

Partnership Schools | Kura Hourua

Evaluation Clarification Responses

Round 2

17 April 2014

COMMERCIAL IN CONFIDENCE

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Algorithmi

Question 1: -

Response:

As stated in our submission, the school is open to all regardless of religion, race or ethnicity, but we anticipate that the majority of applications will be from Muslim families. With this in mind, we believe the expected student cohort to come from a low socio-economic background for the following reasons:

- a) Refugees – the following table shows the number of refugee status approvals from 2004 to 2013 as provided by Immigration New Zealand. We have used the percentage of Muslims from the total population of those countries to calculate the number of Muslim refugee approvals. As is shown, the majority of refugees are Muslims, particularly from 2010 onwards with the vast majority of these refugees living in Auckland. These refugees will be of a low socio-economic status when they arrive in the country.

TOP 10 REFUGEE STATUS BRANCH APPROVALS BY NATIONALITY (FY)

Nationality	2004 Nationality	2005 Nationality	2006 Nationality	2007 Nationality	2008 Nationality	2009 Nationality	2010 Nationality	2011 Nationality	2012 Nationality	2013
Iran	38	31	37	19	16	14	13	15	16	16
Zimbabwe	10	9	8	8	8	9	8	10	9	9
Libya	6	8	7	7	7	7	8	8	8	8
Somalia	6	6	5	5	5	5	5	8	9	8
Syria	5	2	2	5	5	5	5	3	9	6
Myanmar*	6	2	2	2	2	2	2	6	7	6
China	2	2	2	2	2	2	2	6	7	6
Chad	2	2	2	2	2	2	2	6	7	6
Ethiopia*	6	2	2	2	2	2	2	6	7	6
Iran*	2	2	2	2	2	2	2	6	7	6
Saudi Arabia*	2	2	2	2	2	2	2	6	7	6
Zimbabwe*	2	2	2	2	2	2	2	6	7	6
Turkey*	2	2	2	2	2	2	2	6	7	6
Other	100%	81%	81%	100%	100%	4%	69%	98%	98%	98%
Country of origin	100% Cameroon	0% El Salvador	21% El Salvador	6% Jordan	4% Palestine	4% Russia	98% Somalia	98% Turkey	98% Turkey	98%
Afghanistan	81% China	2% Eritrea	2% Eritrea	100% Libya	4% Russia	4% Russia	12% Sri Lanka	9% Turkey	9% Turkey	9%
Bahrain	0% Egypt	95% Ethiopia	95% Ethiopia	96% Madagascar	98% Saudi Arabia	98% Saudi Arabia	97% Syria	9% Zimbabwe	9% Zimbabwe	1%
Belarus	0% Egypt	95% Ethiopia	95% Ethiopia	96% Madagascar	98% Saudi Arabia	98% Saudi Arabia	97% Syria	9% Zimbabwe	9% Zimbabwe	1%
Total number	75	76	66	65	76	62	52	61	74	64
Of which are Muslims	59	50	46	31	49	27	37	35	54	50
% who are Muslims	79%	66%	70%	47%	65%	44%	70%	60%	73%	78%

Refugee data by nationality provided by Immigration New Zealand (<http://www.immigration.govt.nz/NR/rdonlyres/1D786C35-327E-40FF-9DDB-68AFFB9B9DFE/0/RSBSStatPakInternet.pdf>). An asterisk (*) denotes a value between 1 and 4; an average value of 2 is used for our calculation

Country of origin	Country of origin	Country of origin	Country of origin	Country of origin	Country of origin	Country of origin	Country of origin	Country of origin	Country of origin	Country of origin
Afghanistan	100% Cameroon	0% El Salvador	21% El Salvador	6% Jordan	4% Palestine	4% Russia	98% Somalia	98% Turkey	98% Turkey	98%
Bahrain	81% China	2% Eritrea	2% Eritrea	100% Libya	4% Russia	4% Russia	12% Sri Lanka	9% Turkey	9% Turkey	9%
Belarus	0% Egypt	95% Ethiopia	95% Ethiopia	96% Madagascar	98% Saudi Arabia	98% Saudi Arabia	97% Syria	9% Zimbabwe	9% Zimbabwe	1%

source: http://en.wikipedia.org/wiki/Islam_by_country

- b) MELAA (Middle East, Latin America, African) as defined by Statistics New Zealand – we expect that at least 50% of the student cohort will be from the Middle East and Africa. Statistics show that this group fares worse with respect to both income levels and employment when compared to the national average for other ethnic groups.

