

PART 2 – OVERVIEW AFTER THE INTRODUCTIONS (10 MINUTES)

“Ko te manu e kai ana i te miro, nōna te ngāhere.

Ko te manu e kai ana i te mātauranga, nōna te ao.

Erangi kia tika te momo mātauranga ka kaingia e te manu nei”

Tuatahi ka tuku mihi atu ki tō tātou Matua nui i te rangi.

Ko ia te timatatanga me te whakamutunga o ngā mea katoa.

Tēnei whare e whakaruruhau ana i a tātou, ka tuku mihi

Te papa e hora mai nā, te mana whenua

Ka tuku mihi

Rātou kua whetūrangitia, haere mai haere i runga i te arawhata kua takahia e te tini me te mano

Tae noa hoki ki tātou te kanohi ora, ngā urupā o rātou mā

Tēnā rā tātou katoa

Ka tuku mihi ki te kaupapa kua whakahuihui ai tātou i te rā nei.

Ka tuku mihi ki a koutou e te tēpū

Nei ra ngā uri a Manaia – Ngātiwai me ō mātou hoa e tū whakaiti ana i mua i tō aroaro i tēnei rā

Ka tuku mihi ki ō mātou kaumātua. Ko koutou me ō tātou tupuna te tino tūara o ā tātou mahi katoa.

Hei aha? Hei painga mō ā tātou tamariki mokopuna, ā tātou whakatupuranga.

Nō reira, tēnā koutou, tēnā koutou, tēnā rā tātou katoa.

E mohio mārika ana mātou ki te whakatauki – ekore te kūmara e kōrero mo tōna ake reka. No reira aroha mai ki tēnei e tū whakaiti nei i roto i tēnei momo āhuatanga kia kōrero mātou mo mātou ake.

Erangi, e tū kaha tonu ana mātou kia tae atu ā tātou tamariki mokopuna ki te taumata. Ka huri ahau ki te reo Pākehā iaianeia na kia mārāma pai ōkū kōrero katoa ki a tātou katoa.

(1.5 minutes)

It is with great humility and balanced strength that our team presents itself to you today and acknowledges every team that has presented to you thus far and any other teams that will present after us. As a member of our whānau team, I have been assigned to present the key points of our application covering the 7 aspects as outlined in interview agenda item 2:

1. Our proposed school will be a co-educational, bilingual secondary school including Year 9 – 13 students. The very purpose and nature of our school is to provide a secondary schooling option in an authentic cultural, land and water environment within the wider rohe of Whangaruru. A kura hourua that engages, excites and expects great things of every learner. Our vision is to develop youth into courageous motivated learners who are supported to reach their potential in whichever positive pathway they choose. Our purpose and vision are further supported through our strategic goals included in our strategic plan as Appendix A of our application document.
2. We are clear about the governments priority groups which are Māori, Pasifika, tamariki with special education needs and children from low socio-economic circumstances. Our roopu are geographically placed in Whangaruru, which is in the Southern end of the Bay of Islands and 2011 statistics (from the Education Counts website) confirmed that in Northland 49.5% of the schooling cohort identified as Māori. 44.5% identified as Pākehā, 2.3% as Asian and

2% as Pāsifika. Therefore the majority of our regional schooling population are Māori. Unfortunately the statistics further show that Māori are still performing well below Pākehā in all levels of schooling. Our team is responding to the negative student achievement data by recognising the opportunity for us to provide an educational experience that is better suited to at least our Māori tamariki. We acknowledge also, that a more encompassing and inclusive curriculum will cater to the individual learning plans of each of the priority learner groups including Pāsifika, tamariki with special needs and students from low socio-economic backgrounds. It is also unfortunate that our rohe has a high proportion of whānau who live in low socio-economic backgrounds ***and these are the types of statistics that we want to a part of changing from a community centric perspective because every statistic represents a person – our sons, our daughters, our nieces, our nephews and our unborn descendants yet to come. These children make up our priority group and we are willing to work with you and others to provide an education that fits them.***

