriculum – raranga/weaving, carving, waiata, te reo, agriculture, outdoor ed, trades • To provide our tamariki with a sound understanding of tikanga • To be treasured and looked after by us • To be part of the advisory group
Correspondence School	<ul style="list-style-type: none"> • Provide general curriculum coverage • We need to understand our responsibilities and timeframe required to enrol the students
Staff at SET, Tū Toa, Tai Wānanga and other schools like ours	<ul style="list-style-type: none"> • To provide us with advice and guidance about how they were able to set up their school • To visit the different schools and meet the people who made those schools possible

	<ul style="list-style-type: none"> To share understandings and experiences between both schools To set up future exchange and inter-school activities
Ministry of Education	<ul style="list-style-type: none"> To provide us with curriculum, governance and management advice re the running of an educational establishment To access relevant up to date documentation that supports our vision – EG. Curriculum documentation, Ka Hikitia, Me Kōrero and other relevant/contemporary research, NEGS and NAGS To assist the ministry in meeting their priority goals re Māori, community engagement, literacy and numeracy and L2 NCEA.
Department of Conservation	<ul style="list-style-type: none"> To access resourcing and enhance our Science curriculum To have our children engaged in land and sea projects that are current and relevant to their community A vision of our youth becoming the kaitiaki of our local resources Access via DOC to our Ngāti Wai islands
Proven Educationalists	<ul style="list-style-type: none"> To critique our curriculum/program To provide us with advice Prospective teachers/advisors at our school
Trust Boards with like minds and vision (Ngātiwai ki Whangaruru Whenua Toopu Trust)	<ul style="list-style-type: none"> To provide us with an umbrella for funding applications To provide us with guidance re tikanga and te reo To keep the mana of the kaupapa in tact For us to assist the board in meeting the educational goals in their constitution.
Whangaruru School	<ul style="list-style-type: none"> For us to provide a component where year 7 & 8 students are participating in parts of our curriculum. Our school becomes an option to transition Year 8 students from Whangaruru School.
Secondary Schools (Initially with Kamo High School and then with other schools.)	<ul style="list-style-type: none"> To provide a service to the school of re-engaging students including the Y9 & 10 at risk cohort To provide us with options of an MOU that gives our students access to school sports' teams, specialist buildings and a wider range of NCEA subjects in our developmental years.
Dive Inn, Aramoana Ltd., Joanne and Tony Munroe	<ul style="list-style-type: none"> To link in with other outdoor education providers from our Ngāti Wai community thus enhancing our outdoor education element.
Agriculture ITO	<ul style="list-style-type: none"> To develop an MOU enabling the delivery of a National Certificate in Agriculture – Levels 2, 3 & 4 (Dairy)
Kyewood Equestrian Centre	<ul style="list-style-type: none"> To develop an MOU enabling the delivery of a range of Equine Certificates.
Northtec	<ul style="list-style-type: none"> To deliver the My Start – Youth Guarantee Program. Access to a range of Unit Standards and qualifications via Northtec's accreditation. We will be able to offer resourcing, an engaging curriculum and high retention rates on Northtec's behalf.
NIWA	<ul style="list-style-type: none"> To enhance the outdoor education and water science curriculum
Industry Trade Organisations (SKILLS ITO)	<ul style="list-style-type: none"> For our students to access trades apprenticeships as a pathway for the Senior High graduates
Philthanthropic community organisations	<ul style="list-style-type: none"> To provide a level of funding that will enable high quality resourcing and learning outcomes
Careers NZ	<ul style="list-style-type: none"> To provide our students with advice and guidance leading into and during their Senior High years.
NZQA	<ul style="list-style-type: none"> To assist whānau via the NCEA & The Whānau Program and to provide our team with relevant and up to date Senior Assessment advice/guidance
The University of Auckland Staff	<ul style="list-style-type: none"> ██████████ is an experienced Kaupapa Māori practitioner and a research-active academic based at the Tai Tokerau campus in Whangarei. She is an advisor to the project team, and has interests in

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	developing collaborative research projects based on the Kura.
Mantravision	<ul style="list-style-type: none"> To continue in Information Technology support and resource development for the Te Reo Māori and other curriculum areas. To provide mentorship and possible future pathways for graduates of our school.
Tokotoko Solutions Ltd	<ul style="list-style-type: none"> To provide extra pastoral care and support for whānau who may need this service. (Engagement and Retention intervention.)
Youth Guarantee Network	<ul style="list-style-type: none"> To access a range of providers in alignment with the learners whose PLP favours a Vocational Pathway.
Te Taurawhiri i te Reo Māori	<ul style="list-style-type: none"> To assist in the development of Ngātiwai specific learning and language resources

SECTION 4.2 - QUESTION 3:

To follow are discussions regarding the commitments that our school has made for partnerships or other relationships with community organisations or individuals that will enrich the learning opportunities for students attending our school.

❖ We have already discussed and gained support from the following organisations. More details about the level of commitment is detailed below:

Te Kāhui Kaumātua o Ngātiwai – We have had an ongoing connection with the kāhui kaumātua through the Ngātiwai ki Whangaruru Whenua Toopu Trust. This is an important relationship for our group and for our future students. This roopu provides Quality Assurance for our reo and our tikanga.

Te Taurawhiri i te reo Māori – Our group have delivered Te Reo Māori courses for the past 2 years and we are also in the second year of Māori Language Resource development with funding from Mā Te Reo. These classes and resources are community focused and will serve as a good connection between the school and the community. The community classes will continue and serve as PLD for staff, children and whānau at our school.

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Mantravision Ltd – We are working with [REDACTED] of Mantravision in the development of a Ngāti Wai Audio Visual glossary and 2 Audio Visual Readers about stories within our Ngāti Wai history. These resources will supplement the Te Reo o Ngāti Wai reo and tikanga curriculum.

Northtec – We have co-constructed a Youth Guarantee program that includes Agriculture, Horticulture and Outdoor Education (Pastoral Care). Northtec have given us 20 Equivalent Full Time Student (EFTS) placements. This helps us to fulfill Phase 1 of our Kura Hourua, which is to deliver a Senior High Program. This program runs in 2013 for 5 days a week from April 15th until December the 20th. 16 & 17 year olds will graduate with a L2 NCEA equivalent Vocational Certificate. We will also prepare these children to be the tuakana of our full Y9 – 13 Kura in 2014. [REDACTED] has agreed to act as an adviser to the project team

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Kamo High School (KHS) – We have had initial discussions with the Principal of Kamo High School and he is willing to work with us to assist in the raising of Māori achievement and to improve KHS engagement with the Māori community. We have had initial discussions about developing a Memorandum of Understanding (MOU) so that we are able to work more closely with the Y9 & 10 students at Kamo High School who are at risk of disengagement. KHS has the highest number of Ngāti Wai students and Whangaruru have traditionally sent their tamariki to this school. We are willing to walk alongside Kamo High School to ensure better learning outcomes for our tamariki. Tamariki at our school will benefit from an MOU as they may be able to participate in school teams and social events. Our students may also be able to access specialist classrooms during our developmental stages, such as the Music Dept. recording studios and the Science Labs.

Youth Guarantee Network (YGN) – Our team have been actively involved as participants in the newly forming YGN in Whangarei. We have worked closely with [REDACTED] and attended hui with [REDACTED]

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██████ to ensure that our students will be able to benefit from the collaborative approach and opportunity that the YGN provides.

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Tokotoko Solutions Ltd – We have worked with ██████ in the developmental stages of our Kura and his work of re-engaging youth into Secondary Schools is important. We are hoping that we will only need his services in this capacity on very rare occasions. ██████ is a proven educationalist who has worked successfully with youth and his advice and guidance is valued and utilized to ensure best learner outcomes.

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Part C – School Organisation and Culture

SECTION 4.2 - QUESTION 4:

To follow are the principles of how the school will be organised and how this will support student learning.

❖ **Junior High – Years 9 to 11 (based on a total 100 students in our school)**

❖ **(Junior High Teachers will either be Maths and/or English Teachers)**

- Junior High Students will be organised into 3 groups based on similar subjects, PLP goals and ability.
- These groups are mixed in ages (*He pai te nohotahi o te tuakana me te teina*) and each group has 1 main supervising teacher who is responsible for pastoral care, PLP management, the correspondence/theoretical session at the start of the day, making connections between the theoretical components and the practical components, working alongside the practical facilitators to ensure that there is an authentic connection between the theory and the practice, planning levelled projects that engage a range of curriculum areas and making links between learning and assessments. Projects must ensure adequate curriculum coverage and depth of knowledge and skills.

❖ **Senior High – Years 12 to 13+ (based on a total 100 students in our school)**

❖ **(Junior High Teachers will either be Science and/or Māori Teachers)**

- Senior High Students will be organised into 2 groups based on similar subjects, PLP goals and ability.
- These groups are mixed in ages and each group has 1 main supervising teacher who is responsible for pastoral care, PLP management, the correspondence/theoretical session at the start of the day, making connections between the theoretical components and the practical components, working alongside the practical facilitators to ensure that there is an authentic connection between the theory and the practice, planning levelled projects that engage a range of curriculum areas and making links between learning and assessments. Projects must ensure adequate curriculum coverage and depth of knowledge and skills.
- All Year 12 students will be entered into a Youth Guarantee (YG) Vocational Program. Year 12 students may also choose to continue in their specialised Correspondence Courses in addition to the YG program whilst others, working at their potential level, might be enrolled only in the YG program. Either option will provide students with adequate credits to attain University Entrance literacy and numeracy requirements.

FIGURE 12. 2013 Youth Guarantee Program Overview

<p>ESSENTIAL WORK SKILLS INCLUDING LITERACY & NUMERACY</p> <p>Aim: The aim of the Essential Work skills component of our program is to enable students to develop an understanding of the life-skills, communication and computing skills they will need to use confidently to progress successfully in academic study. We will deliver this component of the program under the following topics which link to the Northtec Ag/Hort Course Descriptors:</p> <ul style="list-style-type: none"> • Health & Safety • Diet • Drug & Alcohol • Fatigue and Fitness <p><i>Essential work skills will be integrated into the Ag/Hort component of our program too.</i></p>	
<p><i>In our My Start Level 2 Vocational Certificate program children will:</i></p> <ul style="list-style-type: none"> • know how to manage their own health • understand some of the origins of self-esteem and confidence • set short and long – term personal goals • manage time on a day to day basis • participate in a team • name their own learning style • demonstrate reading and note taking techniques • describe their progress and performance • demonstrate good communication processes • demonstrate listening skills • read and correctly recall text • write simple texts • use a computer to communicate • write a personal curriculum vitae • Use numbers to solve problems • Use measurement to solve problems • Interpret statistical information for a purpose 	<p><i>Students must achieve the following to pass this paper:</i></p> <ul style="list-style-type: none"> • Attempt every assessment • Achieve an overall minimum of 50% • Attend a minimum of 80% of all lectures • Attend all trips <hr/> <p><i>The literacy, numeracy and theory parts of our program will happen every morning from 10.00 – 11.30 am.</i></p>
<p>AGRICULTURE & HORTICULTURE</p> <p>Aim: The aim of the Agriculture & Horticulture component of our program is to enable students to develop an understanding of the skills they could utilise in this industry. In addition to this, students will learn skills that can be used in a range of contexts and will build their personal confidence in applying those skills. This component gives the learners an opportunity to participate in a functioning farm that has access to a range of businesses including dairy/beef farming, backpacker accommodation, motorbike trekking, horse trekking and school camps. We will deliver this component of the program under the following topics which link to the Northtec Ag/Hort Course descriptors:</p>	
<p>CORE SUBJECTS</p> <ul style="list-style-type: none"> • Fencing • Animals • Driving Tractors • Gardening 	<p>ADDITIONAL SUBJECTS</p> <ul style="list-style-type: none"> • Driving a range of farm vehicles • Chainsaw • Building • Mechanics

