



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

Partnership Schools | Kura Hourua

Assessment of Interviewed PSKH Applicants

08 July 2013

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Partnership Schools | Kura Hourua

Section One:

**Applications recommended for consideration to open a
PSKH in 2014**

1 Advance Training Centres Limited (ATC)

1.1 Overview

Sponsor Name	Advance Training Centres Limited
School name	ATC Military Prep School
Where	Albany
Org Background	Limited Liability Company
Org type	Private Training Establishment
Priority groups	Low Socio-Economic/Māori/Pasifika
Year level	Y11-13
	Opening in 2014 with Y11-12 and expanding to Y13 in 2015
Student Numbers	108 in 2014, expanding to 192 after 5 years of operation.

1.2 Summary of ATC proposal

ATC is a private training establishment (PTE) that proposes setting up a co-educational senior secondary school on a campus in Albany that they are currently using for the delivery of pre-military training for young people who are disengaged from the schooling system. The current programme has had good outcomes and NZQA is very positive about the management and delivery of the programme (refer 1.4).

The proposal is to transfer the ethos and training methodology (including drill; camaraderie; discipline; and physical training) of the military to a schooling environment. The aim is to achieve attitudinal and academic excellence that allows students to move into a broad range of further training or employment options. It is proposed to teach a range of specialist subjects including engineering; physical training; financial literacy; and defence studies complemented by the New Zealand Curriculum (NZC).

The current PTE programme accommodates over 50% Maori and 20% Pasifika and the applicants expect this to be the same in the PSKH.

1.3 Due Diligence: Review of Applicant Organisation

Organisational profile	Overall	Limited Liability Company - Privately owned by the Hyde Family
	Year established	2000 (though under previous owner was providing training from 1991)
	No of Staff	22
	No of Locations	6
Company Overview	Overall	Currently PTE - Military Preparation
Commitments	Overall	TEC Funded Youth Guarantee, Foundation Focused Training Opportunities, Student Achievement Component level 1 & 2. MSD funded YJ and work programmes. Local school funded delivery of STAR and Gateway courses
Probity	Overall	Nothing of concern found

Nominated Partners	Overall	Do not plan to subcontract. Nature of organisation suggest this should not cause concern
Financial Summary	Overall	
	Accounts provided	Unaudited accounts provided s 9(2)(b)(ii) OIA
Quality Assurance	Overall	NZQA registered and accredited. Systems appear appropriate for operating a school
Health and Safety	Overall	Affirmative (applicant self-evaluation)
	Written EHS Policy	Yes
	Formal EHS training	Yes
	Emergency Procedures plans	Yes
Referees	Overall	NZDF; MSD contract manager; and one parent of a PTE student
	No of Referees provided	3

1.4 NZQA Report Summary

Tertiary Education Organisation (TEO) Report: August 2010

Key Findings:

Achievement and Progression:

- NZQA is highly confident in the educational performance of ATC. Students achieve excellent results
- ATC consistently exceeds the Tertiary Education Commission (TEC) standards for achievement and labour market outcomes
- Students improve in literacy and numeracy. Students achieve well in NCEA and are prepared well for their careers
- The standard of teaching is excellent and the staff are role models for students
- Pastoral support is effective and students feel safe and supported.

Priority Groups:

- ATC is effective in teaching Māori students. More than 60% identify themselves as Māori
- Results for Māori are 3% higher than those of other students.

Organisational:

- The school's governance and management is rated excellent in supporting student achievement
- Staff recruitment and development is effective.

Areas for Improvement:

- Although self-assessment is excellent, it is highlighted as an area for improvement.

Next Review:

- Four years.

1.5 Analysis of Application

Strengths	<ul style="list-style-type: none"> Strong governance and management. Curriculum – Registered teachers (7) will cover Maths, English, Science, Māori and Physical Education. Specialist support (3 non-registered) will be used for other subjects including engineering; physical training; financial literacy; and defence studies. Students are offered a driving licence course. Good sense of curriculum requirements and an education plan for how the school will operate on a day-to-day basis. Business and operation plans are generally strong. Demonstrated a good understanding of best practice in the PTE environment. Systems and processes were present and were generally consistent with a well-run institution. Strong educational partnerships that would likely add value to the student experience. Existing teaching staff highly rated by NZQA. Good plan for employment and pre-training of additional staff if successful. Facilities plan includes moving current PTE to a new premises and operating PSKH from the Albany campus in 2014. The school has plans to secure new premises after the first year and are currently carrying out due diligence processes. Financial management skills and experience are strong.
Weaknesses	<ul style="list-style-type: none"> Ability to attract priority learners is unproven. The campus is located in the North Shore where current achievement rates for Māori and Pasifika students is average or above average. The current PTE programme attracts students with high levels of motivation and willingness to participate in the paramilitary culture. It is not entirely clear that this will be the case in an open enrolment scenario. The enrolment plan for the school is unclear. The location of the proposed PSKH is likely to be a disincentive for disadvantaged priority learners to attend. The amount of time in travelling to Albany from other parts of Auckland will act as a disincentive to those students most in need. The emphasis on physical training is likely to pose barriers to full participation for some students, including those with special needs. Community, student and whānau engagement is weak. Stakeholder input into school decisions was not covered in enough detail to give confidence that robust arrangements would be in place by 2014. The application appeared to be geared towards a no-tolerance policy regarding behaviour management and suspensions/expulsions. Although this is consistent with the school's military ethos, it raises concerns about the 'counselling out' of difficult students. There is no clear evidence that the successes of the PTE programme can be transferred to a schooling environment.
Ministry Assessment	<p><i>Governance</i> The current PTE has a strong management team and proven systems and processes. There is a key person risk as the new school comes online, and the current PTE programme continues.</p> <p><i>Curriculum</i> The Ministry has no concerns about the content of the curriculum being offered or the structure of the academic programme. Development of educational pathways needs further work (including University Entrance, Youth Guarantee, and Vocational Pathways). This includes a more detailed understanding of the requirements for the L3 subjects they plan to provide (for example PE).</p> <p><i>Achievement for priority learners</i> The application is based on an over-demand for the current PTE programme and a belief that the ability to provide additional educational services, with a particular focus on numeracy and</p>

	<p>literacy, will increase the success they have with young people. However, the applicant has no clear enrolment plan to attract priority learners.</p> <p>We have some concerns that the success of the PTE programme does not necessarily guarantee success in the schooling setting, as the drivers for participation are different. Current participants in the PTE programme are likely to be highly motivated to change. The most disadvantaged students, or those who are struggling educationally in the current system, may not have the same motivation and be attracted to participate in this PSKH. Nor is it clear that the military ethos will create the learning changes required for educationally challenged learners. Mitigating this concern is the NZQA report which marks the current operation very highly on improvements in literacy and numeracy for Māori participants.</p> <p><i>Capability:</i></p> <p><i>(a) teaching</i></p> <p>Job descriptions and detail on the teachers they intend to employ, especially the principal, need to be developed. In particular, a breakdown is required of the teaching skills and expertise expected. It may be difficult to secure teachers who can teach more than one subject and adhere to the ideals promoted by the school.</p> <p>Details of the teacher professional development required to ensure that there are enough staff with training in the ethos of the school for a Feb 2014 opening need to be provided by the applicant.</p> <p><i>(b) management</i></p> <p>The current PTE programme is well organised and managed. The proposal indicates that good processes and systems are in place.</p> <p><i>Facilities</i></p> <p>It is unclear whether the facilities used to deliver the PTE programme will meet the requirements for the provision of a Y11 – 13 school. This will need to be checked during the negotiation process and/or set-up phase.</p> <p><i>Finance</i></p> <p>ATC demonstrates competence in the area of financial management.</p> <p><i>Readiness</i></p> <p>ATC is approximately 80% ready to open in 2014. The remaining issues could be dealt with in the set-up period.</p> <p>In particular, the following issues need to be addressed as a matter of priority:</p> <ul style="list-style-type: none"> ▪ Plans for the recruitment and appointment of the principal and teachers ▪ Specification of the transport arrangements that will be in place to overcome the difficulties posed by the geographical location for priority learners ▪ Development of inclusive education requirements through curriculum and policies and procedures ▪ Clarity about student selection processes to be compliant with the requirements for open enrolment specified in the legislation ▪ Pastoral care arrangements for disengaged families ▪ Details around Health and Safety provisions, especially in relation to the physical training curriculum.
Network	<p>This proposal will have no substantive impact on other schools in the local area. It is estimated that ATC would have 2% of the “market share” of students in the local area, compared with 90% for State and 8% for State-integrated schools.</p>

Risks	Key risks	Mitigation
	<p>Over-commitment of key management personnel creates undue management risk.</p> <p>Supported transport options do not overcome the disincentives for disadvantaged students to attend the PSKH at the Albany campus.</p> <p>Lack of knowledge and understanding of inclusiveness requirements disadvantages potential students from attending PSKH.</p> <p>Failure to employ high quality teaching staff to deliver the academic curriculum and train them in the ethos of the proposed school prior to opening.</p>	<p>ATC required to demonstrate sufficient management leadership for the PSKH establishment.</p> <p>ATC looking to locate any new site for operation from year two onward in areas more convenient to target learners.</p> <p>Advice from Regional Operations/ Governance Facilitator and ERO during set-up period. Ongoing monitoring.</p> <p>ATC to develop a comprehensive staff recruitment plan that demonstrates job descriptions, employment schedule and training schedule.</p>
Recommend	ATC is considered to open a PSKH in 2014, subject to suitable risk mitigation as noted above.	

2 He Puna Marama Trust

2.1 Overview

Sponsor Name	He Puna Marama Trust
School name	Whangarei Terenga Paraoa Kura Hourua
Where	Whangarei
Org Background	Early Childhood Education
Org type	Trust
Priority group	Māori
Year level	Y7-13 Opening with Y9-13 initially; adding Y8 in 4 th year of operation and Y7 in the 5 th year.
Number of students (max)	300

2.2 Summary of He Puna Marama proposal

He Puna Marama is proposing to establish a co-educational secondary school (Y7 – 13) on a central city site in Whangarei. The curriculum will be Te Marautanga O Aotearoa, and NCEA will be provided for senior secondary students. The applicants intend to employ qualified, registered teachers. The school will be open between the hours of 8am – 8pm to enable flexible timetabling for students.