3. Our proposed roll by year is:

- **2013** – we are already operational and currently have the highest number of students enrolled in any of the Northtec Youth Guarantee Programs, within Northland. Our current Youth Guarantee Programme has 24 x 16 & 17 year old students enrolled who are attending regularly. This arrangement with Northtec will continue into the future and represents one of our senior high Year 12 vocational classes.
- **2014** – Our target is to have 75 x Year 9 -13 students enrolled and this projection is realistic because it includes the retention of at least 50% of our current Youth Guarantee students. 50% of these children will be ready to move onto either higher learning or entry level work at the end of this year. We will enroll another 20 students as a minimum into the 2014 YG cohort which brings our senior high school to at least 30. Based on the information from the Ministry's education counts website, we have calculated that the contributing schools could feed in between 18 – 36 Year 9 students and 16 – 32 Year 10 students.
- **2015 - 2018** Projected calculations show that we could have 90 Year 9 – 13 students in 2015, 113 students in 2016, 119 in 2017, stabilising at 119 for 2018 and reaching a capacity number of 128 in 2019. Iaaianeī na ka huri ki ngā kaiwhakaako, ki ngā kaiwhakahaere o te kura nei. Now I will refer to the key personnel that will be required to work alongside these tamariki.

4. KEY PERSONNEL - From a governance perspective: We envisage that all members of the governance board will be appointed based on their proven skill and experience in a range of areas including but not limited to – te reo me ngā tikanga o Ngātiwai, property, personnel, curriculum, relationship building/whakawhanaungatanga and finance. The board will contain reps from: the Ngātiwai ki Whangaruru Whenua Toopu Trust as sponsors, The Farm, hapu and iwi reps, parent reps and community reps. The governance board may also have a rep from organisations that are providing funding - as a way to monitor their required outcomes in relation to their input.

- **KEY PERSONNEL - From a management perspective:** There are 2 senior management positions both of equal importance and both with managerial roles

with staff reporting directly to them. A Curriculum Director and a Business Director. The Curriculum director manages all teaching staff, curriculum development, pastoral care and quality pedagogical delivery ensuring that the students and whānau are always at the centre of our mahi at an operational level. The business director manages the administrative staff, all prospective contracts between our kura and other training establishments, seeks support and writes applications to attain philanthropic support and fulfills a proportion of the overall administrative duties of the school – ensuring also that the students and their whānau remain at the centre.

- My kaumātua have put my name forward as the prospective Curriculum Director and I feel confident that my experience as a trained Secondary School teacher who has been the Head of a Languages Dept, a National Assessment Facilitator at NZQA, a lecturer on the B.Ed for the university of Auckland, a Deputy and Acting Principal in an Area School, a Senior Adviser at the Ministry of Education, the Current Youth Guarantee Programme Leader for Northtec, the mother of 7 beautiful children and a descendant of Ngātiwai, Ngāpuhi nui tonu and Ngāti Kahungunu – I believe that this experience stands me in good stead as the prospective Curriculum Director. Should our application be successful a Business Director will need to be appointed and we have names of people whom will be able to fulfill this role and be appointed within the timeframes set.
- **From a teaching perspective:** We will also need to appoint 4 registered/experienced/appropriate teaching staff by September this year and already have access to the 2 Full time equivalent practitioners (Which represents 6 people) The practitioners are already engaged in our Youth Guarantee Program. Appointing all staff by the end of September allows them at least 2 months worth of PLD and planning time to be ready for 2014.

5. This leads nicely into sharing with you information about our ability to open a school by 2014

- We are confident about our ability to open a school by 2014 because we are already operational. IE. We are already delivering a Youth Guarantee Program to 24 youth.
- We are also confident about our ability to open a school by 2014 because we have expertise within our team that will ensure a robust, engaging curriculum that supports high student achievement outcomes
- We have at least 3 viable options for a site for the school and we have done research with a range of commercial providers and our local council to ensure that the project can be completed in time for the end of January in 2014. Our original budget has since been adjusted to reflect more economical options as opportunities have arisen. Other economical options have continued to present themselves and we are looking at these options and ensuring that final decision does not impinge on the quality learning outcomes for our youth
- We already have access to a range of resources through our local marae, through The Farm, through our iwi and the range of relationships that we have developed with local and national organisations
- We have strong working relationships with a range of educationalists including the local ministry, Principals of current secondary schools – particularly Kamo High

School, with [REDACTED] and the Youth Guarantee Network, with the local Primary School Principals, with colleagues in NZQA through the NCEA & The Whānau Project, With Mā Te Reo in our current resource development projects, with Northtec through our Youth Guarantee program, with our community through the consultation hui we have initiated and will continue to have and with our kaumātua and kuia whom have provided guidance and actual support throughout this kaupapa and the many other kaupapa we are involved in.