<p><i>In our My Start Level 2 Vocational Certificate program children will:</i></p> <ul style="list-style-type: none"> • build a raised garden • build a hot house • apply knowledge of propagation by cuttings, division, seeds, bulbs, grafting and layering • harvest planting and prepare food • identify common domestic species • describe suitable and safe handling methods for stockmen • identify the production expectations of various species and classes of stock • describe the symptoms, treatment and prevention of the most common health problems of domestic animals and simple routine procedures • participate in fencing • participate in small concreting tasks • develop a basic understanding of Māori gardening practices • identify and plant NZ native plants • drive a tractor 	<p><i>Students must achieve the following to pass this paper:</i></p> <ul style="list-style-type: none"> • Attempt every assessment • Achieve an overall minimum of 50% • Attend a minimum of 80% of all lectures • Attend all trips <hr/> <p><i>In addition to the learning experiences that are associated with the Northtec My start program, students will be taught how to:</i></p> <ul style="list-style-type: none"> • milk cows • use and sharpen a chainsaw • ride and maintain a motorbike • ride a horse • drive and maintain a car • drive a digger • drive a truck • spray weeds • build simple structures <p><i>The Ag/Hort parts of our course will happen every afternoon from 12.00 – 1.30 pm.</i></p>
<p>PASTORAL CARE</p> <p>Aim: The key aim of the Pastoral Care component of our program is to ensure learner engagement and to build the self-esteem of every student in our care. In addition to this, students will have the opportunity to solidify and apply essential work and life-skills. Students will have a choice of a range of fun activities. The point of these activities is to keep the children engaged and motivated and encourage them to attend every day. The number and choice of activities will be decided by 'The Farm' in consultation with the students - depending on the weather, time of year, staff available and mood of the students. This Pastoral Care component is being sponsored by 'The Farm' as a koha to the course.</p>	
<p><i>The activities will include but are not limited to:</i></p> <ul style="list-style-type: none"> • dirt bikes • horse treks • sport • surfing • fishing • music • movies 	<p><i>This component is not assessed and learners must:</i></p> <ul style="list-style-type: none"> • Participate positively

- games
- sewing
- cooking
- kayaking
- sailing
- driver licensing preparation

Dirt bike kaupapa:

Each student gets a 2 hour motorbike lesson. Each student will also be entitled to a 2 hour trail ride on a bike of their choice. Students will be able to ride farm-bikes as part of their course duties. Students can swap/sell/trade their trail ride with other students. Students can buy extra trail rides at a discounted rate or possibly do extra farm work (outside of program hours) in return for rides.

The Pastoral Care parts of our program will happen every afternoon from 2.00 – 3.30 pm.

Students will be encouraged to enrol and complete their Bronze Duke of Edinburgh Hillary Award whilst on this program.

- ❖ In 2014 our Youth Guarantee Program will expand to include 5 key components that will be made possible through partnerships with Northtec, Kamo High School and other appropriate providers.
- ❖ **Our 2014 Level 2 Vocational Certificate is a more comprehensive program than the 2013 program. Our 2014 program will be made up of Practical and Theoretical components:**

Practical

- ❖ Trades (Automotive & Building) – **20 credits**
- ❖ Primary Industries (Agriculture) – **20 credits**
- ❖ Tourism, Hospitality, Retail & Outdoor Rec – **20 credits**

Theoretical

- ❖ Te reo me ngā tikanga o Ngātiwai – **20 credits**
- ❖ Literacy, Numeracy and Essential work skills – **40 credits**

- ❖ **Students may also choose to major in any of the components we offer:**

- ❖ Students can choose additional Unit Standards in any of the Components we deliver. Achievement of those Unit Standards can go towards NCEA qualifications.
- ❖ **We offer a 5 day timetable to deliver all of our curriculum areas. Our day starts at 10.00am and concludes at 3.30 pm**

- **Session 1: 10.00 – 11.30**
 - Literacy, Numeracy & Essential work skills
- **Session 2: 12.00 – 1.30**
 - Practical Rotation 1
- **Session 3: 2.00 – 3.30**
 - Practical Rotation 2

- ❖ **Students will have multiple pathways when they graduate from this program:**

- Level 3 NCEA & University Entrance
- Agriculture Certificates, Diplomas
- Hospitality & Tourism Certificates, Diplomas
- Te reo Certificates, Diplomas
- Trades apprenticeship pathways
- Entry – level employment

SECTION 4.2 - QUESTION 5:

To follow are details regarding our proposed school calendar, the daily hours of operation, the number of timetables, and the way the school day and year will be organised for instruction, assessment and/or aromatawai, independent study, professional development, student/parent/teacher conferences and extra or co-curricular activities.

2013 – Youth Guarantee timetable

Our 2013 Youth Guarantee program commences on April 15th and concludes on the 16th of December. Learners attain a L2 NCEA equivalent Vocational Certificate. The Program and timetable for this program is as follows:

FIGURE 13. Our Youth Guarantee Timetable

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Session 1:	Literacy	Literacy	Literacy	Literacy	Literacy
10 – 11.30	Numeracy	Numeracy	Numeracy	Numeracy	Numeracy
	Theory	Theory	Theory	Theory	Theory
Session 2:					
Practical Rotation					
12 – 1.30	SHARED KAI				
Session 3:	Pastoral Care	Pastoral Care	Pastoral Care	Pastoral Care	Pastoral Care
Practical Rotation	Activities	Activities	Activities	Activities	Activities
2 – 3.30					

FIGURE 14. Youth Guarantee 29 WEEK PLANNER

		SEMESTER 1 April 15th - Sept 27th 2013 (incl break)				
		Ag/Hort CORE F = Fencing A = Animals D = Driving	Ag/Hort G = Garden C = Chainsaw B = Building M = Mechanics	Literacy/Numeracy/Theory Health & Safety Diet Drug & Alcohol Fatigue and Fitness	Pastoral Care	
KEY						
DAY	WEEK 1 (15/04)	Holiday (22/04)	Holiday (29/04)	WEEK 2 (6/05)	WEEK 3 (13/05)	WEEK 4 (20/05)
Mon	INDUCTION	SELF DIRECTED	SELF DIRECTED	L/N/T G/C PC	L/N/T G/F PC	L/N/T G/D PC
Tues	INDUCTION	SELF DIRECTED	SELF DIRECTED	L/N/T G/C PC	L/N/T G/F PC	L/N/T G/D PC
Weds	INDUCTION	SELF DIRECTED	SELF DIRECTED	L/N/T G/C PC	L/N/T G/F PC	L/N/T G/D PC
Thurs	INDUCTION	SELF DIRECTED	SELF DIRECTED	L/N/T G/C PC	L/N/T G/F PC	L/N/T G/D PC
Fri	INDUCTION	SELF DIRECTED	SELF DIRECTED	L/N/T G/C PC	L/N/T G/F PC	L/N/T G/D PC
DAY	WEEK 5 (27/5)	WEEK 6 (4/6)	WEEK 7 (10/6)	WEEK 8 (17/6)	WEEK 9 (24/6)	WEEK 10 (1/7)
Mon	L/N/T G/D PC	L/N/T M/F/D/A PC	L/N/T M/F/D/A PC	L/N/T M/F/D/A PC	L/N/T M/F/D/A PC	L/N/T M/F/B/A PC
Tues	L/N/T G/D PC	L/N/T M/F/D/A PC	L/N/T M/F/D/A PC	L/N/T M/F/D/A PC	L/N/T M/F/D/A PC	L/N/T M/F/B/A PC
Weds	L/N/T G/D PC	L/N/T M/F/D/A PC	L/N/T M/F/D/A PC	L/N/T M/F/D/A PC	L/N/T M/F/D/A PC	L/N/T M/F/B/A PC
Thurs	M/bike h/trek o/n camp	L/N/T M/F/D/A PC	L/N/T M/F/D/A PC	M/bike h/trek o/n camp p/ball.	L/N/T M/F/D/A PC	L/N/T M/F/B/A PC
Fri	L/N/T G/D PC	L/N/T M/F/D/A PC	L/N/T M/F/D/A PC	L/N/T M/F/D/A PC	L/N/T M/F/D/A PC	L/N/T M/F/B/A PC
DAY	WEEK 11 (8/7)	WEEK 12 (15/7)	WEEK 13 (22/7)	Holiday (29/7)	Holiday (5/8)	Week 14 (12/8)
Mon	L/N/T M/F/B/A PC	L/N/T M/F/B/A PC	L/N/T M/F/D/A PC	SELF DIRECTED	SELF DIRECTED	L/N/T M/B/A PC
Tues	L/N/T M/F/B/A PC	L/N/T M/F/B/A PC	L/N/T M/F/D/A PC	SELF DIRECTED	SELF DIRECTED	L/N/T M/B/A PC
Weds	L/N/T M/F/B/A PC	L/N/T M/F/B/A PC	L/N/T M/F/D/A PC	SELF DIRECTED	SELF DIRECTED	L/N/T M/B/A PC
Thurs	L/N/T M/F/B/A PC	L/N/T M/F/B/A PC	M/bike h/trek o/n camp p/ball. Learner choice	SELF DIRECTED	SELF DIRECTED	M/bike h/trek o/n camp p/ball. Learner choice
Fri	L/N/T M/F/B/A PC	L/N/T M/F/B/A PC	L/N/T M/F/B/A PC	SELF DIRECTED	SELF DIRECTED	L/N/T M/B/A PC
DAY	WEEK 15 (19/8)	WEEK 16 (26/8)	WEEK 17 (2/9)	Week 18 (9/9)	Week 19 (16/9)	Week 20 (23/9)
Mon	L/N/T M/B/A PC	L/N/T M/F/B/A PC	L/N/T	L/N/T M/F/B/A PC	L/N/T M/F/B/A PC	L/N/T M/F/B/A PC
Tues	L/N/T M/B/A PC	L/N/T M/F/B/A PC	L/N/T	L/N/T M/F/B/A PC	L/N/T M/F/B/A PC	L/N/T M/F/B/A PC
Weds	L/N/T M/B/A PC	L/N/T M/F/B/A PC	L/N/T	L/N/T M/F/B/A PC	L/N/T M/F/B/A PC	L/N/T M/F/B/A PC
Thurs	M/bike h/trek o/n camp p/ball. Learner choice	L/N/T M/F/B/A PC	Mid winter beach - Surfing/Fishing & Elliotts	L/N/T M/F/B/A PC	L/N/T M/F/B/A PC	L/N/T M/F/B/A PC
Fri	L/N/T M/B/A PC	L/N/T M/F/B/A PC	L/N/T	L/N/T M/F/B/A PC	L/N/T M/F/B/A PC	L/N/T M/F/B/A PC
2 weeks self-directed learning (from 30th Sept - 11th Oct)						
DAY	WEEK 21 (14/10)	WEEK 22 (21/10)	WEEK 23(29/10)	WEEK 24(4/11)	WEEK 25 (11/11)	WEEK 26(18/11)
Mon	Assessment Catchup	Assessment Catchup	Assessment Catchup	Assessment Catchup	Assessment Catchup	Assessment Catchup
Tues	Assessment Catchup	Assessment Catchup	Assessment Catchup	Assessment Catchup	Assessment Catchup	Assessment Catchup
Weds	L/N/T M/F/B/A PC	L/N/T M/F/B/A PC	L/N/T M/F/B/A PC	L/N/T M/F/B/A PC	L/N/T M/F/B/A PC	L/N/T M/F/B/A PC
Thurs	Kayak overnight	L/N/T M/F/B/A PC	L/N/T M/F/B/A PC	M/bike h/trek o/n camp p/ball. Learner choice	L/N/T M/F/B/A PC	L/N/T M/F/B/A PC
Fri	L/N/T M/F/B/A PC	L/N/T M/F/B/A PC	L/N/T M/F/B/A PC	L/N	L/N/T M/F/B/A PC	L/N/T M/F/B/A PC
DAY	WEEK 27(25/11)	WEEK 28(2/12)	WEEK 29(9/12)	WEEK 30(16/12)		
Mon	Assessment Catchup	L/N/T M/F/B/A PC	L/N/T M/F/B/A PC	SELF DIRECTED		
Tues	Assessment Catchup	L/N/T M/F/B/A PC	L/N/T M/F/B/A PC	SELF DIRECTED		
Weds	L/N/T M/F/B/A PC	L/N/T M/F/B/A PC	L/N/T M/F/B/A PC	SELF DIRECTED		
Thurs	L/N/T M/F/B/A PC	L/N/T M/F/B/A PC	M/bike h/trek o/n camp	SELF DIRECTED		
Fri	L/N/T M/F/B/A PC	L/N/T M/F/B/A PC	L/N/T M/F/B/A PC	SELF DIRECTED		

Our Proposed 2014 Calendar

In 2014 we will run another Year 12 Youth Guarantee program that will run for 36 weeks. The 2014 program is longer in comparison to the 2013 program because it will include 5 major strands. Trades, Primary Industries, Tourism/Hospitality/Retail/Outdoor Rec, Te Reo me ngā tikanga o Ngātiwai and Literacy/Numeracy.