He Puna Marama presents a strong knowledge of the educational environment. They currently provide a Ministry licensed hostel (which is called a Leadership Academy) for Māori boys, and have a track record in the delivery of early childhood education. They also claim strong support for the PSKH in their local community.

Initial discussions have already taken place with local high schools regarding shared teaching opportunities for subjects they do not have the competency in (e.g. physics, history). These would be formalised through MOUs if the PSKH goes ahead. He Puna Marama understands and is willing to hold accountability for the educational outcomes of their own students, regardless of where the tuition is sourced from.

Over time, He Puna Marama has indicated an interest in expanding this to Y1- 6 which will provide them with a full educational offering from ECE to Y13. However, they are keen to develop slowly and carefully.

They demonstrate strong community connections and have already engaged with key stakeholders, including external sponsors for property, resources and facilities (ASB and the Whangarei City Council).

2.3 Due Diligence: Review of Applicant Organisation

Organisational profile	Overall	Registered Charitable Trust
	Year established	1997

	No of Staff	55
	No of Locations	7
Company Overview	Overall	Originally ECE, in 2008 started leadership academy for building Māori leaders
Commitments	Overall	PAFT, Hostel (40 rangatahi) funded by the ASB Community Trust, 4 licensed ECE centres, various other MSD funded programmes
Probity	Overall	Nothing of concern found
Nominated Partners	Overall	Subcontractors appear directly linked to running of school
Financial Summary	Overall	████████████████████ s 9(2)(b)(ii) OIA
	Accounts provided	2011/2012 accounts provided.
Quality Assurance	Overall	Uses ERO for ECE, refers to formal QMS and linked to the trusts charter
Health and Safety	Overall	Affirmative (applicant self-evaluation)
	Written EHS Policy	Yes
	Formal EHS training	Yes
	Emergency Procedures plans	Yes
Referees	Overall	Funding provider, lwi relationship and nominated partner. Would need to provide alternate referee to avoid perceived conflict
	No of Referees provided	3

2.4 ERO Report Summary

ERO ECE Reviews for the following three ECE centres:

1. Mokopuna Early Childhood and Care Centre – March 2013
2. Mokopuna ki Whau Valley EC Service – March 2013
3. Mokopuna o Moerawa EC Centre – April 2013

Key Findings:

Achievement and Progression:

- Children regularly explore the local area and this extends children's learning and knowledge
- Staff support children so that they confidently try new challenges. Staff use natural materials to make interesting and inviting play spaces
- High levels of co-operative play are evident amongst tamariki. Children make choices about their play, initiate activities and set their own pace
- Affirming interactions between kaiako and tamariki are evident. Effective teaching strategies support children to develop independence and problem solving skills. Teachers skilfully develop children's vocabulary and language to enable them to become confident and competent learners.

Priority Groups:

- Mokopuna ECCC - 81% Māori
- Whau Valley Centre – 71% Māori
- Moerawa Centre – 78% Māori
- The programme is delivered in a strong, bilingual, Māori kaupapa framework.

- Preserving and promoting te reo Māori me onā tikanga is a priority for the Trust. Staff use their knowledge and skills to promote bilingualism and biculturalism
- Tamariki and whānau enjoy a curriculum that strongly reflects Māori language, culture and identity.

Organisational:

- The Trust and centre staff provide good support for families, including liaison with external agencies
- The Trust's education manager provides strong leadership at management level. Good support is provided for the head teacher, and teachers have good access to a variety of professional learning and development (PLD) opportunities
- The supervisor is an experienced, skilled leader. She promotes and models reflective practice
- Managers are developing systems to review centre policies and operations and to guide and record self review.

Areas for Improvement:

- promoting whole staff capability in understanding and use of te reo me ngā tikanga
- increasing opportunities for more challenging and creative play for older toddlers
- self review that focuses more on aspects of teaching practice and positive outcomes for tamariki
- developing a more strategic approach to PLD for teachers and centre leaders, including links to appraisal
- further strengthening of strategic planning and self-review processes.

Next Review:

- Three years for all ECE centres.

2.5 Analysis of Application

Strengths	<ul style="list-style-type: none"> ▪ Key personnel for the PSKH have been pre-selected and are available to lead the establishment of the PSKH. ▪ The curriculum is Te Marautanga O Aotearoa, and NCEA will be available for senior students. ▪ The education plan for delivering the curriculum generally demonstrated how their approach to teaching and learning would facilitate improved outcomes for their students. ▪ The mission and vision were highly aspirational and were considered to be likely to be conducive to improved outcomes for students in the area. The mission conveyed a sense of purpose for the school based on the historic underachievement of Māori students in the area. ▪ The applicant demonstrates flexibility and innovation in delivering the proposed learning environment. ▪ The applicant showed a deep understanding of the region's cultural context, and identity-building was at the forefront of the school. ▪ The business and operations plans are of a high quality and demonstrate the capacity and capability of the applicant.
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Weaknesses	<ul style="list-style-type: none"> There is a question as to whether the shared teaching arrangements with other local high schools can be sustained over time, especially if there are changes in key personnel. The collaborative educational arrangements also raise issues of potential confused accountability for student achievement that may need to be clarified further. 	
Ministry Assessment	<p><i>Governance</i> He Puna Marama is a well established organisation with strong leadership and management structures in place.</p> <p><i>Curriculum</i> The Ministry has no concerns about the proposed delivery of Te Marautanga O Aotearoa and NCEA.</p> <p><i>Achievement for priority learners</i> He Puna Marama is focused on providing education for a predominantly Māori population. Their focus is on raising the levels of student achievement by establishing a strong relationship with the students and their extended whanau working together for educational attainment.</p> <p><i>Capability:</i> <i>(a) teaching</i> Arrangements have already been put in place for an interim principal to lead the PSKH for the first 18 months of its operation while recruitment of a permanent principal is undertaken. He Puna Marama has 24 staff available to take positions in the school in 2014.</p> <p><i>(b) management</i> He Puna Marama has a strong history of operating as an educational provider. They have a reputation as a stable, attractive employer in the Whangarei area. Good management systems and processes are in place.</p> <p><i>Facilities</i> He Puna have located a suitable site for the school and have plans under development for securing the premises should they be successful. The site is an inner city premises with a plan to use the community facilities (including library and pool) where appropriate. The Ministry is assured these facilities are suitable for the school being proposed.</p> <p><i>Finance</i> He Puna Marama has a strong financial footing with independent funding from a range of sources. They have been operating as a Registered Charitable Trust since 1997 and are financially secure.</p> <p><i>Readiness</i> He Puna Marama is 90% ready to open in 2014.</p>	
Network	This proposal will have no substantive impact on other schools in the local area. It is estimated that He Puna Marama would have 7% of the “market share” of students, compared with 82% for State and 11% for State-integrated schools.	
Risks	Key Risks	Mitigation
	Co-educational arrangements for the delivery of specialist subjects at the senior secondary level may not be sustainable	Design of a capability building plan for the full delivery of senior secondary specialist

	over time.	subjects.
Recommend	He Puna Marama is considered to open a PSKH in 2014.	

3 Rise UP Trust

3.1 Overview

Sponsor Name	Rise UP Trust
School name	None provided
Where	Mangere
Org Background	Education and Social Services
Org type	Trust
Priority group	Māori/Pasifika
Year level	Y1-7
Number of students (max)	100: Opening with 50 and moving to 100 by 2016.

3.2 Summary of Rise UP Proposal

Rise UP Trust is a Pacific community provider that currently delivers after-school mentoring services to disadvantaged young people and would like to extend this to create a Christian-based school for Y1-8. They intend to offer NZC and to use registered teachers to deliver the curriculum with specialisations in sports, art and languages. The school will be based in Weymouth/Mangere and will be targeted to those Māori and Pasifika who are most disadvantaged. The school will target an 85-87% National Standard achievement rate.

It is proposed to open the school with 50 students in 2014 and move up to 100 in 2016. There is no intention to expand beyond this number as the applicants believe that low teacher student ratios will give them the best opportunity to achieve successful educational outcomes for their target students. PSKH is seen as a 'game changer' that will enable the provision of wrap around services for their student population and engagement with their families/whanau on the educational offering.

The applicants have been in discussion with Villa Education Trust around potential collaboration and support for administrative processes. If the Villa application is successful, Rise UP may modify their proposal to only provide for Y1-6 and act as a feeder to the Villa School for Y7- 10.

3.3 Review of Applicant Organisation

Organisational profile	Overall	Charitable Trust
	Year established	2007
	No of Staff	6 staff 10 volunteers and 7 board members
	No of Locations	South Auckland
Company Overview	Overall	Created to provide 'wrap around' educational services
Commitments	Overall	Current (single) business commitment ends Dec 2014
Probity	Overall	Nothing of concern found
Nominated Partners	Overall	CIDANZ - base the Rise Up school within the 'One Community' hub Villa Education Trust - school quality management systems
Financial Summary	Overall	
	Accounts provided	Accounts provided s 9(2)(b)(ii) OIA

Quality Assurance	Overall	Use VET systems
Health and Safety	Overall	Affirmative (applicant self-evaluation)
	Written EHS Policy	Yes
	Formal EHS training	Yes
	Emergency Procedures plans	Yes
Referees	Overall	ASB Community Trust, church group, parent and consultant
	No of Referees provided	4

3.4 ERO Report Summary

An ERO Report is not available as Rise UP does not currently operate as a school.

