

INDICATION OF INTEREST

in applying to operate a
Partnership School | Kura Hourua opening in 2014

ISSUED 14 DECEMBER 2012

DUE 1 FEBRUARY 2013

Please send the completed document and direct all questions to
chair@partnershipschools.education.govt.nz

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The Education Amendment Bill sets out the legal framework for Partnership Schools | Kura Hourua and is currently being considered by the Education and Science Select Committee. The Select Committee is due to report back to Parliament by 18 April 2013.

The application process for Partnership Schools | Kura Hourua is subject to the passage of the Education Amendment Bill through the House of Representatives.

Information supplied in this indication of interest will be subject to the Official Information Act and may be scrutinised by a Select Committee or external agencies (e.g. Office of the Auditor General). All parties submitting an indication of interest should assume that the full content of their submission will be released in due course.

FOREWORD FROM CATHERINE ISAAC

The Partnership Schools |Kura Hourua Working Group is pleased to invite groups interested in establishing a Partnership School |Kura Hourua to provide some initial information about their potential proposals. This process is designed to help you understand what is likely to be required in the formal application process, and to help you prepare for it.

The Working Group will not be responsible for running the formal application process, or for making final recommendations on which applications the Minister of Education should accept. This process will be conducted by an Authorisation Board established for that purpose. No formal or final decisions will be taken until after the Education Amendment Bill has been finalised and passed.

The Working Group is however willing to assist and support applicants in this preliminary process, and if you are interested or think you might be interested in establishing a Partnership School, we warmly encourage you to complete this indication of interest form as a first step. You can learn more about the Working Group and its members here: <http://partnershipschools.education.govt.nz/Who-we-are>.

When you have completed the form please forward it to me at chair@partnershipschools.education.govt.nz by 1 February 2013. The Working Group will provide constructive feedback to all participants who submit indications of interest. If you have difficulty in completing any sections you can provide partial responses or leave the section blank. If you have any questions please also send them to me.

Please note that participation in the IOI process is optional. Interested parties who do not submit an IOI will still be able to submit a full application when these are called for (see indicative timeline on the next page).

Catherine Isaac

CHAIR

Partnership Schools |Kura Hourua Working Group

INDICATIVE TIMELINE

The Education Amendment Bill sets out the legal framework for Partnership Schools|Kura Hourua and is currently being considered by the Education and Science Select Committee. The Select Committee is due to report back to Parliament by 18 April 2013.

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2012	
14 December	Indications of interest
The Partnership Schools Working Group invites indications of interest from potential sponsors	
2013	
24 January	Submissions to Science and Education Select Committee close
The Science and Education Select Committee is considering the Education Amendment Bill which provides for the establishment of Partnership Schools Kura Hourua.	
1 February	Indications of interest (IOI) due
All indications should be received by the Partnership Schools Working Group by 4:30 p.m. on 1 February 2013. They must be submitted on the correct form and emailed to chair@partnershipschools.education.govt.nz	
15 February	IOI review completed
All IOIs will be reviewed by the Partnership Schools Working Group. Feedback will be provided to potential sponsors.	
1 March	Publication of application information / Request for proposals
The Partnership School Authorisation Board will publish provisional application information and invite proposals.	
12 April	Proposals due
All proposals must be received by the Partnership School Authorisation Board by 4:30 p.m. on 12 April 2013. They must be submitted on the correct form and sent by email to the specified address.	
12 - 26 April	Review of proposals by Authorisation Board
Members of the Authorisation Board will individually review and assess proposals. This individual review will be followed by a group debriefing and collation of reviews.	
29 April - 1 May	Interviews with Authorisation Board
Sponsors and key staff involved in the operation of the school / kura will be interviewed by the Authorisation Board.	
2 May - 15 May	Preparation of report and advice to Ministers
The Authorisation Board will prepare advice for the Minister of Education on each of the proposals to inform her decision on which can proceed to establishment.	
31 May	Decision announced by Minister of Education
The Minister of Education will announce which applicants have been successful in their application to open a Partnership School Kura Hourua in 2012. Unsuccessful applicants will be able to submit an IOI for the 2015 establishment round. This round is likely to commence in August 2013.	
28 June	Contracts Signed

SCHOOL CONTACTS AND PROFILE

In completing this Indication of Interest please single click on the shaded text box and type in your text.