- ❖ Our 2014 Year 9 – 13 program will be based on a 39 week face to face delivery time and will follow the 3 sessions per day timetable, similar to the 2013 Youth Guarantee Daily Program as outlined in Figure 14.
- ❖ Curriculum coverage will be assured via Te Kura/The Correspondence school and the careful planning of integrated projects. (PBIL)
- ❖ In preparation for 2014 all staff will be appointed between Sept and Oct of 2013. All staff will be expected to attend an 8 week induction and PLD program between Oct and Nov of 2013. The PLD delivered in the 8 week induction program may include but is not limited to an overview of the analysis and embedding of the charter, lectures re Project Based Inquiry Learning, the Effective Teacher Profile, Engage not Enrage strategies, Māoritanga - Ngātiwaitanga, The 7 Habits of Highly Effective People – Stephen R Covey, Reflective Practice, Ka Hikitia/Me Kōrero, Mātaiako, Tātaiako, PLP development & Learner Centred education. Teachers will be expected to start school at least 2 full days before students in each school term to ensure adequate classroom preparation.
- ❖ Senior students will be given on-site tutorials during NCEA examination times.
- ❖ Our school year will commence with 2 weeks of teacher only preparation which will allow time for PLD that aligns with the school charter and team building to support staff in their preparation for a full school year. For 2014 staff will be expected to start work on Monday the 27th of January and students will commence school on Monday the 10th of February. Our term dates will be:
 - **Term 1** – Teachers: Mon 27 Jan – Thurs 17th April
 - **Term 1** – Students: Mon 10 Feb – Thurs 17th April
 - **Term 2** – Teachers: Mon 5 May – Fri 4th July
 - **Term 2** – Students: Weds 7 May – Fri 4th July
 - **Term 3** – Teachers: Thurs 17 July – Fri 26th Sept
 - **Term 3** – Students: Mon 21 July – Fri 26th Sept
 - **Term 4** – Teachers: Mon 13 Oct – Thurs 18th Dec
 - **Term 4** – Students: Weds 15 Oct – Thurs 18th Dec
- ❖ The School office will be open from 9.00 am and staff will be available on the grounds until 4.30 pm to allow for extra curricular activities post school hours.
- ❖ Staff briefings will occur every morning at 9.00am. Weekly PLD for staff and whānau members will be held every Wednesday morning from 9.00am – 10.00am.
- ❖ School huihui/assemblies will be every Thursday mornings from 10.00 – 11.30. The theory session will be pushed to session 2, the practical session will be in session 3 and a full school pastoral care activity will happen on Thursday evenings every 3 weeks.

- ❖ School holidays at our school will align with the holidays of other schools within the network to ensure socialisation with peers from other schools and to accommodate whānau who may have tamariki in other schools.

Part D– Safe Learning Environment

SECTION 4.2 – QUESTION 6:

To follow is a description of our school’s philosophy and methodology regarding student behaviour, discipline and participation in school activities.

- ❖ 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 includes a range of stakeholders to formulate resolutions.

SECTION 4.2 - QUESTION 7:

To follow is a description of our strategy, policy and procedures that will ensure the school is a safe, orderly, and drug-free environment where both teachers and students can feel secure and where effective learning can take place (in line with the provisions under the Education Act and any other applicable Acts).

- ❖ A Health and Safety policy and procedure will be developed (along with other relevant policies that align with the National Educational and National Administration Guidelines) when our Board of Governance is appointed. Such policies and procedures will be closely aligned with the charter purpose, vision, values and goals. Our Ngātiwaitanga and Character Development Curricula will also influence the policies that relate to our school being a safe, orderly, and drug-free environment where teachers, students and whānau can feel secure and where exciting and effective learning can take place.

Part E– Professional development for teachers, administrators and other school staff

SECTION 4.2 – QUESTION 8 (a):

To follow is a detailed proposed professional development plan for teachers, administrators and other school staff including how the Governance Board and the management team will be involved in the design and identification of such opportunities

- ❖ Our draft strategic plan has a set PLD scope for the developmental years to ensure that the high expectations and anti-deficit ethos is embedded; we believe that whānau, the governance board and staff should be provided the opportunity to input into the PLD plan. The PLD plan should align with the charter’s purpose, vision, values, graduate profile and goals. Student achievement data informs charter targets and will identify areas for improvement, highlighting areas for future PLD. To follow are the strategic aims from our 2013 Annual Plan which focusses on a culture of self-review linked to PLD. Staff will start the year 2 weeks before students for in depth PLD and 2 days before students at every term break. Staff will identify PLD needs that will feed into the 2 week and 2 day PLD opportunities. PLD will also happen every 2nd Wednesday from 9.00am – 10.00am.

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 preparation for the full school delivery in 2014</i>	<ul style="list-style-type: none"> - An Experienced Curriculum Director is appointed and proceeds work from July 2013. - 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. 	<ul style="list-style-type: none"> - Set up the Governance Board - Advertise and appoint Curriculum Director. - Advertise and appoint Business Director. - Advertise and appoint registered Secondary Teachers with senior Maths and Science experience. 	- Lead Team	- NZSTA, MoE,	<ul style="list-style-type: none"> - May to June 2013 - July 2013 - May to July 2013 - Jul – Sept 2013
<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. 	-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: <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 	Curriculum Director	- Our charter, Curriculum Documents (TMOA & NZC), Ka Hikitia, Me Kōrero, Tātaiako, External facilitators, budget, learning space, Relevant readings	Oct – Nov 2013

	<ul style="list-style-type: none"> - 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>foundation for self reflection and character curriculum with our staff, students and whānau.</p> <ul style="list-style-type: none"> * 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. 		<p>associated with PBIL and engagement strategies. (Te Toi Tupu PLD providers, Auck Uniservices, Haeata and overseas facilitators – pending budget.)</p>	
<p><i>The Senior Management Team are aware of their roles and responsibilities including legal requirements.</i></p>	<p>- The Senior Management team are aware of their 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>- The Curriculum Director is to work on Curriculum and Quality Assurance Documentation including the application for a Consent to Assess Against Standards (CAAS), The Analysis of Variance (AOV) and the 2014 Annual Plan</p>	Curriculum Director	Time, NZQA, MoE	July – Dec 2013
		<p>- The Curriculum Director is enrolled in the First Time Principal's program.(FTTP)</p>	Governance Board	MoE, FTTP coordinator	- Jan 2014 to Dec 2015
		<p>- 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</p>	Governance Board	MoE, Best Practice Secondary school, budget of [REDACTED] - [REDACTED] for Best Practice school. NEGs and NAGs.	July – Oct 2013

		and education partners			
<i>The Governance Board are aware of their roles and responsibilities including legal requirements</i>	<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>\$ 9(2)(b)(ii) OIA</p> <p>- The Governance Board</p>	<p>- MoE, NZSTA, Best Practice Secondary school, budget of [REDACTED] - for best Practice School plus a budget of [REDACTED] - for time spent on developing draft policies that will require further community input. NEGs & NAGs.</p>	- June to Dec 2013

SECTION 4.2 – QUESTION 8 (b):

To follow are details about how staff who are not registered teachers will receive support and mentoring.

- ❖ Our Kura is organised into 2 wāhanga/sections: Junior and Senior High.
- ❖ The Junior High will have 3 main qualified/registered teachers and the Senior High will have 2 main qualified/registered teachers.
- ❖ The Practical components within our curriculum will equate to 2 Full Time Equivalent (FTE) teachers which represent 2 x .5 and 4 x .25 practical facilitators who may be registered with a Limited Authority to Teach (LAT.)
- ❖ Although the registered teachers facilitate all of the morning theoretical components of our timetable/curriculum they are also required to attend both of the practical rotations in the afternoon. This provides the practical facilitators, who will be registered with a Limited Authority to Teach (LAT), with an opportunity to work alongside fully registered teachers. The fully registered/experienced teachers will be expected to provide guidance and feedback to the facilitators to assist them in their teaching. Facilitators with a LAT will be expected to attend all PLD sessions and will be remunerated for doing so.

SECTION 4.2 – QUESTION 8 (c):

To follow are details about how our professional development plan will enable the school to meet the needs of priority students.

- ❖ We believe that the notions within the character development PLD, principles embedded within Ka Hikitia/Me Kōrero, Tātaiako, Te Kōtahitanga, The 7 Habits of Highly Effective People and our Ngātiwaitanga will form the basis of ensuring that students/staff/whānau are treated like taonga. We expect that the outcomes of this PLD will ensure that the priority learners within our school will feel good about who they are and what they represent which is an important foundation for any type of education and high learner outcomes.
- ❖ We believe that by promoting the notion that 'Everybody is a learner' will be modeled to our community by including all stakeholders in important self-review and PLD – from the governance board to the senior managers to the staff and into the community including the whānau. As we model the practice of on-going development our learners will understand that their learning journey is a continuous one.