- We have strengths in pastoral care through the work that Mike and Ellen do at their farm through their years of experience delivering youth and school outdoor education camps. Their philanthropic philosophy has benefitted many children in our region and children from all over New Zealand who frequent The Farm. We have strengths through the real pastoral care that our kaumātua give to our current Youth Guarantee students and their whānau. We became aware that one of our students' whānau had been working with CYFs, MSD and the MOE – because of a raruraru that the whānau required awahi with. When our kaumātua visited the whānau they felt supported in a way that was real to them as Māori and have since engaged really well with us as a result.
- Ka whakamārama iaianei na i te pūtake o tō mātou roopu kia whakapūare i tetahi Kura Hourua.

6. I will now provide points to recap on our case for needing to operate a Partnership School.

- Our Northland and nationwide statistics clearly provide evidence of another approach being required particularly for our priority learners. I like to use the analogy of the toki in the creation of a waka. There are many sized and shaped toki and each of them have a particular job. Status quo schools have an important job and cater to some of our communities children, kura kaupapa Māori have mahi whakahirahira that is required to rejuvenate and set a platform for Māori Medium education. The Kura Hourua opportunity is another toki to carve out a space and a place for tamariki whom have not found their space in either of the aforementioned options.
- Our own children within the communities that we are living are the very children that are represented in the negative student achievement data and their parents are represented in the low-socio economic bracket
- We want to be part of the solution, we want to enable our community to be a part of the solution. We want to be able to capitalise on the rich cultural history that must be utilised as part of the rongoa to the current situation.
- We must ensure that the role of kaumātua is also normalised and enabled within our kura community.
- The high suicide rate is another reason that we see the need for a positive initiative in our area - we are coming up to the anniversary date for the cluster suicides that have impacted on Ngātiwai. The Ministry and local health providers have been actively engaged in providing support. We don't want to remain as part of the ambulance at the bottom of the cliff – which is why we want to provide a positive educational experience that ensures a lower student to teacher ratio for a more robust pastoral care system that mitigates suicide attempts.

- We want to replace the current gang culture (that has got a hold of many of our tamariki within Whangaruru and our wider rohe) with our rejuvenated Ngātiwai culture and a character building curriculum that reminds each of our children about who they are and what they represent.
- Our Ngātiwai whanaunga in Ngūnguru – south of us in Whangaruru - have just started a Y1 – 8 kura o Ngātiwai – named Ngā Pī manu. It is imperative that a senior school be established to continue in the seamless transition from Y8 at the Ngātiwai kura through to a Y9 – 13 Ngātiwai kura.

7. Iaiane na, ka huri ki te kaupapa e kiia nei, he tino taonga tō mātou nei kura mo ngā tamariki mokopuna... In concluding the overview component of this interview I will speak about the specific value our school will add to priority learners:

- Our kura will have a strong character development curriculum which focusses on high expectations – IE. Expecting every learner to reach their potential and providing our youth with the support to meet their personalised learning goals
- Our kura will have an authentic Ngātiwai curriculum that links to the local marae, the kaumātua, our tikanga, our whenua and wai
- Our kura will have an authentic land and water based curriculum that takes advantage of the rich land and sea resources that are readily available in the Whangaruru rohe. Our Whangaruru East Coast environment lends easily to an environmental curriculum and engagement with the Dept. of conservation and NIWA (atmospheric and aquatic science)
- Our kura will support priority learners to excel in literacy and numeracy by utilising project based inquiry learning pedagogy – where te reo, financial literacy, english literacy, scientific literacy and numeracies are embedded within the project based curriculum
- Our kura will co-construct a Personalised Learning Plan with every learner and their whānau and that plan will be reviewed every term to celebrate successes and track progress towards educational, cultural, physical and whānau goals.
- Our kura will take transition between learning establishments seriously – ensuring that we access achievement information from the previous school and that we can provide meaningful information for our learner's upon their exit from our school.
- Our kura will ensure that every student has adequate pastoral care by having a main lead teacher that follows them through all of their daily activities – alongside a range of practical experts which increases the teacher to student ratio.
- Our application has draft strategic, annual and implementation plans which plot out how we will be able to bring these statements to fruition.