The following table, from Statistics New Zealand, shows the difference between the Median Weekly Income from all Ethnic Groups compared to those from the MELAA group (see text in red):

Dataset: Income for all people by region, and total response ethnic group (2008 onwards)

Year	Region		Total Ethnic Groups			Total Regions		
	Ethnic Group	Measure	Average Weekly Income	Median Weekly Income	Number of People (000)	Average Weekly Income	Median Weekly Income	Number of People (000)
2008			682	536	3330.3	529	391	35
2009			680	538	3372.2	531	368	32.5
2010			687	529	3421.3	629	428	35.4
2011			703	550	3461.1	618	414	41.1
2012			721	560	3488.1	575	465	32.9
2013			737	575	3521.2	540	432	31.5

data extracted on 14 Apr 2014 08:09 UTC (GMT) from NZ.Stat

The following table, extracted from the "Household Labour Force Survey: December 2013 quarter"¹, shows the difference between the unemployment rate of the total population compared with that of the MELAA ethnic group. (See figures in red):

Series ref: HLFQ	Labour force			Not in labour force	Working-age population ⁽⁶⁾	Labour force participation rate	Employment rate	Unemployment rate	Total Population Unemployment rate
	Employed	Unemployed	Total						
	(000)								
	S7A3VE	S7B3VE	S7Z3VE	S7C3VE	S7D3VE	S7E3VE	S7H3VE	S7F3VE	S1F3S
Quarter									
2011	18.5	1.6	20.2	11.1	31.2	64.5	59.4	8.0	6.4
2012	18.3	3.0	21.3	10.7	32.0	66.5	57.1	14.1	6.8
	17.7	2.3	20.0	12.8	32.9	61.0	54.0	11.5	6.8
	17.3	2.3	19.6	10.1	29.7	65.9	58.3	11.6	7.2
	15.7	1.4	17.1	10.3	27.5	62.4	57.3	8.2	6.8
2013	15.4	1.9	17.3	11.7	29.0	59.7	53.2	10.9	6.2
	17.5	1.8	19.3	12.2	31.5	61.3	55.4	9.6	6.4
	19.7	1.5	21.2	14.1	35.4	60.0	55.7	7.3	6.2
	20.9	2.3	23.1	11.8	34.9	66.2	59.7	9.7	6.0

Both these tables clearly show that the students from the Middle East and Africa will mostly be from lower income families with higher unemployment rates as compared to the national average.

c) Decile rating for the existing Muslim Schools in Auckland

The only other Muslim schools in Auckland, Zayed College for Girls and Al-Madinah School, are decile rated 3 and 2 respectively. A school's decile indicates the extent to which the school draws its students from low socio-economic communities. As nearly 100% of students at these schools are from Muslim families, we can conclude that a similar decile rating can be applied to our school.

Conclusion:

The evidence provided above shows that the majority of the student cohort at our school will come from families with low socio-economic backgrounds. By providing them with a Muslim environment at school, where they can feel safe and which gives a sense of identity and order, we offer them the best hope of achieving academic success, elevating them out of their current socio-economic condition and enabling them to become productive members of New Zealand society.

¹ http://www.stats.govt.nz/browse_for_stats/income-and-work/employment_and_unemployment/HouseholdLabourForceSurvey_HOTPDec13qtr.aspx

Auckland City Training School

Clarification around the property they are proposing:

Question 2: Will your operations be in place in time to operate by 2015?

Response:

Yes, we are able to make our site in Manukau ready for the school opening in 2015 with some minor alternations.

These include:

- Building some walls to separate the site from existing business (see plan attached)
- Creating a school administration space
- Redevelop some of the existing skylights to let in more natural light
- Build new toilet facilities for the school-side
- General re-painting
- Develop an indoor playground

We will also work with an architect to formulate a staged process of redeveloping the site as the roll increases, subject to successful negotiations with the Ministry of Education regarding development costs. (NB. That in our submitted budget we have allocated resource for the playground, for other building works we will seek additional financial investment from the MoE).

Question 3: How do you intend to manage provision for 5 year olds and 18 year olds within the same environment?