5 BUSINESS PLAN

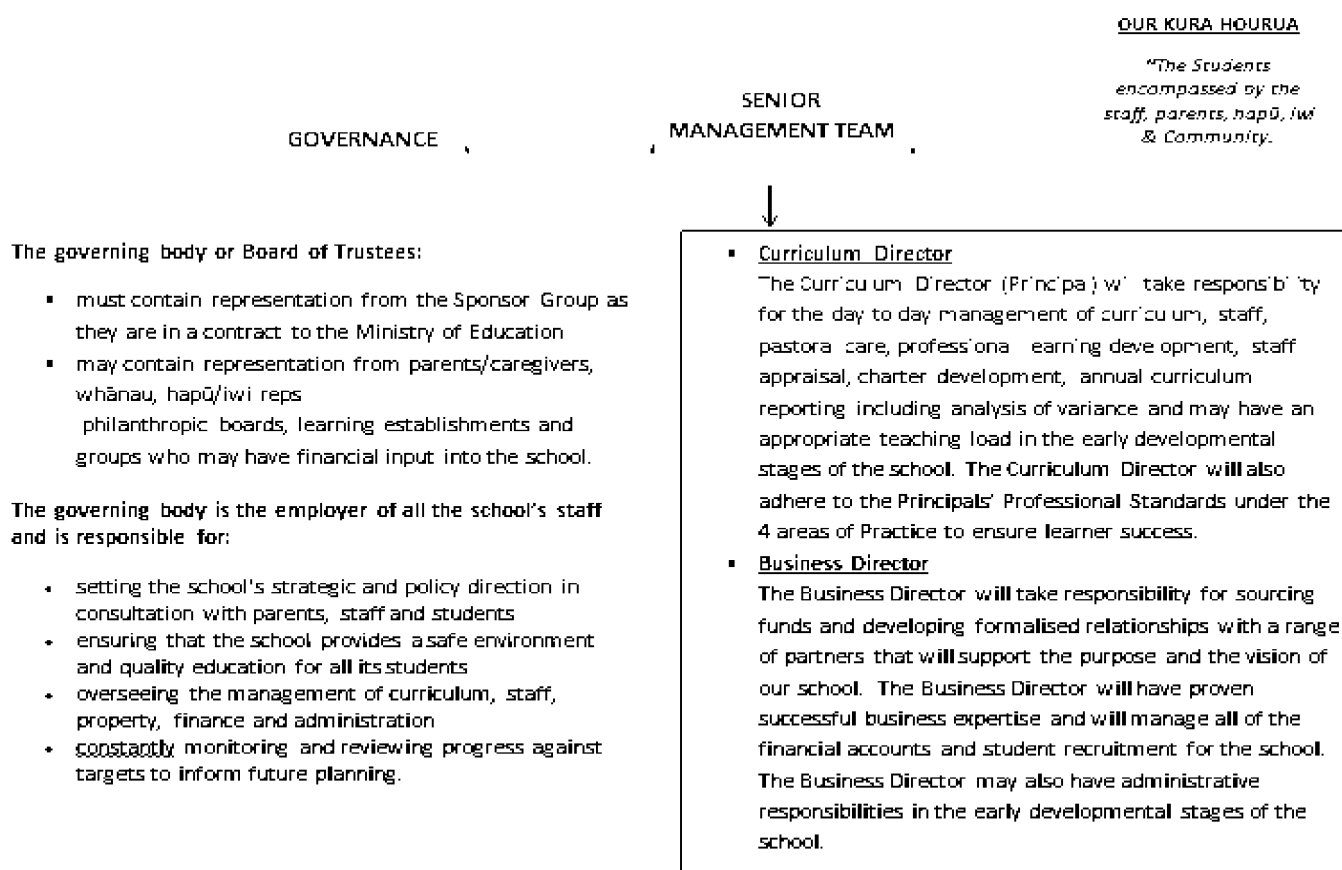
Part A – Governance, Management, and Administration

SECTION 5 – QUESTION 1 (a) and (b):

To follow is a description of our proposed structures and design rationale covering Governance and Management.

- ❖ As illustrated in Figure.15 below there is a clear delineation between governance and management. The governing board is the employer. The Senior Management Team have a joint responsibility for the day to day management of the school in alignment with the strategic direction and policies set by the governing board. Our school will target community and business members whom have had personnel, financial management, policy writing and governance experience to hold specific portfolios that align with their experience. Whānau, hapū, iwi and community members may also hold positions on the board to ensure that the local aspirations are represented at a policy level. The Curriculum Director will focus on Curriculum Management whilst the Business Director will source funds and relationships that will support high learner outcomes and the aspirational targets within the charter.

FIGURE 15. Governance and Senior Management



SECTION 5 – QUESTION 1 (c) and (d):

To follow are details about how our proposed structures and design rationale covering administration and subcontract arrangements.

- ❖ We will continue in our subcontracted relationship with Northtec to access a higher Youth Guarantee funding rate for our Y12 students and access to their wide industry accreditation. Alternatively, we may be better positioned to apply for our own accreditation within the first few years of establishment.
- ❖ The Business Director will secure additional subcontracts with a range of providers to enable the Personalised Learning Plans of our students. The Business Director will work closely with the Curriculum Director to ensure that industry and educational relationships link to the curriculum requirements of our students
- ❖ The Business Director will also seek out philanthropic funds and business ventures that align with our learners' PLPs and to support the school in meeting its goals and high learner outcomes. The Business Director will have responsibility for Administrative Staff.
- ❖ The Curriculum Director will manage pedagogical delivery and content to ensure a balanced and high quality curriculum thus enabling high learner outcomes. The Curriculum Director will have responsibility for Teaching Staff.

SECTION 5 – QUESTION 2

To follow is a clear description of the relationships between the Sponsor organization and the school leadership (including governance body) and our proposed strategies to manage this.

- ❖ As aforementioned in Figure 15, the Sponsor organization will be members on the Governance Board. However, the Governance Board will not be limited to members of the sponsor group. We envisage that representation of stakeholders with a vested interest will also have an opportunity to sit on the Governance Board. Those stakeholders may include but is not limited to a:
 - hapu representative
 - iwi representative
 - whānau representative
 - community representative
 - representative from each of the partnership PTE's/tertiary providers that we have entered into subcontract with
 - representative from philanthropic groups whom have contributed the school
 - industry representative
 - financial and/or legal adviser
- ❖ The Curriculum and Business Directors report to the Governance Board and ensure that the day to day management of the school aligns with the charter aspirations, the strategic direction and policies set by the board.
- ❖ Part of the Business Director's role is to secure funds, in addition to Ministry of Education funding, to ensure high learner outcomes and to generate enough finances so that funds are also available to pay Board members. The rationale for this is to mitigate risks that current status quo schools face under the 'Tomorrow Schools' legislation where well – intending parents end up with portfolios on their BOT that they have little experience to manage. We believe that parent and community voice should be represented on our Governance Board. In addition to this, we will be purposefully targeting people with experience in personnel management, finances, property management and education to ensure best practice in Governance. Payment may be minimal in the developmental years until the Business Director is able to secure funds. Clarification #5 from the PSKH team confirms that PSKH governance boards are not bound by status quo BOT restrictions. Therefore our board will appoint people with financial management, personnel management, curriculum management, property management and policy experience to mitigate some of the risks that have developed since the implementation of the 'Tomorrow's Schools' legislation (which is associated with well-intending parents who sit on BOT's with little experience in any of the aforementioned portfolios.) Whānau, hapū, iwi and community will still be represented on the board to ensure that policies align with the aspirations they have for their tamariki.

SECTION 5 – QUESTION 3

To follow is a description of the nature and the extent of teacher, parent/family and student input to decisions that affect the school.

- ❖ As articulated in our Strategic Plan, Annual Plan and Self-Review documentation teachers, whānau, students and the wider community will input into a range of important decisions that affect the school including but not limited to:
 - the naming of the school
 - the charter vision, purpose, values, graduate profile
 - the Strategic Plan and Annual Plan
 - the PLD plan
 - the co-constructed/co-delivered Te Reo me Ngā Tikanga o Ngātiwai curriculum
 - the practical components of our curriculum
 - the general curriculum
 - the High Expectations plan

Part B – Planning and Establishment

SECTION 5 – QUESTION 4

To follow is a detailed implementation and establishment plan which covers the period from gaining approval to the end of the 2014 school year. The points listed below include excerpts from our 2013 Annual Plan (Pgs 20 to 27 of this document) and our Self-Review plan. (Pgs 57 to 59)

FIGURE 16. IMPLEMENTATION & ESTABLISHMENT PLAN

	Governance	Senior Management	Curriculum		
Mar 2013	Our working group thinks about possible candidates to stand as prospective governance members. (Partially Completed.)	Our working group thinks about possible candidates for a Business Director and a Curriculum Director (Partially Completed.)	Youth Guarantee Program Outline is developed, signed off by Northtec and ready for delivery in April 2013. Te Reo o Ngātiwai beginners' curriculum is written. (Completed.)	Quotes for a range of possible options for lease or purchase are sourced for the EOI. Estimates are sourced for building, consents, services etc. (Completed.)	Initiate recruitment strategy to enrol at least 15 x 16 & 17 year olds for our Youth Guarantee program. (Completed.)
April 2013	Our Expression of Interest is submitted to the PSKH working group.		Youth Guarantee program begins and PLPs are developed at orientation camp week. Information is sourced from our learners' previous schools to assist in the transition.	An holistic projected budget is written to support the purpose, vision, goals and school curriculum.	Consultation Hui re School Name and to update the community about the progress of our application. (Pānui attached as Appendix C)
May 2013	We should know whether we have been successful or not by the end of May		Monitor Youth Guarantee program		
June 2013	Pending the passing of the legislation and our successful application a contract may be entered into with the Ministry of Education (MOE). The Governance Board (GB) is appointed. The Governance Board	The BD works alongside a Best Practice Executive Assistant of a Secondary school to ensure a smooth integration of best	Monitor Youth Guarantee program CD writes annual overviews for each curriculum area in	The Governance Board and the Business Director begin negotiations re site and buildings required. (We	The Curriculum & Business Directors engage in Staff & Student Recruitment which includes hui with prospective

	works alongside a best practice Board to initiate Policy Development. Priority placed on the development of employment, enrolment and property policies to support a robust appointment process for staff, student recruitment and the building of the school. The Governance Board appoints a Curriculum Director (CD) and a Business Director (BD). GB monthly hui.	business and educational practice. The BD & CD meet at least weekly and will report to the GB at the end of each month	preparation for staff appointment. Curriculum Director works with Te Kura/The Correspondence School to ensure curriculum coverage	are currently looking at a range of options.)	feeder schools and their communities.
July 2013	GB advertises for registered/experienced Senior Maths, Science and English Teachers and relevant support/operational staff. Teachers whom are able to participate in outdoor education activities will be targeted. CD is involved with the appointment of staff. GB has developed a number of policies with assistance from the Best Practice Board of Trustees. GB monthly hui.	The BD makes applications to philanthropic societies to supplement the proposed Ministry Funding. BD Develops a 3 year Business Plan that may include but is not limited to the development of a Residential option – and presents the plan to the GB at the end of the month. Curriculum Director prepares PLD materials in readiness for the appointment of teaching staff and works on Curriculum and Quality Assurance Documentation including an application for a Consent to Assess Against Standards (CAAS).	Curriculum Director prepares Curriculum Overview documentation for Junior and Senior High. Curriculum Director prepares all DRAFT PLP templates and electronic files. (Staff will provide input when appointed) Business and Curriculum Director make links with NIWA and DOC to formalise relationships and include both organisations in curriculum co-construction and co-delivery.	Resourcing related to curriculum overviews are purchased to support the teaching and learning	A community hui will be called to include their whakaaro within the draft charter purpose, vision, goals, graduate profile and a school logo. Staff and Student recruitment continues within the immediate and extended community.
August	More policies have been	Curriculum	Curriculum	The	Staff and