8. I have no doubt that every group that has stood before you and is yet to stand before you is echoing the same sentiments because members in every one of the groups that have come here are passionate about making a difference. Over the remainder of the interview we will talk about our point of difference and highlight the absolute need for a kura hourua in the North. We also want to give you assurances that we have the skills, the expertise, the heart and the willingness to do what is necessary to make a difference for our community.

PART 3 – OPEN QUESTIONS FROM THE BOARD (75 MINUTES)

- a. In our opinion there are 3 major challenges that we face to expand our school before January 2014. It is important to note that we are already, to some degree, operational as an education provider. However,
- i. **One of our major challenges would be purchasing the preferred site and buildings and not to mention the resource consents which could take anywhere from 20 days – 3 months.** Should we face the worst case scenario then cheaper pre-fabs will need to be considered for purchase to ensure that there is adequate learning space for the start of 2014.
 1. To overcome this challenge it would be necessary and helpful if the Ministry could provide the full property support funding up front to enable the purchase of the preferred property and access to economical buildings that are still fit for teaching purpose. A revised budget has been developed that includes cheaper buildings and if the resource consent takes 3 months then it would also be helpful if the Ministry was able to share information about any quality pre-fabs that are already in the local network that could be purchased at a good rate. – See the revised budget and the implementation and establishment plan on Pgs 73 – 77 of our application which outlines timeframes and people responsible for each action item.
 - ii. **Student recruitment may also be perceived as a major challenge to overcome.** I do believe that the goal of 70 students is achievable. Parents have already heard about our proposed school and are asking if their children can attend. Due to our current working relationship with Northtec we will have at least 30 students in our Senior School in 2014. 20 EFTs from Northtec for a new intake of YG students and 10 students retained to do L3 NCEA.
 1. To overcome those challenges we may need support in marketing the school hence the importance of a Business Director. Given this is a government policy that has been met with much resistance from parts of the community the government may benefit by developing a marketing strategy to support the new charter school initiative. This would support the successful candidates in recruiting students and staff alike.(Governance Board & SMT to lead a recruitment strategy - see implementation and establishment plan on pgs 73 – 77 of our application which outlines timeframes and people responsible for each action item)
 - iii. **Staff recruitment may also be perceived as a major challenge to overcome.** I believe that our innovative team-teaching pedagogical approach coupled with the beautiful Whangaruru environment and the low class numbers will be drawing cards for effective teachers to join our staffing. We will also need to make the teacher salary package attractive hence the salaries that are attached to the registered teacher positions.

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

b. **In order to describe what a typical day might look like at our kura** it is necessary to explain some of the steps that the senior management and teaching team will undertake before the child starts school with us - which provides a context for you. During the student recruitment (after our staff members are appointed) we will co-construct a personalised learning plan with the learner and their whānau. Information will be sourced from the learners' previous school and diagnostic literacy, numeracy and te reo assessments will be undertaken. Students will be given a clear outline of the initial curriculum areas on offer which incorporates te reo me ngā tikanga o Ngātiwai, literacy, numeracy Science, agriculture, horticulture, outdoor education, tourism/hospitality and recreation plus a high level of project based learning in context. From the PLP and achievement data collated, students will be grouped not by age but rather by ability and areas of learning that they are most interested in. This arrangement is long endorsed by Māori paradigms - he pai te noho tahi o te tuakana me te teina.