Response:

We will physically separate the different streams of our work (as above). We are relocating our Alternative Education students to another site. At the moment we will continue to run our Youth Guarantee performing arts and Success Through Sports programmes from our site in 2015. We are confident that the separated spaces and new toilet facilities will provide safety for our young students. Currently the building is used for a diverse range of programmes and has a 'community feel'. Future collaboration of services may be possible, for example the students who are learning sports coaching will be able to add value to the Partnership Kura's physical education programmes. Also in terms of ensuring the site is safe, the school shares the space with CLS and SENZ head-office, where our key managers and executive staff work. Therefore, 'management' will be daily monitoring the culture at our Manukau centre.

Question 4: The location identified in your Application appears to be an industrial area. How do you propose the kids get to the venue?

Response:

The site is not industrial, rather 'light commercial.' Gladding place is a crescent that has professional offices, churches (including the Salvation army), a medical centre, dental clinic, car sales yard and mechanics. As Equippers School will be an 'urban school' we expect that students will be dropped off by car (by commuting parents) or could walk to school using a walking bus scenario from the Redoubt Rd/ Manukau area. To note, successful holiday programmes, funded

through OSCAR operate from the site (reaching Government's target groups) and these primary aged students are dropped off by whanau.

Creators Collaborative Trust

Clarification Questions

Question 1: *What relationships have you established or propose to establish within your community?*

Response:

Our foundational trustees have strong collaborative and governance representation in the following agencies:

- Life Community Services
- Creators Educational Trust
- Taiohi Toa Trust
- Te Wānanga o Aōtearoa
- CYF Care and Protection Panel

Existing positive working relationships with the following organisations:

<p>Ministry of Health</p> <ul style="list-style-type: none"> • Childrens Health Clinics • Nga Ringa Awhina • ICAAMHS • Hauora Waikato • Child Development Centre 	<p>Ministry of Education</p> <ul style="list-style-type: none"> • Special Education • Intensive Wrap Around Services • Te Whānau Putahi • Early Childhood Centres • Hamilton Schools • Youth Guarantee Network
<p>Ministry of Justice</p> <ul style="list-style-type: none"> • Probation Services 	<p>Ministry of Social Development</p> <ul style="list-style-type: none"> • Child Youth and Family • Youth Justice
<p>NGOs</p> <ul style="list-style-type: none"> • Te Kahao Health • Waahi Whanui • Plunket • Family Start • Family Works 	<p>NGOs</p> <ul style="list-style-type: none"> • Barnados • TuTangata Trust • Hamilton Abuse Intervention Programme • Child Matters

The highlighted community organisations are the main referral sources for programmes run by Life Community Services and Creators Educational Trust. Other relationships exist with these agencies as well, such as collaborative projects to reach target populations in Hamilton and Ngaruawahia. For example Life Community Services are currently collaborating with iwi agencies and Nga Miro Health Centre to deliver an Incredible Years programme to a target group in Ngaruawahia. Successful collaborations like these have been in existence for a number of years and have resulted in positive learning outcomes for communities

and strong partnerships between agencies. In establishing EPIC Academy, we believe these existing relationships will be a powerful base for both student referral and whānau support

Question 2: *What is the nature of your relationship with Wintec and Te Wananga?*

Response:

Our Trustee, Joe Graham, is the National Youth Director for TWOA, and currently oversees the delivery of Mātātāhi Mātaora throughout the Waikato and Thames/Coromandel regions. He has endeavored to provide a strong working relationship between EPIC Academy and TWOA.

We have a strong relational link with Wintec and have formed had several high level exchanges regarding the extent of collaboration possible between EPIC and Wintec (as outlined in the supporting letter included in our application).

If the application is accepted we intend to formalise the relationship through a memorandum of understanding between us and Wintec/TWOA outlining the ways we will support each other. The two areas of support we intend to outline in the MOU includes:

1. Access for students to go for specialised workshops and facilities
2. Services for parents identified in our Whānau Education Plan for their ongoing development and learning.

Question 3: *What is the philosophical basis for use of the various frameworks you have proposed?*

Response:

The underlying philosophical basis for the various frameworks proposed is a socio-constructivist educational philosophy. This is most clearly identified in the Reggio Approach to education as well as the He Māpuna te Tamati framework outlined in our proposal.

It includes the following principles:

- Ākonga must have some control over the direction of their learning;
- Ākonga must be able to learn through experiences of touching, moving, listening, seeing, and hearing;
- Ākonga have a relationship with other people and with material items in the world that they must be allowed to explore and
- Ākonga must have endless ways and opportunities to express themselves.