<p>2013</p>	<p>developed.</p> <p>GB monitors the Building project to ensure that all accountabilities are met.</p> <p>GB monitors the staff and student recruitment outcomes.</p> <p>GB ensures that all resource consents and relevant documentation for the building project are in tact and align with legislative requirements.</p> <p>GB monthly hui.</p>	<p>Director seeks assistance from MOE and PLD facilitators re their ability to deliver components of our 8 week PLD program for Oct - Dec</p> <p>The Business Director is working with the building team to ensure fiscal viability and a project that will meet critical timelines. The building project includes 3 major phases. Phase 1 – readiness for a 2014 start. Phase 2 – building improvements to account for roll-growth. Phase 3 – ongoing maintenance.</p>	<p>Director works alongside the Business Director to ensure an equitable distribution of funds across, staffing, property, curriculum resourcing and administrative requirements for the proposed 2014 budget.</p>	<p>Governance Board and Business Director have finalised the site and buildings plan with construction/ building re-location and refurbishment well under way.</p>	<p>Student Recruitment continues. A hui will be called to update the community re the school's progress. Governance board and Senior Management team discuss school uniform options with the community.</p>
<p>Sept 2013</p>	<p>More policies have been developed.</p> <p>GB continues to monitor the Phase 1 building project outcomes.</p> <p>GB monitors the staff recruitment and appointment processes to ensure that legislative requirements are met.</p> <p>GB monitors the outcomes of student recruitment process including the number of potential enrolments.</p> <p>GB participates in parts of and monitors the outcomes of school/community wide PLD.</p> <p>GB monthly hui.</p>	<p>Business Director has already made application to several philanthropic associations and has explored business opportunities on behalf of the school.</p> <p>The Business Director continues to monitor Phase 1 of the building project.</p> <p>The Business Director is able to show the links between the proposed philanthropic, business opportunities and</p>	<p>Curriculum Director (CD) prepares and finalises documentation for the 8 week staff induction and PLD. CD finalises all guest/ external facilitators.</p> <p>CAAS application is complete.</p> <p>Youth Guarantee Students design a school logo and school entry sign.</p>	<p>Building project continues including service installation/access if required. (Depending on which location we decide to go with.)</p>	<p>Student recruitment continues. Staff, including practical facilitators at 'The Farm', are appointed by the end of September for an October 2013 start date to enable PLD. Curriculum Director develops a webinar about the school to engage with Ngātiwai and other potential students who live outside of the area to gain input from these</p>

		the charter vision, goals, school purpose and graduate profile. A school website is developed.			students and their families. They may promote the school as a possible educational option
Oct 2013	<p>More policies have been developed. The High Expectation Plan (Behaviour Management) and hohou i te rongo (Conflict Resolution) policies are developed in line with the student, staff and whānau input.</p> <p>Charter is finalised and signed off by the board and the end of the month hui.</p> <p>GB monthly hui.</p>	Curriculum Director leads staff (and whānau who wish to participate in parts of the PLD) in an 8 week PLD program in preparation for 2014. PLD provisions are explained in the 2013 Annual Plan	Adequate capital resources are purchased to support the core subjects within the curriculum.	Student Management Systems and Junior High Assessment Tools are purchased. Buildings and resources within each building are near completion. School logo is designed and school entry sign is built.	<p>Students staff and whānau give further input into the charter, strategic, annual and High Expectation plans.</p> <p>Student recruitment continues.</p>
Nov 2013	<p>All relevant policies are in place.</p> <p>GB continues to monitor Phase 1 of the building project and the assurance of a seamless transition into Phase 2.</p> <p>GB continues to monitor the outcomes of student recruitment process including the number of potential enrolments.</p> <p>GB monitors the alignment of the budget with the relevant policies and the school charter.</p> <p>GB monthly hui.</p>	<p>Business Director has developed relationships with a range of tertiary providers and others to align with the Curriculum that has been written by the Curriculum Director and staff. NIWA and DOC are engaged with in a formalised manner to assist in the delivery of the land and water curriculum.</p> <p>Business Director is confident that the first phase of the Building Project will ensure a smooth start in 2013.</p>	<p>Staff continue with the second half of their 8 week PLD program in preparation for 2014.</p> <p>Teachers and facilitators co-construct Project Based Annual Overviews. Curriculum Director works closely with staff to ensure depth and breadth of curriculum.</p>	<p>Teaching staff submit their class materials teaching budget to the Curriculum Director – ensuring that the budget aligns with the curriculum outcomes.</p> <p>Registered teachers and practical facilitators must be included in budget preparation.</p>	<p>Curriculum Leader delivers the NCEA & The Whānau Workshops to all prospective students and their whānau.</p> <p>Student recruitment continues.</p> <p>Student enrollments are in the student management system.</p>
Dec 2013	Board of Governance have all draft policies in place ready for whānau	The kāhui kaumātua, iwi leaders,	Staff source and file information from feeder	Buildings, physical resources,	Community are involved in the official opening

	<p>ratification at the first full whānau Governance Board meeting in January 2014.</p>	<p>governance board and senior managers run the opening of the kura. An official whakatūwheratan ga (opening) is undertaken so that teachers are able to prepare their classrooms in December in preparation for 2014.</p> <p>Senior Management lead staff in the PLP development of all enrolled students.</p>	<p>schools about students and store in individual PLP files. PLP interviews are undertaken with each individual student.</p> <p>Evaluate the 2013 Youth Guarantee Program and prepare for delivery of the multi-strand program for 2014. Measure success rates and include in Analysis of Variance.</p>	<p>human resources are all fully in place in preparation for 2014 delivery.</p> <p>Teachers are allocated a class materials teaching budget, a timetable and a prospective 2014 class list.</p> <p>Business Director has secured finances via a range of sources to supplement the Governance Board payments as well as the building of a residential complex.</p>	<p>of our kura.</p>
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To follow are proposed 2014 actions for the implementation and establishment (IAE) of our school. These actions have not yet been categorised like our 2013 IAE plan because we will review the actual actions from June 2013 – Dec 2013. Our analysis of our first 6 months of preparation will inform the following 6 months at which time we will review gains made and areas requiring improvement to plot out the next 6 months of our 2014 IAE plan.

- ❖ **January 2014 – Staff start term on Mon 27 Jan, 2 wks prior to the Junior High School.** Staff PLD, resource development and planning days. Board of Governance Meeting – Charter is put to the whānau, community and board for finalisation. Water Sports Day. Business Director manages administration, business opportunities, clerical and finances. Business Director works with a team to develop plans for the Residential component and for Phase 2 of the building project for our kura. Staff PLPs are developed too and an initial appraisal interview is undertaken between the Curriculum Director and the teaching staff to set goals as reflective practitioners. An initial appraisal interview is undertaken between the Governance Board (or appointed appraiser) and each of the Senior Managers (Curriculum and Business Directors)
- ❖ **February 2014 - Senior High Students/Graduates from the 2013 Youth Guarantee class attend school on the 3rd and 4th of February** to prepare and support the local kaumātua/hapū/iwi o Ngātiwai ki Whangaruru for the pōwhiri of **all new students on the 10th of February.** All students are enrollend in Te Kura/Correspondence for Maths, English, Science & Te Reo. Orientation week camp. Term 1 PLPs are developed, filed and referred to often to ensure that students meet their goals. Student & whānau identify a goal each to include in Term 2 report. All curriculum time tables are delivered and monitored through reflective practice. Governance Board Meeting – First lot of Policies are put to the whānau, community and board for finalisation. DOC & NIWA co-deliver the co-constructed land and water curriculum. (First half of the year:Land – Junior High) (First have of the year:Water – Senior High)
- ❖ **March 2014 – Te Reo me Ngā Tikanga o Ngātiwai** program is delivered for the staff, students, whānau and community members. Governance Board Meeting – Second lot of Policies are put to the whānau, community and board for finalisation. Business and Curriculum Directors provide progress

report to Board and community re PLP development, PTE engagement and Business opportunities gained to supplement MoE funding at the Governance Board meeting on the last week of the month. GB continue to table the policies for ratification.

- ❖ **April 2014** – Review Term 1 achievements and celebrate those with the students and whānau during the Thursday evening Pastoral Care activity. Students, staff and whānau are to reflect on areas of strength and areas for improvement – areas requiring improvement may be addressed in the Term 2 morning PLD sessions. Governance Board meeting at end of month. CD & BD report to the GB. Business director has a business plan in place to support the building of a Residential whare and Phase 2 of the school building project. **Term 1 ends 17th April.**
- ❖ **May 2014 – Term 2 starts 5th May.** The residential building plans and the Phase 2 school building plans are drafted. The Business Director has secured funds to build these whare in addition to the Phase 2 of the school building project. Review each learner's PLP, celebrate successes, identify supports required to ensure goal attainment and amend PLP when required. Building project to include additional teaching spaces in preparation for 2015 Board meeting at end of month. CD & BD report to the GB.
- ❖ **June 2014** – Review first year's IEA plan and make modifications for the next 6 months. Review also how the school is tracking towards meeting its goals. Board meeting at end of month. CD & BD report to the GB.
- ❖ **July 2014 – Term 2 ends 4th July. Term 3 starts 17th July.** A community hui will be called to review and reflect upon the first 6 months of operation and to seek continued support from our contributing whānau, hapū, iwi and community members. Governance Board meets at the end of the month. Business director reports to the board re the business opportunities that have been secured and/or maintained as well as building projects and the impact this will have on learning. Curriculum Director reports on student achievement, progress towards meeting academic goals and the efficacy of PLPs. Student, whānau and school review Term 1 & 2 goals within PLPs. Board meeting at end of month. Mid – year reports are issued. CD & BD report to the GB.
- ❖ **August 2014** – The Curriculum Director ensures that all students are being adequately prepared for external assessments and that the appropriate number of Internal assessments have been undertaken. Second phase of appraisal process is undertaken between GB and the 2 Senior Managers (Business & Curriculum Directors) and also the Senior Managers and the staff they have responsibility for. Board meeting at end of month. CD & BD report to the GB.
- ❖ **September 2014** – Board meeting at end of month. Student, whānau and school review each learner's PLP, celebrate term 3 successes, identify supports required to ensure goal attainment and amend PLP when required. CD & BD report to the GB. **Term 3 ends 26th Sept.**
- ❖ **October 2014 – Term 4 starts 13th October.** PLD provisions are explained in the 2013 Annual Plan. Staff and whānau give further input into the charter, strategic and annual plans. Charter is finalised. Student recruitment continues. Student Management Systems and Junior High Assessment Tools are purchased.
- ❖ **November 2014** – Staff analyse 2014 programs and write their individual annual reports. Curriculum Director synthesizes individual annual reports to develop a school-wide report including an Analysis of Variance. Curriculum Leader delivers the NCEA & The Whānau Workshops to all new whānau. Business Director has maintained relationships with a range of tertiary providers to align with the Curriculum that has been written by the Curriculum Director and staff. Teachers and facilitators co-construct Project Based Annual Overviews for 2015. Curriculum Director works closely with staff to ensure depth and breadth of curriculum. Teaching staff submit their class materials teaching budget to the Curriculum Director – ensuring that the budget aligns with the curriculum outcomes. Registered teachers and practical facilitators must be included in 2015 budget preparation. Student enrollments for 2015 are in the system. Deliver on-site supervised NCEA study sessions.
- ❖ **December 2014** – Staff source and file information from feeder schools about prospective 2105 students and store in individual PLP files. PLP interviews are undertaken with each individual student. Teachers are allocated a class materials teaching budget. The kāhui kaumātua, iwi leaders, governance board and senior managers organise pōwhiri for the new intake of students for 2015. Evaluate the 2014 progress in relation to goals set within the strategic and annual plans. Governance Board and Senior Managers update the charter by developing a 2015 Annual plan and 2015 achievement targets based on the provisional internal assessments completed to date. The updated charter will be presented to the whānau and the Board for final ratification in February 2015. More

specific goals and/or targets can be developed once finalised NCEA results are published in 2015. Review Youth Guarantee Program and prepare for delivery of the multi-strand program for 2015. Measure YG success rates and include in Analysis of Variance. Board of Governance have all draft policies in place ready for whānau ratification at the first January 2014 Governance Board meeting. Students review annual PLP and celebrate successes. **Term 4 ends 18th December.**

Part C – Finance

SECTION 5 – QUESTION 5

To follow are details proposing our financial plan and demonstrating how it will ensure the availability of funds throughout the year.

Our financial plan will :

- ❖ align with the 5 Year Property Plan (5YPP) and 5 Year Business Plan (5YBP) which will be developed by the Business Director in keeping with the Governance Board's policies and the school charter. Both plans will link to curriculum delivery and learner PLPs
- ❖ align with our 3 year Strategic Plan to ensure adequate resourcing of all relevant areas for the full 3 years
- ❖ align, at an annual operational level, with our Annual Plan to ensure that high quality; curriculum resourcing, staff resourcing, property resourcing will support high student achievement and learning outcomes for each year as the plan relates to the longer term Strategic Plan
- ❖ take into account staffing, operational curriculum resourcing, administrative support, building, mortgage, amenities, consultation, transport, Board of Governance payments, professional learning development, insurances and all other fees in association with the smooth running of a high quality education establishment
- ❖ will not be limited to funding from the Ministry of Education. One of the primary tasks of the Business Director is to secure business and educational partnerships/opportunities to supplement the base MOE funding. More details about how the proposed supplementary funding will be utilised is referred to in SECTION 5 - Questions 7(a) & (b) of this proposal.
- ❖ is detailed in a separate Microsoft Excel workbook under question 6 of this proposal.