i. *So now I can describe a day in the life of a student at our kura hourua. Let's take for instance a child who is predominantly interested in Farming, animals and building. Let's call the student Kohewhata. On Monday Kohewhata is travelling to kura on our own school bus and the tamariki are sorting out between them who will be feeding the pigs. Kohewhata's sister loves milking and she always volunteers to do the morning milking. Others are volunteering amongst themselves to water the vege gardens. Kohewhata will arrive at kura at 8.30am and join his whānau group for a community led breakfast. At 9 am he will sit with his whānau group in the assembly area (whare hui) for whole school karakia and assembly where any major school notices for the week are shared. Kohewhata can see his nana and aunty sitting with the teachers because we all know that the extended whānau are well aware of the open door policy. Because the whānau have spent time with the teachers at the start of the year going over the school charter – and they helped to develop the high expectations plan they help to reinforce the high behavioural expectations that our kura has for the students, staff and whānau. Kohewhata knows that his teachers and whānau are supporting him to reach his goal of becoming a veterinarian, because it has been planned out in his Personalised Learning Plan at an induction interview. Kohewhata is 14 but his accelerated learning which is evidenced in the information our kura received at the end of the previous year – means that he has the ability to sit L1 NCEA. Assembly has concluded so Kohewhata and his whānau group go to their whānau learning space to start the 10.00 theory session. Kohewhata is one of the tuakana in his whānau class. There are 4 Year 9 students, 3 Year 10 students 5 Year 11 students and 4 Year 13 students. All of the students in Kohewhata's whānau group are passionate about Farming, Animals and Building. In Kohewhata's learning space there is a mini-library that has all sorts of books and resources related to Farming, Animals and Building. This term, one of the projects that Kohewhata and his classmates are focussed on is designing and building the boat sheds on the waterfront at Wharf Road. This is a full term project which incorporates design technology, art, literacy, numeracy and practical building skills. For the NCEA students – the awesome whānau teacher was able to work with other staff in the school to link evidence in the project to specific Unit and Achievement standards that can give Kohewhata and his peers credits for their qualifications. Speeches and pieces of writing will also relate to the project – embedding literacy and making the writing real/in context. So*

during the **10 – 11.30** session Kohewhata is collaborating and communicating with a group of 4 other students on their design. In the previous week a specialist spent time with the class teaching them how to use a special computer program which makes the design process really cool. Other people in the class prefer to do their designs with pencil and paper. It's 11.30 now so Kohewhata and his mates have a ½ hour to relax and enjoy each other's company. **It's 12.00 midday** now and Kohewhata is looking forward to the first practical rotation of the day. A builder/architect is meeting Kohewhata's class and the whānau class teacher down at the wharf to measure out the dimensions for the boat shed. The whānau class teacher stays with Kohewhata and the rest of the class because she knows this class really well. She manages behaviour and gives feedback to the Practitioner to assist them in their pedagogy. (Not in front of the kids though.) Kohewhata and the class know that their waka ama and kayaks need to be stored in the shed. So his group measure the length of the waka and they also think of innovative ways to build a structure that will fit all of the waka within it. Kohewhata and his class are encouraged to think laterally because both the whānau class teacher and the builder/architect encourage lateral thinking. The class knows that the best design will be chosen to be built within the next few weeks. In the previous week the class were given a budget for the project and in the next few lessons the class will be taught how to cost out the materials for the project. It's already nearly 1.30 – it's time to head back to kura for our shared lunch. Kohewhata's Aunty helps to prepare the kai that is grown in the school's garden by the class that is passionate about horticulture. **At 2.00** Kohewhata and his whānau group are now participating in the outdoor education strand of their curriculum. Kohewhata's class is dropped off at the wharf again to participate in kayaking. During the kayaking the lead teacher and the other 3 practitioners are able to share the Ngātiwai name places with the youth as they paddle through the ocean. Kohewhata takes some time to put his life-jacket on because he knows that he has to wear one. Kohewhata knows that there are 4 adults in this rotation because they are out on the water. **Time has flown and now it's 3.30.** Lucky our school is just up the road and that we have our own transport. Kohewhata and his whānau group get in the bus and return to the school for the after school program. The after school program is cool – we have fruit and veges from our garden and a teacher is assigned to give us additional help to complete homework. Some of Kohewhata's class are in the motorbike club which is sponsored by Yamaha – they are preparing for an enduro competition that is happening in a months time. Other tamariki are in the kapa haka group and they are practicing for the Taitokerau festival. **It's 4.20 pm** and the bus has arrived to take Kohewhata back to Whangarei, where he lives... Kohewhata knows that a Residential building will be on site in 2015 and is looking forward to being able to stay at his kura during the week. He knows that this will mean less travel time for him in the mornings and afternoons of his school day. This is the day in a life at our kura hourua.

