

## Community and External Engagement

### **Briefly describe the steps you have already taken to assess demand and/or support for the school and summarise your findings**

Ora Trust Board members and the Advisory Group to Ora Trust, are professionals already working within the community with families/whanau in a variety of fields including: education, social services, mental health, business and health, and have themselves identified a need to offer another way of learning for Rangatahi in the BOP region.

Recent research from Ministry of Education Reports, such as PIRLS and TIMSS 2010/11, state that most New Zealand learners are likely to be attending schools where both their principals and teachers endorse aspects of academic success. Collaboration amongst teachers also looked at in both the PIRLS and TIMSS reports state that it was viewed as integral to create a learning environment which focused on academic success (MCE PIRLS & TIMSS 2010/11 Report, p. 30). In 2011, the Bay of Plenty Times, Tauranga, spoke to schools in the Tauranga area. Statistics given to them by the schools showed that in 2011, 119 students were either stood-down, suspended, excluded or expelled. Further ERO reports show there is an over representation of Māori students and students from low decile schools that were not completing secondary education. For many in this cohort who are currently still attending school, often their achievement levels fall well below the national average. It is the hope of Ora Trust Board members and Ora Trust Advisory Board, that in establishing Kura Kete Ora, that a unique resource will offer students an alternative way to learn, so they can have a better chance of being 'enabled' to contribute positively to their community.

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

A robust marketing programme on a local level, such as local interest stories in local editorials, and a detailed referral process will be utilised to ensure that the students that are referred are an appropriate fit for the school. A team from Kura Kete Ora will visit primary and intermediate schools, local Hauora, local Iwi, Special Education, RTL/SENCO's in the area to give a presentation on what Kura Kete Ora will provide to students, with projected outcomes and who may be eligible to attend. Parents/whanau will be invited to attend a Hui where Kura Kete Ora's programme will be discussed in full.

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

Kura Kete Ora would invite parents/whanau to be part of a 'learning community', in which a strengths-based approach for whanau health and wellbeing is utilised. As part of the referral process, there will be a meeting with both the young person and their whanau. It will be at this time that the workings of Kura Kete Ora will be explained and an attempt will be made to engage the young person's whanau in the learning process. As part of the process of being accepted into Kura Kete Ora, there will need to be an agreed commitment from the young person's whanau to be part of the learning process (by becoming involved in supporting and/or learning at Kura Kete Ora, and attending hui relevant to the young person's talent and needs-based learning plan).

**Describe the relationships, if any, that you have established to generate engagement in and support for the proposed school. This can include businesses and organisations beyond the immediate geographical community.**

The team from Kura Kete Ora will be visiting those places they would expect most referrals to come from, such as: schools, RTLB, SENCO, Special Education. The team will comprise professionals already working in the Tauranga/Te Puke Area with local knowledge and skills, such as: teachers, educators, counsellors, family therapists. It is proposed that further engagement from businesses and organisations will be initiated with regard to them becoming part of this community. It is anticipated that working partnerships will be formed with specific local businesses and associated industries. This engagement could be financial, or mentoring, educational, future employment opportunities or other involvement that could be determined in the future.

Ora Trust Board Members and/or Advisory Board to Ora Trust are involved in, have relationships with, and/or have engaged in discussions about Kura Kete Ora with:

- Tapuika
- Ngati Ranginui
- Ngaiterangi
- Ngati Pukenga
- Te Tuinga Whanau
- Relationships Aotearoa (Tauranga and Gisborne)
- Environment BOP
- Bethlehem Tertiary Institute (BTI)
- Trinity Valley Farms
- Tauranga Chamber of Commerce

owners and personnel do have existing "good contacts with dairy industry and horticultural industry and apiarists, which will be useful contacts" (personal communication, 2013), should Ora Trust's application to establish Kura Kete Ora be successful.

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## OPERATIONS PLAN

### Leadership and Governance

#### Ora Charitable Trust

Ora Trust is the entity that will have a contract with the Crown to operate Te Kura Kete Ora as a Partnership School / Kura Hourua, and it will be the governing body for Kura Kete Ora.

#### Ora Trust Board and Advisory Board

See Appendix 1 (pp 43-52) for the professional profiles of Ora Trust Board Members and Ora Trust's Advisory Board.