Sitting alongside this is our belief in developing a Positive Behaviour System that will compliment this approach to learning, where relationships are valued and part of the learning process.

Question 4: *Please confirm your intentions regarding assessment*

Response:

We believe the intention of assessment is to signal progress and inform planning. While each student will have a ILP and portfolio detailing their progress against their goals and the NZC, we will also utilise empirically proven assessment tools to adequately assess student progress in relation to the national standards. For eg PAT and e-asTTle for core curriculum subjects and other tools as outlined in our application

Question 5: Confirm the size and age groups that you are applying to serve as a partnership school?

Response:

The application gives an overview of the vision of a year 0 – year 13 school catering for 480 students. It breaks down the growth of the school into two stages. Stage 1 details the first three years of growth from a year 0 – year 6 school to incorporate year 0 – year 8 by the end of stage 1 catering for 200 students. Stage two incorporates systematic expansion of the school into the secondary year. At the end of stage two (after year 8 of the schools existence) the school would reach it's capacity of 560 students from year 0- year 13. The expansion has been designed to be progressive, in order for the school to grow as the students who are already enrolled move on to the new year levels.

Table 1 Proposed school row at capacity

Year Level	Students
1	45
2	45
3	45
4	45
5	45
6	45
7	45
8	45
9	45
10	45
11	40
12	35
13	35
Total	560

Question 6: Please explain the nature of parental involvement in this proposal. Please also highlight links you may have established with local parents

Response:

We have had numerous discussions with parents involved in our current services about the kaupapa of the school. The feedback received during these discussions has helped to shape and form the nature of the proposal - especially listening to whānau's current educational experiences, their aspirations for their children and hopes for their educational success.

Therefore our vision for the school includes parents playing a key role in the developing kaupapa of the school. Key areas we see parents involved in the school include:

- Parent Advisory Group helping to determine the strategic direction of the school
- Input in the founding frameworks (such as the Positive Behaviour System for the school)
- Contributing specialised skills to co-educational projects with students
- Individual and Whānau Learning Plans
- Specific targeted core curriculum subjects (le Reading Together)
- Infusing Te Ao Māori and tikanga within the school

- Ongoing feedback and input through a whānau hui each term

Established Links with Local Parents.

Between Life Community Services, Creators Educational Trust and Maahai Matoa there are a strong link with local parents who are within the target group and have indicated interest in the proposal of the school should it go ahead.

Life Community Services cater for local families. There are currently 5 Incredible Year programmes operating. One is specifically for Pasifika parents, and the others are for a range of cultures and socio-economic backgrounds. On top of that they are also providing a range of emotional resiliency programmes catering for children from 4-12 years who are experiencing difficulties at school. Parents bring these children to the programme seeking help once a week. These programmes are referred to by parents, schools and clinics from the local DHB.

Mātātāhi Mātaora have over 600 youth aged 16-19yrs who are not in education, employment or training (NEET). Mātātāhi Mātaora work with these youth, in their homes, to re-engage with education and/or work placements. Many of these families have younger siblings and/or relatives. Subsequently it is expected that there will be further interest in, and enrolments of, priority learners.

Creators Educational Trust currently provides Early Childhood Education to over 130 families through their centre-based and home-based services as well as delivering OSCAR programmes to 110 families. Of the 130 families enrolled in their ECE services, 56% fit within the target group demographics. Many of these parents are interested in continuing their educational journey with EPIC academy.

The strength of the proposal is the wide range of local parent links the founding trustees brings to the proposal of the school. Drawing from existing networks, local links with parents who have children who fit within the target group (Maori, Pasifika and LSE students who find themselves disengaged from the current education system) and have expressed interest in the school will be engaged with the enrolment process for 2015.

Questions 7: *Where are you in your negotiations to obtain property referred in your applications?*

Response:

Negotiations have progressed with two sights since submitting our application. We have had several meetings with landlords discussing potential lease terms and are now at a point where a lease can be drawn up should the application be successful. We have suggested, to keep things moving, that a draft lease will be drawn up should we progress to the interview stage of this application process.