- c. When a child comes to our school, their main registered whānau teacher will be facilitating their morning theoretical learning which aligns with the practical projects that have been planned for by the whole teaching team. We will advertise for a Maths, Science and English Teacher. We already have a qualified Te Reo Teacher from Ngātiwai. Each of those teachers will lead a whānau class. The Te Reo Teacher

may be the whānau teacher for students who have come from Kura Kaupapa Māori. The practical components/projects will be co-delivered by expert practitioners in a team with the main registered whānau teacher. Senior projects will be aligned with NCEA qualifications. Junior high student learning outcomes will align with the NZC achievement objectives. We have already developed a Ngātiwai reo & tikanga programme in alignment with Te Marautanga o Aotearoa. In addition to this the reo teacher has developed a Te Reo & Tikanga o Ngātiwai Programme, that aligns with the NZC, for children whom have come from English Medium schools. These programmes will be co-delivered by Kaumātua and Ngātiwai and Ngāpuhi experts within the rohe to students, staff and whānau members. The school will participate in marae noho at 3 different marae throughout Ngātiwai as part of the history curriculum. We will visit 3 sites of significance to Ngātiwai every year – to instil an understanding of the culture that relates to the land that our school site stands on. Our group are currently undertaking a glossary development project where we have transcribed/typed 352 pages from the Papatupu books of Waikare and Whangaruru. These Papatupu books are Māori Land Court books that were written in the hand of our own tupuna in the late 1800s to the early 1900s. From the transcription we have identified 148 ancient whenua names 150 tupuna names and words and phrases that have since been lost. With the guidance and permission of our kaumātua we have been able to develop an interactive glossary that our students will utilise as a unique Ngātiwai resource. Mason Durie (2003) stated, “Strong associations between indigenous peoples and particular places have been described as fundamental to their health and well-being... Lands, forests, waters, plants, animals and other environmental ‘resources’, stand in dynamic, reciprocal relationships with communities and people and are of vital importance to Māori identity... For Māori and many indigenous peoples, well-being encompasses spirituality, cultural identity, social relationships, health, economic stability and the power of communities to direct their destiny. Māori consider the natural environment fundamental to their well-being and the term tangata whenua encodes in te reo the central notion that Māori are ‘of the land’ integral and inseparable...” We are Ngātiwai and we are ‘of the land’ within the north and our tamariki deserve well-being and the ability to direct their destiny.

- d. At this point we will provide clarity as to what Northtec will provide, what the Correspondence School will provide and what our Kura will provide.

Northtec	Correspondence School	
<ol style="list-style-type: none"> 1. Northtec will provide 20 Youth Guarantee EFTS which includes a teacher and resourcing for 1 class of 16 & 17 year old students seeking after a L2 Vocational Certificate 2. We are not limiting our future relationships to just Northtec. We envisage that the Business Director will develop working partnerships with a range of providers that may include but is not limited to People Potential, Regent Training Centre, The University of Auckland etc... When the business director secures between 2 and 3 additional contracts with other partners this will provide us with a net saving of 3 staff salaries – therefore more staff can be hired to ensure a high teacher to student ratio. 	<ol style="list-style-type: none"> 1. The correspondence school will provide subject areas that are identified through the learners personalised learning plans for the subject areas that we may not have teacher expertise for. 2. The correspondence school will also assist the Maths, Māori, English and Science teachers to teach multiple levels at once by providing written materials to assist in the curriculum delivery. Teachers at our school will be expected to do a high level of team planning based upon contextual projects that benefit learning outcomes and the community. They will also be expected to co-facilitate with and give pedagogical guidance to the practical experts. 	<ol style="list-style-type: none"> 1. Our school will provide a Māori teacher, a Science (Chemistry/Biology) teacher, a maths (Calculus/Stats) teacher and an English teacher. Each of these teachers will be able to teach to at least Level 3 NCEA and be fit enough to participate in all of the outdoor education and project based practical rotations. 2. Our school will also provide in the first year: a range of agriculture, automotive, outdoor education specialists. In the second year our school will offer all of the previous specialists plus: a range of water (diving/ water craft) and ICT specialists. The specialist practitioners will be appointed based on the Personalised Learning Plans of our students.