#### Background of Ora Trust

When children's author **S 9(2)(a) OIA** met retired **S 9(2)(a) OIA** they quickly realised that the 'taiaha of knowledge' was the weapon to win the challenges that today's tamariki face in Aotearoa New Zealand. Tommy and **S 9(2)(a) OIA** were working very closely with Otumoetai Primary School Principal, Geoff Opie, on a creative writing programme called 'The Ancient Touchstones of Aotearoa'. It soon became apparent that a Trust would need to be formed to fund the projects that Tommy and **S 9(2)(a) OIA** were promoting in education for the schools of Tauranga Moana. Local kaumatua, **S 9(2)(a) OIA**, was invited to join as a trustee, as was a local health practitioner, **S 9(2)(a) OIA** who shared the kaupapa/ethos of Ora Trust. Health, Learning and Wellbeing

Ora Charitable Trust was registered on the 17<sup>th</sup> June 2008 (2143515). It has not yet operated, though all requirements with the IRD have been observed and it is available for use for its key purposes, health and education.

*The evolvement of Kura Kete Ora by Ora Trust is destined to become a teaching toanga like no other in Aotearoa*

### Staffing

See Staffing Chart – Appendix 2 (page 54)

Optimum staffing for the student population described in this proposal has been set at one staff member for every ten students. It is envisaged that four professionally trained teachers will be employed when the school achieves its goal of one hundred enrolments. The teachers will be responsible for developing activities and lesson plans in conjunction with other staff to meet the needs of the curriculum, expected program outcomes and the individual learning needs of each student. Four staff with appropriate expertise will be employed to support student learning in the specialist activities outlined in the Kura Kete Ora Eight domain diagram (see page...). Two additional support staff (Kaiawhina) will be employed to meet the behavioral/ support needs of students enrolled in the programme.

Payroll and financial administration will be sub-contracted to Te Tuinga Whanau (TTW) to avoid the duplication of back room activities frequently seen in educational and social service delivery. However, an administrator will be employed by Kura Kete Ora to implement and support non-

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financial administration activities required to administer the school program. Cleaning, ground keeping and other school maintenance tasks that cannot be completed in-house will be contracted out to external service providers.

Responsibility for school leadership will be held by the Kura Kete Ora Principal/Director. In supporting this leadership, a head teacher will be appointed by the Principal/Director to support the overall operation and facilitation of curriculum activities and liaise with an appointee from one of the four specialist staff, for example the staff member charged with tutoring horticulture, to jointly coordinate activities and lesson planning.

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### Proposed Enrolment

Complete the following table for the year levels your school intends to serve.

Year Level	Student Numbers					At Capacity
	2014	2015	2016	2017	2018	
1						
2						
3						
4						
5						
6						
7	20	30	20	15	15	20
8	15	20	30	20	15	15
9	15	15	20	30	20	15
10		15	15	20	30	20
11			15	15	20	30
12						
13						

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

The specified student population targeted in this proposal, requires a school culture which supports the engagement, collaboration and purpose of students in order to foster their success. The bulk of the initial enrolments will comprise year seven and eight students, including a small group of year nine students. These students will continue their learning over subsequent years, until year twelve. During this time, the school will accept new enrolments each year of year seven students (refer table). There may be exceptions to the enrolment of new students entering the school at later years, and these will be determined on a case by case basis.

We envisage it will take a minimum of twelve months for Kura Kete Ora to bolster its volunteer base and two-three years to form solid relationships with industry groups; 'the future employers of many of the school's students'.

Creating an effective school culture, with an initial focus on years seven and eight will enable KKO to develop excellence in its application of the proposed conceptual

model, and will respond effectively to the stated mission and values. The planned growth in enrolments over the first five years of the school supports a rationale for realistic growth and development of the school and the associated curriculum. This will support KKO's commitment to on-going evaluation, review and continuous improvement.

### Proposed Facilities

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

The current facilities on Swift Current Farm that could be made available for Kura Kete Ora are:

- Studio classroom
- 3 bedroom home
- Workshop/Engineering shed
- Milking shed
- Woolshed
- Kiwifruit orchard
- Large camping site where the Kaituna and Mangorewa Rivers meet
- Farm machinery/equipment

Farming operations which either already, or could, occur on Swift Current Farm and be utilised as part of Kura Kete Ora learning environment, acting as learning laboratories for young people, are:

- 20 milking cows, milking all year round
- Calf rearing
- 50 breeding ewes, lambing in August and shorn twice yearly
- Docking, weaning, drenching, shearing of lambs
- Summer and winter pruning, tying-down and harvesting 18 ha of kiwifruit
- 8 – 10 horses (as a satellite horse school of Trinity Valley Farms, Tauranga)
- Weed control

#### Operational Relationship between Kura Kete Ora and Swift Current Farm

Kura Kete Ora young people will engage in the facilities and operations of Swift Current Farm **only** for the purposes of facilitating their talent and needs based learning plans. Swift Current Farm remains responsible for agricultural and horticultural operations and seeks to serve the needs of Kura Kete Ora but does not depend on Kura Kete Ora for labour.