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



Should an alternative site come up in the next two months that may serve our proposal better than the ones identified, we will pursue the option and provide full details for the Ministry of Education

He Puna Marama Trust

Question 1: *Can you provide indicative evidence of success in the current school?*

Our Kura Hourua has covered off some amazing things in the first 3 months of its operation including:

1. Opening on time with a signed off CAAS and ERO report.
2. Opening with a beautifully refurbished building and a full quota of staff or partnerships ready for the year.
3. In terms of school roll we easily met our 2014 target and could have placed another 20 if we had needed to. The desire by whanau for a kura that meets both their needs as Maori and their aspirations for their child's academic success is driving that interest.
4. We have settled in well for first term and have already had some early successes in sports, cultural settings and the academic areas including:
 - Excellences and merits for science and maths with students who previously thought they weren't able to do academic study.
 - Well developed personal learning plans (PLP) that are tailored to meet the needs of each student
 - Established individual wikispace accounts for each of our senior students covering their aspirations, previous academic record, PLP and their 2014 academic requirements which can be added to and enhanced as the year progresses
5. Whanau inclusive systems that include open door policy, Wikispace access, whakapiki hui with each whanau to go over their child's own PLP, whanau oriented events and the development of a KAMAR interface so whanau can access their child's own academic records in real time.
6. Well thought through plans for the development of curriculum and operations for the next 3 terms.

Question 2: *Please explain how the proposal is viable at the stated roll level?*

Our budget projections are based on best guess estimates and show that the funds allow for us to employ sufficient number of staff to cater for the roll planned.

We have had the opportunity to view budgets from another local primary school and believe that we are in line with normal budgets and constraints.

Question 3: *Enrolment policy is not compliant?*

Please explain?

Question 4: *What's the process and when will plans for timetabling and curriculum be developed?*

Assuming that the successful groups are notified early July 2014, we expect to open the Kura Hourua Feb 2015 as required.

Working back from that date the critical milestones would be:

1 Feb 2015:

- All staff, curriculum, planning, buildings, regulatory requirements and resources are in place.

Mid Jan 2015:

- All curriculum plans, timetables and the annual plan have been completed and are in place.
- All buildings are on site, meet regulatory requirements and finished to a high standard, ready for opening

20 Dec 2014:

- Key delivery plans for curriculum and operational delivery have been completed
- Kaupapa embedded

Dec 2014:

- Delivery plans being finalised
- Final staff contracts
- Enrolments close (unless places aren't filled)
- Final work on buildings
- Final resource and furniture orders placed
- All kura systems/policies in place

Nov 2014:

- Staff working on details for delivery plans
- Decisions made around logo, kura pepeha and uniform
- Buildings being refurbished
- Resources, furnishing orders being placed

Oct 2014:

- Key staff employed
- Staff induction to the kaupapa and the kura occurs
- Visits to inspirational kura takes place
- 'Big vision' planning time
- Consultation with Māori community around kaupapa takes place
- Enrolments open

Sept 2014:

- Key staff contracts being finalised
- Staff interviews still taking place
- Kaupapa confirmed with kaumatua and through hui
- Buildings starting to move onsite
- Kura systems being finalised
- Ministry policies being written

Aug 2014:

- Building contract finalised
- Consents finalised
- Staff interviews take place
- Advertising for staff still occurring
- Kura systems being developed
- Discussions around the kaupapa and the integration into Te Kāpehu Whētū takes place

July 2014:

- Notification received
- Building contracts move to final plans and sign off
- Staff adverts placed

- Community & media communication plan activated

June 2014:

- Should we get early indication of possible success then
- Discussions with key portable classroom companies take place, site visits, and designs considered
- Discussions with our architect to prep for consents and site plans
- HR readiness plans and templates prepared
- Systems readiness plan and templates prepared

Question 5: How will you balance the intention to enrol students from your ECE centres with the legal requirements of open enrolment?

The Kura Hourua has a kaupapa that will suit some but not all. Those whanau with tamariki already in our centres are the most likely to enrol although there is no compulsion of requirement that they do.

