

# PARTNERSHIP SCHOOLS | KURA HOURUA

## IOI EVALUATION

<b>PROPOSED SCHOOL :</b> TE URANGA TU
<b>Proposed sponsor:</b> ROAR Ministries Charitable Trust

**School** Secondary  
**Proposed location** Gisborne  
**Year levels in first year of operation** Years 9 -10  
**Year levels at full enrolment** Years 9 -13

SUMMARY	Meet	Approaches	How
STATEMENT OF PURPOSE AND GOALS			
EDUCATIONAL PLAN			
Proposed Student Population and Educational Need			
Learning Environment, Teaching and Curriculum			
Community and External Engagement			
OPERATIONS PLAN			
Leadership and Governance			
Staffing			
Proposed Enrolment			
Proposed Facilities			
BUSINESS PLANNING			

**STATEMENT OF PURPOSE AND GOALS**

**Purpose and Goals**

Reviewers will be looking for a statements of purpose and goals which:

- are clear, focused and compelling
- are likely to produce high-quality outcomes
- express clear guiding principles, and
- are the driving force behind all other components of the IOI.

It needs to be clear to reviewers that the school's proposed educational, operations and business plans are all aligned in support of the purpose, mission/vision and goals.

Goals should be specific, measurable, attainable, relevant and time bound.

Meets	Approaches	Below
<b>Feedback for proposer</b>		
<b>Strengths</b>	<i>Clear commitment to meeting the needs of young people in Gisborne, especially Maori boys.</i>	
<b>Area for Development</b>	<i>Role of the R.O.A.R. Ministries and religious context highlighted in the purpose statement but little or no reference elsewhere. Will this be a faith based programme?</i> <i>Goals in the attached charter are not SMART performance goals. They are objectives and action points.</i>	

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**EDUCATIONAL PLAN**

**Proposed Student Population and Educational Need**

Reviewers will be looking for statements that demonstrate:

- a knowledge of the educational and other needs of the proposed student population and the area in which the school will be located, and
- a clear intention to target and attract the Government's priority learners, including Māori, Pasifika, learners from low socio-economic backgrounds and learners with special education needs.

<b>Meets</b>	<b>Approaches</b>	
<b>Feedback for proposer</b>		
<b>Strengths</b>	N/A	
<b>Area for Development</b>	<i>There is no narrative around the three sets of statistics provided. It suggests a focus on Māori but needs to be more explicit. Should provide some gender based statistics for the local region reflecting educational issues.</i>	

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**Learning Environment, Teaching and Curriculum**

Reviewers will be looking for an overview which demonstrates the following qualities:

- The learning, teaching and curriculum overview is clearly presented and strongly supports the school's statement of purpose and goals.
- If the NZC / TMOA are not the core documents, there is a clear description of how the proposed curriculum aligns with one of these documents and there is clear reasoning behind the selection of the proposed curriculum.
- There is a coherent explanation of why the proposed model will meet the needs of the proposed population.
- The strategies described in the learning, teaching and curriculum overview will enable the school to achieve its stated goals.

Meets	Approaches	Below
<b>Feedback for proposer</b>		
<b>Strengths</b>	<i>Plans to use Te Kura to provide a flexible programme which is responsive to the needs of individual students.</i>	
<b>Area for Development</b>	<i>Describes the programme but not how it will work. Because the proposed population hasn't been clearly identified it can't describe how the programme will meet the needs.</i>	

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## Community and External Engagement

Reviewers will be looking for:

- evidence that your choice of location and proposed student population is based on some genuine community engagement and identified support
- an understanding of ways to engage with the proposed community, including parents, and
- steps that have been taken to secure support from the wider community (can be very broad).

Mark	Approaches	Below
<b>Feedback for proposer</b>		
<b>Strengths</b>	<p><i>Includes the personal story of how the two applicants have come to the decision to submit the IOI and meetings they have had with some key organisations.</i></p> <p><i>They provide a significant list of people who have indicated support for the concept.</i></p>	
<b>Area for Development</b>	<p><i>The full application will need to tease out the relationship with Tū Toa and Te Wānanga Aotearoa.</i></p>	

## OPERATIONAL PLAN

## Leadership and Governance

Reviewers will be looking for evidence of:

- a clear organisational structure with personnel who are capable of contributing the wide range of experience and expertise that will be needed to oversee the establishment and operation of a successful school; and,
- evidence of an understanding of the differentiation between governance and management.

Mark	Approaches	Below
<b>Feedback for proposer</b>		
<b>Strengths</b>	N/A	
<b>Area for Development</b>	<p><i>Need to reconsider use of the term Board of Trustees as it implies a model of elected parent reps which isn't the PSKH model.</i></p>	

### Staffing

Reviewers will be looking for a staffing chart that clearly identifies roles that will support the statement of purpose and goals of the school.

Meets	Approaches	Below
<b>Feedback for proposer</b>		
<b>Strengths</b>	<i>Have identified the need for a smaller number of students per teacher.</i>	
<b>Area for Development</b>	<i>Teaching load of principal needs to be identified. Two full time chefs in 2018. If the school is providing breakfast and lunches etc for students this is a significant aspect which should be highlighted elsewhere.</i>	

### Proposed Enrolment

Reviewers will expect a table which demonstrates sustainable growth and a rationale which supports the statement of purpose.

Meets	Approaches	Below
<b>Feedback for proposer</b>		
<b>Strengths</b>	N/A	
<b>Area for Development</b>	<p><i>The drop back in figures for 2017 – 2018 is unclear. Why would this be the case?</i></p> <p><i>Does the roll profile provided reflect the stated intention to enrol girls at some stage? Why is this included here when not really referenced elsewhere? Why not make it just for boys if that is the pressing need in the region?</i></p>	

**Proposed Facilities**

Reviewers will expect to see evidence that you know what facilities you need to support your school as it develops and how you will go about securing these.

Meets	Approaches	Below
<b>Feedback for proposer</b>		
<b>Strengths</b>	<i>The rationale behind the needs described is clear. Having secured the land is positive (leased? Owned?).</i>	
<b>Area for Development</b>	<i>Significant building needs are identified but funding for these is needed. While the need to secure funding is identified and not reliant on government funding, what is the plan if the funding doesn't eventuate – especially in the short-term. How will having to use a building in Gisborne itself impact on the proposed programme and method of delivery?</i>	

**BUSINESS PLANNING**

Reviewers will be looking for evidence that:

- the school has access to financial expertise, and
- partnerships are appropriate and support the statement of purpose and goals.

Meets	Approaches	Below
<b>Feedback for proposer</b>		
<b>Strengths</b>	<i>Board appears to have the requisite experience.</i>	
<b>Area for Development</b>	<i>A list of partnerships given but a good number of these seem to be "possibles". What steps have been taken to secure the support of these individuals?</i>	