Proposed School

Name

TE URUNGA TŪ

Proposed Sponsor

Sponsor is the formal term for the entity that contracts with the Crown to operate a Partnership School / Kura Hourua. The sponsor of a Partnership School has to be a "body," such as a board, trust, company, or other legal entity.

The sponsor is able to delegate any of their responsibilities to a third party, for example they may nominate a person to manage the school from day to day, but they are ultimately responsible for the contract with the Crown.

Despite the name, the sponsor is not necessarily required to provide funding for the school, although they may do so.

Name

ROAR MINISTRIES CHARITABLE TRUST

Primary Contact.

Identify the person who will be the primary point of contact for your team. This individual will serve as the contact for all communications, scheduling, and notices regarding your indication of interest.

Name

S 9(2)(a) OIA

Mailing Address

S 9(2)(a) OIA

Phone: Day

S 9(2)(a) OIA

Cell phone:

S 9(2)(a) OIA

Email

S 9(2)(a) OIA

Fax

Click here to enter text

School Profile

School Type (e.g. primary, middle, secondary, bilingual, immersion)

Secondary School

Proposed location

Gisborne

Year levels in first year of operation

Y9-10

Year levels at full enrolment

Y9-13

A. STATEMENT OF PURPOSE AND GOALS

1. Purpose

Why do you propose to open this school?

S 9(2)(a) OIA

My name is

When we returned to live in Gisborne five years ago, we had to make some solid decisions for our whānau's educational futures. For eight weeks I had the privilege to examine my employment situation with no pressure on me. I had been teaching for fifteen years straight and did not want to continue teaching just because that's what I knew. I found myself walking the streets of Gisborne with my young baby by my side. I ended up in meetings with Anne Tolley [then Minister of Education], CEO's of Runanga, Te Puni Kokiri, Pastors, Youth Workers, School Teachers, Principals, School Pupils, Health Providers and Business Leaders.

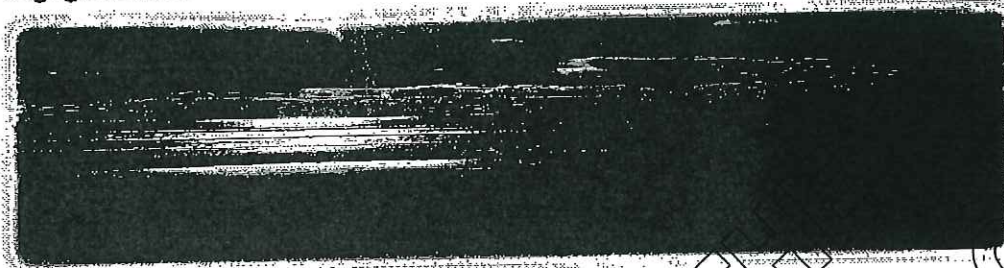
What was revealed to me was that the Gisborne region had approximately 19 million coming in through the various providers and those charged with the education and welfare of our youth. I counted about thirteen different providers for youth services of some sort or other. I then continued to look into the area of developing the apparent and obvious potential right before our eyes. I found very few organisations actually interested in developing the masses of the youth that were *not* problem or in the courts but just turning up to school doing their time compliantly. I found apathy for the results of 70% of Maori and Polynesian students to leave school with zero qualifications. I infiltrated the local secondary schools as an educator and found a shocking common attitude of those at the chalk face - my colleagues, *these kids are destined for nothing and there is nothing we can do about it?*

I could see all these kids walking the hallways of our institutions and streets of Gisborne looking to me like Export Quality Butter, all they needed were the gold can and Arab writing for a label and they would be prime investments. Instead they were wrapped in Hopelessness sentenced to do the time. The next three years we home schooled our two teenagers, taught part time in primary schools, ran leadership programmes and an Education Conference designed by students for students all about the education for them the student.