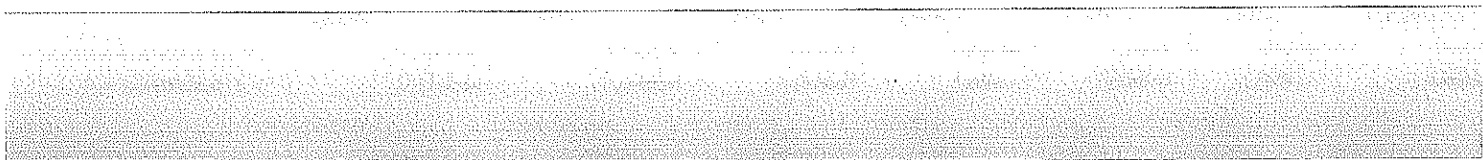
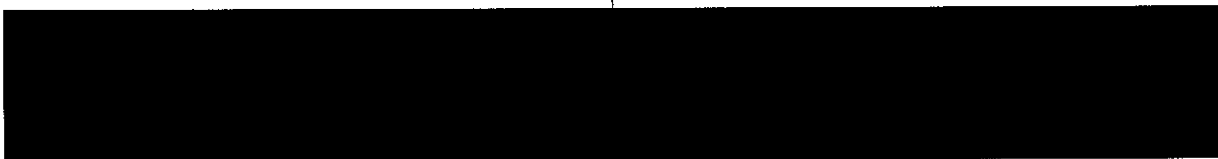
Our own data from our recent graduates indicate that if all those whanau wanted to place their tamariki with us then they would fill 80% of the places without us having to have an aggressive enrolment scheme. This is ideal as we do not want to find ourselves hunting around for children year on year to meet our obligations to the Kura Hourua contract.

Should we find ourselves in a situation where more children wish to apply than there are places, in any given year, then the enrolment policy in the Act would apply.

Our experience from our senior kura is that those whanau who already know us and are part of our educational system chose to come to us. Where as many other whanau need more convincing or chose to come out of blind faith. They are the minority.

Kura Hourua is a new concept for all and it will take time for our kura to be fully accepted in the community. In other words we are not expecting a big rush from those who are not part of our education whanau. Over time should we prove ourselves and the kaupapa becomes acceptable we will see an increase in applications at which time we would like to revisit our roll numbers with the Ministry. However, right now we are being conservative and maintaining realistic goals to ensure that the kaupapa and quality of what we offer is reached.

s 9(2)(f)(iv) OIA



Manukau Christian Charitable Trust

Question : *Confirm how your proposed location will meet the needs of the target group?*

Response:

We are located near a large group of children who have significant potential to lift their academic performance and would be categorized as needy (see question 2 below).

While we have been fairly wide in defining our target area (Census catchments of Donegal Park, Redoubt North, Clover Park, and Flat Bush) our location is near to all of these areas, being right on the boundary of Donegal Park, and children from all these areas already attend our preschool and OSCAR programmes located on the site immediately adjacent to our proposed school site.

We are also prepared to arrange car-pooling and pickups for children that are not in walking distance within this catchment area.

Our site also provides other services eg preschool, community lawyer, OSCAR that will add to the desirability of it for a school location for those in the community.

Question 2: *What is your definition of needy?*

Response:

Needy can be defined in an **economic sense**, and those in our target group fall into this category- in our census catchment areas Donegal Park is a 7 on the socio economic deprivation scale; Redoubt North is an 8, while Clover Park and Flat Bush are both rank in the lowest socio economic category at 10. Therefore economic deprivation means a large number of families near our proposed location cannot choose education out of their area as there is no money for private education or even transport costs; and many cannot even afford to supplement their child's education with extra-curricular activities as would be the case in a richer part of town.

Many of our local children are also needy in an **educational sense**. They National Standards data from our local schools (all decile 1 and 2) show large numbers are not achieving national standards and a lot less than the 85% set by the government are at or above the required standards level. Also in these schools Maori and Pasifika children as a group are underperforming.

We believe we have much in helping needy children, particularly Maori and Pasifika, in reaching their potential. We aim to have a focus particularly on Maori and Pasifika children, as our strategy includes a focus on Maori and Pasifika culture and language, and providing Maori and Pasifika cultural mentors and role models to strengthen identity and give aspiration to succeed. See our answers to 3 and 4 below.

Question 3: *Timetables are expanded – how will this work?*

Response:

Every Day		Subject Areas
8:55 am	Community Time	
9:05 – 9:55	Period 1	Literacy

9:55 – 10:45	Period 2	Math
10:45 – 11:05	Interval	
11:05 – 11:55	Period 3	Science/ Social Studies
11:55 – 12:45	Period 4	Bible/ Language
12:45 – 1:35	Lunch	
1:35 – 2:25	Period 5	Arts/ Science/Language
2:25 – 3:05	Period 6	PE/ Social Studies/Language

A key component of the curriculum is the interconnectedness of learning to the lives of the students. An interdisciplinary or cross-subject model of learning is adopted to support interconnectedness.