SECTION 5 – QUESTION 6

A separate Microsoft Excel workbook including detailed and itemised financial forecast for the first three years of the contract is attached to this application as Appendix E. In addition to the 3 year forecast we have also attached Microsoft Excel workbook estimates from Building Project Management companies.

SECTION 5 – QUESTION 7 (a) & (b)

To follow are details describing funding (additional to funding to be provided by the Crown) that is to be provided to the school including what we propose this funding will be used to provide and what the nature of the relationship between the school and the funder will be.

Our Business Director will be tasked with the responsibility to access funds, partnerships and business opportunities from a range of contexts including philanthropy, business and trades associated with our curriculum.

Supplementary income from other avenues may cover costs including but not limited to:

- ❖ additional human resources to ensure a low student to teacher ratio allowing higher quality teaching and pastoral care
- ❖ additional curriculum resources to ensure a higher engagement and retention rate
- ❖ payment for board members, to attract potential governance members, whom have had experience in; personnel management, business management, cultural competencies (Ngātiwai), property management, legal advice, curriculum management, systems and resource management. We

clearly understand the difference between governance and management. Paying potential governance members whom have had experience in the aforementioned areas allows for a more professional and timely approach when dealing with any governance issues. A community rep, a hapū/ iwi rep and a whānau rep will need to be members on this board too, this ensures that the community's aspirations are acknowledged and included at a policy level

- ❖ the building of a residential complex to mitigate the risk of hours of travel by our students on a daily basis. The residential component of our school is imperative and enhances opportunities for wrap-around pastoral care
- ❖ funding business opportunities for the school sponsor with mutual benefits for the school and its community. IE Creating business opportunities linked to agriculture, land, water, tourism, business (financial literacy) and any other of the major curriculum areas in our school builds employment opportunities for students while they are at school and when they graduate from our school. These business opportunities may also extend into the community, thus creating employment for the families of children who attend our school. Profits from any of the school business ventures will be put back into the school and/or be used as scholarships to assist our graduates into further learning.

SECTION 5 – QUESTION 8 (a)

To follow are details about our proposed financial management and internal accounting procedures for our school including controls that will be put in place to ensure appropriate fiscal accountability.

FIGURE. 17 - Financial Management Table

Curriculum		
<p>1. Overall responsibility lies with the Governance Board (GB)</p> <p>2. Management responsibility lies with the Curriculum Director(CD).</p> <p><i>This component of the finances will include all resources related to curriculum delivery.</i></p>	<p>1. Overall responsibility lies with the Governance Board (GB)</p> <p>2. Management responsibility lies with the Curriculum Director & the Business Director (BD).</p> <p><i>This component of the finances will include property, building, resources not directly linked to curriculum delivery and staffing. The BD will take management responsibility for property building, resources not directly linked to curriculum delivery and administrative /support staff whilst the CD will take management responsibility for all teaching staff.</i></p>	<p>1. Overall responsibility lies with the Governance Board (GB)</p> <p>2. Management responsibility lies with the Curriculum Director & Business Director</p> <p><i>This component of the finances will include community consultation costs, PTE/ Business / other provider consultation, staff and student recruitment costs. The BD will take management responsibility for PTE/Business / other provider consultation whilst the CD will take management responsibility for staff and student recruitment.</i></p>
<p>Process for accessing funds to administer curriculum delivery:</p> <p>Each teacher will have their programs completely written in alignment with the curriculum overview</p>	<p>Process for accessing funds to administer property and capital resourcing:</p> <p>The Business Director will set-up accounts with our preferred vendors and purchases are made with acquisition forms</p>	<p>Process for accessing funds to administer recruitment & community hui:</p> <p>The Business Director will set-up accounts with our preferred vendors and purchases are made with</p>

<p>documents (prepared by the CD) in term 4 of the preceeding year.</p> <p>Programs aligned with the relevant curriculum document(s) (TmoA or NZC) will clearly articulate reasonable budget costs to support the delivery of the Project Based Inquiry Learning pedagogy for the following year. IE the program written in term 4, 2013 must project costs for the whole of 2014 – including projected capital expenditure.</p> <p>Budgets will be allocated to curriculum areas equitably (which may not mean that curriculum areas receive the ‘same’ amounts of money.)</p> <p>Teachers will fill in an acquisition form to be signed off by the Curriculum Director for any major purchases that exceed \$500.00. The acquisition form will be presented to the Business Director whom will pay the vendor directly.</p> <p>The Business Director will set up accounts with preferred stationery, automotive, outdoor education and te reo Māori resource suppliers.</p> <p>All purchases will be charged against the relevant code within the teachers’ budget that was prepared in term 4 of the previous year.</p> <p>For any purchases less than \$500.00 the teacher is able to have direct sign-off via the Business Director but must make clear the connection of the purchase to the teacher’s</p>	<p>and cheques or by direct credit.</p> <p>All purchases that exceed \$5,000.00 must go through the Curriculum Director and the Board of Governance first.</p> <p>For any purchases less than \$5,000.00 the BD only requires sign off by the CD and all receipts must be included in the BD records with the relevant acquisition form.</p> <p>The Business and the Curriculum Directors are jointly responsible for management of Staff managements and therefore will require NOVOPAY training. The CD is responsible for all teaching staff and the BD is responsible for all support and administrative staff.</p> <p>The Board and the Senior Management team are to be well versed in each collective agreement and must source information from NZSTA re any employment/personnel issues that relate to being a good employer.</p> <p>The Business Director is responsible for recording all expenditure and accounts for ease of retrieval and transfer to our accountants and auditors.</p>	<p>acquisition forms and cheques or by direct credit.</p> <p>All purchases that exceed \$5,000.00 must go through the Curriculum Director and the Board of Governance first.</p> <p>For any purchases less than \$5,000.00 the BD only requires sign off by the CD and vice versa. All receipts must be included in the BD records with the relevant acquisition form.</p>
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<p>teaching/learning program.</p> <p>In the case where the teacher purchases from a vendor with an acquisition form it is the teacher's responsibility to keep the receipt and present it to the Business Director with a copy of the acquisition form.</p> <p>The Business Director is responsible for recording all expenditure.</p> <p>The Curriculum Director is responsible for equitable allocation of funds to each curriculum area and the monitoring of spending within each curriculum area.</p>		
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SECTION 5 – QUESTION 8 (b)

To follow are details about how provisions will be made for conducting annual audits of the financial operations of the school

- ❖ The Business Director will be responsible for monitoring and reporting all income and expenditure to ensure that it aligns with the school charter, the school goals, the curriculum intentions, learner PLPs and school policies. The Business Director will work with our Accountant, Kennedy Allbon Tane, and report to the Board of Governance and the Community. The accounts will be audited annually to ensure accountability.

SECTION 5 – QUESTION 8 (c)

To follow are details of the types and levels of insurance that we propose as required to operate a PSKH.

Our Governance Board will make every effort to ensure that all necessary insurance policies are purchased that may include but is not limited to:

- ❖ contents insurance – which may be included in our Risk Management Scheme
- ❖ vehicle insurance – for all vehicles that are owned by the school
- ❖ school buildings insurance – which may include the Catastrophic Loss Policy
- ❖ contracts work insurance
- ❖ ensuring that all building contractors have Public liability insurance to a level of [REDACTED] s 9(2)(b)(ii) OIA
- ❖ ensuring that contractors have separate liability insurance to cover damage to school contents during construction projects
- ❖ ensuring that our building project manager has Professional indemnity insurance to a minimum of [REDACTED]

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

SECTION 5 – QUESTION 9 (relevant clauses of a – f)

To follow is a description of our proposed school site when it opens, the type of property arrangement and the terms of tenancy (if applicable). We have also included our financing plans for acquisition and renovation of a facility which are included in the Microsoft Excel spreadsheet .

At this point we have 2 options that we are exploring.

❖ **Option 1**

- **PHASE 1**
- To lease land at 'The Farm' owned by Mike & Ellen Bennett at 3632 Russell Road Whangaruru
- Possible lease details are attached as Appendix F
- This option will require a sufficient number of buildings being built and access to all services including power/water/sewage etc, site works in time for January 2014. Costings included in the Projected Budget Excel Worksheet.
- *'The Farm' has always been a very important component of our vision for our school. 'The Farm' has a transformational atmosphere where many of our local children have learned practical skills and have built their self-esteem to a point where they feel great about their actual ability to do things at 'The Farm'. Those skills include but are not limited to stripping down and re-building motorbikes, hostel hospitality including guest booking, managing stock, milking, construction, cooking for guests, intermingling with people from all over the world through the backpacking business.*
- **PHASE 2**
- To continue construction into the second year of establishment allowing for roll growth.
- Business Director to source funding to develop a residential component that could house up to 70% of our school roll. Funds may also include philanthropic support to create residential scholarships for children from low socio-economic backgrounds.

❖ **Option 2**

- **PHASE 1** s 9(2)(b)(ii) OIA
- To purchase [REDACTED] and access activities and staff on 'The Farm' at cost. If our team settled on this option then part of the set up costs will be utilised as a deposit. Part of the annual property support will be used to service the mortgage repayments. Ensuring that adequate funds are allocated to maintenance and building upgrade due to roll-growth. The Business Director will be responsible for securing business opportunities and philanthropic support to access income for the school that could include but is not limited to payments for property and buildings. Projected mortgage costs are attached as Appendix G and also included in the Projected Budget Excel Worksheet. [REDACTED] is also attached as Appendix H s 9(2)(b)(ii) OIA

- [REDACTED]

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

- **PHASE 2**
- To construct another structure of similar size to the left of the current workshed with a single level building connecting both worksheds/learning spaces. Potentially this gives us 6 learning spaces each with a floor area of 56.25m^2 x 3m(h) and 1 large auditorium/gathering place with a floor area of 112.5m^2 . The room and corridor that connects between the 2 workshed/barn learning spaces will be 15m(w) x 15m (l) x 3m (h) which provides another space of 225m^2 which will be split into 2 spaces each with a floor area of 56.25m^2 x 3m(h). This creates 9 spaces of which 6 could be allocated as teaching spaces 1 as an auditorium/meeting area, another as a communal area that includes a kitchen and another as an IT suite. 1 of the 9 teaching spaces will be a Science lab where most subjects, including Science could be taught.
- **PHASE 3**
- Other buildings may need to be built to cater to roll growth and pastoral care
- An outdoor asphalt basketball court is also a feature we would like to include
- A workshop/storage workshed will also be required to house the school outdoor education equipment including kayaks, waka, bikes, paddles etc.
- Business Director to source funding to develop a residential component that could house up to 70% of our school roll. Funds may include philanthropic support to create residential scholarships for children from low socio-economic backgrounds.

For BOTH OPTIONS it has become clear to us that the proposed budget given as an indication by the Ministry of Education within the PSKH RFA may not be adequate to cover the costs for Phase 1 of fully setting up the school. See Appendix E. However, we submit this application with the knowledge that further philanthropic avenues will need to be sought.

SECTION 5 – QUESTION 10

To follow is a description of our proposed strategies for asset management and maintenance of our proposed facility, including assurance processes that ensure applicable codes and standards are maintained for the term of the Agreement.