3.5 Assessment of Application

Strengths	<ul style="list-style-type: none"> ▪ The proposed curriculum is NZC and the applicant intends to employ qualified teachers. ▪ The applicant demonstrated a strong understanding of assessment for learning and best practice in the education context. ▪ Rise UP is clearly community-led and appears to provide essential services within their local area. ▪ Clear understanding of priority learner groups. ▪ Education plan was based on sound understanding of engagement with communities and whānau.
Weaknesses	<ul style="list-style-type: none"> ▪ The business and operations plans were poor and did not always display the capacity and capability needed to set up and run a new school. ▪ It was unclear whether the current governance arrangement in place for the mentoring programme would be appropriate for running a school. ▪ Plan for escalating enrolment by 100% after three years of operation poses operational, resource and teaching risks.
Ministry Assessment	<p><i>Governance</i></p> <p>The Rise UP Trust has strong governance support for their current mentoring initiative that is in line with how the Pasifika community operates. The governance group includes representatives from stakeholder groups and educational advisers. It remains unclear, however, how this group will work in the PSKH setting.</p> <p><i>Curriculum</i></p> <p>The Ministry has no concerns about the content of the curriculum being offered or the structure of the academic programme.</p> <p><i>Achievement for priority learners</i></p> <p>The school is clearly targeted at priority learners. Rise UP is aware of the challenges with attracting priority learners and is organised to promote the school within its own community.</p> <p>The Ministry has some concerns about the structure of the enrolment plan, which proposes a 100% increase in roll after three years of operation. The scale of this capacity increase poses a number of risks to the operation of the school that should be mitigated by a slower, incremental increase.</p>

	<p><i>Capability</i></p> <p><i>(a) teaching</i></p> <p>A principal has been identified for the PSKH. Some potential staff members have been identified, but Rise UP will need a robust plan for recruitment of teaching staff.</p> <p><i>(b) management</i></p> <p>Villa Education Trust has agreed to provide Rise UP Trust with administration and management support for their proposal. The Ministry has concerns that Rise UP does not have the capacity and capability to open a new school by 2014. It is unclear whether the relationship with Villa fully mitigates those concerns, and whether Villa will have the capacity to support Rise UP should they also be chosen to establish a PSKH in 2014.</p> <p><i>Facilities</i></p> <p>Potential facilities have been identified, but not yet confirmed.</p> <p><i>Finance</i></p> <p>The Ministry considers the Rise UP financial plan is well constructed. It proposes to invest 75% of its funding into direct teaching resources. Conservative and appropriate expenditure is planned for set-up and capital.</p> <p><i>Readiness</i></p> <p>Rise UP is 80% ready to open in 2014.</p>	
Network	<p>The school's establishment would result in additional spare capacity in the current local schools, but as the primary aged population in this area is due to increase to nearly 8,000 in the next 10 years, this capacity will be absorbed. No schools will be made marginal should this school application be implemented.</p> <p>It is estimated that the Rise UP Trust would have 2% of the "market share" of students in the local area, compared with 9% for State schools, 6% for integrated schools and 1% for private schools.</p> <p>Y8 students from Rise UP School could transition to a number of different secondary or composite schools for their secondary education.</p>	
Risk	Key Risks	Mitigation
	<p>Adequate management systems are not in place to successfully operate a PSKH in 2014.</p> <p>Governance arrangement is not clarified leading to accountability weaknesses.</p> <p>The escalation of the roll creates operational and teaching challenges.</p> <p>Suitable premises are not secured in time for 2014 opening.</p>	<p>A clear plan is developed for knowledge transfer from Villa to Rise UP to ensure they are well placed to operate a PSKH.</p> <p>Governance accountabilities are clarified by Rise UP.</p> <p>The enrolment plan is revised to reflect an incremental build up of the PSKH roll over time.</p> <p>A property plan is developed and confirmed.</p>
Recommend	<p>Rise UP is considered to open a PSKH in 2014, subject to suitable risk mitigation as noted above.</p>	

4 Villa Education Trust

4.1 Overview

Sponsor Name	Villa Education Trust
School name	Not stated
Where	Multiple – South Auckland and Whanganui
Org Background	Independent School
Org type	Trust
Priority group	Low Socio-Economic/Māori/Pasifika
Year level	Y7-10
Number of students (max)	420

4.2 Summary of Villa Proposal

The applicants are proposing that the existing Villa Education model being operated in Newmarket, Auckland on a private school basis be replicated as PSKH in three different sites – West Auckland (4 hubs of 60 students each); Wanganui (60 students) and South Auckland (2 hubs of 60 students each). The schools will be administered centrally. Following discussion with the Authorisation Board, the applicants agreed to drop the West Auckland campus but would still like to operate one in Whanganui and the two hubs in South Auckland.

The proposal is for a middle school, Y7-10, with 60 students per unit established. Classes are small with no more than 15 students. The applicants argue that the smaller class sizes enable a greater ability to deliver other factors of school success (in accordance with John Hattie's research).

The curriculum offering is NZC, and the seven NZC components are covered by the delivery of eight projects each year. At interview the applicants stated that if any of their students were ready to do NCEA they would offer it in Y10, but noted that they would need to be NZQA accredited to enable them to do this.

The principal of the school and the staff have not yet been recruited. Villa indicated their intention to employ registered teachers for all academic positions, and to use non-registered tutors as appropriate.

4.3 Review of Applicant Organisation

Organisational profile	Overall	Charitable trust
	Year established	2002 (school opened 203)
	No of Staff	4 FTE + 7 PTE
	No of Locations	Mt Hobson
Company Overview	Overall	Year 7-10 private education
Commitments	Overall	School
Probity	Overall	Nothing of concern found
Nominated Partners	Overall	No partners nominated
Financial Summary	Overall	
	Accounts provided	Accounts provided s 9(2)(b)(ii) OIA

Quality Assurance	Overall	Minimal response suggests further development required to operate at level of PSKH. Not NZQA accredited
Health and Safety	Overall	Affirmative (applicant self-evaluation)
	Written EHS Policy	Yes
	Formal EHS training	Yes
	Emergency Procedures plans	Yes
Referees	Overall	Associate of founders. Past parent of student and trustee. May require reconsideration of referee(s).

4.4 ERO Report Summary

ERO Private School Review: March 2012

Key Findings:

Achievement and Progression:

- Mt Hobson Middle School continues to provide students with a sound education in a nurturing environment that supports them to develop personal responsibility for their learning
- The academic manager has an expectation that any students working below expected curriculum levels will make accelerated progress so that they are able to learn successfully when they enter Year 11 at a secondary school
- Students enjoy learning opportunities in the arts, and in sports. Community service is a strong part of the school curriculum and students make valuable contributions locally, nationally, and internationally to groups needing support.

Priority Groups:

- 2% Māori (1/63), 6% Other European (4/63), 92% NZ European/Pakeha (58/63).

Organisational:

- The school provides students with suitable premises and equipment.
- A priority has been placed on ensuring that students have access to information and communication technologies (ICT) facilities, which are integral to the project programme offered
- The employing Trust has suitable employment policies and ensures that police vetting is undertaken for all employees
- Teachers are appraised every two years in relation to their performance and contribution to the school.

Areas for Improvement:

- Senior staff recognise that individual education plans need to be improved and more consistently reviewed and maintained
- The Trust should ensure that all practicable steps are taken to minimise hazards in the environment. The safety of electrical fittings, including cables and plugs, should be carefully monitored.

Next Review:

- Not stated.

4.5 Assessment of Application

Strengths	<ul style="list-style-type: none"> ▪ The business and operational plans are strong and demonstrated the capacity and capability of the applicant who has relevant experience in setting up new schools. ▪ The multi-hub model is a unique and innovative approach. ▪ The curriculum implementation and justification was strong.
Weaknesses	<ul style="list-style-type: none"> ▪ The applicant proposes to take an existing model of education into communities where it currently doesn't exist, and where there is no direct link between the applicant and the proposed communities. ▪ The applicant showed good conceptual knowledge of the barriers to achievement for students from low socio-economic backgrounds, but did not demonstrate experience in educating Māori and Pasifika students. ▪ Assessment and appraisal of teachers was not covered in enough detail to be compelling. ▪ The multi-hub model raises issues of practicality and feasibility. ▪ The location choices are not compelling from the point of view of need by priority learners.
Ministry Assessment	<p><i>Governance</i></p> <p>This is a husband and wife team, with no supporting management or external governance input. There is no separation between the governance and management of the school, and no external oversight of the school performance.</p> <p><i>Curriculum</i></p> <p>The Ministry has no concerns about the content of the curriculum being offered or the structure of the academic programme, but notes that the applicant will need to have NZQA accreditation if they are to offer NCEA to Y10 students.</p> <p><i>Achievement for priority learners</i></p> <p>The Villa Education Trust has a proven academic record with strong educational outcomes for its students at the Mt Hobson campus. However, the current school only has 4 Māori learners in a school of 60. The Villa education model is highly regarded, although it is as yet untested for priority learners.</p> <p><i>Capability</i></p> <p><i>(a) teaching</i></p> <p>No principal or staff members have yet been identified for the proposed sites.</p> <p><i>(b) management</i></p> <p>Villa has strong school management systems and processes in place at its current school.</p> <p><i>Facilities</i></p> <p>No premises have yet been secured for the proposed sites.</p> <p><i>Finance</i></p> <p>Villa has proposed a strong financial plan, which proposes 70% of all funding be invested directly into learning. The applicant has significantly over-estimated the funding that will be available, which places significant risks on the affordability of the proposal.</p> <p><i>Readiness</i></p> <p>Under the current proposal Villa Education Trust is 50% ready to open a PSKH in 2014. This rating could be changed rapidly once facilities and the host community is finalised because Villa has a strong educational offering. At the current time, there is uncertainty about the communities in which the Villa model might be placed; the availability of suitable premises;</p>