Timetable/Curriculum planning example: Term 1

The core value and key competency is allocated for the term.

The Inquiry Based Theme is allocated for the term.

Periods 3, 5 and 6 integrate two subjects.

Within periods 3, 5 and 6 two subjects are assigned a major or minor role.

Periods 4, 5 and 6 have a bilingual learning allocation (denoted Language).

Year overview of subject learning

	Term 1	Term 2	Term 3	Term 4
Period 1	(Literacy)	(Literacy)	(Literacy)	(Literacy)
Period 1	(Math)	(Math)	(Math)	(Math)
Period 3	Science major Social Studies minor	Science major Social Studies minor	Social Studies major Science minor	Social Studies major Science minor
Period 4	Bible (Language: bilingual learning)	Bible (Language: bilingual learning)	Bible (Language: bilingual learning)	Bible (Language: bilingual learning)
Period 5	Arts major Science minor (Language: bilingual learning)	Arts major Science minor (Language: bilingual learning)	Science major Arts minor (Language: bilingual learning)	Science major Arts minor (Language: bilingual learning)

	Term 1	Term 2	Term 3	Term 4
Period 6	Social Studies major PE minor (Language: bilingual learning)	Social Studies major PE minor (Language: bilingual learning)	PE major Social Studies Minor (Language: bilingual learning)	PE major Social Studies Minor (Language: bilingual learning)

Term 1

Core Value: What do I believe? Excellence and Integrity

Key Competencies: What can I do? Managing Self and Relating to Others

Inquiry Based Theme: Who Am I, Who Are We

Period 3 What Makes Me Me? Understanding my body and how it works.

Science major: Develop scientific knowledge, skills and understandings in the areas of living world, physical world, material world, planet Earth and beyond.

Social Studies minor: Appreciate the contribution of their own culture and heritage.

Language: understand and acknowledge tikanga Maori (Maori values, attitudes and behaviour)

understand and acknowledge fa'a Samoa (Samoan values, attitudes and behaviour)

Period 4 What is a Community in the Bible? Understanding community from Genesis.

Bible: understand how the Bible applies to daily living and life

Language: understand and acknowledge tikanga Maori (Maori values, attitudes and behaviour)

understand and acknowledge fa'a Samoa (Samoan values, attitudes and behaviour)

Period 5 Why Do My People Create? Understanding why and how people create.

Arts Major: Practise skills for making art, using a range of techniques, tools, processes, media and themes

Science Minor: Develop scientific knowledge, skills and understandings in the areas of living world, physical world, material world, planet Earth and beyond.

Language: understand and acknowledge tikanga Maori (Maori values, attitudes and behaviour)

understand and acknowledge fa'a Samoa (Samoan values, attitudes and behaviour)

Period 6 Who are Our Heroes? Understanding attitudes for success.

Social Studies major: Identify and clarify a social issue and suggest a range of strategies to address the issue.

PE minor: Build feelings of self-worth and qualities needed for sustaining good relationships with others

Language: understand and acknowledge tikanga Maori (Maori values, attitudes and behaviour)

understand and acknowledge fa'a Samoa (Samoan values, attitudes and behaviour)

Question 4: Application talks about bilingual teaching for Māori and Pasifika – what Pasifika language(s) will education be provided in and how will the bilingual education work?

Response:

Pasifika Languages to be taught: Samoan in 2015 and Tongan in 2016.

Bilingual Education

Building community is a major tenant of the school. Accordingly consultation with the community needs to take place to ensure a bilingual education is supported by the community and is needs based. However it is acknowledged that a framework is required to implement bilingual education in the school. The following is given as a framework with consultation with the community pending.

Time Allocation

Bilingual education through out the school day will vary in degree from full immersion to 50:50. Half of the learning periods (3 of 6) will be allocated to bilingual education.

Periods 4, 5 and 6 will be allocated to bilingual education

Period 4 will be full immersion in Bible and/or Language

Period 5 and 6 will be 50:50 bilingual allocations in Arts, PE, Social Studies and Science (Language is included in the timetable as this designates bilingual learning).