The R.O.A.R [Realise, Overcome, Aspire, Respond] Conference was run on a budget of approximately \$20 thousand a year and was designed by students with student speakers. All motivational speakers were student selected. Music, entertainment and program were organised by the members of the R.O.A.R leadership team. This team were students from all four of the regions secondary schools. The result was International entertainment, some of NZ's top motivational speakers and a platform for local students to make a stand for what they thought was exciting and worthwhile about education at a local level. The conference reached over 1300 students over the three years of its operation. The members of R.O.A.R have gone on to take top academic, cultural and sporting awards in the various high schools they belong to. They also raised their own funds to travel to Hilo, Hawaii to teach 100 indigenous Hawaiians 'Ki o Rahi'.

Our purpose for existence is to provide the Golden Can wrapper and send out our youth as NZ's number one export and asset 'Brown Boys' Nz's untapped resource.

Describe the school's distinctive mission/vision and how will it enable student engagement and achievement.



TE URUNGA TŪ – Engage and Stand Victorious

MISSION DESCRIPTION:

... E pakia mai rā,
E ngā ngaru o te moana
E takoto nei
Ka huri, ka huri te haere a Paoa
Ki Te Tairāwhiti
(From Haramai a Paoa waiata)

The gentle lapping of the waves of Te Wherowhero lagoon against the Te Kowhai whenua creates a rhythm that quickly brings your soul to surrender and allows your spirit to soar. The explorers from the Pacific Islands and wider oceans chose this place specifically to launch a new beginning from.

It is here that the Horouta waka decided to land and allow Paoa's sister Hinehākirirangi to disembark with the mission to plant the *kumara* (it's introduction to Māori) that there would be a new harvest for the people. The Horouta waka was later laid to rest in Te Wherowhero Lagoon with Te Kuri a Paoa at it's back and Te Kowhai in front resting in safe lands.

TE URUNGA TŪ represents the *ENTERING IN* of the Horouta crew and passengers (our *tipuna*) to a new land (Turanganui-a-Kiwa), a new life, a new beginning and the hope of reaping a new harvest and to stand victorious in this new land. TE URUNGA TŪ is a call to enter in and stand in your whanau, your hapū, your iwi, your nation, and your world victoriously.

"Kia kaha, kia māia; kaua e wehi, kaua hoki e pawera;
na te mea kei a koe a Ihowa, tōu Atua, I ngā wāhi katoa e haere ai koe." Hohua 1:9
"Be strong and of good courage; do not be afraid, nor be dismayed,
For the Lord your God is with you wherever you go." Joshua 1:9

We are called to be courageous without fear. We can choose to believe the negative statistics and worldview or we can choose to *ENTER IN* to the journey of life- long learning and to develop our character that enables us to carry the awesome and amazing talents gifted from God.

Te Urunga Tū,
Te Urunga Pae,
Te Urunga Matiketike!

It does not matter how you enter, *horizontally* or *vertically* as long as you remain erect and ready to shine your light that others may do the same.

A Personal Note:

For 20 years in Education and 18 years as Christians we have been doing our best to align ourselves with Gods purpose for our life. The opportunity to Pastor churches has been a

constant theme throughout our married lives. However, our many wonderful experiences of getting young people high on their own potential have become an addiction.

We believe we are finally *ENTERING IN* to what God has called and equipped us to do, which is to *TRANSFORM FAMILIES IN GOD*.

VISION STATEMENT

TE URUNGA TŪ symbolizes the act of entering in to face challenges, and to stand upright in victory. It is our vision that we provide the opportunities, resources and expertise to allow students to do just that in Education, Sport, Business and Māori culture. To 'enter' is to engage; to 'stand' is to be victorious in that engagement. Each member of TE URUNGA TŪ will enter into a journey of life-long learning and will be challenged along the way, but will ultimately emerge equipped with the love of learning, the ability to lead and the resilience to pursue excellence throughout their lives.

2. Goals

What are the school's performance goals and how will these be measured?

See attachment 3: TUT Charter

Evaluation

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.