	<p>the enrolment plan to attract priority learners; and requisite engagement with host communities.</p> <p>The Ministry sees utility in reducing the scope of the current proposal and focusing on opening a Villa school hub in South Auckland only, for a smaller number of students. Subject to satisfactory agreement as to a revised scope and reduced maximum roll, the Ministry has confidence that this applicant could be ready to open a PSKH in 2014.</p>	
Network	<p>The small sizes of the proposed schools mean impact assessments on local schools have not been able to be carried out.</p> <p>The Whanganui area has a large oversupply of school places at both intermediate and secondary levels. Both West and South Auckland have steadily growing populations and a current oversupply of school places.</p> <p>Should the school be established in West Auckland, it is estimated that it would have 2% of the “market share” of students. Should the school be established in South Auckland, it is estimated that it would have 0.5% of the market share of students.</p>	
Risk	Key Risks	Mitigation
	<p>Lack of community support for the Villa schools results in failure to achieve enrolment targets.</p> <p>Lack of separation between governance and management compromises performance and poor accountability structures.</p>	<p>The applicant can leverage its existing relationship with Rise UP to develop strong community engagement support in the South Auckland.</p> <p>The applicant develops an enrolment plan that clearly specifies how priority learners will be targeted.</p> <p>During the negotiation process this issue is prioritised and appropriate governance arrangements agreed.</p>
Recommend	<p>Villa Education Trust is considered to open a PSKH in 2014, subject to agreement to reduce the scope and maximum roll of the current proposal, as noted above.</p>	

Partnership Schools | Kura Hourua

Section Two:

Applications recommended to be developed further with a view to future application

5 Ngatiwai ki Whangaruru Whenua Toopu Trust

5.1 Overview

Sponsor Name	Ngatiwai ki Whangaruru Whenua Toopu Trust
School name	Whangaruru Academy
Where	Whangaruru, Northland
Org Background	Early Childhood Education
Org type	Trust
Priority group	Māori
Year level	Y9-13
Number of students (max)	128

5.2 Summary of Whangaruru Whenua Toopu Trust proposal

This proposal is for the establishment of a co-educational, bi-lingual secondary school (Y9 – 13) to be established on farmland in Whangaruru. The applicants currently operate educational services for 25 students through Youth Guarantee funding. They project that through the establishment of a PSKH they will have 75 students in 2015 and 128 by 2018.

The educational offering combines the NZC with additional optional learning opportunities including outdoor education and farming. The emphasis will be on project based inquiry learning. Students will be grouped by learning interests and have individualised learning plans that prepare them for NCEA attainment and pre-employment training (with an emphasis on farming). The proposal is for the school to offer a range of subjects including literacy, numeracy, English, Te Reo and science. They would like to employ teachers competent in English and Māori if possible. Supplementary course offerings for specialist subjects will be provided by Te Kura with a lead teacher working with students to support learning outcomes.

The applicant proposes to house the school in purpose-built facilities in the Whangaruru area of Northland. Two options are presented – either leasing an existing farm and building on it, or purchasing a nearby farm and building on that. Both options are considered to be suitable for the permanent site of the school, although option one is the applicant's preferred approach. There is a risk that the cost of leasing or buying farmland, as well as constructing purpose-built facilities, will be prohibitive, and use a significant portion of the school's expenditure. The applicant has stated that they would be reliant on as-yet unsecured funding sources to make this viable.

5.3 Review of Applicant Organisation

Organisational profile	Overall	Charitable Trust
	Year established	1997
	No of Staff	6
	No of Locations	Whangaruru (Bay of Islands)
Company Overview	Overall	Trust to be supported by Karanga Manaia (which is arm of Trust) and the Farm.

Commitments	Overall	Trust - minimal - courses in Te reo and transcription and recording of local iwi history, delivery of a Youth Guarantee agriculture programme to 16 and 17 year olds (with North Tec) The Farm - working farm and school camps, outdoor adventure etc
Probity	Overall	Māori land based claim transferring ownership to Ngatiwai Trust as legal representative of the tribe. Need to confirm legal relationship of NKWWTT with Ngatiwai Trust.
Nominated Partners	Overall	North Tec - education to 16 and 17 year olds. Kamo HS - specialist senior subjects whilst the Trust gets up to speed and to support a higher level of student socialisation (sports etc). Unnamed tertiary education providers, N/WA, DOC and other. Question how this will be structured and the residual role of the Trust.
Financial Summary	Overall	
	Accounts provided	Accounts provided. s 9(2)(b)(ii) OIA
Quality Assurance	Overall	Will require significant investment into developing systems appropriate for operating a PSKH
Health and Safety	Overall	Affirmative (applicant self-evaluation)
	Written EHS Policy	No - cites use of the Farm's systems, but will require significant investment appropriate for operating a PSKH
	Formal EHS training	Yes
	Emergency Procedures plans	Yes
Referees	Overall	University of Auckland, Māori Language Commission, and Te Puni Kokiri
	No of Referees provided	3

5.4 ERO Report Summary

An ERO Report is not available as WWTT does not currently operate as a school.

5.5 Analysis of Application

Strengths	<ul style="list-style-type: none"> The focus on priority students was clear and compelling. The proposal is to provide NZC supplemented by additional specialist subjects. The applicants intend to use qualified teachers to deliver the curriculum, supplemented by specialist experts in supplementary subjects (e.g. animal husbandry). There was an appropriate focus on a distinctly Ngatiwai kaupapa that was well-explained and effective. Cultural identity was at the forefront of the school at all times.
Weaknesses	<ul style="list-style-type: none"> The applicant did not analyse the educational issues in their local context to create a convincing argument for the establishment of the school, and the value-add of the educational offering. The applicant clearly knows the community well and has excellent links to existing organisations working within the local area. There is, however, a serious issue in support from the local iwi, which has written to the Ministry to say they do not support the proposed initiative. This needs to be resolved at the local level. The applicant's approach to behaviour for learning and creating a safe environment for their students is not well-articulated. Poor articulation of establishing operational policies and processes. The Ministry is left

	<p>with concerns about the capacity and capability of the applicant.</p> <ul style="list-style-type: none"> ▪ The financial plan for the school has been reworked several times in the course of the application. <p>s 9(2)(f)(iv) OIA</p>
Ministry Assessment	<p><i>Governance</i></p> <p>The Trust has a strong governance team to support the PSKH including local hapu representatives.</p> <p><i>Curriculum</i></p> <p>The Ministry has no concerns about the curriculum being offered. The reliance on Te Kura for specialist subject expertise is a concern, but the proposal does include supervised learning for students using Te Kura built into the timetable.</p> <p><i>Achievement for priority learners</i></p> <p>This is as yet unproven. The Trust has a track record of achieving positive learning outcomes for the young people they are servicing under Youth Guarantee contracts with MSD.</p> <p><i>Capability</i></p> <p><i>(a) teaching</i></p> <p>A principal to lead the school is available. She has served as a Deputy Principal for six months, and has served as an Acting Principal for one term in 2008. No recruitment and training plan for the employment of key personnel is yet available.</p> <p><i>(b) management</i></p> <p>The proposed principal currently holds a key role in the establishment of the school, with participation in governance, management and teaching. This poses a key personnel issue, especially in the absence of a plan for the employment of teaching staff. There is no evidence of robust management systems and processes being in place.</p> <p><i>Facilities</i></p> <p>Significant construction and maintenance costs will be involved for both facility options being proposed. The applicant has not stated the suitability of the proposed facilities, and there may be health and safety compliance issues associated with housing the school on a working farm. The proposed lease would run from 2014 to 2020, satisfying the length of the first contract period. The proposed lease agreement does not cover expenditure regarding resource consents, sewerage and electricity costs required to bring the property up to standard.</p> <p>Property costs represent an average of 39.5% of total expenditure over the first four years of operation. These costs include capital, depreciation, mortgage/lease costs, maintenance and operational costs.</p> <p><i>Finance</i></p> <p>s 9(2)(f)(iv) OIA</p> <p><i>Readiness</i></p> <p>The WWT Trust is 40% ready to open in 2014. Significant work will need to be completed on securing suitable premises, employing and training teaching staff, and recruiting suitable students from the catchment area. The proposal for delivering the curriculum at senior</p>

	secondary level needs to be strengthened. Iwi relationships need to be aligned around the proposal.	
Network	<p>This proposal will have no substantive impact on other schools in the local area.</p> <p>It is estimated that the WWT Trust would have 3% of the “market share” of students in the Whangarei and Kawakawa areas, compared with 97% for State schools. Should the school draw most of its catchment from the rural Whangaruru area, it would represent 18% of the market share.</p>	
Risk	Key Risks	Mitigation
	<p>Over-reliance on key personnel leads to inadequate oversight of the development of the academic curriculum in the establishment period.</p> <p>Lack of financial management skills puts PSKH at risk.</p> <p>Failure to secure suitable premises compromises the ability of the applicant to open the PSKH on time.</p>	<p>Robust planning of recruitment and training of key management personnel and teachers.</p> <p>An administration resource with financial expertise is employed by the Trust to administer and manage the school’s finances.</p> <p>A comprehensive facilities plan is finalised by the WWT Trust.</p>
Recommend	<p>The WWT Trust not be approved to open a PSKH in 2014.</p> <p>That the applicants are encouraged to develop their proposal further, in the areas identified above, for potential future reapplication.</p>	

6 Ora Charitable Trust

6.1 Overview

Sponsor Name	Ora Charitable Trust
School name	Te Kura Kete Ora
Where	Tauranga
Org Background	Education and Social Services
Org type	Trust
Priority group	Māori
Year level	Y9-13
Number of students (max)	100

6.2 Summary of Ora Charitable Trust proposal

Kura Kete Ora will be physically located on a 50 hectare farm in Paengaroa in the Bay of Plenty, ten minutes south of Te Puke, bordering the junction of the Kaituna and Mangarewa rivers. This whenua-based Kura will offer unique learning experiences by way of eight inter-linking kinesthetic orientated learning domains:

- Visual and Performing Arts
- Engineering, Mechanics and Building Construction
- Kaitiakitanga and Wairuatanga
- Kai Whenua, Horticulture and Apiary Science
- Horsemanship and Animal Training
- Sheep and Cattle Farming, and Dairy Farming (dairy cows or dairy goats)
- Sport and Hauora
- Whānau Awhi, Manaakitanga and Tautoko

The long-term intention is to establish a Y7-13 secondary school that provides the eight domains of alternative learning options seamlessly integrated with the New Zealand Curriculum (NZC). It is intended to provide the full range of academic subjects required for NCEA in-house rather than relying on Te Kura. Specialist subjects at the senior secondary level may be provided by contracted specialist teachers or collaboration with local high schools if necessary, but the applicants are as yet unclear how NCEA will be supported in the senior secondary. Further support from an educational specialist is required to clarify this part of the proposal.