- ❖ As per our Strategic Plan, Annual Plan and Implementation and Establishment Plan the Board of Governance assume responsibility for the policies and ensure that the school meets all building codes and accesses all appropriate building permits and guidance from the council. The Business Director will work closely with all relevant design drafters, council personnel and lead trades-people to ensure the safety of the public during the building and the safety of all staff, whānau and students once the buildings are completed.
- ❖ A proportion of the Annual Property Support will be allocated to the maintenance of property, annual mortgage/lease payments and buildings.
- ❖ The Governance Board will meet monthly from the date of appointment to ensure that all legislative requirements are met and maintained for the term of the Agreement.

Part E – Enrolment and School Marketing

Outreach to the community

SECTION 5 – QUESTION 11 (a), (b) & (c)

To follow is a description of how our school and its program will be publicised throughout the community.

As outlined in our Strategic Plan, Annual Plan and Implementation and Establishment Plan:

- ❖ the current team have already started publicising Phase 1 of our kura which is the Youth Guarantee Program. The advertisement is attached as Appendix B
- ❖ the team proposes to hold a series of community consultation hui beyond the one on one consultation that has already taken place with kaumātua, prospective students and their families. The first being on April the 13th 2013. The pānui and FAQs sheet are attached as Appendix C and Appendix D
- ❖ the recruitment team will organize hui in the communities of prospective contributing schools which may include but is not limited to Whangaruru, Hikurangi, Waikare, Karetu, Whangarei and targeting urban students in Auckland s 9(2)(a) OIA
- ❖ we will work with the local Alternative Education Services and Tokotoko Solutions Ltd. to identify whānau who may not be engaged in their child's learning. Referrals may be made by either of these groups. We hope to work with [REDACTED] of Tokotoko Solutions in situations where whānau re-engagement is required. Home visiting for enrolment conferences with the student and parent, is a strategy that we have employed to recruit students for our 2013 Youth Guarantee Program. This strategy will continue. A range of other strategies including but not limited to shared lunches, shared bonfire evenings, contact through facebook, email, texts and phone calls will be undertaken to engage with whānau members including those who may not yet be engaged in their child's learning. There are also opportunities in our co-constructed and co-delivered curriculum for parents to share their knowledge with students at our school.
- ❖ we will include Careers NZ, NZQA (via the NCEA & The Whānau Project), industry partners, the Youth Guarantee network in supporting the learner, their family and the school to develop the child's Personalised Learning Plan (PLP).

Future expansion and improvements

SECTION 5 – QUESTION 11

To follow is a description of our proposed enrolment targets for each age/year level for the first five years of operation.

The table below has already been utilised in section 4 of this application (Pg.28) and demonstrates our proposed enrolment targets. The rationale for the projected numbers are included on Pg. 29 of this application and will not be repeated in this section.

We will focus on the requirements of SECTION 5 QUESTION 11 at this point.

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)

- ❖ Our targets reflect an increasing enrolment and we are providing a description of how we will expand our school facilities which includes a 2 Phase approach within our First 3 year Strategic Plan. As per our Implementation and Establishment Plan - Phase 1 includes the securing of adequate, modest, functional and attractive learning spaces that can be ready within a 6 month time-frame to cater to 71 students. We have 2 options for Phase 1 of the Building Project. Option 1 is to build on 'The Farm'. Option 2 is to purchase a property within close proximity to 'The Farm'.
- ❖ Phase 2 includes allocating adequate funds for property maintenance, servicing mortgage repayments (if we go down this pathway) and the construction of other buildings that align with our curriculum, our charter goals, graduate profile and targets. Phase 2 must also align with our 5 Year Property Plan and our 5 Year Business Plan. Phase 2 also includes securing funds to develop a Residential component to reduce the negative effects of travel and increase the opportunity for more meaningful pastoral care.
- ❖ We believe that the innovative pedagogical approach, the focus on taking care of each person within our community (student, whānau, staff, governance board and other important stakeholders), the high quality and responsive Professional Learning Development, the strong leadership, the school's development of a reputation that promotes community participation, the integrated curriculum, the opportunity to earn a salary that is comparable with your outputs (as the Business Director secures additional funds via possible Business opportunities), the strong connection to Ngātiwai, the setting of the school in a beautiful land/bush/water/ocean setting and the lifestyle are excellent drawing cards in attracting additional qualified staff to serve a larger student population.
- ❖ We must be certain that any proposed site will allow for the projected growth and/or think of other places that our school could expand into within Ngātiwai, thus enabling high quality secondary education throughout our coast and an ability to serve a larger student population.
- ❖ Part of the Business Director's role is to develop industry and business partnerships that allow fiscal opportunities to grow the school's capital. This will allow for but is not limited to high quality resourcing, scholarships for graduates, supplementary staffing payments which will enable us to serve a larger student population.

Part F– Other

SECTION 5 – QUESTION 12

To follow is a description of all non-property facilities that will be provided by the school and how they will be included in teaching and learning practices.

Access to the local marae, kaumātua hapū and iwi:

- ❖ Ngaio tonga, Otetao and Mokau marae are within the region. Learners will engage in authentic and meaningful kaupapa on the marae alongside our local kaumātua and kuia which will be a part of our co-constructed and co-delivered Te Reo me ngā tikanga o Ngātiwai curriculum. The bilingual/biliterate nature of our curriculum also provides an opportunity for kapa haka to be part of the curriculum as an extra-curricular activity.

Access to motorbike treks:

- ❖ Through our partnership with 'The Farm' motorbike treks will be a part of our outdoor education program and will be a part of the lease cost if the school site is at 'The Farm'. If the school site is

at an alternative to 'The Farm' but within a very close proximity then use of the motorbike treks will be at cost to the school.

Access to horse treks and horses:

- ❖ Through our partnership with 'The Farm' horse treks will be a part of our equine education program and will be a part of the lease cost if the school site is at 'The Farm'. If the school site is an alternative to 'The Farm' but within a very close proximity then use of the horse treks will be at cost to the school. Horse riding may become an extra-curricular activity as we form our own equestrian teams that may enter into local and national competitions.
- ❖ **Motorbikes** - The school will purchase 20 of our own modestly priced motorbikes and all safety gear for the agriculture, automotive, outdoor education and student engagement components of our curriculum. Motorbikes can also be used as an extra-curricular activity as we form our own motorbiking team to enter into local and national competitions.
- ❖ **Kayaks and waka ama** – The school aims to purchase and maintain a comprehensive fleet of water craft , including but not limited to; yachts, kayaks, surfboards, dive gear, powerboats, fishing gear, waka ama, kite surfers and wakeboards.

An asphalt basketball court:

- ❖ to be built at the school allowing for a range of outdoor education activities

A skateboard ramp:

- ❖ that is designed and built by the senior students as a project based inquiry learning experience.

Shared Access to Partners' facilities:

- ❖ Students enrolled in our Youth Guarantee Program will have access to Northtec facilities such as the gym, the library and the internet suite.

6 OPERATIONS PLAN

6.1 Student Policies and Procedures

Part A - Timeline for registering and enrolling

SECTION 6 – QUESTION 1

To follow is an outline of our enrolment policy and the proposed timeline for registering and enrolling students for the 2014 school year.

- ❖ The Draft Enrolment Policy is attached as Appendix I and may be amended by the newly appointed Board of Governance
- ❖ As per our Annual Plan and Implementation & Establishment Plan student recruitment has already started for our 2013 Youth Guarantee program. A series of consultation hui will occur between June and December 2013 for further student recruitment.
- ❖ Enrolments for our school will open from June 2013 and will remain open until we meet a roll of 100 students at which point the Board of Governance and the Senior Managers will make all reasonable steps to open a second site within Ngātiwai after community consultation.

Part B - Policies and procedures for withdrawal, suspension and expulsion of students

SECTION 6 – QUESTION 2

- ❖ The Draft Stand-Down, Suspension, Exclusions and Expulsions Policy is attached as Appendix J and may be amended by the newly appointed Board of Governance.
- ❖ It is our goal to utilise the character development curriculum, high engagement and the High Expectations Plan to mitigate the risk of stand-downs, suspensions, exclusions and expulsions.
- ❖ The administering of this policy will always be preceded by the school taking all reasonable steps to work with the student and their whānau via a process of hohou i te rongo (Māori restorative practices).

Part C – Grievance Process
SECTION 6 – QUESTION 3

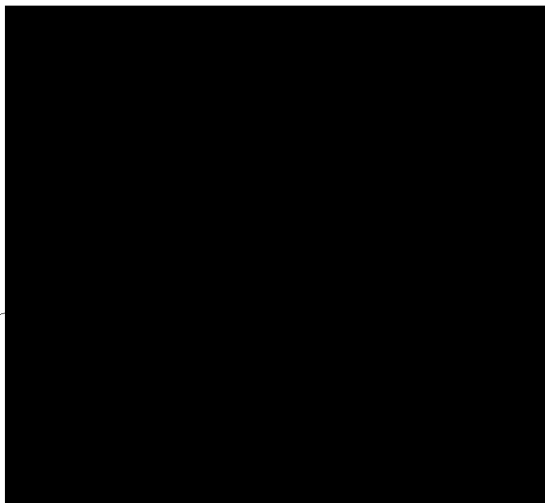
- ❖ The Draft Hohou i te Rongo/Conflict Resolution Policy is attached as Appendix K and may be amended by the newly appointed Board of Governance.
- ❖ The High Expectations we have of our staff, students and whānau will support the notion that we all have a voice and that each of us have an opportunity to utilise that voice in a positive way to plan for more meaningful outcomes.

6.2 Personnel

Part A - Key leadership roles

SECTION 6.2 – QUESTION 1

FIGURE.18 – Leadership Tables

Senior Management	Senior Management
<p><i>Natasha as Curriculum Director:</i></p> 	<p><i>Business Director to be appointed:</i></p> <p>The role of the Business Director (BD) is clearly articulated in the Strategic/Annual /Implementation and Establishment plans. This role focusses on securing partnerships with prospective providers to broaden funding streams and curriculum coverage. The BD role is also to develop business opportunities to create revenue that can be put back into the school operations and/or scholarships for school graduates. The BD is also the Project Manager for all major Building Projects and may have administrative duties in the developmental years of the school. The Business Director works closely with the Curriculum Director and reports to the Governance Board.</p>

s 9(2)(a) OIA

GOVERNANCE BOARD	GOVERNANCE BOARD
<i>Robert Carpenter as a member of the</i>	<i>Rose Maclean as a member of the Sponsor</i>

s 9(2)(a) OIA

REDACTED

Fully Registered/Experienced Teachers:

- ❖ We are looking for at least 5 experienced registered teachers (including the Curriculum Director) with a range of skills and curriculum areas including but not limited to:
 - Maths with Stats or Calculus
 - Science with Biology or Chemistry
 - English to Year 13
 - Māori to Year 13
- ❖ Registered Teachers are expected to show advanced evidence of meeting the criteria and key indicators within the Registered Teacher Criteria. Found at - http://www.teacherscouncil.govt.nz/sites/default/files/Registered%20Teacher%20Criteria%20poster%20English%202010_0.pdf
- ❖ Due to the nature of our vocational, in – context, outdoor education components in our curriculum; we are seeking candidates whom will be able to deliver high quality theoretical instruction in their curriculum area who are also able to participate in all of the practical components of our programs too.
- ❖ We are looking for staff whom are willing to work collaboratively with the community in our unique pedagogical approach.
- ❖ We are looking for staff who have high expectations, care about our students whom are reflective practitioners, exciting and engaging teaching and learning facilitators.
- ❖ In addition to normal references within staff applications that will include previous employers we are also asking for student phone call referees to confirm the teacher's ability to engage students coupled with high student achievement outcomes.

Experienced Practitioners Employed on a Limited Authority to teach:

- ❖ Outdoor education, automotive, agricultural, tourism, equine, building and horticultural practical experts (whom are mostly staff at 'The Farm') will be hired to co-facilitate their area of expertise with a registered teacher.
- ❖ These practitioners participate in all staff PLD and are exciting, engaging, caring facilitators whom have the skill, the experience and the expertise to assist children to gain learning through actual ability.