14 Proposed Student Population and Educational Need

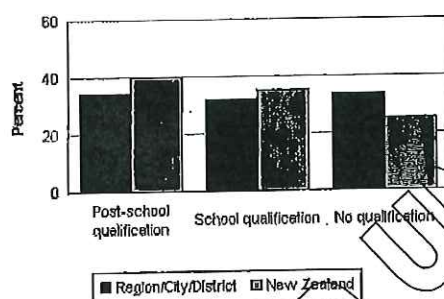
GISBORNE – TE TAIRĀWHITI

Total population aged 15 years and over

- 34.1 percent of people aged 15 years and over in Gisborne Region have a post-school qualification, compared with 39.9 percent of people throughout New Zealand.
- In Gisborne Region, 33.8 percent of people aged 15 years and over have no formal qualifications, compared with 25.0 percent for New Zealand as a whole.

Highest Qualification for People Aged 15 Years and Over

Gisborne Region and New Zealand, 2006 Census

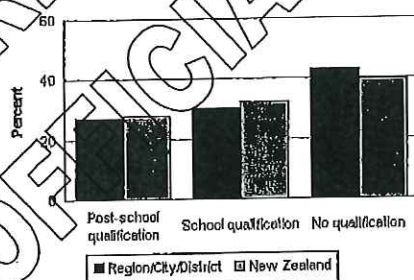


Māori ethnic population aged 15 years and over

- In Gisborne Region, 26.9 percent of Māori aged 15 years and over have a post-school qualification, compared with 27.9 percent for Māori throughout New Zealand.
- 43.2 percent of Māori aged 15 years and over in Gisborne Region have no formal qualifications, compared with 39.9 percent of New Zealand's Māori population.

Highest Qualification for Māori Aged 15 Years and Over

Gisborne Region and New Zealand, 2006 Census



Note: The Māori ethnic population is the count for people of the Māori ethnic group. It includes those people who stated Māori as being either their sole ethnic group or one of several ethnic groups.

This data has been randomly rounded to protect confidentiality. Individual figures may not add up to totals, and values for the same data may vary in different text, tables and graphs.

2. Learning Environment, Teaching and Curriculum

See attachment 3. TUT Charter

Describe the curriculum that your school will use. If this is not the New Zealand Curriculum (NZC) or Te Marautanga o Aotearoa (TMOA) please describe how this aligns with the key elements of one of these documents.

We will use the New Zealand Curriculum Framework in partnership with Te Kura Pounamu - The Correspondence School. This will allow us to personalise our students academic programmes according to their unique needs and abilities at the initial stages of establishment. Our desire is to further develop our curriculum framework according to the future roll growth and growing needs of the students.

Explain why you believe the education programme you are proposing will be successful in improving achievement for the proposed student population.

Our heart is to provide a learning environment that is culturally, academically and physically responsive for our Māori and Pacific Island students, particularly boys. We are committed to providing a programme that meets the demands of a 21st century learner. A programme that is student centred and promotes creativity, collaboration and problem solving. In short, we believe that if we can provide a stimulating and interesting environment with some key hooks with it, this alone will engage students into their learning as they strive towards academic achievement.

In order to provide specific personalised programmes for each student, we need to be able to provide a programme that will have the flexibility to do so. Hence, the reason for establishing a dual partnership with Te Kura Pounamu. It will be imperative that we hire staff who are multi-skilled in our core subject areas and learning themes.

We envisage providing the following learning themes alongside the core subjects with a strong practical emphasis:

- Environmental Science
- Business Studies
- High Performance Sport

Our primary focus will be to design individual academic programmes comprising the core subject areas that will cater for each students needs, abilities and career aspirations. Our next emphasis will be to open opportunities for students to practically explore the Environmental Sciences (utilising the immediate coastal environment that surrounds us), Business Studies (developing knowledge and skills to own businesses and support the economic needs of the community), and High Performance Sport (development of high performance athletes and their sporting aspirations).

These learning areas will be supported and strengthened by a robust leadership programme tailored towards developing confident, competent Māori and Pacific Island leaders.

Explain how the key teaching practices and evaluation and assessment strategies described above will enable your school to meet its stated goals

TO BE COMPLETED.