The school will open with 66 students in 2014 (Y7-10) and expand into the senior secondary years increasingly as the top class progresses (i.e. 2015 – include Y11; 2016 – Y12 and 2017 – Y13). By 2017 the school will have a full roll of 105.

The applicants indicated that the facilities and basic infrastructure for the school are available but will need refurbishing to be fit-for-purpose by 2014. There is a strong governance structure in place for the school and the Board expects to be actively involved over the first year of the school's operation. [REDACTED] (educational s 9(2)(a) OIA adviser) and a professional project manager will lead the PSKH introduction. A principal will be appointed to lead the educational drive for PSKH establishment. Potential candidates have already been identified. A key requirement is for bicultural leadership, and bi-lingual teaching if possible.

Ora intend to hire qualified, registered teachers for the school. They have built their proposal on a 1:10 teacher student ratio as they intend to target students looking for connection and/or re-connection with schooling. The model is designed to change the outcomes for these students. The proposal has been established within the financial guidelines provided by the Ministry.

The point of difference for the school is the provision of individualised learning plans for students, tailored to the needs of disadvantaged young people. Assessment of individual progress is a critical tool. The philosophy of the school is aligned with the Whanau Ora approach.

6.3 Due Diligence: Review of Applicant Organisation

Organisational profile	Overall	Charitable Trust (not registered - will be done if successful)
	Year established	2013
	No of Staff	0
	No of Locations	Tauranga
Company Overview	Overall	Desire - advancement of education and health in young people
Commitments	Overall	Nil
Probity	Overall	Nothing of concern noted.
Nominated Partners	Overall	Social Service provider to assist with Govt and IRD requirements
Financial Summary	Overall	No Trading
	Accounts provided	Nil - not able to draw financial history from Application
Quality Assurance	Overall	Will require significant investment into developing systems appropriate for operating a PSKH
Health and Safety	Overall	Negative - all to be developed once Trust is established.
	Written EHS Policy	No
	Formal EHS training	No
	Emergency Procedures plans	No
Referees	Overall	Various - mainly personal based to contact person
	No of Referees provided	3

6.4 ERO Report Summary

An ERO Report is not available as Ora Charitable Trust does not currently operate as a school.

6.5 Analysis of Application

Strengths	<ul style="list-style-type: none"> ▪ Commitment to NZC. ▪ Intention to use qualified teachers. ▪ Strong links with local industry willing to provide employment opportunities for students. ▪ Strong community support for the school proposal. ▪ Demonstrated local iwi support. ▪ A commitment to develop capability to provide specialist subjects at senior secondary level, or to explore collaborative options with other local high schools.
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	<ul style="list-style-type: none"> ▪ Clear identification of optional teaching domains.
Weaknesses	<ul style="list-style-type: none"> ▪ Key leadership and teaching personnel for the PSKH have yet to be identified. ▪ A strong focus on the optional learning domains to the detriment of a fully-developed academic proposal. ▪ Entry criteria and enrolment scheme need further work. ▪ Lack of clarity about the suitability of current premises for PSKH purpose. ▪ Small roll numbers will pose difficulties providing the full range of subjects to students, especially at senior secondary level.
Ministry Assessment	<p><i>Governance</i></p> <p>Ora Charitable Trust has the support of a large group of interested parties. It has leadership from people with vision and commitment and passion for improving outcomes for disadvantaged students. The formal structures, roles and responsibilities of the governance group do not yet seem to have been specified.</p> <p><i>Curriculum</i></p> <p>The Ministry has no concerns about the curriculum being offered, or regarding the proposed learning domains. The relationship between NZC and the domains needs to be more developed, with a clearly articulated timetable for the teaching programme demonstrating the balance between the academic components and the teaching domains.</p> <p><i>Achievement for priority learners</i></p> <p>Theoretically, the proposal seems to provide additional value for priority learners, but it is unclear how the applicants will attract the target groups. The geographical location may act as a disincentive to students from priority learner groups.</p> <p><i>Capability:</i></p> <p><i>(a) teaching</i></p> <p>Key teaching positions have not been secured and potential staff not yet identified. Job descriptions and suitable employment arrangements will all need to be developed and put into place.</p> <p><i>(b) management</i></p> <p>Ora Charitable Trust is not currently a going concern. All management systems and processes will need to be developed.</p> <p><i>Facilities</i></p> <p>Ora Charitable Trust has located a suitable site for the school and has plans under development for securing the premises should they be successful. The applicant has indicated that buildings will need to be upgraded to be 'fit for purpose' prior to the school opening. This may require upfront investment. The Ministry would be looking for assurance as to the suitability of the available facilities for the long-term provision of secondary schooling.</p> <p><i>Finance</i></p> <p>Ora Charitable Trust is not yet registered as a legal entity. There are no existing finances to base an assessment on.</p> <p><i>Readiness</i></p> <p>Ora Charitable Trust is 25% ready to open in 2014.</p>
Network	Network analysis was not completed for this application.

Risks	Key Risks	Mitigation
	Priority learners will not be provided with the full range of academic curriculum, especially at the senior secondary level.	Proposal will need to be reconstructed to strengthen the academic curriculum and articulate how it will be linked to the optional learning domains; and how the full curriculum will be provided to senior secondary students.
Recommend	Ora Charitable Trust not be approved to open a PSKH in 2014. That the applicants are encouraged to develop their proposal further, in the areas identified above, for potential future reapplication.	

Partnership Schools | Kura Hourua

Section Three:

Applications not recommended for consideration as a PSKH

7 Destiny Church School

7.1 Overview

Sponsor Name	Destiny School
School name	Destiny School
Where	Wiri
Org Background	Independent School
Org type	Trust
Priority group	Māori/Pasifika
Year level	Y1-13
Number of students (max)	300

7.2 Summary of Destiny proposal

This proposal is to transfer the existing Destiny Church School, which currently operates as a composite private school, into a PSKH. The current school has been operating for over 10 years, and has a roll of 164. The applicants see this as expanding to over 300 in five years.

The school has a strong governance system in place. It offers the Cambridge curriculum, which they see as having international relevance and creates mana in Māori families. The ethos of the school is to educate parents about the value of education, as well as providing direct education to children. The aim is to focus the educational programme towards having employment outcomes and to provide an umbrella for children throughout their educational life, through and into employment.

The applicants indicated that currently the school is experiencing some financial constraints. For example, some of the teachers at their school are being paid 20% less than their state peers as they see teaching as a vocation based on a desire for children to succeed and improve their life outcomes. PSKH status will enable the school to pay their teachers at a level that is more comparable to that of teachers in the state system. In addition, the applicants indicated that while fees (\$3,500 per annum) are currently compulsory, up to 40 children had to leave the school last year as their families couldn't pay. The Church does support some students but this is decided on a case-by-case basis.

Without PSKH status it is likely that the school will not be able to deliver senior secondary education. It was unclear from the response to questioning whether NCEA can be offered on other than a correspondence basis even if PSKH status is afforded. The applicants had made no plans to transition students to local senior secondary schools.

7.3 Due Diligence: Review of Applicant Organisation

Organisational profile	Overall	Registered Charitable Trust
	Year established	2003
	No of Staff	11
	No of Locations	1
Company	Overall	Private School Yr 1-13 and affiliated Cambridge College

Overview		
Commitments	Overall	Nil
Probity	Overall	No issues of concern
Nominated Partners	Overall	Nil s 9(2)(b)(ii) OIA
Financial Summary	Overall	
	Accounts provided	Accounts provided
Quality Assurance	Overall	No issues noted
Health and Safety	Overall	Affirmative (applicant self evaluation)
	Written EHS Policy	Yes
	Formal EHS training	Yes
	Emergency Procedures plans	Yes
Referees	Overall	Manukau Urban Māori Authority; Auckland University; local School
	No of Referees provided	3

7.4 ERO Report Summary

ERO Private School Education Report, October 2009

Key Findings:

Achievement and Progression:

- Students starting school make accelerated progress and achieve well in reading and writing
- Achievement in reading varies across the spectrum but more than 50% are achieving at or above nationally appropriate levels
- The principal has highlighted that mathematics is an area for development
- Standards of tuition are rated as good
- Teachers and students share high expectations and parents receive honest reporting of progress.

Priority Groups:

- 65% Māori, 20% Pasifika
- The school meets its requirements for commitment to the principles of the Treaty of Waitangi, as well as patriotism and loyalty
- Strategies for Māori and Pasifika achievement incorporate tikanga.

Organisational:

- The school is effectively led by its principal and the school is well-staffed with qualified and registered teachers
- Appraisal systems are well-established and PLD opportunities are evident
- Premises and facilities are conducive to student learning
- The school meets its statutory obligations.

Areas for Improvement:

- Staff should investigate ways to use assessment and data to aid learning and work more collaboratively
- The principal should use analytical commentary to interrogate data and identify patterns of achievement

- The principal and manager should review the impact of the wide variety of programmes provided at the school.

Next Review:

- Not stated.