#### Additional Facilities required

For Kura Kete Ora to be operational in 2014, additional facilities are required:

- Whare Rūnanga/ Marae area
- 1 – 2 additional classrooms, with one having a wet floor art/craft area
- Kitchen and dining room
- Male and female bathrooms and toilet facilities
- Office facilities

Swift Current Farms has 1½ ha of flat land next to existing classroom/studio and 3 bedroom house, which is an ideal for above proposed additional facilities.



### **Describe how you intend securing these facilities**

At this stage, it is yet to be clarified how much funding from Ministry of Education will be available for the set-up and development costs of the Partnership Schools / Kura Hourua, and so no planning has occurred yet by the Ora Trust Board of Directors in respect of securing the funding for establishing these facilities.

## **BUSINESS PLANNING**

### **Establishing a Partnership School | Kura Hourua will require expertise in financial management, fundraising and development, and accounting. How will you access this expertise?**

Please see Appendix 3 for Governance Chart (page 57)

Several members of the Kura Kete Ora Governing Board hold high levels of expertise in financial management, accounting and fundraising. It is envisaged that the establishment of Kura Kete Ora will require key Board Members to support and monitor the development of the school's business plan.

The Principal/Director is responsible for developing a business plan for Kura Kete Ora Governing Board sign off. However, establishing a Partnership School will initially require significant financial management and fundraising expertise and Board Members may be required to be involved at an operational level in the first instance. The involvement of individual Board Members at an operational level will require unanimous approval of all Board Members.

Initially, while the school is being established, the Kura Kete Ora Board will comprise of 12 community members with the expertise and knowledge required to establish the school. This number may be adjusted to 8 once the school is operational. It is expected that within 6-12 months at least four of the founding Board members will step down and 3-4 parent/whanu representatives will be elected (or in special circumstances co-opted) onto the Board.

Processing Kura Kete Ora's day-to-day financial transactions, including payroll, will be sub-contracted to Te Tuinga Trust who have been operating as a social service in Tauranga for twenty five years. This partnership arrangement will support the establishment of Kura Kete Ora's financial management and avoid the unnecessary duplication of back-room services. Te Tuinga Whanau will not have authority to sign cheques or make payments, as this function is delegated to the Kura Kete Ora Principal/Director, as approved by the Governing Board.

The Kura Kete Ora Governing Board will identify the parameter within which the Principal/Director shall operate, including sub-delegations. The Board will delegate the power to make decisions on management matters relating to Kura Kete Ora. The delegation may include:

- Human resources
- Revenue and funding contracts
- Capital expenditure up to limited delegation
- Other financial delegations up to the limit delegated
- Property matters subject to any conditions in respect of the approval
- Legal matters subject to any conditions specified
- Administration matters subject to any conditions and relevant policies
- Supplies and services subject to any conditions and up to the limit delegated

A clear 'Delegations of Authority Policy' will be developed by the Kura Kete Ora Governing Board and will include conflict of interest procedures, temporary delegations, general principles, avoidance, authority and monitoring and enforcement.

Fundraising is able to be undertaken by both staff and the Board. For example, school staff may wash cars with students during a weekend, in order to raise money for a trip etc. The Board will most certainly be involved in a major fundraising exercise, for example, to raise money for a new classroom. Fundraising efforts will be included in business planning and several Kura Kete Ora members have considerable experience in this area. For example, [redacted] held senior management positions in NGO's, which have required him to raise funds. Recent examples include raising \$70,000.00 for the Relationships Aotearoa Positive Pathways Programme.

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

Partnership arrangements between Ora Trust (governing body) and TTW (Te Tuinga Whānau Support Services) will provide adequate support to the business plans outlined above. Partnerships with BTI (Bethlehem Tertiary Institute) will also offer further support to the daily operations of the school.

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