We are interested in hiring high quality teachers who are teachable, care about students, can manage their time, have proven expertise are able to ensure student participation, engagement, retention and high student learner outcomes.

High quality teachers will have a firm understanding of the Effective Teaching Principles (Bishop), the principles within Tātaiako, Ka Hikitia and Me Kōrero. Or they are willing candidates to learn and apply the said principles in pedagogical practice. These high quality teachers will also recognise the importance of language, culture and identity as we work together to lift the student achievement of the priority groups so that every student at our school leaves with at least L2 NCEA or equivalent.

Part B - Qualifications of school staff

SECTION 6.2 – QUESTION 3

- ❖ In 2014 we will have 5 Full-time fully registered/experienced teachers.
- ❖ In 2014 we will have 6 Part-time expert practitioners which will equate to 2 x .5 FTE and 4 x .25 FTE. This may be reviewed once enrolments are finalized.

SECTION 6.2 – QUESTION 4

All references and/or referees will be checked before any appointments are finalized. In addition to this, all staff will undertake Police vetting including volunteers and contractors, prior to the start of their employment or service.

Part C - Staffing Plan

SECTION 6.2 – QUESTION 5

As mentioned in Section 4.2 – Question 8 (b).

- ❖ Our Kura is organised into 2 wāhanga/sections: Junior and Senior High.
- ❖ The Junior High will have 3 main qualified/registered teachers and the Senior High will have 2 main qualified/registered teachers.
- ❖ The Practical components within our curriculum will equate to 2 Full Time Equivalent (FTE) teachers which represent 2 x .5 and 4 x .25 practical facilitators who may be registered with a Limited Authority to Teach (LAT.)
- ❖ Although the registered teachers facilitate all of the morning theoretical components of our timetable/curriculum they are also required to attend both of the practical rotations in the afternoon.
- ❖ Our ideal student:teacher ratio is 1:15 maximum. However, in outdoor education and water based activities at least the main pastoral care teacher and the practical facilitator will be on hand to ensure safety and links between theoretical lessons and practical applications of concepts.

FIGURE.19

Part D – Employment Policies

SECTION 6.2 – QUESTION 6

- ❖ These policies will be developed by the Governance Board in alignment with the relevant collective agreements for each staff member. These policies are not attached to this document as Appendices. The Annual Plan and the Establishment & Implementation Plans clearly articulate the time-frame that the Governance Board will follow to have all relevant policies in place. The Governance Board will refer to all relevant and up to date Ministry of Education links to inform the writing of policies but will ensure that the policies fit our community, our school purpose, vision, values and graduate profile.

Part E - Volunteers and contractors

SECTION 6.2 – QUESTION 7

- ❖ We propose to work with volunteers and/or contractors, and a description of their possible roles may include:
 - a) building contractors, local farmers to input into parts of our agricultural curriculum, local kaumātua and kuia to co-construct and co-deliver our Te Reo me ngā Tikanga o Ngātiwai curriculum and parents with outdoor education expertise.
 - b) volunteers and/or contractors will be organised to accomplish the school's mission and goals by attending the PLD sessions focussed on the school charter, by being involved in the finalisation of the school's purpose, vision, values and graduate profile, by inputting into the High Expectation Plan; and

- c) potential contractors/volunteers will be identified through our ongoing contact with our community in PLP interviews or through the Curriculum Director/Business Director networks. Our school has a truly open-door policy particularly for whānau of our students.

Part F - Performance Management and Appraisal

SECTION 6.2 – QUESTION 8

- ❖ As outlined in The Self-Review Plan, the Curriculum and Business Directors will be appraised by the Governance Board or an externally appointed Appraiser. The Curriculum Director's appraisal will be measured against the Principals' Professional Standards under the 4 areas of Practice to ensure learner success.
- ❖ As outlined in the Implementation and Establishment Plan the Curriculum Director will be responsible for appraisal of all teaching staff and the Business Director will be responsible for the appraisal of the admin and support staff. An initial interview will be undertaken during the 2 week PLD weeks at the start of the year. Each staff member will set a professional and a personal goal. Observations will occur at the middle of the year and a summary interview to monitor progress will occur at the end of the year.
- ❖ Fully registered teachers competency will be measured against the Registered Teacher criteria and key indicators as per the Teachers' Council.
- ❖ Provisionally registered teachers will be offered support and guidance to become fully registered and will be measured against the Graduating Teacher Standards.
- ❖ In addition to this all staff will be expected to undertake Te Reo Māori PLD. A beginners Te Reo me tikanga o Ngātiwai program will be delivered to the beginner students, parents, community members and staff
- ❖ Teachers will also be required to embed the principles within Tātaiako, Ka Hikitia and Me Kōrero in their pedagogical practice – even if that means accessing those skills over a reasonable timeframe.

6.3 Legislative and Health & Safety

Part A – Health and Safety

SECTION 6.3 – QUESTION 1

- ❖ Our Governance Board will take all practicable steps to meet and maintain the required health and safety standards.
- ❖ All practicable steps will be taken to ensure safety in all EOTC activities including the use of Risk Mitigation forms and other relevant documents.

SECTION 6.3 – QUESTION 2

- ❖ Students will be under adequate supervision particularly when participating in outdoor education activities. All safety gear and information pertinent to each of the outdoor education activities will be sourced and used by the students. Buildings will meet local and national standards for building safety.
- ❖ Our Governance Board will be familiar with the Health and Safety Act in Employment to ensure that all whom enter into the school will be safe including staff.

Part B – Records and Information Management

SECTION 6.3 – QUESTION 3

To follow is a description of the systems we will purchase to ensure effective record and

Information management.

- d) Upon successful attainment of a contract with the Ministry we will purchase a proven Student Management System (SMS) to record attendance and achievement data. As articulated in the Annual and Strategic plan we will explore options within the SMS to also file all transition information from the previous school and the PLP information for each learner whilst they are at our school. We will source the relevant PLD to ensure that we are maximising the use of our SMS.
- e) We will utilise reporting functions within the SMS to send data to NZQA and the Ministry.

7 Acceptance of Draft Agreement

The Crown's commercial position is reflected in the draft Partnership Schools | Kura Hourua Key Agreement Terms and Principles attached as Schedule 1 to this RFA (the **Draft Agreement**).

The Draft Agreement is indicative of the clauses to be included in, and the structure of, the final Contract. However, the clauses in the Draft Agreement are not necessarily in their final form although they do give an indication of the Crown's commercial position in relation to each clause. The Draft Agreement also notes that there are some final positions that may need to be reflected in the final Contract that are still under consideration.

Clause 1 of the Draft Agreement provides an introductory 'road map' summary of the Draft Agreement to assist in understanding how the Draft Agreement is structured.

The Crown may amend or add to the terms in the Draft Agreement prior to execution as the terms of the Draft Agreement are refined or to include necessary detail from the Sponsor's proposal. The population of the Schedules is one key area of the Draft Agreement that will need to be completed as a result of the Sponsor's proposal. This will occur during the contract negotiation phase if an Applicant is invited to enter into commercial negotiations with the Crown.

Each Applicant is asked to confirm its acceptance of the Draft Agreement. If you would not be prepared to enter into the Draft Agreement in the form attached, please include in your proposal the amendments you require to the form of contract and the reasons you are requesting them, propose an alternative position that would protect the interests of both parties and confirm that all the other clauses in the agreement are acceptable.

Clause number	Detailed explanation of why the clause is unacceptable	Proposed new position that protects the interests of both parties
Schedule 9	We do not disagree with the notes of Schedule 9 in the draft agreement. However, we wish to negotiate access to our 2013 and 2014 funds in 2013 to ensure quality start up.	n/a

The Crown will, in its absolute discretion, take such proposed amendments into account during the evaluation process, but the Minister is under no obligation to accept any such proposed amendments.

Should an Applicant be selected to proceed to contract negotiations, only those provisions identified as requiring amendment in the Application and any entirely new provisions that the Minister may introduce as forming part of the final Contract can be the subject of contract negotiations. Any attempt by any Applicant to raise new or different issues may result in the Minister terminating contract negotiations with that Applicant.

8 Assumptions, Risks and Caveats

Requirement: Please provide a table that lists ALL noted assumptions, risks and caveats made throughout your proposal.

Reference	Type (A / R / C)	Subject	Comment
1 n/a	n/a	n/a	n/a
2 n/a	n/a	n/a	n/a

Applicant Declaration

Each Applicant is required to complete the following Declaration. For joint or consortium Applications each party must complete a separate Declaration.

Declaration		
Topic	Requirement	Applicant's declaration
RFA response:	The Applicant has prepared this application independently to operate a PSKH.	█ / disagree
RFA terms:	The Applicant has read and fully understands this RFA, and the RFA terms in Part Three of this RFA, and agrees to be bound by them.	█ / disagree
Collection of further information:	The Applicant authorises the evaluators to: <ul style="list-style-type: none"> a. collect any information about the Applicant, from any relevant third party, including a referee, or previous or existing client b. to use such information in the evaluation of the Applicant's Application. 	█ / disagree
Objectives and Requirements:	The Applicant has read and fully understands the nature and extent of what is required by the Ministry and the Minister as described in part one and two of this RFA. The Applicant has the necessary capacity and capability to fully meet or exceed the deliverables in the operation of a PSKH and will be available to operate their PSKH throughout the proposed contract period.	█ / disagree

Contract terms and conditions:	The Applicant has read and fully understands and accepts the Agreement terms and conditions as stated in our proposed conditions of contract or has completed the table of proposed contract derogations in the form set out in paragraph 7 of this Part Two of the RFA. If successful, the Applicant agrees to sign a contract based on these terms and conditions.	██████ / disagree
Conflict of interest:	The Applicant warrants that it has no actual, potential or perceived conflict of interest in submitting this Application, or entering into a contract to operate a PSKH. Where a conflict of interest arises during the RFA process the Applicant will report it immediately to the Contact Person.	██████ / disagree
Ethics:	The Applicant warrants that in submitting this Application it has not: <ul style="list-style-type: none"> a. entered into any improper, illegal, collusive or anti-competitive arrangements with any competitor b. directly or indirectly, approached any representative of the Minister, Ministry or the Board to lobby or solicit information in relation to the RFA (except where allowed for during the Clarification period). c. has not attempted to influence, or provide any form of personal inducement, reward or benefit to any representative of the Minister, Ministry or the Board. 	██████ / disagree
Offer validity period:	The Applicant confirms that this Application remains open for acceptance for a period of 180 days from the Closing Date.	██████
Applicant interview	The Applicant acknowledges that if requested, the Applicant will be available to attend an interview in Wellington at a location to be determined by the Board over a one week period, with time slots given on a first-in first-served basis.	██████ / disagree
Declaration:	The Applicant declares that in preparing this Application it: <ul style="list-style-type: none"> a. has provided complete and accurate information in all parts of the Application, in all material respects b. has secured all appropriate authorisations to submit this Application and is not aware of any impediments to its ability to enter into a formal contract to deliver the outcomes. <p>The Applicant understands that should it be successful in being awarded a contract with the Minister then the falsification of information, supplying misleading information or the suppression of material information in relation to this RFA will be grounds for termination of the contract.</p>	██████ / disagree
<p>DECLARATION</p> <p>This Application has been approved, and is signed by, a representative of the Applicant who has the authority to do so. This representative is named below.</p> <p>This representative declares that the particulars provided above and in the attached Application documents are accurate, true and correct.</p>		
Signature:		

Full name:	Natasha Lee Sadler
Title / position:	Karanga Manaia Manager and Proposed Curriculum Director
Date:	11 th April 2013