7.5 Analysis of Application

Strengths	<ul style="list-style-type: none"> ▪ Strong vision and mission. ▪ Strong governance and management. ▪ Strong pastoral care for students provided. ▪ The school offers the Cambridge curriculum, and has a solid record of student achievement.
Weaknesses	<ul style="list-style-type: none"> ▪ The Ministry has reservations about the applicant's positioning that individual identity (as God's child) is more important than cultural identity. Educational research identifies cultural connection as an important factor in achieving successful student achievement outcomes. ▪ The school has strong Māori cultural based learning, but does not have any Pacific based offerings. ▪ The Ministry questions what added value this school would provide for priority learners as a PSKH, over and above the current private school offering. ▪ It is unclear how the current school's community and students would react to a change in status to a PSKH, which would result in a requirement for open enrolment. The applicants say they currently have an open enrolment process, but the Ministry could not reconcile this with an apparent expectation that learners will attend church.
Ministry Assessment	<p><i>Governance</i> The current governance arrangements for the school will be carried over to the PSKH.</p> <p><i>Curriculum</i> The Ministry has no concerns about the curriculum being offered. There is a question, however, that the school is not able to offer NCEA except through Te Kura in the senior years, and there is no plan for addressing this deficit in the proposal.</p> <p><i>Achievement for priority learners</i> The Ministry has concerns that this proposal does not specifically cater for priority learners. The predominant interest of the applicants was described by themselves as providing education to their own Church members. They anticipated that those students who were not Church members when they joined the school were likely to join the Church because of the 'relational engagement' that takes place by the school staff with their families outside of school hours. In particular, the Ministry sees the applicant as failing to demonstrate an understanding of the role of cultural identity in the educational context. In interview, the applicants indicated that "<i>Pacific kids can get their culture in their own homes</i>". The applicants indicated that they provided enough cultural programmes with a Māori flavour to meet the needs of the majority of their students. The Ministry does not see this approach as consistent with best practice in New Zealand. The applicant failed to demonstrate the additional value their school would provide to priority learners if it was converted from a private school to a PSKH.</p> <p><i>Capability:</i> <i>(a) teaching</i> Destiny is a currently operating a private composite school, with a good ERO report.</p> <p><i>(b) management</i></p>

	<p>The current school has been operating for over 10 years and is well organised and managed. The proposal indicates that good management processes and systems are in place.</p> <p><i>Facilities</i> Destiny has existing facilities at the 'City of God' campus in Wiri. They will need to expand over time to accommodate the anticipated increase in roll.</p> <p><i>Finance</i> Destiny Church School is a going concern, but the applicants indicated that their primary motivation for applying for PSKH status is financial and that many of their current students cannot afford the costs of private education. They indicated they are under financial constraints and will have to reconsider their position should state funding not be available to them.</p> <p><i>Readiness</i> Destiny is 90% ready to open as a PSKH in 2014.</p>	
Network	Network analysis was not completed for this application.	
Risks	Key risks	Mitigation
	Failure to demonstrate additional value to priority learners as a result of PSKH status.	Proposal will need to be reconstructed to show the additional value that Destiny Church School will provide for priority learners; demonstrate how priority learners would be attracted to attend the school; and how the school would cater for the cultural context of learning for priority learners.
Recommend	Destiny Church School not be approved to open a PSKH in 2014.	

8 Manukau Christian Charitable Trust

8.1 Overview

Sponsor Name	Manukau Christian Charitable Trust
School name	None provided
Where	Manukau
Org Background	Education and Social Services
Org type	Trust
Priority group	Māori/Pasifika
Year level	Y1-13
Number of students (max)	530

8.2 Summary of Manukau Christian Charitable Trust proposal

The Manukau Christian Charitable Trust (MCCT) currently operates early childhood centres in the South Auckland region. MCCT proposes to establish four PSKH campuses – one each in Manurewa; Clendon; Flatbush; and Otara. The school will start with a roll of 182 and expand to 530 over five years. It is intended to have nine classrooms, and the applicants already have seven in place.


The proposed schools will be faith-based and provide NZC. Each site will have registered teachers and two Teacher Aides. The school timetable will be highly structured and focused on providing the basics of reading, writing and arithmetic and to have 95% of all students up to the National Standard within two years of opening.

MCCT has engaged a potential principal who has experience in working with disadvantaged students in Africa (Zimbabwe). Some initial facilities have been secured for PSKH with the applicants indicating that they have secured land agreements for two of their proposed campuses already. The applicant's rationale for a multi-site option is that there are large economies of scale to be achieved in management, and it is important to site smaller schools where the highest need is.

A single principal will service all four sites, visiting each at least once a week. Each site will have its own administration functions, and have a senior teacher responsible for the day-to-day running of the campus. The principal will have a role in mentoring and training the teacher aides including formal training of one hour per week. Some of the teacher aides may be volunteers, but where they are seen to have potential they will be supported to obtain qualifications. Centralised management will enable funding of additional teacher aides. Under the proposal there will be more than 30 teacher aides across the four sites. No planning had been done for the additional load this will impose on the principal over time, and how this will be managed.

Each campus will be associated with a local church (of different denominations), with half an hour of Bible training provided in the mornings focusing on analysis of Bible characters. The applicants indicated that Christian values will be infused in the school on a daily basis, but no religious instruction will be provided and there is no expectation that the children will attend the churches affiliated with the school.

5.3 Due Diligence: Review of Applicant Organisation

Organisational profile	Overall	Registered Charitable Trust
	Year established	2002
	No of Staff	50
	No of Locations	4
Company Overview	Overall	Education (ECE/OSCAR) and social services based on a Christian philosophy
Commitments	Overall	80 person preschools in Flatbush and Clendon (new), 40 person preschool in Manurewa, 40 person daily OSCAR, youth groups, midwifery etc
Probity	Overall	Nothing of concern noted s 9(2)(b)(ii) OIA
Nominated Partners	Overall	
Financial Summary	Overall	
	Accounts provided	2011/2012 accounts provided.
Quality Assurance	Overall	Systems referenced suggest will be able to meet standards expected of a PSKH
Health and Safety	Overall	Affirmative (applicant self evaluation)
	Written EHS Policy	Yes
	Formal EHS training	Yes
	Emergency Procedures plans	Yes
Referees	Overall	Fellow church, School and another trust all providing collaborative education services to the Governments PLG's
	No of Referees provided	3

5.4 ERO Report Summary

ERO ECE Review, January 2011

Key Findings:

Achievement and Progression:

- Children engage in cooperative and dramatic play
- Literacy and numeracy opportunities are interwoven throughout the programme and children use the literary resources to support their play
- Interactions between staff and children are positive and affirming
- The teaching team has a well developed cycle for programme planning.

Priority Groups:

- 5% Māori, 87% Pasifika
- Te reo Māori is used frequently by staff. The ECE centre understands and values the identity, language and culture of Māori children and their whānau.

Organisational:

- The centre is well resourced. A wide variety of suitable, adaptable and challenging equipment, relevant to the children's developmental strengths and interests, is available
- Staff work well together as a team to ensure that the day runs smoothly. Sessions are organised and well managed.

Areas for Improvement:

- Develop an overarching philosophy statement to which both staff and parents subscribe
- Although parents and children value the children's portfolios, many of these records do not show the child's sequential progress and development. Comments from staff could be improved so that they note the learning taking place, rather than describing the activity
- Staff need to consider how they can better challenge and extend children's thinking and learning by using more complex questions and more interesting language. Currently, some opportunities for children's learning are lost when questions are kept too simple
- Professional development to gain a greater awareness of the potential of well planned self review would give staff the opportunity to evaluate the flow of programme and effectiveness of their professional practices.

Next Review:

- Three years.

5.5 Analysis of written application and interview

Strengths	<ul style="list-style-type: none"> ▪ Existing governance and management structures in place. ▪ Adequate ERO report for existing ECE facilities, and also provide after school programmes (OSCAR – contracted through MSD), demonstrating the applicant has a history of educational service delivery. ▪ Demonstrated support from local church communities.
Weaknesses	<ul style="list-style-type: none"> ▪ Limited curriculum offered. ▪ Outdated teaching methods that are no longer considered best practice. ▪ Targeting of priority learners unclear. ▪ Non-specific about how priority learners will benefit from the proposed learning environment. ▪ Unclear as to the cultural context of the educational offering for priority learners. ▪ Demonstrated lack of understanding of their priority learning groups.
Ministry Assessment	<p><i>Governance</i> MCCT has existing governance arrangements for the ECE services. It is proposed that these arrangements also accommodate the PSKH initiative. It is unclear how this will operate in the PSKH context.</p> <p><i>Curriculum</i> The Ministry has serious concerns about the curriculum proposed for this school. Several of the teaching methods (e.g. phonetic reading and traditional arithmetic) are no longer considered best practice teaching methods.</p> <p><i>Achievement for priority learners</i> It remains unclear how the priority groups will be targeted for enrolment and the ability of this proposal to achieve the student achievement outcomes for priority learners using the teaching methods the applicant advocates.</p> <p><i>Capability:</i> <i>(a) teaching</i> A principal has been secured for the PSKH. The teaching staff have not yet been established,</p>

	<p>but the applicants indicated an intention to use qualified teachers, supported by teacher aides (at a ratio of 1:2). The applicants indicated they would support teacher aides to obtain relevant qualifications where they “showed promise”. They would also rely on voluntary support for classroom activities.</p> <p><i>(b) management</i></p> <p>MCCT is an established ECE provider with existing systems and processes in place. These could be adapted for the management of a PSKH.</p> <p><i>Facilities</i></p> <p>MCCT has some of their facilities in place. They indicated that they had access to potential property options through family members in the business.</p> <p><i>Finance</i></p> <p>The Ministry has no concerns about the financial operation of MCCT as a current educational provider.</p> <p><i>Readiness</i></p> <p>MCCT is approximately 40% ready to open in 2014.</p>	
Network	Network analysis was not completed for this application.	
Risks	Key risks	Mitigation
	<p>The proposed curriculum limits the educational achievement opportunities for priority learners.</p> <p>The cultural context of the school does not provide a learning environment conducive to achieve the best outcomes for priority learners.</p> <p>The teaching methods to be utilised by the MCCT limits the educational achievement opportunities for priority learners.</p>	<p>Proposal will need to be reconstructed to demonstrate the applicants have an understanding of educational best practice methods and how they can best be applied to raise the achievement outcomes for priority learners.</p>
Recommend	Manukau Christian Charitable Trust not be approved to open a PSKH in 2014.	