The allocation of learning to the afternoon is chosen to:

allow learning in mother tongue when attention spans starts to wane later in the school day;

provide opportunity for community members to be part of the learning and teaching, i.e. allowing parents to come to school later in the school day to be involved in the learning and then take their child[ren] home.

Grouping Allocation

In 2015 students will be grouped in whanau or aiga groups from Years 1-4

In 2016 students will be grouped in whanau or aiga groups from Years 1-5

In 2017 students will be grouped in whanau or aiga groups from Years 1-3 and Years 4-6

A composite learning model is chosen as a closer alignment with the Maori and Pasifika world view of learning in community.

Teacher Allocation

In 2015 a bilingual teacher will be employed for Maori and Samoan.

In 2016 a third bilingual teacher will be employed in Tongan (this is dependent on student data).

Support Allocation

A cultural mentor who is fluent in the language being taught will be assigned to each bilingual lesson. Their role will be to support the teacher and learning of students within the language.

All teachers will be encouraged and supported to further develop professional understanding in bilingual education by completing tertiary courses in bilingual education if not done so already.

Time and finances will be allocated for teachers to network, observe and learn from and with other bilingual teachers in the area.

Community leaders and members will be invited to hui/fono during the year to discuss progress and development of bilingual education in the school.

Nga Kakano o te Kaihanga Trust

Question 1: Please explain whether you are proposing to convert the existing private school into a Partnership Kura, or if you are proposing an entirely new provision. If you are proposing a new provision, what will happen to the existing private school?

Response

Our intent is to discontinue the existing private school and reopen as a Partnership School Kura Hourua in 2015.

Throughout our application we have provided anecdotal evidence to support the pedagogy and delivery methods used in the private school and the outcomes achieved through these. We intend to implement these in the PSKH.

Our intent is to open a PSKH in order to increase our scalability and deliver quality education to more students.

Question 2: How do you intend to deliver the curriculum around Te Reo?

Response

Te Reo will be delivered face to face through the employment of both a Te Reo registered teacher and a Language specialist who will work together to achieve the goals of Ka Hikitia and Tau Mai Te Reo.

Question 3: Confirm your rationale for using Te Kura to deliver maths and English

Response

The structure offered by Te Kura in the delivery of Math and English has been well received by the students of our existing private school.

In 2014 the curricula received by Te Kura in the area of English for NCEA Level 1 and 2 have been supported through the employment of a part time English teacher who was previously HoD English at a Catholic Secondary School in New Zealand and then moved on to lecture English teachers on the English subject at Massey University.

The curricula received by Te Kura in the area of Mathematics for NCEA Level 1 and 2 have been supported by the employment of two Auckland University students provided by NCEA Campus who have studied Mathematics and Science at a high level.

These support staff have been well received by our students with all NCEA Level 1 students gaining 40% of the required numeracy standards within the first 8 weeks of term 1.

For Year 9 and 10, the mathematics curriculum will be delivered through a face to face delivery method from term 2, 2014 onwards, with English continued to be delivered through Te Kura for the time being until resources and staffing are sourced.

Our main reason for choosing Te Kura, to date, has been the ability for the school to deliver a good quality, well-structured curriculum within our limited budget.

Question 4: Please justify your proposed use of the ACE curriculum in some years and for some subjects and the NZC for others

Response

The ACE programme is extremely structured and provides for an environment of self-directed learning, goal setting and goal achieving, and the ability to build a strong foundation of good study habits at the critical 'Middle School' age, hence the reason for its use in years 5 – 8.

Currently the students coming into Nga Kakano private school, at all levels, are the targeted learner priority groups. These students start school with many barriers to learning such as no self-value and self-efficacy, no ability to set goals and work towards achieving them and no drive to complete homework, resulting in the student being well behind their chronological level.

The ACE curriculum allows for Individual Learning Plans to be developed for each individual student. This allows the teacher, student and whānau to work together in setting goals for the akonga as well as all parties working together towards achieving the goals set.

The New Zealand Curriculum is used in areas where the curricula is extremely effective in group situations/activities, such as Health and PE, Social Sciences and Art. It allows for a healthy balance of great structure and effective flexibility, providing for a well-rounded, responsive, dynamic and effective curriculum for each and every student.

It must be noted that Individual Learning Plans for all student are developed at each level from New Entrant through to Year 13. These Individual Plans have been largely attributed to the success of students at all levels.

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