- e. Now that we understand what each of the partners will be expected to provide I believe that it is easy to see that each partner is a part of a whole. We have our students at the centre and they are able to access resourcing, pastoral care and quality learning resources from a range of experts. During the school day the learners have access to a Northtec program on our school site, they have access to quality theoretical resources through the Correspondence school, they have access to quality pedagogical delivery from our registered teaching experts and they have access to a range of industry experts who are specialists in their field. Kamo High School is also looking at developing a relationship with us. Through these multiple relationships our resource burdens are shared. The tamariki access all of the

privileges of being Northtec students, correspondence students and students who belong to our school within the rohe of Ngātiwai and wider Northland.

- f. The property arrangements will be determined as soon as we know that we are successful applicants. You can see from our adjusted budget that we have undertaken a wide range of due diligence including discussions with our District Council.

We have 3 site options s 9(2)(b)(ii) OIA, s 9(2)(a) OIA

1. Purchasing [REDACTED]
2. Building on the hapū owned Waikaramihia Block B2 at no cost
3. Building on the Bennett's Farm with a lease and as per the building estimates s 9(2)(b)(ii) OIA, s 9(2)(a) OIA

Buying the [REDACTED] is our first priority option for the following reasons:

- Infrastructure including buildings and services are already available at this property - the house could be the admin block without any renovations at all. Additional buildings will still be required to cater to the full projected population of the school.
- The current workshed could be the storage facility for all of our curriculum resources/gear (motorbikes, yachts etc...) and a workshop learning space
- [REDACTED] and suits the curriculum we will deliver by being in close proximity to the Bennett's farm, the harbour, bush, maunga, animals, farming, water, significant cultural heritage including 3 local marae and pā sites.
- The land is big enough to cater to classroom/building needs, future residential options, playing space and events.
- Purchasing this land will add to the community asset base through the Whenua Toopu Trust as a sponsor
- Although purchasing this land incurs a high cost to our budget we will be able to do this if the property support funding is cashed up at the start of the project to enable this critical resourcing s 9(2)(b)(ii) OIA, s 9(2)(a) OIA
- The adjusted budget shows how buying [REDACTED] outright is a viable option- even if we have to purchase cheap pre-fabs that can be re-furbished to ensure optimal learning spaces within a tight budget. Purchasing [REDACTED] does not compromise the quality of the type of curriculum we intend to deliver. In fact it enhances our curriculum delivery because it is [REDACTED]
[REDACTED]

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

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

Waikaramihia is a second viable option for the following reasons:

- Utilising this land comes with no up-front costs
- The Maori free hold land is in trust and is already a community asset through the Whenua Toopu Trust as a sponsor
- The land is close to the road and has 6 acres which is ready to be built on
- This block is close in proximity to the Bennett's farm, the harbour, bush, water and local marae
- This block does not have any infrastructure and everything will need to be built from scratch.

- There are residents on either side of this block and they will need to be consulted prior to any building

The Farm is a third viable option:

- The Bennett's have already met as a family and are not certain whether having a fully blown school on their property is in the best interest of their family and/or their business
- The Farm has many of the components that we wish to deliver in our curriculum
- The Farm has infrastructure - but currently that infrastructure will not meet the building code for a school and so new buildings will need to be built to meet code
- The Farm is in close proximity to the harbour, local marae, has water access, bush access, is a operating beef and dairy farm/backpackers/outdoor education, has resources that relate to our curriculum
- The Farm will need all siteworks and services installed the same as Waikaramihia - so in essence it will be like building everything from scratch to meet building codes and regulations