9 Ngā Kākano o te Kaihanga Kura

9.1 Overview

Sponsor Name	Ngā Kākano o te Kaihanga Kura
School name	Nga Kakano
Where	Te Atatu South
Org Background	Independent School
Org type	Trust
Priority group	Māori
Year level	Y1-13
Number of students (max)	213

9.2 Summary of Ngā Kākano proposal

The Ngā Kākano proposal is for a composite Māori, Christian bi-lingual PSKH from new entrants to Y13. The applicants have been operating a private school of this nature for the past 15 years in Te Atatu South and currently have a roll of 75.

The applicants wish to convert the current private school into a PSKH so that it can be on a stronger financial footing, as many of their students cannot afford the school fees. They are so concerned about this, that they have not been charging fees in 2013. The applicants see gaining status and funding as a Partnership School would enable the teaching and learning approach of Ngā Kākano to extend to a more significant number of students.

Until recently the school used the Accelerated Christian Education (ACE)¹ curriculum solely, but is now also making NCEA available to senior students on request, but only through Te Kura. The ACE curriculum is used in some private schools in New Zealand, but is not taught in State schools. It has some equivalency with the New Zealand Curriculum (NZC), but does not provide the same breadth or depth of learning in subject areas. The educational model used by Ngā Kākano streams students according to their learning strengths into one of three learning focuses: Te Reo, Sports Academy or School for Enterprise.

The principal and deputy principal of Ngā Kākano are registered teachers, but the proposal primarily provides supervised support for students studying through structured learning workbooks (ACE) and Te Kura for NCEA at the senior level. The applicants indicated an intention to employ registered teachers who support the Christian/Māori kaupapa.

9.3 Due Diligence: Review of Applicant Organisation

Organisational profile	Overall	Charitable Trust
	Year established	2002
	No of Staff	6

¹ ACE is a Biblically-based curriculum. ACE level 3 is equivalent to UE.

	No of Locations	Te Atatu South
Company Overview	Overall	Composite Christian School
Commitments	Overall	School
Probity	Overall	Nothing of concern found
Nominated Partners	Overall	Financial advisor and Te Kura o Pounamu (TCS). Unsure of extent of TCS role
Financial Summary	Overall	
	Accounts provided	Accounts Provided. s 9(2)(b)(ii) OIA
Quality Assurance	Overall	Use ERO and NZQA Quality Assurance Systems
Health and Safety	Overall	Affirmative (applicant self-evaluation)
	Written EHS Policy	Yes - though completeness may be questionable
	Formal EHS training	Yes
	Emergency Procedures plans	Yes
Referees	Overall	MP, Lawyer, Iwi Trust
	No of Referees provided	3

9.4 ERO Report Summary

ERO Private School Review: May 2011

Key Findings:

Achievement and Progression:

- Students are well cared for spiritually, emotionally and intellectually. They are positive learners, who experience success at one level in order to successfully move to the next
- Student tuition is satisfactory. Students are on task and engaged in learning
- Students have been successful participants in many prestigious speech competitions and sporting activities.

Priority Groups:

- 80% Māori, 20% Pasifika
- Decile 1
- A number of students, who attend the kura, have been unsuccessful in mainstream education. For many of these students enrolling at Ngā Kākano has been a positive turning point.

Organisational:

- Staffing is suitable for the age range of the students. Staff show high levels of commitment to the kaupapa of the kura
- Equipment is adequate for the delivery of the curriculum. There are times when senior students could be disadvantaged by a lack of equipment for practical classes in the sciences
- The kura manager has attested that he complies with section 35C (g) in respect being a fit and proper person to manage the school
- There are systems for the school's managing body to be assured that its other statutory obligations are met.


Areas for Improvement:

- Not stated.

Next Review:

- Not stated.

9.5 Analysis of Application

Strengths	<ul style="list-style-type: none"> ▪ Strong plan for the employment of staff. ▪ Good quality assurance processes. ▪ Evidence of achievement for students in Te Reo. ▪ Existing school has a high proportion of priority learners.
Weaknesses	<ul style="list-style-type: none"> ▪ Governance and management arrangements did not demonstrate a robust system conducive to improved student outcomes. ▪ Applicant has not adequately mapped the ACE curriculum to the principles of NZC (as required). This raises questions about their ability to report student progress against National Standards. ▪ Heavy reliance on Te Kura for academic tuition at the senior level. No capability in the teaching plan to provide for academic support for the senior secondary curriculum requirements. ▪ Lacked a robust, evidence-driven model for improving outcomes. ▪ The Ministry questions what added value this school would provide for priority learners as a PSKH, over and above the current private school offering. ▪ There were few partnerships in the local area, including agencies and other educational institutions, that the school proposed to work with to enhance the educational offering. <u>s 9(2)(b)(ii) OIA</u> ▪  ▪ Little understanding of educational best practice was demonstrated.
Ministry Assessment	<p><i>Governance</i></p> <p>This is a husband and wife team, with no supporting management or external governance input. There is no separation between the governance and management of the school, and no external oversight of the school's performance.</p> <p><i>Curriculum</i></p> <p>As a PSKH Ngā Kākano will be required to report student progress against National Standards. ACE on its own is unlikely to be sufficient for the school to meet this requirement. The Ministry is concerned that this application does not demonstrate how the school will supplement ACE to enable its students to achieve against National Standards.</p> <p>The application provided indicates that Ngā Kākano does not offer the full range of learning areas available through the ACE curriculum even in the junior schools (e.g. technology and art). The Ministry has concerns that a broad and rich curriculum will not be delivered.</p> <p>The ACE curriculum has some alignment with the NZC but because of the limited range of subjects that Ngā Kākano is currently offering, achieving a UE equivalent qualification would be challenging for students.</p> <p>NCEA will only be offered on a request basis, and Ngā Kākano does not have the capability to deliver it; therefore, will rely on Te Kura to provide these services.</p>

	<p><i>Achievement for priority learners</i></p> <p>The ACE curriculum is primarily a workbook based learning method. Teachers supervise the students as they work through the individual levels. Ngā Kākano has students who have been disengaged from other schools and claims considerable achievement with these students.</p> <p><i>Capability</i></p> <p><i>(a) teaching</i></p> <p>The Ministry has concerns that the number and qualifications of teachers at Ngā Kākano will not provide the level of student achievement that is being sought in the PSKH model.</p> <p><i>(b) management</i></p> <p>The existing school is very small, and additional management resources will be required as it increases its roll over time.</p> <p><i>Facilities</i></p> <p>The applicant proposes to continue to operate the school from the site of the existing private school, a commercial building in the Te Atatu area of Waitakere City. The site is owned by the proprietors of the school. The applicant intends to move in 2015 to “purpose-built facilities”. This is proposed to be funded through philanthropic, commercial or Ministry funding sources, of which negotiations are stated as being underway. No further information is given.</p> <p>The applicant has not addressed the suitability of the current facilities and related compliance assurances. The proprietors have previously sought integration into the State system and been declined. At the time, the Ministry advised that it had concerns about the school’s facilities, particularly in regards to State schools’ minimum requirements for safety, space entitlement, light and ventilation. The adequacy of the existing property to support 110 students as opposed to the current 75 needs to be considered.</p> <p><i>Finance</i></p> <div style="border: 1px solid black; padding: 2px; display: inline-block;">s 9(2)(b)(ii) OIA</div> <div style="background-color: black; height: 40px; width: 100%; margin-top: 5px;"></div> <p>They operate as a private school, but have stopped charging student fees in 2013 on the basis that the student’s families could not afford them.</p> <p><i>Readiness</i></p> <p>Ngā Kākano is 60% ready to open in 2014. It is an existing private school, but would need to upgrade its current facilities to meet an increased roll, as noted above.</p>	
Network	This proposal will have no substantive impact on other primary schools in the local area. It is estimated that Ngā Kākano would have 9% of the “market share” of local primary school students, compared with 91% for State schools.	
Risk	Key risks	Mitigation
	<p>The breadth and depth of the curriculum does not improve the educational outcomes for priority learners.</p> <p>Inadequate governance arrangements prevent clear accountability.</p>	<p>Development of a strong plan for the employment of qualified teachers.</p> <p>Redesign of the curriculum offering, including at senior secondary level to enable the teaching of NCEA subjects.</p> <p>A plan is developed for robust governance of the school.</p> <p>A clear separation between governance and management is put in place.</p>

	Financial capability is inadequate.	A plan is developed for school administration and management of the school's finances.
Recommend	Ngā Kākano not be approved to open a PSKH in 2014.	

10 Te Kohao Health Limited

10.1 Overview

Sponsor Name	Te Kohao Health Limited
School name	Te Kura o Kirikiriroa (Te Kura Wananga)
Where	Hamilton
Org Background	Education and Social Services
Org type	Trust
Priority group	Māori
Year level	Y7-10
Number of students (max)	100

10.2 Summary of Te Kohao Health proposal

This proposal is for a Y7 – 10 junior high school that will be bi-lingual and focused on marae-based learning, with tikanga as the base foundation. The target priority learners are Māori, Pasifika and special educational needs learners. The intention is to start with a roll of 50 (two classrooms) in 2014 and to move the top cohort through each year until the school has a total roll of 100 places in 2016 onwards.

The aspiration of Te Kohao Health (TKH) is to ultimately provide the curriculum in Te Reo, rather than to offer Te Reo as a separate subject. The intention is for students to have the ability to seamlessly move between Te Reo and English. TKH identified that bi-lingual units are often not available between kura and high school and they wish to address that gap. They also see the junior school as an important bridge because the experience of managing their Attendance Service contracts shows that many young people are not engaging in the secondary schooling system, and they would like to pick these people up before they become disengaged.

TKH is an existing social service provider with extensive experience in managing multiple contracts for service. The proposal provides for the use of existing infrastructure to provide the administrative management of the school. A PSKH is seen by the applicants as a natural extension of the current holistic services that TKH provides to the Hamilton East community. The ethos of the service offering incorporates the Whanau Ora approach using Māori values to provide wrap-around services to children, their whanau and contributing communities.

10.3 Due Diligence: Review of Applicant Organisation

Organisational profile	Overall	Charitable Company
	Year established	1994
	No of Staff	141 paid staff
	No of Locations	Hamilton
Company Overview	Overall	Health, social and more recently education services (25 discrete services to over 8000 clients throughout the Waikato region)

Commitments	Overall	Multiple. Interest in education limited to incredible years and attendance service (as a subcontractor under National Urban Māori Authority (NUMA))
Probity	Overall	No issues of concern
Nominated Partners	Overall	Nil s 9(2)(b)(ii) OIA
Financial Summary	Overall	
	Accounts provided	Accounts provided
Quality Assurance	Overall	Quality systems largely health based - some development possible. Need to confirm use of Whānau Tahi is secure and access limited to school personnel
Health and Safety	Overall	Affirmative (applicant self evaluation)
	Written EHS Policy	Yes
	Formal EHS training	Yes
	Emergency Procedures plans	Yes
Referees	Overall	NUMA, WDHB, National Hauora collective - no education related referees
	No of Referees provided	3

10.4 ERO Report Summary

An ERO Report is not available as Te Kohao Health Limited does not currently operate as a school.

10.5 Analysis of Application

Strengths	<ul style="list-style-type: none"> ▪ Demonstrated an excellent knowledge of, and strong working relationships established with, the local community. ▪ Understood the needs of local Māori students. ▪ Wrap-around approach to education and wellbeing, centred around the marae, was compelling as a means of improving outcomes for priority group students. ▪ Showed a good understanding of the links between health and wellbeing and improved outcomes for priority groups.
Weaknesses	<ul style="list-style-type: none"> ▪ The core experience of the applicant is as a health provider with limited experience in the education sector. ▪ Did not display a deep understanding of educational norms, such as student management systems and appraisal of teaching practice. ▪ Did not demonstrate an understanding of leadership and management in the school context. ▪ Business and operational plans were incomplete.
Ministry Assessment	<p><i>Governance</i></p> <p>This is an established health provider with a strong record in social services provision. The proposal is to use the existing governance structures for the company. It is unclear how this will operate in a PSKH setting.</p> <p><i>Curriculum</i></p> <p>The details of the curriculum were not specified. There is an intention to ensure the school is bi-lingual. No teaching schedule was provided, and it was unclear how the applicant's</p>

	<p>aspiration for using life-based experience (e.g. tangi organisation) as a tool for learning would be implemented.</p> <p><i>Achievement for priority learners</i></p> <p>The focus of the proposal is on priority learners, and it is likely that the links between the applicant and the Kirikiriroa marae in Hamilton would ensure that the target groups would be easily accessed and accommodated in the school.</p> <p><i>Capability</i></p> <p><i>(a) teaching</i></p> <p>Personnel for the key school leadership and teaching positions have not yet been secured. Preliminary discussions have been held with potential contributors. The proposal provides for the employment of qualified registered teachers to supply the academic curriculum and also use the skills and expertise of marae-based experts (e.g. master carvers and Te Reo teachers) to work with the students to apply the academic knowledge to practical situations.</p> <p><i>(b) management</i></p> <p>The existing TKH administrative systems will be utilised for the PSKH to achieve economy of scale efficiencies. It is not possible to assess the suitability of these systems for a PSKH at this time.</p> <p><i>Facilities</i></p> <p>The applicant is affiliated to Kirikiriroa marae in Hamilton East. The location and available facilities for the PSKH remains unclear.</p> <p><i>Finance</i></p> <p>The financial foundation of Te Kāhao is strong. The organisation operates multiple high value contracts on behalf of government. The Ministry has no concerns about this aspect of the proposal.</p> <p><i>Readiness</i></p> <p>Te Kāhao Health Limited is 50% ready to open in 2014. TKH has a strong business model and the administrative infrastructure, but will need a much stronger educational framework and practice to be a credible PSKH. Their proposal did not demonstrate that the applicants understood what is required to prepare a student for NCEA. The proposal also lacked transitional planning for a junior high school at either end of the spectrum.</p>	
Network	Network analysis was not completed for this application.	
Risk	Key risks	Mitigation
	<p>Lack of experience in the educational field compromises the ability of the proposed school to operate as required.</p> <p>Academic curriculum is not sufficiently developed to deliver the educational outcomes for priority learners.</p>	<p>Applicant needs to demonstrate a comprehensive understanding of delivering educational services, and engagement with educational curriculum and management experts.</p> <p>Proposal will need to be reconstructed to clarify the academic curriculum being proposed and how it will be delivered.</p>
Recommend	Te Kohao Health Limited not be approved to open a PSKH in 2014.	

11 180 Degrees Trust

11.1 Overview

Sponsor Name	180 Degrees Trust
School name	180 Adventure School
Where	Christchurch
Org Background	Alternative Education
Org type	Trust
Priority group	Low Socio-Economic
Year level	Y9-13
Number of students (max)	100

11.2 Summary of 180 Degrees Trust proposal

The applicants propose to open a 180 Adventure School for 20 secondary students at the beginning of 2014. This would expand to 30 students by the end of the first year, and 40 by 2015.

180 AS would be based on a 1:4 teacher/student ratio. The team would consist of a Director (registered teacher) and two teachers (both registered) with tutors to assist.

The school will complement the current 180 Degrees mentoring programme for young people who self-exclude from mainstream education. The programme is based on building positive relationships with young people through the provision of high country camps. The applicants see a deficit where many of their current clients want and need NCEA credits but cannot obtain them from the current system. They see the school as being one of direct entry for marginalised young people and/or those who are referred by MSD or the courts.

The proposal is for individual education plans for students. Each plan will include numeracy, literacy, Te Reo and Physical Education and will be built on a pathway to support the young person to achieve their own personal educational aspirations. 180 AS propose classroom time of seven hours per week, supplemented by outdoor activities. It was proposed that teachers without relevant subject expertise could use the facilities available online to deliver NCEA Level 1. The skills, expertise and knowledge available from staff members in other 180 programmes would also be utilised.

The 180 AS is proposed to be sited in Christchurch, but no facilities have currently been sourced by the applicants. The applicants assessed their needs to be 3-4 classrooms (at full roll of 40 students) and a common room.

11.3 Review of Applicant Organisation

Organisational profile	Overall	Charitable Trust - Registered
	Year established	2007
	No of Staff	7 (all trustees)
	No of Locations	1
Company Overview	Overall	Disadvantaged Youth Alternative Education
Commitments	Overall	MSD for Youth services, Contract with MoE for AE (14 places)

Probity	Overall	No issues of concern
Nominated Partners	Overall	2 nominated (Tait and Weft Knitting) but has not identified the role they would play
Financial Summary	Overall	██████████ s 9(2)(b)(ii) OIA
	Accounts provided	Yes
Quality Assurance	Overall	Limited quality systems referenced, but is subject to annual CYF audit. Likely could be developed to desired standard
Health and Safety	Overall	Affirmative (applicant self-evaluation)
	Written EHS Policy	Yes
	Formal EHS training	Yes
	Emergency Procedures plans	Yes
Referees	Overall	CYF & AE contract managers + 1 individual

11.4 ERO Report Summary

An ERO Report is not available as 180 Degrees Trust does not currently operate as a school.

11.5 Analysis of Application

Strengths	<ul style="list-style-type: none"> The applicant currently works directly with the most disadvantaged and disengaged learners, and is planning the PSKH as educational support for these clients.
Weaknesses	<ul style="list-style-type: none"> No clear curriculum offering has been developed. Teachers of the 180 Degrees mentoring programme do not have the requisite skills or training to deliver the secondary subjects being proposed, especially at the senior secondary level. The proposal is not likely to enable the target students to achieve NCEA Level 2.
Ministry Assessment	<p><i>Governance</i></p> <p>The Trust has a functioning governance arrangement for the current programme that will be used for the PSKH initiative. It is unclear how this will operate in an educational context.</p> <p><i>Curriculum</i></p> <p>The proposal is for individual learning programmes for each student with a limited range of 'core' curriculum offerings – numeracy, literacy, Te Reo and Physical Education. While the limited subjects included in this proposal may make a significant difference to the small number of students being proposed, the narrow offerings are not sufficient to meet the requirements of a PSKH.</p> <p><i>Achievement for priority learners</i></p> <p>The proposal is targeted at the most disengaged students who have self selected out of mainstream schools. The proposed educational programme may help students re-engage with learning, but it does not have the breadth or depth to enable them to gain a meaningful qualification.</p> <p><i>Capability</i></p> <p><i>(a) teaching</i></p> <p>The proposal is to use the current teachers running the mentoring programme. In the main, these teachers specialise in outdoor education and physical education. It is unclear that the applicants have teachers with the requisite skills to deliver academic subjects.</p>

	<p><i>(b) management</i></p> <p>The proposal does not demonstrate an understanding of the systems and processes required to operate a school, or that the applicants have the capacity to put these in place and operate them.</p> <p><i>Facilities</i></p> <p>No facilities have currently been sourced by the applicants.</p> <p><i>Finance</i></p> <p>The current organisation operates on contracts to government. The Ministry is confident 180 Degrees could put suitable financial systems in place.</p> <p><i>Readiness</i></p> <p>180 Degrees Trust is not ready to open in 2014.</p>	
Network	Network analysis was not completed for this application.	
Risk	Key Risks	Mitigation
	<p>The limited academic curriculum will not provide priority learners with suitable learning opportunities.</p> <p>Staff lack the skills and expertise to provide the academic curriculum to improve learning outcomes for priority learners.</p> <p>Applicant does not have the capacity and capability to deliver a PSKH.</p>	<p>Proposal will need to be reconstructed to demonstrate an academic curriculum that will enable priority learners to achieve a high level of educational outcomes. The proposal will need a comprehensive plan for engaging appropriately skilled school leaders and teachers, and an enrolment plan that will demonstrate how the priority learners will be engaged.</p>
Recommend	180 Degrees Trust not be approved to open a PSKH in 2014.	